



Erasmus+ projects

Green Transformation for Sub-Saharan Africa



prepared for the
Erasmus+ Week 2025 for Sub-Saharan Africa
20–22 May 2025 | Addis Ababa, Ethiopia

About this publication

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



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 Sub-Saharan Africa (as one of a range of regions worldwide) to share knowledge and good practice among students and staff, but above all to develop links for the benefit of the education sector and the domains of the economy and society that it serves.

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

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

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

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

This publication has been prepared for the Erasmus+ week for Sub-Saharan Africa in Addis Ababa in May 2025. This is the first in a series of three Erasmus+ Weeks in 2025 which will look at Erasmus+ cooperation – particularly on education and skills for the green transition – with other Erasmus+ Weeks scheduled for Asia, Latin America and the Caribbean, the Pacific and the Middle East in Autumn 2025.

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

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The Erasmus+ international dimension

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

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

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

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

Support to staff and student mobility in higher education: via International Credit Mobility and Erasmus Mundus scholarships.

Cooperation between European organisations and institutions and their peers in other regions in higher education and Vocational Education and Training: via Capacity Building projects and Erasmus Mundus Joint Masters and Design Measures

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

The international dimension in a nutshell

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

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

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

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 (i) EU Member States or third countries associated to the programme and (ii) 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 Sub-Saharan 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: The role of education in the green transition.**

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



Thematic Focus: The role of education in the green transition

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

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

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

We will focus on this last aspect, highlighting the various tools that the EU provides, and the initiatives implemented under the Erasmus+ program in collaboration with Sub-Saharan Africa.

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

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

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

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

Transforming Educational Systems

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

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

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

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

The following pages feature a broad range of projects related to the theme of 'Green transition in Education'. Each one, with its unique objectives and approaches, has been crucial in advancing green transformation and fostering cooperation between European Union and African countries in the field. Now it is time to take inspiration from this selection of projects and take action to achieve the climate goals.

Further reading:

[EU policy for the environment](#)

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

[Education for Climate Coalition](#)

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

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

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

[UNESCO: Greening Education Partnership](#)

Capacity Building in the Field of Higher Education

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BREEDTECH

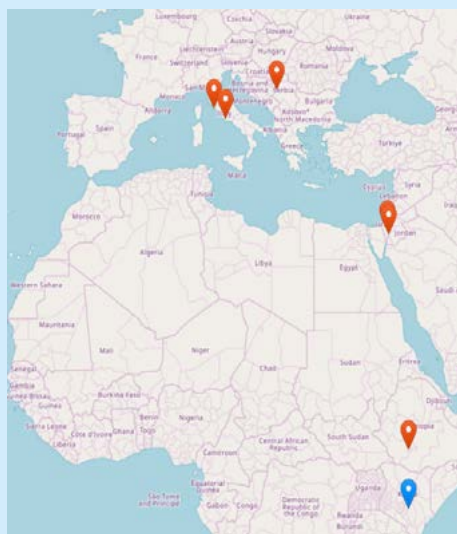
Building Capacity in Plant Breeding and Biotechnology Education and Research through partnership program in Africa, Middle East and Europe for agricultural transformation

Capacity Building Higher Education

From 01.03.2024 to 28.02.2027

Coordinator: Egerton University, Kenya

Participants: Palestine¹, Ethiopia, Italy, Kenya, Serbia, Sweden



Summary

BREEDTECH is building capacity in plant breeding and biotechnology education and research in Africa, the Middle East, and Europe. The project involves African and Palestinian higher education institutions in the research movement related to plant breeding and biotechnology in Europe, and encourages researchers and academics to take an interest in the concept, domains, tools, and digital technology of plant breeding and biotechnology.

Project Goal:

The overall objective of the project is to develop and implement a harmonised curriculum in Plant Breeding and Biotechnology across consortium countries, ensuring consistency and high-quality education. This includes equipping and modernising research facilities and infrastructure, fostering the growth of graduate and post-graduate students, as well as staff, through specialised training. The project also aims to mentor emerging institutions of higher learning, helping them to develop and refine their programs in these fields, thereby enhancing academic expertise within the consortium.

Additionally, the project is driving innovation and technological advancements to mitigate the impacts of climate change by applying advanced methods in plant breeding and biotechnology. This initiative will also promote public-private partnerships, enhancing agricultural technologies for better productivity, sustainability, and environmental safety.

Project Outputs:

By the end of the project, key activities will include the development and review of 20 curricula, the establishment of six research projects, and the creation of three BREEDTECH incubators. Additionally, a Massive Open Online Course (MOOC) will be developed for African and Palestinian universities with support from European HEIs.

¹ This designation shall not be construed as recognition of a State of Palestine and is without prejudice to the individual positions of the Member States on this issue.

IMPACT-HE

Capacity Building for Synergies, Impact Assessment and Management of International Higher Education Cooperation Funds

Capacity Building Higher Education

From 01.11.2024 to 31.10.2028

Coordinator: Obreal-Global Observatory, Spain

Participants: Ethiopia, Germany, Kenya, Netherlands, Spain



Summary

IMPACT-HE is a structural project that enables diverse Sub-Saharan African universities as strong local development agents, enhancing their capacity to contribute to sustainable development, drive development cooperation agendas, shape policy and partner with EU universities in pursuit of common development goals. It responds to the question of how to ensure mutually beneficial partnerships and builds on the fact that many EU development agencies now promote the concept of 'de-colonizing' HE in their programmes.

Project Goal:

The initiative focuses on enhancing the capacities of universities in Kenya and Ethiopia to manage international development funds effectively, thereby maximising societal impacts. It aims to strengthen internal monitoring systems, align projects with the universities' quality cultures, and boost data collection and impact assessment capabilities. Additionally, it offers a platform to evaluate and align development projects in the higher education sector, fostering national and regional synergies. Engaging policymakers, higher education institutions, and EU agencies, the initiative promotes collaborative policy development and mutually beneficial development cooperation.

Project Outputs:

The project is mapping development cooperation at the level of the Sub-Saharan African countries and HEIs, a training programme for enhanced project management and monitoring, the development of 'Societal Impact Reports', and the creation of national platforms for international development cooperation projects and in HE and research.

IMPACT-HE is scalable, with its approach and products being sustained and possibly further replicated in other African countries. It will also inspire "Team Europe" approaches between development cooperation organisations and agencies in the EU.

COPAFEU

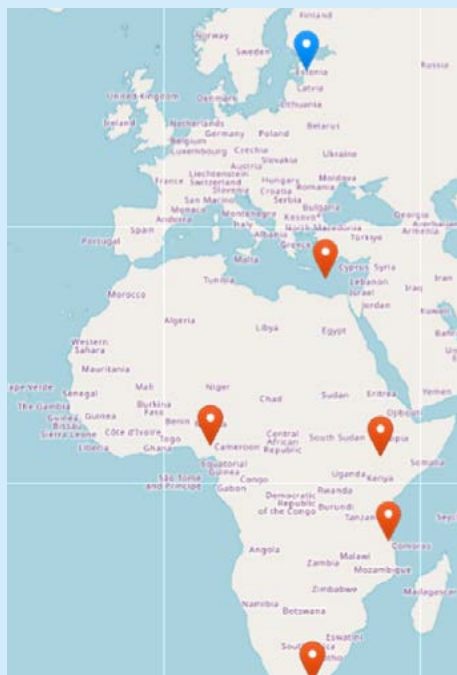
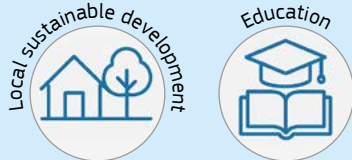
Co-Producing Knowledge on Sustainable Growth through Service Learning Pedagogy between African and European HEIs

Capacity Building Higher Education

From 01.03.2024 to 28.02.2027

Coordinator: Svenska Handelshogskolan, Helsinki, Finland

Participants: Ethiopia, Finland, Greece, Nigeria, South Africa, Tanzania



Summary

Africa's Continental Education Strategy identifies the need for higher education institutions to combine and exploit the intersections of research, social innovation, and sustainable entrepreneurship to support sustainable, local growth and provide the skills needed for employability.

Institutions need to produce graduates with the skills needed both for understanding and creating local, sustainable growth and the knowledge for addressing the social and environmental challenges attached to such growth.

To prepare for this role, COPAFEU is developing an innovative, enhanced service learning methodology (E-SL) for the production and dissemination of high quality open-access teaching material on sustainable local growth.

COPAFEU is seeking a strong impact on society by boosting the education capacity of the African higher education institutions and the potential for educational reforms through the professionalization of academic, and administrative staff, boosting employment in the targeted countries by better aligning the students' skills to the local labour market and community needs.

The project also attaches great importance to joint learning with community actors about new, innovative opportunities for local, sustainable growth.

TODOS

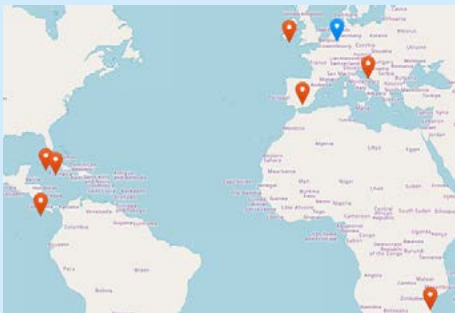
TransFormación para el Desarrollo Local Sostenible

Capacity Building Higher Education

From 01.02.2025 to 31.01.2028

Coordinator: University of Groningen, Netherlands

Participants: Costa Rica, Croatia, Cuba, Ireland, Mozambique, Netherlands, Spain



Summary

TODOS is an inter-regional initiative that brings together six universities, three National Quality Assurance and Accreditation Agencies from three different countries in three regions of the world: Cuba, Costa Rica and Mozambique. Working together with support of four European institutions highly experienced in fostering transformation and quality improvement in HE, partners from Africa, the Caribbean and Latin America seek to transform the university-territory relationship, promoting relevant responses to the needs of the local environment and in line with the imperative of Local Sustainable Development.

Project Goal:

The initiative aims to achieve its impact through a capacity-building programme focusing on curricular innovations for sustainable development, professional development for university teachers, and relevant quality assurance. By emphasising micro-credentials, SDG-aligned competences, and the recognition of prior learning, the TODOS program will benefit higher education institutions (HEIs) across three regions, as well as in Europe and globally. Collaborative teams of academics, HEI authorities, students, and graduates will work together, maintaining dialogue with national quality assurance representatives to ensure project success.

Project Outputs:

More than twenty dissemination events bring on board other HEIs, Quality Assurance and Accreditation Agencies in the Caribbean, Latin America and Africa, engaging students, academics, employers, HE authorities, and representatives of local communities into joint efforts to transform HE and make it more relevant in the three countries. The project will directly benefit the Cuban, Costa Rican and Mozambican societies and HE sectors.

GEMS-TECH

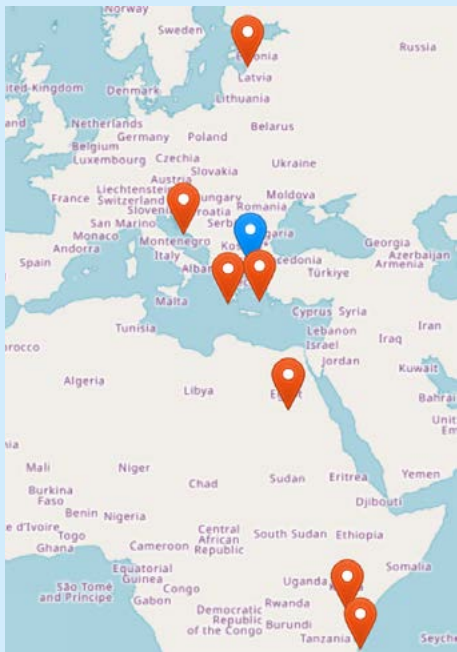
Green Maritime Horizons: Collaborative Innovation in Ship Engineering and Sustainable Technologies

Capacity Building Higher Education

From 01.12.2024 to 30.11.2027

Coordinator: University of
Telecommunications and Post, Bulgaria

Participants: Bulgaria, Croatia, Egypt,
Estonia, Greece, Kenya



Summary

The ambitious GEMS-TECH project aims to transform maritime education in Egypt and Kenya by completely integrating sustainable maritime practices and green technologies into higher education. The project creates and implements new multidisciplinary modules on sustainable maritime solutions to modernise existing courses to meet global green initiatives and maritime sector needs.

Project Goal:

GEMS-TECH aims to bridge the gap between theoretical knowledge and practical application by improving academic staff and students' competences in sustainable maritime technologies, fostering a generation of maritime professionals who can sustain the maritime sector.

Academic institutions and marine industry stakeholders form strong relationships to promote green shipping innovation, environmental sustainability, and economic resilience. GEMS-TECH is spreading cutting-edge green maritime technology knowledge and best practices beyond the academic community through targeted training, capacity-building, and open-access online resources like MOOCs.

Project Outputs:

This comprehensive education program associated with the UN Sustainable Development Goals addresses the marine industry's pressing need for environmental stewardship. GEMS-TECH help advance sustainable maritime development, improve graduate employability, and modernize the industry to meet modern challenges by training a skilled workforce in green economic principles and practices.

SWARM

Sustainable Plastic Waste and Recycling Management Capacity Building

Capacity Building Higher Education

From 01.11.2024 to 31.10.2027

Coordinator: National Technical University of Athens, Greece

Participants: Denmark, Greece, Nigeria, South Africa



Summary

The SWARM project aims to revolutionise sustainable plastic waste management and recycling practices within Higher Education Institutions in South Africa and Nigeria, promoting inter-regional and institutional collaboration.

Project Goal:

By modernising education and professional practices, SWARM is equipping individuals with the necessary skills for adopting innovative, sustainable technologies and methodologies. This initiative enhance solid waste management training, foster recycling and resource recovery, and facilitate technology transfer through international collaboration. With a comprehensive approach across multiple work packages, SWARM aspires to create a replicable model for environmental stewardship, contributing significantly to the global sustainability agenda.

Project Outputs:

The SWARM consortium, a collaboration of three South African and three Nigerian HEIs with European partners, employs innovative methodologies to build capacity in sustainable waste management. Through workshops, training sessions, and the development of virtual learning environments, SWARM is developing tangible outputs like enhanced curricula, the establishment of SWARM Hubs, and open educational resources. This multifaceted approach ensures the project's sustainability and its ability to serve as a model for environmental education and practices globally.

EDU-ABCM

Capacity Building on Student-Centered Energy Education in Cameroon, Ethiopia, Mauritius and Mozambique

Capacity Building Higher Education

From 01.06.2023 to 31.05.2026

Coordinator: University of Mauritius, Mauritius

Participants: Cameroon, Ethiopia, Italy, Mauritius, Mozambique, Sweden



Summary

In this project, eight universities from four Sub-Saharan African countries (Cameroon, Ethiopia, Mauritius, Mozambique) are working with two European universities (in Italy and Sweden) to modernize courses and programs in the energy sector. The focus is on integrating the principles of the circular economy to enhance energy sustainability. Building on the success of two previous Erasmus+ Capacity Building in Higher Education initiatives, this collaboration leverage existing frameworks and learning materials while developing new courses and programs tailored to the local conditions of the partner countries.

Project Goal:

The courses and programs developed modernize partner universities by adopting a student-centred flipped classroom approach with a focus on innovation and entrepreneurship. All materials are available in a digital format, accessible in remote areas, both as part of formal academic programs and standalone modules. Throughout the project, learning resources and courses are shared between partners and jointly implemented. The curricula introduce business cases and address global challenges related to UN Sustainable Development Goals, specifically targeting global greenhouse gas mitigation. A university-wide “Challenge” course is established at each partner institution to enable interdisciplinary collaboration among students within and between universities.

Project Outputs:

By the conclusion of the project, the partner universities will have convincingly shown, in tangible and scalable ways, that global collaboration on educational materials in the energy sector is achievable. They will demonstrate how to co-create and adapt content from different countries, enhance this material, tailor it to local contexts, and foster an international partnership.

NISHATI

**building capacities in water,
renewable energy and
agriculture to enhance local
resilience to climate change in
Africa**

Capacity Building Higher Education

From 01.12.2023 to 30.11.2026

Coordinator: University of Rome La
Sapienza, Italy

Participants: Italy, Rwanda, Spain,
Tanzania, Uganda.



Summary

The NISHATI project, which means 'Energy' in Swahili, aims to bring growth and innovation to six universities in Sub-Saharan Africa (two in Tanzania, two in Uganda and two in Rwanda) in the field of eco-agriculture, water management, and green energy for agriculture through the improvement and increase of the educational offer and the acquisition of transversal skills, in particular related to business and development of new economies that, together with the creation of a network of stakeholders, lead to a concrete enhancement of professional competitiveness.

Project Goal:

The core of the project addresses the integration and/or creation of new curricula on the basis of the findings of the needs analysis focusing on responding to the regional priorities, especially the Green Deal and sustainable growth and jobs, through the design of an innovative teaching method based on a triangle approach (theoretical and practical competences and the training of local trainers), the innovation of existing curricula and the integration with new courses, the installation of green labs and access to the local communities.

Project Outputs:

The multidisciplinary approach in teaching focuses on four main aspects: technical, economic, governance and societal; moreover practical labs (installed at the universities or supporting local needs of villages) will be offered, with the design, installation and monitoring of performance conducted by professors and students. Business skills labs will provide the final competences to support the development of new business ideas coming from research and answering local needs.

LETSEMA

Low-Carbon Economy Transformation through Sustainable Energy Modernisation and Access in Lesotho

Capacity Building Higher Education

From 01.07.2023 to 30.06.2026

Coordinator: University of Turku

Participants: Finland, Lesotho, Sweden



Summary

Low-Carbon Economy Transformation through Sustainable Energy Modernisation and Access in Lesotho (LETSEMA) is a collaboration project between University of Turku, Finland, Linnaeus University, Sweden, National University of Lesotho (NUL), and Bethel Business and Community Development Centre (BBCDC), Lesotho. The project strives to develop the capacities of NUL and BBCDC to provide equitable, digital and future-oriented quality education on sustainable energy that promotes inclusiveness, diversity and the creation of green jobs.

Project Goal:

COVID-19 has forced many educational institutions around the world to quickly pivot their activities into online and blended modes. LETSEMA takes advantage of this development and aims to further develop and entrench digital pedagogies in the context of sustainable energy education in Lesotho.

As a Strand 1 project, LETSEMA strengthens the sustainable energy ecosystem in Lesotho, bringing the largest university in the country and a leading vocational institute into the fold of Erasmus+ Capacity Building for the first time. Project activities focus on:

1. developing institutional capacities in management, administration, monitoring and evaluation,
2. improving equitable access to digital and high-quality learning opportunities and
3. enhancing the capacities to provide high quality experiential and hands-on learning opportunities in the field of sustainable energy.

Project Outputs:

The project examines existing sustainable energy curricula, introducing new online and blended courses and redesigning pre-existing ones to fit online and blended modalities. This development also promotes the accessibility of sustainable energy education. Moreover, LETSEMA tackles the existential threat of climate change by strengthening connections between sustainable energy educators and the employment sector in Lesotho, promoting green job growth and supporting climate change mitigation.

MASSTER

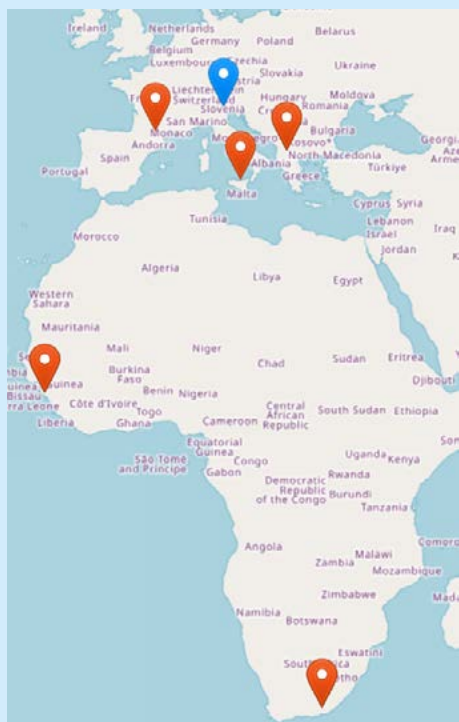
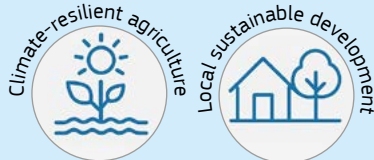
Managing (South) Africa and Senegal Sustainability Targets through Economic-diversification of Rural-areas

Capacity Building Higher Education

From 01.12.2023 to 30.11.2026

Coordinator: University of Applied Sciences Weihenstephan-Triesdorf, Germany

Participants: France, Germany, Italy, Senegal, Serbia, South Africa



Summary

MASSTER project explores venues of support provision to Sub-Saharan Africa agricultural students and farmers offering innovative educational and training tools, implemented through HEIs greater involvement in community development and whole of society approach within the agricultural/rural development and migration/mobility nexus. The project seeks to offer an effective migration control framework within the targeted countries addressing SDGs sustainability targets in a number of pivotal domains – zero hunger, quality education, decent work and economic growth, and responsible consumption and production through enhanced food security.

Project Goal:

Six partner HEIs in Senegal and South Africa are supported to address the:

1. needs of local farmers to conduct income generation activities on their farms,
2. needs of extension services to provide relevant training (with income-generation potential) for farmers,
3. needs of municipalities to better manage economic migrations including from rural areas.

In doing so, MASSTER will: analyse risk factors causing migrations and those discouraging them, devising the most relevant training programs for income-generation potential of (future) farmers; provide HEIs and extension service with Training of Trainers enabling them to jointly perform effective training sessions for farmers and students; support HEIs to develop effective migration management mechanisms also through the initiation of a whole of society approach within agriculture and migration nexus.

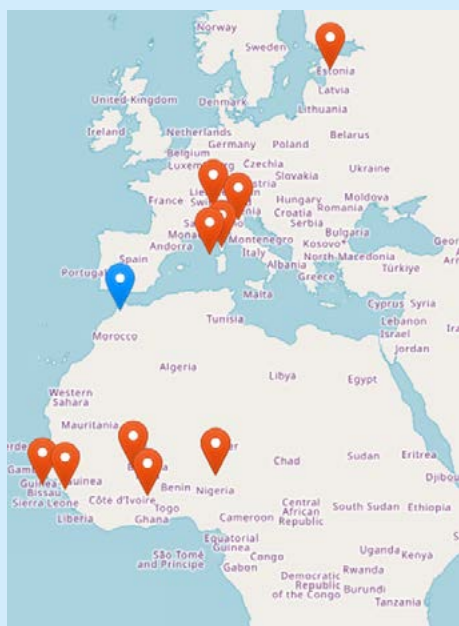
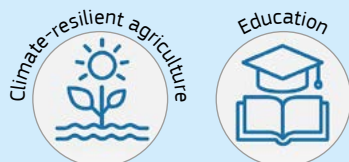
NEEMA

Capacity Building in Higher Education through the development of a Food and Nutritional Resilience curricula adapted to the European Green Deal, Farm to Fork Strategy and to the needs of West Africa

From 01.02.2024 to 31.01.2027

Coordinator: University of Sevilla, Spain

Participants: Austria, Burkina Faso, Finland, France, Germany, Italy, Mali, Niger, Senegal, Spain



Summary

The NEEMA project, whose name means “food” in Fula, a language of Senegal, is framed within the European Green Deal (EGD) and the Farm to Fork Strategy (F2F). The main objective of the project is to adapt these frameworks to the specific conditions of the Sahel and West Africa, focusing on mitigating the negative impacts on food and nutritional security, especially for the vulnerable populations in the region.

Project Goal:

The project is aimed at achieving the following objectives:

1. design a new contextual Food and Nutritional Resilience (FNR) curricula adapting the EGD and the F2F Strategy to fit the needs of the West African region, and train professors, decision makers and other relevant stakeholders to deliver more effective public policies on sustainable agriculture development and enhance the capacities of participating Higher Education Institutions (HEIs) to be changemakers;
2. improve participating HEIs capacities to support national FNR policies by designing and implementing one social innovation pilot initiative in Burkina Faso, Mali, Niger and Senegal;
3. strengthen cooperation between participating HEIs and European food and nutrition partners including universities, European Technology Platforms and selected clusters, by identifying synergies and common EU–West Africa research, development and innovation challenges.

Project Outputs:

The main outcomes of the project will be a new and adapted FNR curricula, a FNR Social Innovation Pilot Model, the development of the NEEMA Strategy and Action Plan on FNR challenges in the WA-Sahel region and the creation of a Regional FNR training and research Network. The project will contribute to strengthen and modernise the eight participating Sub-Saharan African HEIs through the generation and transfer of new knowledge, adapted to local needs.

GREATER

Growing Rwanda Energy Awareness Through highER education

Capacity Building Higher Education

From 01.01.2023 to 31.12.2025

Coordinator: University of Parma

Participants: Germany, Italy, Rwanda



Summary

GREATER is a project focus at supporting effective diffusion of renewable energy and green practices in Rwanda, accounting for technical skills as well as for management and planning. According to the Rwandan development scenario, emphasis is given to the development of small-size power stations, mostly based on photovoltaic sources.

Project Goal:

The project aims at supporting Rwanda in the energy transition needed for its social and economic growth. Smart, renewable energy will allow for filling the energy gap, enabling full, equal access of the population to electricity. Low-power, off-grid, distributed power generation will play a key role, this calling for both the training of a new generation of skilled professionals and for the widespread diffusion of green awareness in the national community.

Project Outputs:

Core activity will result in the design of eight new/renewed curricula in the field of smart and green energy: innovation will come from the introduction of strong digital (Internet of Things) foundations and from a strongly practice-oriented training. Training will also be based on the innovative introduction of a network of four Living Labs. Living Labs will be real-life locations, hosting different activities, which will be equipped with smart (photovoltaic) power stations: from the one side living labs will allow students to experience in a realistic environment; from the other one, Living Labs will provide a strategic hub for community engagement.

CHAIN

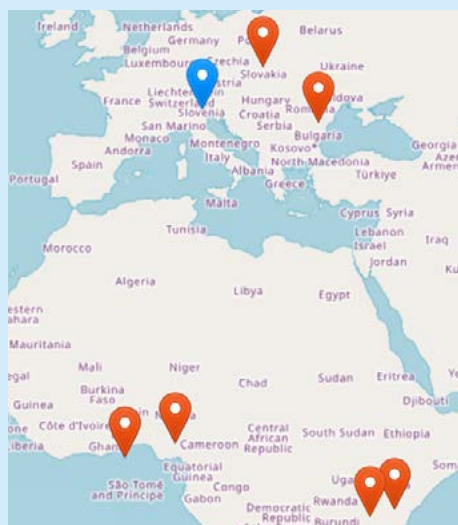
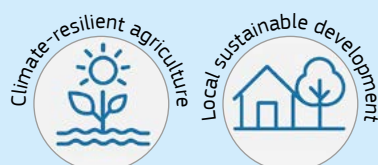
Cooperation for Holistic Agriculture Innovation Nests in Sub-Saharan Africa

Capacity Building Higher Education

From 01.06.2023 to 31.05.2026

Coordinator: University of Applied Sciences Weihenstephan-Triesdorf, Germany

Participants: Germany, Kenya, Nigeria, Poland, Romania, Togo



Summary

Although agriculture is often viewed as low-tech, those in the industry know it is quite the opposite. Year after year, new solutions bridge the gap between real-world farming and classroom learning, impacting students, farmers, and entrepreneurs globally. While more farmers adopt data science and precision technologies, such initiatives are limited in Sub-Saharan Africa, which lags behind in development despite the region's reliance on small-scale farming as the primary economic activity.

Project Goal:

The CHAIN project addresses this imbalance and aims to enhance agricultural innovation in Sub-Saharan Africa by strengthening academic institutions and the agricultural sector. This includes developing a master's program in Food Value Chain (FVC) at Higher Education Institutions (HEIs), integrating entrepreneurial thinking, and promoting digital tools and e-learning. The project also engages farmers, students, entrepreneurs, and industry representatives to foster innovation and address local agricultural challenges, ultimately contributing to sustainable agricultural practices and food security.

Project Outputs:

The project's expected outputs include modernised curricula that foster innovation and entrepreneurship, enhancing student employability. Collaborative Holistic Agriculture Innovation Nests will support innovation initiatives by students, farmers, and entrepreneurs. Over time, the project will improve food security and safety in targeted Sub-Saharan African countries by promoting sustainable agricultural practices and creating "careers of the future" in agriculture, addressing global challenges like increasing food production while minimising resource inputs.

Capacity Building in Vocational Education and Training

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FORestore

Forest Restoration through VET Capacity Building

Capacity Building in Vocational Education and Training

From 01.01.2025 to 31.12.2026

Coordinator: Technical University in Zvolen, Slovakia

Participants: Cameroon, Ghana, Greece, Italy, Nigeria, Slovakia, Somalia, Uganda



Summary

Forests play a crucial role in global health, supporting biodiversity and providing livelihoods for millions. Deforestation, driven by industrial demands and fuel needs, poses a significant threat and exacerbates climate change. The priority is not the volume of wood used but fostering collaboration among stakeholders to address deforestation impacts without assigning blame. This project convenes partners from vocational education, research, and academic sectors to achieve targeted objectives aimed at effectively reducing deforestation.

Project Goal:

The objectives focus on a collaborative, transnational approach and knowledge exchange to enhance capacities crucial for addressing shared needs and contributing to reducing deforestation:

- Acquire, enhance and exchange knowledge, competencies, and resources to bolster capacity in delivering Vocational Education and Training (VET) addressing deforestation challenges.
- Provide tailored modules for skills-matching in the forward-looking forest sector: Sustainable Forest Management, restoration techniques.
- Raise awareness about the importance of Sustainable Forest Management, conservation, and restoration through involving communities in sustainable forestry practices.

Project Outputs:

The following results and activities are envisaged and organised into four Work Packages:

1. FORestore management, FORestore capacity development including
2. Transnational Research on Sustainable Forest Management
3. Restoration Techniques, development of the MOOC - Sustainable Forest Management
4. Restoration Techniques Learning Modules, and FORestore dissemination and raise-awareness campaign.

G.R.E.E.N. Gambia

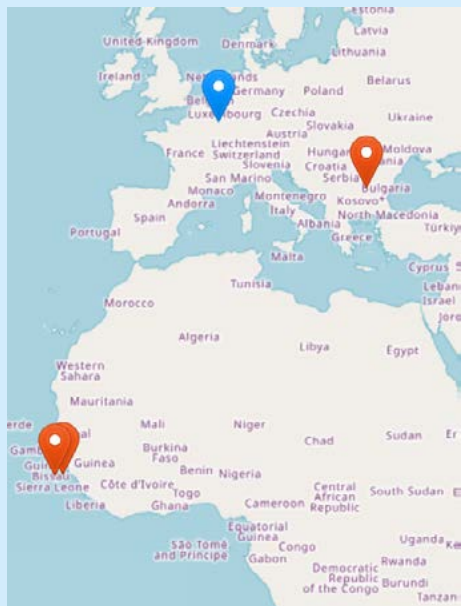
Green and sustainable Economic growth in Eco-tourism with New jobs in the Gambia

Capacity Building in Vocational Education and Training

From 01.01.2025 to 31.12.2027

Coordinator: CINOP BV, Netherlands

Participants: Gambia, Netherlands, Romania



Summary

The Gambia's economic growth is predicted to stabilise, mainly due to promising developments in agriculture and tourism, which could offer significant job opportunities for young people. However, challenges have restricted their full potential, prompting youth migration for better opportunities. A critical issue is the lack of skilled young people to address value chain challenges, alongside a disconnect between the private sector and educational institutions. To address these issues effectively, there is a need for an opportunity-driven approach that seamlessly integrates private sector development with TVET services, ensuring that these sectors work together harmoniously.

Project Goal:

The G.R.E.E.N Gambia project is addressing the main needs for TVET to maximize the benefits. TVET plays a crucial role in making sure that young people have the right skills for current and the new jobs in the eco-tourism and horticulture sector. TVET empowers the youth, promotes sustainable development by focussing on eco-tourism and food processing, entrepreneurship and linking labour market with the educational institutes, for example by work-based learning programs. All with the aim to create green jobs for the youth and boost innovation in the linkage between the tourism industry and agriculture.

Project Outputs:

The primary output focus is on developing educational programs dedicated to the sustainable management of the environment and the country's natural resources. Special attention is given to women, as this approach could enhance employment rates by offering positions in the value chain that are more appealing than the physical labour typically found in the horticulture sector.

VECRA-MOZ

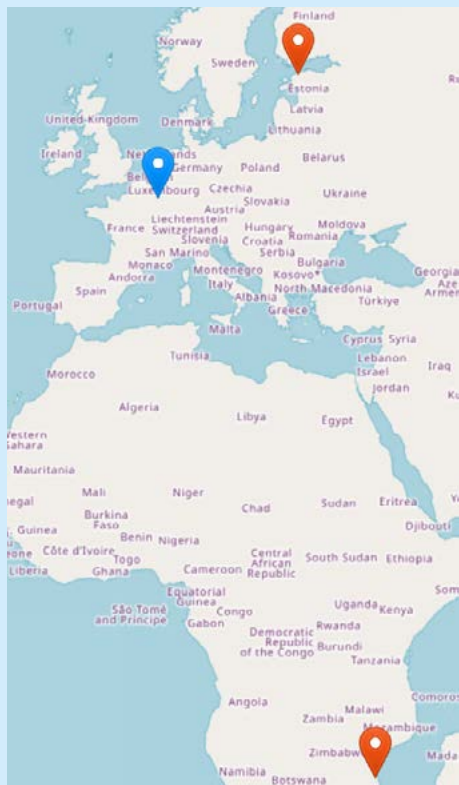
Vocational Excellence in Climate Resilient Agriculture in Mozambique

Capacity Building in Vocational Education and Training

From 01.01.2025 to 31.12.2027

Coordinator: CINOP BV, Netherlands

Participants: Finland, Mozambique, Netherlands



Summary

Mozambique struggles with climate change impacts on agriculture, while businesses lack adequate adaptation capacity. The VECRA-MOZ project aims to bolster climate-resilient agriculture by training young people and fostering partnerships with sustainable agriculture companies, supported by Mozambican and EU partners to align vocational skills with the country's climate needs.

Project Goal:

The main goal of the project is to promote high-quality skills for jobs in climate-resilient agriculture. This helps create an innovative, inclusive, and sustainable rural economy.

Project Outputs:

The project work with local authorities, private companies, and universities to improve agricultural education and training. This includes updating curricula to address climate change, digital transition, and scientific approaches. The project also builds the capacity of local Mozambican training providers to strengthen cooperation between private and public stakeholders. It establishes partnerships, promotes collaboration, and ensures that training meets local needs and climate challenges. The project aims to improve the quality and relevance of vocational education to better match job market needs.

EcoCharge

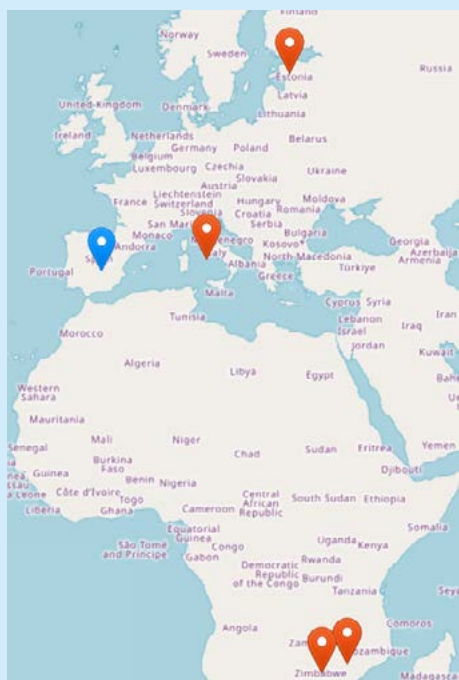
Empowering Sustainable Mobility Between Africa and Europe

Capacity Building in Vocational Education and Training

From 01.01.2025 to 31.12.2027

Coordinator: Fundación Canonica Autónoma Marcelo Gangóiti, Spain

Participants: Finland, Italy, Malawi, Spain, Zambia



Summary

EcoCharge is born from dialogue among partners, forming a robust alliance between Sub-Saharan African and European VET providers focused on Malawi and Zambia's electric mobility sector. This initiative enhances VET capacities, fostering collaboration between private and public stakeholders. It aims to develop demand-oriented VET interventions, tackling youth unemployment and gender disparities in education and vocational training access.

Project Goal:

Addressing global youth unemployment and its social impacts, this initiative emphasises support for women's entrepreneurship and gender equality. The EcoCharge Partnership recognises barriers women face, aligning with government goals to achieve economic equality and close the gender pay gap, as highlighted by UN Women Data Hub.

Project Outputs:

Moving beyond conventional educational methods, the partnership promotes the electrification of vehicles, such as electric bikes and light hybrids, through the innovative reuse of automotive industry materials. This not only minimises waste and environmental impact but also aims to enhance vocational education by developing a workforce skilled in the design, assembly, and maintenance of electric bikes using recycled components. This strategy supports sustainable practices, raises environmental awareness, and empowers students with valuable skills.

SUSFOR

Sustainable forestry education development and capacity building in Tanzania and Zambia

Capacity Building in Vocational Education and Training

From 01.01.2025 to 31.12.2027

Coordinator: Häme University of Applied Sciences, Finland

Participants: Estonia, Finland, Tanzania, Zambia



Summary

Forestry is critically important in Tanzania and Zambia as its instrumental in climate change mitigation and offers untapped possibilities for job and wealth creation. Forestry graduates are to be at the forefront to address these issues. Yet, Tanzanian and Zambian VET graduates lack the competencies needed to be employed, develop the forestry sectors, and be expert in the climate-smart forestry. SUSFOR is a partnership between Tanzanian, Zambian, Estonian and Finnish forestry educational institutions to strengthen forestry VETs' capacity to provide competence-based, relevant, work-life responsive, and inclusive training for ecological, social, and economic development.

Project Goal:

The goals of the project include enhancing VETs through skills matching with the private sector, training VET staff in pedagogy, and developing technical, managerial, and climate-smart forestry skills. The initiative also focuses on co-producing competence-based training materials, internationalising students, and establishing organised and permanent collaboration mechanisms with industry.

Each partner plays a specific role based on their expertise: European partners facilitate the methodological approach and share their knowledge, while Tanzanian and Zambian partners lead the contextualisation, application, and implementation of project practices and outcomes.

Project Outputs:

The main deliverables include a skills and competencies report for employable VET graduates, training of at least 70% of staff, development of training materials for a minimum of four courses, an excursion pedagogy guide, a curricula guide, two forestry partnership platforms for VET-industry collaboration, alumni networks, and marketing and visibility plans for each Tanzania and Zambia VET. Sustainability and the potential for scaling up project results are ensured through a comprehensive sustainability plan and tailored dissemination strategies.

GreenSouth

Growing resilient and Environmentally friendly Education and Networking in Biodynamic Farming and Horticulture in Southern Africa

Capacity Building in Vocational Education and Training

From 01.01.2025 to 31.12.2027

Coordinator: Merckens Development Support, Germany

Participants: Germany, Mozambique, Netherlands, South Africa, Zimbabwe



Summary

GreenSouth is on a mission to boost skills and training in biodynamic and organic farming across South Africa, Zimbabwe, and Mozambique! By bringing together five dedicated partners — vocational training providers, business experts, and agricultural specialists — this exciting project creates new opportunities for Southern African farmers and trainers to learn and grow.

Project Goal:

The aim of the project is to provide training and exchange of experience on organic and biodynamic agriculture to consultants and other actors along the agricultural value chain. The focus lies on aspects of sustainable agricultural production, environmental protection, and a fair economic return in the value chain. Farm to fork approach.

Project Outputs:

Three main activities will be carried out within the project:

1. Training modules are being developed for agricultural technicians to become agricultural advisors. A digital learning and exchange platform is also being developed.
2. Conduct pilot courses for advisors in Germany and Spain to test the developed modules.
3. In each partner country, three networking events are organised for different actors in the agri-food sector.

Moreover, it is working to make agriculture more inclusive by encouraging more female trainers to step into leadership roles, building diversity and equity in agricultural education.

CREATE

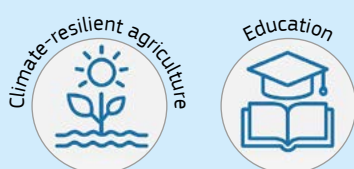
Climate Change Resilience for Tanzania's Agricultural VET Ecosystem

Capacity Building in Vocational Education and Training

From 01.01.2025 to 31.12.2027

Coordinator: Fundación Diocesana Santos Mártires, Spain

Participants: Belgium, Italy, Spain, Tanzania



Summary

The project CREATE has the objective of supporting the resilience of the agricultural sector of Tanzania by building and strengthening the capacity of Tanzanian VET providers, especially in the fields of management, quality assurance and innovation in agriculture, so that they will be better equipped to engage with private sector/enterprises/business associations and provide more relevant VET interventions to provide more and better jobs in a climate-resilient agricultural sector.

Project Goal:

To achieve these objectives, CREATE will:

1. Increase the build capacity of Tanzanian agro-VET providers to strengthen cooperation between private and public stakeholders in the field of vocational education and training for demand-oriented and opportunity-driven VET interventions
2. Improve the quality and responsiveness of Tanzanian agro-VET to Tanzanian economic and social developments to enhance the labour market relevance of skills provision.

Project Outputs:

The project is equipping the agro-VET Tanzanian providers to use relevant EU tools, frameworks and models to anticipate skills requirements, to define a more personalised and relevant VET service offer, better aligned with labour market realities, including by using relevant EU tools and references (e.g. Europass, Cedefop, EQF, ESCO, Green Comp, DigiComp.2.2)

Additionally, teachers will be provided with new professional development tools to better align teaching topics with the challenges of sustainable development and enhancing the resilience of agricultural systems to climate change. CREATE has the impact of fostering the relevance, accessibility and responsiveness of Tanzanian VET operators as agents of change for sustainable socio-economic development.

CoVE South Africa

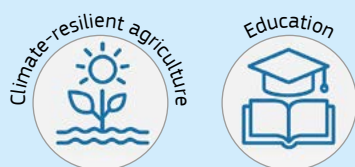
Center of Vocational Excellence for Climate Smart Agriculture in South Africa

Capacity Building in Vocational Education and Training

From 01.01.2023 to 31.12.2025

Coordinator: University of Maastricht, Netherlands

Participants: Czechia, Netherlands, South Africa



Summary

Climate-smart agriculture (CSA) 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.

Project Goal:

The aim of our project is to achieve Vocational Excellence in CSA, ensuring high quality skills and competences of students by working closely with industry partners, which will lead to quality jobs and careers, and matching the needs of an innovative, inclusive, and sustainable rural economy.

Project Outputs:

The outputs of our project are organised into the following work packages:

1. Effective project management and fostering EU-Tanzania collaboration.
2. Establishment and activation of local CSA stakeholder platforms (CoVE hubs) to initiate dialogue and collaboration among public, private, and civil society stakeholders.
3. Development of a capacity-building plan for VET and NACTVET staff.
4. Training of Trainers (ToT) on CoVE hub planning and management.
5. ToT training focused on creating needs-based CSA short courses, developed jointly with the private sector.
6. Strategies for communication, dissemination, regional scaling, and ensuring sustainability.

VET4GREEN

Developing Capacities in the Area of VET for Green Energy Transition in Sub-Saharan Africa

Capacity Building in Vocational Education and Training

From 01.01.2023 to 31.12.2024

Coordinator: Central European Chamber of Commerce, Poland

Participants: Cameroon, Kenya, Poland, Rwanda, Somalia, Sweden



Summary

VET4GREEN focuses on improving VET education for the green energy sector in Sub-Saharan Africa, enhancing skills and employability through collaboration between European and African partners. The project develops labour-market-oriented programs, creates educational materials, and facilitates work-based training to equip disadvantaged groups with the skills needed for success in green energy industries.

Project Goal:

The VET4GREEN project focuses on the needs of professional education providers and stakeholders in the green energy sector in Sub-Saharan Africa. Its main goal is to improve the day-to-day work of participating African organisations by providing knowledge and capacity building. The project highlights the need for a broad range of technical and fundamental skills to support the inclusion of the green transition in two global scenarios: the energy transition and the circular economy.

Project Outputs:

VET4GREEN developed and delivered international online training courses, workshops, and work-based training in green energy companies. The project produced two innovative VET teaching programs, along with comprehensive handbooks and an online learning platform. The initiative helped raise awareness of the need for updated VET curricula, enhancing cooperation between European and Sub-Saharan African partners and fostering long-term partnerships.

WARMING SCHOOLS

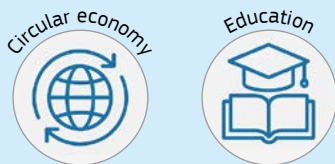
Raising education and aWAREness on environMental sustaINability throuGh schools

Capacity Building in Vocational Education and Training

From 01.12.2023 to 30.11.2025

Coordinator: Nordic Horizon Institute, Sweden

Participants: Germany, Italy, Kenya, Rwanda, Slovenia, Somalia, Sweden, Tanzania



Summary

WARMING SCHOOLS project aims to address the urgent need for environmental and economic sustainability in response to global challenges and increasing demographic and consumption demands. It empowers young people as ambassadors of change through knowledge co-creation, awareness raising, and peer-to-peer activism. By fostering cooperation between Europe and Sub-Saharan Africa, the project promotes sustainable development education in secondary vocational schools, focusing on climate change, renewable energy, circular economy, and the future of local resource management.

Project Goal:

- Strengthen VET providers' capacity to deliver innovative and high-quality courses for socio-economic and environmental sustainability.
- Promote educational innovation through collaboration between VET providers, sustainable development experts, research institutes, and professional trainers.
- Improve recognition of VET providers as drivers for sustainable development in the future labor market.

Project Outputs:

- Build capacity and know-how of teaching staff in sustainability, circular economy, and green innovation, involving six teachers directly and 30 additional teachers.
- Develop a high-quality and practice-oriented course on green skills and cross-sectoral opportunities in sustainable development for VET learners. Target: Implement a pilot course in three VET schools
- Create awareness for social responsibility and green development within school environments. Target: Implement a dissemination campaign in eight partner institutions, reaching 240 live participants and 180 000 online followers.
- Promote engagement for sustainable development among young people and VET students as Youth Ambassadors, with a focus on equal involvement.

CAPS Alliance

Climate-Smart Agripreneurship Partnership for Sustainability

Capacity Building in Vocational Education and Training

From 01.12.2023 to 30.11.2025

Coordinator: Cosvitec Societa Consortile, Italy

Participants: Cyprus, Greece, Italy, Kenya, Romania, Somalia



Summary

The project addresses the severe impacts of climate change on agriculture in Sub-Saharan Africa, including land degradation, food insecurity, and the risk of future instability. It promotes Climate-Smart Agriculture (CSA) and agripreneurship to enhance resilience, productivity, and sustainability. By fostering knowledge exchange between European and Sub-Saharan African stakeholders, the project strengthens vocational education, boosts employability, and supports sustainable agricultural development aligned with climate adaptation and food security goals.

Project Goal:

The project aims to explore the concept and practices related to the Climate-Smart Agriculture (CSA), an approach promoted by the Food and Agriculture Organization of the United Nations (FAO), starting in 2010, to create favourable technical, policy and investment conditions for sustainable agricultural development that addresses climate change issues while ensuring food security.

Project Outputs:

To achieve these goals, the project facilitates the exchange of knowledge, tools, and best practices between European and Sub-Saharan African stakeholders. It supports collaboration among VET providers, agricultural experts, and local communities to introduce innovative CSA techniques. The project also strengthens the link between vocational education and the labour market in third countries not associated with the Programme, promoting job creation and sustainable agricultural development across the region.

GreenVET4U

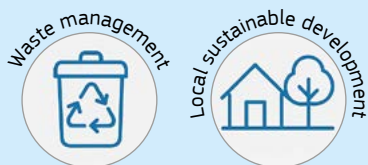
Building the capacity of VET providers and private entities to cooperate designing and delivering innovative curricula in skills for Green Jobs in Uganda

Capacity Building in Vocational Education and Training

From 01.12.2023 to 30.11.2026

Coordinator: Institute for the Promotion of Development and Training, Spain

Participants: Germany, Italy, Spain, Uganda



Summary

GreenVET4U project aims to enhance the capacity of Vocational Education and Training (VET) providers and private entities to bridge the gap between skills demand and supply. By designing and delivering innovative curricula focused on Skills for Green Jobs, the project seeks to improve the relevance of vocational education to the Ugandan labour market.

Project Goal:

The project will develop an innovative capacity building programme designed to upskill VET practitioners and in-company trainers to be true agents of change in their communities and transfers of excellence in the VET system of Uganda, promoting sustainable and inclusive growth and jobs in the country. They will test their skills during the project adapting the design of innovative curricula to eco-tourism and waste-management related jobs, providing in-company work-based learning experiences.

Project Outputs:

The project delivers a Virtual Innovation Lab, a collaborative space for VET providers from Uganda and EU countries, to foster innovation and exchange. Key outputs include a Competence Matrix for green skills curricula design, a tailored training program for Ugandan VET practitioners, and practical guidelines for curriculum development. Additionally, a micro-credentials framework for validating green job skills in Uganda, focused on eco-tourism and waste management, will be piloted and refined during implementation.

SHINE

Solar Hands-on training and International Network of Exchange

Capacity Building in Vocational Education and Training

From 01.12.2023 to 30.11.2026

Coordinator: Associació Mundus, Spain

Participants: Ghana, Greece, Netherlands, Nigeria, Spain, Uganda



Summary

The SHINE project has a clear objective of promoting the green transition in Sub-Saharan Africa while increasing energy access. Its main goal is to develop a comprehensive and impactful program that equips young Africans with the necessary knowledge and skills to contribute to the sustainable development of their communities and the wider African region. To accomplish this, SHINE will upskill trainers, incorporate digital tools and digital skills, provide a strong foundation in solar technology, promote entrepreneurial skills, and create an EU-Africa exchange platform for peer learning and community building.

Project Outputs:

A series of outputs will be produced, including reports presenting country case illustrations and policy recommendations; the SHINE Platform; an entrepreneurial skills toolkit for VET teachers in entrepreneurial knowledge and mentoring skills; and a curricula redefinition.

Furthermore, the following mobilities will take place:

- Study Visits to Nigeria, Uganda, and Ghana. These will consist of in-country workshops, which will be hosted by African VET schools.
- A two-week job shadowing experience in Spain, as part of the training in Solar PV that will be designed for African VET trainers.

The project aims to impact four beneficiary and 30 associated vocational schools in Africa. It will train over 50 VET trainers and teachers online and have over 150 African learners complete SHINE platform training. Additionally, more than 150 learners will participate in the Solar PV pilot program. The project plans to engage over 100 stakeholders and partners online and expects over 70 participants at the Final Event in Uganda, reaching over 2 000 people through dissemination activities.

V2SDF

VET to stop deforestation

Capacity Building in Vocational Education and Training

From 01.12.2023 to 30.04.2027

Coordinator: Consejería de Educación de la Junta de Castilla y León, Spain

Participants: Burundi, Spain, Türkiye



Summary

One of the biggest environmental problems Burundi has to face is deforestation, which is largely due to the use of firewood or charcoal as practically the only possible fuel for cooking.

Project Goal:

The V2SDF project is designing a professional training course in Solar Cooker Manufacturing (SCM). It trains VET teachers from Burundi, develop supporting teaching materials and design a suitable workshop model to impart the course.

To test, improve and evaluate the quality of the project results, a prototype workshop works with Burundian students in Gitega (Burundi).

The expected medium-term impact of this project is to provide the Burundian labour market with technicians to supply the country with solar cookers, thereby reducing the amount of wood and charcoal used for cooking by Burundian families and at the same time boosting the local economy.

The expected long-term impact is to use the sun as a normal source of energy for cooking and thus reduce deforestation.

Project outputs

The project involves VET centres in Burundi, Spain and Turkey, the general directorates of VET of Castilla y León (Spain) and Burundi, a Burundian state employment agent and a Burundian company, as well as a Spanish company acting as an affiliated entity. The project is also supported by several universities and companies as partners.

Finally, it is important to highlight that the project has the commitment of the Burundian Ministry of National Education and Scientific Research to include the Solar Cookers Manufacturing course in the national catalogue of vocational training courses

Virtual Exchanges in Higher Education and Youth

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Y.E.R.

YouthEcoResilience

Virtual Exchanges in Higher Education and Youth

From 01.02.2025 to 31.01.2028

Coordinator: Associazione Chiron

Participants: Germany, Ghana, Greece, Italy, Kenya, Malawi, Sweden, Tanzania



Summary

Project Goal:

YouthEcoResilience (Y.E.R.) aims to promote intercultural dialogue among youth to address the challenges of climate migration and enhance community resilience. Scientific research indicates accelerated climate change compared to expert predictions. Not only does science, but experience also shows that more and more families and communities are already experiencing the severe consequences of natural disasters and environmental changes, forcing them to leave their homes in search of a new life elsewhere.

The impacts of climate change are manifold. Natural resources, such as drinking water, are at risk of becoming even scarcer in various parts of the world. Crop cultivation and livestock struggle to survive in the “hot zones” of climate change, where environmental conditions become excessively hot and dry, or too cold and rainy, jeopardising livelihoods and exacerbating food insecurity. People try to adapt to this rapidly changing environment, but many are forced to flee their lands due to climate change and natural disasters, or move to ensure their survival. These new migration flows and competition for finite natural resources can trigger conflicts between communities or worsen existing vulnerabilities.

Project Outputs:

To this aim, the project will pursue the following specific objectives:

1. Deepen the understanding of socio-educational facilitators regarding the interconnection between climate change, migration, and human security.
2. Facilitate the sharing of knowledge, resources, and best practices among facilitators to promote the social integration of young climate refugees from Sub-Saharan Africa.
3. Promote youth empowerment to become agents of change in their communities by encouraging them to actively participate in awareness-raising, environmental education, and the promotion of climate justice.

ECO-ACT

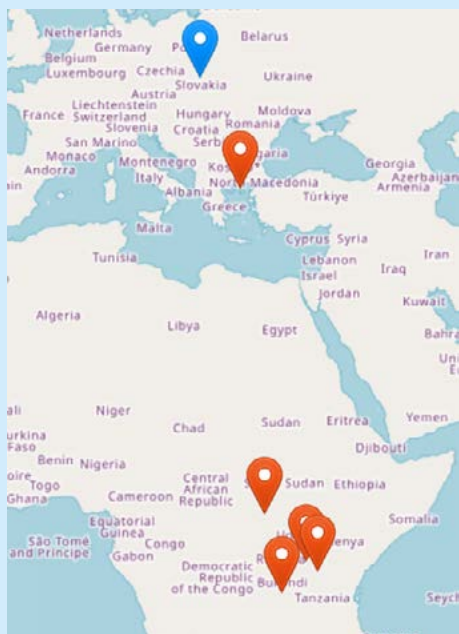
East African-European Virtual Exchange for Environmental Conservation and Climate Action

Virtual Exchanges in Higher Education and Youth

From 01.12.2022 to 30.11.2025

Coordinator: Cardinal Stefan Wyszyński University in Warsaw, Poland

Participants: Bulgaria, Kenya, Poland, Rwanda, South Sudan, Uganda



Summary

The ECO-ACT project is implemented by a consortium of six partner organizations, including four universities from East Africa (Kenya, Uganda, Rwanda, and South Sudan) and two universities from Europe (Poland and Bulgaria).

Project Goal:

The overall objective of the project is to improve management, administrative and instructional capacity of partner HEIs to provide equitable, future oriented, digital and high-quality education on environmental conservation and climate change that promotes inclusiveness, diversity and sustainable growth opportunities.

Project Outputs:

We intend to produce a transversal modular Virtual Exchange (VE) programme on environmental conservation and climate change including video lectures, webinars and collaborative student projects implemented in transnational teams in a virtual learning environment, under the guidance of trained facilitators (VE mentors). The VE programme is planned to include:

1. an open online course, consisting of 10 modules, which will present learning content in the form of short, 10-15 min. video lectures;
2. one webinar per module followed by an open semi-structured discussion;
3. collaborative online international projects implemented by groups of students from different partner HEIs.

The VE programme will be approved by the partner HEIs' curriculum committees and fully integrated into at least two curricula in each partner university. The project foresees training of VE mentors who will facilitate the VE programme implementation.

AGRI-MOCKS

**Mastering Opportunities-
scouting, Career-guidance and
Key-job Skills in Agriculture**

**Virtual Exchanges in Higher
Education and Youth**

From 01.02.2025 to 31.01.2028

Coordinator: University of Applied
Sciences Weihenstephan-Triesdorf,
Germany

Participants: Ethiopia, Finland, Germany,
Ghana, Senegal, Serbia, South Africa



Summary

Through a set of newly developed eLearning materials and teaching methodologies, AGRI-MOCKS amplifies the opportunities for co-working among youth and HE students and teachers in Sub-Saharan Africa and Europe, opening contemporary teaching and learning debates regarding employment opportunities in agriculture and rural development

Project Goal:

The project aims at increasing employability of young generations in relevant sectors offering more skillful approach from teachers and trainers tackling eCareer guidance, eMentoring, eInternships, digital based simulations with matching opportunities for students with entrepreneurs. It enables better opportunities counting and joint work on business and project ideas in both youth and higher education sectors.

UnaVEx

Una Europa - Virtual Exchanges for Sustainability

Virtual Exchanges in Higher Education and Youth

From 01.02.2024 to 31.01.2027

Coordinator: University of Helsinki, Finland

Participants: Belgium, Congo - Kinshasa, Finland, Italy, Kenya, South Africa



Summary

The Una Europa Virtual Exchange in Higher Education (UnaVEx) project aims to facilitate the co-creation and implementation of a virtual exchange framework for sustainability education across a partnership of leading European and Sub-Saharan African higher education institutions. The project is anchored in the broader ambitions of the Una Europa - Africa partnership, an informal group initiated in early 2022, and is seen as a first concrete opportunity to bring together students from across Europe and Africa.

Project Goal:

Universities across the globe are looking for new mobility opportunities, to continue to provide their students with meaningful international experiences, as socio-economic and sustainability considerations increasingly impact the feasibility of traditional physical mobility experiences for students worldwide. UnaVEx will take this shared priority as a starting point. Building on the Una Europa Micro-credential in Sustainability, this project will capitalise on the complementary strengths and unique expertise of the partner universities to co-create innovative Virtual Exchange (VE) interactions to the benefit of all students.

Project Outputs:

UnaVEx will educate at least 2 500 students from across the partnership and provide high-quality training to dozens of university staff to become facilitators. The VE will take place in small groups to encourage deep learning and interactive discussions on specific topics of sustainability transformation, climate change, biodiversity, sustainable economy, and the arts. Upon successful completion of the programme, students will receive a 'Global Sustainability Advocate' certificate.

LIVE-EX

Exchange and Cooperation for a Living Earth

Virtual Exchanges in Higher Education and Youth

From 01.02.2024 to 31.01.2027

Coordinator: International Cultural Youth Exchange, Germany

Participants: France, Germany, Kenya, Malawi, Mozambique, Nigeria, South Africa, Tanzania, Togo, Zimbabwe



Summary

A multi-network, transcontinental collaboration aimed at supporting digital inclusion among International Voluntary Service (IVS) organisations in Sub-Saharan Africa so that more young people have access to high quality virtual intercultural exchanges and are part of a global community of learning working together for social and climate justice.

Project Goal:

- Support high-quality, inclusive, and sustainable cooperation among youth organisations in the consortium.
- Build capacity of youth workers in the IVS sector on developing, facilitating, and evaluating virtual exchanges with an inclusive and participatory approach.
- Use digital, youth-friendly technologies to encourage intercultural dialogue, enhance critical thinking, foster digital skills and empower the voices of youth stakeholders in the IVS movement.
- Strengthen the promotion of virtual exchanges as a complement to physical mobilities, as well as an outlet for the promotion of common values.

Project Outputs:

The project focuses on a series of activities aimed at strengthening the capabilities of our network and enhancing the impact of youth advocacy and climate justice. These activities include:

- Two-month blended training for mentors.
- Peer Supervision.
- Four cohorts of Earth Advocacy Mentorship Virtual Exchange.
- Online Advocacy Actions or Local Community Actions.
- Virtual Dialogues to disseminate, youth to join advisory/decision-making structures of major IVS networks.

The outputs of this project include a good practices map that highlights effective strategies and methods. It also aims to establish minimal standards for virtual volunteering to ensure quality across all activities. The project also involves creating a detailed mentorship curriculum handbook and toolkit, which will serve as valuable resources for mentors.

Our World Our Planet

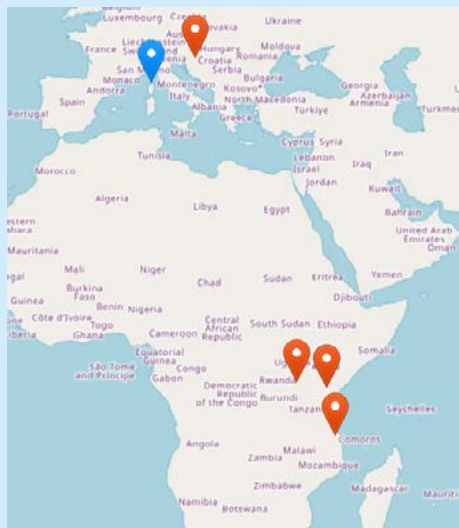
Global North and Global South's Youth for a more Sustainable and Equal World

Virtual Exchanges in Higher Education and Youth

From 01.07.2023 to 30.06.2026

Coordinator: We World, Italy

Participants: Austria, Italy, Kenya, Tanzania, Uganda



Summary

The project WORLD aims at encouraging intercultural dialogue with third countries and increasing tolerance through online people-to-people interactions, building on digital, youth-friendly technologies (G.O). In particular, since worldwide the youth's potential role in tackling global issues like climate change and gender equality is currently limited, the project will contribute to actively involve youth in advocate more effective and coherent climate change solutions at national, EU and international level through intercultural dialogue and participation processes taking into account gender perspective.

Project Goal:

The project aims to educate youth workers and facilitators who will support young participants in preparing for and taking part in virtual exchanges on Climate Change and Gender Equality, workshops on young women's leadership, and virtual exchanges with youth organizations and *FridaysForFuture*. Moreover, actions at the local level, valorising the use of digital open-source tools for the participatory drafting of a Manifesto on youth participation, will engage Local Authorities.

Project Outputs:

200 youth workers and facilitators will enhance their competencies in promoting youth engagement through participatory methodologies. This will result in increasingly efficient educational work tackling contemporary global issues and engaging marginalised youth. In such a way, the organisation of 49 Virtual Exchanges and events at local, national and international level, as well as the spread of training material and of the Manifesto on youth engagement, will contribute to the sharing of best practices and replicability of the action.

Erasmus Mundus Joint Masters

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TROPIMUNDO

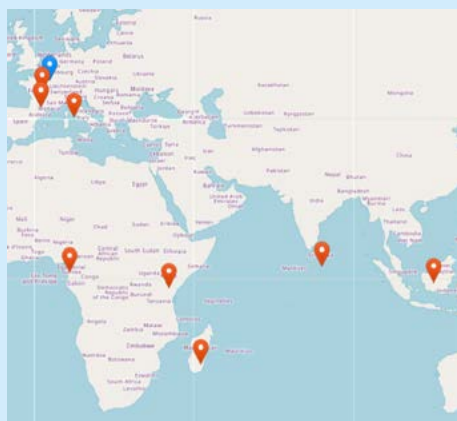
Erasmus Mundus Joint Master Degree in Tropical Biodiversity and Ecosystems

Erasmus Mundus Joint Masters

From 01.09.2019 to 31.08.2025

Coordinator: Université Libre de Bruxelles, Belgium

Participants: Belgium, Cameroon, France, Italy, Kenya, Madagascar, Malaysia, Sri Lanka



Summary

TROPIMUNDO is the Erasmus Mundus Joint Master Degree in Tropical Biodiversity and Ecosystems, and is the first and only MSc program (2 yrs, 120 ECTS) that integrates the knowledge and skills related to the above field of study, while organising two full semesters abroad, one of which is located in the tropics.

TROPIMUNDO is unique in incorporating theoretical courses and a significant field course in the tropics in Guadeloupe, Cameroon, Madagascar, Malaysia and Hong Kong. It also brings together European expert higher education institutes from Belgium, France and Italy with long-standing worldwide expertise in tropical rainforests and woodlands and in coastal ecosystems. Together they integrate world class scientific education and research expertise on tropical ecosystems and experience in designing and teaching in international MSc programs. The first semester aims at teaching basic courses, and the third at specialised courses, in Europe, whereas the fourth is dedicated to the thesis. Graduates obtain a joint-degree.

TROPIMUNDO's learning outcomes stretch far beyond academic knowledge and insight, but also aim at demonstrating enhanced capabilities in effective analysis and communication, independence, creativity and assertiveness, critical judgement, and ethical and social understanding. TROPIMUNDO students can choose to focus on botany, zoology and integrative ecosystem approaches.

MESPOM

Masters degree in Environmental Sciences, Policy and Management

Erasmus Mundus Joint Masters

From 01.01.2022 to 30.11.2028

Coordinator: Central European University, Vienna, Austria

Participants: Austria, Greece, Sweden, United Kingdom



Summary

MESPOM is a two-year Masters programme jointly offered by Central European University (Austria), Lund University (Sweden), the University of the Aegean (Greece), and the University of Manchester (UK).

- MESPOM prepares students to integrate theory and practice for addressing complex environmental issues in various social settings;
- MESPOM engages students with real-life projects in business, government, non-profit and academia, orient them in European and worldwide networks of environmental professionals, and support in developing effective career strategies;
- MESPOM exposes students to a diversity of geographic perspectives (Central European, Scandinavian, Mediterranean, and British) and complementary competences (science, policy and management).

The programme starts with two semesters in Vienna comprised of both broad and specialised courses on energy and climate change, resource management, environmental politics and justice and related topics. The next module at Lesvos covers ecosystems management and rural sustainability. The summer internships are hosted by Associated Partners connecting MESPOM to academic and professional networks on 4 continents.

For the third semester, students choose to focus on preventive environmental strategies in organisations at Lund or on pollution and environment control at Manchester. The thesis project in the last semester can be hosted by any of the four partners. The programme is concluded with a capstone meeting in Vienna with joint thesis presentation followed by further opportunities for internships or preparations for professional life.

M3EP

Erasmus Mundus Master in European Environmental Economics and Policy

Erasmus Mundus Joint Masters

From 01.10.2024 to 30.11.2030

Coordinator: Copenhagen University,
Denmark

Participants: Czechia, Denmark,
Germany, Italy, Poland



Summary

This EMJM in European Environmental Economics and Policy (M3EP) educates high-in-demand graduates that will be employed by public bodies, non-governmental organisations, and businesses to help them implement the European Union's vision of the European Green Deal and achieve the long-term objectives of the EU's Environment Action Programme as well as the UN's Sustainable Development Goals. M3EP graduates will be experts in the principles, economics, policy tools, and political processes of contemporary environmental policy across the European policy landscape.

M3EP is jointly delivered by five leading universities from the 4EU+ European University Alliance. All students start with the same foundational year in Copenhagen, where they acquire and start applying a common transdisciplinary knowledge base in environmental economics, policy and politics, accompanied by faculty from all partner universities. In their second year, students deepen and broaden their disciplinary expertise in one of five thematic specialisations at the other partner universities.

Students benefit from teaching staff operating not only at the academic research frontier, but also actively engaging with major stakeholders across all stages of the green transition. M3EP collaborates with a strong group of Associate Partners and is supported by a broad network of stakeholders from all relevant sectors. Joint management and administration procedures ensure high-quality implementation. M3EP will initially issue accredited and fully recognised double-degrees, and is committed to awarding a European Joint Degree in preparation.

EU-CORE

European master on Control of Renewable Energy systems

Erasmus Mundus Joint Masters

From 01.10.2024 to 30.11.2030

Coordinator: Ecole Centrale de Nantes, France

Participants: Croatia, France, Germany



Summary

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

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

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

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

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

CCD-STeDe

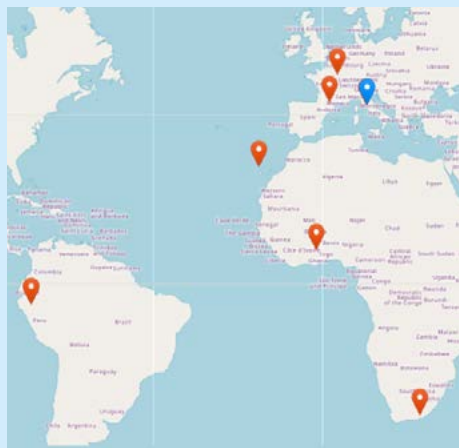
Erasmus Mundus Joint Master on “Climate Change and Diversity: Sustainable Territorial Development

Erasmus Mundus Joint Masters

From 01.12.2022 to 31.01.2029

Coordinator: Università degli studi di Padova

Participants: Belgium, Burkina Faso, Ecuador, France, Italy, Portugal, South Africa



Summary

CCD-STeDe prepares experts in the area of sustainable territorial development in the context of global climate and environmental emergencies. This unique, inclusive, high-quality, innovative, multi-languages, Erasmus Mundus Joint Master is jointly managed by a consortium of two EU and three non-EU universities, and three EU and one non-EU professional partners.

CCD-STeDe objectives are:

1. to reinforce and disseminate knowledge and competencies and enhance career prospects for young people in the field of sustainable territorial development and climate change, in Europe and beyond;
2. create a network of academic and professional institutions cooperating to increase international dimension and attractiveness, improving the quality and the excellence of their academic offer and research;
3. promote dialogue between academic, state and civil society organisations, facilitating processes of active citizenship, social cohesion and constructive collaboration in the direction of an equal and sustainable change;
4. respond to societal and labour market needs of talented professionals for just transition.

CCD-STeDe will support 80 most talented selected students (receiving a scholarship), and 40 self-sponsored students with inclusive, quality and innovation-driven education. The consortium is committed to engage two students with special needs.

HYSET

Hydrogen Systems and Enabling Technologies

Erasmus Mundus Joint Masters

From 01.11.2022 to 31.12.2028

Coordinator: Politecnico di Torino, Italy

Participants: Italy, Netherlands, Norway, Spain



Summary

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

Project Goal:

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

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

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