

Erasmus+ projects

Green Transformation for Asia, the Middle East, and the Pacific



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prepared for the

Erasmus+ Week 2025 for Asia, the Middle East, and the Pacific

18-19 November 2025 | Colombo, Sri Lanka

Erasmus+

Enriching lives, opening minds.

2021-2027

About this publication

This publication provides you with a range of inspiring examples of how educational institutions are using Erasmus+ in Asia, the Middle East, and the Pacific as a key instrument for building the knowledge, skills, and attitudes on one of the main transversal Erasmus+ priorities, the “Environment and fight against climate change” within the European Union and beyond, including Erasmus+ in Asia, the Middle East, and the Pacific.



It also gives you a wider overview of the potential of Erasmus+ and the worldwide opportunities it offers. The programme funds partnerships between Europe and Asia, the Middle East, and the Pacific (as one of a range of regions worldwide) to share knowledge and good practice among students and staff, but above all to develop links for the benefit of the education sector and the domains of the economy and society that it serves.

People can benefit from Erasmus+ on two levels – either by taking part in new projects, or by learning from the results and outputs of existing projects on the [Erasmus+ Project Results Platform](#). Erasmus+ projects are selected each year in annual Calls for Proposals. You can be part of a project proposal addressing the needs that your organisation and your partnership has identified.

This publication is not a scientific study on the topic but draws on existing project descriptions on the Platform. The text is based on the project’s own description of its objectives and partners.

In today’s world, green transition became a priority in education and training policies and programmes. Sustainable Development Goal 4 is to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. One of the targets contained within this goal is to “ensure that all learners acquire the knowledge and skills needed to promote sustainable development.”

We have therefore chosen to focus on projects which specifically address the challenges of environment and climate change.

It has been prepared specifically for a meeting in Colombo in November 2025. This is the second in a series of three Erasmus+ Weeks in 2025 which look at Erasmus+ cooperation – particularly on education and skills for the green transition – in Sub-Saharan Africa, Latin America & Caribbean, Asia, the Middle East, and the Pacific.

Find out more about Erasmus+ Weeks on the ENFP platform: <https://erasmus-networks.ec.europa.eu/organization/national-focal-points>

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The Erasmus+ international dimension

Erasmus+ is the European Union (EU)'s programme for education, training, youth and sport. These are key fields in which to support citizens in their personal and professional development. High-quality inclusive education and training equip young people and participants of all ages with qualifications and skills needed for their meaningful participation in society and successful access to the labour market.

Erasmus+ includes a strong international dimension (involving third countries not associated to the programme) in mobility, cooperation, and policy dialogue activities. It supports European organisations in addressing challenges brought about by globalisation, climate change and the digital transition through an intensification of international mobility and cooperation with third countries while strengthening the role of the European Union as a global actor. It enhances societal links through mobility, exchanges, capacity building and joint initiatives, nurturing human development, employability, entrepreneurship, and active participation. It provides regular channels for people-to-people cooperation by promoting values, principles, and interests around common priorities.

In addition to an overall, increased budget for the programme of EUR 26.2 billion for seven years (2021-2027), EUR 2.2 billion are reserved for international cooperation with non-European countries.

The Erasmus+ programme is supporting two main types of projects world-wide:

- Support to staff and student mobility in higher education: via International Credit Mobility and Erasmus Mundus scholarships.
- Cooperation between European organisations and institutions and their peers in other regions in higher education and Vocational Education and Training: via Capacity Building projects and Erasmus Mundus Joint Masters and Design Measures.

Find out more about Erasmus+ in your country in our international factsheets: <https://erasmus-plus.ec.europa.eu/resources-and-tools/statistics-and-factsheets>

The international dimension in a nutshell

International Credit Mobility (ICM) supports the mobility of individuals in Higher Education Institutions (HEIs), between 33 European countries and third countries not associated to Erasmus+. Through ICM, European HEIs can set up mobility agreements with partners around the world to send and receive students and staff. Some 50 000 individuals move every year. A student mobility period can involve blended learning, where the mobility period is enhanced by an online experience.

Erasmus Mundus aims at fostering excellence and world-wide internationalisation of higher education institutions via study programmes called "Erasmus Mundus Joint Masters" (EMJM) – at master course level – jointly delivered and jointly recognised by higher education institutions established in the EU and open to institutions in other countries of the world. Masters themselves offer EU-funded scholarships to the best-ranked applicants worldwide to take part in these prestigious programmes.

Capacity Building (CBHE) projects in the field of higher education support international cooperation projects based on multilateral partnerships between organisations active in higher education field in (i) EU Member States or third countries associated to the programme and (ii) in third countries not associated to the programme. They aim to support the relevance, quality, modernisation, and accessibility of higher education in third countries not associated to the programme as a driver of socio-economic development.

Jean Monnet Actions in the field of Higher Education support teaching and research in the field of EU studies worldwide (EU history, aims, structures, functions and/or its policies). They also strive to function as a vector of public diplomacy towards third countries, promoting EU values and enhancing the visibility of what the EU stands for and what it intends to achieve.

Erasmus+ in Asia, the Middle East, and the Pacific: working with partners

The EU promotes these international activities to partners in Asia, the Middle East, the Pacific, and Europe. We work with a network of [Erasmus+ National Focal Points](#) (ENFPs) and the EU's Delegations (= embassies) in countries across the region.

We are bringing together these stakeholders from Asia, the Pacific, the Middle East and Europe in the **Erasmus+ Week in Asia, the Middle East, and the Pacific: The role of education in the green transition**.

The Erasmus+ Week in Asia, the Pacific, the Middle East kicks off with a meeting that clusters existing projects and organises contact-making sessions. It is followed by a meeting for Erasmus National Focal Points. The two meetings combine to represent a comprehensive forum for stakeholders across various sectors.



Thematic Focus: The role of education in the green transition

Earth is facing a triple planetary crisis of climate change, biodiversity loss, and pollution, which demands a strong and urgent response.

According to UNICEF, around half of the world's children live in countries severely impacted by climate change. Climate events such as "heatwaves, tropical cyclones, storms, floods, and droughts exacerbate the existing learning crisis".

The European Union and Asia, the Middle East, and the Pacific, along with the world in general, need to prioritise key points highlighted by UNICEF: building resilient educational infrastructures, ensuring national-level climate plans, accelerating funding to enhance resilience in the education sector, and integrating climate change education into the curricula of educational institutions.

We will focus on this last aspect, highlighting the various tools that the EU provides, and the initiatives implemented under the Erasmus+ programme in collaboration with Asia, the Middle East, and the Pacific.

The Global Gateway is the EU's blueprint for its international partnerships with countries worldwide. It is mobilising investment in quality infrastructure projects globally, focusing on smart, clean, and secure connectivity in sectors like digital, energy, and transport. Education is both a target for this investment and an enabler of the other focal areas.

There is broad consensus on the key role of educational institutions in empowering teachers and learners and engaging the wider community in the transition to climate neutrality by 2050. As the Green Deal EU policy framework meets the education world, sustainability becomes a key component of all education and training aspects, including curriculum design, professional development for educators, and infrastructure and operations.

Key European initiatives, such as the Council Recommendation on learning for the green transition, the European Education Area, and its European Strategy for Universities and the Union of Skills underscore this integration. The Erasmus+ programme is a vital instrument in this effort, nurturing knowledge, skills, and attitudes regarding climate change, and supporting sustainable development within the European Union and beyond, including Asia, the Middle East, and the Pacific. "Environment and climate change" has been identified as one of the programme's top three transversal priorities.

The programme gives priority to projects that develop competencies in various green sectors and future-oriented curricula and encourages initiatives by participating organisations to improve their environmental sustainability. It is increasing the number of mobility and cooperation projects focused on green, forward-looking areas, fostering skill development, improving career prospects, and engaging participants in strategic areas for sustainable growth, with a spotlight on rural development, including sustainable farming, natural resource management, soil protection, and bio-agriculture.

Transforming Educational Systems

The critical situation our planet is facing due to climate change demands a profound transformation in the education of citizens. It is essential to update and redesign curricula across all disciplines in order to equip future generations with the skills needed in green technologies, enabling them to offer innovative and effective solutions to combat climate change.

Training in sustainability, climate change, environmental protection, and biodiversity prepare students to address the challenges of today's climate-impacted world.

This involves enhancing their basic skills and STEM competencies, as well as transversal skills such as critical thinking, problem-solving, collaboration, and green skills. These competences must increasingly align with the demands of the job market, which seeks professionals skilled in these areas.

This holistic approach not only prepares students to confront the challenges of the green transition but also provides them with the tools to seize the opportunities arising in this new global context and can contribute to innovating, producing, and implementing sustainable technologies that reduce the negative impact on the planet and improve the job and salary prospects for these professionals. In this process, cooperation between the European Union and Asia, the Pacific and the Middle East plays a key role in leading the transition toward a more sustainable future that individuals trained in green skills.

Further reading:

[EU policy for the environment](#)

[EU policy on education and the green transition](#)

[Education for Climate Coalition](#)

[Compendium of Erasmus+ projects in Europe on green education](#)

[Education and Training Monitor 2024: special focus on learning for sustainability](#)

[World Bank: Education for Climate Action](#)

[UNESCO: Greening Education Partnership](#)

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AGRI-TOUR

The Agriculture-Tourism Alliance: From Farm to Fork Strategy applied in the Pacific Island Countries

Capacity Building Higher Education

From 01.12.2024 to 30.11.2027

Coordinator: Slovak University of Agriculture in Nitra, Slovakia

Participants: Fiji, Italy, Samoa, Slovakia, Vanuatu



Summary

Despite Pacific Island Countries accounting for only 0.014% of the global greenhouse gas emissions they will be the first to face the challenges of climate change, through rising sea levels. AGRI-TOUR Project aims to increase the EU-Pacific HEIs' capacity to promote the application of the Green Deal Principles in Pacific Ocean islands; reinforce the HEIs curricula in this direction through improved synergies between agriculture and tourism and promoting the adoption of agritourism in the Pacific Ocean.

Project Goal:

The project supports the implementation of the European Green Deal and Farm to Fork strategy in Pacific contexts by promoting agri-tourism as a tool for climate resilience, food sovereignty, and sustainable livelihoods. Agri Tour strengthens academic capacities through the co-design of new curricula, practical training, and international mobility, while building long-term institutional bridges between EU and Pacific higher education institutions.

Project Outputs:

The AGRI-TOUR Project establishes an EU-Pacific Alliance HEI International Office Task Force to enhance collaboration between EU and Pacific higher education institutions. It conducts joint research with 400 participants on applying the European Green Deal in the Pacific Islands. The project develops an eight-module multidisciplinary agritourism MOOC for 800 remote island students. Additionally, it implements an internship protocol to bridge research and practice in sustainable agriculture and tourism, tested with 48 student-enterprise pairs (96 participants).

CADEO

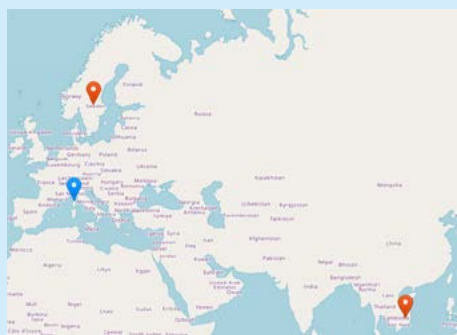
Climate Change Adaptation Using Digital Geospatial Twins and Earth Observation

Capacity Building Higher Education

From 01.12.2022 to 30.11.2025

Coordinator: Politecnico di Milano, Italy

Participants: Italy, Sweden, Vietnam



Summary

Despite the beauty of its landscape, Vietnam is environmentally fragile, being the world's sixth most affected country by natural disasters and other weather-related losses. This trend is expected to be exacerbated by climate change-induced effects the society will have to face and adapt to. Meanwhile, Vietnam is experiencing impressive economic growth which, unfortunately, will have only temporary advantages, if not conjugated with social and environmental sustainability. The protection of natural resources and the increase of resilience strategies combined with social equitable development and civic participation is vital for the country.

Project Goal:

New large-scale geospatial data and services, such as Copernicus, are now globally available, mostly open and free. Combined with new methods and open-source tools, they enhance our ability to monitor and understand the environment. This enables the creation of Digital Twins, virtual models that help analyse Vietnam's past, present, and future environmental conditions. To maximize these opportunities and address past challenges, it is vital to strengthen national skills through education and training, empowering stakeholders in Earth Observation and Digital Geospatial Twin technologies.

Project Outputs:

The project consists of designing, implementing, and blending teaching of 4 new innovative courses, training of trainers in HEIs of Vietnam, development of required digital infrastructure for Vietnamese HEIs, and dissemination of the results to wider society and stakeholders. The courses are exploited in existing programs of Vietnam partner universities and within five years 300 students will study them. Besides the general indirect benefit of the whole society, including vulnerable groups, there will be a direct benefit for the HEIs (staff and students) and the associate partners (authorities and companies involved in environmental issue).

SustainaBlue

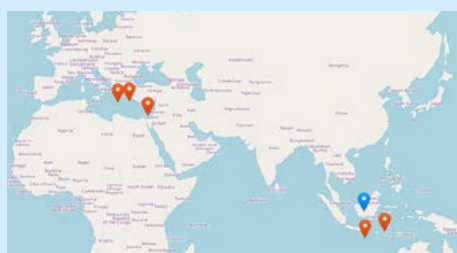
HEIs for sustainable blue economy in Malaysia and Indonesia

Capacity Building Higher Education

From 01.12.2023 to 30.11.2026

Coordinator: Universiti Malaysia Terengganu, Malaysia

Participants: Cyprus, Greece, Indonesia, Malaysia



Summary

Project Goal:

SustainaBlue supports Malaysian and Indonesian higher education institutions (HEIs) in enhancing their relevance to the labour market and society, focusing on a sustainable blue economy and green transition. The project aims to strengthen HEI teaching staff skills in curriculum development and innovative teaching methods centred on next-generation blue skills. It seeks to improve cooperation between HEIs and stakeholders through the Quintuple Helix model (Industry, Government, Public and Civil Society, Environment). SustainaBlue promotes alignment between employer needs and academic offerings, modernizes academic programs, and facilitates transferring research outcomes to local coastal communities. The project also enhances student employability and upskills the active labour force in blue industries. Special emphasis is placed on raising awareness among students, especially women, about sustainable careers in the blue economy.

Project Outputs:

The project establishes Sustainable Blue Economy Centres and builds networks with blue industries and stakeholders. It analyses skills needs in sustainable blue economy sectors and develops a regional Blue & Green Acceleration Platform. Activities include capacity building for HEI staff and creating new courses to develop talent among students and the current workforce. Knowledge transfer and awareness-raising efforts target local communities and students to promote sustainable blue careers. The project benefits over 50 HEI staff, 10,000 students, 40 blue industries, and 4,000 local community members.

ACCESS4All

Awareness and Capacity building for ChangEs in policy SchemeS for disABility towards inCLusive societies

Capacity Building Higher Education

From 01.11.2023 to 31.10.2025

Coordinator: Brac University, Bangladesh

Participants: Bangladesh, Germany, Netherlands



Summary

Climate change poses a significant threat to human society. Countries like Bangladesh are greatly prone to climate change-induced disasters which disproportionately affects vulnerable communities. The current approaches to generating knowledge, curricula and strategies on climate change adaptation and green transition are often top-down and Northern-led. This leads to a vacuum of contextualized knowledge, green skills and understanding of locally-led innovations from the Global South. To transition to net zero or a low-carbon and sustainable economy, developing green skills among the workforce and vulnerable communities is essential.

Project Goal:

This project proposes to co-design and co-develop blended innovative practice-based short courses on climate change education and green skills from the Global South to advance contextualized knowledge and locally-led solutions by developing skills of faculty, students, professionals, and vulnerable communities.

Project Outputs:

Through three key work packages, ACCESS4ALL aims to transform curricula and skills development in Climate Change, Environment, Health, and Sustainable Development by focusing on practice-based, locally-led solutions in the Global South. Short online courses with stakeholders equip learners with employer-driven green skills for sustainable employment. Communities are being empowered in climate-affected areas by collaborating with Community Ambassadors to create training guides that raise awareness for a greener economy. Moreover, a Southern-led, globally accessible platform housing regional resources, case studies, and training materials is set to ensure the project's long-term impact.

GreenTech Horizons

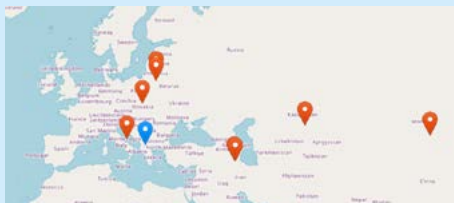
Fostering Dual Green and Digital Transitions through Education and Innovation in the Neighbourhood East, Central Asia, and Asia

Capacity Building Higher Education

From 01.11.2024 to 31.10.2027

Coordinator: University of Novi Sad, Serbia

Participants: Azerbaijan, Croatia, Kazakhstan, Latvia, Lithuania, Mongolia, Poland, Serbia



Summary

Project Goal:

The GreenTech Horizons general objective is to support a prosperous twin green & digital transition in the Neighbourhood East, Central Asia and Asia regions with specific reference to Azerbaijan, Kazakhstan and Mongolian contexts by comprehensive and effective development and uptake of twinning green, digital and business skills needed for a modern workforce that can contribute to sustainable growth & jobs.

Project Outputs:

The project works on designing, developing, and piloting an innovative competence-oriented learning ecosystem to equip future generations with essential skills for the green and digital transition, enhancing their societal impact. This ecosystem includes a curriculum model based on the green and digital transition talent triangle—encompassing green skills, digital skills, and business acumen—to modernize and innovate existing curricula at eight higher education institutions in Azerbaijan, Kazakhstan, and Mongolia. Additionally, it aims to deliver a comprehensive eLearning ecosystem with online courses aligned to the competency model, utilizing advanced instructional design and Massive Open Online Courses (MOOCs) to maximize accessibility and scalability.

INTEGRAL

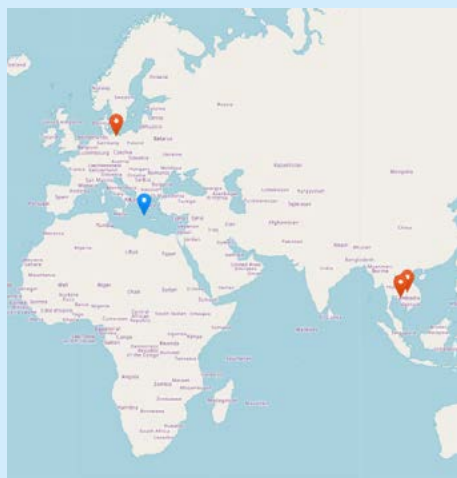
Intelligent Geotechnologies for Resilient Agricultural Adaptation to Climate Change in Lao PDR

Capacity Building Higher Education

From 01.02.2023 to 31.01.2026

Coordinator: Ethnicon Metsovia Polytechnion, Greece

Participants: Greece, Laos, Sweden



Summary

Lao PDR's economic growth is based on natural resources and 78% of the population depends on smallholder agriculture for income and employment, which is however affected by hazards such as drought, flood, erratic and more intense rainfall. It is thus vital for agriculture to develop resilience to climate change and ensure food security.

Intelligent Geotechnologies (combining mapping, earth observation, geographic information systems and artificial intelligence) play a fundamental role in supporting sustainable and climate-resilient agricultural practices. The use of such essential instruments in Lao HEIs however is very limited or non-existent. The main objective of the project is, therefore, to build capacity on Intelligent Geotechnologies to confront the lack of pertinent knowledge and skills.

Project Outputs:

The project's main activities are developing curricula, innovative courses, and training material, establishing a crop-type mapping framework, equipping laboratories, building training capacity, disseminating, and ensuring the exploitation of the results.

The geographical distribution of the 4 Lao PDR universities and 3 associated partners covers the entire country which is the essence of a national project. At least 52 HEI staff and 190 students and stakeholders are trained during the project, and 1000 students and stakeholders are trained within 5 years after the project. Also benefiting 180 experts and policymakers during dissemination workshops. The project vitally contributes to the digital transformation in Lao PDR, indirectly benefiting the whole society especially the rural one.

Four innovative modular courses on intelligent geotechnologies and their application on climate-resilient and adaptable agricultural practices, a methodological crop-type mapping framework, active engagement of students in field campaigns, e-learning tools, modern equipment, durably trained staff, and aware stakeholders are the main results and outputs of INTEGRAL.

FOUNTAIN

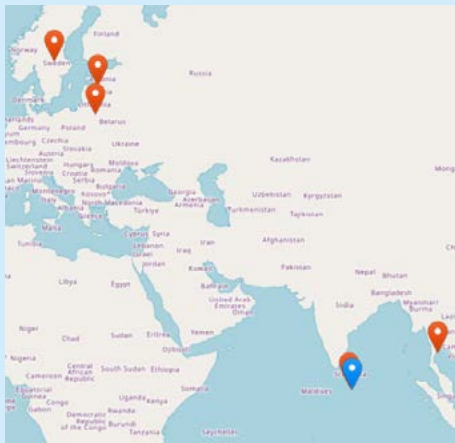
Fostering sustainable University-industry Techno-entrepreneurial Collaborations and innovations in Asian universities

Capacity Building Higher Education

From 01.07.2023 to 30.06.2026

Coordinator: University of Ruhuna, Sri Lanka

Participants: Sri Lanka, Estonia, Lithuania, Sweden, Thailand



Summary

Several studies have found that university education has minimal research and innovation outcomes, limited industry and community influence, and unripe University-Industry Collaborations. Expectations of partnership outcomes vary between universities and industries, and organizational cultural differences are the most difficult challenges to overcome when establishing partnerships, leaving both partners frustrated and unmotivated to continue their collaborations. Also, universities' inflexibility, hierarchical communication style, bureaucracy, and lack of emphasis on an outcome-oriented culture have hampered successful collaboration.

FOUNTAIN addresses the lack of strategic university-industry partnerships in Asian universities in terms of student employability, blended learning, invention and innovation, techno-entrepreneurial skills, curriculum development, multidisciplinary joint research, and other initiatives. The project also uses the triple helix concept to form innovative partnerships in HEIs at partner universities. Besides, FOUNTAIN defines, delineates, and records the gaps in UIC identified through the need assessments carried with partners in Thailand and Sri Lanka.

Project Goal:

The project aims to boost the alignment of industrial interests with national public interests, mainly in agro-industries, enhance university curricula with robust industrial training programs, strengthen university business links, establish a community of practice in the field of agro-industries involving university and industry actors, support the transition of ideas into practice, and establish business start-ups while leveraging existing knowledge resources at universities to foster invention, innovation and entrepreneurship. Further, the proposed centre of excellence in invention, innovation, and entrepreneurship strengthens university, industry, and research bonds to meet the needs of graduates, academics, farmers, SMEs, and other industries in the country and the region.

21st Teach Skills

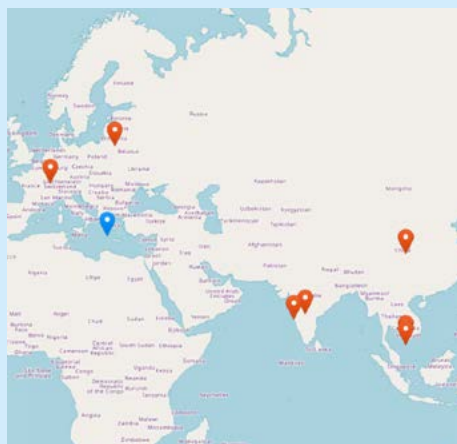
Teacher training with specialization on life and information technology skills

Capacity Building Higher Education

From 15.11.2019 to 14.04.2024

Coordinator: Panepistimio Ioanninon, Greece

Participants: Greece, Cambodia, China, India, Lithuania, Luxembourg



Summary

The educational curriculum seems to not successfully match with the 21st century skills requirements. In order to develop a student-centered learning environment, to cover the needs of a growing diverse population of students in China, India and Cambodia with a variety of multi-cultural, multi-linguistics and multi-ability needs successfully and to respond to the gap in skills set in the labour market and society, the shortage of qualified teachers and the poor level of student learning this project aims at modernizing the academic curricula, transferring knowledge and best practices on innovative and ICT-based teaching methodology on 21st skills acquisition from HEIs in Programme Countries to the HEIs of Partner Countries that benefit directly from this project.

Project Outputs:

The results include a 21st century skills teaching state-of-the-art report, a 21st century skills Educational Programme that is incorporated in the academic program, capacity-building sessions for faculty staff and the development of a 21st Teach Skills e-toolbox and learning Platform. Impact is generated at institution-level, at regional level through dissemination activities and networking and at European level with the support of the EU-HEIs.

Erasmus Mundus Joint Masters

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MERGED

Master of Science (MSc) in Global Environment and Development

Erasmus Mundus Joint Masters

From 01.10.2022 to 30.11.2028

Coordinator: KOBENHAVNS UNIVERSITET,
Denmark

Participants: Denmark, Italy, Poland



Summary

MERGED is a joint degree programme designed to develop globally competitive graduates capable of identifying and addressing critical challenges in renewable natural resource management. Emphasizing economic, environmental, societal, and institutional development, the program equips students with interdisciplinary knowledge, practical field experience, and sectoral exposure to prepare them for careers in public and private sectors, I/NGOs, government agencies, and research institutions.

Jointly offered by the University of Copenhagen, University of Warsaw, and Università degli Studi di Milano—members of the 4EU+ European University Alliance—MERGED is fully integrated across institutions, from admission to graduation. It is the first of its kind to deliver a joint degree within this alliance, fostering cross-country collaboration and academic excellence.

Supported by a global Associate Partner network, including Asia-Pacific and Middle East regions, MERGED promotes a European vision of sustainability, enhances the EHEA's global attractiveness, and shares its innovative practices for wider impact.

MARIHE

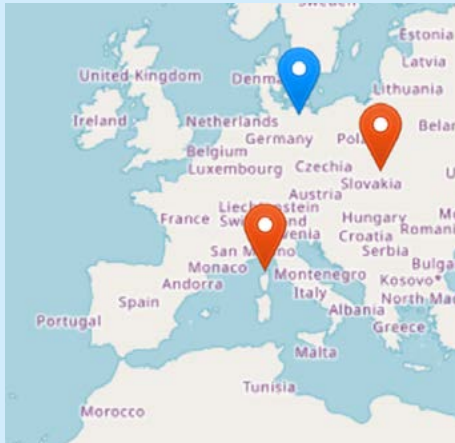
Research and Innovation in Higher Education

Erasmus Mundus Joint Masters

From 01.10.2024 to 30.11.2030

Coordinator: University for Continuing Education Krems, Austria

Participants: Austria, China, Finland, Germany, Hungary, India, Portugal



Summary

The critical role of research and innovation in fostering growth and sustainable development has triggered significant shifts in research, innovation, and higher education sectors globally. These shifts move from regulation to deregulation, steering to market dynamics, and administration to management, granting higher education and research institutions increased autonomy. This evolution necessitates professionals adept at navigating these changes, linking systemic and institutional transformations, and developing management skills for the changing landscape within higher education and research institutions.

The “Research and Innovation in Higher Education” (MARIHE) master’s program addresses this need by offering a curriculum that provides a deep understanding of these change processes and their impact on education systems, and labour markets. It covers three main areas: “systems in transition,” focusing on global and regional developments; “interactions between systems and institutions”, particularly in research and innovation funding; and the “institutional perspective”, emphasizing change management. The program also emphasizes transferable skills such as critical thinking, entrepreneurship, and leadership.

Students in the MARIHE programme benefit from significant mobility and intercultural experiences, studying in at least two European countries and one Asian country over four semesters (120 ECTS). An internship after the third semester offers practical insights into the field, facilitated by enterprises and organisations related to the course’s focus. Graduates receive a joint or double degree, preparing them for the evolving demands in research, innovation, and higher education management.

COASTHazar

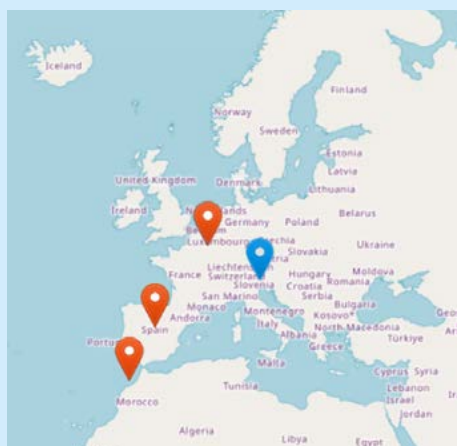
Coastal Hazards – Risks, Climate Change Impacts and Adaptation

Erasmus Mundus Joint Masters

From 01.10.2022 to 31.12.2027

Coordinator: Institute for Water Education, Vienna, Netherland

Participants: Netherlands, Portugal, Spain



Summary

The Coastal Hazards – Risks, Climate Change Impacts and Adaptation COASTHazar is an EMJM Programme that aims at providing master's students with state-of-the-art knowledge, skills and competences to meet challenges that coastal hazards and associated risks may pose, to assess and tackle the impacts of increasing human activities and climate change in coastal areas, and to design adaptation measures to minimize those impacts.

The COASTHazar EMJM programme increases the number of professionals with holistic and multi-disciplinary knowledge across the world, who can contribute to safeguard society against coastal hazards and global change at the coastline, and associated risks. The COASTHazar EMJM programme is intended to address the Erasmus Mundus objectives of fostering excellence and worldwide internationalisation of higher education institutions via study programmes, jointly delivered and recognised by higher education institutions.

The COASTHazar EMJM programme is an integrated and multi-disciplinary master's programme, offered by three eminent higher education institutions: IHE Delft (coordinator), from the Netherlands, University of Algarve, from Portugal, and University of Cantabria, from Spain, together with a group of 34 Associated Partners from Latin America, the Caribbean and other regions worldwide including both public and private organizations academic and non-academic. The proposed COASTHazar EMJM programme (120 ECTS, 2 years long) is based on the shared vision and complementary expertise of the three partner institutions. A vision that coastal areas and coastal settlements face increasing hazards and risks, due to climate change, population and economic growth and increased urbanization, that need specific and dedicated holistic and multi-disciplinary knowledge and competences to deal with proper adaptation and management measures.

EU-CORE

European master on Control of Renewable Energy systems

Erasmus Mundus Joint Masters

From 01.10.2024 to 30.11.2030

Coordinator: École Centrale de Nantes, France

Participants: Croatia, France, Germany



Summary

EU-CORE trains future experts in the renewable energy systems field and will consequently contribute to the EU climate-neutral objectives by 2050.

The two-year Joint Master's Degree delivered by École Centrale de Nantes (ECN), Brandenburg University of Technology Cottbus-Senftenberg (BTU) and the University of Zagreb (UNIZG) trains top-level engineers in the design of advanced technologies of Renewable Energy Systems Control.

EU-CORE covers all the main renewable energy sources. Its top-level academic and industrial partners develop skills required for a wide range of careers in the renewable energy industry. Partners bring their own specific expertise in Wind Energy System Control, Energy Storage Management, Control of Solar and Hydrogen Systems and their integration into the grid.

To be fully in line with labour market requirements, the Academic Programme is completed by soft/transferable skills training during Winter/Summer Schools. So, EU-CORE offers a high permeability between education, research, innovation, soft-skills, industrial needs, and environmental concerns.

To complete the harmonisation of EU-CORE within the higher education and research EU landscape, the Programme performs a joint EU initial accreditation and delivers a Joint Degree.

PLANTHEALTH3

PlantHealth - European Master Degree in Plant Health in Sustainable Cropping Systems

Erasmus Mundus Joint Masters

From 01.10.2023 to 31.12.2029

Coordinator: University of Valencia, Spain

Participants: France, Germany, Italy, Spain



Summary

The Master in Plant Health in Sustainable Cropping Systems (Master PlanHealth) is a fully integrated and competitive EMJM designed by leading European Higher Education Institutions (HEIs) in the field of Agriculture and Crop Protection. The Consortium is composed of five HEIs: the Universitat Politècnica de València (UPV) from Spain, the University of Padua (UNIPD) from Italy, the University of Göttingen (UGOE) from Germany, and l'Institut Agro and AgroParisTech from France.

The main objective of the Master is to train worldwide students to become highly qualified professionals for plant health management in sustainable agriculture. The Master offers a high-level academic programme based on the most up-to-date research, with the aim of addressing the global challenges of crop protection in a framework of climate change and agroecological transition.

The Consortium is supported by 45 worldwide Associate Partners including Asia-Pacific and Middle East regions (industry, research institutes and universities), who have extensive experience in plant health management and innovative approaches for sustainable crop protection. They will contribute to the teaching program, host students during their Master thesis, provide career opportunities and ensure the quality, sustainability and promotion of the program. These aspects guarantee employability for the students, who can expect multiple national and international job opportunities in private and public institutions.

HYSET

Hydrogen Systems and Enabling Technologies

Erasmus Mundus Joint Masters

From 01.11.2022 to 31.12.2028

Coordinator: Politecnico di Torino, Italy

Participants: Italy, Netherlands, Norway, Spain



Summary

Hydrogen (H₂) can play a substantial role in alleviating emissions in the coming decades and being part of the mosaic of solutions for the mitigation of the climate change. Particularly, green H₂ can serve as the crucial element to decarbonize hard to abate sectors such as selected transport and industrial segments, while helping the integration of large amounts of variable renewable energy sources to offer flexibility in the power sector. The rapid development of the European Hydrogen Value Chain is expected to create approximately 1 million highly skilled jobs by 2030, and up to 5.4 million by 2050.

Developing appropriate training is of the utmost importance for the deployment of the sector, and ensuring the requested skills for the H₂ sector is a central concern for companies.

In this regard, five higher education institutions have joined forces with five “top-H₂” EU industries to create “Hydrogen Systems and Enabling Technologies” (HySET), a joint masters programme fully dedicated to the hydrogen area. The aim of HySET is to educate well-trained and enthusiastic professionals with an extensive multidisciplinary knowledge of hydrogen technologies and systems; their training occurs in an international, multicultural environment to stimulate global collaboration to cope with the complex challenges of the energy transition.

Jean Monnet

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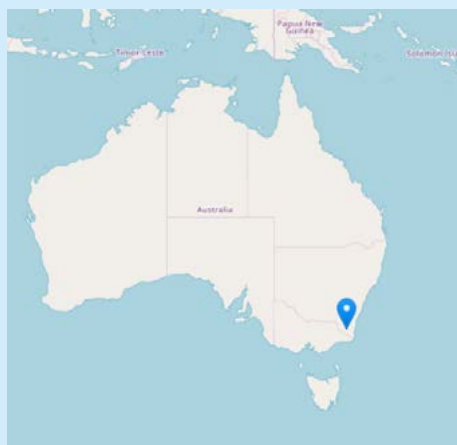
EUOzCRM

EU-Australia Centre for Critical Raw Materials and Clean Energy Transition

Jean Monnet Centre of Excellence

From 01.10.2024 to 30.09.2027

Coordinator: University of Canberra, Australia



Summary

The EU-Australia Critical Raw Materials and Clean Energy Transition (EUOzCRM) CoE at the University of Canberra (UC) brings together high-level transdisciplinary Australian and EU experts to develop timely and relevant research, which consolidates and expands the understanding of EU-Australian cooperation at a pivotal geoeconomic momentum. Over three years, EUOzCRM is becoming a focal point of competence and knowledge with respect to its core themes: (1) security, (2) sustainability and (3) trade of critical minerals (primary focus) in relation to clean energy transition (secondary focus).

EUOzCRM is embedded in the UC's Centre for Environmental Governance (CEG), located within the interdisciplinary Faculty of Business, Government and Law (BGL). It has a deeply practical engagement with policy and industry stakeholders, cooperating with the Export Council of Australia as the industry partner. EUOzCRM meets the JM action objectives by incorporating research, teaching and think-tank functions, while its specific focus supports the priorities of the call (environment and fight against climate change), thus facilitating the EGD implementation.

Project Outputs:

The key strength of EUOzCRM is an engaged academic-policy-practitioner dialogue, intended to fill the existing gap in the field. Significant aspects of the work programme are accessible for civil society and indigenous groups. Events further target postgraduate students and non-specialised audiences.

By encompassing transnational cooperation and a transdisciplinary approach, EUOzCRM gathers knowledge and yields significant lessons for policymakers, industry and other stakeholders in the EU and Australia. It contributes to empirical research, mapping and improving the regulatory framework, identifying opportunities for enhancing bilateral cooperation, fostering policy and stakeholder engagement, outreach, building capacity in EU studies, and strengthening the role of the EU in a globalised world.

ARDPEIGT

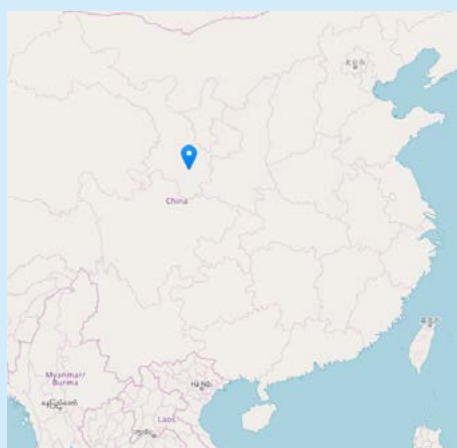
The Agricultural and Rural Development Policy in the European Integration with Green Transition

Jean Monnet Chair

From 01.10.2024 to 30.09.2027

Coordinator: Sichuan University, China

Participant: China



Summary

CAP is one of the most important common policies of the EU. After many reforms, the latest CAP seeks to address the new challenges facing EU's agriculture and rural areas. Particularly, in the process of EU's green transition, the CAP always responds with timely and effective reforms. To respond to the goals of the European Green Deal, a key reform is to construct a greener CAP, including setting higher green ambitions and enhancing support for eco-schemes, climate, biodiversity, environment, etc.

In China, existing teaching and research activities on European integration primarily focus on politics, economy, culture, and EU-China relations. Although a few courses related to EU's actions on environmental and climate change governance were offered, these existing courses are primarily to introduce the framework or strategic measures. In other words, the green transition of agriculture and rural areas in the EU has not received the attention it deserves in China.

Project Goal:

To address above gaps, this project conducts teaching and research activities on EU's actions on agricultural and rural green development. The project supports topic-related research and organize roundtable forums and field surveys.

It offers four courses: 1) Introduction to EU Environmental Policy with Green Transition as a Focus (updated existing course); 2) EU and Global Climate Change Governance (updated existing course); 3) The Agricultural Development Policy in the European Integration with Green Transition (new course); 4) The Rural Development Policy in the European Integration with Green Transition (new course).

Project Outputs:

This project has positive effects through enriching the existing multidisciplinary-EI-Course-Series at SCU, through cultivating specialized talents in European studies and promoting their teaching and research, through helping policymakers to improve measures for agricultural and rural green transition and through further enhancing the visibility of EU in China and EU-China interactions.

EU-CPSD

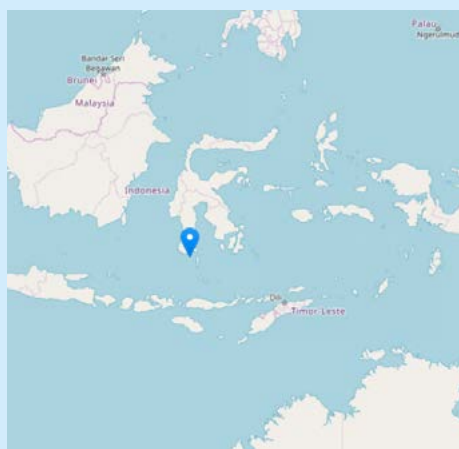
European Union Climate Policy and Sustainable Development

Jean Monnet Module

From 01.10.2025 to 30.09.2028

Coordinator: Universitas Airlangga, Indonesia

Participant: Indonesia



Summary

The Project on the EU Climate Policy and Sustainable Development encompasses a comprehensive academic program, community engagement initiatives, and a Climate Policy Symposium, and it complements the previous Jean Monnet Modules on EU Trade Policy and Sustainable Development (EU-TSD).

The project consists of two modules: the EU Climate Policy and Sustainable Development, and Intersecting Policies for Sustainable and Climate-Resilient Trade in the EU. The academic courses provide students with a deep understanding of EU climate policies, sustainable development practices, and the intersection of trade and environmental regulations. The project team is a collaboration team teaching between UNAIR and several European Universities.

Project Outputs:

Community engagement activities foster collaboration between academia, policymakers, private and public actors and local communities, enhancing public awareness and participation in sustainability efforts. The Climate Policy Symposium serves as a platform for academia, students, experts, policymakers, and stakeholders to share insights, discuss challenges, and explore innovative solutions for climate resilience and sustainable development.

The components create a synergistic approach, combining academic rigor with practical experience to equip students with the knowledge, skills, and networks needed to drive meaningful change in both climate policy and sustainable trade practices.

EULSCGT

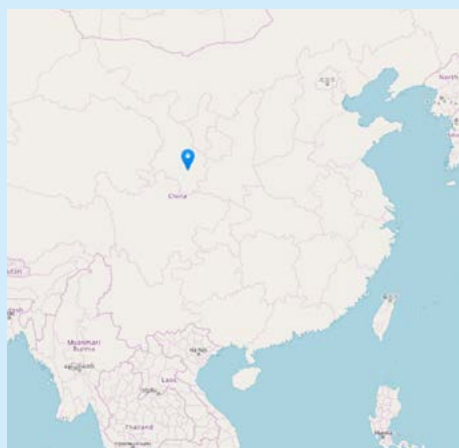
EU Legislation on Supply Chains and Green Trade and Their Implications for China

Jean Monnet Centre of Excellence

From 01.12.2025 to 30.11.2027

Coordinator: University Of Political Science and Law, China

Participant: China



Summary

The EU has recently enacted a series of supply chain laws and green trade policies. These regulations have a significant impact on China. The theme of project is 'EU Legislation on Supply Chains and Green Trade and Its Implications for China'. Its general objectives are to integrate outstanding scholars of EU law from China and Europe, to improve the teaching level of EU economic and trade law related courses in China; to conduct in-depth research on EU rules on supply chains and green trade; to promote the awareness and understanding of the basic rules and the concepts of the formulation of the EU rules on supply chains and green trade policy by Chinese legislators, judges, scholars, lawyers, students, enterprises and the general public; to strengthen the dialogue and cooperation between China and the EU in the stability of the global supply chain as well as the climate and environmental governance.

EULSCGT participants and target groups include Chinese and European scholars, students inside and outside CUPL, Chinese legislators, judges, lawyers, arbitrators and other legal practitioners, as well as the public, and is expected to involve up to 30,000 people.

Project Outputs:

1. **WP1-Teaching for 5 courses:** (1) Basic EU Law; (2) Theories and Cases of European Economic and Trade Law; (3) Comparative Competition Law: Global Theories and Practice; (4) International and EU Climate Change and Environmental Law; (5) European Company Law and Tax Law.
2. **WP2-Research:** (1) Research on new developments in EU supply chain law under 'de-risking' and their impact on China; (2) Research on EU green trade policy and EU-China cooperation in the Context of Sustainable Development.
3. **WP3-Project Management and Dissemination:** (1) form a management & evaluation team; (2) make the rules for managing the project; (3) maintain website and social media account. EULSCGT consists of 6 milestones, 12 deliverables (2 books), and 9 events.

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