



# Erasmus+ projects

## Digital Transformation for Sub-Saharan Africa

prepared for the  
**Erasmus+ Week 2024 for Sub-Saharan Africa**  
**25-28 June 2024 | Abidjan, Côte d'Ivoire**



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## About this publication

This publication provides you with a range of inspiring examples of how educational institutions are using Erasmus+ in Africa to prepare for the digital transition, and to harness the full potential of digital technology and techniques to boost education, what it can do, and who it can reach.



It also gives you a wider overview of the potential of Erasmus+ and the worldwide opportunities it offers. The programme funds partnerships between Europe and Africa (as one of a range of regions world-wide) to share knowledge and good practice among students and staff, but above all to develop links for the benefit of the education sector.

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

This publication is not a scientific study on the topic but draws on existing project descriptions on the Platform. The text is based on the project's own description of its objectives and partners. In today's world, all education involves a certain amount of digital technology or techniques. We have therefore chosen to focus on projects which specifically address the challenges of the digital transformation.

It has been prepared specifically for a meeting in Abidjan in June 2024. This is the first in a series of three Erasmus+ Weeks in 2024 which will look at Erasmus+ cooperation – particularly on digital themes – in Africa, Latin America & Caribbean, and Asia-Middle East-Pacific.

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

\* <https://erasmus-plus.ec.europa.eu/projects>

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## The Erasmus+ international dimension

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

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

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

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

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

### The international dimension in a nutshell

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

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

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

**Capacity Building projects in the field of Vocational Education and Training (VET)** supports international cooperation projects based on multilateral partnerships between organisations active in the field of VET in EU Member States, third countries associated to the programme and third countries not associated to the programme. They aim to support the relevance, accessibility, and responsiveness of VET institutions and systems in third countries not associated to the programme, as a driver of sustainable socio-economic development.

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



## Erasmus+ in sub-Saharan Africa: working with partners

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

We are bringing together these stakeholders from Africa and Europe in the **Erasmus+ Week in Sub-Saharan Africa: Leveraging Digital in Education**.

The Erasmus+ Week in Sub-Saharan Africa kicks off with a meeting for Erasmus National Focal Points, then opens up into a meeting that clusters existing projects and organises contact-making sessions. It is a comprehensive forum for stakeholders across various sectors.



## Thematic Focus: Digital in Education

The digital revolution, characterised by the advent of Artificial Intelligence, robotics, machine learning, and nanotechnologies, is reshaping job markets, educational landscapes, and problem-solving paradigms worldwide. This transformation brings to light the critical demand for advanced technology-related skills, unveiling significant opportunities and challenges. In the labour market, a pronounced skills mismatch exists, with millions of jobs requiring advanced digital competencies going unfilled due to a need for more qualified individuals.

This gap is anticipated to widen, underscoring the urgency for proactive measures. Concurrently, the global workforce needs to improve the digital skills necessary for contemporary jobs, further highlighting the need for an evolution in educational frameworks to prepare for future demands. In response to these evolving demands, the European Union (EU) launched the [Digital Education Action Plan \(2021-2027\)](#)\*\*, a visionary policy initiative to foster high-quality,

inclusive, and accessible digital education across Europe. This initiative became urgently relevant in the context of the challenges and opportunities presented by the COVID-19 pandemic worldwide, offering a framework for collaboration among educators, students, policymakers, academia, and researchers across national, EU, and international platforms.

These concerns are shared by African leaders who have developed a framework for an accelerated adoption of digital technologies in alignment with the Continental Education Strategy for Africa. The African Union Digital Education Strategy and Implementation Plan 2023-2028 aims at promoting a digitally skilled workforce capable of participating in the digital economy and the fast-changing society. The primary objective is the development of infrastructure, complemented by the adoption of digital technologies for teaching, learning and research, and the strengthening of digital literacy. On this ground, Erasmus + funded projects are fundamental tools for establishing a closer dialogue with EU countries and advancing in the Digital Education Plan.

## Transforming Educational Systems

The rapid pace of technological evolution, including significant advances in artificial intelligence (AI), necessitates a paradigm shift in educational systems. This shift calls for a comprehensive re-evaluation of curricula, teaching methodologies, and learning environments to foster digital literacy from the start of a person's education. Integrating digital education into traditional learning models is crucial for developing a workforce adept at navigating the complexities of a digitally-driven world. Beyond imparting technical skills, it is vital to weave critical thinking, problem-solving, and collaborative skills into educational programs. This holistic approach prepares students for the challenges and opportunities of the digital age, where AI plays a central role.

The following pages feature a spectrum of projects related to the theme of 'Digital in Education'. Each with its unique objectives and approaches, has been crucial in advancing digital transformation and fostering cooperation between European Union and African countries in the field. Now it's time to take inspiration from the selection of projects and take action to achieve the digital goals.

\* <https://erasmus-networks.ec.europa.eu/organisation/national-focal-points>

\*\* <https://education.ec.europa.eu/focus-topics/digital-education/action-plan>

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## DigiGrad Africa

### Internationalisation and Digitalisation of Graduate Training and Research for the Attainment of African Regional and Global Development Goals

#### Capacity Building Higher Education

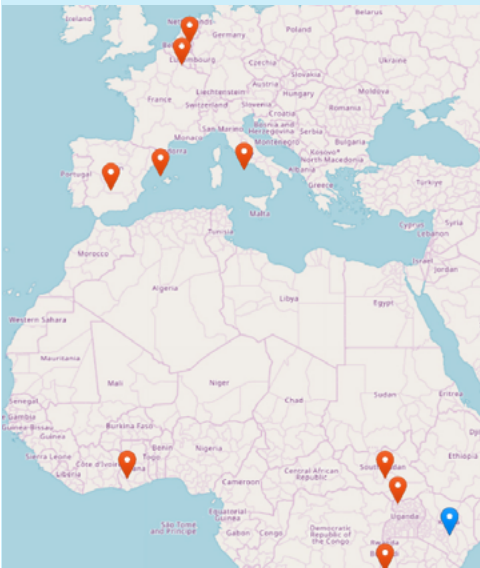
From 01.04.2023 to 31.03.2026

**Coordinator:** African Network for Internationalisation of Education, Kenya

**Participants:** Belgium, Burundi, Ghana, Italy, Kenya, Netherlands, South Sudan, Spain



#DigitalisationHEIs



#### Summary

DigiGradAfrica aims to enhance the quality and relevance of training for graduate students and young researchers in Africa, especially for the attainment of Africa regional and global development goals, through harnessing the opportunities provided by digitalisation and internationalisation.

DigiGrad Africa assumes that international collaborations and partnerships are one of the ways of enhancing research capacities and postgraduate training in Africa. New opportunities of digitalisation can be strategically deployed to enhance research and postgraduate training capacities in African universities and their internationalisation.

#### Project Goal:

Refine and articulate HEI strategies for digitalisation and internationalisation, specifically as it relates to training graduates and young researchers; build HEI staff capacity in African universities to manage internationalisation of graduate studies, including the capacity to facilitate greater intra-African student and researcher exchange; build HEI staff capacity in African universities to use digital tools to strengthen graduate and post-graduate training and internationalise it; build the capacity of young researchers to exploit digitalisation, develop and sustain a network of young African researchers.

#### Project Outputs:

The development of robust strategy documents for digitalising, internationalisation, and research enhancement and a Handbook; HEI research supervisors and staff of IROs are trained in harnessing digitalisation for internationalisation; a virtual post-graduate student training programme is launched; an African young researchers' network is launched.

## IIDEMIC

### Inclusive and Innovative Digital Education for Migrant Community in Kenya

#### Capacity Building Higher Education

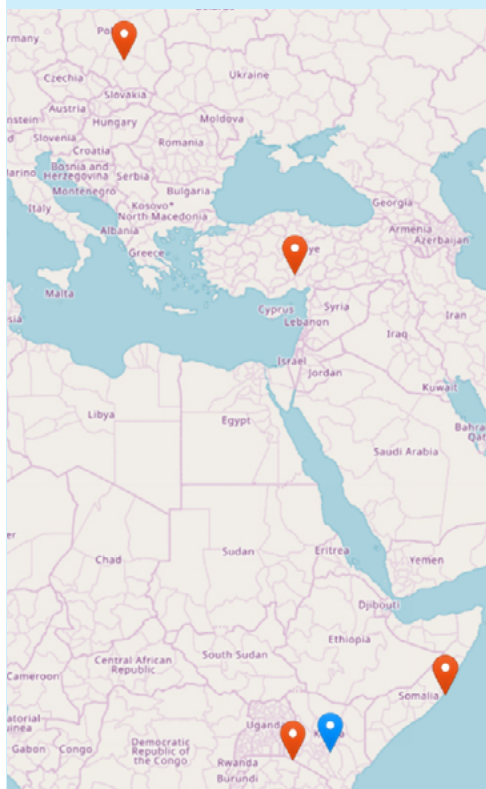
From 01.01.2024 to 31.12.2026

**Coordinator:** Kenyatta University, Kenya

**Participants:** Kenya, Poland, Somalia, Türkiye



#DigitalEducationforMigrants



#### Summary

The use of soft skills to enhance employability is in tandem with the global drive to enhance software and capacity building on technical skills necessary to achieve SDGs (UNESCO, 2014). Quality teacher education programmes should be responsive to global standards like 21st century skills in education and Agenda 2063. The institute intends to provide guidance on the creation and implementation of resources and to take care of immigrants with special needs and disabilities. Develop an Inclusive Education module to develop teachers' skills in inclusive pedagogy to enhance and increase employability.

#### Project Goal:

IIDEMIC seeks to strengthen soft skill competencies among Somali refugees in Kenya and Somalia envisioning that it will improve their entrepreneurial innovation and ability to embrace technology; this is critical in building future skills and competencies among Somali refugees and other refugees in Kenya and globally. Its mission is to empower refugees, host communities and Internally Displaced Persons (IDPs) through tertiary education, research and partnerships in refugee camps in Kakuma and Dadaab.

#### Project Outputs:

This project will seek to introduce soft skill competency modules in Kenya Universities; enhance interaction with inclusive and innovative digital tools and promote teacher practice in classrooms to reflect integration of 21st century soft skills. In its pursuit for inclusiveness and service to humanity, KU established a Centre for Refugee Studies and Empowerment to implement and coordinate educational projects for refugees and host communities and a campus in Dadaab where refugee students take studies through digital programmes, access academic facilities and technical support.



## iKUDU

### Transforming Curricula through Internationalisation and Virtual Exchanges

#### Capacity Building Higher Education

From 15.11.2019 to 14.05.2024

**Coordinator:** University of the Free State, South Africa

**Participants:** Belgium, Italy, Netherlands, South Africa, United Kingdom



#VirtualExchanges



### Summary

The project aims to build capacity to internationalise and transform higher education curricula by broadening student participation in the internationalisation process. The project is key as institutions are not prepared for curriculum internationalisation, which will become mandatory in the near future, particularly as physical student mobility is unable to reach a sufficient number of students in South Africa.

#### Project Goal:

iKUDU will develop and effect strategies to guide curriculum internationalisation through Collaborative Online International Learning (COIL) virtual exchanges. COIL is a novel teaching and learning initiative that advances global competencies across shared multicultural learning environments using Internet-based tools and online pedagogies. Students in two countries use electronic communication to work jointly through virtual exchange. Noteworthy is the intentional development of intercultural communicative competence among staff and students. Working with a peer in another country, the lecturer facilitates the competencies and skills necessary to live and work in a multicultural, interconnected world through COIL virtual exchanges.

#### Project Outputs:

The project will train 55 teaching staff to become experts in curriculum internationalisation and transformation. During the project's lifespan, 55 sustainable COIL virtual exchanges will be developed with European partner universities, in which 2625 South African students will partake. The impact of the project will be that all students at partner institutions will benefit from internationalised and transformed curricula. 55 trained COIL virtual exchange experts will be competent to train future cohorts.

## RL4Eng

### Development of Remote and Virtual Laboratories for Teaching and Training Engineering Students in the South Mediterranean and Sub-Saharan Higher Education Institutions

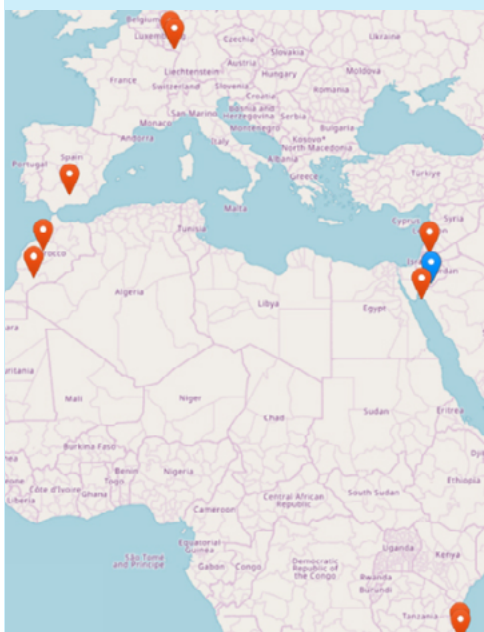
#### Capacity Building Higher Education

From 01.01.2023 to 31.12.2025

**Coordinator:** Yarmouk University, Jordan

**Participants:** Germany, Jordan, Lebanon, Morocco, Spain, Tanzania

 #VirtualTrainings



### Summary

The economic crisis and pandemic in South Mediterranean and Sub-Saharan countries have in front of a challenge to accommodate for the new requirements of online teaching.

#### Project Goal:

The RL4Eng project aims to improve the quality of higher education in third countries and make it more relevant to the today's world of digital transformation by establishing Remote and Virtual Laboratories for Teaching and Training Engineering Students to modernise the current teaching approaches and improve the digital and entrepreneurial capacities of both students and teachers in South Mediterranean and Sub-Saharan HEIs. Digital education is the focus of the project. Online teaching for laboratories has been implemented in EU countries with successful outcomes. The involvement of different European universities will help integrate good practices and minimise potential risks in implementing the RL4Eng project. Little research is available on the effective delivery of remote labs and take-home labs.

#### Project Outputs:

The project involves remote labs and take-home labs in the partners' institutions via capacity building for students, staff and faculty and share of experiences. A remote lab will be established in each country of the partners institutions and a take-home lab will be established in each HEI of the partner countries. The very nature of remote labs, and take-home labs makes them sustainable and easily scalable as they become part of the university structure and receive part of its budget. Moreover, the nature of the remote labs makes them sustainable as they are accessible from everywhere and could be used for both teaching and for research.

## DEEP FARM

### Capacity Building for Digital Agriculture in HEIs in Third Countries

#### Capacity Building Higher Education

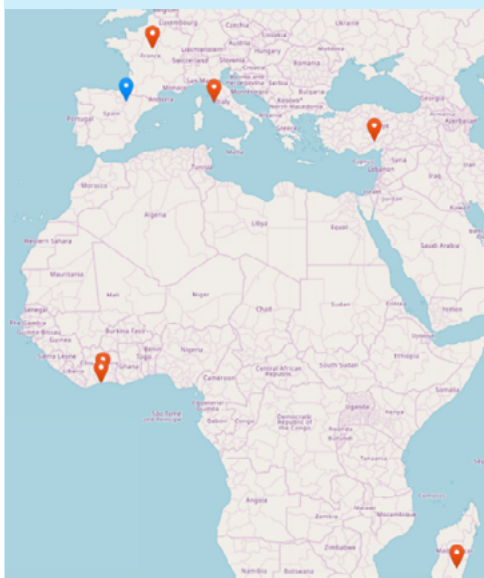
From 01.01.2024 to 31.12.2025

**Coordinator:** Ecole Supérieure des Technologies Industrielles Avancées, France

**Participants:** Côte d'Ivoire, Dominican Republic, France, Haiti, Italy, Madagascar, Türkiye



#DigitalAgriculture



#### Summary

Agricultural transformation is a priority on the policy agenda of several countries not associated to the Erasmus+ programme to meet the challenges of food and nutrition insecurity, climate change, youth unemployment and overall economic growth. In this context, digitalisation of agriculture could be a game changer in boosting productivity, profitability and resilience to climate change.

#### Project Goal:

In this line, DEEP FARM is a consortium to address the existing skills gap and will work to reinforce the knowledge and capacity of students in agronomy degrees with new tools in AI and Big Data to face the challenges in modern agriculture in a “learning by doing approach” to support the Green Deal. It will tackle the different state of advancement and challenges of the HEIs located in third countries and will address their specific regional needs by delivering theoretical training courses on e-agriculture and experimental activities through country specific Uses Cases for: olive crops (Türkiye), rice (Madagascar), cocoa (Côte d'Ivoire), strawberry and mango (Haiti), and banana (Dominican Republic).

#### Project Outputs:

More than 245 students involved in DEEP FARM with complementary profiles (computer science & agronomy), 45 professors, and 10 entities/stakeholders such as farms and IT companies involved in the use cases will be benefited from the execution of the project. Indeed, the training will contribute to address the mismatches between the requirements of employers and the offer of higher education institutions. As result, the HEIs in the mentioned third countries will generate online training content to be available as a MOOC in FUN platform, as well as real data obtained from the Use Cases that will be available in ESTIA's DATA LAB.

## NIAGARA

### Navigating the digital Landscape: Universities Partnering for Change

### Capacity Building Higher Education

From 01.01.2023 to 31.12.2025

**Coordinator:** Hogskolen i Innlandet, Norway

**Participants:** Norway, Poland, Tanzania, Zambia

 #DigitalLibraries



### Summary

The main aim of the project is to improve and expand information services by developing libraries' ICT infrastructure and librarians' digital competencies.

#### Project Goal:

(1) To strengthen the digital infrastructure in partner university libraries in Tanzania and Zambia that will benefit all students and staff and ensure inclusive and equal access to library and information services. (2) To examine current digital competencies needed for efficient provision of library and information services. (3) To develop and implement short-term courses. The primary target groups are the HEI librarians and students in Zambia and Tanzania. Further target beneficiaries are all students and faculty members working in the noted countries. NIAGARA relates strongly to UN SDG4: Quality education and 10: Reduce inequality.

#### Project Outputs:

NIAGARA is composed of seven work packages (WPs): WP1: Management, WP2: Digital competency assessment, WP3: Education and research support, WP4: Inclusion and equity, WP5: Infrastructural capacity, WP6: Blended mobility, and WP7: Dissemination and sustainability. Some important outputs are open courses and interactive learning materials on digital competency and data management. Knowledge gained from the project will be informative for policy makers and leaders in HE as well as governing bodies in regions that are looking to increase citizens' digital competencies and even out digital divides. The results will be transferable to other HEIs, library and information science educators, and academic libraries and will contribute to scholarly discussions and research on issues related to open access and accessibility.

## AFRCONNECT+

### AFRique CONNECTée aux Challenges du Numérique

#### Capacity Building Higher Education

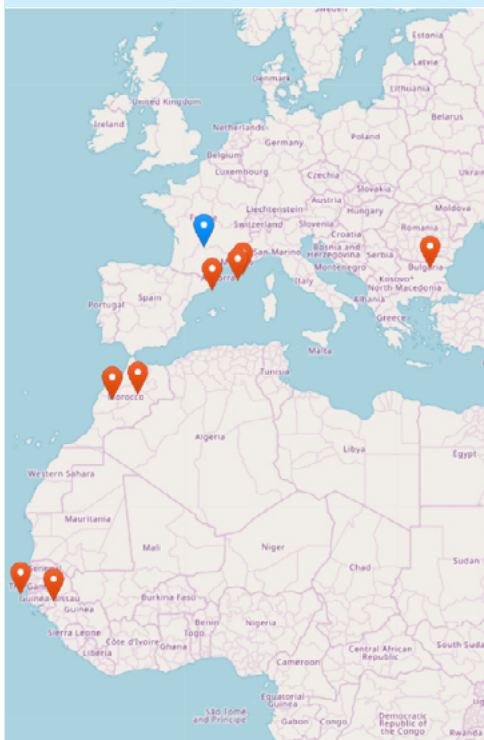
From 01.06.2023 to 31.05.2026

**Coordinator:** Université d'Aix Marseille, France

**Participants:** France, Morocco, Romania, Senegal



#DigitalSkillsDevelopment



### Summary

The “AfriConnect+” project, under the priority Europe fit for a digital age, is part of the modernisation and development strategy of the African countries concerned, Senegal and Morocco, which share common objectives regarding the development of entrepreneurship, professional skills, innovation and technology transfer in the digital field and more particularly in the Internet of Things (IoT). In China, the United States and Europe, this technology is currently undergoing a major transformation and is an integral part of the digital transformation, with significant economic and employment stakes.

#### Project Goal:

In order to avoid a dropout in this strategic field in Africa, “AfriConnect+” will promote the transfer of knowledge and technical support between European and African institutions around 4 specific objectives: transfer of IoT skills; identification and development of applications to create startups; support for entrepreneurship; strengthening of links between universities, secondary schools and industry.

#### Project Outputs:

The expected results in the 4 beneficiary universities are the realisation of more than 72 training modules followed by a total of 1000 learners more than 300 students involved in innovative IoT projects, 36 student internships, 24 entrepreneurs trained to create a company with at least 12 startups launched. These actions will be developed in adapted structures that each African partner will need to create and share. Thus, a network of 4 “IdO Labs” (laboratory for the design of connected objects) and at least as many platforms for experimentation in a priority field of applications such as agriculture, renewable energy or intelligent buildings, will have to support this project. AfriConnect+: empowering people through education and skills in the digital area.



## ProCyD

### A Modular Higher Education System in Data Protection and Cybersecurity for Supporting the Digital Transformation in Mozambique and South Africa

#### Capacity Building Higher Education

From 01.01.2024 to 31.12.2026

**Coordinator:** Technische Universitaet Dresden, Germany

**Participants:** Czechia, Germany, Italy, Mozambique, South Africa

 **#DataProtection**  
**#Cybersecurity**



#### Summary

Digital transformation is a challenge that all countries around the world must face. Digitalisation can be a successful accelerator to escape the poverty trap and reduce the gap between rich and poor. But it can also have the opposite effect and increase poverty and inequality. Above all, it is not clear in many places how data protection and data security issues are to be handled. Digitalisation needs IT security and people who, based on knowledge in both data security and data protection, can realistically assess the benefits and risks that accompany this transformation.

#### Project Goal:

The project ProCyD seeks to support the people, the economy, civil society, academia, and political decision-makers of partner countries in taking advantage of the opportunities of digital transformation and mastering competent risks. The envisioned goal of the project is the introduction or strengthening of data protection and cybersecurity into higher education to support the digital transformation in Mozambique and South Africa.

#### Project Outputs:

A course for general basic qualification as well as new study programmes at the bachelor's and the master's level. The development of an online masters' programme at the South African HEIs that will be made available to the partner HEIs and beyond will increase the impact of the project. To address the challenge that the partner HEIs lack qualified teaching staff in the targeted subject areas, we plan a pilot master's programme with semesters abroad within the project runtime. This will create an initial pool of specialists as well as lecturers, which will ensure the sustainability of the project results.

## GOT

### Building Capacity for Online Tuition in Ghana

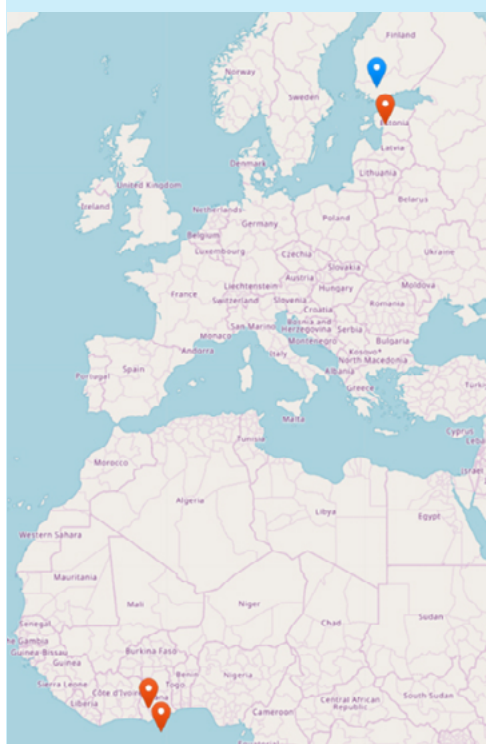
#### Capacity Building Higher Education

From 01.01.2023 to 31.12.2025

**Coordinator:** Tampereen Forkeakoulusaatio Sr, Finland

**Participants:** Estonia, Finland, Ghana

 **#DigitalisingHEIs**



### Summary

The outbreak of the COVID-19 pandemic has imposed unimaginable challenges on higher education institutions globally. The Ghanaian government implemented a series of measures including a lockdown of all educational institutions to slow the spread of the virus in the country. This government directive interrupted the academic calendar for all institutions through the country, requiring UCC and UEW to implement innovative solutions to address the challenges imposed by the COVID-19 pandemic to bring the 2019/2020 academic year to a successful close. There is opportunity to change course digital delivery in higher education institutions in Ghana and build sustainable digital learning policy in sub-Saharan Africa.

#### Project Goal:

The project has strong emphasis on professional development of HE teachers in Ghana on building capacity for digital delivery. It is established by having suitable strategy, sufficient policies and putting those into action. Participating universities are current and future forerunners of utilising digital learning environments.

#### Project Outputs:

Scaling up digital education delivery calls for strategic planning and development of existing and innovative pedagogical methods specific to digital delivery. The project will result in the development of an educational research-based action plan, which will include the development of the delivery system and training. This will enable the facilitation of digital educational innovation and research at UCC and UEW. The project thus intends to cause a shift towards data-driven and evidence-based methods of providing digital education at UCC and UEW, changing the thinking of researchers, educators and digital solutions providers.

## ImPreSSion


### Improving Study Programs in Ghana by Introducing Green Solutions, Sustainability Modules and Digital Transformation

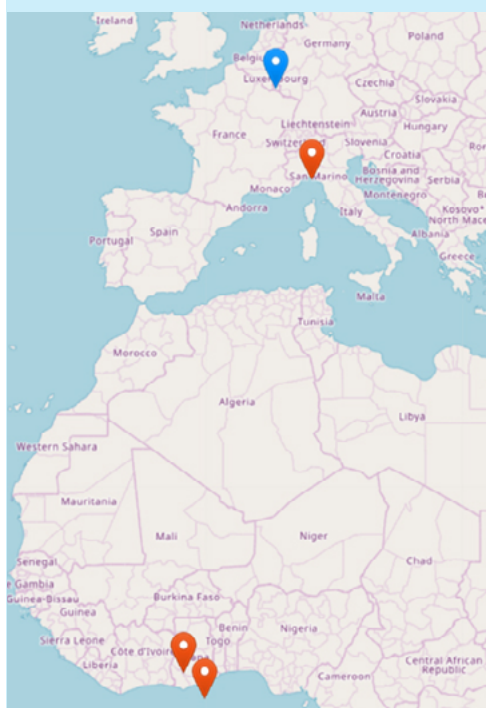
#### Capacity Building Higher Education

From 01.02.2023 to 31.01.2026

**Coordinator:** Rheinisch-Westfaelische Technische Hochschule Aachen, Germany

**Participants:** Germany, Ghana, Italy

 **#DigitalInfrastructure**



#### Summary

Ghana is one of the emerging African countries that is experiencing both strong population growth and economic progress. Agriculture, water and energy are vital sectors for sustainable development in Ghana. Therefore, future university graduates should be prepared for the market by equipping them with the up-to-date knowledge that tackles the real problems of these three sectors. The carried needs analysis at the three Ghanaian universities has identified three programs that are in urgent need for update and enhancement (BSc. program in Water Resources Development, the MSc. program in Sustainable Energy Engineering Management and the MPhil Crop Science) as well as lacking skills of teaching staff and infrastructure.

#### Project Goal:

Based on this analysis, the consortium members have identified five specific objectives to tackle these challenges: (1) Identification of the real-world challenges through in-depth analysis. (2) Enhancing the quality of the identified three study programmes through introducing new topics and updating existing ones. (3) Promote and support gender equality through establishing a Gender and Diversity contact point at each of the 3 GH universities. (4) Developing and implementing a capacity building program for the academic staff. (5) Digitalisation through enhancing the digital infrastructure as well as developing digital contents.

#### Project Outputs:

These five objectives are achieved through eight work packages to be implemented over three years. The dissemination plan includes different channels to reach as many target groups as possible. The main outputs will be three modern and up-to-date study programs offered by three Ghanaian universities, at least 80 academic staff members capable to teach the new contents and digitalize them.

## RADIC

### Rehabilitation for All through Digital Innovation and new Competencies

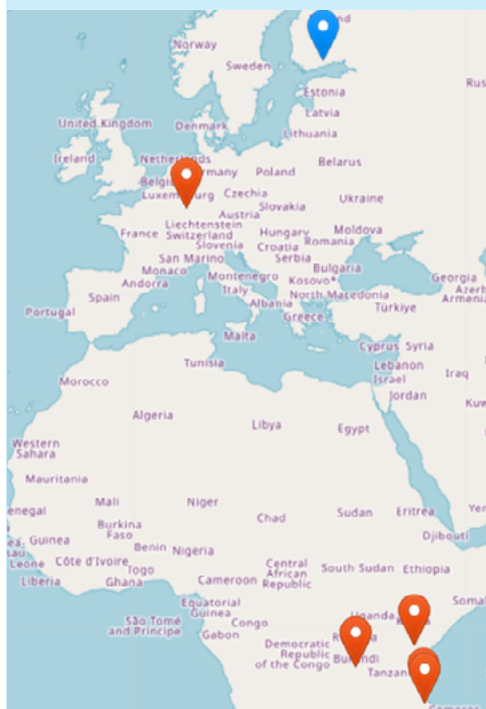
#### Capacity Building Higher Education

From 01.03.2023 to 28.02.2026

**Coordinator:** Jyväskylän Ammattikorkeakoulu Oy, Finland

**Participants:** Finland, Germany, Kenya, Rwanda, Tanzania

 #DigitalRehabilitation



### Summary

An estimated 2.4 billion people globally are currently living with health conditions that can benefit from rehabilitation. The digital transformation provides an opportunity to have a more accessible and personalized model and system of rehabilitation in Eastern Africa.

#### Project Goal:

The overall objective of the project is to contribute towards increased capacity of higher education to support and scale digital transformation in Eastern Africa, with the aim to ensure rehabilitation services for all.

Project specific objectives are: 1) Strengthened role of higher education in the promotion of rehabilitation in the society, including innovation and business ecosystems, 2) Enhanced pedagogical opportunities and increased quality of education in Eastern Africa in digital rehabilitation for the social, health and education sectors. The project reaches the objectives through capacity building and development between the higher education and working life, promoting on-going cooperation between the project programme and partner countries. Project answers to the need to strategically leverage digital tools, technologies, and services in rehabilitation through educational development. Primary target groups of the project include teachers and professionals, students, and the working life. Other target groups include various professionals in social and health care, the business sector, rehabilitation clients, and the society at large. Some 950 persons will directly benefit from the project.

#### Project Outputs:

Through project activities, the outputs to be established are Eastern Africa digital rehabilitation Innovation Community (IC), enhancing the pedagogical competence/skills and increased knowledge of teachers and students related to digital rehabilitation, renewing partner institutions' curricula on multidisciplinary digital rehabilitation for working life and increasing the awareness and understanding of digital rehabilitation among key stakeholders in Eastern Africa.

## EmbeddedAI

### International Masters Program in Embedded Artificial Intelligence

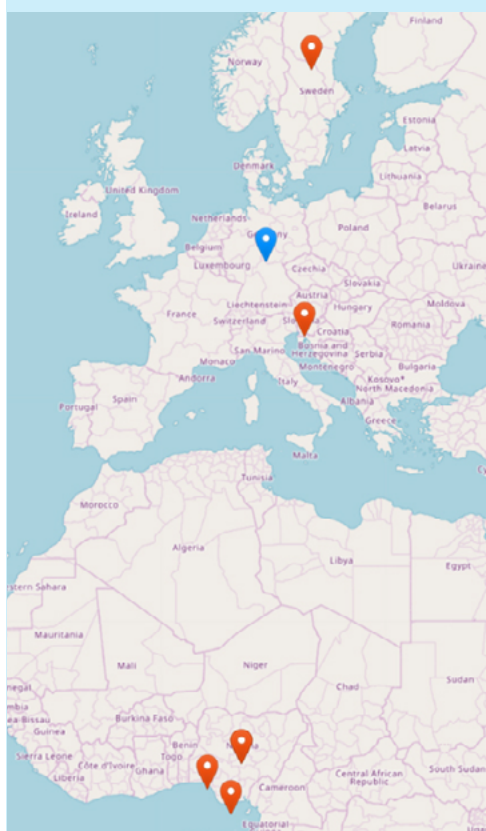
#### Capacity Building Higher Education

From 01.02.2023 to 31.01.2026

**Coordinator:** Universitaet Siegen, Germany

**Participants:** Austria, Germany, Nigeria, Sweden

 #ArtificialIntelligence



### Summary

#### Project Goal:

EmbeddedAI aims at enhancing the skill set for modelling, design and analysis of artificial intelligence on embedded systems for engineers by strengthening the Nigerian Higher Education (HE) training and curricula with state-of-the-art European standards and technologies. The project aims to strengthen the links between university-enterprise cooperation, entrepreneurship and employability of graduates in Nigeria and encourage the culture of practice-oriented and industry-motivated training in Nigeria HE systems that are historically more theoretically oriented. The project aims to establish and align study programs for a Master of Science in Embedded Artificial Intelligence to facilitate entrepreneurship opportunities and serve the Nigerian industry.

EmbeddedAI includes mainly activities such as the development of the embedded AI pedagogy, mapping the requirements and the courses with the Bologna system, course development and development of the hands-on lab, activities towards the accreditation of the master's program, knowledge transfer for both technical and industrial skills, and the dissemination to industry and scientific communities.

Embedded AI targets multiple groups, including academia, HE staffs, students, industry, and Small and medium-sized enterprises. EmbeddedAI targets the 25 million unemployed graduates in Nigeria since the program is designed to integrate embedded artificial intelligence designs in diverse fields such as agriculture, medicine, telecommunication.

#### Project Outputs:

It is expected to obtain tangible results, including a masters programme in embedded artificial intelligence course development and implementation integrated into Nigerian engineering studies, a sustainability plan, and a monitoring report to provide a sustainable integration of the proposed curriculum in the Nigerian educational system.



## DigtAfrica

### Fostering Digital Transformation in Africa by Building Digital Capability for All

#### Capacity Building Higher Education

From 01.01.2023 to 31.12.2025

Coordinator: Université de Tunis El Manar, Tunisia

Participants: France, Guinea, Kenya, Madagascar, Spain, Tunisia

 #DigitalCapacityBuilding



### Summary

The Covid-19 pandemic has come, in 2020 and 2021, to confirm even more the importance of the digitalisation of administrations, companies, and of course higher education institutions. African countries are committed to the digital movement, nevertheless, they are doing so at a slower pace. This is certainly linked to economic, cultural, and political factors, but also to a lack of knowledge and capacity of HEIs to renew their teaching practices through the prism of digital technology.

#### Project Goal:

This project digs deep into this problem of digital divide and propose a contribution to its reduction. We base our ideas and orientations on previous studies that have clearly delineated the critical need but also the challenges faced by African HEIs to adapt to current and future labour market demands and student expectations. We thus propose a strategic framework to accompany digitalisation. This framework is culturally as well as functionally adaptable to avoid a one-size-fits-all solution.

#### Project Outputs:

The transfer of good practice from Europe to Africa is important to serve this objective, for this we propose the creation of digital centres bearing the mission of growing all stakeholders involved in the mission of higher education in digital and soft skills. We liaise with other societal stakeholders for knowledge transfer by establishing communities of practice and digital divers. Our dissemination approach aims to influence towards sectoral change in Africa and a better tackling of widening participation in Europe.

## OSCAR 2.0

### Towards Open Science Communities Development in Sub-Saharan Africa Region

#### Capacity Building Higher Education

From 01.01.2024 to 31.12.2026

**Coordinator:** University of Zambia,  
Zambia

**Participants:** Botswana, Germany,  
Netherlands, Slovenia, Zambia



#DigitalInfrastructure



### Summary

#### Project Goal:

OSCAR 2.0 aims to foster the effective digital transformation of education and science in the Partner Countries (PCs) (Zambia and Botswana) in order to develop digital infrastructure and connections, where heightened reliability, capacity and security will support regional economic integration by boosting the engagement of Higher Education Institutions (HEIs) in the implementation of Open Science principles and values in each PC.

#### Project Outputs:

The project's impact will be sustained through the development of an Integrative Open Science environment and research operational framework. The project's main outcome, consisting of OS-infrastructure (i.e. OS platforms, Science Shops/ OS hubs), human capital (i.e. methodology, competence and knowledge trained researchers, including the early stage researchers), efficient institutional OS policies and standards for OS.

At the end of OSCAR 2.0 project, we expect to tackle the main PCHEIs challenges taking into consideration national, institutional, and individual levels. In such a way, the competitiveness level of HE and research in each PC will be raised based on the development of OS principles. This fact will improve the quality and significance of HEIs in society as poles of excellence and increased standards.

## Pro-TELDE

**Promotion of Technology-Enhanced Learning and Digital Education in South African University and TVET Colleges**

### Capacity Building Higher Education

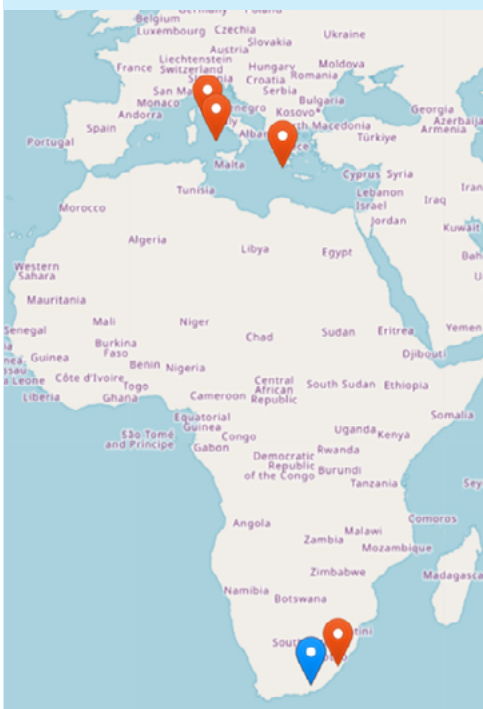
From 01.02.2024 to 31.01.2026

**Coordinator:** University of Johannesburg, South Africa

**Participants:** Greece, Italy, South Africa



#DigitalCapacityBuilding



### Summary

#### Project Goal:

The project aims to, first of all, provide the target groups with basics skills to exploit digital solutions for teaching. Furthermore, and more importantly, the project aims to provide the target groups of the skills and competences to:

- identify and select existing open digital sources that can be used for teaching business and economics subjects.
- make full use of all the potentialities of digital education and technology-enhanced learning (TEL) as an integration or alternative to traditional teaching.
- create their own digital teaching sources in the field of business and economics.

The project will also provide South African HEIs and TVET lecturers with a Repository of validated TEL and digital Teaching Sources in the field of business and economics.

#### Project Outputs:

- 60 South African lecturers will acquire the above-mentioned skills and competences, via participating to face-to-face training programmes both in South Africa and in Europe as well as via accessing the online programmes on the same topics.
- 120 validated digital teaching sources in the field of business and economics made available online via the Repository.
- 1 online course on how to identify, select and use existing digital teaching sources in the field of business and economics.
- 1 online course on how to create digital teaching resources in the field of business and economics.

## PoMiSA

### Potential of Microcredentials in Southern Africa

#### Capacity Building Higher Education

From 01.12.2023 to 31.11.2025

**Coordinator:** University of Johannesburg, South Africa

**Participants:** Belgium, Estonia, Ireland, Lesotho, Mauritius, Namibia, South Africa

 #Microcredentials



### Summary

This capacity building in higher education (CBHE) project, will systematically develop principles and policies for the recognition, quality assurance and regulation of microcredentials in Southern African countries. The global take-up of microcredentials has been slow and uneven, and while Southern African policymakers, including regional and national higher education qualifications and quality assurance councils, appreciate their potential to promote access, skills development and learner and worker mobility, they are concerned about issues of articulation, alignment, quality, equity and social justice.

#### Project Goal:

Emphasising European Commission priorities of digital transformation and the integration of migrants, as well as governance and sustainable growth, the project aims to strengthen relationships between higher education and labour markets while enhancing higher education network and governance capacities.

#### Project Outputs:

After examining the state of microcredential conceptualisation, policy development and implementation in Lesotho, Mauritius, Namibia and South Africa, in both the public and private sectors, and through intra- and inter-regional consultations, the project will develop national concept papers for the systematic introduction of regional guidelines and policy frameworks on microcredentials.

The ultimate aim of the project is to benefit the people and countries of the Southern African region, particularly but not only learners, employers and higher education institutions, entities and systems, by developing clear regulatory frameworks on, and a well-defined roadmap for microcredentials.

## SME2KE

### Smart Manufacturing Engineering Education for Knowledge Economy

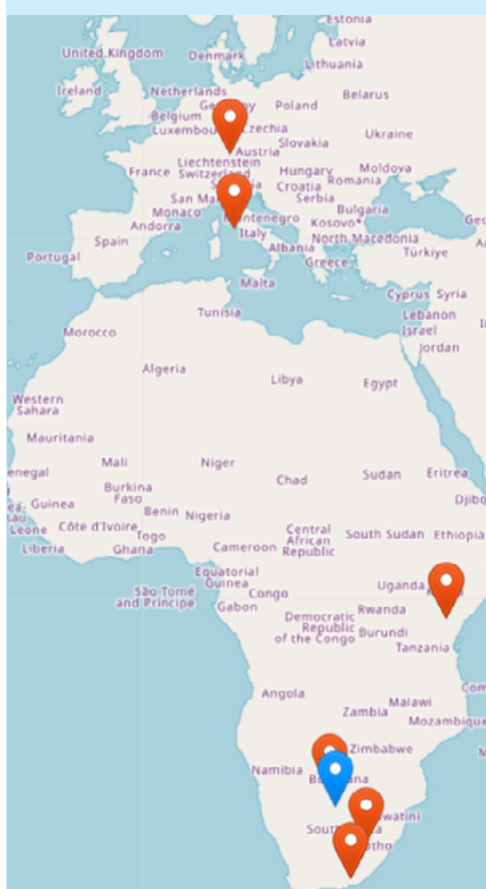
#### Capacity Building Higher Education

From 01.06.2023 to 31.05.2026

**Coordinator:** Botswana International University of Science & Technology, Botswana

**Participants:** Botswana, Germany, Italy, Kenya, South Africa

 #SmartEngineering



### Summary

With the advent of Industry 4.0 have come challenges and opportunities in the manufacturing sector as well as manufacturing education. Smart Manufacturing Engineering Education for Knowledge Economy (SME2KE) develops postgraduate manufacturing curricula (with emphasis on laser-based manufacturing (LbM) technologies) and pedagogical approaches to strengthen future manufacturing engineers' competences for transforming their national economies to knowledge-based society as they improve profitability of businesses.

#### Project Goal:

SME2KE aims at (i) training the knowledge, competencies and performance of students and academic instructors, (ii) updating the existing master's curriculum by incorporating taught modules including elements of LbM applications, big data science (BDS), machine learning (ML) and artificial intelligence (AI) towards empowering graduates with skills to fabricate products sustainably without defects and waste; (iii) developing a unique African e-platform to support education and training related to LbM technology at Masters level. SME2KE enables partner HEIs to demonstrate relevance in developing responsive activities which promote socio-economic recovery, growth, and prosperity by developing innovative curricula which are linked to manufacturing business activities. It contributes to the Sustainable Development Goals (SDGs) and the Green Deal, digital transformation and data technologies, alliances for sustainable growth and jobs by supporting a successful green and sustainable global economic recovery in the partner countries.

#### Project Outputs:

SME2KE reforms postgraduate manufacturing education by imparting graduates with problem-solving and entrepreneurial skills via problem-based learning (PBL) methods, students-centred teaching and real-life manufacturing challenges. SME2KE establishes sustainable manufacturing education pedagogies in the local context via collaboration among the LbM research establishment, manufacturing industries, and academic institutions.



## AHUMAIN

### Applied Human Machine Intelligence in East Africa

#### Capacity Building Higher Education

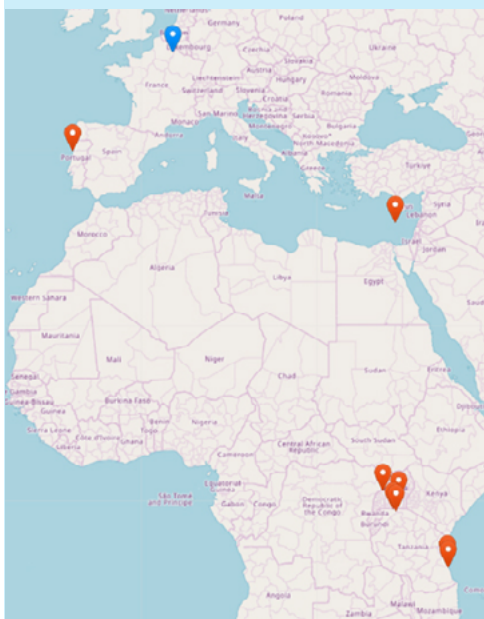
From 01.01.2023 to 31.12.2025

**Coordinator:** Artesis Plantijn Hogeschool Antwerpen, Belgium

**Participants:** Belgium, Cyprus, Spain, Tanzania, Uganda



#HumanMachineIntelligence



### Summary

The technological revolution is proceeding fast, every day we see new interesting applications. The communication between humans, machines and their constant communication through the Internet is becoming increasingly interconnected. Two major tendencies which are changing the world around us are Internet of Things (IoT) and Artificial Intelligence (AI). While IoT produces sensor data, AI will help interpret this data, in a comprehensible way and to make semi-automated decisions for controlling certain physical processes.

If we take a look at the world's investment and strategic plans on AI, governments are putting a lot of effort in the development of AI systems, to find relevant applications and to get their knowledge up to an excellent level, not to be left behind. The increased competitiveness of countries worldwide is becoming apparent for those who do invest in creating linkages between government, business, and academia in this field.

This is equally important for Africa. There are a number of initiatives in African countries, but the real challenge is to get the biggest African companies adopting AI for their business processes. This calls for the development of an AI ecosystem that will lower their development costs, help create AI applications tailored to local needs, and reduce their dependence on foreign companies. In addition, the African AI ecosystem could position itself as an attractive partner for global digital giants keen to enter the African market.

### Project Goal:

The aim of the HUMAIN project is to connect diverse specialisations together in one consistent curriculum, tailored to the East African situation and societal problems, to come to a hybrid engineer who has in-depth knowledge in all different aspects and can connect these parts together to a useful and commercially viable system. At the same time we focus on real-life applications of AI, operational deployment and business cases, to break away from the theory and give way to practical applications.

## ICT-4MRPQ

### Strengthening Capacity for ICT Usage and Policy Reforms for Relevant and Quality Masters Research Process Management in Uganda's HEIs

#### Capacity Building Higher Education

From 01.01.2023 to 30.06.2026

**Coordinator:** Makerere University Business School, Uganda

**Participants:** Netherlands, Portugal, Uganda

#### #ICT Tools



#### Summary

##### Project Goal:

The main objective is to strengthen higher education institutions capacity to use ICT in Masters' research journey management processes and devise Policy reforms for relevant high-quality research outputs at HEIs in Uganda.

##### Activities:

(1) Project Inception & Management; (2) Stakeholder Mapping, Profiling and Engagement; (3) National Research & university Policy Reviews; (4) Developing Research methods manuals for staff & students; (5) Developing an E-Supervision Platform; (6) Development of a connecting Mobile App; (7) Compiling a Compendium of nationally relevant research priorities; (8) Dissemination; (9) Staff Mobility & Capacity Building

##### Beneficiaries:

5 Universities (3 from Uganda – MUBS, MAK & MUST; and 1 Portugal – ULisboa, 1 Netherlands – VU, Amsterdam). Uganda HEIs counterparts will benefit from demonstrated increased knowledge, mobility & adoption of new technologies while the European partners will benefit from knowledge internationalization. At least 700 staff and 1,500 students inter-connected on a NCHE approved Research E-Supervision Platform; 800 masters students conduct their timely research; 500 supervisors & 100 administrative improve their work efficiency and interaction with students; 300 internal and 200 external examiners conduct timely assessment of research reports and Viva-voce; NCHE with moderate level of interest will enhance capacity and accreditation; 2 employers (Kyazze & Kankaka Co. Advocates & UCCSRI Ltd) will upgrade their Sustainable development data tracking skills.

##### Project Outputs:

(1) A revised national master research policy framework; (2) NCHE approved E-Supervision Platform. (3) A Mobile App. connecting the participating universities.

##### Short term Results:

Timely graduation of students; Reduced supervision inconsistencies; Relevant & High-quality research outputs & reliable student research assessment processes.

##### Long term results:

Enhanced research capacity in Uganda; Increased stock of relevant research; Employable graduates

## UNIUBS

**Fostering Innovation in African HEIs to enhance their relevance for the digital innovation labour market**

### Capacity Building Higher Education

From 01.06.2024 to 31.05.2027

**Coordinator:** Erasmus Universiteit Rotterdam, Netherlands

**Participants:** Ghana, Greece, Kenya, Netherlands, Tanzania



#Digitalecosystems



### Summary

UNIUBS is a collaborative initiative aiming to connect HEIs with digital innovation ecosystems in 3 African countries (Kenya, Ghana, Tanzania) and Europe, in a collective effort to improve HEIs' capacity in adopting innovative educational approaches, addressing digital innovation labour market needs and challenges and improving graduates' employability rates. Acknowledging the goals of the EU-AU Innovation Agenda (2022) to strengthen innovation ecosystems and develop sustainable and mutually beneficial HE in Europe and Africa, the project aims to contribute to improving the capacity of African HEIs, in their attempt to modernise their curricula and address current and future challenges of the labour market.

### Project Goal:

UNIUBS focuses on curriculum enhancement in seven universities in Kenya, Ghana and Tanzania, through a series of activities aiming to promote collaboration between HEIs and digital innovation ecosystem, foster the professional development of university educators and digital innovation professionals, and support business and technology graduates in meeting the requirements of a changing labour market landscape.

### Project Outputs:

The implementation of the UNIUBS project relies on a combination of quantitative and qualitative research activities, aiming to identify labour market needs and innovation requirements in HEIs, with a series of targeted interventions, including training workshops, co-creation of educational material, experiential learning practices and an international online course. All the developed material will be tested through pilot implementations, in order to ensure its relevance, efficiency and effectiveness, and refined through an empowerment evaluation approach, further contributing to HEIs' capacity-building by enhancing their impact assessment capabilities. Finally, UNIUBS adopts an elaborate dissemination and exploitation plan to ensure the sustainability of the project's outcomes and multiplication of its impacts in other national and regional contexts.

## Capacity Building in Vocational Education and Training

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## DEVISE4KE


**Empowering Sustainable Development of VET in Kenya by Integrating Work Based Learning and Upskilling ICT-Competences of Teachers and Students by using Solar Energy and Low Energy Devices**

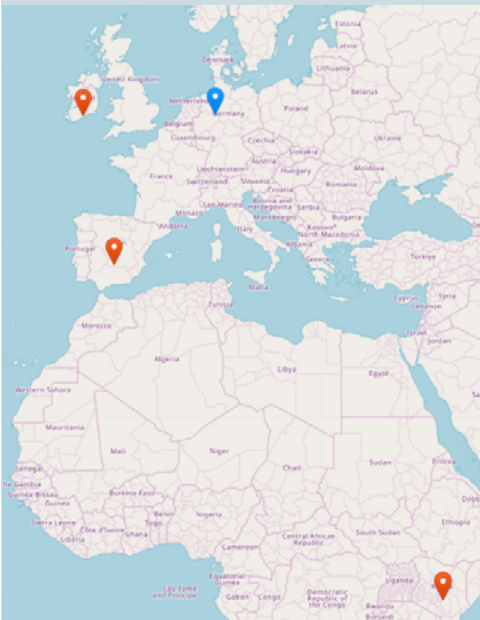
### Capacity Building in Vocational Education and Training

From 01.12.2023 to 30.11.2026

**Coordinator:** Universitaet Bremen, Germany

**Participants:** Germany, Ireland, Kenya, Spain

 **#SustainableDevelopment**



### Summary

The Kenyan school digitalisation plan has been ongoing for years. It is not fully realised for VET schools due to power outages and the lack of ICT equipment and skills. Digitalisation attempts fail, especially in rural regions. Now, a project consortium seeks to help the rural Homa Bay County and its 150 000 inhabitants meet the digitalisation challenge with these objectives:

#### Project Goal:

- Equip VET-schools with photovoltaics (for reliable green energy supply) and low-energy devices (for digital learning/teaching e.g. Raspberry Pi, tablets, beamer, cell phones and server).
- Introduce work-based learning by integrating real work processes with digital learning and work tasks (LWT) in curricula.
- Strengthen the link between the school-based VET-system and industry.
- Build schools an independent learning environment for digital teaching, even without internet connections.
- Run innovative Learning Teaching Training Activities (LTTA) for teachers and other local stakeholders as well as multiplier events.
- Accredit 2 of the developed teacher training modules through the Kenyan Ministry of Education.

#### Project Outputs:

The plan includes 4 partner meetings to test and evaluate the developed LWT, install the equipment and execute 4 LTTA. Kenyan partners will implement 3 Teacher Trainings. 9 virtual meetings and 2 hybrid Multiplier Events (Kenya and Spain) round off the project. The project supports locals through:

- Installing photovoltaic and ICT equipment for 3 VET schools.
- Developing, testing and publishing 9 LWT for photovoltaics, ICT installation, and digital teaching.
- Publishing a recommendation paper on networking and successful multiplying events, manual for developing LWT and an experience report including good practices on digital teaching in rural areas.
- These outputs are sustainable through continued use of the LWT in other schools with partner support and the accredited teacher training at Rongo University.



## CUL-TOURA BRIDGES

### Strengthening Vocational Education in Cultural and Green Tourism

#### Capacity Building in Vocational Education and Training

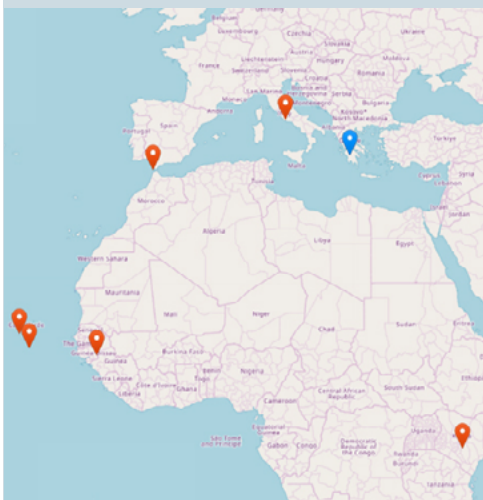
From 01.01.2023 to 31.12.2024

**Coordinator:** Action Synergy SA, Greece

**Participants:** Cape Verde, Greece, Italy, Kenya, Senegal, Spain



#MicroCredentials



### Summary

Young people aged 15-24 represent 20% of the African population but over 40% of the total unemployed people in Africa. There arises the need to encourage young people in Africa to pursue vocational education, and to better connect the existing vocational education structures with the private sector, and the labour market in general.

#### Project Goal:

The aim of this project is to upskill VET in African countries in order to increase employability of young people and to connect VET with the rising sectors of the labour market in the private sector. A sector that can be targeted for this initiative is the cultural tourism sector. African countries have a wealth of local assets that can serve as a motivation for cultural, green, and responsible tourists to visit the continent.

The objective is the creation of local and international networks, focus groups with the created networks (first local, then international) in order to assess the educational needs associated with employment in the touristic sector, and to create the learning objectives and micro-credentials, development of a joint qualification profile and joint curriculum, organisation of blended courses on the issue, organisation of e-apprenticeships (digital exchange) of students to private institutions from other partner countries and assessment of students, and awarding of micro-credentials in a digital portfolio.

#### Project Outputs:

In this project, we aim to create channels of communication between VET centres and the private sector, to create a joint vocational education curriculum on green, cultural, circular, responsible tourism among the partner countries of Europe and Africa, to strengthen the connection between vocational education and work, by introducing the concept of micro-credentials and to provide opportunities to students for Green Apprenticeships and Mentoring with private sector professionals.

## CoVE South Africa

### Centre of Vocational Excellence for Climate Smart Agriculture in South Africa

#### Capacity Building in Vocational Education and Training

From 01.01.2023 to 31.12.2025

**Coordinator:** Universiteit Maastricht, Netherlands

**Participants** Czechia, Netherlands, South Africa

 #DigitalforAgriculture



### Summary

Climate-smart technology supports food security and a sustainable environment. It is an answer to the effects of climate change which make agricultural development in Africa more challenging than ever before. Climate-smart production depends on technology transformation and a modern skilled workforce.

The proposed CoVE SA project is implemented in South Africa (SA). It is a joint initiative of 2 SA TVET schools, 2 EU and 1 SA academic partners, and 1 SA private partner. It gets full support from key public and private stakeholders. The project will educate TVET students to become the responsive, digitally skilled, and sustainable-oriented sector professionals that South Africa's future greatly needs.

#### Project Goal:

The aim of the project is to integrate Vocational Excellence in the climate-smart horti/agriculture sector, thereby ensuring high quality skills and competences that lead to quality jobs and careers, meeting the needs of an innovative, inclusive, and sustainable rural economy.

#### Project Outputs:

1. Expand the holistic approach of the EU-CoVE model to Vocational Excellence in SA's horti/agriculture sector, by securing a central role of TVET in regional innovation ecosystems (CoVE hubs), and further developing strong and lasting relationships between TVET, research, and industry.
2. To expand the EU CoVE concept geographically in a sustainable way (environmentally and economically) in line with the EU Green Deal context, by setting up and interlinking CoVE networks in SA and the region (Zambia and/or Ghana).
3. Drive innovation in horti/agriculture related TVETs in SA and the regional, by developing modern, digital, learning materials.
4. Ensure that current and future sector professionals have the required key skills & competences, by developing innovative and blended learning programs.
5. Increasing student, teacher, and professional competences to become active outside their regions by organising blended and face-to-face interaction.

## CapacIT 4 Africa

**Foster Cooperation Across France, Belgium and Francophone Sub Saharan African Countries by Reinforcing Capacity of African VET Providers of The Digital Field**

### Capacity Building in Vocational Education and Training

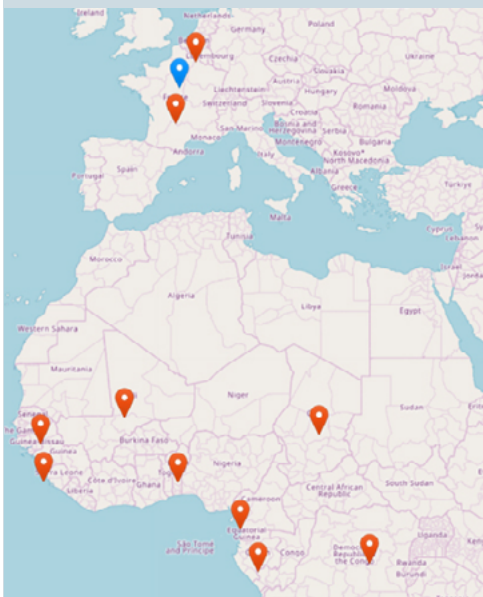
From 01.12.2023 to 30.11.2025

**Coordinator:** Simplon.Co, France

**Participants:** Belgium, Benin, Cameroon, Chad, Congo - Brazzaville, France, Gabon, Guinea, Mali, Senegal



**#NetworkofDigitalVETProviders**



### Summary

Capac'IT 4 Africa is an international francophone cooperation project based on multilateral partnerships between two European VET organisations - Simplon.co in France and Bencode in Belgium - and 9 Francophone Sub-Saharan African VET organisations : Simplon Africa in Senegal, Ogooue Labs in Gabon, Kinshasa Digital in Democratic Republic of the Congo, Santech in Mali, Wenak Labs in Chad, Inch Class in Cameroon, Société Inclusive and L'Envol in Benin, and ASCAD in Guinea. Overall, the project involves 11 complementary partners from 10 different countries.

#### Project Goal:

Capac'IT 4 Africa is a forward-looking project aiming at fostering cooperation across France, Belgium and Francophone Sub-Saharan African countries by reinforcing capacity of African VET providers of the digital field in the areas of innovative pedagogy, quality assurance and market-based approach, in order to bring VET interventions closer to social and economic development as well as to improve their responsiveness to labour market demands.

#### Project Outputs:

Packages during which 7 outputs will be achieved over 24 months. It will offer capacity building workshops, professional development programmes and networking events to pedagogical referents, trainers, management and operational staff from 9 different African VET institutions for bringing innovation to their pedagogical approach, developing their own quality assurance strategy, and strengthening their links with the labour market.

## VocalizeloT

### Vocational Centre Capacity Building in IoT for Innovation and Employment

#### Capacity Building in Vocational Education and Training

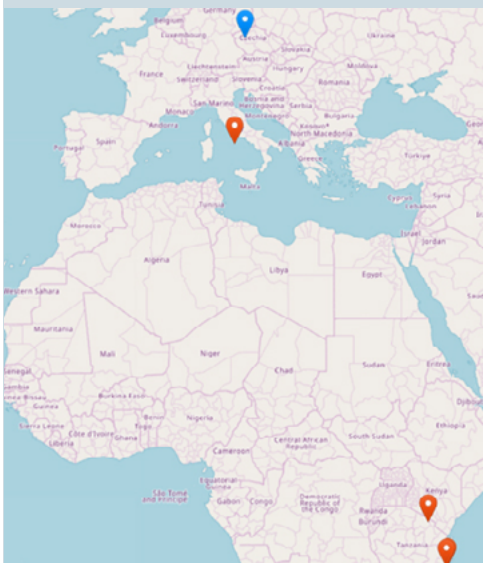
From 01.12.2023 to 30.11.2026

**Coordinator:** Waziup Ev, Germany

**Participants:** Germany, Italy, Kenya, Tanzania



#DigitalCapacityBuilding



### Summary

Vocational education is playing a central role in Africa to respond to the local skills demands. However, the VET providers must be upskilled with more digital capacity and be more adaptive and responsive to the local private and public sector demands. With the 4th industrial revolution, the Internet of Things (IoT) is starting to play a central role for the national economies. The countries need more IoT technical and hands-on/ practical skills, in order to develop, test, and maintain novel IoT services and products.

#### Project Goal:

The general objective of the VocalizeloT project is to build the capacity of the VET centres from Kenya and Tanzania in the IoT domain, in order to provide a training offer that is fit for the local private and public sector demand. With this idea, the VET centres will be well positioned with the innovation ecosystem and provide employment and innovation creation opportunities with local start-ups, SMEs and public administrations.

#### Project Outputs:

The project is based on three pillars:

- A Hybrid Solution Lab, which is a physical and virtual coupled lab space with OPEN hardware and software,
- A VET staff training program, with training in technical topics such as IoT, and non-technical trainings on entrepreneurial skills and pedagogical skills,
- An advanced IoT curriculum that meets local market needs for immediate employability.

These three pillars work towards creating capacity in the VET centres through provision of equipment to support the training activities, equipping the VET staff and teachers with pedagogical methods, teaching and training materials, for better exploitation of the ICT potential, and establishing practical training schemes and programs that the students can gain hands-on skills.

The project will be implemented in two VET centres in Kenya and Tanzania.

## 3E

## Entrepreneurial Ecosystem in Ethiopia

### Capacity Building in Vocational Education and Training

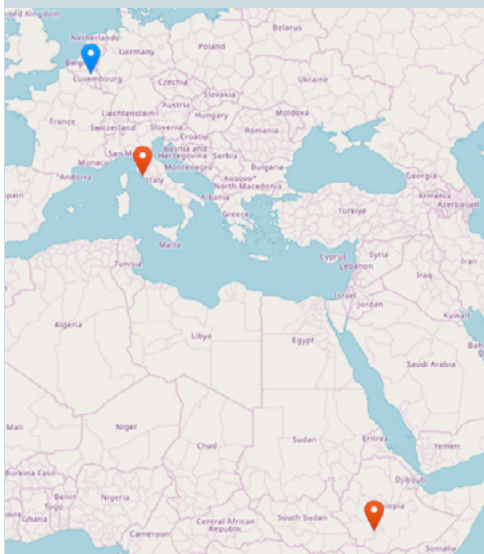
From 01.12.2023 to 30.11.2026

**Coordinator:** Cinop BV, Netherlands

**Participants:** Ethiopia, Italy, Netherlands



#DigitalCapacityBuilding



## Summary

Ethiopia's Digital Transformation Strategy aims to leverage technology to support the country's economic development and improve the lives of its citizens. The strategy focuses on several key areas, including digital infrastructure, digital services, digital skills and digital entrepreneurship. However, the majority of the educational institutes are facing huge challenges in being fit for the digital age.

### Project Goal:

With this initiative, we focus on unlocking the potential of young, talented, digital entrepreneurs in a large TVET institute in Ethiopia: Tegbare-id. We focus on aspects of entrepreneurship, digital skills, incubation and e-commerce in TVET.

A transversal objective throughout the entire initiative is the inclusion of women and to promote diversity. Our ambition that 60% of the start-ups in this project will be women-led.

### Project Outputs:

- Establishing the "Tegbare-id Future Skills Incubator" focused on Digital Skills & E-commerce.
- Making existing curricula market-relevant with a focus on entrepreneurship (EntreComp), digital solutions and e-commerce.
- Reinforcing relationship between Tegbare-id college and private sector on digital skills and E-commerce and catalyze career development of Tegbare-id alumni.

We intend to achieve our objectives by leveraging the expertise of a local partner Iceaddis (Ethiopia) in incubating and accelerating e-commerce businesses. The project leader CINOP is specialized in capacity building and training for entrepreneurs and LearningDigital is expert in digital skills and how to integrate these in a learning situation. The main beneficiary is the Tegbare-id TVET college.

As a result, jobs are created, TVET curricula are more relevant and Tegbare-id has a stronger relation with the private sector, leading to social, professional and economic development. In numbers: 18 start-ups created, >100 jobs created (in)directly, 60% start-ups are women-led, 10 cooperation agreements signed and 30 internships implemented.



## SEED4AFRICA

### Smart Entrepreneurial Education and training for Digital Farming in Africa

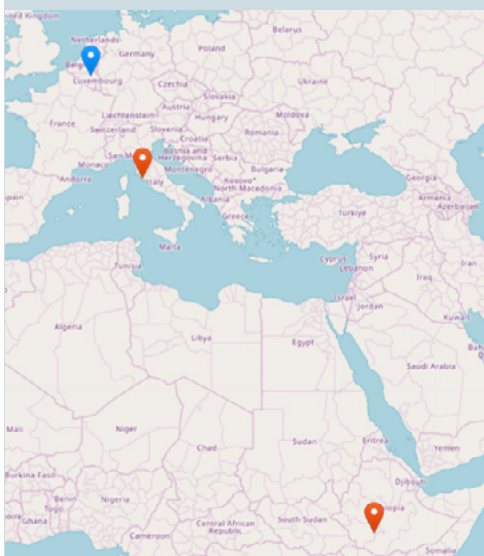
#### Capacity Building in Vocational Education and Training

From 01.01.2023 to 30.12.2025

**Coordinator:** Azienda Vivaistica Regionale Umbraflor, Italy

**Participants:** Belgium, Benin, Italy, Kenya, Nigeria, South Africa, Spain

 #DigitalFarming



### Summary

#### Project Goal:

The project aims to enhance the professional profile of African VET teachers and trainers in the field of agriculture and rural development by offering online, face to face and work-based learning opportunities.

#### Project Outputs:

Project activities will promote the enhancement of VET quality and attractiveness, with a specific focus on smart, digital and sustainable farming, in particular by:

- adapting and transferring the results of three good practices financed by the Erasmus+ programme for the design of innovative training approaches and materials in agricultural education, namely: SEED - Smart Entrepreneurial Education and training in Digital farming; PONICS VET - Hydroponics Agricultural Technician; LiveAdapt - Solutions for the adaptation of Extensive Livestock to Climate Change.
- enhancing communication and cooperation among VET providers, at local and international level, exchanging good practices, initiatives and tools, also with the organisation of job shadowing and technical visits for African VET teachers and technical staff in the schools of the ENNE National Networks represented in the project.
- innovating the provision of VET programmes encouraging the collaboration between educational institutions, public authorities and private companies, especially through the conduction of contest-based initiatives, such as hackathons and innovation bootcamps, where mixed teams of VET students and Agriculture stakeholders will co-design digital and entrepreneurial solutions for societal challenges linked to the Sustainable Development Goals of the Agenda 2030.

## Virtual Exchanges in Higher Education and Youth

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## DigiUp

### Enhancement of Digital and Transversal Skills through Virtual Exchanges

#### Virtual Exchanges in Higher Education and Youth

From 01.12.2022 to 30.11.2025

**Coordinator:** Mitropolitiko College  
Anoymi Ekpaideytiki Etairia, Greece

**Participants:** Belgium, Greece, Kenya,  
South Africa, Tanzania



#DigitalCapacityBuilding

### Summary

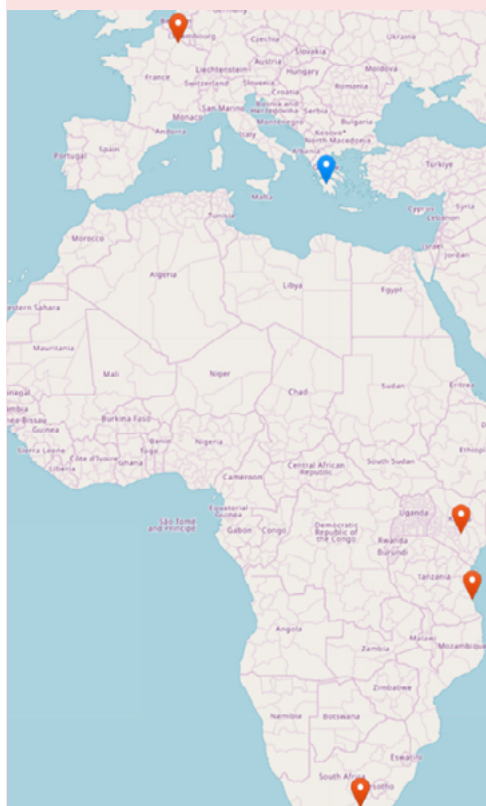
#### Project Goal:

DigiUp is a 36-months Virtual Exchange project which aims to connect higher education students, academic staff and young people from Europe and Sub-Saharan countries through well-established virtual activities for development, acquisition, application of both digital and soft skills so as to increase career opportunities and moving forward in 21st century skills needed among young people.

#### Project Outputs:

Through various virtual non-formal education methodology-based activities, DigiUp is going to focus on the learning dimension of the virtual exchanges, by contributing to developing the digital and soft skills of students and professors, with the ultimate goal to enhance employability, using the competences frameworks of DigCompEdu and DigComp 2.1. In conclusion, DIGIUP will give the opportunity to both students and faculty staff to deploy their digital skills and also encourage them to develop a virtual exchange project with colleagues from other countries.

8 partners from 4 different countries and sectors (Youth Organisations and Universities) participate; globally more than 1 000 learners enhance their digital and soft skills.



## DiGE

### Digit@lly Together for Gender Equality

#### Virtual Exchanges in Higher Education and Youth

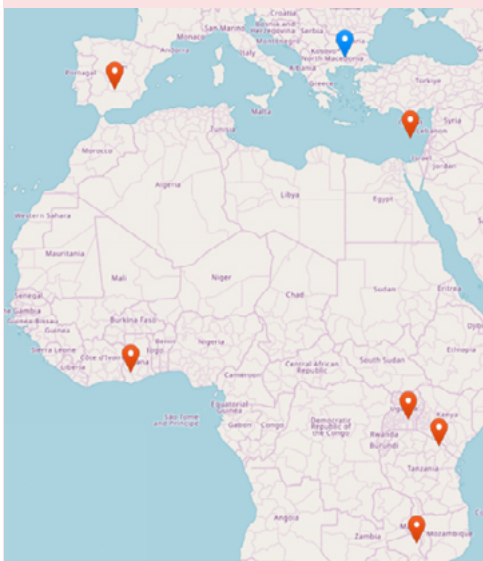
From 01.12.2022 to 30.11.2025

**Coordinator:** Vazmozhnosti Bez Granitsi, Bulgaria

**Participants:** Bulgaria, Cyprus, Ghana, Kenya, Malawi, Spain, Uganda



#DigitalforGenderEquality



### Summary

Digit@lly Together for Gender Equality project aims to empower 336 young people aged 18-25 to become skilful digital advocates and change makers for equal and inclusive societies. It addresses the intersection of gender and technology in the youth sector – two areas that have contributed significantly for major societal gaps and will most probably have further implications for the widening the disparity among men and women across the world. The proposal is in line with the 2030 Agenda for Sustainable Development (achieving gender equality and women's empowerment), the Treaty of Lisbon (need to encourage participation of young people in democratic life) plus gender equality and youth participation in civil society is key for the EU Youth Strategy 2027.

#### Project Goal:

The specific objectives of the consortium are: (1) Increase the capacity including investment into human resources and ICT facilities of 7 youth organisations over a 3-year period to provide quality and sustainable digital experiential learning opportunities for young people with predominantly vulnerable background; (2) Encourage 21-century youth intercultural dialogue and diversity awareness via online accessible and user-friendly digital tools and platforms; (3) Foster digital and soft skills development of 336 young people to boost their future civic engagement and employability options; (4) Promote horizontally active citizenship and common democratic society values like freedom, tolerance and equality in diverse youth-led communities through NFE and experiential learning; (5) Contribute to boosting international cooperation opportunities between EU and Sub-Saharan Africa.

#### Project Outputs:

The consortium will run over 3 years and offer 2 training-of-trainer sessions for 70 youth workers, 4 virtual exchanges for 336 young people and 4 large-scale digital events gathering a community of min 1000 interested third parties at national level of the education, training and youth sectors across the EU and Sub-Saharan Africa.

## Green Gaming

### Developing Soft and Digital Skills Through Game-Based Approach to Address 21st Century Challenges

#### Virtual Exchanges in Higher Education and Youth

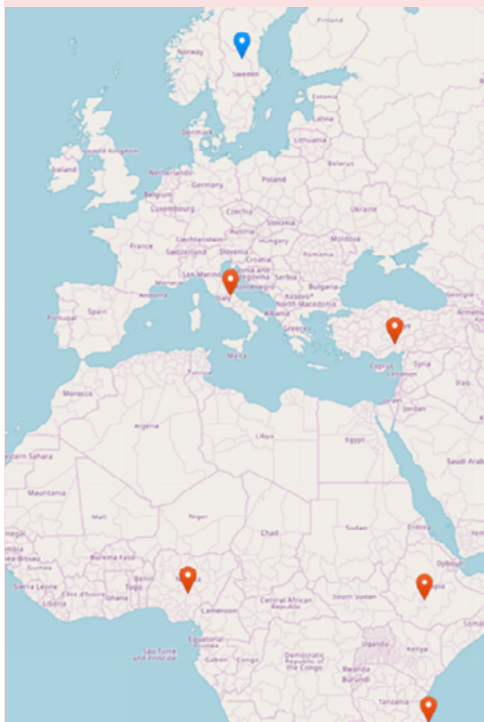
From 01.07.2023 to 30.06.2026

**Coordinator:** Lulea Tekniska Universitet, Sweden

**Participants:** Ethiopia, Italy, Nigeria, Sweden, Tanzania, Türkiye



#Gaming



### Summary

Green Gaming aims to develop a methodology that uses a game-based approach to achieve the objectives of equipping ICT students and vulnerable young people with soft, digital, and global skills. Literature provides evidence on the appropriateness of game-based approaches for enhancing those skills. Gaming is also appropriate to attract young people - also those not included in traditional education - and engage them in intercultural settings on 21st-century challenges like climate change. It can also foster behavioural change: through empathy and identification, game designers and gamers learn how to act in real-life situations. This approach is implemented in all the activities of the project: iOOCs (gamified interaction mechanisms embedded in videos); OFDs (discussions facilitated using game-based tools); GAME JAM (in this innovative format, participants will design a game that addresses the challenge of climate change).

#### Project Goal:

The activities are expected to provide participants with knowledge of climate change, and game design and enhance their soft skills (communication; teamwork; problem-solving; creativity; leadership), digital skills (capacity to interact and collaborate in digital settings), and global skills (interest in global impacts and solutions for climate change; improved feelings towards people with different ethnic background). The implementation of the virtual exchange is followed up by in-progress and final evaluation to improve the methodology and formalize it in a final handbook to foster its replication, transferability, and upscaling.

The project involves over 2 500 participants from 7 countries: Sweden, Italy, Turkey, Ethiopia, Nigeria, Tanzania, and Sudan. The Consortium is composed of both higher education institutions and NGOs working with young people. This enables the creation of diverse intercultural groups involving ICT students and young people, notably vulnerable groups like the unemployed, migrants, and girls living in politically unstable regions.

## DigiTREE

**Enriching youth digital, media, and soft skills using virtual mobility experiences in Sub-Saharan Africa and the EU**

### Virtual Exchanges in Higher Education and Youth

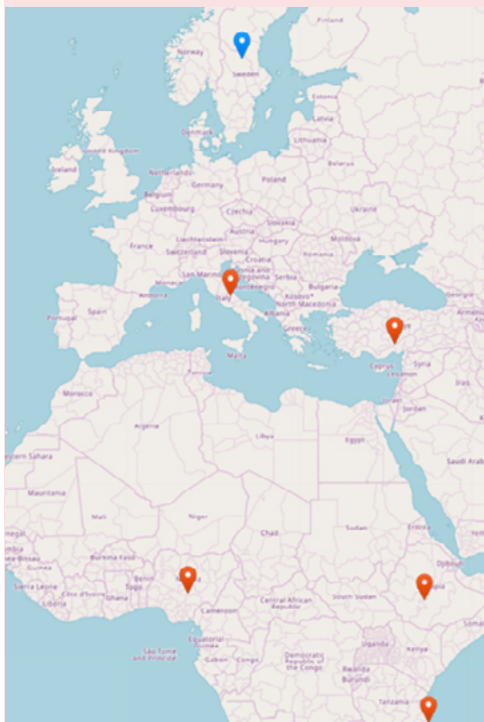
From 01.02.2024 to 30.01.2027

**Coordinator:** Rigas Tehniska Universitate, Latvia

**Participants:** Cyprus, Lithuania, Zambia, Kenya, Botswana



#Digitalskills



### Summary

The DigiTREE project creates cross-cultural pathways for youth in EU and Sub-Saharan Africa countries for virtual exchanges geared towards media literacy, critical thinking skill, and soft skill development.

#### Project Goal:

Through participation in online modules, teams of students will learn how to recognize rhetorical strategies used in online communication to persuade audiences. Young people will analyse their own everyday social and digital media use through collaborative group activities led by expert facilitators. Participants will learn to recognize and to resist misleading or inaccurate information, while practicing effective communication strategies to work together in multi-national teams. The collaborative activities in DigiTREE will foster mutual understanding, cultural sensitivity, and soft skill development, which will increase participant employability and open doors for participants to explore new cultures beyond the scope of the project by connecting with people from across the globe.

The participants will gain an understanding of media literacy concepts while mapping out the differences and similarities in media consumption on a global scale. DigiTREE fosters active citizenship by giving participants the tools to create meaningful awareness campaigns through a variety of digital tools through the use of communication strategies learned during the course of the project.



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