

# Erasmus projects involving Spain and NTNU

No description defined

# Table of contents

1. <a href="#">Doctoral Education for Technology-Enhanced Learning</a> .....	3
2. <a href="#">Hands-on nutrition training for pediatric primary health care practitioners: a novel combination of culinary and applied nutritional education to promote healthy eating habits in childhood</a> .....	6
3. <a href="#">COlour in Science and Industry</a> .....	9
4. <a href="#">Intercultural learning in mathematics and science initial teacher education</a> .....	11
5. <a href="#">Professional Learning Communities as a means for bringing teacher professionalization in teacher education</a> .....	14
6. <a href="#">Marine and maritime Intelligent Robotics</a> .....	17
7. <a href="#">Heads Using Professional Learning Communities</a> .....	19
8. <a href="#">Computational Colour and Spectral Imaging</a> .....	22
9. <a href="#">Erasmus Mundus Master of Science in Environmental Contamination and Toxicology</a> .....	24
10. <a href="#">Futureproof Skills for the Maritime Transport Sector</a> .....	26
11. <a href="#">European Humanitarian Action Partnership</a> .....	29
12. <a href="#">Promoting Mental Health and Wellbeing among Young People through Yoga</a> .....	32
13. <a href="#">Erasmus Mundus Joint Master Degree in Renewable Energy in the Marine Environment</a> .....	35
14. <a href="#">Renewable Energy in the Marine Environment</a> .....	37
15. <a href="#">STEM Teacher Training Innovation for Gender balance</a> .....	39
16. <a href="#">EMERGENT: Gender awareness and implementation strategies in STEM education</a> .....	43

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

## Project Title

# Doctoral Education for Technology-Enhanced Learning

## Project Coordinator

**Organisation** NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET NTNU  
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## Project Information

**Identifier** 2019-1-NO01-KA203-060280  
**Start Date** Sep 1, 2019  
**End Date** Aug 31, 2022  
**EC Contribution** 396,669 EUR  
**Partners** OPEN UNIVERSITEIT NEDERLAND (NL) , European Association of Technology-Enhanced Learning e.V. (DE) , TECHNISCHE UNIVERSITAET GRAZ (AT) , RHEINISCH-WESTFAELISCHE TECHNISCHE HOCHSCHULE AACHEN (DE) , UNIVERSITY OF MACEDONIA (EL) , UNIVERSIDAD POMPEU FABRA (ES) , UNIVERSIDADE DE AVEIRO (PT) , TECHNOLOGIKO PANEPISTIMIO KYPROU (CY) , TALLINN UNIVERSITY (EE)  
**Topics** New innovative curricula/educational methods/development of training courses ; Quality and Relevance of Higher Education in Partner Countries

## Project Summary

Doctoral Education for Technology-Enhanced Learning (DE-TEL) project will establish and deepen a strategic partnership for doctoral education in Technology-Enhanced Learning (TEL). DE-TEL brings together 9 internationally renowned universities and the European Association of Technology-Enhanced Learning to reflect their expertise in doctoral education into a new internationally validated program in TEL, extended with rich and professionally produced Open Educational Resources. The project grounds the design of the new program in the best practices in TEL doctoral education across Europe as well as institutional and national requirements.

DE-TEL will create a new offer in an area of research that finds practical application across Europe as digitisation of education is in an increasing demand to solve multiple challenges. Digitisation requires pedagogical expertise on using and technological expertise in designing technologies for learning, and strategic expertise in policy making and change management. However, stakeholders currently lack combined knowledge from all three perspectives, on how to strategically drive and operationally implement digitalisation of learning and training, envision innovative technologies for learning, and rigorous methods to create evidence for the effectiveness and efficiency of technologies as part of socio-technical interventions. Such expertise is required at all levels and at all types of organisations. There is also a growing, recognised understanding by all relevant stakeholders from EU policy makers to local schools that the potential of technologies with respect to learning is to provide ubiquitous access to learning materials, and an engaging, personalised and scalable learning experience.

Doctoral education in TEL aims to develop such expertise in doctoral candidates. It provides knowledge from multiple relevant perspectives and allows taking empirically-based decisions in implementing TEL solutions in practice. The goal of DE-TEL is to bring doctoral education in TEL to a new level with high-quality resources and a new internationally designed program to support better curricular integration and avoid fragmentation of the digitisation agenda in Europe.

In order to achieve this goal, the project's objectives are (1) to identify good practices in doctoral education in TEL by conducting a survey of content, topics, teaching methods, and administrative settings, (2) to develop a new program for doctoral education in TEL and OERs available and sustainable via technical infrastructure, (3) to evaluate the new program for doctoral education in TEL in a series of training events for PhD students and teaching staff across Europe and (4) to exchange and spread good practices in doctoral education in TEL across Europe.

DE-TEL focuses on producing high-quality educational materials, and therefore applies a common development methodology, consisting of a pre-study, two iterations of development and evaluation, followed by finalisation of the results. This process is supported by management, quality control, as well as extensive Europe-wide dissemination and communication activities.

Various participants are considered as the main beneficiaries of the project. Doctoral candidates from participating universities, enrolled TEL programs are direct end-users of the project outputs. However, the project will strongly benefit European universities from the partnership and beyond who currently have or are planning to open doctoral programs in TEL. Instructors and PhD supervisors are also direct beneficiaries of the project, as they will receive an internationally designed state-of-the-art program supplemented with high-quality teaching resources.

Eight public events on national and EU levels will be the main activities of dissemination and communication for relevant stakeholders who are essential not only as the target audience, but also as subjects for the pre-study survey, users and co-designers of the program and the materials, multipliers of the knowledge generated in the project, and a source of valuable feedback. Via the European Association of TEL involved as a partner, the project will reach wider audiences across Europe and ensure the long-term availability and sustainability of the project results.

DE-TEL impact will be strongest at the EU level, while also providing benefits to society and the economy on local, regional and national levels, along with other Erasmus+ and EU activities. Through intensive cross-border

and inter-disciplinary cooperation, the project will trigger processes and produce results that are likely to become self-sustaining and develop further, such as standards of excellence in doctoral education in the field of TEL. The project will have impact on development of transversal skills among doctoral candidates, their supervisors and researchers, with a life-long value in the settings of continuously changing lifelong learning and societal challenges.

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

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

### Project Title

# Hands-on nutrition training for pediatric primary health care practitioners: a novel combination of culinary and applied nutritional education to promote healthy eating habits in childhood

## Project Coordinator

**Organisation** NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET NTNU  
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## Project Information

**Identifier** 2019-1-NO01-KA202-060229  
**Start Date** Dec 1, 2019  
**End Date** Nov 30, 2022  
**EC Contribution** 346,005 EUR  
**Partners** ASTIKI MIKERDOSKOPIKI ETAIREIA PROLIPSIS (EL) , CSI CENTER FOR SOCIAL INNOVATION LTD (CY) , GAZI UNIVERSITESI (TR) , UNIVERSIDAD DE NAVARRA (ES) , FONDAZIONE ANDROLOGIA PEDIATRICA E DELL'ADOLESCENZA (IT)  
**Topics** Health and wellbeing ; Open and distance learning ; New innovative curricula/educational methods/development of training courses

## Project Summary

WHO has raised the alarm on obesity related complications and mortality rates of NCDs. Pediatric care practitioners are at the front line of health provision to families and can address high risk populations. A relevant WHO report emphasizes that pediatric care practitioners have an important role to play in tackling the childhood obesity epidemic, noting that “health professionals and all those providing services to children and adolescents need appropriate training on nutrition and diet, physical activity and the risk factors for developing obesity”. Nevertheless, significant gaps exist in nutritional knowledge and counseling skills, which could be related to the limited nutrition training in undergraduate and postgraduate studies. A survey among EU pediatricians revealed that although most were convinced of their role in obesity prevention, they did not feel sufficiently competent to deliver relevant services.

Dr. PED-Chef aims to develop training for pediatric primary health care practitioners on childhood nutrition-related issues through the combination of hands-on nutrition science education with culinary medicine education, which is an innovative approach to improving eating behaviors.

The specific objectives are to:

- develop an interactive training curriculum reflecting the needs of pediatric care practitioners for effective provision of healthy nutrition guidance to children and their families
- increase knowledge and skills in providing counseling on nutrition-dependent issues to pediatric patients
- apply an innovative educational practice, i.e. culinary medicine education, including cooking and food skills that improve attitudes on healthy eating behaviors
- advocate for the inclusion of nutritional issues to medical academic curricula

The project targets:

- pediatricians
- pediatric nurses
- medical and nursing students specializing in pediatrics
- other professionals involved in pediatric care, e.g. family doctors, midwives

The project will train over 18 staff members and 160 members of the target groups through the face-to-face and the e-learning platform. Through the multiplier events over 190 participants will be approached, while through the project dissemination an audience of more than 1,000 stakeholders will be reached.

Dr. PED-Chef main activities that lead to tangible outputs and results include:

- (1) Conceptual framework for training pediatric primary health care practitioners
- (2) Training curriculum methodology
- (3) Development of the training curriculum package
- (4) e-learning platform
- (5) Vocational education and training activities, i.e. 3-day short term joint staff event for partners (C1) and 5-day blended mobility event (C2) for the target groups.
- (6) Guidance for VET providers and academic institutions

Six partner organizations from Norway, Greece, Spain, Cyprus, Turkey and Italy facing common challenges in promoting healthy eating habits and preventing childhood obesity will work towards achieving the project objectives. In order to ensure high quality, the training will be based on a review of existing training opportunities. Participatory research among target groups will also be conducted to determine knowledge gaps and training requirements. The resulting evidence-based curriculum methodology will include guidelines for the development of a training package, aimed to improve relevant skills and competencies. Training topics will include nutritional science courses and culinary medicine methods and will be delivered through face-to-face seminars and an

e-learning platform. Finally, the “Guidance and recommendations for VET trainers” will provide guidelines for VET providers and stakeholders for further exploitation of the training. In parallel, multiplier transnational and national events will enhance exchange of knowledge. Dissemination will target VET and service providers, relevant authorities at local/regional level, professional associations, academic institutions, government services and policymakers at national/European level.

This novel, in particular at an EU level, initiative is expected to increase participants’ competence on nutritional health communication practices and cooking/food skills that enhance their ability and self-efficacy to provide related services. Dr. PED-Chef will also increase awareness on the importance of addressing nutrition and obesity issues in medical training curricula. At the same time, it will provide hands-on guidelines, evaluated practices and material that can be easily adopted by academic institutions and VET providers. Furthermore, the e-learning platform, available in multiple languages, will continue to be accessible after project completion, further promoting awareness about the value of nutrition counseling through innovative practices. As a result, Dr. PED-Chef envisions to contribute to the specialized training received by EU professionals involved in pediatric care, and hence to the health and well-being of children.

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

Key Action: Learning Mobility of Individuals  
Action Type: Erasmus Mundus Joint Master Degrees

## Project Title

# COlour in Science and Industry

## Project Coordinator

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## Project Information

**Identifier** 553342-EPP-1-2014-1-FR-EPPKA1-JMD-MOB  
**Project Web Site** <https://cosi-master.eu/cosi-master-degree/>  
**Start Date** Oct 15, 2014  
**End Date** Oct 14, 2019  
**EC Contribution** 1,990,000 EUR  
**Partners** UNIVERSIDAD DE GRANADA (ES) , ITA-SUOMEN YLIOPISTO (FI) ,  
NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET NTNU  
(NO)

## Project Summary

REFERENCE: 553342-EPP-1-2014-1-FR-EPPKA1-JMD-MOB\_COSITITLE: Colour in Science and Industry, COSIObjectiveThe master's degree Colour in Science and Industry (COSI) aims to train experts from an interdisciplinary perspective in sectors encompassing colour, spectral and digital imaging in applied science and in applications development and analysis. The objective is to educate students in advanced methodologies, applied models and practical applications with two goals: to enhance the employability and improve career prospects of graduates on one hand and to meet the needs of the industry on the other hand.Course durationTwo years (120 ECTS credits).Brief descriptionCOSI involves four EU HEIs as full partners: University Jean Monnet (UJM – France), University of Granada (UGR- Spain), University of Eastern Finland (UEF–Finland), Gjøvik University College (GUC–Norway); five associated industrial partners; four HEIs in Asia as associated academic partners; and ten supporting partners including companies and other organisations.Starting from the 1st semester's comprehensive coverage of the prerequisites in the fields of photonics and optics, applied colour science, digital imaging and scientific programming at UJM, the students will proceed to more in-depth studies in the 2nd semester at UGR, including advanced colourimetry and human vision and cognition. In the 3rd semester the students will be able to select between two different specialization areas at either GUC or UEF. Aligned with the institutions' focus areas and competences, the offered specializations include spectral technologies for industrial or applied research purposes at UEF and applied colour imaging at GUC. In the 4th semester, the students will fully devote themselves to their master's thesis, which will be carried out in a company or in an applied research centre. Career prospectsInformation and Communication Technologies, Health & Life Science, and Science & Technology sectors are in full growth. The needs in fields covered by COSI are increasingly important in these sectors, particularly in Quality Control of Manufactured Products, Medical and Biomedical Imaging, and Spectral Systems Design. COSI is highly relevant to a wide range of sectors where the continued evolution of R&D fields requires adapted and extremely specialized courses with a strong focus on industrial applications and application study cases. Therefore COSI students have the opportunity to receive an education very well adapted to their background, interests, and future career plans and the opportunity to apply for positions requiring agile and internationally-minded professionals with high soft skills.An international experienceDuring the first COSI call for application and first intake students from 39 different nationalities applied to the programme. The whole curriculum is taught in English. Special attention has been given to allow students to get the most of their international experience: host-country language courses, learning design fostering extended intercultural experiences and networking services constitute a few examples. COSI students study in two or three European universities in France, Spain and Norway or Finland and receive lessons from local and international guest lecturers. Students receive further training in one of the twelve European and Asian countries (and counting) where COSI partners' research centres and companies are located.DiplomaAt the end of the programme, graduates will be delivered multiple national diplomas from the EU hosting institutions.Website<http://master-colourscience.eu/cosi-master-degree/>

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

# Intercultural learning in mathematics and science initial teacher education

Good practice example



## Project Coordinator

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## Project Information

<b>Identifier</b>	2016-1-DE01-KA203-002910
<b>Project Web Site</b>	<a href="https://inclusme-project.eu/">https://inclusme-project.eu/</a>
<b>Start Date</b>	Sep 1, 2016
<b>End Date</b>	Aug 31, 2019
<b>EC Contribution</b>	431,750 EUR
<b>Partners</b>	NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET NTNU (NO) , ETHNIKO KAI KAPODISTRIAKO PANEPISTIMIO ATHINON (EL) , UNIVERSIDAD DE JAEN (ES) , UNIVERZITA HRADEC KRALOVE (CZ) , UNIVERZITA KONSTANTINA FILOZOFA VNITRE (SK) , UNIVERSITEIT UTRECHT (NL) , VILNIAUS UNIVERSITETAS (LT) , University of Nicosia (CY) , UNIVERSITA TA MALTA (MT) , HOGSKOLAN FOR LARANDE OCH KOMMUNIKATION I JONKOPING - HLK SCHOOL OF EDUCATION AND COMMUNICATION (SE)
<b>Topics</b>	Inclusion - equity ; Quality and Relevance of Higher Education in Partner Countries ; New innovative curricula/educational methods/development of training courses

## Project Summary

IncluSMe (Intercultural learning in mathematics and science education) offers a constructive contribution for tackling one of Europe's greatest challenges: education for an increasing number of refugee and immigrant youth, to integrate them into European educational systems and to provide for stable, socially cohesive societies. The project aimed to increase the quality of higher education curricula for prospective maths and science teachers by linking maths and science education with intercultural learning – and thereby strengthening students' social, civic and intercultural competences.

Core to IncluSMe was the design and implementation of open access teaching modules on intercultural learning for prospective maths and science teachers. The modules have been already implemented in Higher Education Institutions in Germany, Cyprus, Czech Republic, Spain, Greece, Lithuania, Malta, the Netherlands, Norway, Sweden and Slovakia. The modules are also available free of charge and for immediate use on Erasmus+ Project Results Platform, in Scientix as well as on IncluSMe web portal <https://inclusme-project.eu/>.

By offering international summer schools and multiplier events, IncluSMe strengthened transnational cooperation between universities in establishing mobility programmes for maths and science students in initial teacher education.

The project brought together 11 teams of higher education institutions for initial teacher education from across Europe comprising experts in maths and science education, in inclusion and diversity, in mobility and intercultural learning, as well as people involved in pilot projects for refugees:

University of Education Freiburg, Germany (coordinating institution)

University of Nicosia, Cyprus

University of Hradec Králové, Czech Republic

University of Jaen, Spain

National and Kapodistrian University of Athens, Greece

Vilnius University, Lithuania

University of Malta, Malta

Utrecht University, Netherlands

Norwegian University of Science and Technology, Norway

Jönköping University, Sweden

Constantine the Philosopher University, Slovakia

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 higher education

## Project Title

# Professional Learning Communities as a means for bringing teacher professionalization in teacher education

## Project Coordinator

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**Website** [www.ph-weingarten.de](http://www.ph-weingarten.de)

## Project Information

**Identifier** 2019-1-DE01-KA203-005028  
**Start Date** Sep 1, 2019  
**End Date** Jun 30, 2022  
**EC Contribution** 225,717 EUR  
**Partners** The Municipality of Linköping (SE) , UNIVERSIDAD DE MALAGA (ES) , NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET NTNU (NO) , Pädagogische Hochschule Vorarlberg (AT) , EUROPEAN UNIVERSITY CYPRUS (CY)  
**Topics** New innovative curricula/educational methods/development of training courses ; Inclusion - equity ; Pedagogy and didactics

## Project Summary

Professional Learning Communities (PLC) are internationally highly appreciated to serve school development and thus better pupils' achievement. In a previous ERASMUS+ project (HeadsUP) broad experiences on establishing and developing PLCs of school principals and of teachers were gained and two important perspectives were finally deduced: (1) For real understanding what successful PLC work requires and how it is done effectively it needs to be experienced personally (2) and this experience should be provided early enough to equip teachers with methods of necessary professional development. Thus already student-teachers should become familiar with this method during teacher education at university. Courses on practical issues at university as much as phases of internship/practicum offer the opportunity to anticipate the later jobs much as to practice PLC work and get familiar with its requirements and chances.

The consortium consists of a group of experts that are highly experienced in setting up and accompanying PLCs. These partners are also experts on teacher education and bring out university courses and accompany internship/practicum on a regular basis. They aim at bringing the knowledge of effective PLC work into university didactics by experiencing and reflecting on students PLCs. The project is to establish students' PLCs and accompany them to provide the chance for the teacher-students to experience this special form of productive cooperation for learning and professional development. Against the background of different university programs and traditions the project builds up different models of student-teachers' PLCs (SPLC) according to local possibilities: (1) collect experience on long-term SPLCs (a semester or more) and on a short term (a couple of weeks), (2) develop combined PLCs of student- and mentoring-teachers. Furthermore, the consortium includes the perspective (3) how to work with school principals and with university staff on how to foster students' PLCs and combined PLCs of students and mentoring teachers.

The project provides 6 Intellectual Outputs on three levels: (1) Academically required information like a Transnational Report on the status quo of student-teachers' PLCs and an Evaluation Report on urgently needed results on requirements and benefits of students' PLCs and the chances and limitations of combined PLCs of students and mentoring teachers. (2) Materials to guide the establishment and facilitation of student-teachers' or combined PLCs as a Manual. (3) Materials for the practical support of teacher educators who support students' or combined PLCs like Tool Kits of methods and Modules for Communication.

The 5 universities and 1 school authority will establish on at least two semesters courses/seminars working with the method of students' PLC with altogether approximately 120 students (Weingarten, Malagá, Feldkirch, Norway), 2 combined students and mentoring-teachers' PLCs of about 10-12 persons (Cyprus, Sweden) and at least 1 group of school leaders (15 persons) reflecting on the chances on establishing and facilitating the two versions of PLCs above at school in the service of school development (Trondheim).

The project advances the experience with this often discussed instrument of professionalization and promotes it into early teacher education and university didactics. It also shows the possibilities for full teachers to also benefit from a combined PLC e.g. to get up-to-date by learning from current scientific knowledge that student-teachers possess. The impact will be on the students getting familiar with PLC work and to use it early in their education at university and later on for their professionalization on the job. Also, the consortium will provide ideas attendant reflection of school leaders how combined student and mentoring-PLCs in future can be initiated more often and contribute to school development. For the (inter)national debate on teacher education the results of the project will be informative and be brought out in practical and scientific publication. Furthermore, the project provides 6 local and 1 international Multiplier Event. This last one will be advertised by an international call of proposal and thus spread the idea and the projects' results far into the field of education and tertiary education in Europe and beyond.

Having gotten familiar with PLC work the student teachers will be able to take up this instrument again when they are part of a school's staff. Also with a wider networking in the matter of PLC for school development the

establishment of the instrument in schools and across schools can be expected as much as adjustments in the mainstream of professional development in the school system.

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

Key Action: Learning Mobility of Individuals  
Action Type: Erasmus Mundus Joint Master Degrees

## Project Title

# Marine and maritime Intelligent Robotics

## Project Coordinator

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## Project Information

**Identifier** 610558-EPP-1-2019-1-FR-EPPKA1-JMD-MOB  
**Project Web Site** <http://www.master-mir.eu>  
**Start Date** Sep 1, 2019  
**End Date** Aug 31, 2026  
**EC Contribution** 4,334,000 EUR  
**Partners** UNIVERSITAT JAUME I DE CASTELLON (ES) , UNIVERSIDADE DE LISBOA (PT) , NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET NTNU (NO)

## Project Summary

The integrated MSc in Marine and Maritime Intelligent Robotics (MIR) combines robotics and Artificial Intelligence (AI) in the context of advancing marine and maritime science and its technological applications. It aims at building the capacity to enable innovations in far reaching sea exploration, autonomous and deep sea robots, teleoperations and the use of AI in these endeavours. The MIR programme is shaped to provide training in state of the art applied robotics targeted at enhancing the efficiency, health and safety as well as environmental performance of the offshore industry and maritime operations. Students completing the MIR Master's will be highly competitive experts equipped to follow a promising career in robotics or AI for the offshore oil and gas, renewable, naval and maritime sectors. Additionally the knowledge acquired in the use and function of intelligent robotics for the underwater will enable them to continue on to a PhD in different fields. The MIR MSc relies on an expanding multidisciplinary network of 25 global associate academic institutions in marine/maritime sciences, AI and robotics and over 26 leading industry partners, in 21 countries. The consortium is formed of 4 main academic partners namely, the Norwegian University of Science and Technology NTNU, the Universitat Jaume I UJI (Spain), the Instituto Superior Técnico IST, University of Lisbon (Portugal), and is coordinated by the University of Toulon UTLN (France). Students follow the MIR programme over 2 years (4 semesters / 120 ECTS). The first year in France UTLN commences by building up a solid background in marine science, robotics and AI. The year is completed with specialised industry seminars and master classes by international distinguished lecturers, including an international symposium and marine robotics championship. In year 2, students choose to specialize in "Autonomy in subsea operations" at NTNU, "Cooperative marine robotics for scientific and commercial applications" at IST or "Applied robotics for underwater intervention missions" at UJI. Semester 4 is devoted to a Master's thesis in the context of a research or industry internship. It is carried out at any of MIR's main or associate partners, always under the co-supervision of a main partner. European and third country students who already hold a first university degree (min 180 ECTS), in a field related to Robotics or AI such as: automatic control, mechatronics, computer science, electrical engineering, mechanical engineering or applied mathematics. Applicants must have 30 ECTS (aprox. 1/6th of their modules) in mathematics, be fluent in English (min level B2) and have knowledge of one programming language. Teaching is done in English. MIR graduate students will obtain 2 master degrees from the institutions they study in during the first and third semesters. The degrees are fully recognized, include a diploma supplement and give access to PhD study programmes. For more information visit [www.master-mir.eu](http://www.master-mir.eu)

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

# Heads Using Professional Learning Communities



## Project Coordinator

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## Project Information

**Identifier** 2016-1-DE03-KA201-022992  
**Project Web Site** <http://www.plc-headsup.eu>  
**Start Date** Oct 1, 2016  
**End Date** Aug 31, 2019  
**EC Contribution** 229,105.46 EUR  
**Partners** UNIVERSIDAD DE MALAGA (ES) , The Municipality of Linköping (SE) , NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET NTNU (NO) , EUROPEAN UNIVERSITY CYPRUS (CY) , Pädagogische Hochschule Vorarlberg (AT)  
**Topics** Inclusion - equity ; Quality Improvement Institutions and/or methods (incl. school development) ; Integration of refugees

## Project Summary

Successful students' learning in inclusive settings also integrating refugee and migrated children well is the overall goal of current school development activities in Europe. Empirical results prove that school leaders (SL) can influence better teaching and classroom management by setting up structures for teachers' learning. Professional learning communities (PLCs) are broadly discussed as successful method for teachers' development. For leadership development they are hardly known, though. The HeadsUP project developed the method for professionalization of SL leaders to get them well experienced in PLC-work and raise their competencies on leadership and school development. According to this experience, school leaders focus better on their teachers' learning and invest in setting up teacher-PLCs in their schools and thus contribute to better students learning. This Double-decker model is the core idea of the project.

In the field of leadership training the project is unique because it closes the gap that arises from an internationally run debate on leadership development that is not consequently leading into internationally linked learning opportunities. In the international scientific community, leadership development is a broadly discussed topic, but still there is little connection between the international debate and the ongoing training of school leaders, which is usually carried out with a national or even just regional orientation. The project "HeadsUP- Heads Using Professional Learning Communities" will overcome this gap by connecting leadership development on a transnational level and arrange a wide learning opportunity across counties. Combining the activities of regional working SL-PLCs in each country with transnational exchange methodically structured meetings, leadership conferences and through learning material, the project provides learning opportunities ranging from good-practice in leading and teaching diversity all over the countries to scientific expertise.

In the project finally 22 SL-PLCs with 3-6 SL each work in six European countries. The partners laid out a learning environment by additionally facilitating the PLCs and getting them connected on several occasions in the transnational network. Most of the SL initiated teachers-PLCs at their schools. Some focused primarily on their own learning and development of their PLC. The five universities, Weingarten, Feldkirch, Trondheim, Nikosia und Málaga and one municipality, Linköping, worked successfully together in the project and managed to gain new differentiated knowledge on SL-PLCs and how to run them successfully. The new knowledge they turned into five intellectual outputs which adress different audiences. A comprehensive Manual provides conceptual and practical hints for setting up PLCs. An Evaluation Report offers an empirical analysis of requirements, processes, benefits etc. of SL-PLCs. The Guideline gives a short introduction into the project, the method and some leading orientation for the establishment of SL-PLCs and leads readers to the Webpage. The webpage provides all intellectual outputs and give various insights in the activities and results of the multiplier events and the experiences by the participants ([www.plc-headsup.eu](http://www.plc-headsup.eu)). Since the multiplier events were carried out as leadership conferences always referring to both, teaching successfully in inclusive settings and professionalizing well with PLCs, what there is to learn can be retraced by slides, pictures and summaries. Finally, a Learning Platform serves as an example how to support PLCs by blended learning and what kind of material and ways to exchange can be applied.

Through the intellectual outputs the consortium distributed the new method and the results of the exploration to the practical and also to the scientific discourse on professional development at national/international conferences, by publications in scientific and school oriented papers and numerous exchanges, some conserted expert talks within the regional networks. It adresssed two main groups of stakeholders: schools, school authorities and staff committees, teacher trainers and researchers in the field of leadership and school development. Current discussions in the network of the partners are enriched by the experiences won in the project. Setting up SL-PLCs was an initial point for the project team to engage furthermore in developing schools with PLCs. Even after the project ended the consortium still disseminates the results towards the two discourses and quotes it in all

the papers the partners write on PLCs. Currently the consortium engages additionally in adapting the method to other groups in the education system in order to have the benefit of the great idea also at universities (students-PLCs) and at higher level of school authorities (directors-PLCs). Practicing PLCs already in university studies provides schools with teachers that are already competent on PLC-work in the future.

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: Erasmus Mundus Joint Master Degrees

## Project Title

# Computational Colour and Spectral Imaging

## Project Coordinator

**Organisation** NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET NTNU  
**Address** HOGSKOLERINGEN 1 , 7491 TRONDHEIM , Norway Extra-Regio , NO  
**Website** www.ntnu.no

## Project Information

**Identifier** 610605-EPP-1-2019-1-NO-EPPKA1-JMD-MOB  
**Start Date** Aug 31, 2019  
**End Date** Aug 30, 2025  
**EC Contribution** 3,493,000 EUR  
**Partners** NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET NTNU (NO) , UNIVERSITE JEAN MONNET SAINT-ETIENNE (FR) , ITA-SUOMEN YLIOPISTO (FI) , UNIVERSIDAD DE GRANADA (ES) , UNIVERSIDAD DE GRANADA (ES) , UNIVERSITE JEAN MONNET SAINT-ETIENNE (FR) , ITA-SUOMEN YLIOPISTO (FI)

## Project Summary

The 2-years (120 ECTS) Erasmus Mundus Joint Master Programme Computational Colour and Spectral Imaging (COSI) will provide interdisciplinary and innovative training programme in a specialized field combining colour and spectral imaging with advanced data science. We will provide students with a unique competence and skill set, including advanced methodologies, models, and practical applications with two goals: Enhance their employability and improve their career prospects on one hand, and meet the current and future needs of industrial R&D and academic research on the other. The Information and Communication Technologies, Health & Life Science, and Science & Technology sectors are in full growth. The innovative use of images is increasingly important in these sectors, particularly in Quality Control of Manufactured Products, Medical and Biomedical Imaging, Spectral Systems Design, Media Technology, Internet of Things. COSI competence is highly sought after in a wide range of sectors where the continued evolution of R&D fields requires adapted and extremely specialized courses with a strong focus on industrial applications and recent trends in various research areas. COSI is building on more than ten years of excellence in European higher educational collaboration between the four full partner universities: NTNU - The Norwegian University of Science and Technology (NO), UJM - Université Jean Monnet Saint-Etienne (FR), UGR - University of Granada (SP), UEF - University of Eastern Finland (FI). Furthermore, a large number of universities and companies worldwide have joined the COSI consortium as associate partners. The first semester at NTNU will include a comprehensive coverage of the fundamentals of colour and spectral imaging through Computer graphics fundamentals and applications, Cross-media colour reproduction, Deep learning and visual computing, Introduction to research on colour and visual computing. Then, the students will have the opportunity to select between different specialisation areas, at either UJM (Colour Image Modelling and Understanding) or UGR (Photonics, Image and Vision) in the second, and between NTNU (Colour and Visual Computing) and UEF (Computational Spectral Imaging) in the third semester. Between the 2 years, the students will carry out a summer internship with one of our associate partners. In the fourth semester, the students will devote themselves to their master thesis, which will be carried out in a company or a research center. With competitive scholarships available we expect to recruit excellent students from various educational backgrounds worldwide. The whole curriculum is entirely taught in English, but students will also gain multicultural skills as well as other transversal skills. COSI students will receive a specialized education very well adapted to their background, interests, and future career plans.

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

Key Action: Learning Mobility of Individuals  
Action Type: Erasmus Mundus Joint Master Degrees

### Project Title

# Erasmus Mundus Master of Science in Environmental Contamination and Toxicology

## Project Coordinator

**Organisation** UNIVERSIDAD DEL PAIS VASCO/ EUSKAL HERRIKO UNIBERTSITATEA  
**Address** BARRIO SARRIENA S N , 48940 LEIOA , País Vasco , ES

## Project Information

**Identifier** 610580-EPP-1-2019-1-ES-EPPKA1-JMD-MOB  
**Start Date** Sep 6, 2019  
**End Date** Sep 5, 2025  
**EC Contribution** 4,460,000 EUR  
**Partners** UNIVERSIDADE DO PORTO (PT) , UNIVERSITE DE BORDEAUX (FR) , NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET NTNU (NO) , UNIVERSITE DE LIEGE (BE) , UNIVERSITE DE PAU ET DES PAYS DE L'ADOUR (FR)

## Project Summary

The Environmental Contamination and Toxicology (ECT+) EMJMD is a Joint European MSc programme focused onto the understanding of the interactions between chemical pollution and living organisms and ecosystems and the management of the risk posed for the health of humans and the environment by the use and disposal of chemicals in a scenario of global change; it has been conceived by leading universities in the field of the ecotoxicology and environmental chemistry (U Basque Country, U Bordeaux, U Liège, Norwegian U Sci & Technol, U Pau et des Pays de l'Adour, U Porto) with the priceless contribution of a global network of Associates. The program aims to: - achieve postgraduate education of academic excellence in the field of ecotoxicology and environmental chemistry, with solid conceptual foundations and innovative practical components based on a translational science approach. Students receive advanced information in diverse disciplines, with contents ranging from analytical and environmental chemistry and cellular and molecular biology, to global chemical issues, ecology and ecosystem health assessment, or environmental policies and risk management.- enhance internationalisation of the European Higher Education Area (EHEA) through promoting its attractiveness for the best students worldwide and providing EU students with invaluable opportunities to follow a part of the programme abroad.- improve the level of competences and skills of postgraduate students to study independently and manage a comprehensive project, by means of the research component of the programme; thus fostering leadership in environmental contamination and toxicology research and environmental protection management.- promote professionalism, entrepreneurship and employability of postgraduates, as well as the social projections of careers in the field of environmental contamination and toxicology. The Joint ECT+ MSc programme runs full-time over 24 months (120 ECTS) and consists of advanced courses (90 ECTS) and a Master Thesis, with a dissertation (30 ECTS). Every student will follow a joint programme, by combining the different disciplines that can be studied at each of the Partner universities. Throughout the coursework, students can make a selection of between alternative mobility pathways that provide them with 5 distinguishable but integrated career profiles (aquatic contamination and toxicology; soil contamination and toxicology; water quality and wastewater contamination; environmental analytical chemistry; and environmental risk assessment). Suitable for students with a good biological and chemical background, ECT+ prepares students both for academia and to make a career in governmental agencies and in environmental research and regulatory laboratories and environmental management agencies.

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

Key Action: Cooperation for innovation and the exchange of good practices  
Action Type: Sector Skills Alliances in vocational education and training

Project Title

# Futureproof Skills for the Maritime Transport Sector

Project Coordinator

**Organisation** STICHTING STC-GROUP

**Address** LLOYDSTRAAT 300 63140 , 3024 EA ROTTERDAM , Zuid-Holland , NL

**Website** [www.stc-group.nl](http://www.stc-group.nl)

## Project Information

<b>Identifier</b>	601186-EPP-1-2018-1-NL-EPPKA2-SSA-B
<b>Project Web Site</b>	<a href="https://www.skillsea.eu/">https://www.skillsea.eu/</a>
<b>Start Date</b>	Jan 1, 2019
<b>End Date</b>	Dec 31, 2022
<b>EC Contribution</b>	3,996,555 EUR
<b>Partners</b>	TALLINNA TEHNIKAULIKOOL (EE) , SVENDBORG INTERNATIONAL MARITIME ACADEMY (DK) , UNIVERSIDAD DE CADIZ (ES) , HOCHSCHULE BREMEN (DE) , LIVERPOOL JOHN MOORES UNIVERSITY (UK) , HAMBURG SCHOOL OF BUSINESS ADMINISTRATION GGMBH (DE) , CORK INSTITUTE OF TECHNOLOGY (IE) , PANEPISTIMIO AIGAIUO (EL) , FORMARE POLO NAZIONALE FORMAZIONE PER LO SHIPPING (IT) , SECRÉTARIAT GÉNÉRAL DE LA MER (FR) , SHIPYARDS AND MARITIME EQUIPMENT ASSOCIATION OF EUROPE (BE) , EUROPEAN TRANSPORT WORKERS FEDERATION (BE) , ECOLE NATIONALE SUPERIEURE MARITIME (FR) , EUROPEAN COMMUNITY SHIPOWNERS ASSOCIATIONS (BE) , IDRYMA EVGENIDOU (EL) , BLACKPOOL AND THE FYLDE COLLEGE (UK) , ENTERPRISE SHIPPING AGENCY SRL (IT) , NAUTILUS INTERNATIONAL (UK) , DANSKE REDERIER (DK) , SOFARTSSTYRELSEN (DK) , STENA LINE SCANDINAVIA AB (SE) , SINDICATUL LIBER AL NAVIGATORILOR DIN FLOTA MARITIMA (RO) , OGOLNOPOLSKI ZWIAZEK ZAWODOWY OFICEROW I MARYNARZY (PL) , NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET NTNU (NO) , UNIVERSITATEA MARITIMA DIN CONSTANTA (RO) , POMORSKI FAKULTET U RIJECI (HR)

## Project Summary

Skillsea will foster cooperation on a European level between the industry, education and training providers and authorities to develop a strategy to make the education and training for maritime professionals future proof, adaptable and attractive, to provide maritime professionals with the correct skills for the labour market and to ensure sustainability of the European maritime industry. Besides development of the strategy, the project will support implementation of the strategy and products developed during and after the lifetime of the project. Thereby, Skillsea will provide a concrete, sustainable solution for the qualitative and quantitative mismatch between demand for and supply of labour, will increase labour mobility within the sector (horizontal, vertical and geographical) and enhance attractiveness of the sector. Skillsea follows the approach of skills needs identification (current, medium term and long term), design and delivery of VET, the development of strategy as well as stakeholder mobilisation and awareness raising as sustainable implementation.

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

# European Humanitarian Action Partnership



## Project Coordinator

**Organisation** RESEAU POUR L'ACTION HUMANITAIRE (NETWORK ON HUMANITARIAN ACTION)

**Address** PLACE MONTESQUIEU 1/9 , 1348 LOUVAIN-LA-NEUVE , BE

**Website** [www.nohanet.org](http://www.nohanet.org)

## Project Information

**Identifier** 2014-1-BE01-KA203-000910

**Project Web Site** <http://euhap.eu>

**Start Date** Sep 1, 2014

**End Date** Aug 31, 2017

**EC Contribution** 336,464.43 EUR

**Partners** OXFORD BROOKES UNIVERSITY (UK) , RedR UK (formerly Register of Engineers for Disaster Relief) (UK) , NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET NTNU (NO) , UNIVERZITA PALACKEHO V OLOMOUCI (CZ) , FUNDACION ACCION CONTRA EL HAMBRE (ES) , HASKOLI ISLANDS (IS) , UNIVERSITATEA ALEXANDRU IOAN CUZA DIN IASI (RO) , UNIVERZITA KOMENSKOHO V BRATISLAVE (SK) , Aktion Deutschland Hilft e.V. (DE) , Institut Bioforce Développement Rhône Alpes (FR) , UNIVERSITAET GRAZ (AT) , SOFIISKI UNIVERSITET SVETI KLIMENT OHRIDSKI (BG) , Fundação Fernando Pessoa-Universidade Fernando Pessoa (PT)

**Topics** Recognition, transparency, certification ; Labour market issues incl. career guidance / youth unemployment ; Post-conflict/post-disaster rehabilitation

## Project Summary

The European Humanitarian Action Partnership (EUHAP) is a collaborative community of humanitarian stakeholders representing academia (12 NOHA member universities and 8 other European universities), training providers (RedR UK and Institut Bioforce) and employers (Aktion Deutschland Hilft e.V.). The initiative is primarily concerned with strengthening the professionalization of the delivery of humanitarian aid, through the exchange of best and innovative practices as well as improving the quality and efficiency of the education, and exploring the linkages between competencies, occupations and qualifications. The key project deliverables include: Map of the Humanitarian Job Profiles, Toolkit on Recognition of Prior Learning in Humanitarian Action, European Map of Humanitarian Action and a set of Humanitarian Learning Activities in the form of Open Educational Resources.

The partnership addresses the current needs of the humanitarian sector: increased demand for qualified and trained humanitarian professionals to respond to increasingly complex crises; coordinated approaches to train people who can provide an effective humanitarian response, fulfilling the EU's duties reflected in the European Consensus on Humanitarian Aid; clear progression routes for integrating competent professionals in the labour market; mechanisms for recognition and certification of competencies in a sector characterized by international mobility and high turnover; and an understanding of the multidisciplinary nature of the sector.

All of the EUHAP partners have an established position in the sector, often serving as a reference point for quality training, education and research in humanitarian action as well as being pioneers in the professionalization of the sector. Aktion Deutschland Hilft e.V. is a German relief organisation gathering 13 prominent humanitarian NGOs; RedR UK is a well-known training provider with a vast experience in short, tailor-made courses; and Institut Bioforce is a vocational training centre at the forefront of recognition of prior learning in the humanitarian sector. The Network on Humanitarian Action and its 12 member universities, brings to the table 25 years of experience in education and training of humanitarian professionals, a strong research capacity, and a wide network of graduates working in the sector. An additional 8 universities (University of Graz, Sofia University, Palacky University of Olomouc, University of Iceland, Norwegian University of Science and Technology, Alexandru Ioan Cuza University, Comenius University in Bratislava and Oxford Brookes University), all leading HEIs in their respective countries, provide insight into a broad variety of European visions and realities of humanitarian action. All universities have previously collaborated in the EUPRHA (European Universities on Professionalization on Humanitarian Action) project, of which the findings and deliverables of EUHAP's rationale is based on.

During the 3-year project period, the following results were achieved:

R1. Humanitarian occupations, competencies and linkages with qualifications and career systems were mapped and made available. Through various methodologies (ESCO, Europass, HAQF), links between occupations and sets of transversal & sector-specific skills/competencies enabling the matching of supply and demand in the humanitarian labour market were established.

R2. New and improved processes of recognition and validation of prior learning were developed, with a common understanding and clear guidelines on how to use the Humanitarian Action Qualifications Framework for the recognition and validation of Prior Learning.

R3. A flexible platform containing OER-based on-line modules and training material focusing on specific topics for use by humanitarian actors (including trainers and educators) was developed and made available to support progression on individual learning pathways in humanitarian action.

R4. The Observatory on European humanitarian activity was made operational while the mapping as well as quantitative and qualitative analysis of the requirements of the European labour market, education and training possibilities were conducted.

It is expected that as a result of a wide dissemination of the project outcomes, humanitarian education will be strengthened to effectively respond to the challenges of employment by orientating learners directly to the labour market and its specific requirements. The use of RPL tools in the humanitarian sector will increase synergies improving transition between the different education systems at various levels and contributing to the modernisation and internationalisation of higher education institutions and systems in partner countries and beyond.

Please note that all attachments to the report were shrunk in order to meet the size requirement. Full A4-sized attachments are available online at:

<https://www.dropbox.com/sh/h0yc4cqedx2ezej/AACctTCjYCKBzE5yodivOHywa?dl=0>

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 youth

## Project Title

# Promoting Mental Health and Wellbeing among Young People through Yoga

## Project Coordinator

**Organisation** UNIVERSIDAD DE SALAMANCA  
**Address** CALLE PATIO DE ESCUELAS 1 , 37008 SALAMANCA , Castilla y León , ES  
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## Project Information

**Identifier** 2017-2-ES02-KA205-009942  
**Project Web Site** <https://hippocampusproject.eu/>  
**Start Date** Oct 1, 2017  
**End Date** Nov 30, 2019  
**EC Contribution** 192,914 EUR  
**Partners** YOUTH FOR EXCHANGE AND UNDERSTANDING INTERNATIONAL AISBL (BE) , Teen Yoga Foundation (UK) , INSTITUTO DE EDUCACION SECUNDARIA VENANCIO BLANCO (ES) , OXFAM ITALIA ONLUS (IT) , NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET NTNU (NO)  
**Topics** Access for disadvantaged ; Youth (Participation, Youth Work, Youth Policy) ; Health and wellbeing

## Project Summary

One of the key challenges in effective work with young people is their frequent lack of engagement, a characteristic that many of those who spend time with adolescents (youth workers, parents, teachers) can attest to. Proposed solutions frequently fail to address core issues relating to the intrinsic motivation of the individual, which is directly related to well-being. Many young people suffer from chronic stress and other issues that inhibit the functioning (and indeed the development) of the prefrontal cortex, and this also affects their intrinsic motivation to engage in any activity. In short, unless their well-being is addressed, they cannot engage effectively.

The HIPPOCAMPUS project aims to address these issues by promoting the well-being of young people through the practice of a range of techniques derived from yoga. This ancient practice, which has been extensively misunderstood in the West, can be described as a “technology of wellbeing”. Derived from a confluence of traditions, it provides a series of techniques for enhancing well-being and promoting a healthy body and mind. It does this through a bottom-up approach, working through the body and mind to create wellness. To be specific, what yoga techniques do is shift the body and mind from the “fight or flight” state of stress, to the “rest and digest” state of calm, with attendant decreases in cortisol levels and heartbeat. Neuroimaging research shows that these practices (also found to some degree in mindfulness) lead to changes in the areas of the brain responsible for emotional regulation and perspective taking.

Moreover, the physical postures, breath regulation and relaxation techniques practised in yoga are especially relevant and effective in young people. Studies have shown regular sessions of yoga help young people to increase body confidence and health and provide an effective and safe method of dealing with stress, which increases their emotional well-being, with attendant benefits in variety of aspects of their lives, including social interaction and participation and learning. Yoga has been indicated to be particularly effective for disadvantaged young people, who frequently exhibit higher than average levels of stress and ill health.

Though the benefits of yoga have been researched extensively, and in some places these practices are used with young people, they are not always accessible to all sectors of society. Disadvantaged young people particularly are less able to participate, for a variety of financial and other reasons. The Hippocampus programme, though it is available to all, focuses especially on the needs and requirements of these groups.

The project aims to reach around 650 people in diverse youth organisations in five countries (ES, IT, BE NO, UK) during the finance period, and many more after. The activities involved are organised into various phases. The initial phase involves the design and development of the programme and the supporting app. The programme will include descriptions and sequences of yoga-based activities, advice and guidelines, especially for staff who will incorporate yoga-based practices into their work, and advice and resources such as infographics for implementing the programme in different youth contexts. The development phase is then followed by an implementation phase which occupies the larger part of the three years because the implementation is in “cascade” to ensure reach to all the organisation and benefits for all the disadvantaged young participants. Initial roll out is to staff who first learn the practices and then later how to integrate them into their own activities. Then the practices are introduced in dedicated sessions with one group of young people, before being integrated into all their activities by the staff. At the end of the process the staff and young people will be self-sufficient with regard to these practices. In a final extension phase the process is repeated for the rest of the organisation, who by then will have witnessed the benefits and are expected to be receptive to it. Throughout the implementation there will be impact monitoring and evaluation of the results. In the final year through dissemination and exploitation activities we will raise awareness of the activities and roll the programme out to other youth organisations.

The consortium has extensive expertise and experience in working with disadvantaged young people, yoga-based practices, social media design and development and projects of this kind. They have access to diverse contexts for implementation including youth organisations, cultural centres for migrants, municipal

organisations, and schools contexts. The quality and relevance of the consortium, and prior experience in related programmes of several partners indicates that the Hippocampus project has strong potential for extensive and transformative impacts on the lives of disadvantaged young people across Europe.

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

Key Action: Learning Mobility of Individuals  
Action Type: Erasmus Mundus Joint Master Degrees

## Project Title

# Erasmus Mundus Joint Master Degree in Renewable Energy in the Marine Environment

## Project Coordinator

**Organisation** UNIVERSIDAD DEL PAIS VASCO/ EUSKAL HERRIKO UNIBERTSITATEA

**Address** BARRIO SARRIENA S N , 48940 LEIOA , País Vasco , ES

**Contact** Jesús María Blanco , [jesusmaria.blanco@ehu.eus](mailto:jesusmaria.blanco@ehu.eus)

## Project Information

**Identifier** 586607-EPP-1-2017-1-ES-EPPKA1-JMD-MOB

**Project Web Site** <http://master-rem.eu>

**Start Date** Sep 1, 2017

**End Date** Aug 31, 2022

**EC Contribution** 2,096,000 EUR

**Partners** ECOLE CENTRALE DE NANTES (FR) , UNIVERSITY OF STRATHCLYDE (UK) , NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET NTNU (NO)

## Project Summary

The Master in Offshore Renewable Energy is a MSc Joint Degree coordinated by the University of the Basque Country in partnership with the Norwegian University of Science and Technology, École Centrale de Nantes and the University of Strathclyde. The Programme has been tailored to meet companies' needs in the area of Offshore Renewable Energy, and will have an international orientation underpinned by the direct participation, as Associate Partners, of world-renowned Research Centres, SMEs, and Large enterprises within industry (more than 30 Associate Partners involved). The MORE Erasmus Mundus Joint Programme runs full-time over 24 months (120 ECTS) and consists of advanced courses (90 ECTS) and a Master Thesis, with a dissertation (30 ECTS). Every student will follow an individually tailored study programme, which consists of 3 semesters' full time programme (90 ECTS) plus a final semester of the Master thesis (30 ECTS), and is designed to allow specialisation in particular areas of marine energy: Specialization A.- "Renewable Offshore Energy Systems Engineering": aiming to provide an understanding of the marine energy engineering processes, their assessment and optimization. Specialization B.- "Power Electronics and Control for Offshore Renewable Energy Systems": covering aspects related to the power control of marine energy systems. The Programme will be managed by a Joint Programme Board (JPB) who will be responsible for the coordination of the delivery, monitoring, evaluation, development and overall arrangements for Quality Assurance of the Programme. An initial estimation of a total 56 students (14 Programme Countries and 42 Partner Countries) has been made, from which 44 students will receive the EMJMD scholarship whilst at least 12 students will self-fund their participation in the Master Programme.

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

Key Action: Learning Mobility of Individuals  
Action Type: Erasmus Mundus Joint Master Degrees

## Project Title

# Renewable Energy in the Marine Environment

## Project Coordinator

**Organisation** UNIVERSIDAD DEL PAIS VASCO/ EUSKAL HERRIKO  
UNIBERTSITATEA

**Address** BARRIO SARRIENA S N , 48940 LEIOA , País Vasco , ES

## Project Information

**Identifier** 619760-EPP-1-2020-1-ES-EPPKA1-JMD-MOB

**Start Date** Oct 1, 2020

**End Date** Oct 31, 2026

**EC Contribution** 3,028,000 EUR

**Partners** ECOLE CENTRALE DE NANTES (FR) , UNIVERSITY COLLEGE CORK  
- NATIONAL UNIVERSITY OF IRELAND, CORK (IE) , NORGES  
TEKNISK-NATURVITENSKAPELIGE UNIVERSITET NTNU (NO)

## Project Summary

The Master in Renewable Energy in the Marine Environment (REM+) is a MSc Joint Degree coordinated by the University of the Basque Country in partnership with the Norwegian University of Science and Technology, École Centrale de Nantes and the University College Cork. The Programme has been tailored to meet companies' needs in the area of Offshore Renewable Energy, and will have an international orientation underpinned by the direct participation, as Associate Partners, of world-renowned Research Centres, SMEs, and Large enterprises within industry. The REM+ Erasmus Mundus Joint Programme runs full-time over 24 months (120 ECTS) and consists of advanced courses (90 ECTS) and a Master Thesis, with a dissertation (30 ECTS). Every student will follow an individually tailored study programme, which consists of 3 semesters' full time programme (90 ECTS) plus a final semester of the Master thesis (30 ECTS), and is designed to allow specialisation in particular areas of marine energy: Specialization A.- "Renewable Offshore Energy Systems Engineering": aiming to provide an understanding of the marine energy engineering processes, their assessment and optimization. Specialization B.- "Power Electronics and Control for Offshore Renewable Energy Systems": covering aspects related to the power control of marine energy systems. The Programme will be managed by a Joint Programme Board (JPB) who will be responsible for the coordination of the delivery, monitoring, evaluation, development and overall arrangements for Quality Assurance of the Programme. An initial estimation of a total 100 students (20 Programme Countries and 80 Partner Countries) has been made, from which 60 students will receive the EMJMD scholarship whilst at least 40 students will self-fund their participation in the Master Programme.

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

# STEM Teacher Training Innovation for Gender balance

Good practice example

## STING

### Project Coordinator

**Organisation** ELHUYAR FUNDAZIOA  
**Address** ZELAI HAUNDI KALEA 3 , 20170 USURBIL , ES  
**Website** <http://www.elhuyar.org>  
**Contact** Danel Solabarrieta , [d.solabarrieta@elhuyar.com](mailto:d.solabarrieta@elhuyar.com)

## Project Information

<b>Identifier</b>	2014-1-ES01-KA201-003688
<b>Project Web Site</b>	<a href="http://www.stingeuproject.com">http://www.stingeuproject.com</a>
<b>Start Date</b>	Sep 1, 2014
<b>End Date</b>	Aug 31, 2017
<b>EC Contribution</b>	342,754 EUR
<b>Partners</b>	Stichting Nationaal Centrum voor Wetenschap en Technologie (NL) , CENTER FOR FORMIDLING AF NATURVIDENSKAB OG MODERNE TEKNOLOGI FOND (DK) , St Mary's University College (UK) , USTANOVA HISA EKSPERIMENTOV (SI) , NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET NTNU (NO) , HACETTEPE UNIVERSITESI (TR) , EUROPEAN UNIVERSITY CYPRUS (CY)
<b>Topics</b>	Gender equality / equal opportunities ; Key Competences (incl. mathematics and literacy) - basic skills ; New innovative curricula/educational methods/development of training courses

## Project Summary

Despite nearly 30 years of efforts to engage girls in physical sciences and engineering, the gender gap continues in the scientific vocations. On the other hand, meanwhile the demand of graduates in those fields continues to grow, the scientific vocation among the young students is increasingly low.

Answering to that need, the main objective of this project is to raise and share good science education practices for gender balance through an innovative Teacher Training programme. The programme has been tested and implemented in eight countries and disseminated in a digital toolkit format (<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/8765239d-c6c1-4bcb-804a-a>)

The reason why the consortium preferred to disseminate the website of the toolkit and not directly the toolkit pdf file is that the developed toolkit has some web resources, that are included in the website:  
Final toolkit (English): <https://stingeuproject.com/toolkit/>  
Web resources for the toolkit (English): <https://stingeuproject.com/toolkit-web-resources/>

It has a Basque version too:  
Final toolkit (Basque): <https://sting2017.wordpress.com/tresna-sorta/>  
Web resources for the toolkit: <https://sting2017.wordpress.com/baliabideak/>

Eight organizations participated as partners in the project. Elhuyar foundation as coordinator (Spain), Experimentarium Science Museum (Denmark), Hiša eksperimentov Science Museum (Slovenia), Nemo Science Museum (Netherlands), European University Cyprus (Cyprus), Hacettepe University (Turkey), Norwegian University of Science and Technology (Norway) and St Mary's University College (United Kingdom). The consortium is formed by a science communication foundation, three science centres and four universities.

The project started with the development of the theoretical framework for the Teacher Training programme, and continued with the design of the first version. When the first version of the Teacher Training programme was ready, the teacher trainers of the partner organisations took part in an international training (Amsterdam, November 2015). The project continued with the trained professionals celebrating nine local workshops with STEM teachers, head teachers, directors and policy makers. After that, teachers from eight countries tested the developed programme. The pilot finished with the preparation of the final version of the Teacher Training programme ("Final Toolkit").

STING shared the Teacher Training programme toolkit via workshops, conferences and face-to-face meetings with policy makers, teacher trainers and other stakeholders. Besides, it is accessible to anyone interested through the digital toolkit version (<https://stingeuproject.com>). The project made a next step based in the outputs of several European project outputs, creating shared knowledge, reflected in a modular toolkit that was tested and implemented locally and disseminated globally. In long-term the aims of the outputs of the project are to improve practices and new policies, being a resource for other European initiatives related with gender issues in STEM education.

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

# EMERGENT: Gender awareness and implementation strategies in STEM education

## Project Coordinator

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## Project Information

**Identifier** 2018-1-ES01-KA201-050770  
**Start Date** Dec 31, 2018  
**End Date** Jul 30, 2021  
**EC Contribution** 132,705 EUR  
**Partners** USTANOVA HISA EKSPERIMENTOV (SI) , NORGES  
TEKNISK-NATURVITENSKAPELIGE UNIVERSITET NTNU (NO) , St  
Mary's University College (UK) , EUROPEAN UNIVERSITY CYPRUS  
(CY) , CENTER FOR FORMIDLING AF NATURVIDENSKAB OG  
MODERNE TEKNOLOGI FOND (DK) , HACETTEPE UNIVERSITESI  
(TR) , STICHTING NATIONAAL CENTRUM VOOR WETENSCHAPS- EN  
TECHNOLOGIECOMMUNICATIE (NL)  
**Topics** Gender equality / equal opportunities ; Inclusion - equity

## Project Summary

Despite nearly 30 years of efforts to engage girls in physical sciences and engineering, the gender gap continues in the scientific vocations. On the other hand, meanwhile the demand of graduates in those fields continues to grow, the scientific vocation among the young students is increasingly low.

Answering to that need, the main objective of this project is to raise and share good science education practices for gender balance through an innovative Teacher Training programme. The programme will be tested and implemented in eight countries and disseminated in a digital toolkit format.

Eight organizations participate as partners in the project. Elhuyar foundation as coordinator (Spain), Experimentarium science centre (Denmark), HISA science centre (Slovenia), Nemo science centre (Netherlands), European University Cyprus (Cyprus), Hacettepe University (Turkey), NTNU university (Norway) and St Mary's University College (United Kingdom). The consortium is formed by a science communication foundation, three science centres and four universities. All the partners have been involved in successful projects in the fields of science education, innovative methodologies, gender balance and/or Teacher Training. The project is also formed by the direct participation of sixteen schools and policy makers.

The project will start with the development of the theoretical framework for the Teacher Training programme, and it will continue with the design of the first version. When the first version of the Teacher Training programme is ready, the Teacher Trainers will take part in an International training. The project will continue with the trained professionals celebrating eight local workshops with STEM teachers, head teachers, directors and policy makers. After that, sixteen schools of eight countries will take part in pilots to check the developed programme. The pilot will finish with an evaluation and preparation of the final version of the Teacher Training programme (Final Toolkit). In the third year all the partners will celebrate the final eight local events, using the final toolkit in multiplier events. Finally, the last version of the toolkit will be disseminated through several face to face and on-line actions.

STING will share the developed Teacher Training programme toolkit via policy makers, teacher trainers and other stakeholders, even though it would be accessible to anyone interested through the digital toolkit version. The project will make a next step based in the outputs of several European project outputs, creating shared knowledge, reflected in a modular toolkit that will be tested and implemented locally and disseminated globally. In short-term the project should participate in the STEM Teacher Training policy and events. In long-term the outputs of the project should be transferred to the new policies and improved practices, and it should be a resource for other European initiatives related with gender issues in STEM education.

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