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Key Action: Learning Mobility of Individuals

Action Type: Higher education student and staff mobility between Programme and Partner Countries

Project Title

Project for higher education student and staff mobility between Programme Countries and Partner Countries

Good practice example

Project Coordinator

Organisation UNIVERSITETET I OSLO**Address** PROBLEMVEIEN 5-7 , 0313 OSLO , NO

Project Information

Identifier 2015-1-NO01-KA107-013204**Start Date** Jun 1, 2015**End Date** Sep 30, 2016**EC Contribution** 25,925 EUR

Project Summary

Being the first year the UiO aimed at participating in the Erasmus+ International Credit Mobility programme, the 2015 application was initiated and administered at a central level. Based on the long-standing Research and student Exchange Cooperation between the University of Oslo (UiO) and many Russian institutions, the Erasmus+ ICM was deemed as a natural added asset to furthering the good relationship between the two countries. The UiO and the Higher School of Economics (HSE) had recently signed a bilateral agreement for undergraduate and graduate Exchange (2014) and the Erasmus+ Inter-Institutional agreement would allow both staff and additional students to travel back and forth between the two institutions, contributing to increasing each participant's skills and expertise. The implementation of the Inter-Institutional agreement was made in close collaboration with the Faculty of Humanities.

All in all 5 students, 4 incoming to the UiO and one outgoing to HSE were sponsored by the Erasmus+ grant during the programme period. One teacher from the HSE visited the Faculty of Humanities at the UiO for a week-long teaching mobility. In addition, two administrative staff travelled to visit their counterparts with the Organisational Support funds, one from the UiO and one from HSE in order to establish the grounds for a new ICM application and working on a staff week programme. Indeed, the positive effects of the 2015 Erasmus+ ICM programme brought the Faculty of Humanities at the UiO to establish the grounds for a new successful Erasmus+ Application (2016).

Both during the mobility and upon their return, students and staff have contributed to the two institutions' international development, bringing with them new perspectives and stronger abilities to sustain international contacts and participate in international projects and international networks for cooperation. With a renewed ICM grant period, the institutions may continue to focus on cultivating the competencies and new skills from returning outbound staff and students, in line with both institutions' policy documents.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Higher education student and staff mobility

Project Title

Higher education student and staff mobility project

Good practice example

Project Coordinator

Organisation UNIVERSITETET I OSLO
Address PROBLEMVEIEN 5-7 , 0313 OSLO , NO

Project Information

Identifier 2014-1-NO01-KA103-000118
Start Date Jun 1, 2014
End Date Sep 30, 2015
EC Contribution 572,804.6 EUR

Project Summary

The University of Oslo was satisfied that the ECHE application was successful, and that we were able to continue with Erasmus+ for the new period 2014-2020. As an organization highly focused on increased cooperation in Europe, Erasmus+ offers significant opportunities for researchers, students, administrative staff, PhD and other involved to be introduced to various possibilities within Erasmus+ but also for other EU-funded projects.

Concerning the administration of Erasmus+, the Erasmus+ team was expanded to be able to follow up the program guide, goals and expectations to the program for this period. Many changes and improvements in our routines, information and execution related to the implementation of Erasmus+ have already been done, but UiO still have many plans concerning improvements and increased efficiency in the time to come.

Student and staff exchange experiences increase each participant's skills and expertise in different fields of knowledge. In addition, the UiO is convinced that the exchange has an undeniable added value on a personal development level. The organisation must continue to focus on cultivating the competencies and new skills from our returning outbound staff and students, in line with our policy document.

The Erasmus+ programme aims to boost skills and employability, as well as modernising education. 80 per cent of our outbound students report that they are more confident in, and convinced of their abilities. Over 90 per cent of our outbound staff (STT and STA) report that they have reinforced or extended their professional network and/or built up new contacts, and 86 % of our outbound administrative staff report gained sector-specific or practical skills relevant for their current job and professional development. We are very satisfied with these results, and we will continue working to achieve the same or better results.

Our discrepancy in mobility numbers from our Grant Agreement/application to the results in this Mobility Tool report:

UiO received 12 student mobility placements (SMP) in the Grant Agreement; unfortunately we have none registered SMP for 2014/2015. One of our study programmes that have integrated SMP in their degree, only organizes this every second year. The number goal is therefore realistic in 2015/2016 combined with our current effort in increasing the PhD mobility, also as traineeship.

Student mobility for studies (SMS): UiO received funding for 255 mobilities in our Grant Agreement, and can report 252.

In comparison from 2013/2014 we experienced an increased number of applicants for outbound student mobility (SMS).

Staff mobility teaching assignments (STA): UiO received funding for 17 mobilities in the Grant Agreement, and report 10. UiO did not send as many mobilities as we applied for, but we have increased our effort through this year to spread information about the possibilities for Erasmus+ grant for this group, by informing the group of deans for research and other forums for research management and we have changed and updated our Erasmus+ web-pages.

At the end of the period 2014/2015 we saw more applications from researchers (these will be accounted for in the next period, since their mobility period started after 30.08.2015), even though these have applied for STT. We believe the reason for this is a combination of the changes in the requirements from 5 to 8 teaching hours, which for many is difficult to organize within a week. In addition we believe that our information reached out to new

groups of staff, as the STT up until now, was well known mostly amongst our administrative staff only.

Staff mobility training (STT): UiO received 28 mobilities and report 22. We've seen an increase in applications of a longer duration compared to before, and an increase in applications for shorter periods of stay as the minimum requirement now is 2 full working days. With this year's mobilities we report on almost 31 weeks, instead of 22 as we would have seen earlier when 5 days was the minimum duration for STT.

In line with the regulations for use of the Organisational Support, we have prioritized;

- recruitment of outbound students through information campaigns and support
- training of new staff working with Erasmus+
- linguistic support for inbound students (start up support)
- activities for integrating incoming students to UiO and in the student environment
- improvement of student support through expansion of the Erasmus+ team
- organizing a staff training event

In 2014/2015 we saw a small increase in our numbers for outbound Erasmus+. With the effort done in 2014/2015 for recruitment and the positive increase in staff mobility we expect that the numbers will continue to increase in the coming years.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Higher education student and staff mobility between Programme and Partner Countries

Project Title

Project for higher education student and staff mobility between Programme Countries and Partner Countries

Project Coordinator

Organisation UNIVERSITETET I OSLO
Address PROBLEMVEIEN 5-7 , 0313 OSLO , NO

Project Information

Identifier 2018-1-NO01-KA107-038663
Start Date Jun 1, 2018
End Date Jul 31, 2021
EC Contribution 58,256 EUR

Project Summary

Based on a long-standing and successful collaboration with the Tbilisi State University (TSU), Centre for Scandinavian Studies (CSS) in Georgia, the University of Oslo (UiO) and the Department of Linguistics and Scandinavian Studies (ILN) applied for funding through the Erasmus+ International Credit Mobility (ICM) scheme in the Erasmus+ KA107 Call, 2018. The funding application was meant to strengthen the relationship between the institutions by sending students, teacher and staff mobility on Erasmus+ grants. The mobility project was granted 10 mobilities – 5 students and 5 staff (teacher and training grants) for a period of 2 years. During it's last year, the Covid-19 pandemic hit the world and all travel and mobility plans were postponed. Fortunately, the project was extended for 1 academic year by our National Agency (DIKU/HK-Dir) and the planned mobilities, albeit with minor adjustments, were successfully completed.

This project aims were, amongst other:

- Strengthening the sustainability of Scandinavian Studies at TSU (developed through Norwegian support between 2006 and 2015).

Scandinavian Studies at TSU is a self-sustained department, but the need for mobility funding for students and teachers and further capacity building in a long term perspective by maintaining the close contact with Norwegian academic institutions, is a necessity.

- Assuring that ILN teachers receive international experience in international classrooms, and maintain well-working exchange and mobility collaborations.

The planned mobility cooperation between ILN at UiO and CSS at TSU entailed a continuation of a previous successful and sustainable cooperation. Thus the ICM application part of strategic plans and priorities at both institutions.

By cooperating under the Erasmus+ programme, teachers from both institutions have been able to focus their collaboration on innovative and customized forms of teaching, language didactics and professional development plans allowing students, UiO-students, incoming TSU students and then again TSU students at TSU to have access to an advanced teaching level of Norwegian language, society and literature.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: European Universities

Project Title

Circle U. European University

Project Coordinator

Organisation UNIVERSITETET I OSLO
Address PROBLEMVEIEN 5-7 , 0313 OSLO , Oslo , NO
Website www.uio.no

Project Information

Identifier 101004062
Start Date Nov 1, 2020
End Date Oct 31, 2023
EC Contribution 4,999,994 EUR
Partners UNIVERSITE DE PARIS (FR) , UNIVERZITET U BEOGRADU (RS) ,
HUMBOLDT-UNIVERSITAET ZU BERLIN (DE) , UNIVERSITE
CATHOLIQUE DE LOUVAIN (BE) , KING'S COLLEGE LONDON (UK) ,
AARHUS UNIVERSITET (DK)

Project Summary

By 2023, Circle U. will be a thriving inclusive, research-intensive and interdisciplinary European University Ecosystem consisting of (1) Student Led Sustainable Innovation initiatives to empower students, (2) interdisciplinary Knowledge Hubs connecting academics, students and external stakeholders around major societal challenges, (3) an Open School of Public Governance tying new knowledge and solutions to governance issues and (4) a Think and Do Tank to engage with policy makers to shape the European Education Area.

We have identified three thematic areas to pool our existing strengths to make substantial impact on the sustainability agenda: Climate, Global Health and Democracy.

Thirty-five dedicated Academic Chairs are central to our joint education and research infrastructure, to better link education, research and innovation in service to society. Chairs will organise in inter-university networks to foster transnational collaborations across disciplines and with associated partners. By 2030, we will have 126 Chairs, strongly contributing to the sustainability of the Alliance.

Erasmus Without Paper, virtual classrooms and a web portal to share courses will be a reality. We will develop a system for automatic recognition, a framework for sustainable student and staff mobility, and improve academic and social integration of students. Being an inclusive and open University of the Future, we will share our experiences so all can benefit from it.

In the project period, 36,707 graduate students, 3,720 postgraduate students, 5,349 members of staff and 34 associated partners will benefit from the activities. The wider public in our cities and regions will also benefit, as students will work to find solutions to sustainability challenges identified by our associated partners.

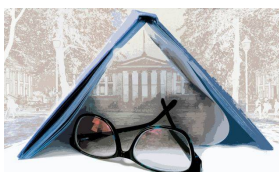
We will produce 45 outputs and 20 outcomes, ranging from structured education programmes and cooperation models to innovative and challenge based activities, to take us towards our vision.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for higher education

Project Title

Strategic Partnership to Promote Core Academic Values and Welcome Refugees and Threatened Academics to European Campuses



Project Coordinator

Organisation UNIVERSITETET I OSLO
Address PROBLEMVEIEN 5-7 , 0313 OSLO , NO

Project Information

Identifier 2016-1-NO01-KA203-022043
Start Date Sep 1, 2016
End Date Aug 31, 2019
EC Contribution 300,856.86 EUR
Partners UNIVERZA V LJUBLJANI (SI) , Scholars at Risk, Inc. (US) , RESEAU DES UNIVERSITES DES CAPITALES DE L'EUROPE (BE)
Topics Integration of refugees ; Post-conflict/post-disaster rehabilitation ; International cooperation, international relations, development cooperation

Project Summary

The Academic Refuge project improved the capacity of European universities to assist refugees and threatened academics, through linking the urgent responses of European universities to the “refugee crisis” to the pressing need for broader efforts to promote academic freedom. The project was launched in 2016 at a time when record numbers of refugee students and academics were reaching out to Europe. Through staff training, improved networking and the production of guidance materials, the project worked to increase the effectiveness of institutional responses to the crisis, to increase the number of individuals assisted and to inspire more institutions to do their part. Alongside increasing the capacity of European universities to support those who were forced to flee, the project highlighted the importance for European universities to work together with refugees and threatened academics to look to the longer-term. Through workshops, publications and a free online course, Academic Refuge promoted greater awareness of the importance of academic freedom to a healthy higher education sector, the consequences for society at large when such freedom is repressed, and the steps we can take as a sector to protect higher education values.

The project drew on experience and expertise existing in the partner networks, and drew on new knowledge produced in the project based on the needs communicated by higher education institutions and by refugees and threatened academics hosted at European universities. The project included 4 partners and 4 associate partners. The partners included 2 large comprehensive universities; the University of Oslo and the University of Ljubljana, and two university networks; the Scholars at Risk network (510 members in 39 countries) and the UNICA Network of Universities from the Capitals of Europe (51 members). The associate partners included two higher education associations; The European University Association (EUA, 850 members across 47 countries) and the European Association for International Education (EAIE- ca 3,000 individual members), and two media partners; University World News and Al Fanar Media. In addition, Academic Refuge project cooperated with other EU-funded projects such as SUCRE and GREET through participation in events, sharing ideas and dissemination of project results. For the massive open online course produced, Academic Refuge cooperated with the learning platform Futurelearn, where the MOOC is available and open to all.

The primary target group for the project included refugees and threatened academics in Europe. The secondary target group included academic and administrative university staff in Europe and around the world, especially those with (a) a role in welcoming refugees and threatened academics to campus and (b) involved in developing international higher education partnerships.

More specifically Academic Refuge project activities included:

- Development and implementation of a staff training on ‘Welcoming Refugees and Threatened Academics to European Campuses’.
- Staff training week with 55 participants
- Development and implementation of a Massive Open Online Course (MOOC) on academic freedom and higher education values
- Development of an electronic handbook on putting higher education values into practice (June 2019): Promoting Higher Education Values; Perspectives from the Field (PDF)
- Three multiplier events with a total of 400 participants
- Numerous dissemination activities and products

Project activities reached thousands of people through face-to-face and online activities. The staff training curriculum provided users with greater expertise and deeper understanding of good practices for welcoming threatened academics and refugees to campus. Participants in the staff training and the MOOC, increased their understanding of the importance of core values in higher education, and how these can be strengthened and developed. Participants reported that they continue to network and develop new activities based on their participation in project activities. Resources developed with support from the Erasmus+ are available on partner websites and will continue to be used in training activities well beyond the project lifetime.

Project impact is already observed, but the full impact will be realized in the years to come. Within the global migration “crisis”, the Academic Refuge project saw an academic crisis of two dimensions. In the immediate time frame, a generation of talent is at risk of being lost. Secondly, each scholar and student that we lose now, deepens the challenge of restoring a conflict region when the violence eventually subsides. By increasing the capacity to help refugees and threatened academics to continue their work in safety, this project increased their opportunities to keep working and keep advancing their scholarship. Hopefully, the project has planted seeds of capacity and hope for restoring the war-torn regions in the years to come.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Learning Mobility of Individuals
Action Type: Higher education student and staff mobility between Programme and Partner Countries

Project Title

Project for higher education student and staff mobility between Programme Countries and Partner Countries

Project Coordinator

Organisation UNIVERSITETET I OSLO
Address PROBLEMVEIEN 5-7 , 0313 OSLO , NO

Project Information

Identifier 2017-1-NO01-KA107-034010
Start Date Jun 1, 2017
End Date Jul 31, 2019
EC Contribution 23,459 EUR

Project Summary

The Institute of Health and Society (HELSAM) at the University of Oslo (UiO), Norway and the School of Public Health and Social Sciences (SPHSS) at Muhimbili University of Health and Allied Sciences (MUHAS) in Tanzania are institutions who play leading roles in public health research in their respective countries.

The funded Erasmus+ mobility project was meant to contribute towards internationalization of teaching and research at both universities, strengthen the quality in the training of postgraduate candidates in public health and community medicine, and prepare the two collaborating institutions for the initiation of a new joint project which aims at establishing a new regional Training and Research Centre on Key Populations in the African HIV Epidemic. This new centre will be the first of its kind in Africa, and will focus on research and training related to HIV prevention and care in three “key populations”: men who have sex with men (MSM), persons who use drugs (PWUD), and persons who sell sex (PWSS); three groups that have so far been largely neglected in the response to the African HIV epidemic.

UNAIDS recently called for “a large-scale increase of programmes” focusing on these populations along with efforts to create more “enabling social and legal environments”. Together, MUHAS and UiO have spearheaded research in this field in Africa, and have over the past few years also developed and offered courses on key populations, and hosted the first two pan-African scientific conferences on key populations. The two universities now wish to take this joint endeavour a significant step further through the establishment of a research and training centre dedicated to key population issues on the African continent. The Erasmus+ mobility project contributes greatly to this endeavour by preparing the universities for expanded collaboration, building additional capacity and competence of relevance to key population issues, and attracting talent to the centre.

The project has given 3 students from MUHAS the possibility to study for one semester at UiO, where they have participated in courses together with other UiO students. One scholar from Tanzania has visited the UiO on a staff mobility for training stay. The project was granted 1 outgoing staff mobility for teaching, but the project participants considered this mobility to be more efficient if split into two mobilities.

To sum up this project this project has contributed to international cross-cultural experiences and understanding among the students and staff that has taken part in it, and also to their colleagues and collaborators. The project has contributed to research and training collaboration about a theme of great significance: the situation pertaining to marginalized groups in the Tanzanian HIV epidemic.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Higher education student and staff mobility between Programme and Partner Countries

Project Title

Project for higher education student and staff mobility between Programme Countries and Partner Countries

Project Coordinator

Organisation UNIVERSITETET I OSLO
Address PROBLEMVEIEN 5-7 , 0313 OSLO , NO

Project Information

Identifier 2016-1-NO01-KA107-021995
Start Date Jun 1, 2016
End Date May 31, 2018
EC Contribution 64,319 EUR

Project Summary

After a first project period under the Erasmus+ International Credit Mobility Scheme (2015) (E+ ICM) deemed successful, the Office of Research Support and Internationalization (ORSI) at the University of Oslo (UiO) prepared for a new round of applications by encouraging all departments to assess current existing good relationships outside of Europe. They were further asked to add to these good relationships by applying for mobility funding under the E+ ICM scheme. By the last month before the application deadline, 12 highly engaged UiO departments had compiled their application arguments for mobility funding for cooperation with no less than 13 countries and 18 international partner institutions. The final application, edited at the central level by the Erasmus+ team at ORSI, was comprehensive and ambitious, and represented a good show-case of the vast and in-depth international cooperation our institution sustains.

In the end the UiO received funding for cooperation with in all 5 different institutions in South Africa, Russia and Palestine. In addition 8 applications were deemed worthy of support, but due to restricted budgets, these were waitlisted.

The five UiO Departments who were granted an E+ ICM-award had long-standing partnerships with their respective ICM-partners. The mobilities foreseen for each agreement differed in numbers and type, but all included outgoing and incoming staff training and teaching mobility, and incoming student mobility to the UiO.

The Faculty of Medicine and The University of Birzeit were granted 17 mobilities. 5 staff mobilities for Teaching, 5 staff mobilities for training and 7 student mobilities. In the end, of these 17, 3 came from the University of Birzeit to the UiO: 1 student, 1 staff member for training and 1 staff member for teaching. 6 travelled from the UiO to Palestine; all on training. The changes made in order to send more on training were approved of by our National Agency. Still, we were not able to receive as many students as we first had aspired to.

The faculty of Humanities and the Higher School of Economics had received the opportunity to prolong their ICM cooperation from 2015. The grant for cooperation with Russia comprised also an agreement between the Faculty of Medicine and the North-Western State Medical University named after I.I. Mechnikov. All in all of the 17 awarded mobilities, only 7 were completed. 2 staff members went on training at the Mechnikov Institute (of the 5 awarded mobilities). 5 students (3 cancelled their trip at the last minute) came to UiO on exchange. None of the 5 awarded staff mobility for teaching were used.

The Faculty of Dentistry and the Faculty of Humanities received 5 mobilities in total for cooperation with the University of Cape Town and the University of the Western Cape. All in all 4 mobilities were used. One student and one teacher came to the UiO from UCT and two staff members went to UWC for training. Both Faculties at the UiO have long-standing relationships with the two institutions and South Africa is one of the UiO's prioritized partner countries.

One of the many important conclusions we have made from this project period is that when the application process, implementation and reporting, is handled at a central level, the ownership, and feeling of ownership, perhaps even more, shifts from the departmental level to the central level. In addition – all facets of the organization need to be involved: the scientific and the administrative at all levels. This is a lengthy process and we are constantly learning and reassessing our structural efficiency. The local level loses the true connection to the project and the responsibility of following up is left upon the administrative side, leaving the quality (and quantity in our case) of the implementation which should have its basis in the field, at risk. Added to this: Changes in the staff (leave of absences and high turn-over) at the central level during the 2-year period, was also a factor

to a less than satisfactory execution of the project. We should therefore invest in establishing even better guidelines for and with our departments so that the division of labor works with us and not against us.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Higher education student and staff mobility within programme countries

Project Title

Higher education student and staff mobility project

Project Coordinator

Organisation UNIVERSITETET I OSLO
Address PROBLEMVEIEN 5-7 , 0313 OSLO , NO

Project Information

Identifier 2017-1-NO01-KA103-034013
Start Date Jun 1, 2017
End Date Sep 30, 2018
EC Contribution 838,071.2 EUR

Project Summary

The University of Oslo (UiO) values the Erasmus+ programme as a unique opportunity to increase its cooperation in European higher education.

With a clear ambition to invest in the opportunities offered in the Erasmus+ Key Action 1, UiO initiated a project in 2017-2018 with the aim to increase all outgoing student mobility from the UiO.

Efforts have been made this last year to increase the visibility of all Erasmus+ opportunities available for students and staff. We may not yet excel or compare to other similar institutions in Norway, but by using almost all allocated mobilities by the end of the project period and by clearly increasing the numbers in all four Erasmus+ mobility categories compared to last year, we hope to prove that our ambitions for this project period were met.

Looking more closely at the numbers and funding spent, we may detect some areas with a potential for improvement and where new actions may be implemented.

350 UiO students went on Erasmus+ student exchange during this project period. This may be an increase compared to last year, but we have higher ambitions for our students. Our largest group of exchange students are Bachelor level students. The second largest (but close to the first) are at a Master's level. Very few (4) were PhD students. This is not extraordinary – our PhD students are more prone to go abroad for shorter periods of time, and often on Staff Mobility for training, for instance. All UiO students who want it are entitled to a placement abroad of high academic quality and relevance. Our goal should be to reach out in a broader and a more inclusive way and present these mobility agreements as easy-access opportunities for all.

22 UiO students went on Erasmus+ traineeship. This is a 63% increase from last year and a result we are satisfied with. Nevertheless we should hope for the same increase next year.

42 UiO employees were granted an Erasmus+ training grant (STT). This is also a remarkable increase from last year, but ours is a big institution and we should have higher ambitions. The 14 Staff mobility for Teaching, although also a few more than last year, is not a satisfying number considering our large staff and numerous inter-institutional agreements at its (the staff's) disposal.

The Erasmus+ programme aims to boost skills and employability and UiO is convinced that an exchange period, for both students and staff has an important impact on their personal and professional development.

This year's students' reports indicate that the exchange has in fact had a very positive effect. For both groups (SMS and SMP) the most important results and learning outcomes were an increased "ability to plan and carry out their learning independently", "increased ability to adapt and act in new situations" and "increased knowledge and confidence in their own abilities". What we see with great enthusiasm this year is that the SMP reports show high scores on important notions like the "ability to think logically", "increased sector- and/or field-specific skills", "develop ideas and put them into action". These fundamentally enriching acquirements are invaluable both for their home institution, peers and academic environments, but not in the least for their future employers.

All participating staff unanimously report that professional networking and new contacts are an important asset of the training/teaching mobility and that they have reinforced the cooperation with the partner institution/organization (STA in particular).

UiO will continue its work in examining how staff mobility, both STT and STA, can become an integral part of the institution's career development plan for administrative and academic staff.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Higher education student and staff mobility within programme countries

Project Title

Higher education student and staff mobility project

Project Coordinator

Organisation UNIVERSITETET I OSLO
Address PROBLEMVEIEN 5-7 , 0313 OSLO , NO

Project Information

Identifier 2016-1-NO01-KA103-021916
Start Date Jun 1, 2016
End Date Sep 30, 2017
EC Contribution 662,952 EUR

Project Summary

The University of Oslo (UiO) value increased European cooperation, and emphasis the participation in the Erasmus+ programme.

UiO is convinced that an exchange period, short or longer term both for staff and students, has an important impact on both personal and professional development.

The Erasmus+ programme aims to boost skills and employability, as well as the modernisation of Education. The student reports indicate that the exchange has in fact had a very positive impact. Some of the most important results and learning outcomes for both studies and traineeships are improvement of problem-solving skills, planning and independent learning, analytical skills, and cultural competence. In addition the exchange is reported to have had a great impact on the students' confidence, critical thinking, adaption to new situations, and knowledge about their own strengths and weaknesses. More than 85% of the participants report back to have increased their field-specific skills to a large extent.

A majority of staff participants emphasis the value of reinforcing professional networks and builds up new contacts, and reinforce the cooperation with the partner institution. Their mobility period has contributed to increased job satisfaction, in addition to increased social, linguistic and cultural competences. These results confirms the positive and important impact of the Erasmus+ programme's on both individual and institutional level, and its positive contribution to internationalise UiOs study programs, and reinforcement of our institutional cooperation.

Our discrepancy in mobility numbers from our Grant Agreement/application to the results in this Mobility Tool report:

There has been a slight decline in the number of participants compared to the 2015 project. Due to lower participation within SMS and STA than expected we did not meet our aims in the Grant agreement.

Student mobility placement (SMP): UiO is continuously working to increase the SMP activity, and has again been successful in reaching our planned goals in this activity. We were granted 13 mobilities and achieved 14.

Compared to the 2015/2016 project period we have almost doubled our results. UiO will continue facilitate increased SMP in 2017/2018.

Student Mobility for studies (SMS): We received funding for 329, and attained 290 SMS. UiO is not fully satisfied with the results and we are working constantly to improve our numbers. Currently the university is in the process of developing special measures to increase student mobility. There is currently a project group elaborating different initiatives to assure an increased outbound exchange, both to European and non-European countries. We hope that by implementing the right measures more students will be encouraged to go on exchange.

Staff mobility teaching assignments (STA): UiO received funding for 20 mobilities, and reports a participation of 10 teaching staff. UiO will continue our effort to spread information about STA activity and encourage teachers to participate in this activity. The teaching staff is concerned about the workload required in the teaching mobility. Some report back that it is demanding and difficult to priorities participation in STA in an already busy teaching schedule. Given the value of staff mobility both personally for the individual researcher and for the institution as a whole, there will be an increased strategic focus on this area in the coming year.

Staff mobility staff training (STT): UiO was granted 20 mobilities for STT and can report a participation of 27 staff members. UiO welcome this development and the increased participation of both academic and administrative staff. STT participants report back that the mobility has increased their job satisfaction, contributed to their professional development, and reinforced their professional network. This shows the potential high value of staff training for both the individual and the institution. UiO will therefore continue to encourage staff members to participate in STT.

UiO will examine how staff mobility, both STT and STA, can become an integral part of the institution's career development plan for academic and administrative staff.

In line with the regulations for use of the Organisational Support, we have prioritized;

- recruitment of outbound students through information campaigns and support
- training of new staff working with Erasmus+
- linguistic support for inbound students (start up support)
- activities for integrating incoming students to UiO and in the student environment
- improvement of student support through expansion of the Erasmus+ team
- organizing a staff training event

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: Higher education student and staff mobility within programme countries

Project Title

Higher education student and staff mobility project

Project Coordinator

Organisation UNIVERSITETET I OSLO
Address PROBLEMVEIEN 5-7 , 0313 OSLO , NO

Project Information

Identifier 2015-1-NO01-KA103-013134
Start Date Jun 1, 2015
End Date May 31, 2017
EC Contribution 726,417 EUR

Project Summary

The University of Oslo (UiO) highly focuses on increased cooperation in Europe. Erasmus+ offers significant opportunities for both researchers, students, administrative staff, PhD and other involved to be introduced to various possibilities within Erasmus+ but also for other EU-funded projects.

UiO is convinced that an exchange period, of short or longer term both for staff and students is an important part of personal and professional development. The organisation must continue to focus on getting the competencies and new skills from our returning outbound staff and students back to the organisation, in line with our policy document.

The Erasmus+ programme aims to boost skills and employability, and promote the European dimension of education. Students and staff report valuable outcomes of their exchange which contribute to reinforce their employability. A great majority of students, more than 70 percent, report an improvement in problem-solving skills and independent learning. In addition almost 90 percent report to be more able to adapt to and act in new situations. They are also more interested in European topics and value different cultures. A majority of staff on both teaching and training exchange report professional development through learning from good practice. The exchange reinforces the professional networks and builds up new contacts. These outputs represent important impact for individual students, our study programs and institutional cooperation.

Our difference in mobility numbers from our Grant Agreement/application to the results in this Mobility Tool report:

Student mobility placement (SMP): UiO had an important increase in the compared to the project period 2014. Even though we still have a potential for improvement. We met our aim in the application, with 8 SMP students, as we had none SMP mobilities in 2014/2015. UiO will continue to focus on SMP mobility and hope to increase the numbers in 2017/2018.

Student Mobility for studies (SMS): UiO received funding for 335 in our Grant Agreement, and achieved to send out 311 SMS. Even though we did not reach the allocated number, we have experienced an important increase of SMS mobilities this project period, from 252 in the 2014/2015 project. We

Staff mobility teaching assignments (STA): UiO received funding for 20 mobilities in the Grant Agreement, and report 10. UiO continue our effort to increase our STA activity by spreading information about the possibilities for Erasmus+ grant for this group. The teaching staff emphasis that the teaching workload required in the teaching mobility is demanding and difficult to priorities in an already busy teaching schedule. Given the value of staff mobility both personally for the individual researcher and thus for the institution as a whole, there will be an increased strategic focus on this area in the coming year. UiO will examine how staff mobility could be integrated to a larger extent into our teaching activities.

Staff mobility staff training (STT): UiO received 23 mobilities and report 21. However, since the average days actually spent on staff training were higher than the estimated duration in the grant agreement, UiO used 122% of the STT budget. We see an increase in applications for STT mobility

In line with the regulations for use of the Organisational Support, we have prioritized;

- recruitment of outbound students through information campaigns and support
- training of new staff working with Erasmus+
- linguistic support for inbound students (start up support)
- activities for integrating incoming students to UiO and in the student environment
- improvement of student support through expansion of the Erasmus+ team
- organizing a staff training event

In the 2015 project we had a major increase in outbound Erasmus+ SMS and SMP. We will continue our effort to increase the numbers of both students and staff mobility.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: VET learner and staff mobility

Project Title

Working and Learning Abroad

Good practice example

Project Coordinator

Organisation Lise-Meitner-Schule
Address Lipschitzallee 25 , 12351 Berlin , BERLIN , DE

Project Information

Identifier 2017-1-DE02-KA102-003733
Start Date Jun 1, 2017
End Date May 31, 2019
EC Contribution 104,220 EUR
Partners KAROLINSKA INSTITUTET (SE) , UNIVERSIDAD DE LAS PALMAS DE GRAN CANARIA (ES) , INSTITUTO DE HIGIENE E MEDICINA TROPICAL (PT) , Science Institute University of iceland (IS) , UNIVERSITETET I OSLO (NO) , TEAGASC - AGRICULTURE AND FOOD DEVELOPMENT AUTHORITY (IE) , HELSINGIN YLIOPISTO (FI) , THE UNIVERSITY OF EDINBURGH (UK) , INSTITUT PASTEUR (FR)
Topics Research and innovation ; Natural sciences ; Recognition, transparency, certification

Project Summary

AuLA - Working and Learning Abroad: Project background

Lise-Meitner-Schule is a vocational school/technical college in Berlin, Germany. We are specialized in the training of laboratory technicians (Biology, Chemistry, Physics, Pharmacy, Micro Technology).

Since more than 20 years the school is conducting EU projects (Leonardo da Vinci Mobilities, Pilot Projects and Innovation Transfer Projects as well as Comenius-Grundtvig training courses, Erasmus+) and has thereby established a large network of partners, i.e. laboratories in universities, research institutes and companies in EU regions from Tromsö to Sevilla, from Galway to Budapest and from French Guyane to New Caledonia.

For academics trainings in foreign countries are a common thing to do whereas for technical staff going abroad is still unusual and due to the different educational systems generally difficult to arrange. The network of Lise Meitner School allows lab technicians to participate in individual educational trainings in a wide range of subject areas.

Activities / Procedure

AuLa will allow up to 40 young graduates in natural-scientific and technical professions to take part in individual mobilities. The participants will stay for a mean of 14 weeks in a research lab or in a company. Usually they are part of an ongoing research project in international research groups. Thereby the participants can extend their professional qualification as well as their language skills and intercultural competences. They learn to cope with an unfamiliar environment and become more self-reliant. This results in a great leap forward in their personality development.

The receiving partners are research institutes, companies and laboratories in the natural-scientific departments of universities. They work in a global context and in international teams which allow for our participants to fit in.

The participants can apply for a grant via our school website. After individual mentoring in the EU office of the school the placement will be done according to their qualification and their career plans. The actual period of the stay is being negotiated individually. Travel plans and arrangements with the receiving partner and the mentor are being done by the participants. Still the EU office provides advice face-to-face, via email or telephone.

The learning agreement and quality commitment between the participant, the sending and the receiving organisation describes the individual tasks of the participant and the supporting measures during the training placement. During their stay the participants report on a regular basis to the EU office of Lise-Meitner-Schule. On request most sending organisations provide the participants with a job reference. The europass Mobility however is an integral part of the project and will be handed out after all paper work is completed (including the participants report). The participants usually come to the EU office for a personal evaluation interview.

The receiving organisations are being visited every few years to guarantee the quality of the placements and intensify the contacts to the local mentors and researchers.

Project Aims / Results

The participants...

- acquire and consolidate professional and methodical competences
- gain and extend intercultural competences and language skills
- strengthen their self-confidence and abilities to work in a team
- increase their chances on the German and European labour market

The Lise-Meitner-Schule...

- consolidates and expands its European network of research groups and laboratories
- intensifies its insight into international research and methodology in order to adjust the local curricula according to present needs within the respective occupational area.

The receiving organisations...

- get the chance to engage well qualified staff which can contribute on a comparably high level to research projects
- intensify their insight into vocational education in Germany

Longterm Benefits

Besides of the individual support of young graduates from German vocational schools and especially of the Lise Meitner school the project fosters the cooperation between educational institutions of related professional areas between the participating partner countries. A general aim would be to allow for mobilities during the training (instead of after the training) as part of an international education partnership. As the educational systems differ very much within the European countries it is going to take some time to develop a strong network with a good understanding of the differences and the shared characteristics of i. e. a german lab technician and an Irish B. Sc. Biological and Chemical Sciences.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for higher education

Project Title

Transnational MOOCs on Gender, Development and Post-Conflict States: Innovating Digital Gender Education through International Partnerships

Project Coordinator

Organisation HASKOLI ISLANDS
Address SAEMUNDARGOTU 2 , 101 REYKJAVIK , Höfuðborgarsvæði , IS
Website www.hi.is

Project Information

Identifier 2019-1-IS01-KA203-051163
Project Web Site <https://www.edx.org/course/gender-and-development-critical-theories-and-approach>
Start Date Nov 10, 2019
End Date Feb 9, 2023
EC Contribution 114,476 EUR
Partners INSTITUTT FOR FREDSFORSKNING (NO) , UNIVERSITETET I OSLO (NO) , LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE (UK) , UNIVERSITY OF CAPE TOWN (ZA)
Topics Post-conflict/post-disaster rehabilitation ; Open and distance learning ; Gender equality / equal opportunities

Project Summary

The goal of this project is to develop and intensively disseminate two separate but interlinked MOOCs (Massive Open Online Courses) on the edX platform that address gender equality and social inclusion in a development and conflict/post-conflict context, while simultaneously developing new pedagogical tools for digital learning based on critical pedagogy and Southern Theory.

Massive Open Online Courses (MOOCs) have become a steady part of higher education. While there is a rich selection of MOOCs offered on topics in the humanities and social sciences, very few of these address questions of gender, and those that do are primarily taught from a Global North perspective. Moreover, according to the European Framework for Digitally-Competent Educational Organisations, several frameworks and self-assessment tools are in use in a number of European countries when it comes to developing and integrating the use of digital learning technologies. However, so far no attempt has been made to develop a transnational European approach to harvest this digital capacity towards a common framework. This is also true in the educational context of gender, peace and development. Here it is not only a pan-European framework that is lacking, but approaches to digital learning that attempt to bridge global North/South divides are sorely missing. Transnational cooperation among ERASMUS partner countries, as well as partners from the Global South, can inspire new innovative learning methodologies that draw on international expertise on learning pedagogies, gender, development and conflict. This increases the chances of generating educational material that is accessible to a more global audience, and which directly addresses issues of global knowledge hierarchies in online learning on gender equality and social inclusion.

The leader of the project is the GEST (Gender Equality Studies and Training) programme at the University of Iceland, which has a decade of experience in teaching and disseminating gender equality studies to professionals from developing and conflict/post-conflict states. They are joined by The Peace Research Institute Oslo (PRIO), which conducts research on the conditions for peaceful relations between states, groups and people. Expertise within the fields of gender and psychology is provided by The Centre for Gender Research at the University of Oslo, and the Centre for Women Peace and Security at the London School of Economics will provide crucial insights on issues of gender and conflict. Moreover, the University of Cape Town joins in to deliver a necessary Global South educational perspective to an otherwise Nordic-European partner consortium. Their expertise on Southern Theory and the decolonialization of global knowledge is necessary for the pedagogical framing and design of the project. The outputs and dissemination of this project will inspire educators within a global network of gender studies scholars to integrate and make effective use of digital learning technologies in teaching gender equality and social inclusion in a way that bridges international borders and cultures. This is a positive first step towards a transnational reference framework in digital gender education that adopts a systemic approach, and as such can add value by reducing fragmentation and promoting transparency, comparability and peer-learning. Finally, it is expected that this project will inspire interest in global gender issues and the integration and effective use of digital learning technologies among students, educators, activists and anyone with an interest in gender and social inclusion.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Partnerships for Digital Education Readiness

Project Title

Digitalising mobility and international networks with open education

Project Coordinator

Organisation HUMBOLDT-UNIVERSITAET ZU BERLIN
Address UNTER DEN LINDEN 6 , 10099 BERLIN , BERLIN , DE
Website www.hu-berlin.de
Contact Philipp Wasserscheidt , philipp.wasserscheidt@hu-berlin.de

Project Information

Identifier 2020-1-DE01-KA226-HE-005776
Start Date Mar 1, 2021
End Date Feb 28, 2023
EC Contribution 291,878 EUR
Partners UNIVERSITETET I OSLO (NO) , UNIVERSITE CATHOLIQUE DE LOUVAIN (BE) , UNIVERSITY OF WOLVERHAMPTON (UK) , UNIVERZITET U BEOGRADU (RS) , UNIVERSIDAD DE GRANADA (ES) , Nauci me (RS)
Topics International cooperation, international relations, development cooperation ; ICT - new technologies - digital competences ; New innovative curricula/educational methods/development of training courses

Project Summary

The project addresses two issues that are on the agenda in the current situation with corona-conditioned low mobility and international cooperation: The digitalisation of higher educational teaching and the development of alternative internationalisation formats.

The project recognises that the digitisation of teaching in conjunction with the quality requirements for academic education poses great challenges for individual teachers. Simultaneously, the internationalisation of teaching and the European integration through student exchange is a major task for the universities. Mobility rates are to be increased, especially in the context of educational networks such as the European universities. However, parallel to this, the restrictions imposed by the pandemic in the medium term and by necessary reactions to the climate crisis in the long term will mean that more and more virtual mobility formats will have to be developed.

The project DIONE aims to develop an answer to these two challenges. To this end, the project will first develop twelve innovative, medium-length, open teaching courses in an international and interdisciplinary network within the humanities. These will address selected topics in language, literature and cultural studies in combination with digital research methods. Critical evaluation of digital data and methods will be a core element of the courses.

The developed courses will be offered in several digital formats and teaching scenarios to increase applicability on the part of teachers and to ensure inclusiveness. In addition, the courses contain units that are directed at the digital competences of the teachers themselves. The courses thus offer important digital, topic-specific and thus concrete, application-oriented competences on three levels: digital research methods for students, digital key and teaching competences for teachers and critical digital literacy. The courses comprise approximately five sessions, are multilingual and include examples of practice or application from different European cultural, linguistic, political or historical contexts researched by the partners.

The DIONE project addresses the issue of mobility with another innovative element: The developed courses will be used in a second step to enable transnational micro-collaborations between the teachers of the participating educational institutions. Micro-collaborations mean that teachers at two different universities use the multilingual content and formats of the open courses to enable their students to collaborate virtually with the students of the partner university for the duration of these courses. Since the courses are shorter learning units, integration into the ongoing teaching can be achieved flexibly. The use of the courses and the cooperation will be encouraged via a common platform.

The planned outcome of the project is thus, that university lecturers in the humanities use digital formats together to teach subject-specific digital skills and their critical handling. We plan to create a competence model for the addressed competences, compile the topic-specific learning content, create training material for the teachers, digitise the content in different formats and publish it on a joint platform. Finally, the courses will be tested in pilot micro-collaborations between the partners and the results and recommendations will be published in a white paper.

The project will be carried out by 30 teachers from language, literature and cultural studies, NGO staff and other experts. The consortium will use agile project management focusing on a democratic, transparent, multilingual and multicultural processes to anchor the European idea both in the creation and in the results.

With this project, we want to contribute to systematizing the way we talk about and work with teaching activities that foster research-related and critical digital skills. The integration of concrete topics areas will have a direct positive impact on the educators who teach them, as it will serve to stimulate further developments of their teaching. The platform will provide networking possibilities that will lead to enduring inter-university exchanges of practices beyond the current project. It will inspire the launch of open and digital educational initiatives at the partner universities as well as at other universities seeking inspiration. With the concept of transnational micro-collaboration, DIONE revolutionises the way transnational teaching will be organised in a sustainable yet

flexible way. Thus, the project aims at contributing to the creation of a joint European Campus for the partner universities, especially the European University Circle U. following the EU's "Digital Education Action Plan" as well as the "Renewed Agenda for Higher Education in the EU".

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for higher education

Project Title

Exploring how to build a joint European Campus based on innovative educational initiatives of research-intensive universities to provide students with transferable skills needed to face future challenges

Project Coordinator

Organisation AARHUS UNIVERSITET
Address NORDRE RINGGADE 1 , 8000 AARHUS C , DK
Website www.au.dk

Project Information

Identifier 2019-1-DK01-KA203-060281
Start Date Sep 1, 2019
End Date Dec 31, 2022
EC Contribution 148,422 EUR
Partners HUMBOLDT-UNIVERSITAET ZU BERLIN (DE) , UNIVERSITE PARIS DIDEROT - PARIS 7 (FR) , UNIVERSITETET I OSLO (NO) , UNIVERSITE CATHOLIQUE DE LOUVAIN (BE) , UNIVERSIDADE DE LISBOA (PT)
Topics Pedagogy and didactics ; Civic engagement / responsible citizenship ; New innovative curricula/educational methods/development of training courses

Project Summary

Background

Employers and other stakeholders are increasingly requiring transferable skills to be an attribute of university graduates. In combination with deep disciplinary knowledge, transferable skills enable graduates to address future societal challenges, navigate an evolving labour market and ensure Europe's global competitiveness. The focus of our project has been on analysis and development of initiatives that promote transferable skills among students. This project set out to innovate teaching activities fostering these skills.

We wanted to analyse existing flagship initiatives at our partner universities and explore how these could be scaled up to make them more inclusive and meaningfully co-exist with core disciplinary knowledge, and eventually be embedded in the core curriculum, since all graduates are increasingly expected to possess transferable skills.

The project also addressed the need for creating a joint European Campus. The long-term vision is that the insights gained through the project will materialize in joint initiatives within the Circle U. alliance creating a European Campus, which besides transferable skills will help students develop a European mindset and ultimately a global citizenship.

Objectives

Overall, we wanted to explore how to build a joint European Campus based on innovative educational initiatives of research-intensive universities to provide students with transferable skills needed to face future challenges.

First of all, we wanted to conduct an analysis of innovative teaching initiatives in light of the transferable skills they foster. There is a consensus on the importance of these skills in the training of future generations, and it is necessary for universities to further reflect on what these skills are, how they can be taught and evaluated among students.

Secondly, we wanted to report and inspire professors and other teachers as well as educational developers on opportunities for scaling-up these initiatives and create inter-university educational paths.

Finally, we wanted to provide a stepping-stone for the creation of a European Campus across our alliance. Members of the partnership planned to form a European University Alliance and wanted to apply to be a part of the European University Initiative. Transferable skills are at the forefront of the initiative will aim to develop, and the strategic partnership project will therefore be a valuable element in this process.

Implementation

During the project we implemented four activities.

In the first activity we created the tool for the project, a Transferable Skills Data Collection Grid in the shape of a booklet. The booklet was created through a mapping exercise of existing knowledge about transferable skills in higher education. This also concluded in a State of the Art Report on transferable skills - which has been used as the framework for the project.

In the second activity we used the booklet to analyse nine flagships initiatives across the partner universities. The analysis of initiatives was carried out by a mixed panel consisting of a peer from each of the other partner universities.

In the third activity we conducted a seminar and wrote a report with recommendations addressing the possibilities to create inter-university student-centered initiatives fostering transferable skills.

In the fourth activity we created an Open Online Education Repository. The repository is an interactive online tool aimed at inspiring to launch teaching initiatives fostering transferable skills at universities across Europe. The initiatives analysed in the project have been fed into the repository as well as all other results from the project.

Achievements

We have created several concrete outputs from the project.

First of all, we have created a booklet to analyse teaching initiatives with a focus on transferable skills. The booklet can both assess levels of skills as well as inspire how to develop transferable skills in existing or in new initiatives. See annex 1.

Secondly, we have created a recommendations report based on our analysis of initiatives across our partner universities. We have created recommendations on how to further the work with transferable skills in higher education. See annex 2.

Thirdly, we have created an open online repository to inspire teachers and educators on how to work with transferable skills, as well as to disseminate the results from the project. See annex 3.

Besides the above-mentioned concrete outputs, we have also laid the grounds for a network across our universities. More than 100 participants have been a part of the project and these participants have started to create new projects inspired by InnovEd4TS. In addition, the European University Alliance Circle U. has been created with five of the six members of the partnership, which will secure the results of the partnership in the years to come.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for school education

Project Title

Big Ideas for Better Schools: Leading 'big issue' transformation in schools - Diversity, Democracy and Equity

Project Coordinator

Organisation NATIONAL UNIVERSITY OF IRELAND GALWAY
Address UNIVERSITY ROAD , Unknown GALWAY , IE
Website <https://www.universityofgalway.ie/>

Project Information

Identifier 2019-1-IE01-KA201-051528
Project Web Site <http://www.bibserasmus.eu>
Start Date Sep 1, 2019
End Date Nov 30, 2022
EC Contribution 391,475 EUR
Partners VII Prywatne LO im. M. Reja (PL) , Coláiste Bhaile Chláir (IE) , IES Valle de Leiva (ES) , UNIWERSYTET JAGIELLONSKI (PL) , Rødberg skole (NO) , UNIVERSIDAD DE MURCIA (ES) , UNIVERSITETET I OSLO (NO)
Topics EU Citizenship, EU awareness and Democracy ; Quality Improvement Institutions and/or methods (incl. school development) ; Inclusion - equity

Project Summary

Context/background of project

There has been a worrying rise in racism and other forms of intolerance over the past decade in EU countries and beyond. These more recent developments have compounded many other well established forms of inequity. The outcome of this has been the increasing popularity of the political right, especially that of the extreme right. The increasingly unchecked 'escalator' approach whereby extreme, often unchecked views, can lead to either support for terrorism or direct action means that many people are treated with intolerance and are subjected to many forms of victimisation and marginalisation. Overcoming negative beliefs about others is not just a matter of legislation but of developing perspectives and attitudes that promote a sense of 'shared humanity'. This means focusing on what we have in common rather than what divides us and having empathy towards those experiencing challenging circumstances. As children grow their views become more established. Once discriminatory attitudes become embedded they are hard to shake or change. Therefore, how young people perceive others and the culture of a future society needs to be addressed in school. Increasing tolerance and reducing discrimination requires deliberative action on the part of education in very specific ways. Schools are sometimes ill equipped to take on many of the ideas and conversations that are required to educate young people into a concept of society that is build more firmly on democracy, diversity and equity. In many cases there is a lack of in-depth knowledge and understanding among teachers about these ideas and a lack of opportunity for leaders and teachers in schools to engage in a process of enhancing knowledge and understanding of these areas. There are also limited opportunities to engage in in-depth robust deliberation on these type of bigger issue conversations and ideas.

Objectives

This project aims to provide

1. Action Learning Sets for use by school leaders with school staff to enhance educators knowledge and understanding of three core themes- i.e. democracy, diversity and equity
2. To develop cross curricular toolkits in order to take the enhanced knowledge and understanding among staff into the development of student learning in identified curricular areas
3. To provide a safe and bounded context where discussions and deliberations can take place firstly among school educators and more laterally among students themselves with view to enriching the quality of discourse, understanding, knowledge, empathy and action.

Numbers and Profile of Partners

The project involves 4 university lead partners, four school lead partners, 12 additional associated partners schools and four professional development organisations. The second phase will extend the project to at least 5 teachers in each of the 16 schools and this should engage in the region of 600 learners. It is hoped that both sets of resources will be used more extensively in future as a result of the integration of the resources into leadership development programmes in each of the participating countries.

Activities and Methodology

There are different project activities

1. Assembling and collating the action learning sets and the protocols for their use in staff development activities - this is the first phase that will focuses on school leaders and school educator teams
2. The training of all associated partner schools in the use of the Action Learning Sets.
3. The development of cross curricular classroom toolkits to extend staff learning into the classroom and to ensure that student learning is impacted strongly by the enhanced of school staff on these areas of democracy, diversity and equity. This will involve all partners in the identification of cognate curricular areas to be developed and in the production of classroom ready resources and methodologies to explicate these themes in classroom practice.

Impact

There will be an impact on the direct target groups: school leaders, teachers and learners in upper primary and lower secondary schools, university education departments and leadership development organisations, and on indirect target groups other leaders, teachers, learners and other school support initiatives.

The action learning sets and the classroom toolkits will provide creative training and teaching documentation with methods instructional models that will lead to more student centered approaches to engaging with difficult and challenging concepts and ideas, strengthening the professional profile of the teaching profession; offer a transnational experience to teachers and leaders in the partner schools and extend the reach of these outcomes by developing a web platform for the material and ideas so that the project team may share their experiences with other cognate groups across Europe.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for higher education

Project Title

Sustainable Quality Enhancement in Higher Education Learning and Teaching. Integrative Core Dataset and Performance Data Analytics



Project Coordinator

Organisation STIFTUNG EVALUATIONSAGENTUR BADEN-WUERTTEMBERG
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Project Information

Identifier 2017-1-DE01-KA203-003527
Start Date Dec 1, 2017
End Date Nov 30, 2020
EC Contribution 364,302 EUR
Partners UNIVERSIDADE DE AVEIRO (PT) , UNIVERSITEIT GENT (BE) , UNIVERSITEIT LEIDEN (NL) , Centro de Investigação de Políticas do Ensino Superior (PT) , UNIVERSITAT FÜR WEITERBILDUNG KREMS (AT) , UNIWERSYTET JAGIELLONSKI (PL) , BIRMINGHAM CITY UNIVERSITY (UK) , UNIVERSITA DEGLI STUDI DI MILANO (IT) , UNIVERSITETET I OSLO (NO)
Topics Quality Assurance ; Quality Improvement Institutions and/or methods (incl. school development) ; ICT - new technologies - digital competences

Project Summary

According to widespread belief, in a globalized world of knowledge societies, 'universities are now more important for socioeconomic mobility, for knowledge production, for generating economic and civic leaders, and for pushing innovation and societal self-reflection than in any other time in their history' (J.A. Douglass, 2016, *The New Flagship University*, Palgrave Macmillan, p. xiii). Therefore, quality assurance (QA) and enhancement in higher education institutions (HEIs), in particular in learning and teaching (L&T) is more important than ever which immediately implies that a need for systematic performance (core) data, performance indicators and Learning Analytics exists. These will allow to balance various stakeholders' requests for 'Smarter Universities' and comprehensive (Digital) Performance Data Management (DPDM), i.e., (digitised) performance monitoring and evaluation including profile-driven quality enhancement and evidence-based strategic governance.

The SQELT project aims at establishing a comprehensive L&T core dataset (LTCD) for assessing HEIs' performance quality in L&T. The LTCD shall be based on the general criteria of empirical reliability and relevance for quality enhancement and strategic governance; it shall include data definition, data formats and software-adequacy; operationalization capacity shall be analyzed at least for important selected core data. LTCD includes generic core data relevant to any HEI. At the same time, LTCD will be part of a toolbox from which HEIs can select 'individual' performance data according to their specific strategic profile, mission and vision. The SQELT project will also attempt to identify ('construct') related performance indicators. The integrative LTCD shall be prepared for its use in DPDM, in particular Learning Analytics, including an ethical code of practice.

That way, the SQELT project will contribute to the 'Research on Indicators of Teaching Quality', and thus to what was recently recommended to the European Parliament: 'In order to strengthen the role and weight of teaching and learning in international rankings, more research on adequate and internationally comparable indicators for the quality of teaching appears desirable, even necessary. [...] Should it be possible to define a set of usable key indicators, the next step would be the creation of a global data collection and feeding into an international database, to be run by trusted international actors, like the EU, the OECD or the UNESCO' (Wächter, B. et al., 2015, *University Quality Indicators: A Critical Assessment*. Directorate General for International Policies, p. 78). The results of the SQELT project shall help to ensure HEI stakeholders get maximum benefit from LTCD and DPDM. To this end HEIs should use systems that are designed in consultation with stakeholders; supported by an ethical code of practice; driven by the improvement of performance processes and stakeholder engagement; 'tailored to the particular needs of each institution; embedded in an institution's strategic plan' (Higher Education Commission, 2016, *From Bricks to Clicks. The Potential of Data and Analytics in Higher Education*, Policy Connect, p. iii).

The main target groups of the SQELT project are HEIs' actors in L&T and stakeholders interested in L&T quality enhancement - students, parents, employers, HE politics, QA agencies. The SQELT project intends to include as many of these as possible. Since SQELT has the character of a pilot project with limited capacities, however, the focus will pre-eminently be on HEIs including students, teaching staff and internal QA, and secondly on QA agencies and HE politics.

The SQELT project builds on available models of DPDM in L&T, an analysis of current literature, own DPDM models and practice of project participants, external experts' knowledge, and surveys with the project's HEI partners about their assessments of relevance and actual use of performance data and indicators. The LTCD will be developed by conceptual analysis and comparison of the various sources including benchmarking of the partner HEIs and an impact analysis to support inductive development of a reference framework for LTCD.

The SQELT Consortium consists of ten institutional partners from Austria, Belgium, Germany, Italy, Netherlands, Norway, Poland, Portugal and United Kingdom, among them eight HEIs, one research centre and one QA agency, who develop, evaluate and apply LTCD. The project has six Transnational Project Meetings and nine Multiplier Events, among them one International Evaluation Workshop, one International Conference and seven Euro-Region Dissemination Workshops. The main outputs will be a Benchlearning Report, LTCD, Evaluation Report, Ethical Code of Practice for Learning Analytics, Manual SQELT LTCD, and, last but not least, peer-reviewed publications of the results.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Cooperation partnerships in higher education

Project Title

Preventing Risks of Pharmacotherapy: TEAching Multidisciplinary is the key

Project Coordinator

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Project Information

Identifier 2022-1-NL01-KA220-HED-000087748
Start Date Dec 1, 2022
End Date Nov 30, 2025
EC Contribution 400,000 EUR
Partners UNIVERSITETET I OSLO (NO) , UNIVERSITE DE LIMOGES (FR) ,
UNIVERSITE DE RENNES I (FR)
Topics Creating new, innovative or joint curricula or courses ; The project is focusing on work-based learning and its implementation in the specific sector ; Soft skills

Project Summary

Objectives

To develop innovative, simulation-based learning stimulating interconnectedness of medicine, nursing sciences and pharmacy to limit medication errors and related harm.

Objectives:

1. To adapt available e-modules to optimize and synchronize prior knowledge, skills and language needed to start the interprofessional training
2. To develop an interprofessional training program including simulations focusing on combined training of doctors, pharmacists and nurse

Activities

- e-modules for doctors, pharmacists and nurses will be made freely available as preparation for interdisciplinary simulation training, and thus clinical practice
- a teach the teacher training for interdisciplinary simulation training involving doctors, pharmacists and nurses
- the interdisciplinary simulation training involving doctors, pharmacists and nurses to learn “from, with and about” each other should be part of all curricula in Europe just before start of the professional career

Impact

- teaching materials to ensure the basic knowledge, skills and language needed for interdisciplinary training modules
- simulation training modules for interdisciplinary training, including exchange of roles to experience the other’s perspective
- earning outcomes: better understanding of all parts of the medication process from prescribing to administration and better knowledge of the other’s expertise and knowledge
- dissemination plan to implement this training in other European guideline

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for higher education

Project Title

Coherence in European Teacher Education: Creating transnational communities of practice through virtual scenarios

Project Coordinator

Organisation Pädagogische Hochschule Freiburg
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Project Information

Identifier 2020-1-DE01-KA203-005728
Start Date Sep 1, 2020
End Date Aug 31, 2023
EC Contribution 411,077 EUR
Partners UNIVERSITY OF CYPRUS (CY) , HELSINGIN YLIOPISTO (FI) , Université Côte d'Azur (FR) , UNIVERSITETET I OSLO (NO) , TURUN YLIOPISTO (FI) , ALBERT-LUDWIGS-UNIVERSITÄT FREIBURG (DE) , SVEUCILISTE U ZAGREBU (HR)
Topics ICT - new technologies - digital competences ; New innovative curricula/educational methods/development of training courses ; Teaching and learning of foreign languages

Project Summary

The internationalization of teacher education (TE) and the creation of a European Higher Education Area (EHEA) are increasingly important aspects of European TE, political deliberations, and scientific research (European Parliament, 2015; HRK, 2018). The goals of this internationalization lie primarily in the enhancement of TE through an increased perspective of one's professional development, comprehensive cooperations between Higher Education Institutions (HEIs), joint teaching-learning programs, degrees and research, the creation of coherent curricula, and an increase in both student teachers' and educators' mobility (European Commission (EC), 2013; EP, 2015). As mobility cannot be realized by all students, universities should prepare for "internationalization at home" (EC, 2013; van Gaalen & Gielesen, 2016). Physical mobility can thus be supported and/or supplemented through virtual mobility (*ibid.*), in order to give fair and equal access to internationalized TE structures and curricula for all students. Needs analyses conducted by the applicant organization (PHFR) in 2018 and 2019 have already pointed to the needs of both student teachers' and educators' for a stronger orientation towards both coherence and digitalization in onsite TE.

Both internationalization and digitalization can be achieved within the context of coherence. Coherence can be created between domains, subjects and phases of TE, and it reduces the experience of discontinuities during one's professionalization. Considering the rather weak coherence between educational structures and concepts within national TE systems, transnational coherence appears to be especially weak: The large diversity of European TE systems currently represents a central barrier for the physical and virtual mobility of student teachers and educators. A transnational approach to the issue seems promising in two ways: A systematic comparison of TE structures and concepts in the participating institutions will provide deeper insights into current paradigms of coherence orientation in European TE. Building on this, the joint development and evaluation of teaching concepts and learning opportunities as good practice is paramount for student teachers. ConnEcTEd aims at dealing with challenges to coherence in European TE in a collaborative way in order to strengthen structural, conceptual, and transnational coherence. Coherent teaching-learning concepts, related and 'internationalised' curricula, the use of innovative practices in the digital era, and a mutual recognition of qualifications and learning outcomes between institutions will make a further important contribution to the internationalization of TE and to the physical and virtual mobility of student teachers. ConnEcTEd also supports TE educators' mobility by establishing transnational professional learning communities, providing knowledge about European systems, permitting access to professional training opportunities (e.g. video-tutorials, virtual scenarios), and by integrating a coherence orientation in their teaching. These activities will greatly contribute to the development and use of innovative practices in the digital era as well as to the strengthening of coherence and an "internationalization at home."

The ConnEcTEd consortium consists of universities which all have expertise in aspects of structural and conceptual coherence in TE. Systematic conceptual analyses based on the notion of coherence in TE initiate the collaboration. A shared conceptual basis will precede an empirical (quantitative and qualitative) research study on actors' (student teachers, teacher educators, other TE stakeholders) perceptions of coherence throughout the project. Coherent teaching-learning concepts will be developed and evaluated in transnational project teams. Results of the analyses will be used as "good practice," disseminated among participants and beyond the project (in the context of Open Educational Resources, OER), and published in scientific journals and volumes.

The results and impacts of ConnEcTEd are manifold, as student teachers, educators and other stakeholders of TE all profit from the innovative work. The creation of transnational coherence through a jointly developed vision of European TE, coherent teaching-learning scenarios, the use of innovative practices in the digital era, and a mutual recognition of qualifications and learning outcomes, will broaden the perspective taken on coherence so

far, and enable more physical and virtual mobility for students and staff. The developed products will be freely available for participating universities, and, after the completion of the project, will be disseminated to the public. Additionally, results of the theoretical and empirical research will be published in scientific journals and volumes. This will lead to a further enhancement of European TE and represents an important step towards a strengthened TE within the European Higher Education Area (EHEA).

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for youth

Project Title

DRUG ABUSE PREVENTION FOR YOUTH

Project Coordinator

Organisation HARRAN UNIVERSITESI

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TR

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Project Information

Identifier 2019-3-TR01-KA205-079609

Start Date Feb 5, 2020

End Date Aug 4, 2022

EC Contribution 108,985 EUR

Partners KALENDAR TEKNOLOJI VE SAVUNMA SAN TIC LTD STI (TR) ,
UNIWERSYTET OPOLSKI (PL) , UNIVERSITETET I OSLO (NO) ,
Associação Juvenil de Deão - AJD (PT) , ISTANBUL UNIVERSITESI (TR)

Topics Health and wellbeing ; Research and innovation ; Inclusion - equity

Project Summary

Background

Drug abuse is a serious social problem in Turkey and in the world. Drug use adversely affects individuals' social, economic, physical life and mental development. In all drug substances, cannabis is the most common and the most used drug substance. Cannabis is among the most widely used of all psychoactive drugs. Despite the fact that its possession and use is illegal in most countries, cannabis is used regularly by as many as 20 million people in the United States and Europe, and by millions more in other parts of the world (Iversen, 2000: 2). It is the most commonly seized drug, accounting for about eight out of ten seizures in Europe, and reflecting its relatively high prevalence of use. However, contrary to the general belief, cannabis use can lead to tolerance development and dependence after a certain period of time. Wagner and Anthony (2002) claim that long-term use of cannabis may lead to tolerance to the effects of delta-9-tetrahydrocannabinol (THC) as well as addiction. The active ingredient in cannabis, THC, is only found in small portions of the cannabis plant, in the flowering tops and in some of the leaves. There is a need for prevention for drug abuse among young people not only in Turkey but also in the whole world.

Objectives

This project aims to raise awareness of individuals, especially young people, and reduce drug use (especially cannabis use). Our target audience is youth who are between the age of 15-18. The project has two stages: Firstly, it is planning to save teenagers under risk of addiction and secondly protect non-addict teenagers from the drug market. For this purpose we will have meetings with our partners to build a module and organize several activities with young people. Also another outcome of the Project will be some short films which will attract the attention of the young people. There will also be intellectual outputs of the Project such as some academic articles and also toolkits for the teachers in the high schools.

Implementation

In this project we have implemented several activities. 1- We prepared a curriculum and movie for drug abuse prevention. 2- We also piloted this curriculum among young students and young people in our institutions. Even it was COVID-19 time and under lock-down we were able to pilot the curriculum via zoom. 3- After piloting we tried to see the situation in the southeastern Turkey. 4- After several interviews with young people we published an academic article on this. These were also intellectual outputs of the project. 5- Not only these but also online training module took a lot of attention. 6- In Istanbul University we organized a multiplier event where there were several stake holders and young people attended. 7- One of the most important part of our activities for our project was dissemination activities where we used social media and our institutions websites.

Achievements

We had four intellectual outputs of our project:

- 1- Anti Drug Curriculum
- 2- Drug Prevention Workshop and Publication
- 3- Drug Prevention Online Training Module
- 4- Movie

Also we have published a special issue on Cannabis: Cultures and Markets. The journal *Drugs: education, prevention & policy* is one of the pioneer journals in the field and it is indexed in Social Sciences Citation Index.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

Project Title

Leadership for Transition 3.0 - Politics

Project Coordinator

Organisation Institut für Integrale Studien
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Project Information

Identifier 2019-1-DE02-KA204-006525
Start Date Sep 1, 2019
End Date Aug 31, 2022
EC Contribution 432,721 EUR
Partners UNIVERSITETET I OSLO (NO) , Oneki AB (SE) , IFZ Institut für Zukunftskompetenzen e.U Cornelia Scala-Hausmann (AT) , Dialogues Facilitation Gothenburg - DFG AB (svb) (SE) , Entz-von Zerssen, Caspari & Partner Coaching & Consulting (DE) , Association for the European Citizens' Initiative e.V. (DE)
Topics Social dialogue ; Environment and climate change ; Civic engagement / responsible citizenship

Project Summary

Europe is facing a legitimacy crisis due to increasing critique, nationalist tendencies and tensions between diverging values and conceptions of cooperation in the EU. Many citizens also experience a gap between political decision-making and their everyday life. To bridge this gap, decision-making in the EU must happen closer to the citizens. LiFT 3.0 – Politics works towards a paradigm shift in politics, enhancing more collaborative mindsets and practices as a precondition for re-inspiring political cultures and institutions, and thus, building new momentum for the European project.

In order to do this, it pilots and spreads an innovative capacity building program for next generation leaders, offering training and education for facilitating dialog processes with diverse stakeholders across political camps, and national, social or cultural divides. It thus develops high quality basic and transversal leadership skills and key collaborative competences of policy-makers, office holders, change agents, citizens and multipliers alike. LiFT thereby addresses 4 (of 8) key competences of the EU Framework for lifelong learning: Personal, social and learning to learn; Citizenship; Digital and Entrepreneurship.

The project rationale holds that in times of multidimensional crisis, where fundamental values are simultaneously at stake, political leadership needs to transcend narrow particularistic views and be grounded in global responsibility and interconnectedness. Based on innovative trends in leadership thinking and practice, LiFT applies collaborative knowledge to pressing real world contexts, focusing on social inclusion and sustainability.

LiFT 3.0 - Politics builds and expands upon two extremely successful previous partnerships (LiFT 1.0 and 2.0), operating since 2013, as well as on numerous independent activities of the participating organizations. LiFT 2.0 (2015-2018) has prototyped and experientially tested the “Collaboratory”, a unique and powerful holistic citizen engagement method. LiFT 3.0 – Politics goes beyond this by shifting its focus directly to the sector of political decision-making, feeding the collaborative paradigm in where it is most needed, in service of co-creating better futures for Europe and the planet.

The project has three main objectives: **FIRST**, hosting public stakeholder workshops and learning events that support the development of expertise for co-creating joint visions across cultures, generations, fields of activity and political camps, thereby helping individuals, groups and institutions to make progress on shared challenges. **SECOND**, condensing, documenting and disseminating its insights and experiences for others to use. **THIRD**, it develops and implements a unique political leadership training that enables multipliers to use and further spread collaborative decision-making methods across contexts. LiFT thereby creates viable learning communities and a cohort of political leaders who can better address big adaptive challenges on local, regional, European and global levels.

All activities combine public stakeholder involvement events with genuine training in collaborative political leadership and decision-making, using problem-centered transformative learning, combined with the innovative digital SenseMaker® tool. The consortium will conduct 6 public workshops and a summer school with a Collaborative Politics training at the end of the project, reaching a total of around 600 participants. Its comprehensive, cross-cutting approach builds bridges between a wide range of target audiences that would not usually meet or sometimes even talk to each other, from pioneers of innovative politics to ordinary citizens to politicians, public servants and office holders in the existing political system.

LiFT 3.0 – Politics combines two approaches to political innovation, **FIRST** the experience of specialized service providers and professional facilitators, supporting municipalities and political decision-makers to conduct and root

citizen involvement in their communities. SECOND, the experience of a broad range of pioneers of integral/collaborative policy-making and governance, combined with creative visions from an interested public.

To ensure academic quality and rigor, 6 tangible intellectual and pedagogical outputs enable change agents and multipliers to make use of LiFT's insights, methodological knowledge and experience in their own fields. Its training and educational materials will help civic and political leaders to engage more effectively in dialogue, to include key stakeholders perspectives into decision-making, and thus to empower their communities to make progress on important challenges, being more inclusive without avoiding difficult issues.

The project thus brings long-lasting benefits to the participating individuals, organizations and institutions, their networks and local communities, as well as to the larger society and policy systems they are embedded in.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for school education

Project Title

Inter Cultural Community Evaluation and Planning

Project Coordinator

Organisation DUBLIN CITY UNIVERSITY
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Project Information

Identifier 2020-1-IE01-KA201-066074
Start Date Sep 1, 2020
End Date Aug 31, 2023
EC Contribution 413,086 EUR
Partners UNIVERSITETET I OSLO (NO) , CONSEJERIA DE EDUCACIÓN Y EMPLEO - JUNTA DE EXTREMADURA (ES) , Pamukkale Universitesi (TR) , UNIVERSITAT LINZ (AT)
Topics Inclusion - equity ; Migrants' issues ; Quality Improvement Institutions and/or methods (incl. school development)

Project Summary

The context of this project entitled Intercultural Community Evaluation and Planning [ICCEP], is a social, and economic scenario that is increasingly concerned with the integration of migrant students into school communities, where the quality of education is central to economic productivity (Baxter & Hult, 2017) and the emphasis is on decentralising the management of public services away from government to other stakeholders. At the same time, somewhat paradoxically, this greater autonomy to develop practices to ensure the integration of migrant students has also been accompanied by increasing requirements for localised planning and quality assurance of activities (Brown et al. 2020). This project aims to explore and offer strategies and supports on how best to put in place the mechanisms that plan, evaluate and support the integration of migration background students into educational communities. Within Europe, various models of evaluation and planning have developed and transformed within a short period while the quest for the best fit continues (Ehren et al. 2012). The cost and complexity of individual schools working in isolation to put in place mechanisms to enhance the life chances of migration background students and in parallel, the need to empower schools to work together in clusters or groups have produced the concept of group or clusters of schools coming together for both developmental and evaluation purposes.

This project aims to develop a community-based planning and evaluation system, referred to as ICCEP where schools and other stakeholders collaborative in networks for the improvement of migration background students and a member of the network or an external body act as a facilitator and mediator during the ICCEP process. The term ICCEP means involving all stakeholders in the process of evaluation and planning.

In this project, the education governance systems and the underpinning intercultural policies and documents of the participating countries will be reviewed. Teachers', school leaders' and other sectoral support agencies survey responses will lead towards developing a conceptual map of ICCEP. and the development of a framework of quality indicators and the detailed mechanism of ICCEP. Through case studies, the consortium will explore what training needs should be provided to upskill the existing competencies of members of the network. For this reason, this project includes developing a Massive Open Online Course (MOOC) and a toolkit of essential resources to plan for and integrate migrant students in communities. It will also involve training on the mechanisms required for ICCEP.

The participants in the project are academic staff from Dublin City University, Ireland; the Spanish Inspectorate of Extremadura; Johannes Kepler University, Linz (JKU); Pamukkale University, Turkey (PAU); and the University of Oslo, Norway (UiO). Each partner brings interest, knowledge, experience and infrastructure to the project. Each partner country has an established system of quality assurance and educational governance and has a high proportion of migration background students in their education systems and therefore, they are interested in exploring the scope of ICCEP as it specifically applies to all types of migrant students (refugees, asylum seekers and economic migrants) across Europe and developing a framework that offers a complete mechanism for this new model of evaluation along with a comprehensive professional development system for the upstream of stakeholder competencies in ICCEP.

Activities and Impact will include:

- Development of a multilingual Project Website
- Analysis of National and Transnational modes of Network governance as applied to Inter-Cultural Community Evaluation and Planning and first suite of publications
- Survey and a second suite of publications on teachers' perceptions of hindering and facilitating F(A)ctors

relating to ICCEP

- Case Studies and a third suite of publications on ICCEP Practices in Partner Countries
- Conceptual Map and fourth open access peer-reviewed paper on ICCEP Conceptual Framework
- A framework of ICCEP Indicators
- Interim Report
- Toolkit (to facilitate ICCEP)
- ICCEP MOOC
- Training Module for higher education and other training provides to train school leaders, Inspectors, and other sectoral support agencies
- Project Evaluation
- Final Report

The potential long-term benefits of the project are invested in the sustained dissemination of the outputs which will provide on-going access and the availability of publications as well as CPD resources that provide insight into the theory and practice of ICCEP along with opportunities for professional development. The envisaged outcome is that this project will provide a complete mechanism for ICCEP that are aligned with EU governance structures.

Link to project card: [Show project card](#)

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Cooperation partnerships in higher education

Project Title

GLOBAL TEACHER EDUCATION"

Project Coordinator

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Project Information

Identifier 2021-1-IS01-KA220-HED-000032117
Start Date Nov 1, 2021
End Date Oct 31, 2024
EC Contribution 337,625 EUR
Partners UNIVERSITETET I OSLO (NO) , ORANIM ACADEMIC COLLEGE OF EDUCATION - THE KIBBUTZ MOVEMENT (IL) , PANEPISTIMIO KRITIS (EL) , UNIVERSIDAD DE GRANADA (ES)
Topics Inclusion, promoting equality and non-discrimination ; Creating new, innovative or joint curricula or courses ; Social/environmental responsibility of educational institutions

Project Summary

Background

Most countries have experienced growing diversities in recent decades as a result of migration. In the five participating countries, Iceland, Norway, Crete/Greece, Spain and Israel, schools at all levels include diverse student groups as a result of migration as well as historical minorities. All school levels are facing complex challenges as well as opportunities in responding to growing diversities. In this context, many teachers claim that they lack training and high burnout rates are reported among teachers (OECD, 2018).

While the four participating European countries; Iceland, Norway, Crete/Greece and Spain have experienced increasing immigration in recent decades resulting in the diversification of their populations, the fifth participating country; Israel has a long history of the coexistence of diverse populations which will benefit all partners in the project. In addition, the three Southern Mediterranean participating countries, Crete/Greece, Spain and Israel have experienced immigration and emigration, resulting in diaspora communities and experience with promoting heritage languages.

The GatherED project addresses the needs for knowledge and training for teachers working in diverse multilingual contexts. It aims to enhance diversity competence and digital responsibility in teacher education (Arvanitas, 2008), particularly increasing knowledge and understanding of diversity and global education in multilingual and multicultural teacher education contexts. The overarching aim of the Global Teacher Education project is focusing on diversity and increased awareness of aspects related to global citizenship.

Since the early 2000s the Council of Europe has advocated new approaches towards cultural and linguistic diversity which are based on the implementation of plurilingual and intercultural education (European Commission, 2018). Plurilingual and intercultural education is not a new methodology for language teaching but rather an overarching educational project which gives access to all pupils – especially those likely to encounter most difficulty at school – to equity and quality of education (Beacco et al. 2016). It has two aims: to facilitate the acquisition of linguistic and intercultural abilities and to promote personal development, so that individuals can realise their full potential: this involves “encouraging them to respect and accept diversity of languages and cultures in a multilingual and multicultural society, and helping to make them aware of the extent of their own competences and development potential.” (Beacco et al. 2016:15). It is also considered as an important asset for any citizen as competence in more than one languages (even partial) and awareness and respect for diversity are key features in learning to live in a democratic society.

These aims and competences are in line with the three dimensions of Global Citizenship Education (UNESCO, 2015, p.15), which are as follows:

- cognitive: to acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations
- socio-emotional: to have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity
- behavioural: to act affectively and responsibly at local, national and global levels for a more peaceful and sustainable world.

The GatherED project builds on these dimensions in developing Open Education Resources to enhance diversity competence and digital responsibility in teacher education.

Objectives

The objectives of the project are to respond to the need for teacher competence for diversity, digital responsibility and global citizenship and to develop tools and methodologies to support teachers, including online training and

toolkit. The project aims to increase teachers' and student teachers' competencies and expand, learning from experiences in the five participating countries.

Activities

The project includes two workshops on developing teachers' competence for inclusion in diverse multilingual and multicultural educational contexts, Multiplier Events to pilot and disseminate these workshops to larger groups of student teachers and practicing teachers in all the participating countries, a toolkit for teachers and an online EdX course on sustainable global citizenship education.

All partners will contribute and cooperate throughout the project through physical and online meetings, in the workshops, developing the workshops and in dissemination in the multiplier events. The general approach and methodology of the project will follow a socio-cultural view of learning (Hawkins, 2004) which focuses on engaging participants in critical, reflective practices in order to develop their agency as professionals.

Impact

The main results expected during the project and on its completion are the development of Open Education Resources that can be implemented in teacher education in the five partner countries, on online open access EdX course as well as a toolkit for teachers. Target groups to be addressed are in-service teachers, pre-service teachers (student teachers) and in-service/practicing teachers. Research rightly points out that schools and teachers are very important to equalise and compensate for social differences in school achievements. Carrying out this project on diversity and global citizenship transnationally is essential for understanding the challenges and opportunities in teaching practices across the participating countries. Moreover, it will create opportunities to impact policies and curricula at local levels and the integration of global citizenship practices in teacher education and schools in order to increase teachers' capacity to meet European requirements for competent youth and children.

Teachers in the five participating countries have much in common. Although the five participating countries differ in terms of their histories and diversities, the five partner teacher education institutions all face the challenges of educating teachers for diversities. Each partner institution will have a strategic role in the project, sharing and building on their experiences of educating teachers for diversities. The benefits of including these five higher education institutions in this project will be that each institution contributes from their unique experiences to this project. In addition, the mobility of faculty members, as well as students as well as online participation will provide platforms for experiencing diversity in an international context. For example, Oranim College in Israel has a long experience of working with numerous minority groups and is constantly grappling with how it's diverse students and faculty members integrate as a community. The University of Oslo, the University of Iceland and the University of Crete have experiences of working with migrant and refugee populations, so that despite the linguistic, cultural and religious differences, the partner countries have much in common as well as much to learn from one another. The University of Granada (UGR) is participating with its campus in the city of Ceuta, which is a Spanish territory on the north coast of Africa, separated by the Spanish peninsula by the Gibraltar crossing. Consequently, Ceuta is one of the hotspots of irregular migration in Europe and the city itself is a multilingual, multicultural environment given its history and proximity to Morocco. Besides, the UGR has a long-standing tradition in multicultural and international exchanges, as well as postgraduate studies on diversity. This transnational project serves as a model for participants working in two continents – Africa, Asia and Europe. This project serves as a model for participants working in Asia and Europe.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for higher education

Project Title

Bridging the <gap> in Ancient Writing Cultures: ENhance COmpetences in the Digital Era

Project Coordinator

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Project Information

Identifier 2020-1-IT02-KA203-079585
Project Web Site <https://site.unibo.it/encode/en>
Start Date Sep 1, 2020
End Date Aug 31, 2023
EC Contribution 447,720 EUR
Partners UNIVERSITAET HAMBURG (DE) , KATHOLIEKE UNIVERSITEIT LEUVEN (BE) , JULIUS-MAXIMILIANS-UNIVERSITAT WURZBURG (DE) , UNIVERSITETET I OSLO (NO) , UNIVERSITA DEGLI STUDI DI PARMA (IT)
Topics ICT - new technologies - digital competences ; New innovative curricula/educational methods/development of training courses ; Overcoming skills mismatches (basic/transversal)

Project Summary

Digital transformations in the cultural heritage sector have empowered the work of curation, made it easier for people to use cultural heritage for education, research, creation and recreation, and contributed to an open and knowledgeable society. Specialized disciplines in the humanities like papyrology, epigraphy, paleography, dealing with ancient written artefacts, embraced digital change developing tools for new forms of participatory research and collaborative publishing: these innovations require new competences and training both for graduate students and researchers in the rapidly evolving field of Digital Humanities and AI, in order to prepare new professionals contributing to preserving and giving access to the intercultural heritage of ancient texts spelled in multiple ancient languages and writing systems.

The ENCODE project aims at bridging the existing gap in the teaching/learning domain of ancient writing cultures between the peculiar humanistic training and the now essential digital competences required for study, research and employment. Three objectives (OBJ), touching societal, educational, institutional needs respectively, are set. OBJ1: to promote collaborative, participatory and intercultural digital approaches to ancient written heritage through new professional profiles and focused training of skilled graduates. OBJ2: to meet learning needs of graduates in the field of highly specialized digital skills applied to the study of ancient writing media in old European, Asian and African languages through innovative teaching modules. OBJ3: to strengthen the crucial cooperation between higher education and cultural heritage institutions supplying materials for teaching and self-training to academics and providing stakeholders with support services.

The project foresees the implementation of the teaching modules through 7 transnational events – 4 open international workshops and 3 Intensive Training Events for members of the project – which will train up to 80 international graduate students and academics and up to 51 graduate students and academics from partner universities. 7 International Multiplier Events, connected to the aforementioned and supported by an intense activity of dissemination, will involve in addition up to 210 international graduate students, researchers and stakeholders/employers.

At the end of the project the modules will be made available online so that they may be used, implemented and customized according to different European contexts and teaching/learning needs. From the methodological point of view, they will:

- a. be based on an internationally shared definition of learning outcomes, taking into account the relevant European Frameworks;
- b. use innovative pedagogies, enabling mutual learning among trainees and teachers, lifelong learning for both (being designed as trainees-centered modules), and research-based learning (being conceived as modules that foster problem based learning, creative planning and hands-on work which replicates the forms of knowledge creation and dissemination in professional areas);
- c. enable modular integration into courses according to training needs and contexts and bear future development and implementation according to evolution of technologies and training practices;
- d. foster the inclusion of the training sets inside the university study curricula, increasing attractiveness through ICT-enriched learning and real-world-applications.

ENCODE brings together 6 partners from 4 European countries – Università di Bologna, Universität Würzburg, KU Leuven, Università di Parma, Universität Hamburg, Universitetet i Oslo – who will cooperate to realize 6 Intellectual Outputs:

O1. Report on Digital competences, Learning outcomes and best practices in teaching and learning (responsibility UWürzburg)

- O2. Teaching modules ENCODE basic level (resp. UNIPR)
- O3. Teaching modules ENCODE advanced level (resp. UHamburg)
- O4. Guidelines for teaching academic staff (resp. UiO)
- O5. MOOC/introduction for teaching academic staff (resp. KULeuven)
- O6. Platform for alumni community and stakeholders/employers (resp. UNIBO)

ENCODE results. 1. A shared definition of needed digital competences of graduate students in the programmes focusing on written cultural heritage: this will orient transnational training activities and constitute the base both for the implementation of a specific platform for employers and employable graduates and for strengthening the cooperation between higher education institutions and stakeholders. 2. Design and test of innovative and customizable teaching modules, basic and advanced, improving participatory and intercultural approaches to heritage as well as educational initiatives aimed at fostering intercultural dialogue. 3. A full guide to the teaching modules, including a MOOC, that will enhance the importance of innovative digital training and digital applications, including AI, in the academic and professional environment.

Link to project card: [Show project card](#)

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Cooperation partnerships in higher education

Project Title

The Virtual Innovative Biomedical Education in Science

Project Coordinator

Organisation UNIWERSYTET MEDYCZNY W LUBLINIE
Address AL RACLAWICKIE 1 , 20 059 LUBLIN , PL
Website www.umlub.pl

Project Information

Identifier 2021-1-PL01-KA220-HED-000027611
Start Date Feb 1, 2022
End Date Jan 31, 2025
EC Contribution 400,000 EUR
Partners UNIVERSITA DEGLI STUDI DI FOGGIA (IT) , KATHOLIEKE UNIVERSITEIT LEUVEN (BE) , UNIVERSITETET I OSLO (NO) , HASKOLINN I REYKJAVIK EHF (IS)
Topics Development of training courses ; Open and distance learning ; Creating new, innovative or joint curricula or courses

Project Summary

Background

Typical laboratory training of biomedical students takes place in a real-life laboratory and is led by academic and pathology experts. The exercises are of the “hands-on” type so that the student can acquire the necessary manual skills to allow him/her further work in a research lab. The COVID-19 pandemic restricted access to laboratory on-site training sessions has limited the possibility of staff-student interaction and development of students’ scientific skills. Consequently, the methodology of biomedical laboratory education and practical training has been challenged with a need to redesign the teaching approach. The pandemic has revealed certain shortcomings of the current educational strategies and prompted an innovation drive to remedy this situation. Over the past two years it has become apparent that a simple move to on-line teaching and digital interaction did not bring the expected results. While it partially worked for the lecture/seminar types of teaching, it failed when it came to the practical training. The standard tools for the remote training simply failed. We are applying for this project because all the grant applicants have faced this problem and challenge at the same time. Over the months we have developed educational solutions that, if further refined, will deliver a new approach for blended learning not only during pandemic but also at regular times. We know we have the skill to put together a course that will be useful in blended learning for the students at the European Universities. With this project we aim to capitalize on our collective knowledge and skills to create an on-line tool that would be used in teaching curriculum irrespective of any potential restrictions of contact-based education. The specific needs we plan to address are - The lack of an accessible tool replacing and/or enhancing wet lab teaching - The need for a platform giving educational tools to professionals teaching biomedical curriculum - The need to have an informational exchange hub for students and academic teachers to dynamically adapt the educational tools to the rapidly changing educational landscape of topics and tools.

Objectives

The key objective of the project is the development of a platform that would, in the educationally unstable times, provide students and teaching professionals with tools to maintain the high standards of the practical training. It is in line with the objectives set by the European Commission in the Education and Training Program. Specifically, the VIBES will contribute to the establishment of innovative European educational and scientific partnerships to design and implement students’ training with the use of high-quality standardized materials necessary for creation of sustainable educational models embedded with curricula.

The aims of this project are:

1. address the common needs and priorities in the field of biomedical education resulting from limited access to laboratory infrastructure/equipment and teacher/peer-based institutional methods
2. enable transformation and curricular changes by creation of an innovative online laboratory practice in biotechnology/ bioscience lab techniques
3. promote knowledge transfer to digitally enhanced scientific approach
4. allow learners to develop skills for professional decision-making and scientific operational autonomy
5. enhance the quality in biomedical laboratory science education and practice
6. increase the capacity of cooperating participants to operate jointly at transnational level
7. open biomedical laboratory science to external learners and potential stakeholders

Activities

We will jointly create an effective online laboratory practical training in biotechnology/bioscience laboratory

techniques that will incorporate:

- embedded videos recorded with a GoPro/Camera to capture: first person 'point of view' technical skills of an expert performing the advanced lab technique
- adaptive feedback; 'drop and drag' morphology; multiple choice questions; 'roll over' and annotated answers; extended feedback from a virtual 'Biomedical Scientist'; and student-led learning (choice of activities).
- one workshop on the final results and deliverables - an educational workshop aimed at training academics who might want to implement created educational resources in the biomed teaching process
- physical meetings among consortium participants to fine-tune the practical aspects of the prepared teaching modules
- recording of the video material according to the prepared screenplay
- creation of interactive online training modules

Impact

The project results will be:

- novel teaching module for the medical and biomedical students at a bachelor/master level
- written materials describing the procedures and methodologies used in the course
- video material demonstrating the research procedures
- self-testing module that will test if the teaching goals have been reached.
- International glossary of biomedical and embryological terms related to the course
- online web-based resources and student activities (quizzes, short answer questions, annotated morphology pictures);
- 24/7 access to virtual slides (e.g. annotated moveable online tissue sections)
- online tutorial feedback provided by an expert (e.g. in histology)
- interactive online learning modules (e- Learning) - expert-led video demonstrations in the biotechnology laboratory.

Additional outcomes will be

- A methodological resource for members of medicine and biomedicine related professional societies
- A webpage describing the link between the biomed research and clinic aimed at the general public in Europe (in different languages)
- Creation of a novel European educational network that will in the future develop and expand the generated course and apply for other competitive funds to do that. All laboratory practical activities can be attended at least for 80%. of total ECTS and Certificate may be awarded by the consortium universities.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

GRaduate Ongoing Workqualification Towards offering Highly qualified skills for SMEs

Project Coordinator

Organisation AARHUS UNIVERSITET
Address NORDRE RINGGADE 1 , 8000 AARHUS C , DK
Website www.au.dk

Project Information

Identifier 2020-1-DK01-KA204-075127
Start Date Dec 31, 2020
End Date Jul 30, 2023
EC Contribution 316,244 EUR
Partners UC LIMBURG (BE) , AARHUS KOMMUNE (DK) , UNIVERSITETET I OSLO (NO)
Topics Labour market issues incl. career guidance / youth unemployment ; Cooperation between educational institutions and business ; Enterprise, industry and SMEs (incl. entrepreneurship)

Project Summary

Society loses out on potential growth if we do not resolve the structural problem in getting highly-educated graduates from different professions faster in work. However, it is a challenge that many SMEs have no tradition for hiring highly educated staff and that many highly educated graduates have no knowledge of job possibilities in SMEs. Thus, there is an untapped potential in connecting SMEs with a need for development and innovation with newly graduates. The intention is to contribute to increased growth in businesses and create a basis for increased employment-rates.

In order to assure that ends meet – graduates getting employment and SMEs getting the staff they need the project will create a cross-border digital platform that will collect inputs from SMEs about their skill shortage and subsequently design an education set-up so that unemployed obtain the sought after skills.

Universities and University colleges play a crucial role in the development of society and they have to supply SMEs with strong graduates in order for business to realize their growth potential and ambitions.

In this specific project, the partners offer high quality education and the graduates have a strong subject-specific knowledge. Furthermore, the graduates have gained transferable skills such as entrepreneurship, digital literacy and creativity but sometimes those skills need to be refined to meet the demands of a constantly changing labour market.

It will be a collaboration between university/university college teachers and enterprises in three countries. This collaboration will ensure that teaching staff get substantial knowledge about the skills that companies need so that will have an impact on their everyday teaching and planning of curriculum and the participation from enterprises to ensure that the competencies presented aligns with the enterprises needs.

The objectives of Growth4SMEs

1. Develop and set-up a digital platform - open source where SMEs can register needs for competencies
2. Reactivate already existing university and university colleges' user panels and open up the digital platform for their registration of demanded competencies
3. Perform analysis of demand of skills both on a cross-country and regional level
4. Develop open and collaborative learning and sharing spaces, such as a MOOC and regional courses co-created in collaboration between universities/university colleges, SMEs and local job centres.
5. Set-up international case-competition in each participating country (job seekers can apply for a grant to participate in one of the other countries) where local/regional business can get solutions to challenges they are facing.
6. More knowledge among teaching staff about demands for skills both at national and international level

900 adult learners will participate in the project and 150 SME interventions. The activities in the project are the build of an agile digital platform that will secure real-time insight into the demand of skills. This insight will provide an overview over skills demanded at an international level as well as a more regional specific demand. The project will make it possible to create tailored courses that will help give young graduates updated skills that complement their education background and at the same time is compliant with the need of business both in the region and in an international context. The courses – both open and collaborative learning and sharing spaces, such as a MOOC and the region specific courses will be co-created with teaching staff from universities and university colleges and enterprises. Furthermore, there will be arranged case-competitions to allow SMEs to hand in challenges and the unemployed graduates will show how their with newly acquired skills can present innovative solutions to problems.

Impact of the project will be a better understanding of the demand and supply of competencies and the creation of a stronger link between university/university colleges including teaching staff, job center and SMEs; more adult learners will find their first job in a SMEs, SMEs will be more satisfied with the supply of competencies and teaching staff have a better understanding of the SMEs need of competencies and how they with changes in the studyprogramme can ease the transition from education to work-life for graduates.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for school education

Project Title

Online resources for Chemical Safety in Science Education

Project Coordinator

Organisation STOCKHOLMS UNIVERSITET
Address UNIVERSITETSVAGEN 10 , 10691 STOCKHOLM , SE
Website www.su.se

Project Information

Identifier 2020-1-SE01-KA201-077945
Project Web Site <http://chesse.org/>
Start Date Sep 1, 2020
End Date Aug 31, 2023
EC Contribution 324,685 EUR
Partners UNIVERZA V LJUBLJANI (SI) , HELSINGIN YLIOPISTO (FI) ,
UNIVERSITETET I OSLO (NO)
Topics Natural sciences ; Pedagogy and didactics ; New innovative
curricula/educational methods/development of training courses

Project Summary

The amount of chemicals used in school science education is relatively small. Nevertheless, the legislation for handling chemicals is the same for a factory producing chemicals or a school doing small scale science experiments. Since minors are involved in school activities, special caution must always be taken. The European REACH regulation, that became effective in 2007, steers registration, evaluation, permits and restrictions on chemical substances. The implementation of this and other legislation has added to the workload for science teachers all over Europe. In the UK, science teachers have support with these issues from the CLEAPSS organization. However, in many European countries the national authorities do not realize the complexity of dealing simultaneously with both chemical legislation and educational goals. Within the communities of science teachers in many European countries, there is a need for more knowledge and know-how on how to address chemical risks in science education and the corresponding administrative burden.

The aim of the present project is to achieve condensed, up-to date, basic online resources about how to manage school chemicals in European schools. This could potentially lead to some kind of consensus and start a more active discussion about these issues. The aim of the project is also to develop materials and guidelines for teachers to encourage optimization of school experimental work by the application of green chemistry principles. Thus, the following possibilities for optimization of school experimental work would especially be encouraged whenever possible: (1) the use of safe, environmentally benign substances, including solvents; (2) the use of renewable materials and energy sources; (3) the design of energy efficient processes; and (4) preventing waste rather than treating or cleaning up waste after it is created. A desired long-term goal is that teachers feel competent and safe when handling chemicals and managing school laboratories. The main target groups are science teachers, head of schools and science teacher educators. However, the intellectual outputs can also be useful for national and regional agencies for education, work environment and chemistry, who support and control the use of chemicals in schools.

All the participating organizations have experience from working with HES-issues (Health, Environment and Safety) in science education; the National Resource Center for Chemistry Teachers at Stockholm University, the Norwegian Centre for Science Education at Oslo University, the University of Helsinki and the University of Ljubljana. Nevertheless, all four partners feel that their contributions in this area could be improved to better meet national demands, as well as the needs of the international community of science teachers. By working transnationally, a best-practice approach based on a wider range of knowledge and experience, will result in higher quality resources compared to if each country were to work nationally.

The primary goal is to publish and disseminate online material including

1. Concise information about European legislation on chemicals relevant to the community of science teachers
2. List of chemical risks including marking relevant to the community of science teachers
3. Application of green chemistry principles in school experimental work including ideas of how specific examples of pedagogical content can be taught
4. Risk assessment of (i) work with students with examples and (ii) preparatory and after-work for teachers as well as other involved staff
5. Safety awareness among the students
6. Storage and waste
7. Responsibility issues and delegation

The material will primarily be produced by the partner organizations. A reference group, consisting of teachers, heads of schools as well as national, regional and possibly European authorities, will evaluate the material.

During the project, the material will be presented at national conferences. At the end of the project time, the intellectual output will be published in English as well as in Finnish, Norwegian, Slovenian and Swedish. It will also be presented at a European conference for teachers, teacher educators and key-decision makers.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for higher education

Project Title

Developing ICT in Teacher Education

Project Coordinator

Organisation OSLOMET - STORBYUNIVERSITETET

Address PILESTREDET 46 , 0167 OSLO , NO

Project Information

Identifier 2017-1-NO01-KA203-034194

Start Date Sep 1, 2017

End Date Dec 31, 2020

EC Contribution 160,194 EUR

Partners UNIVERSITETET I OSLO (NO) , UNIVERSITA TA MALTA (MT) ,
UNIVERSITY OF LIMERICK (IE) , UNIVERSITAT DE VALENCIA (ES)

Topics New innovative curricula/educational methods/development of training
courses ; Research and innovation ; ICT - new technologies - digital
competences

Project Summary

The Digital Competence in Teacher Education (DiCTE) project addressed the need for newly qualified student teachers to be able to integrate ICT in their teaching and aimed to collate data on student teachers' digital competence.

The objectives of DiCTE were to

- o identify student teachers' levels of digital competence when entering teacher education and compare across the participating institutions
- o identify and benchmark approaches used in the participating teacher education institutions to develop student teachers' digital competence
- o create methods for integrating digital competence in teacher education and facilitate the sharing of best practices

The participants in the DiCTE-project were from five European Universities: Oslo Metropolitan University (lead), University of Limerick, University of Malta, University of Oslo and Universitat de Valencia. All partners offer education programmes either for primary, secondary and post-secondary levels through the provision of undergraduate initial teacher education degrees, postgraduate Masters in education or a Masters in teaching and learning.

The first goal of the project involved a review of existing literature to identify the key issues in the field. This provided the project with an overview of different models defining digital competence for student teachers. The review highlighted that digital competence is a complex area. Through a synthesis of the key aspects gleaned from this task the literature review proposed a novel framework that encapsulated all the key areas identified in the review. This framework was named the PEAT model, an abbreviation of the four key dimensions: Pedagogical, Ethical, Attitudinal and Technological. The pedagogical dimensions relate to one's knowledge and understanding of unique pedagogical practices afforded by technology in both specific subject areas and broader 'professional' educational practices that transcend subject or classroom use. Ethical dimensions relate to the broad range of cyber-ethics issues that teachers need to be aware of, for example, privacy, copyright and source awareness. The attitudinal dimension relates to one's openness to explore new and emerging technologies and their potential in education. The technical dimension relates to one's knowledge and understanding of essential aspects related to digital technology. These four dimensions of the PEAT model provided the foundations for the structure of the student questionnaire and an overall guiding framework for the development of the project. (For further information on the PEAT model: <https://dicte.oslomet.no/peat/> and to access the literature review: <https://dicte.oslomet.no/>)

The various conceptualisations of digital competence that emerged from the literature were particularly important in the development of the survey tool. The survey tool was designed to identify student teachers' levels of digital competence when entering teacher education. A report describing the process of developing the questionnaire (survey tool), and the rationale behind both the questions, structure and content as well as a record of the decisions taken in its design was developed in addition to the survey tool. The survey tool is available at: <https://dicte.oslomet.no/>

The survey was conducted three times during the project period and revised after each round accordingly. Data collected was used to benchmark and compare across the participating institutions.

The third output of the project was to identify effective technology integration practices in the participating institutions. Having selected particularly innovative and effective practices, these were shared with the project partners. To facilitate this sharing, a template was developed to streamline the presentations of different practices and make them easily comparable. A report describing this and the team's reflections on this process was also developed. The report is available at: <https://dicte.oslomet.no/>

There are several long-term benefits to the DiCTE project. For the teacher education sector, the development of the PEAT model is a significant contribution to the field as it attempts to synthesise the key dimensions of

teachers' digital competence in a manner that is easily accessible to all teacher educators. In this way, DiCTE has made a notable contribution to the debate and development of our understanding of student teachers' professional digital competence. This contribution is not only reflected in the published reports from the project but also through dissemination of the project's work at conferences and notable scientific publications. There are also long-term benefits for the project partners. The project has raised the importance of technology integration to a more prominent level in the participating institutions. The sharing of practices has facilitated a cross-pollination of ideas which has led to greater innovation at a programme level in the respective institutions.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for school education

Project Title

Aiding Culturally Responsive Assessment in Schools

Project Coordinator

Organisation DUBLIN CITY UNIVERSITY
Address Glasnevin , 9 DUBLIN , Dublin , IE

Project Information

Identifier 2016-1-IE01-KA201-016889
Start Date Sep 1, 2016
End Date Aug 31, 2019
EC Contribution 271,280.05 EUR
Partners UNIVERSITAT LINZ (AT) , CANKIRI KARATEKIN UNIVERSITY (TR) ,
UNIVERSITETET I OSLO (NO)
Topics Migrants' issues ; Intercultural/intergenerational education and
(lifelong)learning ; New innovative curricula/educational
methods/development of training courses

Project Summary

Aiding Culturally Responsive Assessment in Schools (ACRAS) is a three-year pan-European project (2016-2019)

which focused on developing culturally responsive assessment at school. Defined as ‘assessment that utilises strategies to acknowledge and respect learners’ cultural backgrounds and approaches to learning as they strive for

academic success”, this project has yielded results indicating that framework to ensure culturally responsive assessment is feasible.

The project consortium consists of researchers from four different institutions (Johannes Kepler University in Austria,

Dublin City University in Ireland, University of Oslo in Norway and Cankiri Karatekin University in Turkey) whose countries have complementary, albeit different migrant background populations. This combination of strong traditions

of emigration combined with the current increased migrations rates experienced by countries across Europe adds

strength to this consortium’s ability to develop culturally responsive assessment for schools that are suitable for Europe.

ACRAS activities were divided into the following 8 domain areas with the objective of increasing understanding of national contexts so as to improve school assessments. These domains were:

1. Assessment
2. Information
3. Framework
4. Case Studies
5. Surveys
6. Toolkit
7. Evaluation
8. Final Report

The research undertaken during this project yielded many outputs, each of which have had positive impact in disseminating the results of the ACRAS project. These include: the multiple academic papers, which were presented

as numerous invited conference presentations, globally; the website, available in English, German, Turkish and Norwegian, for continuous information about the project; School Surveys which ensured that schools were placed at

the heart of all research activities; Conceptual Framework, which provides guidance for future researchers to build on

the activities of ACRAS; Case-Studies, which demonstrates the principles of the conceptual framework as well as the

toolkit and pilot study which have been integrated into initial teacher education and CPD programmes to ensure the

long-term sustainability of the project’s activities. Translation of outputs has been at the heart of this project to maximize the dissemination of the project’s outputs.

In terms of longer-term benefits, the toolkit will be utilised within a Module on designing culturally responsive assessment for Initial Teacher Education and CPD courses within the primary partner organisation. In addition the

website will remain live with the toolkit available in each language for anyone to use. By publishing a series of peer reviewed articles in academic journals will make the findings from ACRAS available for future researchers to reference, critique and elaborate on as they see fit within other cultural contexts. The videos created for the project are available on Youtube and the publication of outputs on researchgate will also prove as a useful long term resource and also as a catalyst for further discussion and educational change within other European contexts beyond the end of the EU funding.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Learning Mobility of Individuals
Action Type: VET learner and staff mobility

Project Title

Education Train - GeNo-Media, Ge-No Bau, Goe-Move, GeNo-Economy, Job-Shadowing, Goe-Poland

Project Coordinator

Organisation GFT-Erasmus e.V.
Address Heinz-Hilpert-Straße 4 , 37085 Göttingen , NIEDERSACHSEN , DE

Project Information

Identifier 2018-1-DE02-KA102-004365
Start Date Jul 1, 2018
End Date Jun 30, 2020
EC Contribution 52,266 EUR

Partners Etelä-Karjalan koulutuskuntayhtymä (FI) , Budapesti Müszaki Szakkepzési Centrum Petrik Lajos Ket Tanítási Nyelvü Vegyipari, Környezetvedelmi és Informatikai Szakgimnáziuma (HU) , UNIVERSITETET I OSLO (NO) , IES EL TABLERO (ES) , Mahr, spol. s r.o. (CZ) , UMEA UNIVERSITET (SE) , IIS GOBETTI MARCHESINI-CASALE - ARDUINO (IT) , Erste Bank der oesterreichischen Sparkassen AG (AT) , UNIVERSITAET INNSBRUCK (AT) , Mahr France (FR) , Istituto Superiore E. Mattei (IT) , IES EMILIO JIMENO (ES) , Rosthaug videregående skole (NO) , Instituto Educacion Secundaria A SARDIÑEIRA (ES) , Nordic Centre of Excellence in Disease Genetics (SE) , Principia School of Language Ltd. (UK) , BBS 1 Göttingen - Arnoldi-Schule (DE) , Berufsbildende Schulen 2 Göttingen (DE) , TELLUS EDUCATION GROUP LIMITED (UK) , Zespol Licealno-Gimnazjalny w Długolece (PL) , Srednja skola Mate Blazine Labin (HR) , Cap Ulysse (FR)

Topics Recognition, transparency, certification ; International cooperation, international relations, development cooperation ; Intercultural/intergenerational education and (lifelong)learning

Project Summary

The " Education train" is figuratively a " train of vocational training " , which through Europe moves countries , schools, companies and universities linked to the promotion of education and training during and immediately after vocational training is another. Behind the Education Train more smaller projects of GFT-Erasmus e.V.. All this of vocational education and trainings. They aim internationalization. So far we were able to establish networking and cooperation to Sweden, Norway, Italy, Spain, Ireland, England, Finland, Poland, Croatia and Hungary.

A small project is the cooperation to Norway. It says GeNo-media . The cooperation provides that Norwegian trainees come to Germany and learn printing techniques in three weeks. The BBS II Göttingen is a specialist in this area and has an excellent Department of printing technology. In return, German apprentices go to Norway, where they learn audio and video technology. In sound and video technology can unfortunately only be breathe pure. This topic is very extensive and is taught in Norway one year. Both partners thereby increase their competence and quality of education. This is the Norwegians but also the Germans for good.

Move-Göttingen is our biggest project. It exchanges trainees, trainers and education staff. The length of stay in Germany or an EU country move from four weeks to six months. The cooperation exists between businesses, schools and universities from Germany and the EU. The German University of Göttingen sends trainees in the field of natural sciences in universities or hospitals of Europe. A similar approach companies from Südniedersachsen. They aim trainers, trainees and training staff to educate and train. Here, the participants will get to know other methods. In addition, this promotes key qualifications in social skills, language skills and intercultural competence. This is not a one-way street. This is currently only in professional training for biology, chemistry or physics laboratory that. This apprenticeship does not exist in other EU countries. The finished laboratory technicians from Germany therefore have a large labor market. You will be gladly taken as professionals in EU countries. Initial experience this, we have made in Sweden. So it happened that a student is gone after their examination in January 2015. Sweden to the University of Uppsala. She now works at the Institute, where she had her internship. We see this as a great success.

Green School is a new project also between several scientific schools in Europe. The participants meet once a year in small groups and work together. There are also individual trainees and training staff to be replaced. So the project is to come and stay in each school at the same level. It is constantly being developed and expanded. A goal should be to find cheap drugs for developing countries based on natural ingredients. These can then, for example, are produced in countries with little effort itself. There's a little bit of thought "medicines for all" behind it. Each participating country has special herbs that grow only there. These herbs are cultivated in gardens themselves, researched and studied. The ingredients of the herbs to be analyzed. Also important are the action spectra of the herbs, so that they can be recovered economically.

Europe is to grow together and it can be set right with the youth. The positive experience already gained young people at the beginning of their working life will change the setting to a common Europe.

The trainees will build on their language and human competencies and acquire new professional action competence. Thus, the trainees will not lose the connection at the school. With the new media (moodle) the school will offer modules to the trainees. These need to be developed and uploaded again, so that the vocational teachers can check the success of learning. In this way we also during the internship a learning purpose. In addition, the trainees will continue their record books, as indeed their only place of learning has changed. The activity will therefore be similar to here at German institutions.

In the long term, we hope not only in a few occupations should get such an exchange, but also in other areas. The vocational skills, mobility and flexibility of the new generation of skilled workers will be further promoted. A long-term goal may be that the BBS II Göttingen as "European School" is.

Link to project card: [Show project card](#)

Key Action: Learning Mobility of Individuals
Action Type: VET learner and staff mobility

Project Title

In European Laboratories

Project Coordinator

Organisation Lise-Meitner-Schule
Address Lipschitzallee 25 , 12351 Berlin , BERLIN , DE

Project Information

Identifier 2018-1-DE02-KA102-004881
Start Date Jun 1, 2018
End Date May 31, 2020
EC Contribution 118,931 EUR
Partners Science Institute University of iceland (IS) , INSTITUT PASTEUR (FR) , UNIVERSIDAD DE LAS PALMAS DE GRAN CANARIA (ES) , THE UNIVERSITY OF EDINBURGH (UK) , KAROLINSKA INSTITUTET (SE) , HELSINGIN YLIOPISTO (FI) , UNIVERSITETET I OSLO (NO) , TEAGASC - AGRICULTURE AND FOOD DEVELOPMENT AUTHORITY (IE) , UNIVERSIDADE DOS ACORES (PT)
Topics Recognition, transparency, certification ; Natural sciences ; Research and innovation

Project Summary

Project background

Lise-Meitner-Schule is a vocational school/technical college in Berlin, Germany. We are specialized in the training of laboratory technicians (Biology, Chemistry, Physics, Pharmacy, Micro Technology).

Since more than 20 years the school is conducting EU projects (Leonardo da Vinci Mobilities, Pilot Projects and Innovation Transfer Projects as well as Comenius-Grundtvig training courses, Erasmus+) and has thereby established a large network of partners, i.e. laboratories in universities, research institutes and companies in EU regions from Tromsö to Sevilla, from Galway to Budapest and from French Guyane to New Caledonia.

For academics trainings in foreign countries are a common thing to do whereas for technical staff going abroad is still unusual and due to the different educational systems generally difficult to arrange. The network of Lise Meitner School allows lab technicians to participate in individual educational trainings in a wide range of subject areas.

Activities / Procedure

EUMobil will allow up to 45 young graduates in natural-scientific and technical professions to take part in individual mobilities. The participants will stay for 14 weeks in a research lab or in a company. Usually they are part of an ongoing research project in international research groups. Thereby the participants can extend their professional qualification as well as their language skills and intercultural competences. They learn to cope with an unfamiliar environment and become more self-reliant. This results in a great leap forward in their personality development.

The receiving partners are research institutes, companies and laboratories in the natural-scientific departments of universities. They work in a global context and in international teams which allow for our participants to fit in.

The participants can apply for a grant via our school website. After individual mentoring in the EU office of the school the placement will be done according to their qualification and their career plans. The actual period of the stay is being negotiated individually. Travel plans and arrangements with the receiving partner and the mentor are being done by the participants. Still the EU office provides advice face-to-face, via email or telephone.

The learning agreement and quality commitment between the participant, the sending and the receiving organisation describes the individual tasks of the participant and the supporting measures during the training placement. During their stay the participants report on a regular basis to the EU office of Lise-Meitner-Schule. On request most sending organisations provide the participants with a job reference. The europass Mobility however is an integral part of the project and will be handed out after all paper work is completed (including the participants report). The participants usually come to the EU office for a personal evaluation interview.

The receiving organisations are being visited every few years to guarantee the quality of the placements and intensify the contacts to the local mentors and researchers.

Project Aims / Results

The participants...

- acquire and consolidate professional and methodical competences
- gain and extend intercultural competences and language skills
- strengthen their self-confidence and abilities to work in a team
- increase their chances on the labour market

The Lise-Meitner-Schule...

- consolidates and expands its European network of research groups and laboratories
- intensifies its insight into international research and methodology in order to adjust the local curricula according to present needs within the respective occupational area.

The receiving organisations...

- get the chance to engage well qualified staff which can contribute on a comparably high level to research projects
- intensify their insight into vocational education in Germany

Longterm Benefits

Besides of the individual support of young graduates from German vocational schools and especially of the Lise Meitner school the project fosters the cooperation between educational institutions of related professional areas between the participating partner countries. A general aim would be to allow mobilities during the training (instead of after the training) as part of an international education partnership. As the educational systems differ very much within the European countries it is going to take some time to develop a strong network with a good understanding of the differences and the shared characteristics of i. e. a german lab technician and an Irish B. Sc. Biological and Chemical Sciences.

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