



Erasmus+ Capacity Building in the field of Higher Education at a glance (2015-2020)



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Jean Monnet
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Vocational education and training
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Higher education

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Higher Education

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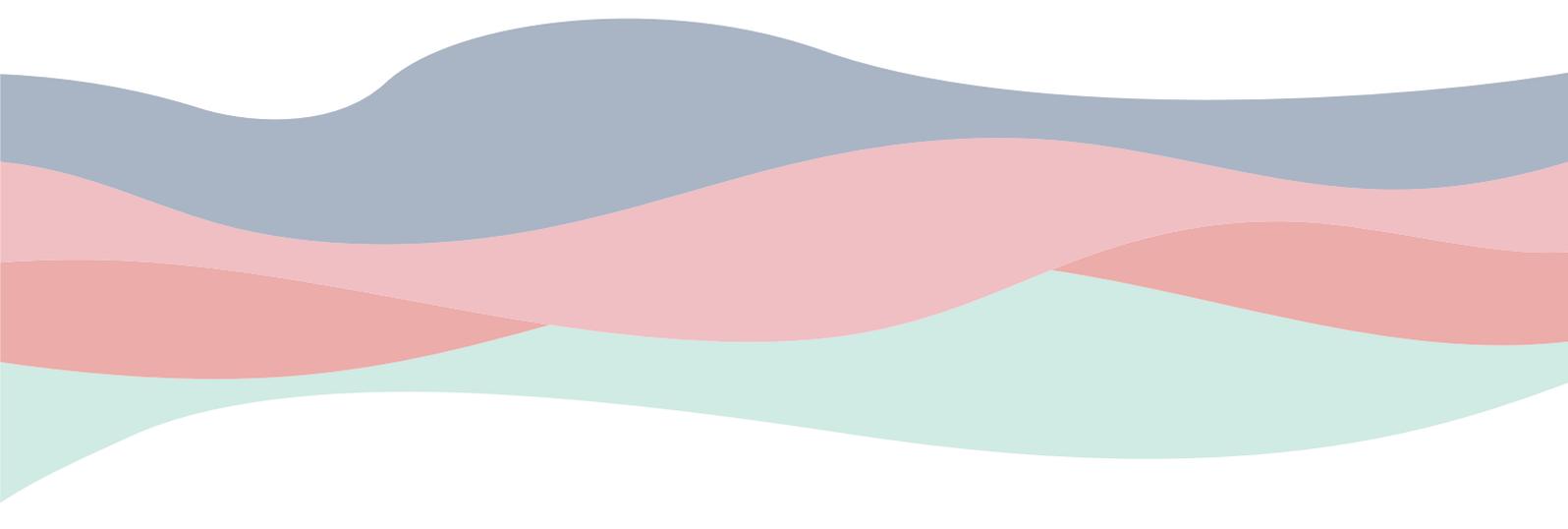




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1. Introduction

The Capacity Building for Higher Education (CBHE) action of the Erasmus+ programme supports the **modernisation and development of Higher education institutions (HEIs) and educational systems** in the Partner Countries. The higher education sector is a driving force for the economy and society as a whole and the role of the CBHE action is important as it has a long-term structural effect on these countries.

The **aim of this study** is to inform about **how CBHE projects** selected in the six calls for proposals 2015-2020 **are contributing** to the **main priorities of the European Commission** defined for the periods 2014-2019 and 2019-2024.

For the period 2014-2019, the European Commission defined a set of priorities, in line with core European Union values. These included a new boost for jobs, growth and investment, a connected digital single market, a resilient energy union with a forward-looking climate change policy, a deeper and fairer internal market with a strengthened industrial base and a deeper and fairer economic and monetary union (EMU).

In 2019, the European Commission has revised its priorities for the period **2019-2024** focusing on the European Green Deal, a digital future, an economy that works for people, a stronger Europe in the world, promoting our European way of life and strengthening European democracy.

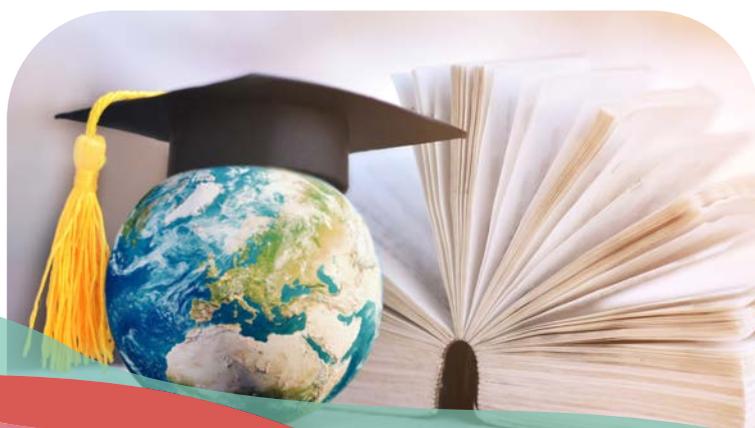
Many **CBHE projects have addressed these challenges** and have tried to contribute to better face an increasingly **digital world**, to move towards a more **circular and green economy**, to focus on **inclusion** of those who are socially or economically marginalised, to increase **employability** of students and to reinforce the **internationalisation** of higher education institutions in the Partner Countries.

For each of the priorities identified, a **background** on the EU policy will be provided, followed by examples of **best practices** CBHE projects illustrating how these priorities have been addressed.

Concerning the regional impact achieved by CBHE projects, it is worth underlying that **Regional Impact Studies** have been published in order to inform about the impact achieved by CBHE

projects in the different regions of the action.

These regional reports are based on the evaluation of the final project reports and monitoring of the first generation of CBHE projects selected for funding in 2015¹ (partially 2016). In such a context, drawing the conclusion on the effective impact of the CBHE action and the selected projects on each national higher education sector is a complex exercise that must also take into account the local socio-political and economic context.



¹ A total of 138 projects selected in 2015 were finalised so far.

Having reached the final stage of implementation of the Erasmus+ programme, the reports show that the CBHE action has been successful in fostering the modernisation and the reform of the higher education sector and HEIs in the targeted Partner Countries. The main target beneficiaries, Partner Countries HEIs, have undoubtedly benefited by the participation in this action. Through the training of their staff, the modernisation of their academic offer, the establishment of labs and centres geared up with expensive and modern equipment and the cooperation with Programme Countries HEIs, Partner Countries HEIs have increased their local and international visibility, established new cooperation that were not possible prior to this action and increase their attraction of students. The reports offer an interesting display of the main impact of the funded projects in each region.

Link to the Publications

Western Balkans

Erasmus+, Capacity building in higher education (CBHE) action - Publications Office of the EU (europa.eu)

Southern Mediterranean

Erasmus+, Capacity building in higher education (CBHE) action - Publications Office of the EU (europa.eu)

Central Asia

Erasmus+, Capacity building in higher education (CBHE) action - Publications Office of the EU (europa.eu)

Eastern Partnership

Erasmus+, Capacity building in higher education (CBHE) action - Publications Office of the EU (europa.eu)

Russian Federation

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Latin America

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ACP

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South Africa

Erasmus+, Capacity building in higher education (CBHE) action - Publications Office of the EU (europa.eu)

Iran, Iraq, Yemen

Erasmus+, Capacity building in higher education (CBHE) action - Publications Office of the EU (europa.eu)

2. Capacity Building in Higher Education (CBHE) Facts and Figures



2015-2020



908 projects



EUR 808,5 mln



3.832
organisations



10 Regions



130 countries

The Capacity Building in the field of Higher Education (CBHE) action of the Erasmus+ programme builds on the achievements of the Tempus, Alfa and Edu-link programmes.

It funds transnational cooperation projects based on multilateral partnerships, primarily between Higher education institutions (HEIs) from Programme Countries and over 150 eligible Partner Countries.

The action aims at supporting the modernisation and development processes of HEIs and Higher Education systems in the eligible Partner Countries. It also fosters regional integration and cooperation within and between different regions of the world.

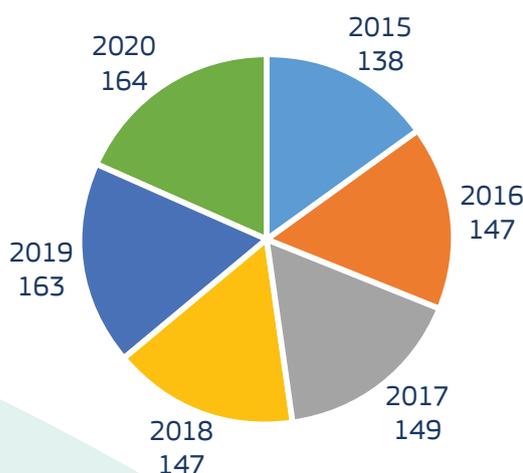
More information about CBHE in the world:

https://ec.europa.eu/programmes/erasmus-plus/about/factsheets_en

During the period 2015-2020, a total of 908 projects were selected as a result of six Calls for proposals. There was a gradual increase per selection year from 138 projects in 2015 up to 164 projects in 2020, the number of selected projects depending on the availability of budget and the regions covered.

The total budget granted to the 908 selected projects amounts to € 808,5 million. Alike the number of selected projects, the grant awarded per year has continuously increased – from € 120 million in 2015 up to € 148 million in 2020.

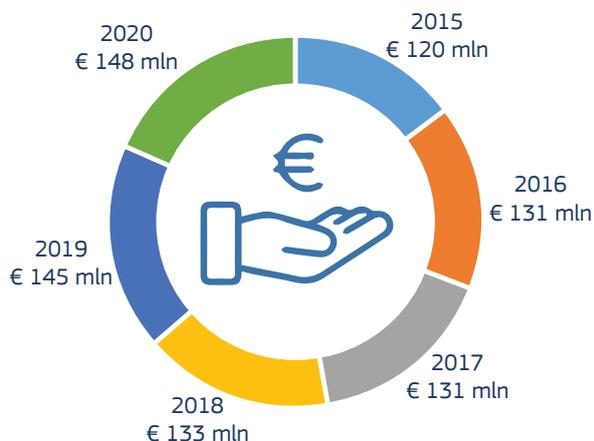
Number of projects per selection year



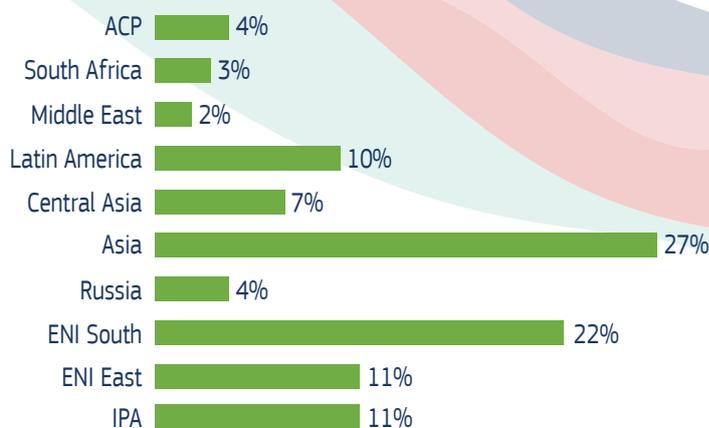
The region that has benefited the most from the CBHE budget is Asia (27%), followed by the South Mediterranean region (22%).

The funding per project defined by the Calls for proposals is between € 500.000 and € 1 million, the average budget per project being around € 890.500. Each project duration is of 2 or 3 years (in the majority of cases).

Grant Awarded per selection year

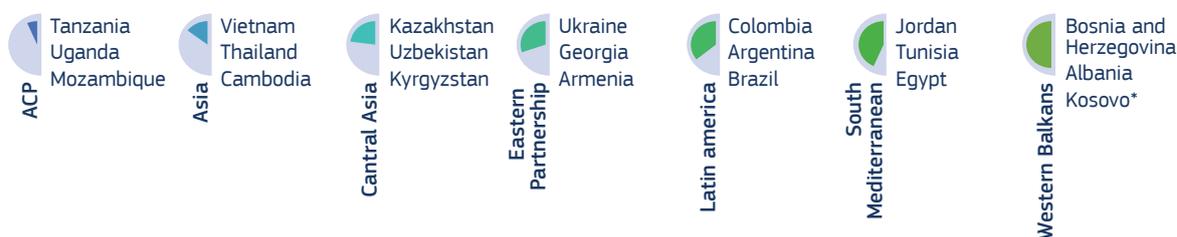


Budget per region



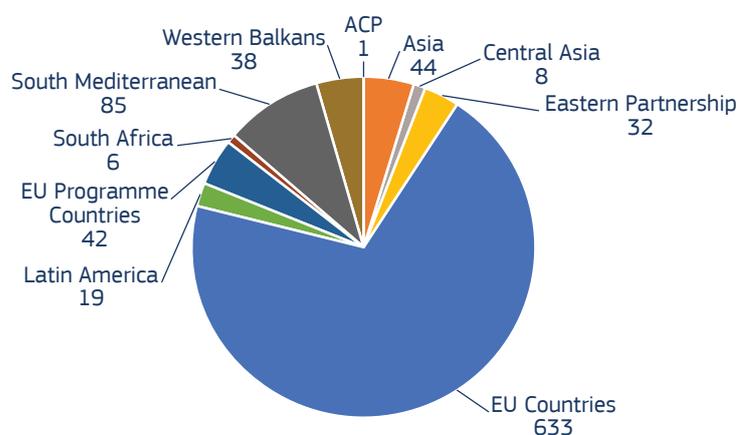
The distribution of selected projects per region reflects the budget share. Asia (276 projects) and the South Mediterranean region (210 projects) having the highest number of projects selected. The small regions like South Africa and Yemen, Iran, Iraq (YII) are with the lowest level of involvement.

While the CBHE action mainly targets HEIs, other organisations (enterprises, professional organisations etc.) are also eligible to participate as full partners or as associated partners in CBHE projects. More than 3800 organisations have taken part in selected projects as Applicant (Coordinator) or Partner, around 2/3 of them being public institutions.



The overall coordination of a CBHE project is taken over by HEIs in a programme or in a Partner Country. Around 74% of the selected projects have been coordinated by a Programme Country institution, while only 26% by a Partner Country HEI. The highest involvement of Partner Country institutions as Applicant is observed in the South Mediterranean and Asia regions, followed by the Western Balkans and the Eastern Partnership Countries.

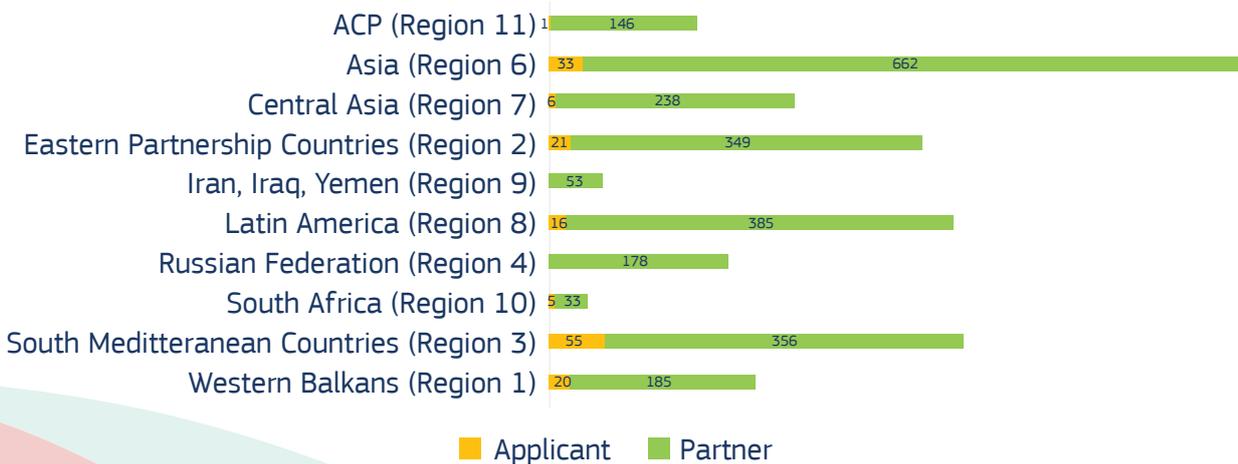
Number of projects involving the region as Applicant



Number of projects per region



Number of organisations per region and role in the project



- 

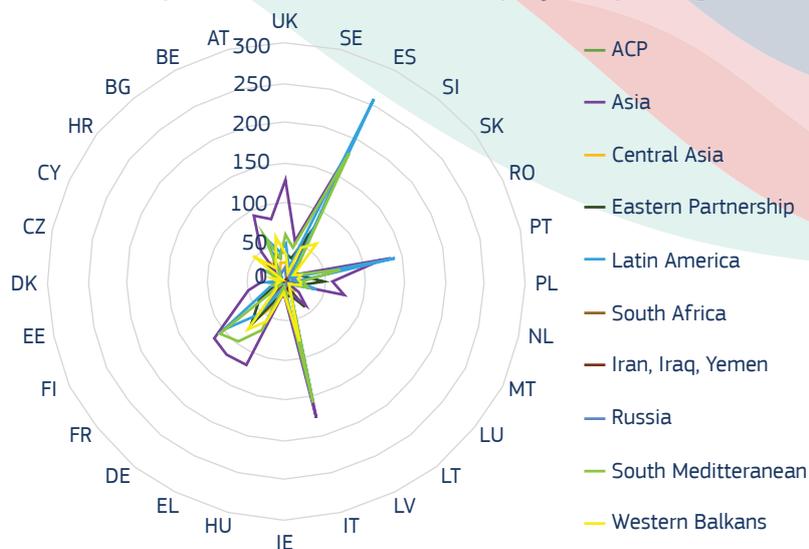
792
Joint projects
- 

116
Structural projects
- 

523
Multi-Country projects
- 

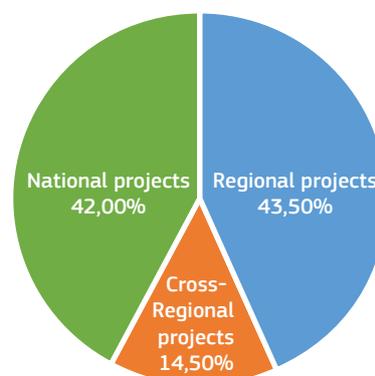
385
National projects

Participation of EU countries in projects per region



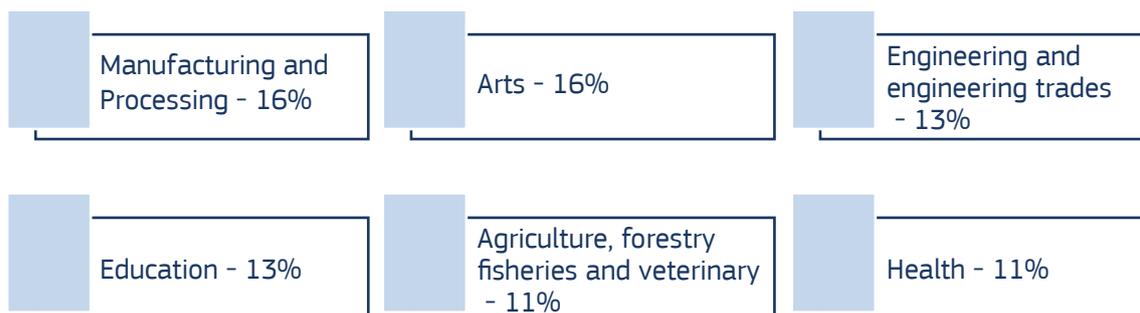
Selected projects involved more than 10.600 instances of participation in the consortia. The average number of partners in a consortium is 12, the minimum number of organisations involved in a partnership being 4, the maximum number – 38.

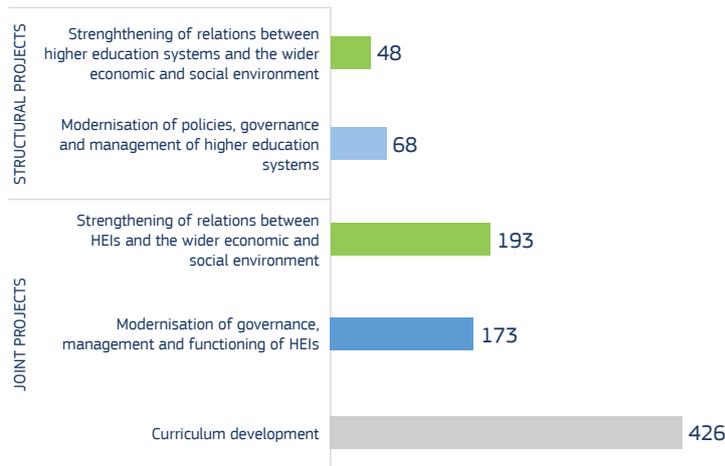
There are two types of CBHE projects, which aim to have their main impact either on higher education institutions (Joint Projects) or on the higher education system as a whole (Structural Projects). In Structural Projects, Ministries responsible for higher education must be involved as full project partners. Around 87% of the projects selected in the six selections are Joint projects, the Structural projects being 13%.



CBHE projects can target a group of countries in a region (regional projects) or only one country (national projects). They can also address countries in different regions (cross-regional projects).

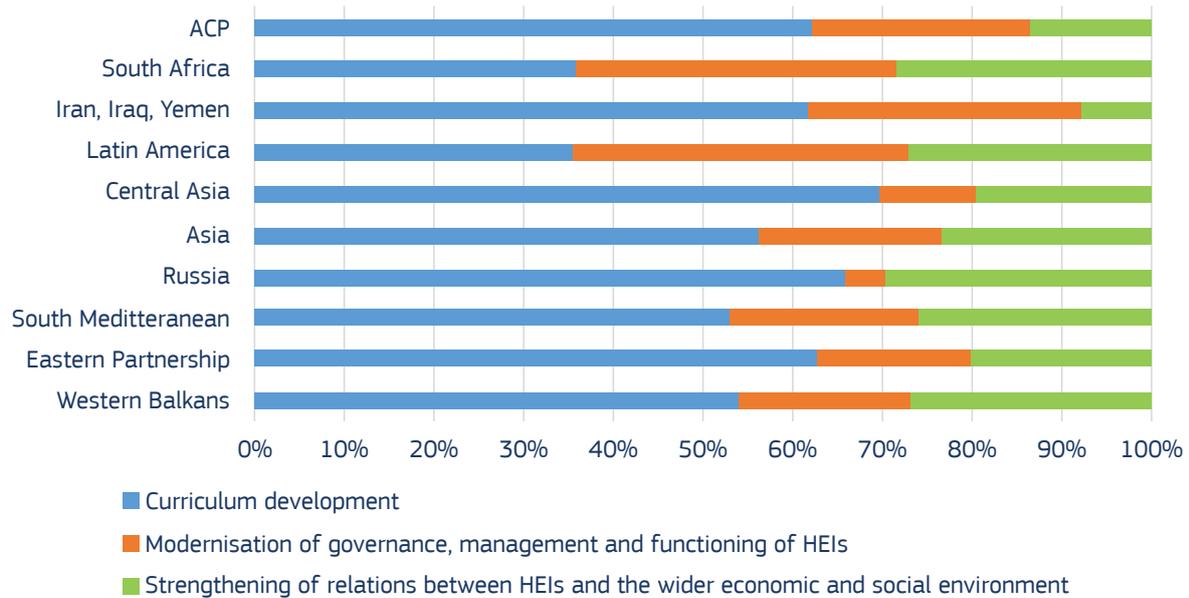
In terms of activities tackled by the selected projects, about 47% of them focused on Curriculum development, the most recurrent disciplines addressed being the following:



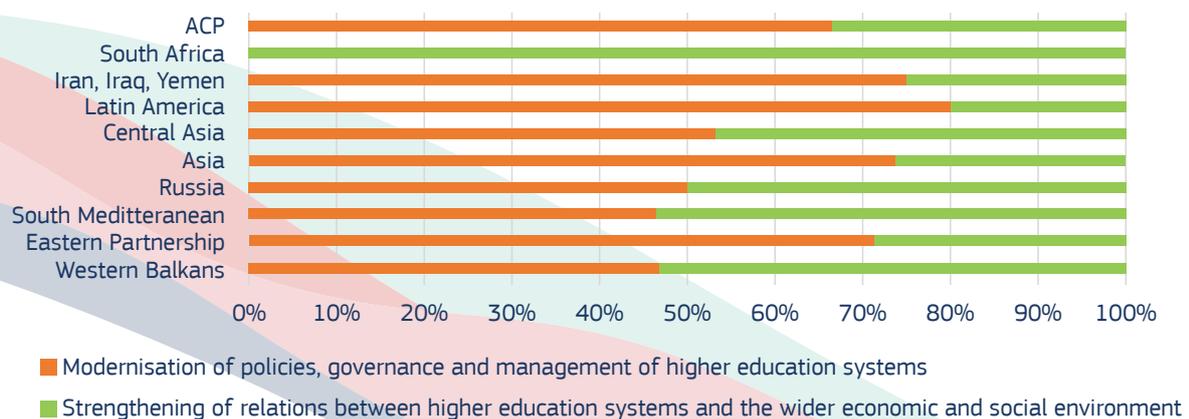


Modernisation of governance, management and functioning of HEIs has been attended by around 26,5% of the projects. The same share of the projects have chosen as thematic Strengthening of relations between higher education systems and the wider economic and social environment.

Joint projects



Structural projects



3. How CBHE projects contribute to European Commission priorities

3.1 Digital transformation for new opportunities and development

Rapid digitalisation has transformed many aspects of work and daily life over the past decade. Driven by innovation and technological evolution, digital transformation is reshaping society, the labour market and the future of work. The use of digital technologies is also crucial to achieve the European Green Deal objectives and to reach climate neutrality by 2050.

The European Commission has included **digitalisation** as one of its **priorities for 2019-2024** in order to foster the development of high-performing digital education ecosystem and to enhance digital skills and competences for the digital transformation.

The **COVID-19 crisis** has put us for the first time in a situation where there is little choice, but to use digital technologies to provide education and training. At the same time, the pandemic also exposed the shortcomings that still need to be tackled in order to successfully integrate digital technologies in education and training systems.

The crisis requires us to rethink how education and training in all disciplines are designed and provided to meet the demands of a rapidly changing and increasingly digitalized world.

The **Digital Education Action Plan 2021-2027**² outlines the European Commission's vision for high-quality, inclusive and accessible digital education in Europe. It is a call to action for stronger cooperation at European level to:

- ▶ learn from the COVID-19 crisis, during which technology is being used at an unprecedented scale in education and training
- ▶ make education and training systems fit for the digital age

During 2015-2020, **47% of CBHE projects** in all regions have supported digitalisation by the inclusion of e-learning and innovative tools in education, creating digital networks, enhancing student learning experience through the use of new tools, and including in the partner institutions new technologies such as geographical information systems, networks of open sciences, etc.

The project **“Common Good First - digital storytelling for Social Innovation”** coordinated by the Glasgow Caledonian University (UK) and implemented in South Africa has created a digital network – Common Good First - to capture and showcase projects with a social impact in South Africa, connect them to each other, and connect academics and HEIs around the world. In doing so, the project has also addressed the issue of the ‘digital divide’, as identified by the country's National Development Plan 2030 (2013), by supporting the growth of e-skills among community groups, including innovative digital storytelling modules, which were co-designed and taught by young people in our partners HEIs and community projects. Furthermore, the project **“Change in Classroom: Promoting Innovative Teaching & Learning to Enhance Student Learning Experience in Eastern Partnership Countries” (PRINTeL)** coordinated by the Yerevan State University (Armenia) and implemented in Armenia,



² https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan_en

Georgia, and Belarus has successfully enhanced student-learning experiences in the Partner Countries by promoting development and innovation in teaching & learning, and supporting the integration of technology and research and the dissemination of good practices. Moreover, it has established cooperation in education & training between the EU and the Partner Countries, and also amongst PCs, by promoting the virtual mobility of teachers and students, and enhancing lifelong learning resources & means.

In Latin America, the project **“Construction of Management Capacities of MOOCs in Higher Education” (MOOC Maker)** coordinated by the University Carlos III (Spain) focused on building management capability in Massive Open Online Courses (MOOCs) and Small Private Online Courses (SPOCs) in Colombia, Chile, Guatemala in order to improve access to teaching and learning programs in the region, and contribute to increasing access to education for disadvantaged groups. The project has contributed to the development of new technologies for education, and the update of Latin American universities’ teaching and learning tools and methodologies, thus increasing their international cooperation within the region and with Europe. It also contributed to tackling inequalities in access to education.

3.2 A Greener World



The **2018 Council Recommendation on Key Competences for Lifelong Learning**³ invited the Member States to spread the ambitions of the Sustainable Development Goals across education, training and learning, “including by fostering the acquisition of knowledge about limiting the multifaceted nature of climate change and using natural resources in a sustainable way”. The Recommendation also requested the Commission to “support initiatives to further develop and promote education for sustainable development.”

The **European Commission** plans to put forward a worldwide policy approach on how

to develop education for environmental sustainability, including biodiversity education. The aim is to increase awareness, understanding, and action concerning environmental challenges, set out good practices, and provide guidelines for policy development in the area.

Moreover, the European Green Deal⁴ adopted in 2019 explicitly calls for activating education and training to support the transition towards a greener Europe.

In fact, the **European Green Deal**⁴ asks education and training systems to play a key role in this green transition by:

- ▶ Preparing a European competence framework on climate change and sustainable development;
- ▶ Renovating schools by using the money saved through building efficiency to support quality education;

³ https://ec.europa.eu/education/education-in-the-eu/council-recommendation-on-key-competences-for-lifelong-learning_en

⁴ https://ec.europa.eu/info/sites/info/files/european-green-deal-communication_en.pdf

- ▶ Supporting the re-skilling and upskilling of Europe's workforce to enhance employability in the green economy, and reap the benefits of the ecological transition.

At international level, the **Sustainable Development Goal 4 “Quality education”**⁵ calls for action to ensure inclusive and equitable good quality education and promote lifelong learning opportunities for all.

To this end, as announced in the EU Biodiversity Strategy for 2030, **in 2022 a Council Recommendation⁶ has been adopted** to encourage cooperation in education for environmental sustainability and to provide guidance for schools, higher education institutions, and teachers on how to cooperate and exchange good practices on environmental sustainability education, including biodiversity learning and teaching.

Since the launch of the CBHE action in 2014, **“Environment and climate change”** has been included as one of the possible topics that could be addressed by project proposals.

Since then, higher education institutions have played an essential role in addressing the issue of environmental sustainability by raising awareness, instilling the key competences needed for changing personal behaviours, and empowering people to take action in their respective communities.

It is worth underlying that **50% of CBHE projects** have included environmental aspects in their implementation. Some of them aimed at developing competences in various sustainability-related sectors, and developing green sectorial skills strategies and methodologies, as well as future-oriented curricula, to better meet the needs of individuals. CBHE projects also supported the testing of innovative practices to prepare learners, staff and youth workers to become true factors of change (e.g. save resources, reduce energy use and waste, compensate carbon footprint emissions, opt for sustainable food and mobility choices, etc.). The upskilling of teachers in environmental sustainability by specialised trainings and best practice sharing is crucial for the successful development of this competence for all citizens.

Furthermore, CBHE projects have **contributed to the transition to a circular and greener economy** by bringing changes to qualifications and national education and training curricula, in order to meet emerging professional needs for green skills and sustainable development.

Problems such as climate change and environmental degradation greatly affect the global economy, the labour market, and employment in areas such as damages to business assets and infrastructure, occupational health and safety, and labour productivity. Measures or actions to fight these problems open the door to a “green transition”.

To this end, CBHE projects are playing a key driver for green and digital transitions and have a major role to play in boosting innovation and growth. The quality and labour market relevance of tertiary education, and in particular its capacity to adapt to rapidly changing labour market needs, is becoming a key success factor in a global competition for talent. In Cambodia, the project **“Enhancing green capability in HEI to foster sustainable development in Cambodia” (GREENCA)** coordinated by the University of Nantes (France) has offered to the partner institutions the possibility to reform their curriculum for green growth by promoting closer relations between universities and industry, so that these institutions can produce skilled labourers according to the demands of Cambodian stakeholders.

⁵ <https://www.un.org/sustainabledevelopment/education>

⁶ See Council Recommendation of 16 June 2022 on learning for the green transition and sustainable development (2022/C 243/01) <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32022H0627%2801%29>

The project **“Engaging students in sustainable Caribbean Cities” (CITYLAB CAR)** coordinated by the University of Antwerpen (Belgium) has stimulated innovation in teaching in higher education through problem-based learning Centres in the Caribbean (Guyana, Suriname, Trinidad and Tobago, Jamaica, Dominican Republic) and has made higher education institutes and students better prepared to deal with contemporary urban problems and challenges.

In Madagascar, the project **“Coopération et innovation pédagogique: Eau-Énergie-Habitat à Madagascar” (MADEEHI)** coordinated by the University Paul Sabatier Toulouse III (France), has reinforced capacities in Master’s programs in energy control, water, housing environment and new technologies, in accordance with the socio-cultural context, in order to ensure a sustainable local development, based on entrepreneurial spirit and the benefits of the natural resources of Madagascar.

In the Western Balkans, the project **“Development of Master curricula for natural disasters risk management in Western Balkan countries” (NatRISK)** coordinated by the University of Nis (Serbia) has educated experts in Natural Disasters Risk Management in Serbia, Kosovo and Bosnia and Herzegovina, through the development and implementation of new Master curricula in the field of NDRM and the development of educational trainings for the public sector and citizens.

In Latin America, the project **“Integración Regional, Universidad y Desarrollo Sostenible en Centro-América” (IRUDESCA)** coordinated by the Instituto Politecnico de Viana de Castelo (Portugal) has contributed to the development of innovative ideas with respect for the environment and people for sustainable projects and has generated links between universities and enterprises in order to enhance sustainable development in El Salvador, Guatemala, Costa Rica, Honduras, Nicaragua and Panama.

3.3 Inclusion and Diversity



In the **European Council of December 2017**⁷, the role of high-quality education in creating more inclusive, as well as more economically successful and sustainable, societies was recognised.

Similarly, the **UN 2030 Agenda on Sustainable Development**⁸ recognises the importance of access to education, including higher education. It also acknowledges the importance of eliminating gender disparities in education, and ensuring

equal access to all levels of education and vocational training for vulnerable people, including people with disabilities, indigenous peoples, and children in vulnerable situations.

⁷ <https://www.consilium.europa.eu/media/32204/14-final-conclusions-rev1-en.pdf>

⁸ <https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>

Furthermore, the **2017 European Consensus on Development**⁹ also recognises the importance of ensuring access to good quality education for all, as a prerequisite for youth employability and long-lasting development.

In this regard, the Higher Education (HE) sector has an important role to play, and the Erasmus+ programme is helping higher education institutions contribute to building a more inclusive society, among other initiatives, also through the **Capacity Building in Higher Education** action.

Making higher education systems inclusive and connected to society requires providing the right conditions for students of different backgrounds to succeed, as well as building the competences and structures inside the HE sector that are necessary to obtain this result.

22% of CBHE projects are contributing to **promote equity and inclusion** by facilitating access to participants with disadvantaged backgrounds and fewer opportunities than their peers, whenever disadvantage limits or prevents participation in transnational activities for reasons such as:

- ▶ Disability (i.e. participants with special needs): people with mental (intellectual, cognitive, learning), physical, sensory, and or other disabilities;
- ▶ Educational difficulties: young people with learning difficulties, early school leavers, low qualified adults, young people with poor school performance;
- ▶ Economic obstacles: people with a low standard of living, low income, dependent on social welfare system or homeless, young people dealing with unemployment or poverty, people in debt or with financial problems;
- ▶ Cultural differences: immigrants, refugees, descendants from immigrant or refugee families, people belonging to a national or ethnic minority, people with difficulties related to linguistic adaptation and cultural inclusion;
- ▶ Health problems: people with chronic health problems, severe illnesses, or psychiatric conditions;
- ▶ Social obstacles: people facing discrimination because of gender, age, ethnicity, religion, sexual orientation, disability, etc., people with limited social skills or anti-social or risky behaviours, people in a precarious situation, (ex-)offenders, (ex-)drug or alcohol abusers, young and/or single parents, and orphans;
- ▶ Geographical obstacles: people from remote or rural areas, people living in small islands or in peripheral regions, people from urban problematic zones, people from less serviced areas (limited public transport, poor facilities).

CBHE projects are contributing to the development of sustainable and inclusive socio-economic growth in Partner Countries. In fact, several of the **national, regional and crosscutting CBHE priorities** have contributed, and will continue to contribute, to the building of an inclusive society. This objective can be reached through the development of curricula targeting the training of professionals with specific competences, the creation of University services for students of the different categories mentioned before, but also the recognition of qualifications, and the use of new technologies. These last aspects are, for example, extremely important for



⁹ https://ec.europa.eu/international-partnerships/european-consensus-development_en

disadvantaged and underrepresented students, like migrants that might need a more widespread recognition of their prior learning, and for the involvement of students from remote and rural areas.

Furthermore, the projects targeting the **“Equity, access and democratisation of Higher Education”** priority, as well as the ones addressing the **“Integration of refugees from conflict-affected countries in higher education”**, which is a crosscutting priority valid for all regions, are definitively contributing to social inclusion in all the targeted Countries and Regions.

The project **“Assisting Better Communication” (ABC)** coordinated by Ilia State University (Georgia) has contributed to solutions to improve access to education for children and adults with communication disorders. It managed to enhance careers in Speech and Language Therapy in Israel, Georgia and Bosnia Herzegovina through quality courses and programs offered at different levels of professional education.

In Latin America, the project **“Centros de cooperación para el fomento, fortalecimiento y transferencia de buenas prácticas que Apoyan, Cultivan, Adaptan, Comunican, Innovan y Acogen a la Comunidad Universitaria” (ACACIA)** coordinated by the Colombian Universidad Distrital Francisco José de Caldas has enabled the creation of five Educational Centres for Support and Development (CADEP) in Colombia, Peru, Nicaragua and Chile, in order to reduce the student drop-out rate and contribute to the eradication of all forms of exclusion, discrimination and marginalisation. The structure of these centres represents an innovative and replicable tool for HEIs to provide students, especially the most vulnerable, with integrated support using a differential approach.

In the Middle East, the project **“Refugees Education Support in M Countries” (RESCUE)** coordinated by UNIMED (Unione delle Università del Mediterraneo, Italy) has created ad hoc units (the Refugee Student Operational Support Unit – R-SOS) in universities in Lebanon, Jordan and Iraq, whose mission is to structure specific services supporting refugee students (mainly Syrians) in resuming their academic training path.

In Indonesia, the project **“Ensuring Access and Quality Education for Students with Disabilities in Indonesian Universities” (INDOEDUC4ALL)** coordinated by the University of Alicante, Spain has contributed to help universities to develop the capacity of its members (leaders, professors, and administrative staff) in addressing the educational need of students with disabilities. Modern support centres for disabilities have been created and equipped with assistive technologies. They ensure the accessibility of the teaching-learning processes and include students with disabilities in this process, thus empowering them.

In India, the project **“Building Inclusive Urban Communities” (BinUCom)** coordinated by the University for Continuing Education Krems (Austria), supported the production of Open Educational Resources, and increased the relevance of architecture and planning studies by introducing multidisciplinary topics such as social inclusion and sustainable housing.

3.4 Increase students' employability

Employability is one of the most important goals of the **Bologna Process**. In 1999, the Bologna declaration defined as two of its goals the promotion of European citizens' employability and the international competitiveness of the European higher education system.

Decreasing the unemployment rate has become one of the EU development priorities declared in the **Europe 2020 Strategy** that emphasised smart, sustainable, and inclusive growth in order to

improve Europe's competitiveness and productivity, and underpin a sustainable social market economy. In this context, the universities – enterprises cooperation has been one key measure to improve the employability of graduates.

However, even if there are clear benefits to such closer cooperation for both higher education institutions and their stakeholders in society, there is still a gap between university graduates' competences and employers' needs. Higher education institutions are often criticized for not preparing their graduates for the real labour market needs and context. Universities are traditionally seen as places of conventional teaching and basic research, rather than engines for innovation, growth and employability. This leads to the fact that most of the young graduates fail in their first approach to the labour market, starting way below their own expectations.

Curricula are often slow to respond to the constant changing needs of the wider economy, and fail to anticipate or shape the careers of tomorrow. Higher education institutions do not always have the necessary resources to adapt curricula at the same pace and, as a result, graduates struggle to find good quality employment in line with their studies.

Cooperation with industry for innovation, and with employers for work, requires that higher education institutions take a fresh look at relevant academic disciplines and at the mutual benefits entailed.

The **Erasmus+ programme** help higher education institutions equip graduates with the necessary skills for the labour market needs and requirements. As part of an extensive EU strategy, the Erasmus+ programme aims, among others, to modernise and reform higher education by encouraging higher education institutions to cooperate with relevant socio-economic actors. The involvement of suitable actors from civil society and the business sector has the potential to improve students' skills and enhance their employability.

69% of CBHE projects have included activities in order to strengthen the relation between higher education institutions and the wider economic and social environment. Many CBHE projects have supported the revision of curricula in response to the needs of the job market. These projects tackle several gaps and shortcomings concerning student employability, due to the lack of structured





university-enterprise connections, by creating new pathways of cooperation between universities and the public and enterprise sectors.

Other practices implemented through the CBHE projects show the benefit of **involving employers and labour market institutions** in the design and delivery of programmes.

There is a strong need for **flexible and innovative learning approaches and delivery methods**. In this sense, the better the career paths of former students are

monitored, the better curricula designers are further informed and get a better understanding of the labour market.

Evidence also shows that **curriculum development projects**, which work closely with private sector partners and include internships as part of the university education, have a higher graduate employability rate and are, therefore, much more attractive to national and international students. This collaboration encourages the exchange and sharing of knowledge, drives innovation, entrepreneurship, creativity, and helps graduates to acquire the right skills and mind-sets required by the job market, as well as for their own personal development.

Provision of **equipment** also allows the establishment of facilities like career advice centres, and innovation and start-up centres. The new facilities are frequently used to train private or public employees, who otherwise would not have access to these types of support. Sometimes this even happens on a fee-paying basis, thus contributing to the project's impact and financial sustainability. The centres have become recognised regional actors, providing courses based on the identified demand to diversify target groups. They cooperate effectively with the regional employment services and social support organizations.

Furthermore, the contribution of higher education to jobs and growth, and its international attractiveness, can be also enhanced through close, effective **links between education, research, and business – the three sides of the 'knowledge triangle'**. The recent shift towards open innovation has resulted in increased flows of knowledge and new types of co-operation between education institutions, research organisations, and business. However, the capacity of higher education institutions to integrate research results and innovative practice into the educational offer, and exploit the potential for marketable products and services, could be improved.

Higher education institutions can have a stronger impact on various facets of social and economic development through partnerships with the business sector. They can be the engines of innovation, growth and employability. Relevance and adaptability to the changing labour market are key levers for sustainable development. There are clear benefits to closer cooperation between higher education institutions and their stakeholders in society.

In Iraq, the project **“Designing new pathways for employability and entrepreneurship of Iraqi students in Archaeology and Cultural Heritage” (BANUU)** coordinated by the University of Bologna (Italy) aims to tackle several gaps and shortcomings concerning student

employability, due to the lack of structured university-enterprise connections, by creating new pathways of cooperation between universities and the public and enterprise sectors. In particular, BANUU will create a national framework for designing and implementing internships in Archaeology and Cultural Heritage in Iraq, as well new pathways to enhance Iraqi students' transversal skills.

In Vietnam, the project **“Strengthening the Vietnamese Higher Education System to improve graduates’ employability and entrepreneurship skills” (V2WORK)**, coordinated by the University of Alicante (Spain) intends to reinforce university-enterprise relationships through the development of mechanisms fostering active involvement of enterprises in the Career Centres.

In the Western Balkans, the project **“Electrical Energy Markets and Engineering Education” (ELEMEND)** coordinated by Ethniko Kai Kapodistriako Panepistimio Athinon (Greece) designed an internship programme at the partners higher education institutions in Montenegro, Serbia, Bosnia and Herzegovina, Kosovo, in cooperation with industry representatives, to increase employability and address labour market needs. A cooperation agreement with SMEs and industries will be signed at the end of ELEMEND project.

In Latin America, the project **“Latin American Social Innovation Network” (LASIN)** coordinated by the Glasgow Caledonian University (UK) has established Social Innovation Support Units in the partner institutions in Colombia, Chile, Panama and Brazil, in order to promote university/ social enterprise cooperation, social entrepreneurship and graduate employability in the field of Social Innovation.

3.5 Reinforcement of Internationalisation

Internationalisation is crucial in order to enable universities to cooperate with other institutions worldwide, to increase their visibility and to promote the mobility of students and staff.

Individual academics remain the most important driver of international cooperation. It is through bottom-up initiatives led by academics that short-term mobility, research cooperation, development of joint-study programmes, and other activities are being developed.

While there is a high level of commitment to internationalisation almost everywhere, university practices and support services are not always sufficiently adapted to serve this goal. Internationalisation efforts are hampered by certain shortcomings throughout the regions, such as weak international relations offices (IROs), insufficient numbers of courses offered in foreign languages, poor foreign language skills among academics and students, and weak support for finding and managing external funding. In some of the countries, practical obstacles such as difficulties in obtaining visas or restrictions to opening currency accounts hamper the participation in international cooperation. It is important to note, however, that the extent of these shortcomings varies significantly across the countries.



CBHE projects have contributed to enhance internationalisation in many HEIs in the Partner Countries thanks to the creation of new International Relations Offices, the signature of international agreements between HEIs worldwide, the promotion of student mobility, etc. Numerous strategic and procedural documents were adopted to this end, such as guidelines for learning outcomes at HEIs, strategies for university internationalisation, and systems for monitoring the quality of the education process, adoption of protocols and procedures, all of which help improve the service provided by the international relations offices.

HEIs have also cemented **institutional commitment to internationalisation** by restructuring their senior management team to include dedicated positions overseeing international affairs. Internationalisation has also increased the adoption of major international languages, such as English, as the language of study in new programmes or course modules.

Moreover, CBHE projects have increased the visibility of the HEIs involved, through their strong outward orientation and focus on international cooperation.

The performance of HEIs is also often measured on the basis of their research output and quality. Opening HEIs up to global standards and benchmarks has motivated them to work on the continuous improvement of their systems and processes.

In Latin America, the project **“Internationalisation of Latin American peripheral Universities through sustainable integration and inclusive implementation of International Relations Offices” (PONCHO)** coordinated by the University of Las Palmas de Gran Canarias, Spain, led to the improvement of internationalisation strategies and the creation or consolidation of International Relations Offices with a focus on partner universities based in peripheral regions.

In South Africa, the project **“Internationalisation and Modernisation Programme for Academics, Leaders and Administrators” (IMPALA)** gave historically disadvantaged South African partner universities the opportunity to develop and modernise their internationalisation strategies by strengthening their structures and enhancing their national capacity. The project ultimately laid a strong foundation for future international cooperation initiatives between a European and a South African network of universities.

The project **“Internationalisation of Master Programmes in Russia and China in Electrical engineering” (INSPIRE)** coordinated by the University of Technology of Belfort-Montbeliard, France, prepared engineering students for the Chinese and Russian labour market in the field of electrical engineering by improving the quality of the programme and fostering international collaborations.

In Israel, the project **“Internationalisation by Innovative Technologies” (IN2IT)** coordinated by Ort Braude College, Israel, developed an innovative technological platform that provides a model for international academy-industry cooperation. In addition, international networking sessions resulted in joint initiatives between partners beyond the project timeline.

The project **“Internationalised Master Degree Education in Nanoelectronics in Asian Universities” (NanoEI)**, coordinated by the Technical University of Sofia, Bulgaria, successfully adapted, innovated and modernised existing curricula in Nanoelectronics in China, Malaysia, India and Israel.

4. Annexes

Examples of CBHE projects

Digital Transformation for New Opportunities and Development





Construction of Management Capacities of MOOCs in Higher Education [MOOC Maker]

<http://moocmaker.org/>

Coordinator: Universidad Carlos III de Madrid, SPAIN

Project duration: 15/10/2015 - 14/10/2018

PARTNER COUNTRY PARTNERS

Chile, Colombia, Guatemala

- ▶ Pontificia Universidad Católica de Chile (CL)
- ▶ Universidad de Chile (CL)
- ▶ Fundación Universitaria Católica del Norte (CO)
- ▶ Universidad del Cauca (CO)
- ▶ Universidad Panamericana (GT)
- ▶ Universidad Galileo (GT)

PROGRAMME COUNTRY PARTNERS

Austria, Portugal, Spain

- ▶ Technical University Graz (AT)
- ▶ Universidade Aberta (PT)
- ▶ Universidad Carlos III de Madrid (ES)

MAIN ACHIEVEMENTS

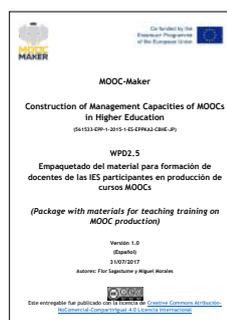
The MOOC-Maker project focused on building management capability in Massive Open Online Courses (MOOCs) and Small Private Online Courses (SPOCs) in Latin American Partner Countries, in order to improve access to teaching and learning programs in the region, and contribute to increasing access to education for disadvantaged groups. This project has contributed to the development of new technologies for education, and the update of Latin American universities' teaching and learning tools and methodologies, thus increasing their international cooperation within the region and with Europe. It also contributed to tackling inequalities in access to education.

DELIVERABLES

Materials for training courses to improve employability

Project Magazines

Technical Training Materials



Teacher Training handbook



Project Newsletters



Common Good First - Digital Story Telling for Social Innovation

<https://commongoodfirst.com/>

Coordinator: The Glasgow Caledonian University, UK
Project duration: 15/10/2016 - 14/10/2019

PARTNER COUNTRY PARTNERS

South Africa

- ▶ Rhodes University (SA)
- ▶ University of the Western Cape (SA)
- ▶ Noordwes-Universiteit (SA)
- ▶ University of the Free State (SA)
- ▶ University of Johannesburg (SA)
- ▶ Nelson Mandela University (SA)

PROGRAMME COUNTRY PARTNERS

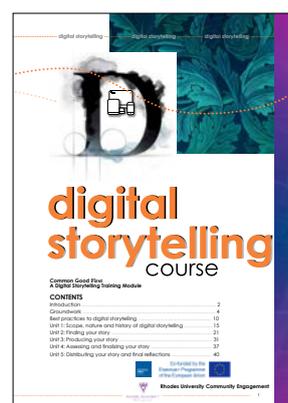
UK, Spain, Denmark, Iceland, Norway

- ▶ Roskilde Universitet (DK)
- ▶ Universidad de Alicante (ES)
- ▶ Haskolinn i Reykjavik Ehf (IS)
- ▶ Universitetet i Sorost-Norge (NO)
- ▶ Social Innovation Exchange (UK)
- ▶ The Glasgow Caledonian University (UK)

MAIN ACHIEVEMENTS

In order to support the growth of i.a. the emerging South African social innovation sector, the project has created a digital network – Common Good First - to capture and showcase community-driven social impact projects, connect them to each other, and connect academics and HEIs around the world. By establishing eleven fixed digital labs in four South-African HEIs and developing Digital Storytelling modules the project supported the growth of e-skills among community groups who were then taught by young people in partner HEIs and community projects.

DELIVERABLES



Digital Storytelling Course



Digital Competence Framework for Ukrainian Teachers and other Citizens [dComFra]

<https://dcomfra.vdu.lt/>

Coordinator: **Vytauto Didziojo Universitetas, LITHUANIA**

Project duration: 15/11/2018 - 14/11/2021

PARTNER COUNTRY PARTNERS

Ukraine

- ▶ Kyiv National University of Culture and Arts (UA)
- ▶ Taras Shevchenko National University of Kyiv (UA)
- ▶ National Technical University Kharkiv Polytechnical Institute (UA)
- ▶ State Institution of Higher Education Donetsk National Technical University (UA)
- ▶ Chernivtsi National University Yuriy Fedkovych (UA)
- ▶ Kharkiv National University of Radio Electronics (UA)
- ▶ Kremenchuk Mykhailo Ostrohradskiy National University (UA)
- ▶ Ukrainian Association of Information Technology Professionals (UA)
- ▶ Ministry of Education and Science of Ukraine (UA)

MAIN ACHIEVEMENTS

By adapting the Digital Competence development situation in Ukraine to the Digital Competence Frameworks for Citizens and for Educators, it could be harmonized with the European mainstream and adapted to the challenges of the HE sector within society at large. This further allowed for in-service training for teachers and the improvement of overall Digital Competence, also by establishing 7 DC offices in Ukraine. In the course of this project at least 14 learning modules for different citizens groups have been developed and an e-learning platform was established.

PROGRAMME COUNTRY PARTNERS

Austria, Poland, Romania, Czech Republic, Lithuania

- ▶ Fachhochschule Kärnten – Gemeinnützige Privatstiftung (AT)
- ▶ Uniwersytet Pedagogiczny im Komisji Edukacji Narodowej w Krakowie (PL)
- ▶ Universitatea Politehnica din Bucuresti (RO)
- ▶ Ceska Zemedelska Univerzita v Praze (CZ)
- ▶ Informaciniu Technologiju Institutas (LT)
- ▶ Vytauto Didziojo Universitetas (LT)

DELIVERABLES

Report on developed didactical approach in training and methodical approaches to DC training

Report on developed competence profiles

Teacher Training Material



Dissemination Material



Boosting Engagement of Serbian Universities in Open Science [BE-OPEN]

<http://www.beopen.uns.ac.rs/>

Coordinator: **Univerzitet u Novom Sadu, SERBIA**

Project duration: 15/10/2016 - 14/10/2020

PARTNER COUNTRY PARTNERS

Serbia

- ▶ Univerzitet u Novom Sadu (RS)
- ▶ Drzavni Univerzitet u Novom Pazaru (RS)
- ▶ Univerzitet u Nisu (RS)
- ▶ Univerzitet u Kragujevcu (RS)
- ▶ Univerzitet Umetnosti u Beogradu (RS)
- ▶ Univerzitet u Beogradu (RS)
- ▶ Ministarstvo Prosvete Nauke I Tehnologskog Razvoja (RS)

PROGRAMME COUNTRY PARTNERS

Greece, Netherlands, UK, Italy

- ▶ Università degli Studi di Udine (IT)
- ▶ Universiteit Leiden (NL)
- ▶ Goldsmiths' College (UK)
- ▶ National Technical University of Athens - NTUA (GR)

MAIN ACHIEVEMENTS

BEOPEN played an important role in the introduction of the principles of open science in Serbian Higher Education. By mapping of the current open science potentials at Serbian universities, by measuring researchers' needs in the context of the development of open science, by setting up meetings between the project's partners with the MESTD representatives and by developing and adjusting guidelines, the project, furthermore, supported the Serbian universities to improve the quality of their doctoral programs and research capacities. Extensive training activities of researchers created a greater awareness of the importance of open science. The adoption of the National Open Science Platform will ensure sustainability of the achieved results and a lasting impact on Serbian HE.

DELIVERABLES

Open Science Portal

Training Program for Repository Managers and End-Users

Promotional Video



BEOPEN Poster



Change in Classroom: Promoting Innovative Teaching & Learning to Enhance Student Learning Experience in Eastern Partnership Countries [PRINTeL]

<http://www.printel.am/>

Coordinator: Yerevan State University, ARMENIA

Project duration: 15/10/2017 - 14/10/2021

PARTNER COUNTRY PARTNERS

Armenia, Georgia, Belarus

- ▶ Bardzraguyn Krtutyun Razmavarakan Hetazotutyunneri Azgayin Kentron (AM)
- ▶ Vanadzor State University after H.Tumanyan Foundation (AM)
- ▶ National Polytechnic University of Armenia Foundation (AM)
- ▶ Yerevan State University (AM)
- ▶ Iakob Gogebashvili Telavi State University (GE)
- ▶ Georgian Technical University (GE)
- ▶ Ilia State University (GE)
- ▶ Yanka Kupala State University of Grodno (BY)
- ▶ Brest State Technical University (BY)
- ▶ Belarusian State University (BY)

MAIN ACHIEVEMENTS

This project aims at enhancing student learning experience in the participating Eastern partner country institutions by promoting development and innovation in teaching and learning, supporting integration of technology & research, and dissemination of good practice, in accordance with the ET 2020 objectives. These aims were achieved by creating life-long learning resources and e-learning opportunities, implementing virtual mobility and innovation in teaching and learning in the form of a virtual academy of teaching and learning (VATL) and by establishing nine multi-media content building studios and five new TET courses.

PROGRAMME COUNTRY PARTNERS

Austria, Portugal, Sweden, Belgium, Spain

- ▶ FH Joanneum Gesellschaft mbH (AT)
- ▶ Katholieke Universiteit Leuven (BE)
- ▶ Universitat de Barcelona (ES)
- ▶ Universidade do Porto (PT)
- ▶ Linköpings Universitet (SE)

DELIVERABLES

Virtual Academy of Teaching and Learning

Train the Trainer workshop material

Overview over Capacity Building of Teaching Staff



PRINTeL Leaflet

Examples of CBHE projects

A Greener World





Citylab CAR. Engaging Students in Sustainable Caribbean Cities

<https://www.uantwerpen.be/en/projects/citylab-car/>

Coordinator: **Universiteit Antwerpen, BELGIUM**

Project duration: 01/10/2017 - 30/04/2021

PARTNER COUNTRY PARTNERS

Dominican Republic, Guyana, Jamaica, Suriname, Trinidad & Tobago

- ▶ Pontificia Universidad Católica Madre y Maestra (DO)
- ▶ Universidad Iberoamericana (DO)
- ▶ University of Guyana (GY)
- ▶ Board of Governors (GY)
- ▶ Caribbean Maritime University (JM)
- ▶ University of Technology Jamaica (JM)
- ▶ The University of the West Indies u wi (JM)
- ▶ Stichting Polytechnic College Suriname (SR)
- ▶ Stichting Institute for Graduate Studies and Research van de Anton Dekom Universiteit van Suriname (SR)
- ▶ The University of Trinidad and Tobago (TT)
- ▶ Belarusian State University (BY)

MAIN ACHIEVEMENTS

CITYLAB project aimed to stimulate innovation in teaching in higher education through problem-based learning in the Caribbean, to prepare higher education institutes and students better for dealing with contemporary urban problems and challenges. In the course of the project three online trainings, 24 problem based learning modules and campus teams consisting of expert pools at each PC HEI were established.

PROGRAMME COUNTRY PARTNERS

Denmark, Spain, Italy, Belgium

- ▶ Aalborg Universitet (DK)
- ▶ Universidad Politecnica de Madrid (ES)
- ▶ Politecnico di Torino (IT)
- ▶ Vrije Universiteit Brussel (BE)
- ▶ Universiteit Antwerpen (BE)

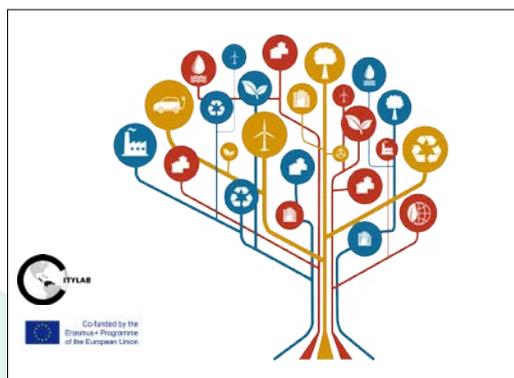
DELIVERABLES

PBL Design and Implementation Lab for Course Coordinators

PBL Experimentation Lab for Teachers

PBL Learning Lab for Students

Overview of Course Modules



Postcard



Integración Regional, Universidad y Desarrollo Sostenible en CentroAmérica [IRUDESCA]

<https://www.facebook.com/irudesca/>

Coordinator: Instituto Politecnico de Viana de Castelo, PORTUGAL

Project duration: 15/10/2016 - 14/10/2018

PARTNER COUNTRY PARTNERS

El Salvador, Guatemala, Honduras, Panama, Nicaragua, Costa Rica

- ▶ Instituto Tecnológico de Costa Rica (CR)
- ▶ Escuela de Agricultura de la Region Tropical Humeda (CR)
- ▶ Centro para la Promocion de la Micro y Pequena Empresa en Centroamerica (SV)
- ▶ Universidad de El Salvador (SV)
- ▶ Universidad Centroamericana "José Simeón Cañas" (SV)
- ▶ Consejo Superior Universitario Centroamericano (GT)
- ▶ Universidad del Valle de Guatemala (GT)
- ▶ Universidad Rafael Landivar (GT)
- ▶ Universidad Nacional Autonoma de Honduras (HN)
- ▶ Fundacion para el Desarrollo de la Educacion y Fomento de la Iniciativa Empresarial – Fundaempresa (HN)
- ▶ Universidad Santa Maria la Antigua (PA)
- ▶ Universidad de Panama (PA)
- ▶ Universidad Americana Asociacion (NI)
- ▶ Universidad Nacional Autonoma de Nicaragua Managua (NI)

MAIN ACHIEVEMENTS

The project aimed at strengthening relations between Central American and European universities and the social and economic fabric, as part of a new way of understanding economic models, based on cooperation, sustainability, respect for the environment and people as well as the role and responsibility of universities in the training of professionals and entrepreneurs committed to a smart economic growth of their countries. The project generated many strong links between universities and enterprises of the partner countries and promoted entrepreneurship in Central America. Throughout the project, numerous students benefited from international internships and newly developed training modules.

PROGRAMME COUNTRY PARTNERS

France, Spain, Portugal

- ▶ Dinamia S. Coop. Mad. (ES)
- ▶ Centro de Ensenanza Universitaria sek sa (ES)
- ▶ Chambre de Commerce et d'Industrie de Région Paris Île-de-France (IT)
- ▶ Instituto Politecnico de Viana de Castelo (PT)

DELIVERABLES

Newsletter - July 2017

Newsletter - November 2017

Newsletter - April 2018

Newsletter - August 2018

Newsletter - September 2018



Project Summary



Toward an Open Resources Upon Services: Cloud Computing of Environmental Data [TORUS]

<http://cloud-torus.com/>

Coordinator: **Université Toulouse II-Jean Jaures, FRANCE**

Project duration: 15/10/2015 - 30/06/2019

PARTNER COUNTRY PARTNERS

Thailand, Vietnam

- ▶ Walailak University (TH)
- ▶ Asian Institute of Technology (TH)
- ▶ University of Engineering and Technology - Vietnam National University - Ha Noi (VN)
- ▶ Truong dai hoc Nong Lam - Thanh pho Ho Chi Minh (VN)

PROGRAMME COUNTRY PARTNERS

Belgium, Italy, France

- ▶ Vrije Universiteit Brussel (BE)
- ▶ Ecole Internationale des Sciences du Traitement de l'Information (FR)
- ▶ Université Toulouse II-Jean Jaures (FR)
- ▶ Università degli Studi di Ferrara (IT)

MAIN ACHIEVEMENTS

TORUS aimed at developing research on cloud computing in the environmental sciences and promoting its education in the South East Asian partner countries. This goal was achieved by conducting seven workshops on the thematic, instalment of two computer servers in partner country HEIs, publishing of two reference books and teaching students and staff in Cloud Computing.

DELIVERABLES

The encounter between two worlds

Computer Architecture and Environmental Science Application

Cloud Computing for Air Pollution Research WaterCloud Symposium

Cloud Computing applied to the modelling of erosion and pollutant transfers

Cloud Computing and Geoportail



Project Flyer



Harmonising Water Related Graduate Education [WaterH]

<https://www.waterh.eu/en/water-harmony-erasmus/>

Coordinator: **Norges Miljø-Og Biovitenskaplige Universitet, NORWAY**

Project duration: 15/10/2015 - 14/10/2018

PARTNER COUNTRY PARTNERS

China, Sri Lanka, Ukraine

- ▶ Qingdao Technological University (CN)
- ▶ Shandong Jianzhu University (CN)
- ▶ University of Peradeniya (LK)
- ▶ University of Jaffna (LK)
- ▶ Cherkasy State Technological University (UA)
- ▶ State Higher Educational Institution Ukrainian State University of Chemical Technology (UA)
- ▶ National Technical University of Ukraine Igor Sikorsky Kyiv Polytechnic Institute (UA)

MAIN ACHIEVEMENTS

This project developed improved learning and teaching tools, methodologies and pedagogical approaches focusing on six water-related subjects. It also developed six new water-related courses, supported with generic curricula, teaching materials, laboratory practicum, teaching methodologies based on blended learning and competence-based approach. The project upgraded laboratories with lab courses and teaching tools. It also focused on collaborating with enterprises and staff teaching. The project served as a core for development of national networks of water professionals. It also provided inputs to national standards development and national/international certification/accreditation practices.

PROGRAMME COUNTRY PARTNERS

Norway, Poland, Germany

- ▶ Uniwersytet Warmiński Mazurski w Olsztynie (PL)
- ▶ Hochschule Ostwestfalen-lippe (DE)
- ▶ Norges Miljø-og Biovitenskaplige Universitet (NO)

DELIVERABLES

Laboratory Guide: selected laboratory courses for graduate courses on water supply and wastewater treatment.

Teaching materials

Generic curricula: of the six water courses developed



Student Placement Manual



Bachelors, Master professionals in an open and distance training for the development of the sustainable tourism in China, Vietnam and Kyrgyzstan [LMPT]

<https://www.lmpt.eu/index.php/en>

Coordinator: **South-West University Neofit Rilski, BULGARIA**

Project duration: 15/10/2016 - 14/10/2019

PARTNER COUNTRY PARTNERS

China, Kyrgyzstan, Vietnam

- ▶ Jinan University (CN)
- ▶ Sichuan Tourism University (CN)
- ▶ Guangdong University of Foreign Studies (CN)
- ▶ Ru ven Tour Limited Liability Company (KG)
- ▶ Silk road tourism association (KG)
- ▶ Ministry of Culture, Information and Tourism of Kyrgyz Republic (KG)
- ▶ Ministry of Education and Science of the Kyrgyz Republic (KG)
- ▶ Aiesec (KG)
- ▶ Issykkul State University named after K.Tynystanov (KG)
- ▶ Kyrgyz Economic University named after Musa Ryskulbekov (KG)
- ▶ Adam University (KG)
- ▶ Dai Hoc Hue (VN)
- ▶ Hoc Vien Nong Nghiep Viet Nam (VN)

MAIN ACHIEVEMENTS

The project created 14 professional Bachelor's and Master's degrees in sustainable tourism and sustainable tourism management, also accessible in distance learning format, that were accredited in line with the national regulations. Extensive staff training and eight established poles of excellence led to close cooperation between the travel and tourism industry and the partner country HEIs. The programs developed already hosted a great number of students, spreading awareness for sustainable tourism in the partner countries.

PROGRAMME COUNTRY PARTNERS

Greece, Romania, Portugal, Italy, France, Bulgaria

- ▶ Gip Fipag (FR)
- ▶ Università degli Studi Guglielmo Marconi – Telematica (IT)
- ▶ Università Telematica Internazionale- Uninettuno (IT)
- ▶ Universidade Portucalense Infante D. Henrique - Cooperativa de Ensino Superior CRL (PT)
- ▶ Universidade do Algarve (PT)
- ▶ Asociația Partener Grupul de Inițiativă Pentru Dezvoltarea Locală (RO)
- ▶ Aristotelio Panepistimio Thessalonikis (GR)
- ▶ Diethnes Panepistimio Ellados (GR)
- ▶ South-West University Neofit Rilski (BG)

DELIVERABLES

National Strategic Plan of Action and Renovation for the Implementation of the LMPT project in China

National Strategic Plan of Action and Renovation for the Implementation of the LMPT project in Vietnam

National Strategic Plan of Action and Renovation for the Implementation of the LMPT project in Kyrgyzstan

Course Contents



Project Poster



Brochure China

Examples of CBHE projects

Inclusion and Diversity





Building Inclusive Urban Communities [BINUCOM]

<https://mdl.donau-uni.ac.at/binucom/>

Coordinator: **Universität für Weiterbildung Krems, AUSTRIA**

Project duration: 15/10/2015 - 14/10/2019

PARTNER COUNTRY PARTNERS

India

- ▶ School of Planning and Architecture (SPA) Vijayawada Society (IN)
- ▶ Karpagam Academy of Higher Education (IN)
- ▶ Upanagar Shikshan Mandal (IN)
- ▶ Center for Environmental Planning and Technology University, Ahmedabad Cept University (IN)

PROGRAMME COUNTRY PARTNERS

Netherlands, Sweden, Austria

- ▶ Universiteit Twente (NL)
- ▶ Lunds Universitet (SE)
- ▶ Universität für Weiterbildung Krems (AT)

MAIN ACHIEVEMENTS

The project aimed at answering to the demand for architects and urban planners in India, where rapid urbanisation is expected to lead to a housing shortage in Indian cities of about 30 million people by 2022. This will create difficult living conditions for poor urban people. Architects need to be able to deal with the complex challenges of sustainable social housing and the development of inclusive urban communities. The project produced 4 city resumés, 17 Open Educational Resources and 18 courses to update existing curricula in partner country universities, and increased the relevance of architecture and planning studies by introducing multidisciplinary topics such as social inclusion and sustainable housing.

DELIVERABLES

City Resumé Ahmedabad
City Resumé Coimbatore
City Resumé Mumbai
City Resumé Vijayawada
Course Contents



Newsletter



Enhancing Postgraduate Environments [EPE]

<https://postgradenvironments.com>

Coordinator: **Stichting Vu, NETHERLANDS**

Project duration: 15/10/2015 - 14/10/2018

PARTNER COUNTRY PARTNERS

South Africa

- ▶ University of Kwazulu-Natal (SA)
- ▶ University of Zululand (SA)
- ▶ Stellenbosch University (SA)
- ▶ University of the Western Cape (SA)
- ▶ University of Fort Hare (SA)
- ▶ Rhodes University (SA)

PROGRAMME COUNTRY PARTNERS

Turkey, Germany, UK, Netherlands

- ▶ Bogazici Universitesi (TR)
- ▶ Ruhr-Universität Bochum (DE)
- ▶ The University of Edinburgh (UK)
- ▶ Erasmus Universiteit Rotterdam (NL)
- ▶ Stichting Africa-Studiecentrum (NL)
- ▶ Stichting VU (NL)

MAIN ACHIEVEMENTS

The project focused on strengthening postgraduate environments and reinforcing academic cultures at public universities in South Africa. It contributed to a transformation of public universities, for creating more conducive environments for postgraduate studies and sustainable supervisory capacity. The project supported universities in developing supervision capacity, nurturing academic talent, assisting them in training newly recruited academics to acquire Doctoral and Master's degrees and developing research skills of academic staff. Participants were coached to design a tailor-made programme to develop postgraduate supervision, while taking into account the historical background, nature of the concerned institute, its ethos, its vision and mission and available resources. By launching the project website a platform for postgraduate students and supervisors came to life that can be used as a tool in workshops or individual supervision and creates an important *hub for knowledge exchange*.



Disability and Modernity: Ensuring Quality Education for Disabled Students [MUSE]

<http://www.museproject.eu/>

Coordinator: **Universidad Viña del Mar, CHILE**

Project duration: 15/10/2015 - 14/10/2018

PARTNER COUNTRY PARTNERS

Mexico, Chile, Argentina

- ▶ Universidad de Colima (MX)
- ▶ Instituto Tecnológico y de Estudios Superiores de Monterrey (MX)
- ▶ Universidad Nacional del Litoral (AR)
- ▶ Universidad Nacional de Rosario (AR)
- ▶ Universidad de Magallanes (CL)
- ▶ Universidad Viña Del Mar (CL)

PROGRAMME COUNTRY PARTNERS

Greece, Spain, UK, Italy

- ▶ Astiki mi Kerdoskopiki Etaireia Four Elements (GR)
- ▶ Universidad de Alicante (ES)
- ▶ Coventry University (UK)
- ▶ Alma Mater Studiorum - Università di Bologna (IT)

MAIN ACHIEVEMENTS

By creating a disabled students' support structure in each partner higher education institution, and by building up staff's capacity for dealing with inclusive education, the project has made the universities more inclusive and better aware of their social responsibilities towards students with disabilities. It has contributed to improve the access of students with disability to HEIs, their learning conditions and, by extension, to increase their employment opportunities. A MUSE Regional network was established for promotion of a quality Higher Inclusive Education for students with disabilities.

DELIVERABLES

Module 1: Understanding Inclusive Education - University of Bologna

Module 2: Practical implementation of Legal Obligations - University of Coventry

Module 3: Student Rapport Serviced and Measures for Disable Students - University of Alicante

Module 4: Accessible Technology, a resource for universal learning - University of Alicante

Module 5: Post-education: labour market integration and opportunities - Four Elements



Training handbook



Good Practice Guide for Disability Management Services in HEIs



Refugees Education Support in mena CoUntriEs [RESCUE]

<https://www.rescuerefugees.eu/>

Coordinator: **UNIMED – Unione delle Università del Mediterraneo, ITALY**

Project duration: 15/10/2016 - 14/10/2019

PARTNER COUNTRY PARTNERS

Iraq, Jordan, Lebanon

- ▶ Duhok Polytechnic University (IQ)
- ▶ University of Duhok (IQ)
- ▶ Zarqa University (JO)
- ▶ Al-Zaytoonah University of Jordan (JO)
- ▶ Yarmouk University (JO)
- ▶ Association of Arab Universities (JO)
- ▶ Diplomax (LB)
- ▶ Université Libanaise (LB)
- ▶ Université de Saint Esprit-Kaslik Autorité Religieuse (LB)

MAIN ACHIEVEMENTS

The project has created eight ad hoc units (the Refugee Student Operational Support Units – R-SOS) in universities in Lebanon, Jordan and Iraq, whose mission is to structure specific services supporting refugee students (mainly Syrians) in resuming their academic training path, in some cases by accessing the standard curricula on the same basis as all the other students, in some other cases by following ad hoc training courses providing them with basic skills and competencies useful for employment purposes. The set-up of the R-SOS units is helping in improving the situation of refugee students either by supporting them in getting a job in the hosting countries or in preparing them for returning to their origin country once the crisis is over.

PROGRAMME COUNTRY PARTNERS

Spain, Turkey, Germany, Italy

- ▶ Universitat de Barcelona (ES)
- ▶ Istanbul Aydin Universitesi Vakfi (TR)
- ▶ Technische Universität Berlin (DE)
- ▶ Università degli Studi di Roma la Sapienza (IT)
- ▶ UNIMED - Unione delle Università del Mediterraneo (IT)

DELIVERABLES

Introduction to useful concepts for your projects with refugee population

Recognition of prior learning

Socio/economic integration of refugees

Bridging and preparatory courses for refugees

Actions and challenges of the refugee crisis in the front of line universities



Video: RESCUE in Lebanon



Social Inclusion and Energy Management for Informal Urban Settlements [SES]

<https://mdl.donau-uni.ac.at/ses/>

Coordinator: **Universität für Weiterbildung Krems, AUSTRIA**

Project duration: 15/10/2016 - 14/10/2020

PARTNER COUNTRY PARTNERS

Ethiopia

- ▶ Mekelle University (ET)
- ▶ University of Gondar (ET)
- ▶ Ethiopian Institute of Architecture Building Construction and City Development (ET)

PROGRAMME COUNTRY PARTNERS

Netherlands, Germany, Austria

- ▶ Universiteit Twente (NL)
- ▶ Universität Kassel (DE)
- ▶ Universität für Weiterbildung Krems (AT)

MAIN ACHIEVEMENTS

SES focused on solving problems related to housing poor urban communities in Ethiopia by supporting these communities rather than evicting them from their informal settlements. The project introduced a holistic approach in Ethiopian HEI's existing academic programs for future urban developers and energy managers and aimed at educating responsible personnel at local authorities to complement the vertical policy making in Ethiopia with a horizontal exchange of good practices. It fostered the collaboration between Ethiopian HEIs in Addis Ababa, Gondar and Mekelle and between the consortium and local stakeholders and future planners. Throughout the course of the project 14 courses on informal housing could be developed and a greater overall awareness on sustainable housing policies could be achieved.

DELIVERABLES

Covid 19 and its impacts on informal settlements
Informal Housing in the Context of Global Urbanisation
Spatial Analysis for Sustainable Urban Planning and Management
Informality in urban Ethiopia: Quality of life
Social Policy Analysis in the context of informal housing
Seminar on urban and regional issues in Ethiopia
Informal Settlement as Social Policy Issue
Seminar on contemporary Population Issues
Regional Planning and Metropolitan Growth Management
Sustainable Design
Urban Housing
Integrated design Studio III - Architecture/ Urban Design / Urban Planning/ Socio-Economic studies
Conservation of Energy - Household Energy management
Urban Upgrading in Peri-urban Informal Settlements

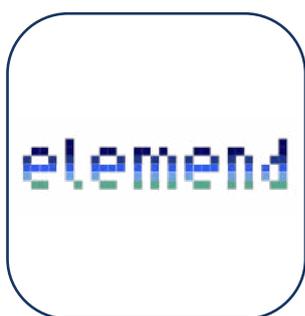


Project Card

Examples of CBHE projects

Increase of Employability





Electrical Energy Markets and Engineering Education [ELEMEND]

<https://elemend.ba/>

Coordinator: **Technologiko Ekpedeftiko Idrima Stereas Elladas, GREECE**

Project duration: 15/10/2017 - 31/07/2021

PARTNER COUNTRY PARTNERS

Kosovo, Montenegro, Bosnia and Hercegovina

- ▶ Visoka Tehnicka Skola Strukovnih Studija iz Urosevca sa Privremenim Sedistem u Leposavicu (XK)
- ▶ University of Mitrovica (XK)
- ▶ Universiteti Nderkombetar per Biznes dhe Teknologji Ubt Shpk (XK)
- ▶ Univerzitet Mediteran Podgorica Privatna Ustanova (ME)
- ▶ Crnogorska Asocijacija za Nove Tehnologijemant (ME)
- ▶ Javno Preduzece Elektroprivreda Bosne i Hercegovine dd (BA)
- ▶ Univerzitet u Istocnom Sarajevu (BA)
- ▶ Javna ustanova Univerziteta Tuzli Universitas Studiorum Tuzlaensis (BA)
- ▶ Visokoskolska Ustanova Internacionalni Burc Univerzitet-International Burch University (BA)

MAIN ACHIEVEMENTS

This project facilitated electrical engineering curricula in Western Balkan Countries to be competitive through teaching and training in smart grid and microgrid technologies and electricity markets. In the course of the project new BSc and MSc programs and e-learning courses were developed, an ELEMEND platform for e-contents was created, staff training was conducted and an internship program was installed in order to strengthen the ties between HE and the labour market.

PROGRAMME COUNTRY PARTNERS

Serbia, Latvia, Austria, Spain, Greece

- ▶ Privredno Društvo Prosmart doo Beograd (RS)
- ▶ Univerzitet Singidunum (RS)
- ▶ Univerzitet u Novom Sadu (RS)
- ▶ Technische Universitaet Wien (AT)
- ▶ Universidad de Vigo (ES)
- ▶ Rigas Tehniska Universitate (LV)
- ▶ Technologiko Ekpedeftiko Idrima Stereas ElladaS (GR)

DELIVERABLES



ELEMEND Poster



ELEMEND Brochure



Linkyou – Cooperation between Latin America and Europe to Employability

<https://challengeacademy.app/home>

Coordinator: **ISCTE – Instituto Universitario de Lisboa, PORTUGAL**

Project duration: 15/10/2016 - 14/01/2020

PARTNER COUNTRY PARTNERS

Argentina, Colombia, Peru

- ▶ Lipomize SRL (AR)
- ▶ Universidad Nacional del Litoral (AR)
- ▶ Asociacion Civil de Estudios Superiores (AR)
- ▶ Corporacion Interuniversitaria de Servicios Cis (CO)
- ▶ Pontificia Universidad Javeriana (CO)
- ▶ Fundacion Universitaria Catolica del Norte (CO)
- ▶ Fahsbender Consulting Empresa Individual de Responsabilidad Limitada (PE)
- ▶ Universidad de Piura (PE)
- ▶ Universidad Esan (PE)

PROGRAMME COUNTRY PARTNERS

Netherlands, Spain, UK, Portugal

- ▶ University of Wolverhampton (UK)
- ▶ Universiteit Maastricht (NL)
- ▶ Fundacion Universidad Empresa (ES)
- ▶ ISCTE - Instituto Universitário de Lisboa (PT)

MAIN ACHIEVEMENTS

The main objective of the project was to improve the employability of young graduates in Latin America creating a network to bring together companies, academics and students and has been achieved with the establishment of an online and open source platform called “Challenge Academy platform” that promotes partnerships between companies, teachers and students from the region. The platform allows the exchange of knowledge between academia and companies, attracts funds and private partnerships for research and promotes a better level of innovation and entrepreneurial spirit.

DELIVERABLES

Challenge Academy Activities
Participants Manual Entrepreneurship
Participants Manual Employability
Participants Manual Creativity



MOOC Course



Lifelong Learning for Sustainable Development [SUSDEV]

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

Coordinator: Szkoła Główna Gospodarstwa Wiejskiego, POLAND

Project duration: 15/10/2016 - 14/10/2019

PARTNER COUNTRY PARTNERS

Kazakhstan, Russian Federation

- ▶ Kazakhstan Agency of Applied Ecology (KZ)
- ▶ Republican State Enterprise operating under the Right of Economic Management A.Baitursynov Kostanay State University of Ministry of Education (KZ)
- ▶ West Kazakhstan Agrarian Technical University after Zhangir Khan (KZ)
- ▶ Khalel Dosmukhamedov Atyrau State University (KZ)
- ▶ Kazakh National Agrarian University (KZ)
- ▶ Seifullin Kazakh Agro Technical University (KZ)
- ▶ M.KH. Dulaty Taraz State University (KZ)
- ▶ Ministry of Education and Science (KZ)
- ▶ Agrotex-Semena (RU)
- ▶ Federal State Autonomous Educational Institution for Higher Education Siberian Federal University (RU)
- ▶ Ministry of Education and Science of the Russian Federation (RU)
- ▶ Federal State Educational Establishment of Higher Professional Education Russian State Agrarian University-Moscow Timiryazev Agricultural Academy (RU)
- ▶ Federal State Budgetary Educational Institution of Higher Professional Education Tula State University (RU)
- ▶ Federal State Budgetary Educational Institution of Higher Professional State University of Land Use Planning (RU)
- ▶ Federal State Educational Budget Institution of Higher Vocational Training Moscow State University of Geodesy and Cartography (RU)
- ▶ Omsk State Technical University (RU)
- ▶ State Educational Institution of the Higher Professional Education Moscow State University of Food Productions (RU)
- ▶ The Federal State Budgetary Educational Institution of Higher Education the Saratov State Agrarian University named after N.I. Vavilov (RU)

PROGRAMME COUNTRY PARTNERS

Austria, Belgium, Ireland, Portugal, Sweden, Poland

- ▶ Universitaet für Bodenkultur Wien (AT)
- ▶ Association for European Life Sciences Universities (BE)
- ▶ Technological University Dublin (IE)
- ▶ Instituto Politecnico de Coimbra (PT)
- ▶ Kungliga Tekniska Hoegskolan (SE)
- ▶ Uniwersytet Jagiellonski (PL)
- ▶ Szkoła Główna Gospodarstwa Wiejskiego (PL)

MAIN ACHIEVEMENTS

The main project objective were the enhancement of the role of Higher Education Institutions by ensuring sustainable development of industry and society, the support of national “green policies” in the Partner Countries and the promotion of “green culture” by means of Lifelong Learning. Throughout the course of the project a set of “green training modules” was developed (in form of Open Education Resources and Green Training Centers), ties with local stakeholders were strengthened and best practice was established.



Tunisian Network for Employability and Development of Graduates' Skills [TUNED]

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

Coordinator: **Consorzio Interuniversitario AlmaLaurea, ITALY**

Project duration: 15/10/2016 - 14/10/2020

PARTNER COUNTRY PARTNERS

Tunisia

- ▶ University of Kairouan (TN)
- ▶ Sfax University (TN)
- ▶ Universite de Gabes (TN)
- ▶ Universite de Tunis (TN)
- ▶ Carthage University (TN)
- ▶ University of Sousse (TN)
- ▶ Ministry of Higher Education and Scientific Research (TN)
- ▶ Universite de Gafsa (TN)
- ▶ Universite of Jendouba (TN)
- ▶ University of Monastir (TN)

PROGRAMME COUNTRY PARTNERS

Cyprus, Spain, Italy

- ▶ Universidad de Granada (ES)
- ▶ UNIMED - Unione delle Università del Mediterraneo (IT)
- ▶ Università degli Studi di Napoli Federico II (IT)
- ▶ Consorzio Interuniversitario AlmaLaurea (IT)
- ▶ University of Cyprus (CY)

MAIN ACHIEVEMENTS

TUNED was a structural project aiming at supporting the ongoing reform of the higher education system in Tunisia, in order to improve the match between universities education and the labour market requirements, enhancing the efficiency of the whole higher education system by a certified system of quality assurance and the monitoring of higher education programmes and graduates. The main objectives of the program were to transfer EU best practices on graduates' employability, enhance the empowerment of Tunisian universities, strengthen the university and labour market ties, increase collaboration among universities at local level, support an open market for high qualified human capital and improve the quality of the Tunisian education system. These objectives were reached via staff trainings, statistical research on the matter, strategic planning and graduates' career guidance. Furthermore, an online platform for linking graduates and employers has been established.

DELIVERABLES

Online Platform

Project Results and Reports



Promotional Video



Strengthening the Vietnamese Higher Education System to improve graduates' employability and entrepreneurship skills [V2WORK]

<https://www.v2work.eu/>

Coordinator: **Universidad de Alicante, SPAIN**

Project duration: 15/10/2017 - 14/04/2021

PARTNER COUNTRY PARTNERS

Vietnam

- ▶ Youth Vision Talent Solutions Company Limited (VN)
- ▶ Phong Thuong Mai Va Cong Nghiep Viet Nam (VN)
- ▶ Ministry of Education and Training (VN)
- ▶ Truong Dai Hoc Bach Khoa Hanoi - Hanoi University of Science and Technology Hust (VN)
- ▶ Truong Dai Hoc Cong Nghiep Vinh (VN)
- ▶ University of Danang (VN)
- ▶ Truong Dai Hoc Tay Nguen (VN)
- ▶ Truong Dai Hoc Nha Trang (VN)
- ▶ Truong Dai Hoc Thu Dau Mot (VN)
- ▶ Truong Dai Hoc Tra Vinh (VN)
- ▶ University of Social Sciences and Humanities Ho Chi Minh City (VN)

MAIN ACHIEVEMENTS

V2WORK was a structural action in Vietnam that aimed at strengthening capacities of the Vietnamese HE System in order to improve the employability & entrepreneurship skills of its graduates, and to reinforce its relationships with the labour market. This was achieved by modernizing Career Support Services in the participating Partner Country HEIs, extensive staff training and train the trainer activities, English language training, the delivery of online courses and the setup of an e-learning platform. Furthermore, the VEES-Net (Vietnam Employability and Entrepreneurship Support Network) was created to further develop the close cooperation between V2WORK project partners, and to extend its positive impact to other Vietnamese Higher Education Institutions (HEIs).

PROGRAMME COUNTRY PARTNERS

Austria, Portugal, UK, Spain

- ▶ FH Joanneum Gesellschaft mbH (AT)
- ▶ Universidade de Coimbra (PT)
- ▶ The University of Sheffield (UK)
- ▶ Universidad de Alicante (ES)

DELIVERABLES

VEES-Network

Fostering student and graduate employability & entrepreneurship in Vietnamese universities report

Report on current practices

Graduate employment and entrepreneurship in Vietnam report



VEES-Net Introduction Video

Examples of CBHE projects

Reinforcement of Internationalisation





Internationalisation of Latin American peripheral Universities through sustainable integration and inclusive implementation of International Relations Offices [PONCHO]

<https://poncho.ulpgc.es/>

Coordinator: **Universidad de las Palmas de Gran Canaria, SPAIN**

Project duration: 15/10/2015 - 14/06/2019

PARTNER COUNTRY PARTNERS

Argentina, Bolivia, Brazil, Colombia, Ecuador, Paraguay, Perú, Uruguay

- ▶ Universidad Nacional de San Luis (AR)
- ▶ Universidad Nacional de Tucumán (AR)
- ▶ Universidad Nacional del Sur (AR)
- ▶ Universidad Amazónica de Pando (BO)
- ▶ Universidad Mayor de San Simón (BO)
- ▶ Universidade Federal de Ciências da Saúde de Porto Alegre (BR)
- ▶ Universidade Federal do Paraná (BR)
- ▶ Universidade Federal da Grande Dourados (BR)
- ▶ Universidade Federal de Goiás (BR)
- ▶ Universidade Federal de Minas Gerais (BR)
- ▶ Tecnológico de Antioquia (CO)
- ▶ Unidad Central del Valle del Cauca (CO)
- ▶ Universidad Tecnológica del Chocó Diego Luis Córdoba (CO)
- ▶ Universidad Laica Eloy Alfaro de Manabí (EC)
- ▶ Universidad Nacional de Chimborazo (EC)
- ▶ Universidad Autónoma de Asunción (PY)
- ▶ Universidad Nacional de Itapúa (PY)
- ▶ Universidad Nacional de Cajamarca (PE)
- ▶ Universidad Tecnológica de los Andes (PE)
- ▶ Universidad Católica del Uruguay (UY)
- ▶ Universidad Ort Uruguay (UY)

MAIN ACHIEVEMENTS

The project aimed at encouraging the internationalisation of Latin American partner universities, especially those working in peripheral regions. At institutional level, internationalisation strategies have been improved and International Relations Offices have been created or consolidated and included in the HEIs' structures. In order to encourage the internationalisation of Latin American partner universities, an online platform was created to increase networking and the international reach of the partners.

PROGRAMME COUNTRY PARTNERS

France, Poland, Portugal, Spain

- ▶ Université de Bretagne Sud (FR)
- ▶ Jan Kochanowski University (PL)
- ▶ Universidade do Porto (PT)
- ▶ Universidad de Las Palmas de Gran Canaria (ES)

DELIVERABLES

Material and Results available on the website: <https://poncho.ulpgc.es/documents/>
Final publication

Map of internationalisation: in *ENG* and *ESP*
Technical Capacity Building Online Training Contents and Materials

Academic Capacity Building Online Course Contents

PONCHO Network Dossiers



PONCHO student camp video



Internalisation and Modernisation Programme for Academics, Leaders and Administrators [IMPALA]

<https://www.uantwerpen.be/en/projects/impala/>

Coordinator: **Universiteit Antwerpen, BELGIUM**

Project duration: 15/10/2015 - 14/10/2018

PARTNER COUNTRY PARTNERS

South Africa

- ▶ University of Fort Hare (SA)
- ▶ University of Limpopo (SA)
- ▶ University of Venda (SA)
- ▶ Cape Peninsula University of Technology (SA)

PROGRAMME COUNTRY PARTNERS

Italy, Austria, Belgium

- ▶ Utrecht Network (IT)
- ▶ Alma Mater Studiorum – Università di Bologna (IT)
- ▶ Association pour la Coopération Académique (BE)
- ▶ Universitaet Graz (AT)
- ▶ Universiteit Antwerpen (BE)

MAIN ACHIEVEMENTS

The project gave historically disadvantaged South African partner universities the opportunity to develop and modernise their internationalisation strategies by strengthening their structures and enhancing their national capacity. There was a good cooperation between European and South African universities and educational organisations throughout the project, leading to the production of excellent outputs. For example, the COIL courses developed by South African partner HEIs made it possible for South African and European students to work together; allowing them to gain intercultural skills and build international connections. The project ultimately laid a strong foundation for future international cooperation initiatives between a European and a South African network of universities.

DELIVERABLES

Theme 1: Internationalisation of the Curriculum

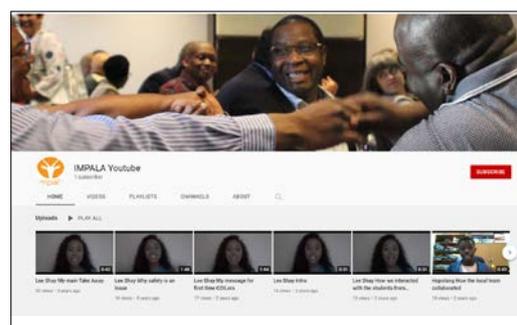
Theme 2: Internationalization Strategy

Theme 3: Mobility

Theme 4: Project Writing and Management

Theme 5: Summer Schools

Overview of relevant documents



Youtube channel



Internationalisation of master Programmes In Russian and China in Electrical engineering [INSPIRE]

<http://inspire-erasmus.org/>

Coordinator: **Université de Technologie de Belfort-Monbeliard, FRANCE**

Project duration: 15/10/2016 - 14/10/2019

PARTNER COUNTRY PARTNERS

Russia, China

- ▶ Federal State Budgetary Educational Institution of Higher Education M.I. Platov South-Russian State Politechnic University Npi (RU)
- ▶ Volgogradskiy Gosudarstvenniy Tekhnicheskii Universitet (RU)
- ▶ Federal State-funded Education Institution of Higher Professional Education Perm National Reserach Polytechnic University (RU)
- ▶ Kazan National Research Technical University named after A.N. Tupolev-Kai Federal State Budget-funded Educational Inst High Prod Educ Knrtu (RU)
- ▶ Changchun Institute of Technology (CN)
- ▶ Lanzhou University of Technology (CN)

MAIN ACHIEVEMENTS

This curriculum development project successfully prepared engineering students for the Chinese and Russian labour market in the field of electrical engineering by improving the quality of the programme and fostering international collaborations. The project has established a new Master Degree programme in Electrical Engineering, which has been accredited and launched in all of the partner universities. Moreover, the curriculum of this new degree was developed and designed with the participation of the electrical engineering industry. This contributed to enhancing university-enterprise collaboration and therefore enhancing employment opportunities for students in this field.

PROGRAMME COUNTRY PARTNERS

Germany, Italy, France

- ▶ Otto-Von-Guericke-Universitaet Magdeburg (DE)
- ▶ Univerità degli Studi dell'Aquila (IT)
- ▶ Université de Technologie de Belfort-Monbeliard (FR)

DELIVERABLES

Dissemination plan

Competence model of INSPIRE Master programme

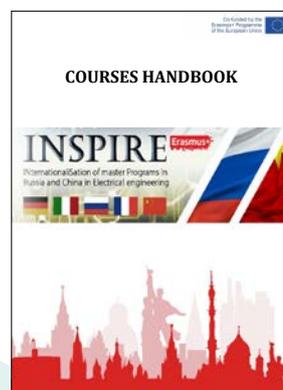
Guidebook on double degree

Guidelines for teaching content harmonisation

Handbook on Virtual Enterprise methodology and its realisation

New teaching materials

Publications



Courses handbook



Internationalisation by Innovative Technologies [IN2IT]

<https://in2it-lms.erasmus-plus.org.il/>

Coordinator: **Ort Braude College, ISRAEL**

Project duration: 15/10/2015 - 14/10/2018

PARTNER COUNTRY PARTNERS

Israel

- ▶ Al-Qasemi Academy Association (IL)
- ▶ Beit Berl College (IL)
- ▶ Kaye Academic College of Education (IL)
- ▶ The Academic College of Tel-Aviv-Yaffo (IL)
- ▶ Sapir Academic College (IL)
- ▶ Tel-Hai Academic College (IL)
- ▶ Ort Braude College (IL)

PROGRAMME COUNTRY PARTNERS

UK, Poland, Italy, Germany, France

- ▶ Kingston University Higher Education Corporation (UK)
- ▶ Brunel University London (UK)
- ▶ Politechnika Warszawska (PL)
- ▶ Università Cattolica del Sacro Cuore (IT)
- ▶ Politecnico di Milano (IT)
- ▶ Pädagogische Hochschule Ludwigsburg (DE)
- ▶ Université de Montpellier (FR)

MAIN ACHIEVEMENTS

The project has successfully developed an innovative technological platform that provides a model for international academy-industry cooperation. Moreover, the project delivered three courses aimed at enhancing student employability in the global economy. Levels of satisfaction were very high and the courses were accredited internally by all Israeli partner institutions. International networking sessions have led to great cooperation on the project, essential for the joint virtual implementation of the courses. In addition, they resulted in cooperation and joint initiatives between partners beyond the project timeline

DELIVERABLES

Internationalisation Maturity Framework
Internationalisation in Higher Education
International virtual courses
Community of Practice Platform



Guidelines for International Cooperation
 available in *ENG, HEB, ARB*



Internationalised Master Degree Education in Nanoelectronics in Asian Universities [NanoEI]

<http://nanoel-asia.eu/>

Coordinator: **Université de Technologie de Belfort-Monbeliard, FRANCE**

Project duration: 15/10/2016 - 14/10/2019

PARTNER COUNTRY PARTNERS

Malaysia, India, China, Israel

- ▶ University of Malaya (MY)
- ▶ Utar Education Foundation Lbg (MY)
- ▶ Niit Institute of Information Technology (IN)
- ▶ University of Mumbai (IN)
- ▶ Graduate University of Chinese Academy of Sciences (CN)
- ▶ Chongqing Technology and Business University (CN)
- ▶ Tel Aviv University (IL)
- ▶ Bar Ilan University (IL)

MAIN ACHIEVEMENTS

This curriculum development project focussed on transferring knowledge between EU HEIs and HEIs in China, Malaysia, India and Israel and among HEIs in partner countries, in order to adapt, innovate and modernise existing curricula in Nanoelectronics. The project successfully did so through the involvement of experts in specific academic fields, and emphasised the value of intercultural and inter-religious collaboration to enhance research capacities.

PROGRAMME COUNTRY PARTNERS

Norway, Italy, Bulgaria

- ▶ Universitetet i Sorost-Norge (NO)
- ▶ Politecnico di Torino (IT)
- ▶ Technical University of Sofia (BG)

DELIVERABLES

Project webpage in *ENG, BGR, NOR, ITA, MYS, CHN*

E-learning courses

Syllabi of all partners

Course contents

Publications

Events



Project flyer

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Erasmus+ Capacity Building in the field of Higher Education

at a glance (2015-2020)

The Capacity Building for Higher Education (CBHE) action of the Erasmus+ Programme supports the modernisation and development of HEIs and educational systems in the Partner Countries. The higher education sector is a driving force for the economy and society as a whole and the role of the CBHE action is important as it has a long-term structural effect on these countries.

The aim of this study is to inform about how CBHE projects selected in the 6 calls for proposals 2015-2020 are contributing to the main priorities of the European Commission defined for the periods 2014-2019 and 2019-2024.

For the period 2014-2019, the European Commission defined a set of priorities, in line with core European Union values. These included a new boost for jobs, growth and investment, a connected digital single market, a resilient energy union with a forward-looking climate change policy, a deeper and fairer internal market with a strengthened industrial base and a deeper and fairer economic and monetary union (EMU).