



Erasmus+ Week 2025 for Sub-Saharan Africa

20-22 May 2025 – Addis Ababa, Ethiopia



Erasmus+
Enriching lives, opening minds



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Erasmus+ Cluster Meeting 2025 for Sub-Saharan Africa

20-21 May 2025 – Addis Ababa, Ethiopia



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FreeStyle®



Erasmus+ Cluster Meeting 2025 for Sub-Saharan Africa

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Morning of day 1 – 20 May 2025



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Academic Expert

Centralised Support to the network of Erasmus+ National Focal Points, PRAC SIS srl



Opening session

Eba Mijena, *moderator*

ENFP for Ethiopia, Academic Affairs CEO, FDRE Ministry of Education

- Mufariat Kemil, Minister, FDRE Ministry of Labour and Skills
- Jeilu Oumer, Academic Vice-President, Addis Ababa University
- Roberto Schiliro, Head of Cooperation, EU Delegation to Ethiopia



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Erasmus+ National Focal Point for Ethiopia, Academic Affairs CEO

FDRE Ministry of Education



Mufariat Kemil

Minister

FDRE Ministry of Labor and Skills



Jeilu Oumer

Academic Vice-President

Addis Ababa University



Roberto Schiliro

Head of Cooperation

European Union Delegation to Ethiopia



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Setting the scene – Policies for the green transition

Claire Herrmann, *moderator*

European Commission, Directorate General for Education, Youth, Sport and Culture

- Adrian Veale, Directorate General for Education, Youth, Sport and Culture
- Luisa Bunesco, European Commission, Directorate-General for International Partnerships
- Sophia Ashipala, African Union Commission
- Aleh Cherp, Central European University (MESPOM project)



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European Commission, Directorate General for
Education, Youth, Sport and Culture



Adrian Veale

Policy Officer for International Cooperation in Education

European Commission, Directorate General for
Education, Youth, Sport and Culture



The EU policy framework – when the Green Deal meets the education world

Erasmus+ regional cluster meeting for Sub-Saharan Africa
Addis Ababa, 20 May 2025

Adrian Veale
European Commission,
Directorate-General for Education, Youth,
Sport and Culture

Erasmus+ priorities

Environment and fight against climate change



Erasmus+ supports environmental protection and the green transition by encouraging projects that raise awareness about environmental issues, promote sustainable lifestyles, and develop the skills people need for climate action.

Projects can focus on education for sustainable development, integrate green topics in formal or non-formal learning, or promote innovation in areas linked to the ecological transition.

Whether through green mobility, eco-friendly project management or sustainability-oriented curricula, Erasmus+ plays an important role in equipping learners and educators with the competences needed for a greener future.

Digital transformation

Digital skills are essential for learning, teaching and working today. Erasmus+ encourages the use of digital tools and methods, supports blended and online learning, and helps people gain the confidence to use technology in meaningful ways.

Projects can promote digital literacy, strengthen the digital capacities of education and training institutions, and help tackle the digital divide.

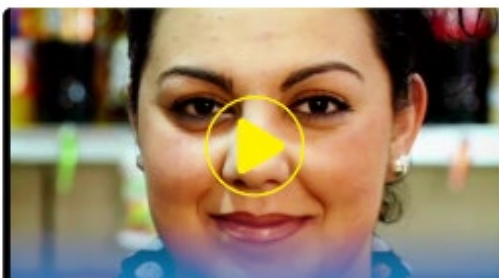


Inclusion and diversity

Erasmus+ promotes equal opportunities and access for all. Projects are encouraged to support participants with fewer opportunities — for example, people with disabilities, those from disadvantaged backgrounds or remote areas, or facing social, economic or educational barriers.

Inclusion is about recognising and valuing diversity, and ensuring that Erasmus+ reaches people from all walks of life.

Fostering inclusion means making learning environments more accessible, fair and welcoming. Projects should consider how to remove barriers to participation and support meaningful ways to engage under-represented groups.



Participation in democratic life

Erasmus+ promotes citizens' right to take part in democratic life, and encourages active involvement at all levels – local, national and European. Projects can create meaningful opportunities for participants to express their views, contribute to decisions, and develop a stronger sense of belonging to the European community.

Priority is given to projects that put participation at their heart and engage target groups directly in shaping and delivering activities.

Through both formal and non-formal learning, Erasmus+ supports the development of key competences such as critical thinking, media literacy, civic and intercultural skills, and understanding of shared EU values.



European Green Deal

The EU will:



Become
climate-neutral
by 2050



Protect human life,
animals and plants,
by cutting pollution



Help companies
become world leaders
in clean products and
technologies



Help ensure a
just and inclusive
transition

Momentum for change

93%



of EU citizens
consider climate
change a
**serious
problem**

education
**needs to do
more to
prepare young
people**

75%



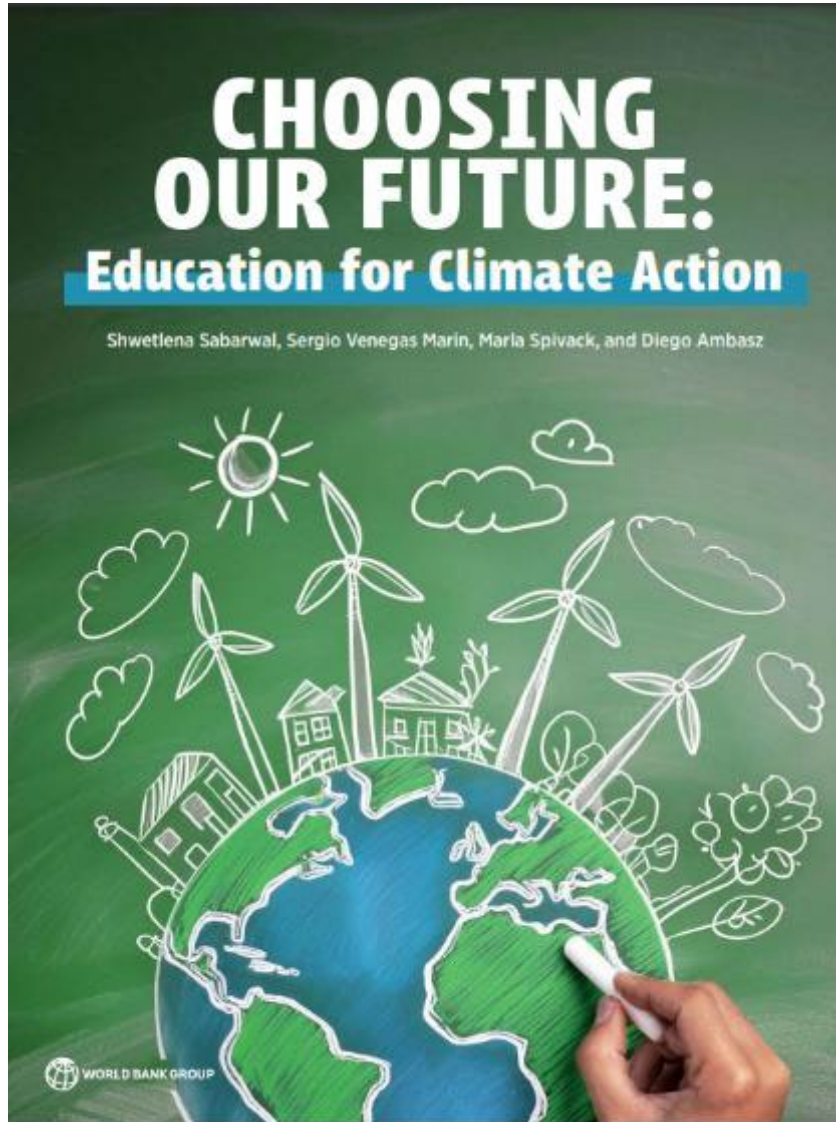
young people
globally think
that the **future
is frightening**

progress yes but
we need to **go
further and
faster**



Learning for the green transition

Learning in a changing climate



*“Education systems can **empower, equip, and skill young people for climate mitigation and adaptation**. At the same time, climate change induced heat and extreme weather events are **significantly disrupting learning**, and low-income countries are disproportionately affected. Governments **must act now to adapt education systems for climate change**”.*

Learning in a changing climate

Schools closed after 'exceptional' floods hit northern France

Flooding has hit dozens of towns in northern France, leaving roads sometimes only passable in boats and dozens of schools closed, authorities said Tuesday.

Associated Press / Reuters / AP



Rescue workers wade in a flooded street during a rescue operation in a town in northern France on Tuesday, 2023. © AP / Getty Images

400 million students have experienced climate-related school closures since 2022, new report says

Cuarenta y siete escuelas de Valencia sin daños abren sus puertas y dan cobijo a los alumnos de centros afectados

Más de 22.000 estudiantes han podido hoy regresar a las aulas

DANA en Valencia: Las 3 ideas clave para recuperar la normalidad escolar de los niños afectados por la catástrofe



Sillas de colegio, amontonadas en una calle de Massanesa, Valencia, tras el peso de la DANA. // REUTERS



First day of school in Lubi, north Slovenia. Photo: Nataša Tajčič/STA

A new school year started in Slovenia on 1 September for 196,000 primary and 82,000 secondary school students. Although the first day of school came less than a month after massive floods devastated large parts of the country, including many schools, all students were able to start classes.

The early-August floods damaged 12 kindergartens, 19 primary schools and five high schools. Some schools were also damaged in storms in July, according to data by the Education Ministry.

The future of European competitiveness

Part A | A competitiveness strategy for Europe

SEPTEMBER 2024



Skills for the future

**Green skills and sustainability
as a core aspect of curricula**

Entrepreneurship, digital and
STEM skills

Communication, teamwork,
problem-solving, creativity,
adaptability, resilience and
emotional intelligence



OECD Education Working Papers No. 318

Enhancing green career
guidance systems
for sustainable futures

Young Chang,
Anthony Mann

<https://dx.doi.org/10.1787/e6ad2d9c-en>

Skills for the future

Strong demand from young people
to work in jobs related to climate
and sustainability

Employers concerned about skills
gaps

Green career guidance is crucial



EU policy on learning for sustainability

EU agreement on learning for sustainability

27.6.2022 EN Official Journal of the European Union C 243/I

I
(Resolutions, recommendations and opinions)

RECOMMENDATIONS

COUNCIL

COUNCIL RECOMMENDATION
of 16 June 2022
on learning for the green transition and sustainable development
(2022/C 243/01)

(Text with EEA relevance)

THE COUNCIL OF THE EUROPEAN UNION,

Having regard to the Treaty on the Functioning of the European Union, and in particular Articles 165 and 166 thereof,

Having regard to the proposal from the European Commission,

Whereas:

1. Across the Union, while many Member States have made good progress in the implementation of policies and programmes of learning to support the green transition and to promote learning for sustainable development, there is nonetheless a need to continue and step up efforts in that regard. Policy and practice for this kind of learning should be further stimulated and supported. It is necessary to recognise the need for interconnected learning across the environmental, economic and social pillars of sustainable development, while placing a specific focus on the environmental pillar.
2. The European Green Deal⁽¹⁾, the EU Biodiversity Strategy for 2030⁽²⁾, the United Nations Educational, Scientific and Cultural Organization (UNESCO) strategy Education for Sustainable Development for 2030 and the related United Nations Economic Commission for Europe (UNECE) work⁽³⁾ highlight the key role of schools, higher education and other education and training institutions in engaging with learners, parents, educators⁽⁴⁾ and the wider community on the changes needed for a successful, just and inclusive green transition. In its conclusions on 'Biodiversity – the need for urgent action'⁽⁵⁾, the Council stressed that investing in education, among other areas, is key in gathering the best data and finding the best solutions in this regard. The EU Youth Strategy identifies a sustainable green Europe as a goal and calls for all young people to be environmentally active and educated.



Council Recommendation of 16 June 2022 on learning for the green transition and sustainable development 2022/C 243/01 (Text with EEA relevance)

ST/9795/2022/INIT

OJ C 243, 27.6.2022, p. 1–9 (BG, CS, DA, DE, ET, EL, EN, FR, GA, HR, IT, LV, LT, HU, MT, NL, PL, PT, RO, SK, SL, FI, SV)

[Wikipedia](#) [Wikipedia](#)

▼ Languages, formats and link to OJ

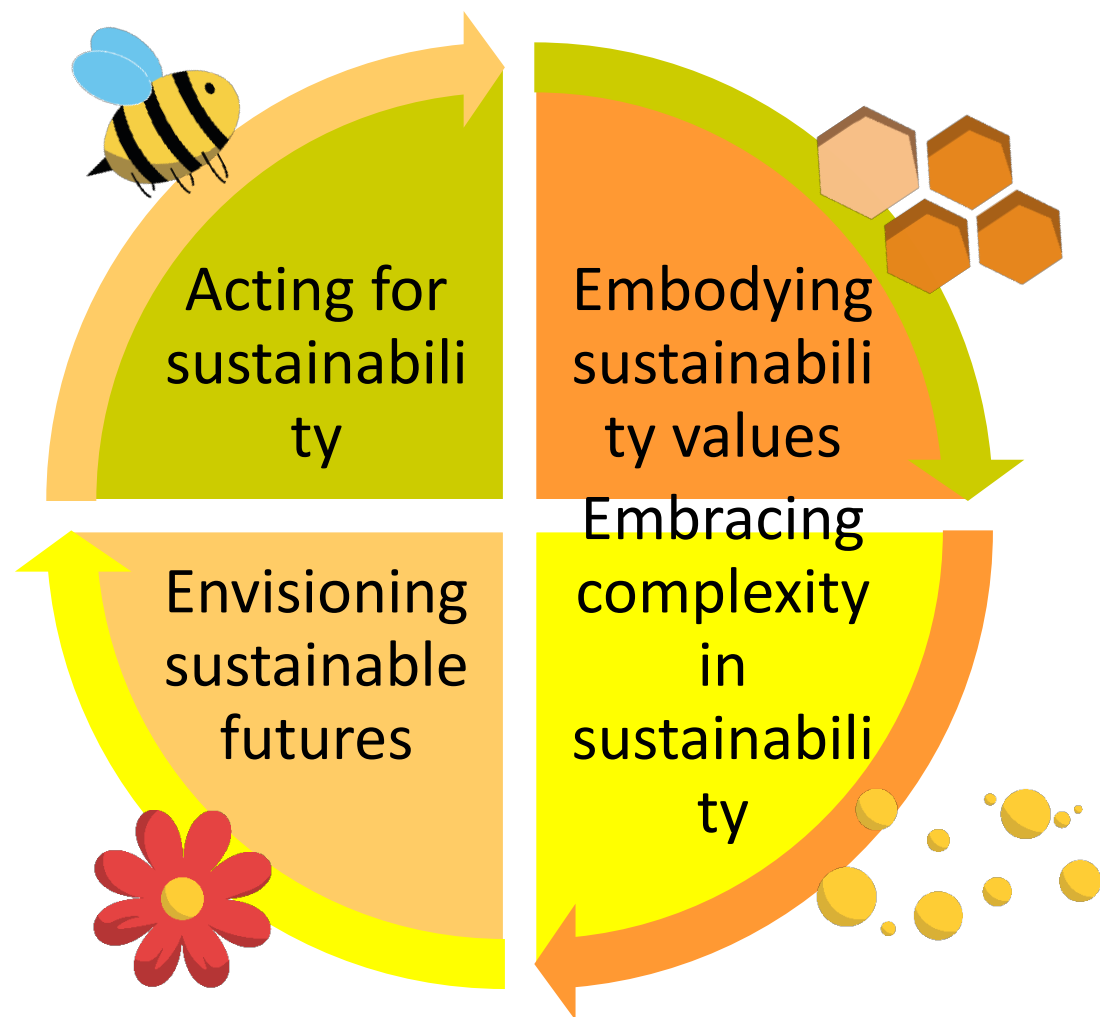
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Official Journal																								



STAFF WORKING DOCUMENT

ACCOMPANYING THE PROPOSAL FOR
A COUNCIL RECOMMENDATION ON LEARNING
FOR ENVIRONMENTAL SUSTAINABILITY

GreenComp






EU actions to support learning for sustainability

Education for Climate



 Log in ▾

Education for Climate

[Home](#) [Welcome ▾](#) [Challenge Hub ▾](#) [Resources ▾](#) [Groups ▾](#) [Events & News ▾](#) [About ▾](#) 


All events

education-for-climate.ec.europa.eu/community/community-events



COMMUNITY CLIMATE RESPONSE

FCA: Climate Classroom

 11 Dec '24 18:00 - 10 Dec '25 18:00 (CEST)


 Faculty of Contemporary Arts, Belgrade

[Read more](#)



SUSTAINABILITY CAFÉ

E4E Free Course on Green Skills

 4 Jan '25 00:00 - 31 Dec '26 12:00 (CEST)

 <https://engineers4europe.eu/green-skills>

[Read more](#)

Filter

☒ Ongoing and upcoming events

☐ Past events

Enroll Method

- Any - ▾

1.1 | content type

- None - ▾

1.2 | language

- None - ▾

1.3 | country



Peer learning between countries



Some examples



**Belgium,
Flanders,
outdoor
classrooms**



**Hungary
teacher
professional
learning on
sustainability**



**Cyprus greening
buildings to support
learning**



**Slovenia learning
in nature**

Research and studies

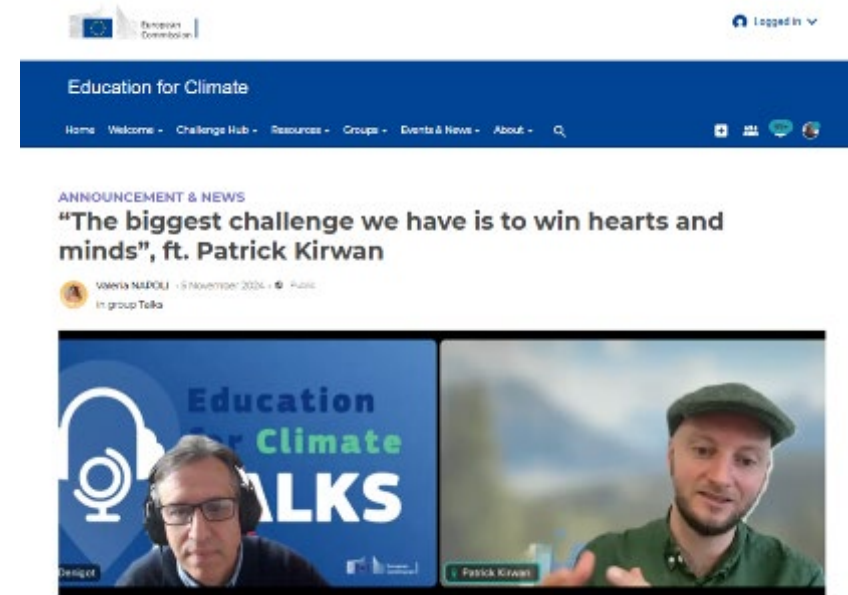
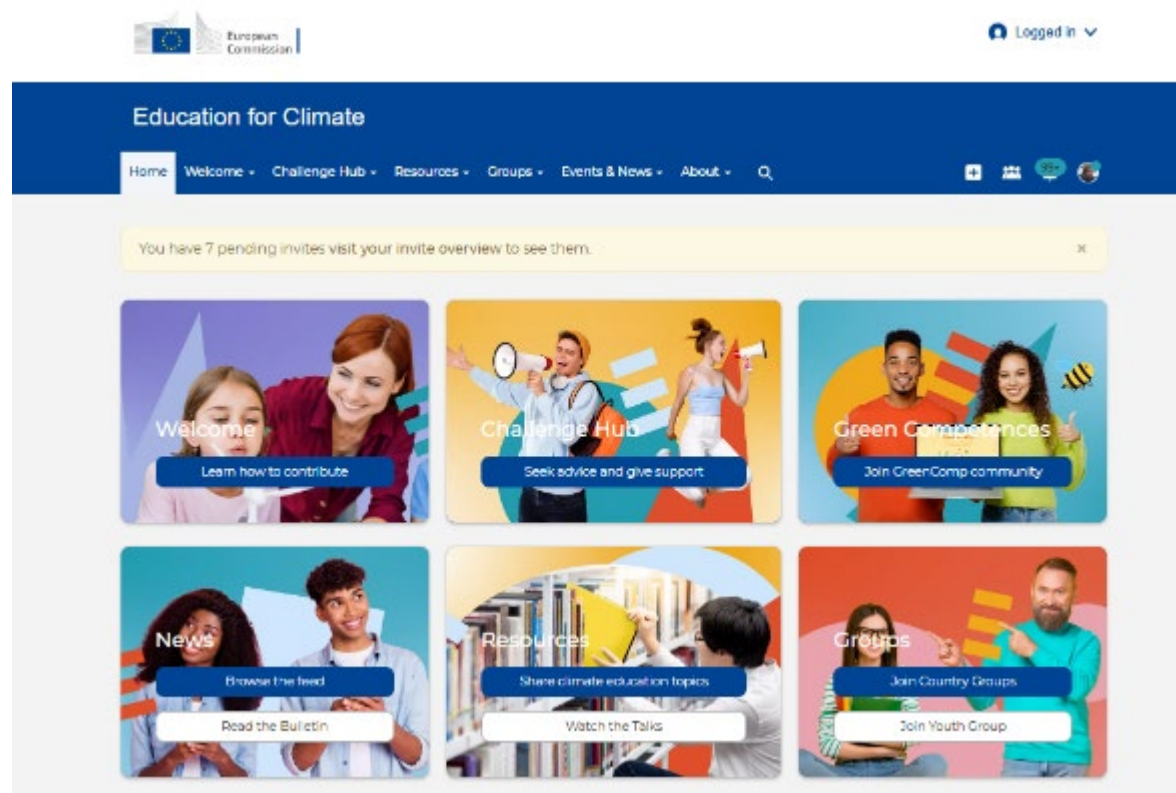


Coming soon...

- ✓ Digital and sustainability education
- ✓ Greening school buildings and grounds

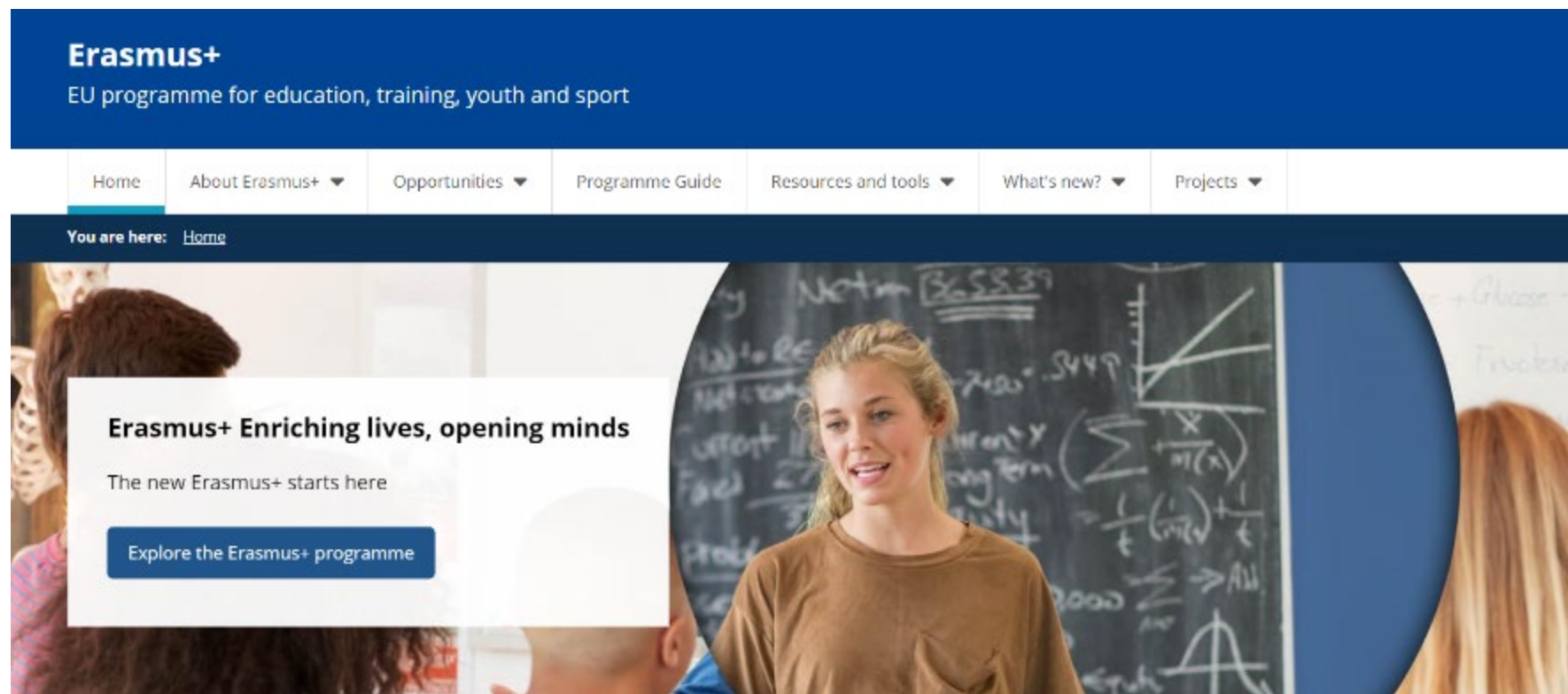
<https://wikis.ec.europa.eu/display/EAC/Learning+for+Sustainability>

Resources for teachers



<https://education-for-climate.ec.europa.eu/community/>

Financial support through Erasmus+



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



Luisa Bunescu

International Cooperation Officer, Education Sector

European Commission, Directorate-General for
International Partnerships



Education for the green transition: the case of Sub-Saharan Africa

20.05.2025

Luisa Bunescu

DG INTPA

European Commission

A wealth of EU green education commitments



SDGs, Paris agreement

EU Green Deal, EU Biodiversity strategy 2030, European Education Area



Global Gateway: sustainable connections for people and the planet.

NDICI commitments 20% human development (incl. education) and 35% green.



EU Gender Action Plan GAP III, green transition one of 6 key areas.

Youth Action Plan YAP in EU External Action supports youth to drive the green transition

The Global Gateway Offer

Global Gateway is our offer to partner countries to tackle the infrastructure investment deficit and support the green and digital transition globally

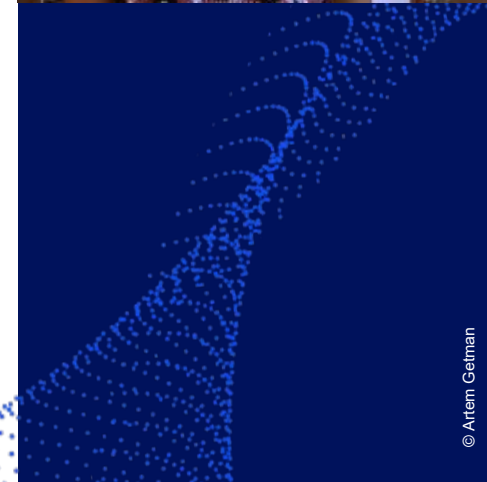
- A principles and value-based offer
- Aligned with the 2030 Agenda; supports SDG implementation and financing
- Implemented in a Team Europe approach

Up to EUR 300 billion
investment from 2021 to 2027

© UNICEF, 2017



© Pierre Prakash



© Artem Gelman



Education & Research: Global Gateway Pillar



Democratic values
and high standards



Good governance
and transparency



Equal
partnerships



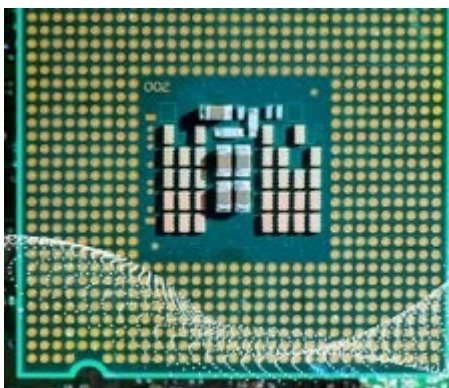
Green
and clean



Security
focused



Catalysing private
sector investment



Digital

The EU will support
open and secure
internet



Climate and energy

The EU will support
investments and rules
paving the way to the
clean energy
transition



Transport

The EU will support all
modes of green,
smart and safe
transport



Education and research

The EU will invest in
high quality education,
with a focus on girls
and women and
vulnerable groups



Health

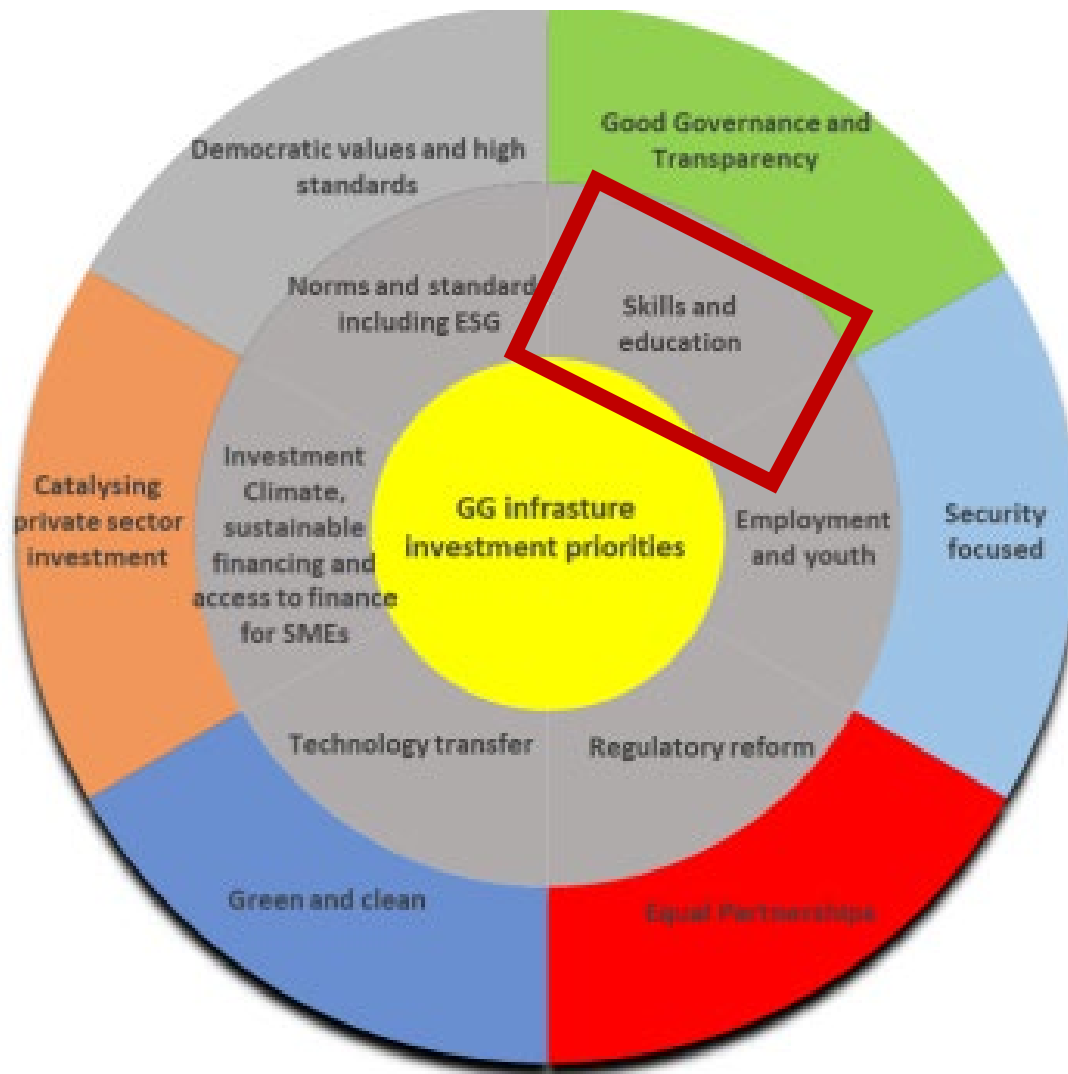
The EU will help
strengthen supply
chains and local
vaccines production

Examples of green Global Gateway investments

- **Cleanup of Hann Bay (Dakar) in Senegal**
(construction of a wastewater treatment plant)
- **Construction of 150 small photovoltaic-hybrid mini-grids in Nigeria** (benefiting 54 000 households and 6 000 SMEs)
- **Construction of Kakono Hydropower Plant in Tanzania**
- **Support to the green hydrogen value chain in Namibia**



360° approach to Global Gateway



Global Gateway and Erasmus+



Erasmus+ for skills development and capacity building

ALIGNMENT: Goal is to fund projects that supplement Global Gateway initiatives at country or regional level

Regional/country priorities (value chains):

[ERASMUS+ Capacity Building in Higher Education - priorities - European Commission](#)

Erasmus+ part of the Youth Mobility for Africa Global Gateway flagship initiative



Thank you!

luisa.bunescu@ec.europa.eu



Sophia Ashipala

Head of the Education Division

African Union Commission

African Union



Policies for the Green Transition

20 May 2025

Addis Ababa University

Opening Remarks

Honored to represent the African Union Commission

Importance of policy frameworks for a just and sustainable green transition

Africa's unique path: rooted in continental priorities, aspirations, and the power of education and science

Vision for Green Transformation



Based on Agenda 2063:
Inclusive growth and
sustainable
development

Green transition =
rethinking development
models

Role of education in
building resilient
societies

Role of CESA (2016–2025 & 2026–2035)



- Education central to climate action



- Focus on:



- Curricula reform



- Teacher training



- Integrating sustainability at all levels



- Thematic clusters:
Sharing good practices & empowering youth leadership

STISA-2024: Science & Innovation



- Environmental sustainability and climate resilience as pillars



- Emphasis on:



- Green R&D



- Regional innovation hubs



- Science for sustainable land, water, and energy use



- Innovation-driven and knowledge-based transition

Strengthening Education-STI Synergy



Promoting green skills in TVET

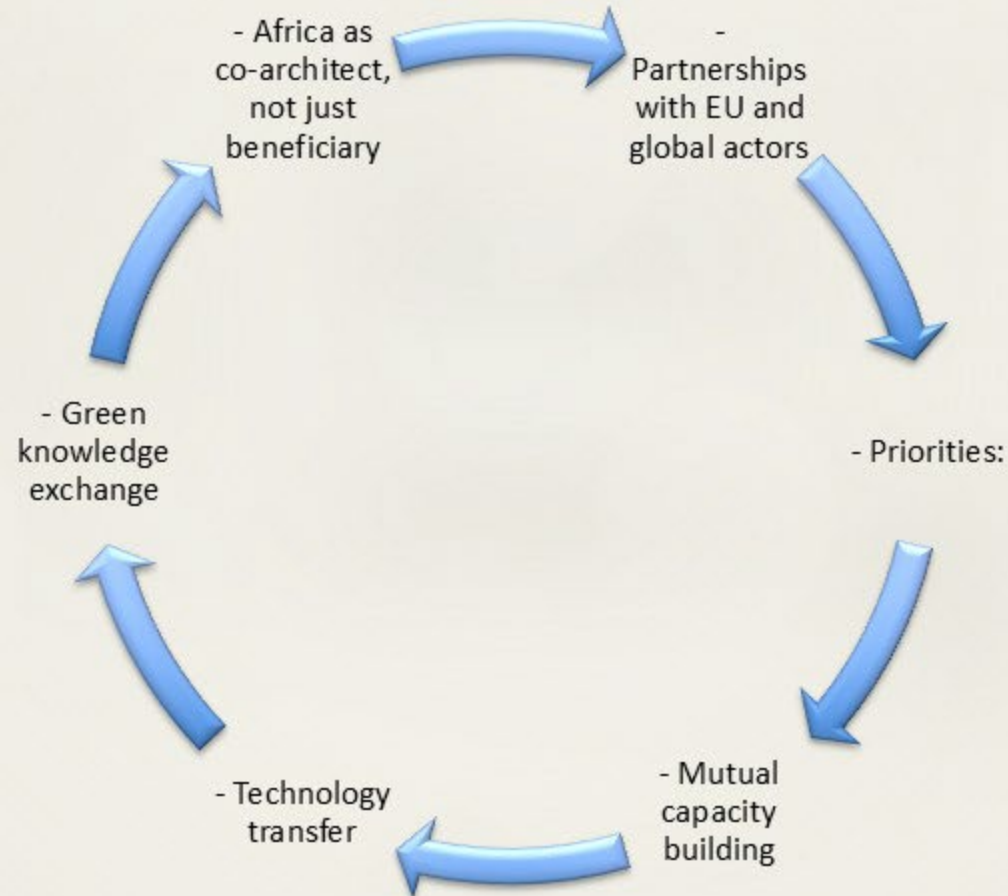


Supporting youth entrepreneurship in sustainable sectors



Advancing digital green learning platforms

International Cooperation



The Central Role of Education

- Education as the engine of the green transition

- Green transition tied to demographic transition

- Over 400 million youth: Green education is an imperative

Conclusion



- AU committed to aligning policy, practice, and investment



- Call for collaboration with Member States and partners



- Together, building a generation to transform the climate future



Thank You

AshipalaS@africanunion.org

African Union Commission –
Education Division



Coordinator Erasmus Mundus
Central European University

The role of higher education in green transitions

Prof. Aleh Cherp

Central European University, Austria | Lund University, Sweden

Coordinator: Erasmus Mundus Joint Masters Course in Environmental Sciences, Policy and Management (MESPOM)

Perspectives on Technology Change and Energy Transitions (POLET) research network

Connecting education and research



MESPOM
Masters in
Environmental
Sciences, Policy
and Management

2005-2025



CEU, Austria



Aegean, Greece



Lund, Sweden



Manchester, UK



POLET team in 2024

We know how to save the climate in mathematical models. Can we do it in the real world?

The POLET (*Perspectives on technOLOGical change and Energy Transitions*) research group explores this question by analyzing change and continuity in energy systems.

We strive for rigorous, accessible and informative scholarship that facilitates a dialogue between energy system modellers, socio-technical transition scholars, political scientists and historians.



Bergen, Norway



Chalmers, Sweden

Historical role of higher education in green transition in Europe

Universities have ...

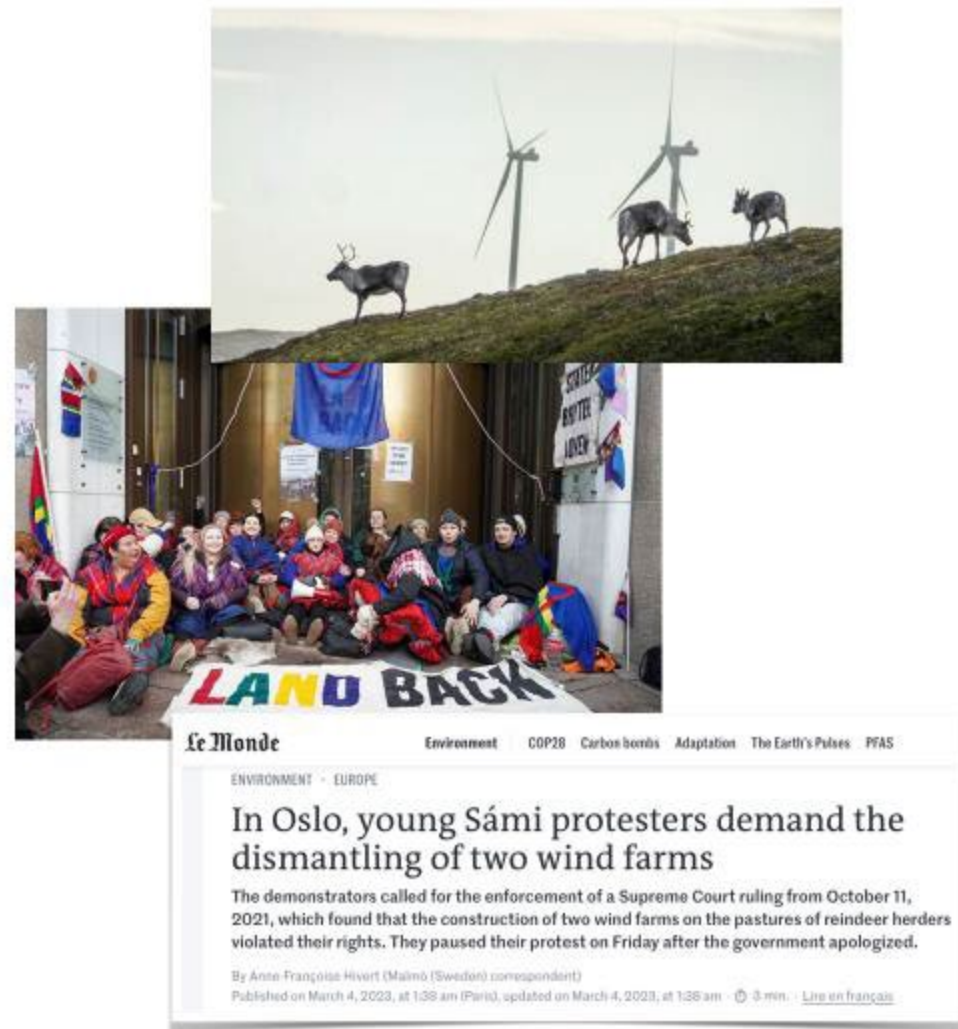
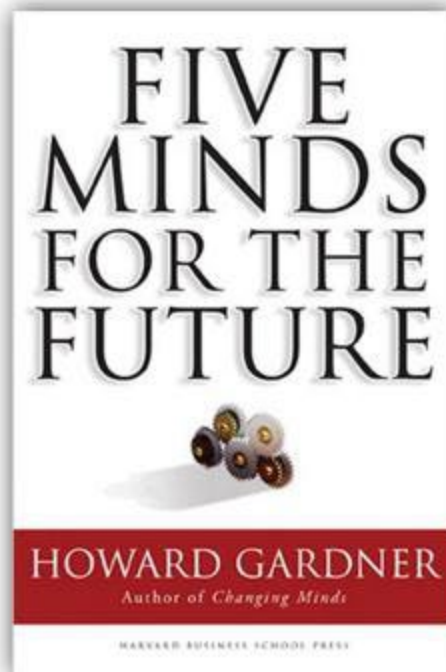
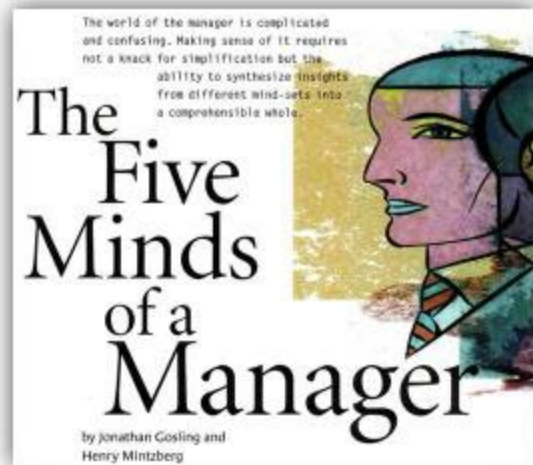
- ... educated natural scientists who identified the need for green transition
- ... educated journalists, school teachers and politicians who argued for green transitions
- ... educated engineers who developed green technologies
- ... educated public administrators who developed and implemented policies for green transitions
- ... educated business leaders who established and operated the companies carrying on green transitions

Should the role of Universities be similar in Africa?

Should the role of Universities be similar in Africa?

Somewhat - yes ...

- Guiding profound transformations requires ...
- ... multiple disciplines: engineers, economists, lawyers, and administrators
- ... multiple 'mindsets'



Should the role of Universities be similar in Africa?

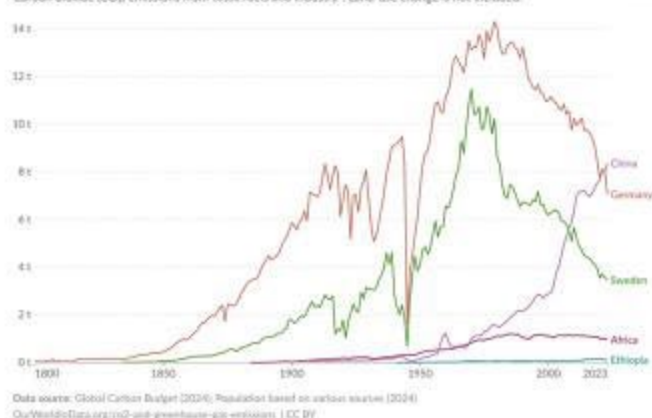
Somewhat - not

... green growth rather than green transition

- To achieve decent standard of living energy consumption and CO₂ emissions would need to increase
- But what would be this increase: nuclear, fossils, renewables?
- Universities should prepare future leaders to make hard choices like this, advocate and defend such choices

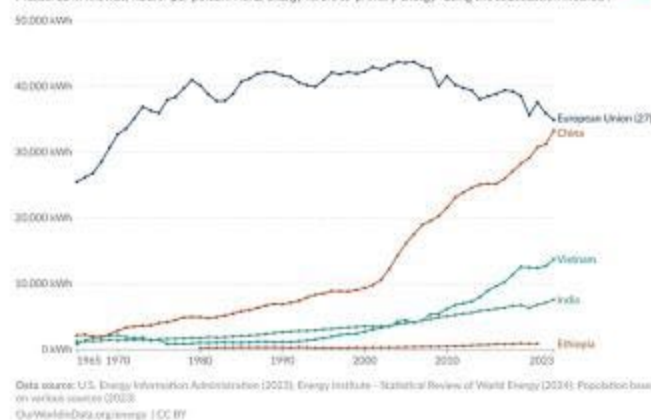
Per capita CO₂ emissions

Carbon dioxide (CO₂) emissions from fossil fuels and industry¹. Land-use change is not included.

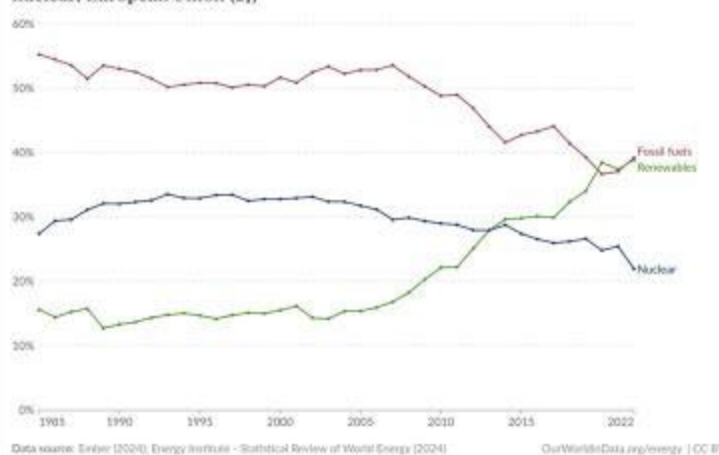


Energy use per person

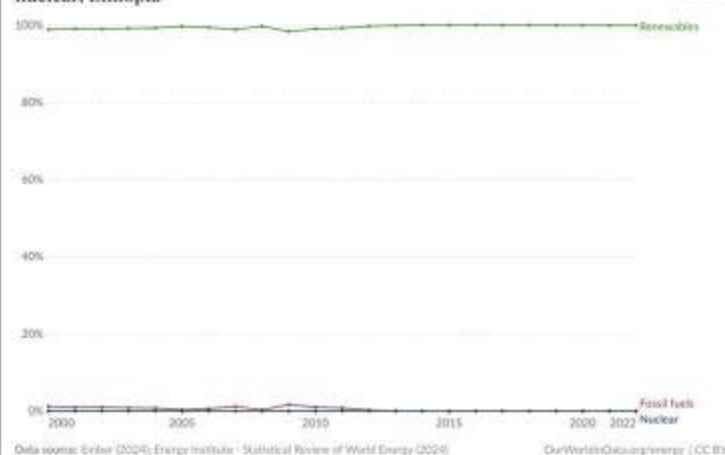
Measured in kilowatt-hours¹ per person. Here, energy refers to primary energy² using the substitution method³.



Share of electricity generation from fossil fuels, renewables and nuclear, European Union (27)



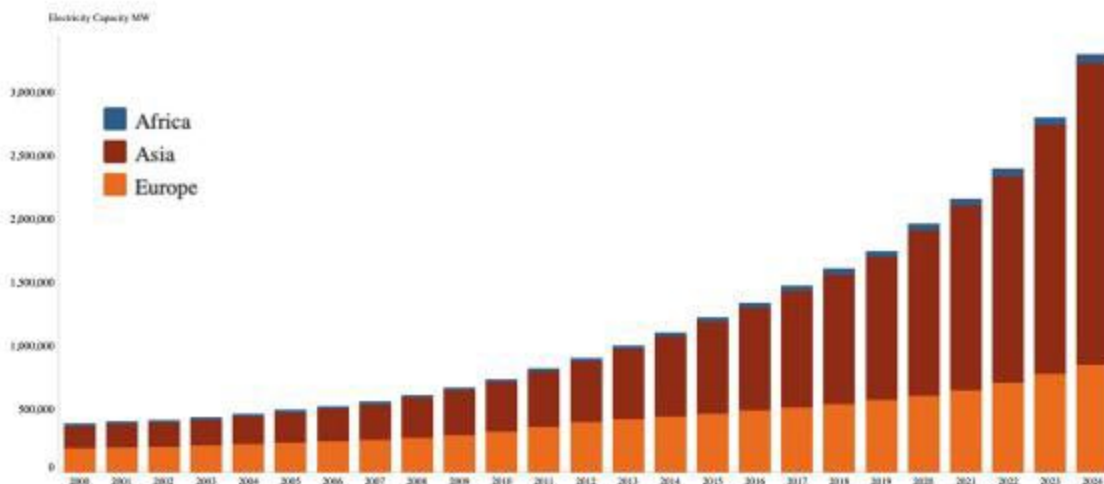
Share of electricity generation from fossil fuels, renewables and nuclear, Ethiopia



Should the role of Universities be similar in Africa?

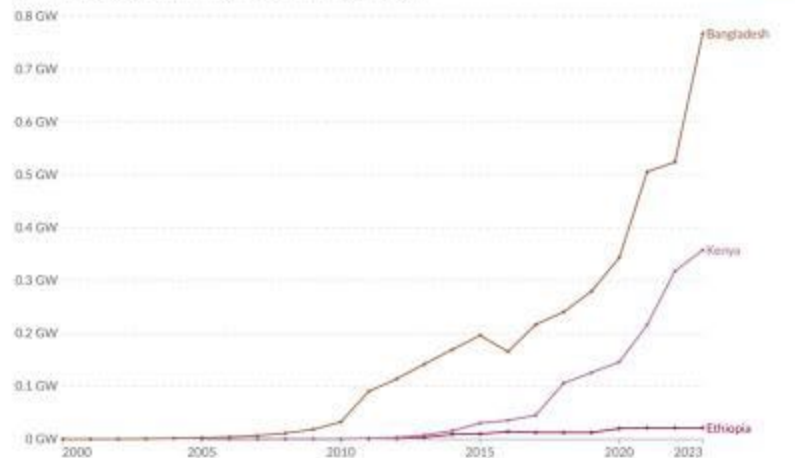
Somewhat - not

... Africa is a late-comer to green transition



Installed solar energy capacity

Cumulative installed solar capacity, measured in gigawatts (GW).

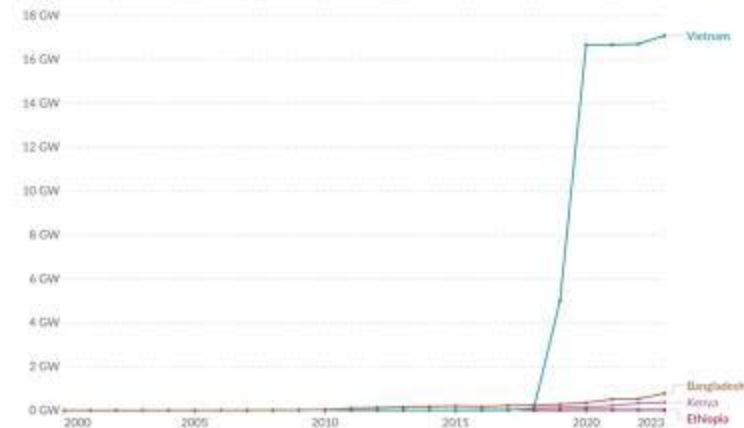


Data source: IRENA (2024)

OurWorldInData.org/renewable-energy | CC BY

Installed solar energy capacity

Cumulative installed solar capacity, measured in gigawatts (GW).



Data source: IRENA (2024)

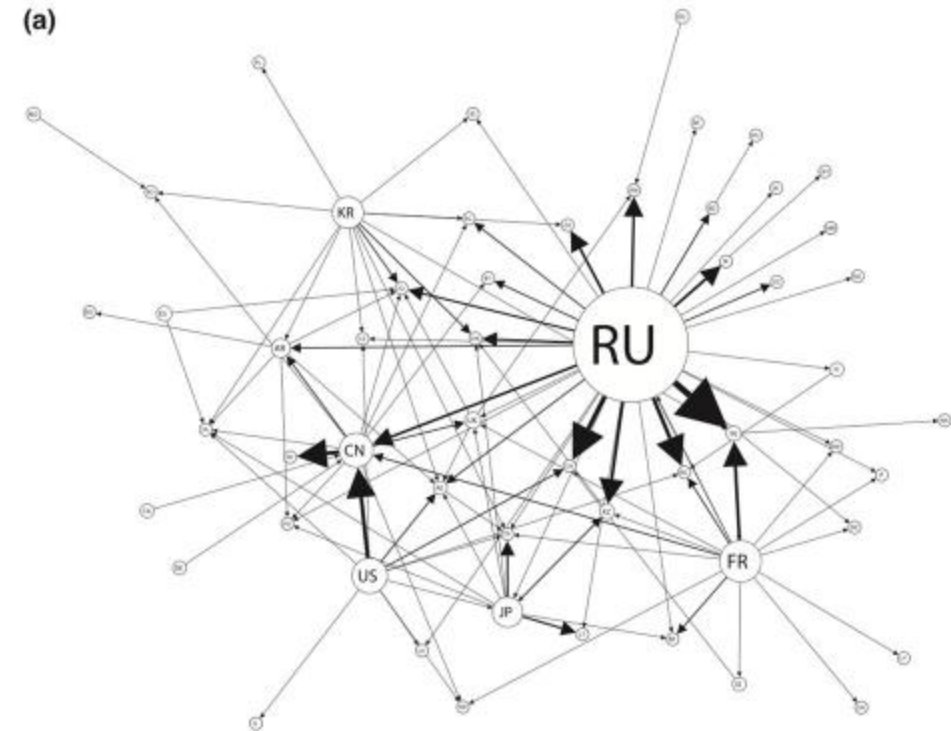
OurWorldInData.org/renewable-energy | CC BY

Should the role of Universities be similar in Africa?

Somewhat - not

... Africa is a late-comer to green transition

- Late-comers can benefit from innovations in early adopters and get technology cheaper
- But they need to rely on concentrated international supply networks
- And slowly build up their own capacity



Jewell, J., Vetier, M. & Garcia-Cabrera, D. The international technological nuclear cooperation landscape: A new dataset and network analysis. *Energy Policy* 128, 838–852 (2019).

Should the role of Universities be similar in Africa?

Somewhat - not

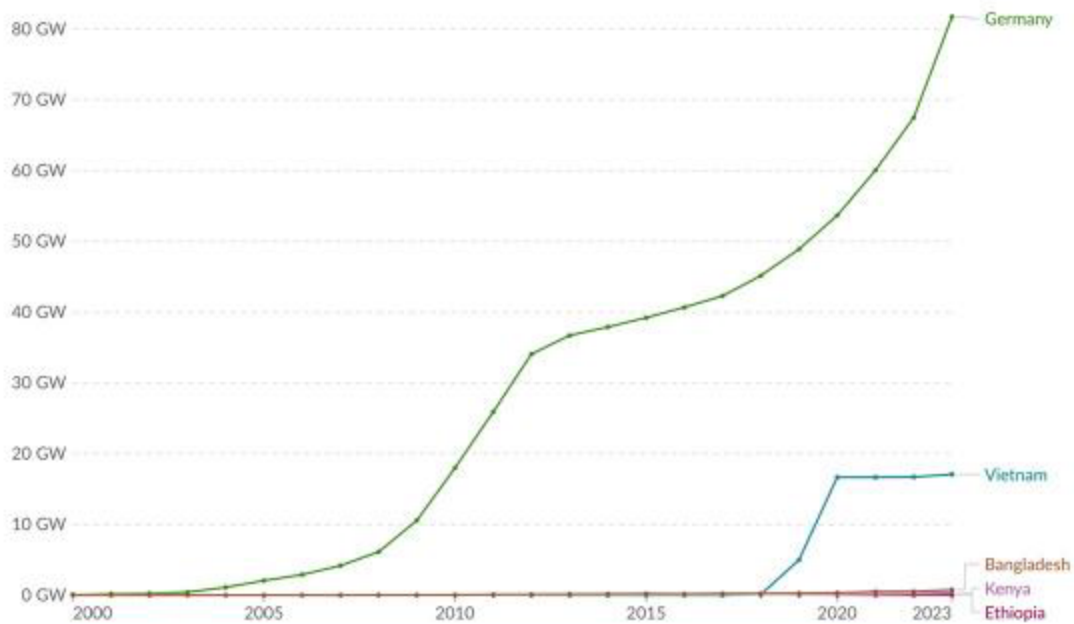
... Africa is a late-comer to green transition

Universities should ...

- ... educate how transitions took place in Europe and other front-runners to avoid illusions and mistakes
- ... education should foster economic, technical, science cooperation with front-runners
- ... education should focus on relevant areas (applied engineering, entrepreneurship)

Installed solar energy capacity

Cumulative installed solar capacity, measured in gigawatts (GW).



Data source: IRENA (2024)

OurWorldinData.org/renewable-energy | CC BY

Summary

- Higher education supported science, engineering, policy and business of green transition in Europe
- The role of higher education in Africa will be somewhat similar and somewhat different
- Multidisciplinarity and dynamism should be similar
- Focus should be on green growth, not green transition
- Higher education should be relevant to issues facing later technology adopters



Erasmus+ Cluster Meeting 2025 for Sub-Saharan Africa

20-21 May 2025 – Addis Ababa, Ethiopia



Erasmus+
Enriching lives, opening minds



FreeStyle®



Developing new skills and technologies for the green transition

Danila Conte, *moderator*

European Education and Culture Executive Agency

- Lala Harivelo Ravaomanarivo, University of Antananarivo (AFRIDI project)
- Abdulkadir Aman Hassen, Addis Ababa University (UNET project)
- Beatrice Bellet, Asociación Mundus (SHINE project)
- Rui Baloi, ADPP Moçambique (VecraMoz project)
- Tesfaye Workie, University of Addis Ababa



Danila Conte, *moderator*

Project Adviser

European Education and Culture Executive Agency



Vice President for Human Resources and Academic Affairs

University of Antananarivo (AFRIDI project)

UA 1- Develop new skills and Job market : AFRIDI PROJECT



Appui à la Formation, à la Recherche et à l'Innovation pour le Développement Intra Afrique

Supported by a consortium of 6 partners: University of Tunis El Manar Tunisia, Douala Cameroon, Antananarivo Madagascar, Ouaga Burkina Faso, Gaston Berger Senegal and Tlemcem Algeria.

One of the objectives of the project is to facilitate the development of training focused on sustainable development, environmental and ecosystem protection, and climate change management to develop skills that are critical for the African continent.

For the University of Antananarivo, 12 master's and doctoral students and 2 staff members were able to complete their mobility in other partner countries. And 12 master's and doctoral students and 2 staff members were received at the University of Antananarivo in the fields of applied mathematics, plant physiology, pest management, and process engineering.

Among the products for development and market opening: revival of the plantain banana sector, formulation of infant flour based on cowpea and plantain banana, water purification system from harvest by-products (oyster shells, biochars), repellent against tomato pest caterpillars, conservation of the tapia forest and wild silkworm *Borocera cajani*.



UA 2- The job market : edible insects & Carbon foot print



A. Valorization Insects for food security: fight against famine in southern Madagascar, production of organic fertilizer) and contribution to the carbon footprint

1. **University of Antananarivo:** project on edible insects – edible silkworm
2. **Master's internship:** inventory of edible insects; laboratory and small-scale breeding of edible insects.
3. **International partnerships & Market**
 - **in 2019 :** Edible insect USAID - PEER program : led by Madagascar Biodiversity Center allowed to train up to 10 technicians on insect farming and an opportunity to support 5 Masters students .
 - **in 2018 :** Edible insect PROCINUT project – GIZ : 2 doctoral theses, one on the breeding of 3 species of edible insects and one on different types of preparation and evaluation of the nutritional values of insects produced in breeding.

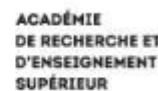


B. Construction of ecological insect breeding buildings: for training - exhibition

C. Job market: Cricket flour marketed by MBC ; New product developped : Frass fertilizer base on cricket insect farming trade by ExaFood and Feed.

D. Scientific valorization : 03 international publications on Frass fertilizer – Edible insect– Black soldier Fly

C. Perspective : Exchange of practice – capacity building in breeding techniques. International training for students, lecturers, technicians.



UA 3- Develop new skills and Job market : botanical garden.

In Madagascar: loss of forest estimated to 90 000 Ha per year. Environmental impacts: decrease in rainfall and increase in the dry period.

Initiative of the Department of Plant Biology and Ecology: creation of a botanical garden both for the implementation of green space within the campus but it is also a living laboratory for teaching (collection of endemic plants, conservation of endangered species, etc.).

Since 2021, participation of the Department of Plant Biology and Ecology University of Antananarivo in the Erasmus + program with the Department of Plant Biology and Ecology Adam Michiewicz University Poznan (KA 171 2021-2027)

8 students trained on biodiversity, climate change, energy transition in Poland and 9 Malagasy Lecturers benefited from visits to Poland: Labs, Botanical Garden, Collection, Research exchange

From Adam Michiewicz University to Madagascar : staffs (Lecturers) gave conferences and seminar and participate in field works .

Results: new skill on the gestion of green area, extension of the botanical garden, possibility for stutends to create park , green space, as business or become protected area managers after their study.

Perspectives : Continue the existing collaboration and extend into other countries and into other areas like Physics (energetics), Chemistry (valorization of natural resources), Mathematics (AI), Hydrology (water management), Biotechnology (waste management) in order to implement green transition.



UNIWERSYTET
IM. ADAMA MICKIEWICZA
W POZNANIU



Abdulkadir Aman Hassen

**Interim Head of the School of Mechanical
and Industrial Engineering**

Addis Ababa University (UNET project)



Erasmus+
Enriching lives, opening minds



Our Project:

- University Network on PhD Programmes in Energy Technology (UNET)
UNET is an Erasmus+ Capacity Building Project with 10 partner university
- is a collaborative initiative aimed at enhancing PhD-level education and research in energy technology



Training partners



Need for introducing taught PhD programmes with organized coursework and associated



Needs for specializing and improving the laboratories.



Need of the Consortium



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ADDIS ABABA UNIVERSITY



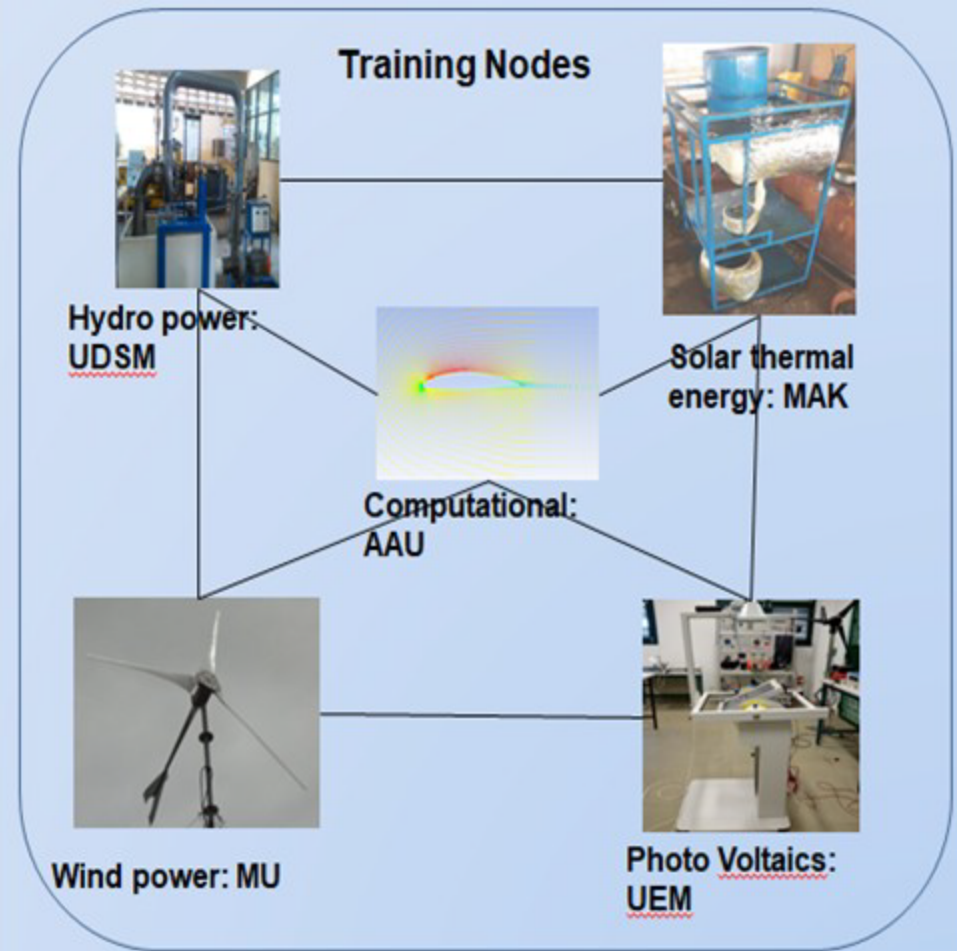
Results

- ❑ 17 PhD Courses were jointly developed
- ❑ 4 of the courses were tested during project phase
- ❑ Courses were designed and developed to improve the knowledge, technical skill, computational and experimental works related to renewable energy technologies

Contribution to Green Transition

- ❑ PhD students gain advanced knowledge in renewable energy systems, energy efficiency, and decarbonization technologies, crucial for driving the green transition.
- ❑ They develop skills in data analysis, digital tools, and simulation software to design and optimize sustainable energy solutions.





Results

- ❑ 5 training nodes were established to share laboratory resources
- ❑ Exchange of PhD students among partners: students take courses and work in laboratories

Benefits :

- Shared laboratories among UNET partners enhance research capacity and access to advanced green technology tools.
- They promote collaboration, skill development, and efficient use of resources for sustainable energy innovation.

Conclusion:

- Collaborative course development among UNET universities ensured high-quality, context-relevant PhD programs in green energy, leveraging shared expertise.
- Established training nodes and student exchange programs enhanced practical skills, research experience, and cross-institutional learning for the green transition.





Beatrice Bellet

Director

Asociación Mundus (SHINE project)



**Solar Hands-on training and International
Network of Exchange**



**Co-funded by
the European Union**



Beatrice Bellet

Director of Mundus Association

Consortium

In Europe, 4 partners from 3 different countries:



Mundus - Spain



Zubigune Fundazioa - Spain



AKMI - Greece



INCLUDE Knowledge Platform - Netherlands

In Africa, 6 partners from 3 different countries:



JOBITECH - Nigeria



Pan-Atlantic University - Nigeria



Start-up SME Centres (SSC) - Ghana



Ghana TVET Service - Ghana



Kiryandongo Training Institute - Uganda

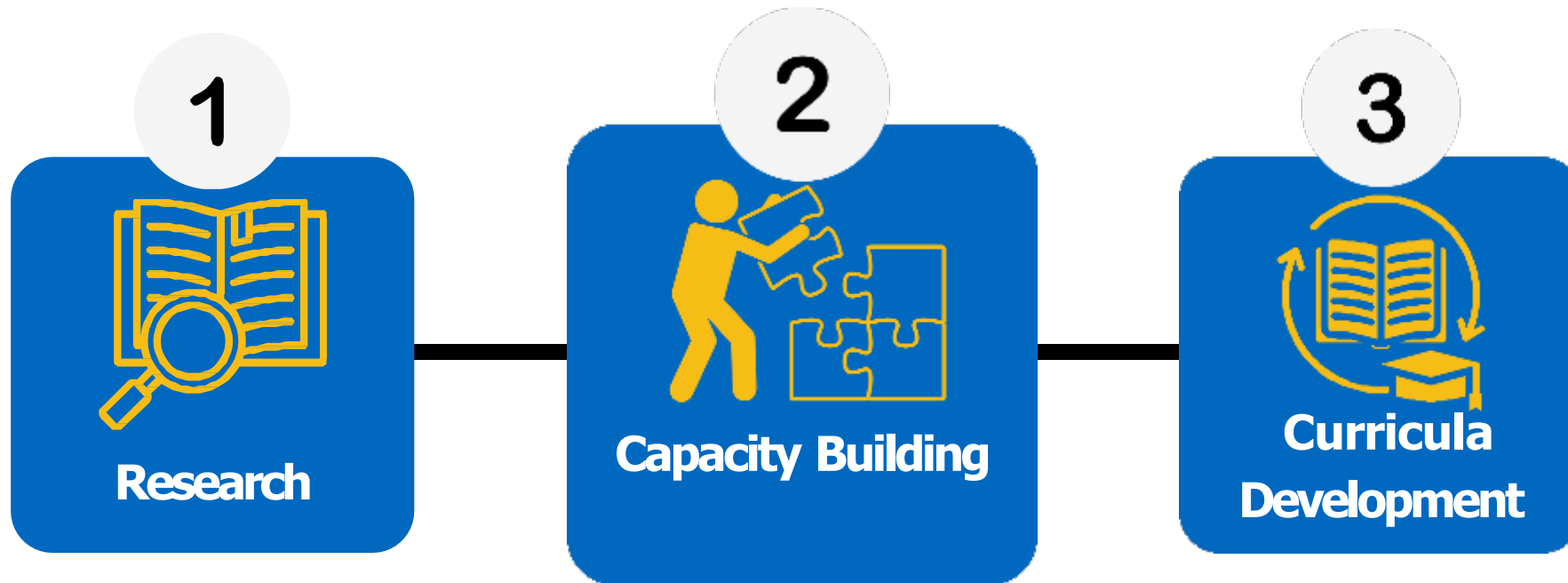


Huys Link Vocational Training Centre - Uganda



Workflow

How are we going to create an impactful, context-based and replicable VET program?



Workfl OW

1



Research

Market Analysis

Review of green skills in the African solar industry through literature, case studies, and expert sessions for shared, validated insights and expanded research findings -

Training Offer Analysis

Analyze the training in African VET schools assessing VET trainers' skills in solar panel technology through curriculum review, observation, evaluation of professional development, and evaluation of industry experience

**Analysis of
the demand**

**Analysis of
the supply**



SHINE key outputs



01

TVET Country factsheets

Outlining the critical need for Green VET in Africa's solar industry, addressing key drivers, challenges, and regional differences

02

Roadmaps for greening TVET

Establishing a step-by-step guide for greening TVET in the solar sector, tailored to the context and specific situation of each country.

03

Insight paper

Findings from case studies in Ghana, Uganda, and Nigeria, offering practical solutions and policy recommendations to bridge green skills gaps and shape Africa's green workforce.

04

Capacity building for trainers

An online platform, educational materials and resources on Solar PV technical foundations, innovative pedagogy, and digital tools.

05

Co-creation of VET curriculum

A market-driven curriculum, piloted and equipped with tools for sustainability and replication.

06

Entrepreneurship toolkit

A locally tailored toolkit for teachers and students to launch businesses in the solar sector.





Supporting the green and just transition in Africa through skills development

shine-project.com/results



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Mundus

SCAN ME



SCAN ME





Rui Baloi

Partnership Officer

ADPP Moçambique (VecraMoz project)

Developing new skills and technologies for the green transition

Vocational Excellence in Climate Resilient Agriculture in Mozambique

May 20th, 2025



Co-funded by
the European Union



Organizational Overview



Map of Mozambique



ADPP is a Mozambican NGO active in Education, Health and wellbeing, Sustainable Agriculture, Environment and Humanitarian Action. Established in 1982.

Currently implements 50+ projects nationwide, reaching over 7 million people annually. Employs 3,000 staff and promotes inclusive, community-led development.

ADPP manages 17 educational institutions, including 11 teachers Training Colleges, 2 Polytechnic Institutes and Higher Education Institute across the country .

VECRA-MOZ

Vocational Excellence in Climate Resilient Agriculture in Mozambique

3 Years Project – 2025 to 2027

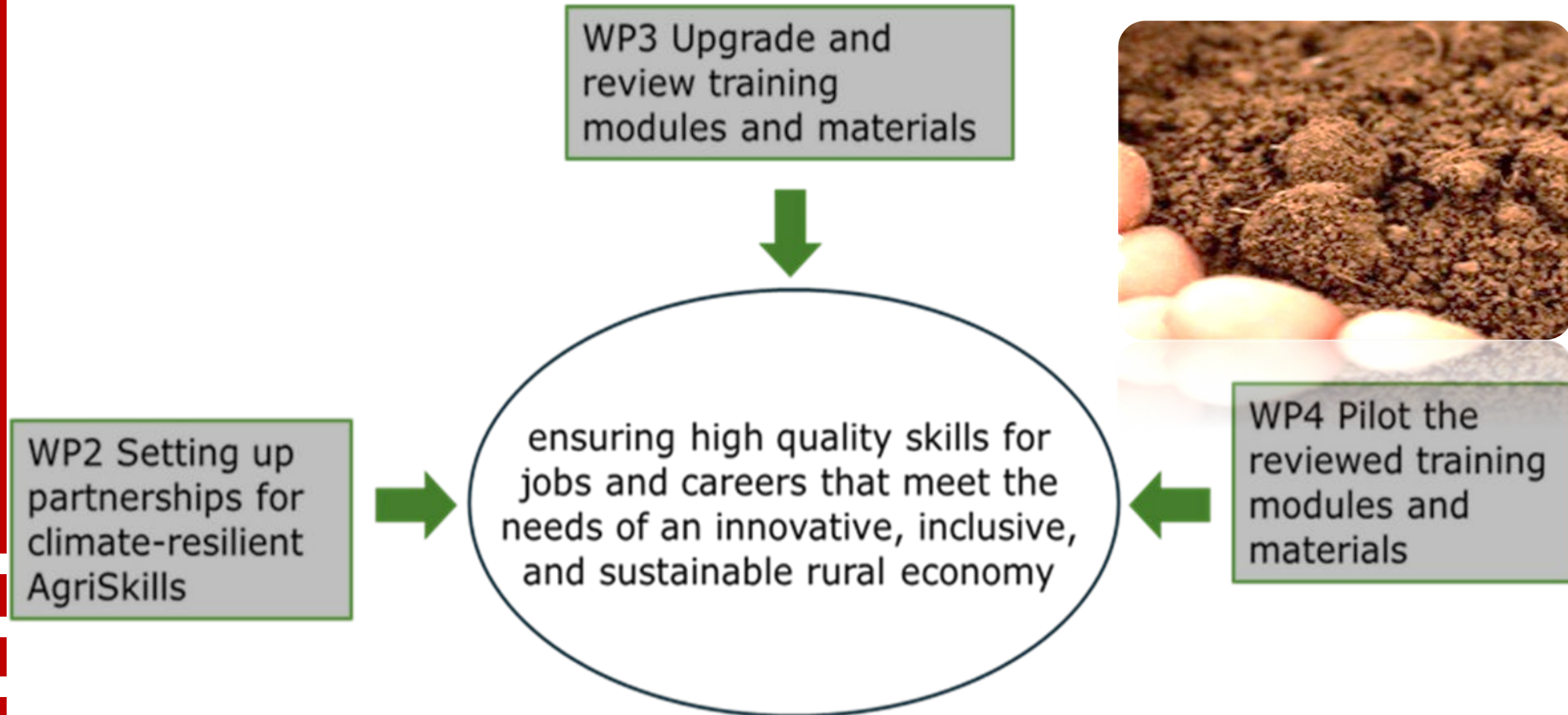
Geographical area: Nacala, Nampula Province and Nhamatanda, Sofala Province

General objective

- Promoting Vocational Excellence in climate-resilient agriculture, ensuring high quality skills for jobs and careers that meet the needs of an innovative, inclusive, and sustainable rural economy.
- Benefit 220 young people to be trained annually under the Erasmus+ VecraMOZ program.



The Core Elements of the project



Project partners and beneficiaries



- Associação Moçambicana para a Ajuda de Desenvolvimento de Povo para Povo (**ADPP**) and their two Polytechnic Institutes;
 - Young Africa (**YA**) Professional Training Centre Mozambique;
 - Häme University of Applied Sciences (**HAMK**)-Finland;
 - **CINOP** from the Netherlands.
-
- The private sector is involved through the Provincial Business Council of Sofala, our associated partner.
 - Beneficiaries include Polytechnic Institutes, teachers, students, agriculture production and processing companies and other types of future employers of the graduates.



- Analyze and describe the climate-resilient AgriSkills context, market demands and opportunities;
- Develop and institutionalize partnerships for the development (and future maintenance) of training approach and contents related to resilient agriculture practices;
- Strengthen the capacity of the VET institutes in private sector engagement;
- Establish and engage thematic stakeholder working groups to feed the needs analysis and training material design, and validate the pilot;
- Develop the institutions roadmap for structured and sustainable multistakeholder partnerships.

Challenges

- If the climate warms by $+2^{\circ}\text{C}$:
- The hottest day of the decade would be 2.6°C hotter.
- There would be three drought seasons in a decade.
- The number of rainy days would be 1.8 times greater.
- The proportion of tropical cyclones would increase by 13%.
- How would this manifest in Mozambique?







Thanks for your attention



Tesfaye Workie

Erasmus+ Alumnus, Ph.D. candidate

University of Addis Ababa



Erasmus+
Enriching lives, opening minds



Erosimus®

Feedback on Stay at BOKU - Vienna

Tesfaye Muluye shares his enriching academic and cultural experience at BOKU University.





Academic Collaboration and Learning

Collaborative Teaching

Six teachers co-taught a climate change course with great enthusiasm.

Knowledge Gained

Learned detailed, specialized courses relevant to Ph.D. research.

Research Support

Worked closely with Professor Thomas Hein, improving scientific articles.

Program Support

Erasmus plus staff and coordinators provided exceptional assistance.



Advanced Research Opportunities

Access to Laboratories

Utilized laboratory facilities at BOKU for water quality and ecological analysis.

Data Analysis Tools

Gained proficiency in advanced software for biomonitoring.

Networking with Scholars

Engaged with BOKU's research community, fostering potential collaborations.

Research Fieldworks

Gained practical skills on macroinvertebrate sampling of riverine habitats.

Cultural Experiences and Personal Growth

Excursions

Visited Lunz am See and Lower Austria, exploring nature and rural life.



Vienna Life

Impressed by Vienna's infrastructure, trains, and community spirit.



Student Connections

Friendly peers hosted excursions and shared cultural experiences.



Gratitude

Thankful to Erasmus plus for this transformative academic opportunity.





Erasmus+ Cluster Meeting 2025 for Sub-Saharan Africa

20-21 May 2025 – Addis Ababa, Ethiopia



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