# Regional Erasmus+ Week 2024
## for Asia, the Pacific and the Middle East
### Bangkok, Thailand
### 12-14/11/2024

Erasmus+ Regional Cluster Meeting
for Asia, the Pacific and the Middle East
Bangkok, Thailand
13-14/11/2024

# Welcome remarks

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Enriching lives, opening minds

**Global Gateway**

Erasmus+

# Professor Wilert Puriwat

**D.Phil (Oxon)**

President, Chulalongkorn University

Sara Rezoagli

Acting Head of European Union Delegation
to Thailand

Erasmus+ Regional Cluster Meeting
for Asia, the Pacific and the Middle East
Bangkok, Thailand
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# Supamas Isarabhakdi

Minister of Higher Education, Science, Research and Innovation

# Erasmus+ opportunities in Asia, the Pacific and the Middle East

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# Erasmus+ opportunities for Asia, Pacific and the Middle East

Regional Erasmus+ Week for E+NFPs
Bangkok, 13 November 2024

*Christos Aivaliotis – Policy Officer, DG EAC.C3 International Cooperation*

# Erasmus+ opportunities open to the 3 regions

✓ **International Credit Mobility (ICM)** - applications submitted and projects coordinated by <u>a HEI in Europe</u>

✓ **Capacity Building – Higher Education (CBHE)** – applications submitted and projects coordinated <u>by a HEI in any country worldwide – high income countries in the three regions not eligible</u>

✓ **Erasmus Mundus: Joint Masters and Design Measures** – consortium for an EMJM/ EMDM coordinated by <u>a HEI in Europe</u> (**2025 novelty**)

✓ **Erasmus Mundus scholarships** => <u>open to students across the world</u>

✓ **Jean Monnet Actions in the field of Higher Education** – applications submitted and projects coordinated by <u>a HEI in any eligible country worldwide</u>

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# International credit mobility

Message to Universities:

*"Begin to engage with European partner universities able to apply"*

Message to students:

*"only possible if your university has an agreement with a European partner"*

MAIN FEATURES

- Short-term higher education mobility for students, academic and administrative staff between a programme and a partner country

- All levels: Bachelor, Master and PhD candidates for students

- Mobility in any subject or academic discipline

- Duration: 2-3 years projects

- Study periods and traineeships of 2 – 12 months

- Staff mobility for teaching or training of 5 days to 2 months

- Blended mobility = physical mobility of 5 – 30 days + virtual component

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# Who can apply and how?

- **Only Higher Education Institutions (HEIs) from the Programme countries** apply directly to their National Agency (NA). Each NA receives a share of the regional budgets to cooperate with the three regions.

- The **ICM project in their application** contains the countries and partner universities they intend to cooperate with, as well as their **cooperation plan in each region**



*Programme Country HEI*

*Partner Country HEI*
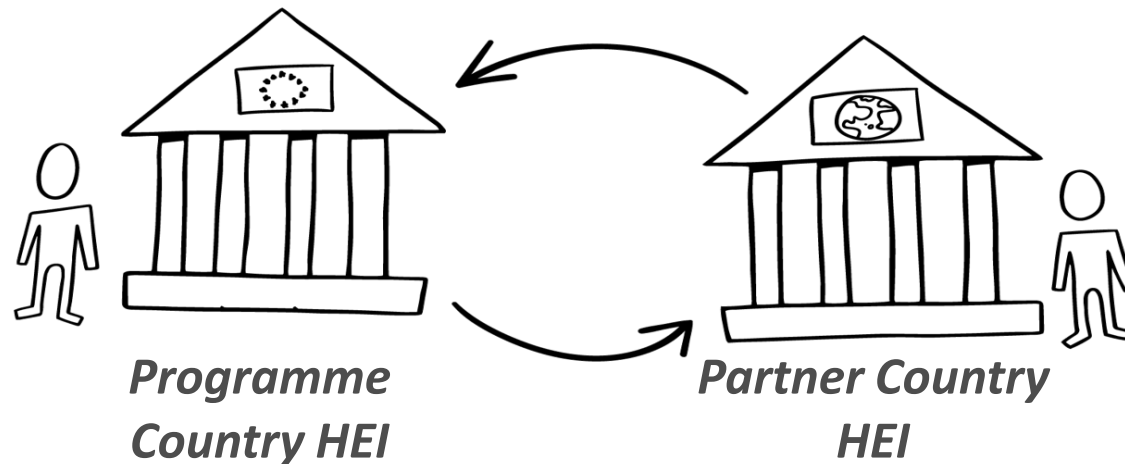
# Sending and hosting students at BA/ MA level

- For BA and MA students' mobility, all countries in the 3 regions can send but **only high-income countries (according to OECD criteria) can also host.**

- No restriction for staff and PhD students.

- This rule comes from the legal base of the funding for the Erasmus+ international dimension that needs to prioritise the benefits of the partner country.

- Nevertheless, this does not mean that your university cannot host BA/ MA students under Erasmus – just not under ICM! **The intra-European mobility projects of your European partners can use up to 20% of their budget to send students anywhere in the world (but not to host)**.

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# Organisational support

EUR 500/participant

# Individual support

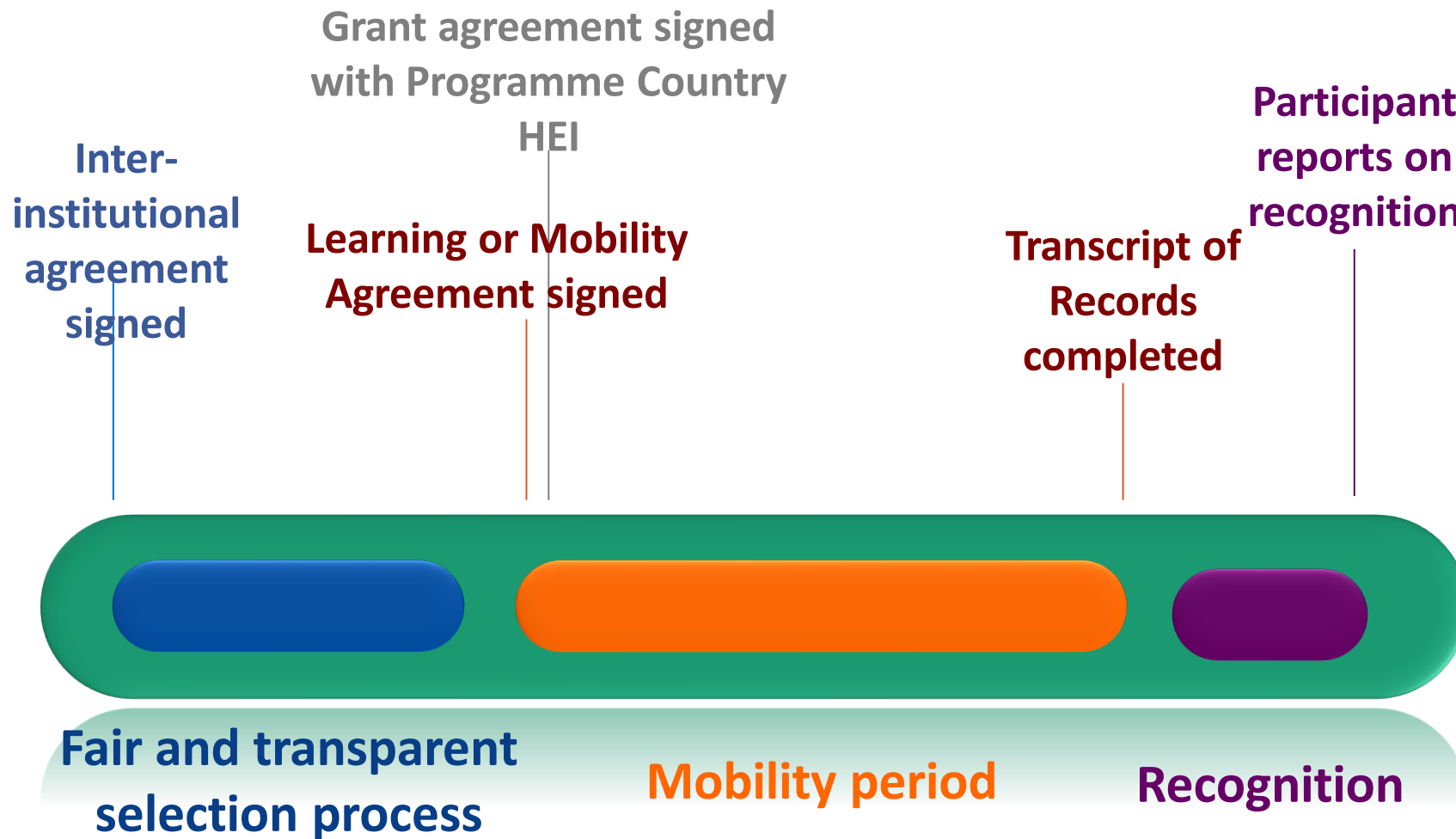EUR 800-900/month for students and
EUR 148-190/day for staff

EUR 79/day up to the 14th day of activity and
EUR 56/day from 15th to the 30th day of
activity in case of blended mobility

# Contribution to travel costs

EUR 1188 (4,000 – 7,999 km) or 1735 (8,000 km or
more)

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# ICM project implementation

Grant agreement signed
with Programme Country
HEI

Participant
reports on
recognition

Inter-
institutional
agreement
signed

Learning or Mobility
Agreement signed

Transcript of
Records
completed

**Fair and transparent
selection process**

**Mobility period**

**Recognition**

# Capacity building for Higher Education

**Topics:**
- Curricula development and adaptation
- Support for university-enterprise links
- Upskilling of university staff
- Governance reforms
- Internationalisation of universities in R&I
- Bologna-type reforms
- New approaches for policy making
- BUT linked to Global Gateway

**2021-27 Budget:**

**Asia: 116m €**
**Pacific: 1.2m €**
**Middle East: 4.8m €**

Eligibility rules:
**The Applicant** can be in Europe or in Asia, Pacific and Middle East.

**Minimum 4 organisations**:
- Minimum 1 HEI from 2 EU/assoc countries
- 2 HEIs from one or more non-assoc countries

Organisations from Europe **should not be more** than organisations from the non-assoc countries.

Be careful about the **overarching priorities applying to your region**!

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# One action – 3 strands to better answer needs

| 1. FOSTERING ACCESS TO COOPERATION IN HIGHER EDUCATION | 2. PARTNERSHIPS FOR TRANSFORMATION IN HIGHER EDUCATION | 3. STRUCTURAL REFORM PROJECTS |
|---|---|---|
| • Smaller scope projects<br><br>• Focused on higher education institutions.<br><br>• Designed for newcomers to the programme, less involved countries/regions, and for disadvantaged target groups.<br><br>• Enhance management capacities, quality of education and accessibility<br><br><br>• Budget between 200 000 and 400 000€<br>• 2-3 years. | • Focused on higher education institutions and local actors linked with industry<br><br>• Designed to have a larger impact on innovation, university/business relations and institutional governance.<br><br>• Promoting reforms in universities<br><br><br><br>• Budget between 400 000 and 800 000€<br>• 2-3 years. | • Focus on macro level policy reforms<br>• Involve national competent authorities, HE sector and institutions<br>• Support Policy making (expert advice, training, creation of representative bodies …)<br>• Develop Implementation of tools (Quality assurance, credit systems, accreditation procedures, recognition…)<br>• **New in 2025: Projects must be aligned with the Global Gateway Priorities**<br>• Budget between 800 000 and 1M€<br>• 3-4 years. |

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# Examples of 2024 CBHE projects in the three regions

**DIGITAsia: Digital Transformation of Asian Higher Education** is fundamentally based on the principles of the Global Gateway in the Middle East, Asia and the Pacific aimed to assist partner countries to transform their education systems and on the basic belief that this project will further strengthen resilience in educational sectors of involved countries - **Maldives, Sri Lanka & Malaysia**. In the era of digital natives and digital citizens, a digital transformation and Education 5.0 is required to achieve the institutions' strategic goals. Also, it will help to cater for the 21st century learners through advancements to personalise learning experiences, offer interactive content, and facilitate lifelong learning.

**TRANSITION** builds on two assumptions: the first relates to the education's pivotal role in society to the fulfilment of human rights, peace, and responsible citizenship from local to global levels; the second relates to the social responsibility of universities in outreaching and raising awareness about cultural heritage preservation and, in particular, protection of the cultural heritage of minorities. **Kurdistan region of Iraq and Yemen**, according to their history, have experienced severe damage to cultural heritage because of political crises that have generated war and turmoil and are therefore in dire need to develop conflict and post-conflict strategies to deal with cultural heritage.

**AGRI-TOUR: The Agriculture-Tourism Alliance: From Farm to Fork Strategy applied in the Pacific Island Countries** Despite the **Pacific Islands Countries** accounts only for the 0,014% of the global greenhouse gas emissions they will be the first to face the challenges of the climate change, through the rising sea level. AGRI-TOUR Project is to increase the EU-Pacific HEIs capacity to promote the application of the Green Deal Principles in the Pacific Islands Ocean; reinforce the HEIs curricula in this direction through the improved synergies between agriculture and tourism and promoting the adoption of agritourism in the Pacific Ocean.

# Erasmus Mundus 2021-2027



Erasmus Mundus Action

EMJM
Erasmus Mundus Joint Masters

EMDM
Erasmus Mundus Design Measures
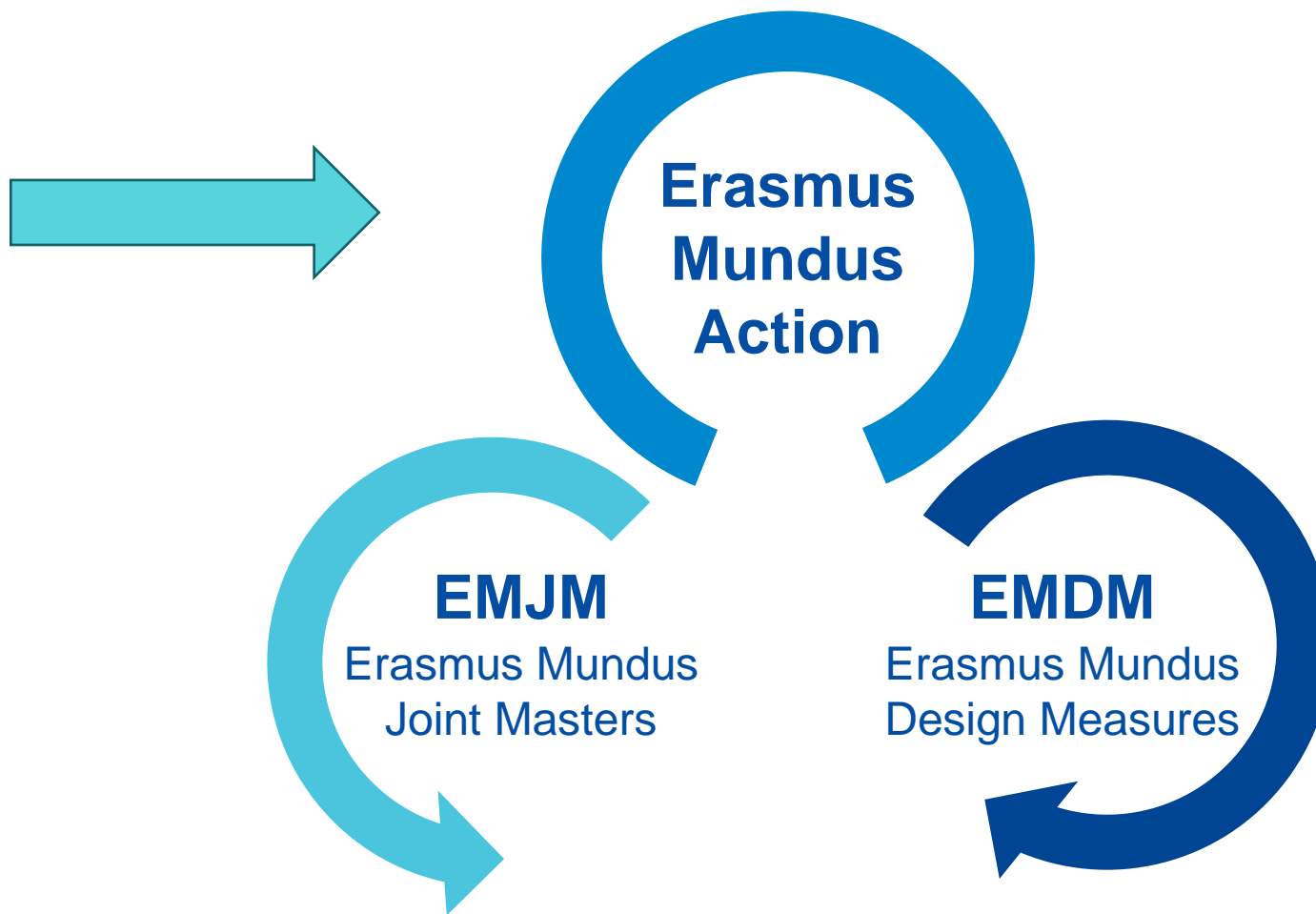
# What are the requirements of an EMJM?

**EMJM**

- **a jointly designed fully integrated curriculum**

- a **consortium of at least three HEIs** from three different countries (as of 2025: coordinator from EU Member States or associated countries)

- **international outreach to attract excellent students worldwide**

- **compulsory physical mobility** for all enrolled students

- delivery of a **joint degree or multiple degrees**

At application stage EMJM proposals must present fully developed joint study programmes, ready to run and to be advertised worldwide after their selection.

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# How does an EMJM look like?

Fixed Grant Agreement **of 74 months**

Maximum 60 **scholarships** per project + top-up scholarships for students from targeted regions of the world

At least **4 complete editions** lasting 1 to 2 academic years (60, 90,120 ECTS)

Maximum budget of **over € 5 million**

# Taking part as student

- Open to **students worldwide**

- The best ones can benefit from **a scholarship**

- **Additional scholarships for Asia, Pacific and the Middle East**

(Up to max. **1.400 € per month**) which covers  subsistence, installation and travel + fee waiver

- Attention to students with special needs

- **Students apply directly to the EMJM consortium**
  Catalogue with ongoing EMJMs offering scholarships:
  https://www.ec.europa.eu/erasmus-mundus

# Erasmus Mundus Design Measures (EMDM)

Sub-action, supporting the design of high-level study programmes at master level

Autonomous action (no automatic transition to Erasmus Mundus Joint Master)

Strong integration between partners necessary (curriculum, management, student services, accreditation, etc.).

Mono-beneficiary grant mobilising a group of HEIs (as of 2025: coordinator from EU Member States or associated countries)

15 months project

Lump sum contribution amounting to 55 000 €

# Jean Monnet Actions in the field of higher education

- Promote the excellence in teaching and research on EU studies worldwide.

- Scope of EU studies may vary so long as an EU angle is explored

- Generate knowledge to support new European and regional policies and support the EU role in the world

- Modules, Chairs and Centers of Excellence, open to the 3 regions

# Jean Monnet actions open worldwide

| ACTION TYPE | Eligibility | Years | Max EU grant | % | Cost Type | FEATURES |
|---|---|---|---|---|---|---|
| MODULES | One HEI world-wide* | 3 | 30.000 | 75 | Fixed lump sum | • Minimum 40 teaching hours per academic year at applicant HE institution.<br>• Direct contact hours (no individual tutorials)<br>• Summer courses / distance learning allowed |
| CHAIRS | One HEI world-wide* | 3 | 50.000 | 75 | Fixed lump sum | • Permanent staff members at applicant institution<br>• Teaching a min. 90 hours per academic year<br>• Direct contact hours (no individual tutorials)<br>• Additional hours and support of other staff possible |
| CENTRES OF EXCELLENCE | One HEI world-wide* | 3 | 100.000 | 80 | Customised lump sum | • Only one at a time per HEI<br>• Should seek to become structured centres providing EU specific high-level knowledge |

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# Jean Monnet in Asia-Pacific-Middle East

**Digital Transformation and Digital Governance in the European Union (Chair)** at Renmin University of China aims to establish a curriculum system of digital transformation and digital governance in the EU and shape a tailor-made official curriculum framework of EU's digital transformation and digital governance for science and engineering majors and professional postgraduate programme (MIisDA & MPA) at RUC, who do not automatically come into contact with EU studies, and offer two new elective courses: the general course "EU's Digital Transformation in the European Integration" and a frontier intensive course "Digital Governance and Digital Regulation in the European Union".

**EU-Australia Centre for Critical Raw Materials and Clean Energy Transition** (**CoE**) at the University of Canberra (UC) brings together high-level transdisciplinary Australian and EU experts to develop timely and relevant research, which consolidates and expands understanding of EU-Australian cooperation at a pivotal geoeconomic momentum. Over three years, EUOzCRM will become a focal point of competence and knowledge with respect to its core themes: (1) security, (2) sustainability and (3) trade of critical minerals (primary focus) in relation to clean energy transition (secondary focus). EUOzCRM will be embedded in the UC's Centre for Environmental Governance (CEG), located within the interdisciplinary Faculty of Business, Government and Law (BGL). It will have a deeply practical engagement with policy and industry stakeholders, cooperating with the Export Council of Australia as the industry partner.

**EUCID-EU's Cultural Policy: Intercultural Competence & Dialogue (Module)** is an innovative program in the context of the Sultanate of Oman that focuses on exploring and enhancing intercultural competence within the framework of the EU cultural policies. This initiative specifically addresses the dynamics of intercultural dialogue between EU and Oman, aiming to deepen mutual understanding and cooperation. Through a series of interactive sessions and examination of case studies, the module offers insights into the complexities of cultural interactions. It seeks to equip students with skills and knowledge necessary to navigate and foster positive intercultural relations, which emphasizes the importance of cultural sensitivity and awareness in today's globalized world.

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# Tentative timeline

**Publication of the call: November 2024**

**Deadlines: February-March 2025**

**Evaluation process: March - July 2025**

**Information to applicants (July/August)**

**Start of projects: 1 August 2025 (ICM)**

**Start of projects: autumn 2025 (Erasmus Mundus)**

**Start of projects: Dec/Jan (other actions)**

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# Thank you for your attention!
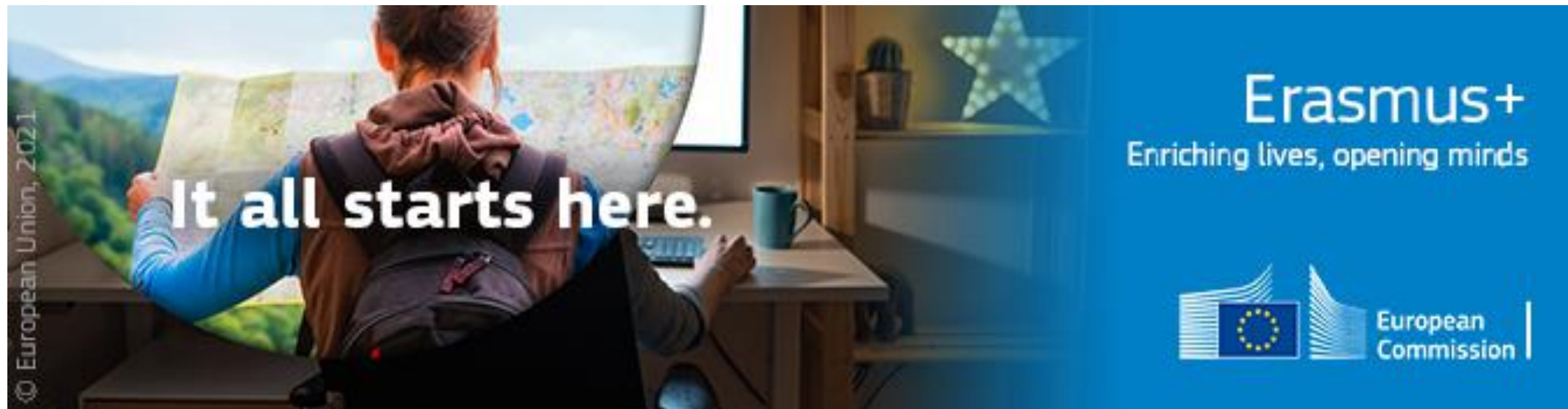
Erasmus+ Regional Cluster Meeting
for Asia, the Pacific and the Middle East
Bangkok, Thailand
13-14/11/2024

# Filip Van Depoele

Head of Unit
European Commission, Directorate General for
Education, Youth, Sport and Culture

# Setting the scene:
# How to accompany digital transformation in education

2024 Erasmus + Cluster Meeting for Asia, Pacific and the Middle East
Bangkok, 13 November 2024

*Filip Van Depoele – Head of Unit, DG EAC.C3 International Cooperation*

*Leopold Gritschneder – Policy Officer, DG INTPA C.1 Middle East and Central Asia*

*Christos Aivaliotis – Policy Officer, DG EAC.C3 International Cooperation*

# Setting the scene

- What Europe does in digital education –
  **the Digital Education Action Plan (DEAP)**

- What Europe aims to achieve with its partners in digital education –
  **the Global Gateway strategy and its digital priority**

- What the current Erasmus+ programme does in digital education –
  **examples of ongoing digital education projects**

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# Digital Education
# Action Plan

## 2021-2027

Resetting education and
training for the digital age

Germán Bernal Ríos

Directorate-General for Education,
Youth, Sport and Culture

## The COVID-19 pandemic – as a catalyst

➢ Large scale shift to distance and online learning during COVID-19 outbreak has been far from simple:

- 1.6 billion learners in more than 190 countries were out of school;
- 100 million learning staff were impacted by the sudden closure of learning institutions;
- Mass unprecedented use of technology for learning revealed many opportunities for students and educators;
- Yet, also significant challenges in terms of equity and quality as well as new divides.

➢ For 90% of the respondents of our Open Public Consultation, the pandemic was a turning point for the use of technologies in education.

#EUDigitalEducation
#DEAP

**But also…**

- Only 54% of the Europeans have at least basic digital skills => target put at least 80% by 2030
- 33% of 8-grader is underachieving in computer and information literacy; we want to reduce this to less than 15% by 2030
- 16% of teachers report a strong need for professional development in the area of digital competences;
- We only have 9 million ICT specialist in Europe, of which only 20 % are female. We want to have 20 million ICT specialist and more female specialists.
- 1/3 of workers lack the digital skills required for the job while 90% of the jobs around the world already require at least some digital component.

#EUDigitalEducation
#DEAP

# HOW DOES THE DIGITAL EDUCATION ACTION PLAN WORK?

**1 GOAL** — **High-quality and inclusive digital education**

**2 STRATEGIC PRIORITIES**

- Fostering the development of a **high-performing digital education ecosystem**

- **Enhancing digital skills** and competences for the digital transformation

**1 HORIZONTAL PRIORITY** — **Boosting cooperation and exchange**

**13 ACTIONS + The European Digital Education Hub**

#EUDigitalEducation
#DEAP

**Fostering the development of a high-performing digital education ecosystem**

**ACTION 01** — **Structured Dialogue with Member States** on digital education and skills
**Council Recommendation** on the key enabling factors for successful digital education and training ✓ ✓ ▶

**ACTION 02** — **Council Recommendation on blended learning approaches for high-quality and inclusive primary and secondary education** ✓

**ACTION 03** — **European Digital Education Content Framework** ▶

**ACTION 04** — **Connectivity and digital equipment for education** ▶

**ACTION 05** — **Digital transformation plans for education and training institutions, including self- assessment tools** – SELFIE, SELFIE for Teachers, support from Erasmus+ ✓ ▶

**ACTION 06** — **Ethical Guidelines on the use of Artificial intelligence and data** in teaching and learning for educators ✓

# A CLOSER LOOK

**What?** SELFIE - A free self-reflection tool for schools to reflect on how they use technology for teaching and learning.

**Impact**: 6.6+ million users worldwide in 87 countries and translated into 41 languages

In Asia, Pacific and the Middle East: around 1.500 users in 15 schools across 7 countries
- Timor Leste: 300+ users
- SAR Macao, Pakistan, Philippines: 200+ users
- India, Qatar: 100+ users
- Australia: 50+ users

**ACTION 06**

**Ethical guidelines on the use of artificial intelligence (AI) and data in teaching and learning for educators**

## Objective

Help understand the potential that the applications of AI and data usage have in education and raise awareness of the possible risks

## How

- Provide **hands-on guidance and support**: examples of AI and data use in education; ethical considerations and requirements, guiding questions, emerging competences, glossary and etc.
- Developed by a dedicated **Expert Group**

## Target group

- **Teachers and educational staff in formal education**, mainly in primary and secondary levels of education, with some or no prior experience on using AI and data in teaching and learning

## When

- Published on 25 October 2022. Available in all EU languages.

The ethical use of artificial intelligence (AI) and data in teaching and learning for Educators

## ACTION 07
**Guidelines for teachers and educators to promote digital literacy and tackle disinformation through education and training**

## TARGETED SUPPORT FOR TEACHERS

### Objective
Strengthen the role of education and training in **developing digital literacy and skills related to tackling disinformation among young people.**

### How
- Provide **hands-on guidance, activity plans, tips, cautionary notes for teachers**
- Developed by a **dedicated Expert Group**

### Target group
- **Teachers in primary and secondary education** with some or no prior experience in digital education
- School leaders, policymakers, civil society, parents

### When
- Published on 11 October 2022. Available in all EU languages.



Guidelines for teachers and educators on tackling disinformation and promoting digital literacy through education and training

AN INITIATIVE OF THE
**Digital Education**
**Action Plan** 2021-2027
#EUDIGITALEDUCATION #DEAP

**DOWNLOAD TODAY!**

**Goal**: train 40K girls by 2027 (achieved!)



Winners of the 2023 challenge

**How**? A free online learning programme focused on concrete societal challenges related to the circular economy

**Who**? In three years, the Girls Go Circular initiative equipped +40,000 schoolgirls aged 14-19 across Europe with digital and entrepreneurial skills through an online learning programme about the circular economy.

#EUDigitalEducation #DEAP

**Highlights for 2024 and 2025....**

➤ Launch of Commission Expert Group dedicated to producing **Guidelines on High Quality Digital Education Content** (Group Launched in July 2024/Guidelines to be published in 2025)

➤ Launch of Commission Expert Group dedicated to producing **Guidelines on Teaching Informatics** (Group Launched in July 2024/Guidelines to be published in 2025)

➤ Launch of the **Review Process** of the Digital Education Action Plan (April-November 2024). Finalisation of the **Review Process and next steps** for the Digital Education Action Plan (2025)

# Interested to know more?

Get in touch by email:
EAC-DIGITALEDUCATION@ec.europa.eu

**Find out more on our webpage**
Digital Education Action Plan (2021-2027) | European Education Area (europa.eu)

**Stay tuned**
#EUDigitalEducation
@EUDigitalEdu

# *Global Gateway and its digital priority*

- Digital is already mainstreamed into EU development policy - now even more through alignment with GG, with priorities such as:

    - transforming education for digital age

    - promote digital literacy and skills

    - reduce digital divide (e.g. gender digital divide, rural-urban digital divide)

    - promote human-centric connectivity

    - foster global and peer-to-peer cooperation on research and innovation

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# Global Gateway and its digital priority

- Digital provides potential for important impacts on economic growth as well as improved governance and increased access to services

- Digital education and skills allow to deliver on GG by advancing quality and inclusive education, and driving forward a human-centric digital transformation that leaves no one behind

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# *Global Gateway and its digital priority*

- ASEAN: SCOPE

- Central Asia: GG Flagship REGIONAL DIGITAL CONNECTIVITY

- Kyrgyzstan: Digital and Green Universities for Sustainable Development

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# *Erasmus+ projects & digital education*

Erasmus+ 2021-2027 has adjusted the format of its mobility actions:

- **Blended mobility under ICM**: a short physical mobility (5-30 days) preceeded and/ or followed by virtual activities – open to both students and staff
- **Blended Intensive Programmes (BIPs)** is a sub-type of blended mobility, co-organized by at least three universities from three different European countries. While non-associated countries cannot be co-organisers of a BIP, they can send students and staff to BIPs thanks to ICM.

In parallel, the digital transition in higher education has become a priority across all international actions open to the three regions (**CBHE, JMA, EMJM**)

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# Blended mobility under ICM

Share of **blended mobilities** realised under ICM
(until August 2024)

3,7%

96,3%

Out of which
**12.4%** blended
mobilities linked to
BIPs

European
Commission
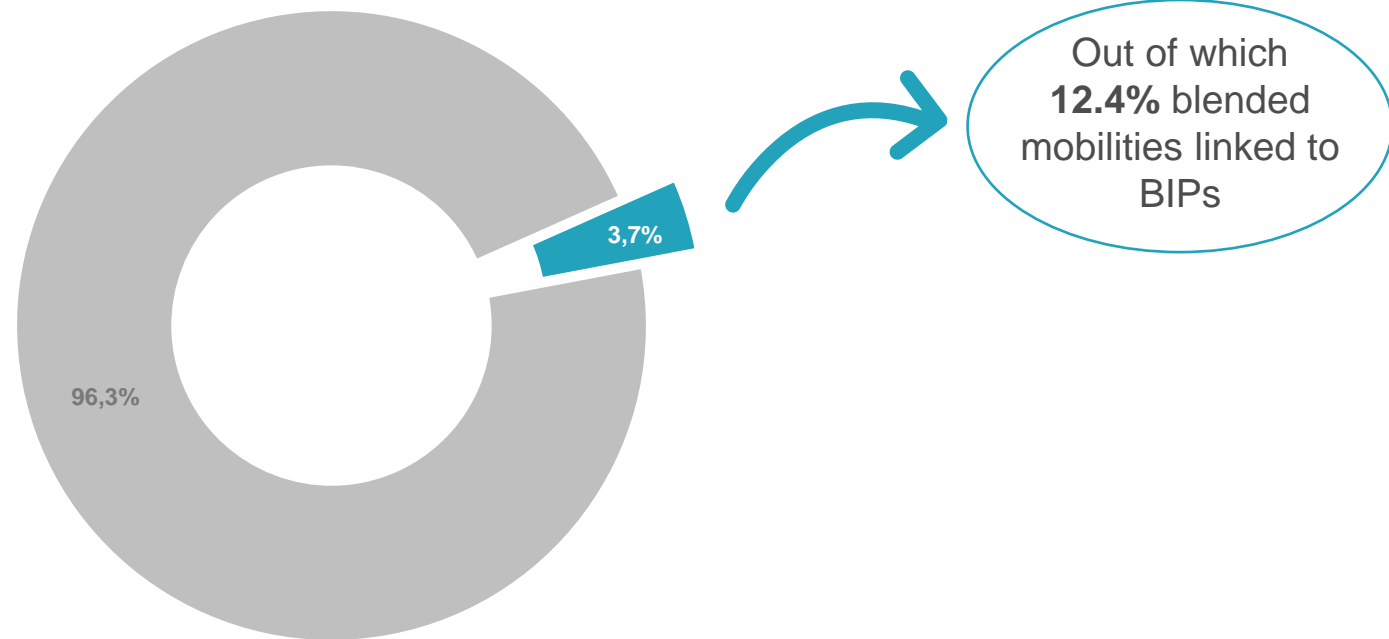
# BIP with ICM participants:
## Adult Education Academy - Würzburg University

- AEA is addressed to staff, Master and PhD students and consists of
  - ✓ online preparatory phase (combination of asynchronous video preparations and synchronous video conferences for online part)
  - ✓ 2 weeks intensive programme online and on-site in Würzburg
  - ✓ and an optional subsequent online follow-up

- 6 European partners and 10 ICM partners, including **University of New Delhi**

*"An amazing experience - learning and discussing ideas with specialists and exchanging experiences about the similarities and differences in countries' initiatives about digital skills development in comparative groups"*



Student testimonial

European Commission

# *Blended mobility under ICM*

- Between 2022 and now, ICM projects have performed more than 1.300 blended mobilities (including more than 150 participations in BIPs)

- Asia, Pacific and Middle East account for 78 blended mobilities (≈6%), including 13 BIP participations (≈ 9%)

- Frontrunners per region are India for Asia, Iraq for Middle East and Australia & Timor Leste for Pacific.

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# *Blended mobility under Erasmus+*

**Benefits:**

+ Inclusivity with broader base of participants

+ Reduced budget impact

+ Diversity of experiences

**Challenges:**

- Lack of blended learning and teaching experience

- Infrastructure in third countries

- Environmental considerations

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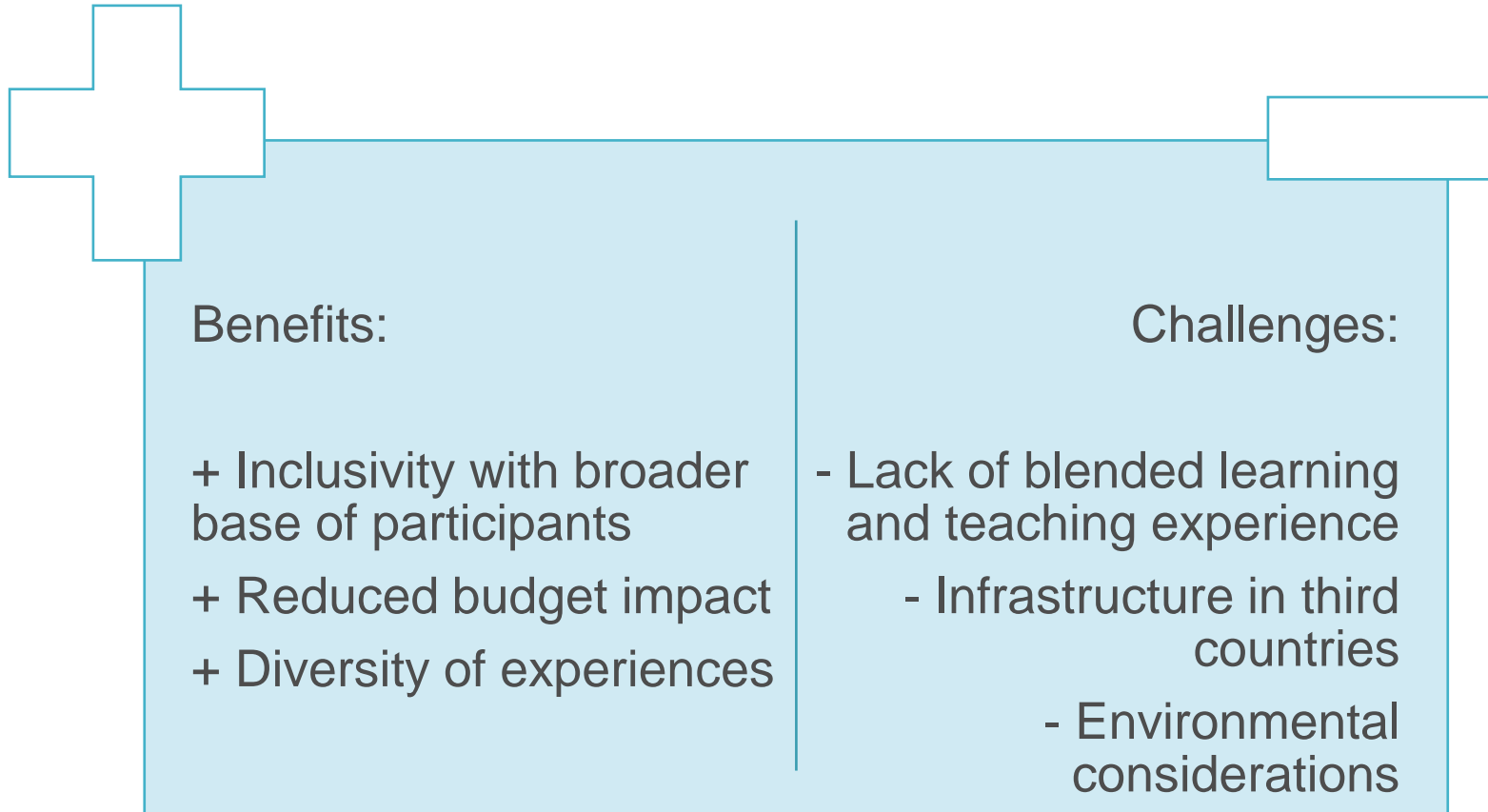
# Ongoing Erasmus+ projects on digital

**CBHE - DX.SEA** - Accelerating Digital Transformation for Higher Education Institutions in Southeast Asia

**CBHE - DIGITAL MOVE** - Bridging Digital Divide in Mongolia and Vietnam through HEI's Digital Transformation

**CBHE - TeachersMOD** - Future Elementary School Teachers Modernization in Kurdistan

**EMJM - EMAI** - Erasmus Mundus Joint Master In Artificial Intelligence

**EMJM - JEMARO** - Japan-Europe Master On Advanced Robotics

**JMA - DigiEU** - European Digital Strategy and its Impact to the Digital Transformation agenda in Vietnam

European Commission

# Leopold Gritschneder

Policy Officer
European Commission, Directorate General
for International Partnerships

# Setting the scene: How to accompany digital transformation in education

- Digital is already mainstreamed into EU development policy, now more alignment with GG, with prios such as:

  - transforming education for digital age

  - promote digital literacy and skills

  - reduce digital divide (e.g. gender digital divide, rural-urban digital divide)

  - promote human-centric connectivity

  - foster global and peer-to-peer cooperation on research and innovation

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# Setting the scene: How to accompany digital transformation in education

- Digital provides potential for important impacts on economic growth as well as improved governance and increased access to services

- Digital education and skills allow to deliver on GG by advancing quality and inclusive education, and driving forward a human-centric digital transformation that leaves no one behind

# Setting the scene: How to accompany digital transformation in education

- ASEAN: SCOPE

- Central Asia: GG Flagship REGIONAL DIGITAL CONNECTIVITY

- Kyrgyzstan: Digital and Green Universities for Sustainable Development

# Comfort break

Start again at 15:30

# Equipping learners with digital competences

# Daniela Tosi

University of Trento, Italy
*International Credit Mobility project*

# Erasmus+ Cluster Meeting and Contact Making Seminar for Asia, the Pacific and Middle East

*Blended Mobility at the University of Trento as a new formula for implementing innovative mobility experiences.*

**Bangkok, Thailand 13-14 November 2024 - Daniela Tosi - University of Trento**

# International Dimension

**UniTrento is committed to constantly developing its international dimension:**

3 Bachelor's and 25 Master's degrees and 16 Doctoral programs offered in English

21.2% of graduates have had a study experience abroad recognized by their degree program

# UniTrento ICM: ~ 1150 mobility assigned – average implementation rate of 92%

**ICM 2015** (2015 - 2017)

Mobility: 201 assigned – 186 funded
Partners: 38 in 19 Countries

**ICM 2016** (2016 – 2018)

Mobility: 29 assigned – 28 funded
Partners: 5 in 4 Countries

**ICM 2017** (2017 – 2019)

Mobility: 87 assigned – 88 funded

Partners: 16 in 9 Countries

**ICM 2018** (2018 – 2021)

Mobility: 30 assigned – 26 funded
Partners: 5 in 3 Countries

**ICM 2019** (2019 – 2022)

Mobility: 269 assigned – 108 funded
Partners: 28 in 13 Countries

**ICM 2020** (2020 – 2023)

Mobility: 188 assigned – 65 funded
Partners: 19 in 10 Countries

**ICM 2022** (2022 – 2025)

Mobility: 40 assigned
Partners: 2 in 2 Countries

**ICM 2023** (2023 – 2026)

Mobility: 239 assigned
Partners: 34 in 16 Countries

**ICM 2024** (2024 – 2027)

Mobility: 70 assigned
Partners: 24 in 12 Countries

# Short-term Blended Mobility

- Inclusive
- Innovative

- Virtual Activities before and/or after the physical mobility
- In-person activities (UniTrento) of at least 5 days

KA2 PROJECTS:

2017 C-EXTENDED    COVID    2021 C-FLEX   2021 PORTFOLIO    2024 JUMP
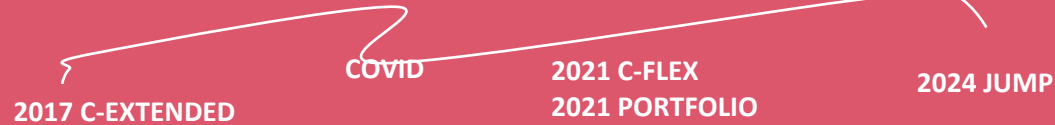
## SUMMER AND WINTER SCHOOLS

- Interdisciplinary, Thematic, Attractive Timing.
- Virtual Phase:
  - Preparatory sessions
  - and/or individual/group follow-up

## CHALLENGES

- Learning through a practical method: Challenge-Based Learning (CBL)
- Multidisciplinary and heterogeneous groups
- Virtual Phase:
  - Introductory and engagement session
  - Online individual and team mentorship
  - Learning micro-modules

## MICRO-MODULES

- general knowledge/specific skills
- STANDARDS (1-4 ECTS) in a hybrid environment co-created with alliance partners
- Virtual Phase:
  - Theoretical lectures and introduction to case studies

ECIU

# Long-Term Blended Mobility

1. **Intensive Italian language and culture courses** offered by the University's Language Center

2. **Micro-modules** in Mini form (3 ECTS, 1-4 weeks) completely online or in Standard hybrid form, offered by:

   a) [School of Innovation](Essentials, Domain, Specialisation)

   b) Departments

   c) within the European Alliance ECIU

   d) Unesco Chair

**Features:**

- Virtual activities before and/or after the physical part

- On-site activities at UniTrento for at least 2 months

# Blended Staff mobility

In-person activities are preceded by an online preparatory part and/or follow up. This allows:

- more cohesive group

- broader and more in-depth introduction;

- speakers also from backgrounds less unrelated to the organizing institute;

- BIP format (different points of view, synergy with partners).

- synergy with the European Alliance (priority themes);

- time to elaborate info received, solid foundation and structured questions;

- more space for in-person activities of collaboration, discussion, debate and workshops.

- Need for more robust training activities (new mobility schemes, program priorities): proposals and management
- Need for more best practices exchange on the innovative mobility format.

# Thank you

**Università di Trento**

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KA2 projects: lorenzo.angeli@unitn.it

# Yovita Santoso

DAAD, Indonesia
*EMPM*

# DAAD at a glance…

**DAAD**
Deutscher Akademischer Austauschdienst
German Academic Exchange Service

- The world's largest funding organisation for international exchange.

- The independent organisation of German higher education institutions and their student bodies, devoted to internationalising academic systems.

- As National Agency for Erasmus+, contributes to shaping the European Higher Education and Research Area.

# DAAD and Erasmus+ funding recipients 2023

## 140,803
funded students, graduates and researchers
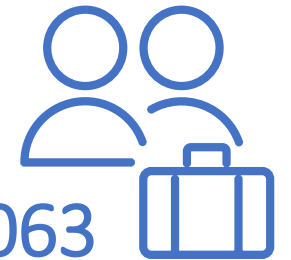
## 40,063
students from Germany receiving funding to study abroad through the Erasmus+ programme

# EU Projects in Southeast Asia


**Funded by the European Union**

## SHARE
EUROPEAN UNION SUPPORT TO HIGHER EDUCATION IN THE ASEAN REGION

BRITISH COUNCIL • DAAD • nuffic meet the world • enqa.
(Lead)

*Jan 2015 – Feb 2022*

- Total funding: 15 million
- Enhancing quality, harmonisation, and internationalisation of ASEAN Higher Education

## EMPM
EU Mobility Programme for Myanmar

DAAD Deutscher Akademischer Austauschdienst German Academic Exchange Service (Lead) • CAMPUS FRANCE • nuffic meet the world

*Jan 2023 – Dec 2026*

- Total funding: EUR 4.7 million
- Protect Myanmar's next generation human capital with education and training.
- Enhance options for online learning and mobility for students and young professionals, who are affected by recent interruptions of university education and employment.

## SCOPE-HE
**EU-ASEAN Sustainable Connectivity Package Higher Education Programme**

nuffic meet the world (Lead) • DAAD Deutscher Akademischer Austauschdienst German Academic Exchange Service

*Feb 2024 – Jan 2028*

- Total funding: EUR 9.3 million
- **3 Focus Area**
  - Green Transition
  - Digital Transformation
  - Blue Economy

# Projects Activities

## SHARE
### EUROPEAN UNION SUPPORT TO HIGHER EDUCATION IN THE ASEAN REGION

## EMPM
### EU Mobility Programme for Myanmar

## SCOPE-HE
### EU-ASEAN Sustainable Connectivity Package Higher Education Programme

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### Ex-post Overview

- **Making HE Frameworks fit for Digitalisation**

- **Outcomes Based Education (OBE) Feasibility Study & training course**
  Self-directed e-learning module hosted on the National University of Singapore's Learning Management System (LumiNUS).

- **National Seminar – Micro-credentials**
  Transformation of HE to support digital, lifelong education, flexible and agile learning process.

- **Virtual Exchange / Collaborative Online International Learning (VE/COIL)**
  Total 1,580 of intra-ASEAN students (four batches)

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### Main Activities

- **Physical Top-Up Scholarships**
  17 partner universities

- **Virtual Top-Up Scholarships**
  Top-up degree for Myanmar final year students whose educations were interrupted (7 partner Universities)

- **Virtual Global Opportunities**

  - **Micro-credentials**
    Online micro-credentials courses (9 partner Universities)

  - **Virtual Internship**
    Online internship for a maximum of 15 weeks (4 partner institutions)

- **Online English Language Course**

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### 3 Expected Results

- Enhanced student and academic mobility through the internationalisation of higher education.

- Strengthened EU-ASEAN higher education institutions networks, fostering cross-regional collaboration in research and technological connectivity.

- A reinforced ASEAN regional network of vocational education institutions, in collaboration with the private sector.

# Saaed A. Saaed Majdal

University of Duhok, Iraq
*Project "TeachersMOD"*

| | |
|---|---|
| **Project Title** | **TeachersMOD «Future Elementary School Teachers Modernization in Kurdistan»** |
| **EU Programme** | Erasmus+ KA2 CBHE |
| **Action** | ERASMUS Lump Sum Grants |
| **Project Number** | 101083095 |
| **Start Date** | 01/02/2023 |
| **End Date** | 31/01/2025 |
| **Coordinator** | Università degli Studi di Pavia, UNIPV |
| **Partners** | University of Alto Douro, UTAD, Portugal<br>University of Granada, UGR, Spain<br>Mediterranean Universities Union, UNIMED, Italy<br>University of Duhok, UoD, Kurdistan, Iraq<br>University of Zakho, UoZ, Kurdistan, Iraq<br>University of Halabja, UoH, Kurdistan, Iraq<br>University of Raparin, UoR, Kurdistan, Iraq<br>Salaheddin University, SUE, Kurdistan, Iraq |

# Overarching Goal

To support the modernization and enhancement of the quality of teaching in Kurdish universities, by innovating teaching methodologies, by reviewing curricula and by reinforcing the competences of university staff in the Basic Education Colleges and the Pedagogical Units in these universities.

# The project so far

- Partnership meetings
- Project Handbook
- Quality and dissemination plans
- Stakeholders Meeting: 20-24 October 2023 hosted by The University of Zakho
- Field visits and training activities in European partner universities: November 2023 and September 2024
- Local training workshop on teaching methodologies: University of Duhok, 12-15 February 2024
- Interuniversity working groups on action plans
- Organisation of ToTs in Kurdish partner University

Erasmus+ Regional Cluster Meeting
for Asia, the Pacific and the Middle East
Bangkok, Thailand
13-14/11/2024

**María-Elvira Prieto**
EMAI Project Manager

# Content

- **Rationale**

- **Consortium**

- **Academic Programme & Mobility Scheme**

- **Conclusions**

## Rationale

In 2018, the European Commission and Member States agreed to collaborate on AI policy and investment ➔ **Maximising resources** and coordinating investments were critical components of the **Commission's AI strategy.**

The 2018 **European Commission Coordinated AI Plan** identified the **significant and persistent ICT skills** gap as a critical challenge to the development of AI in Europe.

In 2020, the **European enterprise survey on the use of AI technologies** by the European Commission showed a lack of skills among existing staff and was reported as a critical barrier.

According to the objectives of all Erasmus Mundus Joint Masters, the EMAI contributes to **integrating the European Higher Education Area (EHEA)** by bringing together teaching experiences from South, Central, and Eastern Europe.

# Academic Programme & Mobility Scheme

**1st Semester**

Universitat Pompeu Fabra Barcelona

**2nd Semester**

*Spring Event*

SAPIENZA Università di Roma | Radboud University Nijmegen | UNIVERZA V LJUBLJANI University of Ljubljana
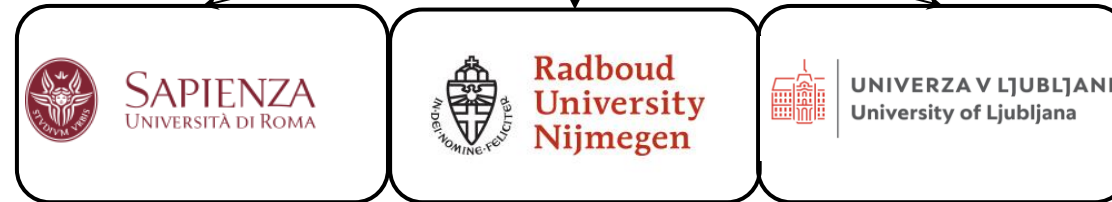
*Summer School*

UCL

**3rd and 4th Semesters (Specialisation)**

**Intelligent Decision Making** — Universitat Pompeu Fabra Barcelona

**Robotics** — SAPIENZA Università di Roma

**Cybersecurity** — Radboud University Nijmegen

**Data Science** — UNIVERZA V LJUBLJANI University of Ljubljana
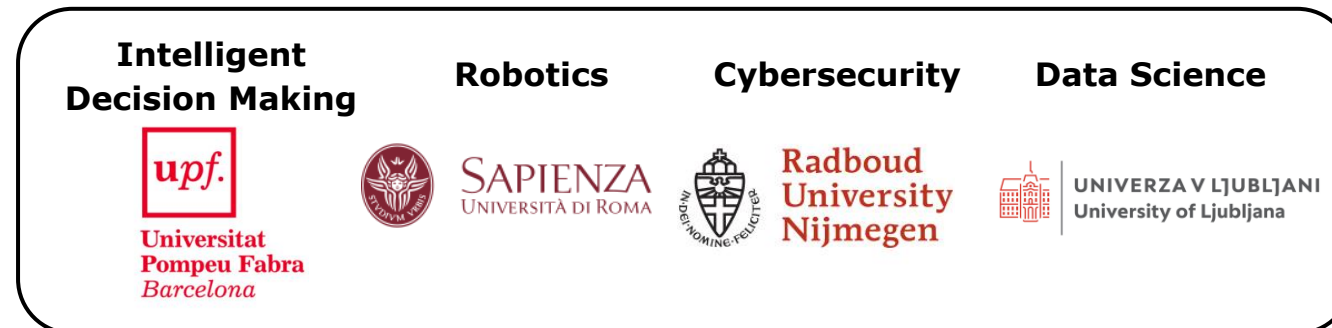
# Conclusions

The EMAI offers **benefits** for all:

- Individuals

- Industrial partners

- Higher Education Institutions

- Europe and beyond

**EMAI** Erasmus Mundus joint Master in Artificial Intelligence

**Thank you!**

https://www.upf.edu/web/emai

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X: @EMAI_eu

# Challenges and opportunities of artificial intelligence for agriculture in higher education of Lao PDR

**By**

**Dr. Avakat Phasouysaingam**
**Faculty of Agriculture**
**National University of Laos**

# Introduction

- The agriculture in Laos has a rapidly transition from subsistence to commercial farming (a small scale farming to large scale farming: rubber, banana, durian, cassava etc.)

- Very high demand for graduated students in advance agriculture for the large scale farming. Very urgent needs for agriculture educations to adopt and improve the curriculum in response to the changes

- In 2021-2024, we has begun with AGRISat Project which consists of two Lao universities, four Cambodian universities, and five European universities, to build the curriculum for smart agriculture.

- In 2023-25, INEGRAL project expanded to four Lao universities to continue to adopt the new courses for **Intelligent Geotechnologies** for Resilient Agricultural Adaptation to Climate Change

Co-funded by
the European Union

# What/How the Intelligent Geotechnologies to be adopted in Laos

**What to adopt?**
- ❑ **Remote Sensing (RS)**
- ❑ **Geographic Information Systems (GIS)**
- ❑ **Internet of Things (IoT)**
- ❑ **Artificial Intelligence (AI)**
- ❑ **Climate-Resilient Practices**

## How to adopt?

- Courses developments

- Human resources development

- Building of the Laboratory

- Piloting, field experiment and practices

# Challenges and opportunities

## Challenges

- Students and lecturers need more capacity building and researches to strengthen the capacity in the developments

- It requires long-term study to develop, promote, and adapt to Lao conditions.

- Universities, ministries, and private sectors are not link to develop, adopt and promote the AI technology for Agriculture.

- Small-scale farmers are unable to invest in the technology by their own but they can choose the appropriate technology for their farm

- Background of the agriculture students in technology are very low

## Opportunities

❑ Technology can solve various issues over agriculture such as climate, farm management, labour shortage or crops issues and increase productivities

❑ Lecturers, researchers, policies makers, private sectors and research institutions should join development for appropriate technology adoption in Lao context

❑ Universities has initially

❑ formed a Geo-technology network to share the research, expert, materials and other resources across the regions of Laos

❑ AI Technology for Agriculture can adopt in:
  ❑ Crop monitoring and assessment
  ❑ Early warming
  ❑ Production forecast
  ❑ Smart farm
  ❑ Farm design and management
  ❑ others

THANKS

ຂໍຂອບໃຈ

Q&A

# Courses developments

**AGRISat**
1. Farm Management and Climate Smart Agriculture
2. Applied Smart Agriculture (Project Based)
3. Agribusiness and Entrepreneurship
4. Farm Management and Climate Smart Agriculture
5. Introduction to Remote Sensing
6. Introduction to Geographic Information System (GIS)
7. Precision Agriculture
8. Sustainable Land Development and Sustainable Development
9. Drone Operation for Precision Agriculture

## INTEGRAL Project

- Climate-resilient agriculture, food security and adaptation – The role of intelligent geotechnologies
- Geotechnologies in climate-resilient agriculture
- Earth observation and monitoring of the agricultural landscape
- Intelligent SDIs for resilient agriculture and adaptation

# Erasmus+ Regional Cluster Meeting
## for Asia, the Pacific and the Middle East
### Bangkok, Thailand
### 13-14/11/2024

# UniSA Jean Monnet Centre of Excellence – Dr Eric Hsu

The UniSA Jean Monnet Centre of Excellence advances public diplomacy, facilitates research and promotes educational activities focussed on the European Union and its member states. The Centre also develops linkages, networks and partnerships between Australian and European institutions, academics, politicians and policy practitioners in areas ranging from robotics and artificial intelligence to creative industries.

Current research themes (2023-2025)

- I4.0, Advanced Manufacturing and Socio-Economic Change
- Creative Economy and Workplace Transformation
- Risk, Emergency Management and Global Pandemics

# The Digital Technologies, Transformations and Skills: Robotics and EU Perceptions (D3REU), 2017 – 2019, Erasmus+ Project

The Digital Technologies, Transformations and Skills: Robotics and EU Perceptions (D3REU) Jean Monnet Project focused on EU policy and related research in the areas of technological innovation and employment change arising from robotics, artificial intelligence (AI) and the digital revolution. It held 4 events: 3 workshops across different EU member states (Germany, Poland, and Poland) and a 1 conference in Australia. Key outcomes and items for discussion included:

- How 'intelligent' is artificial intelligence (AI)? How does this interface with EU Digital Strategies and related instruments and actions?
- Policy and political focus on AI and related emerging technologies has the potential to occlude other important trends and issues.
- EU focus on AI is unique to its relationships to underlying and relevant systems.

See you tomorrow!

Cluster Meeting starts again at 09:00