

# UFUK2020 ERASMUS+ PROJE ÖRNEKLERİ

CERRAHPAŐA FAKÜLTESİ

## WHEN LOOKS GET IN THE WAY: OPTIMISING PATIENT OUTCOMES THROUGH THE TRAINING OF HEALTH CARE PROFESSIONALS

6 Participating countries:      


 **GOOD PRACTICE EXAMPLE**

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 **Start: 01-09-2014 - End: 31-08-2016**

 **Project Reference: 2014-1-UK01-KA203-001631**

 **EU Grant: 209856 EUR**

 **Website:**  
<http://www.whenlooks.eu>

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

**Disabilities - special needs**

**Health and wellbeing**

**New innovative curricula/educational methods/development of training courses**

### **Coordinator**

 **UNIVERSITY OF THE WEST OF ENGLAND, BRISTOL**

Frenchay Campus, Coldharbour Lane  
BS16 1QY  
BRISTOL  
Gloucestershire, Wiltshire and Bristol/Bath area  
<http://www.uwe.ac.uk>  
**Organisation type:** Other

### **Partners**

-  **UNIVERSITA DEGLI STUDI DI FIRENZE** ▼
-  **KOCAELI UNIVERSITESI** ▼
-  **European Cleft Organisation** ▼
-  **KLAIPEDOS UNIVERSITETAS** ▼
-  **HOEGSKOLAN KRISTIANSTAD** ▼

### **Summary**

Body image dissatisfaction, resulting from disfigurement or the consequence of perceived social pressure to conform to unrealistic and narrow beauty (and ageist) ideals, indiscriminately affects the mental and physical health of a significant and growing proportion of the European population. Those with disfigurement also experience social discrimination that negatively impacts on personal aspirations, education and work opportunities. As medical advances improve the survival rates of those born with or who acquire a disfigurement, and the demand for cosmetic interventions and psychological support increases, professionals from diverse health and social care areas are increasingly being exposed to the challenges of identifying and addressing the needs of patients burdened by complex and unique psychosocial issues. These professionals are perfectly placed to ameliorate these issues but report that they often lack the necessary expertise to help and therefore patient access to expert support is inadequate.

# JOINT CURRICULUM DEVELOPMENT IN HEALTH TECHNOLOGY ASSESSMENT

5 Participating countries:     

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 **Start: 01-09-2015 - End: 31-12-2017**  
 **Project Reference: 2015-1-TR01-KA203-022402**  
 **EU Grant: 261029 EUR**  
 **Website:**  
<http://jochta.net>

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

[International cooperation, international relations, development cooperation](#)

[New innovative curricula/educational methods/development of training courses](#)

## Coordinator

### **HACETTEPE UNIVERSITESI**

HACETTEPE UNIVERSITESI BEYTEPE KAMPUSU  
REKTORLUK BINASI  
06800  
CANKAYA ANKARA  
<http://www.hacettepe.edu.tr>  
**Organisation type:** Higher education institution  
(tertiary level)

## Partners

-  **WARSAWSKI UNIWERSYTET MEDYCZNY** ▼
-  **THE UNIVERSITY OF LIVERPOOL** ▼
-  **EOTVOS LORAND TUDOMANYEGYETEM** ▼
-  **MEDICAL UNIVERSITY SOFIA** ▼

## Summary

Considering the increase in average life expectancy, use of health technologies, and increasing health care expenditures in developing countries, health technology assessment (HTA) is a useful tool to make rational economic and political decisions in healthcare. In the public and private sectors as well as academia, there is a lack of qualified personnel who are able to understand, conduct and use HTA research. In addition there is a need for programs that provide individuals professional excellence in this field to build human resource capacity in Eastern Europe and other developing countries.

In this context, the main objective of this project is to develop a joint international curriculum in order to guide both partner institutions and other higher education institutions interested in HTA to revise and strengthen their programs addressing human resource need of developing countries in Europe and its neighborhood.

DIŞ HEKİMLİĞİ FAKÜLTESİ

# UNDERGRADUATE CURRICULUM AND E-COURSE ON EVIDENCE-BASED DENTISTRY

5 Participating countries:     


 **GOOD PRACTICE EXAMPLE**

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**VIEW PROJECT MAP**

 **Start: 01-09-2014 - End: 31-08-2016**

 **Project Reference: 2014-1-TR01-KA203-011254**

 **EU Grant: 133284 EUR**

 **Website:**  
<http://http://evidencebaseddentistry.eu/>

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

**ICT - new technologies - digital competences** **Key Competences (incl. mathematics and literacy) - basic skills**

**Quality Improvement Institutions and/or methods (incl. school development)**

## **Summary**

Harmonizing dental education and mutual recognition of dental degrees has always been on the agenda of dental associations since the EEC Directives in 1978. Besides the increase in the numbers of dental schools and students, new tools introduced to health care necessitate integrating the crucial subjects and tools to undergraduate dental education to promote convergence. Besides the convergence issue, bringing in the culture of updating knowledge by the use of ICT, at the same time by improving searching, finding and appraising skills is another necessity for improving quality of dental education. However, exponential rise in scientific information coming from research findings, advances in dental materials, technology and treatments presents a big challenge for dentists in making clinical decision for the treatment of an individual patient. The apparent need to take an action in those issues constituted background of this project.

Evidence based dentistry (EBD) is the practice of dentistry that integrates the best available scientific evidence with clinical experience and patient preference in making clinical decisions. This approach provides efficient and cost-effective patient care by improving quality and reducing variations. Teaching EBD in



## **Coordinator**




 **GAZI UNIVERSITESI**

GAZI UNIVERSITESI REKTORLUGU PROJELER  
KOORDINASYON MERKEZI  
06500  
ANKARA  
Ankara  
<http://www.gazi.edu.tr>  
**Organisation type:** Other

## **Partners**

-  **STICHTING KATHOLIEKE UNIVERSITEIT** ▼
-  **KATHOLIEKE UNIVERSITEIT LEUVEN** ▼
-  **UNIVERSITE PARIS DIDEROT - PARIS 7** ▼
-  **UNIVERSITETET I TROMSOE** ▼


## TRANSVERSAL SKILLS IN DENTISTRY: CONTENT AND LANGUAGE INTEGRATED LEARNING APPROACH

3 Participating countries:   

 **GOOD PRACTICE EXAMPLE**

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 **Start:** 01-12-2015 - **End:** 30-11-2017

 **Project Reference:** 2015-1-LV01-KA203-013401

 **EU Grant:** 71992 EUR

 **Website:**  
<http://paol.iscap.ipp.pt/erasmusendent/>

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

**Health and wellbeing**

**Teaching and learning of foreign languages**

**New innovative curricula/educational methods/development of training courses**

### **Summary**

Transversal Skills in Dentistry: Content and Language Integrated Learning Approach

The project focuses on establishing transnational synergies between higher education institutions (HEIs) and partnerships with professional organizations in the field of dentistry to develop and pilot a new study course that provides opportunities for students to acquire transversal skills and competences to increase their future employability. The project facilitates an increasing permeability between educational establishments and partnership organizations to bridge the gap between higher education and labour market in order to share competences in promoting cross-sectional cooperation.

The objectives of the project are 1) to perform the analysis of the present demands required by the labour market in the field of dentistry; 2) to develop a survey on the synergies between education and labour market aimed at re-evaluating the academic and domain-related competences to match them with the transversal skills required for the professional community; 3) to use the survey results in order to develop relevant methodology for the target groups, as well as to design teaching and learning materials to equip




### **Coordinator**

 **LATVIJAS UNIVERSITATE**

RAINIS BOULEVARD 19  
1586  
RIGA  
Rīga  
<http://www.lu.lv>

**Organisation type:** Higher education institution  
(tertiary level)

### **Partners**

 **INSTITUTO POLITECNICO DO PORTO** ▼

 **STICHTING VU** ▼

ECZACILIK FAKÜLTESİ



## COMPETENCY-BASED COURSE ON TRANSLATIONAL RESEARCH AND MEDICINES DEVELOPMENT FOR PHDS AND POST-DOCS

4 Participating countries:    

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[VIEW PROJECT MAP](#)

 **Start: 01-11-2015 - End: 31-10-2017**

 **Project Reference: 2015-1-NL01-KA203-008986**

 **EU Grant: 266612.86 EUR**

 **Website:**  
<http://www.eatris.eu/c-comend.html>

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**


Topics:

[Recognition \(non-formal and informal learning/credits\)](#)

[Labour market issues incl. career guidance / youth unemployment](#)

[Health and wellbeing](#)

### **Coordinator**

 **EATRIS ERIC**

DE BOELELAAN 1118

1081 HZ

AMSTERDAM

Noord-Holland

<http://www.eatris.eu>

**Organisation type:** Other

### **Partners**

 **HELMHOLTZ-ZENTRUM FUER  
INFEKTIONSFORSCHUNG GMBH** ▼

 **MEDIZINISCHE UNIVERSITAET  
WIEN** ▼

 **KAROLINSKA INSTITUTET** ▼

 **ELEVATE BV** ▼

### **Summary**

Background:

Translational research and medicines development refers to the translation of basic scientific discoveries into clinical applications such as new therapeutic, diagnostic or preventive products. Translational research and medicines development thus lays at the foundation of any improvement of human health and quality of life, and is a motor for growth and innovation. In order to be successful in this field, professionals need to be aware of all stages and research disciplines and also understand the various roles played by academia, industry and regulatory authorities. The multidisciplinary, multi-sectorial and transnational nature of translational medicines underlines the need for a defined set of skills and qualifications which learners and professionals can rely on to move freely between different labour markets and countries.

Objectives:

The objective of C-COMEND is to bring together players from different sectors and disciplines in order to

## "THERAPEUTIC EFFECTS OF APITHERAPY" IN HIGHER EDUCATION


4 Participating countries:    

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[VIEW PROJECT MAP](#)

 **Start:** 15-09-2017 - **End:** 14-09-2019

 **Project Reference:** 2017-1-TR01-KA203-045990

 **EU Grant:** 153750 EUR

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

[New innovative curricula/educational methods/development of training courses](#) [Agriculture, forestry and fisheries](#)

[Entrepreneurial learning - entrepreneurship education](#)

### Summary

The relationship between pharmaceutical industry and physicians is a controversial one. This is because whenever money and ethics clash, there are conflicting interests. Pharmaceutical companies operate in a world of high stakes with potentially high returns of their investments. Recouping the money they have invested in drug research and development means using marketing techniques that will ensure increased sales. In addition there are drug launches in foreign locations, conferences sponsorships and funding of private functions. Many companies do this under the guise of 'academic' activities. However, traditional practices that have been known throughout the world for thousands of years and approved in science, can be a major area of health care. Complementary and alternative medicine is the best example of this, but many drug manufacturers that have no curative effect today are the biggest obstacle in front of them. Because drug sales are directly negatively affected and their profits will decrease.

On the other hand, alternative medicine is distinct from complementary medicine which is meant to accompany, not to replace, standard medical practices and popular because it is often helpful and cost effective. Treatments such as apitherapy, acupuncture, massage, osteopathy, and nutritional therapy can offer significant positive results quickly. Attitudes and practice concerning complementary and alternative

### Coordinator

 **CANAKKALE ONSEKIZ MART  
UNIVERSITESI**

TERZIOGLU KAMPUSU REKTORLUK

17020

CANAKKALE

<http://www.comu.edu.tr>

**Organisation type:** Higher education institution  
(tertiary level)

### Partners

-  **UNIWERSYTET PRZYRODNICZY  
WE WROCLAWIU** ▼
-  **ADNAN MENDERES  
UNIVERSITESI** ▼
-  **Balikesir University** ▼
-  **ALEKSANDRO STULGINSKIO  
UNIVERSITETAS** ▼
-  **SLOVENSKA  
POLNOHOSPODARSKA  
UNIVERZITA V NITRE** ▼

EDEBİYAT FAKÜLTESİ

# DATA DRIVEN DECISION MAKING FOR INTERNATIONALIZATION OF HIGHER EDUCATION: BRIDGING THE GAP BETWEEN FACULTY AND ADMIN USING EFFECTIVE COMMUNICATION PLATFORMS

3 Participating countries:   



GOOD PRACTICE EXAMPLE

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Start: 01-09-2014 - End: 30-11-2016



Project Reference: 2014-1-TR01-KA203-013128



EU Grant: 134655.4 EUR



Website:

<https://heida.ku.edu.tr/>

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

International cooperation, international relations, development cooperation

Recognition, transparency, certification

ICT - new technologies - digital competences



Coordinator



KOC UNIVERSITY

RUMELI FENERI YOLU SARIYER

34450

ISTANBUL

<http://www.ku.edu.tr>

**Organisation type:** Higher education institution  
(tertiary level)



Partners



UNIVERSITAT AUTONOMA DE  
BARCELONA




MEDNARODNA FAKULTETA ZA  
DRUŽBENE IN POSLOVNE  
STUDIJE ZAVOD

## Summary

The project's acronym is HEIDA (for Higher Education, Internationalization, Data) and responds to two specific needs: a data collection and sharing tool for the internationalisation activities of higher education institutions (HEIs) and, the need to bridge the gap in communication between HEI faculty, staff and senior management in their internationalisation efforts and activities.

Existing internationalisation indicators and tools do not reflect its diversity adequately and tend to focus on a single dimension of internationalisation performance such as mobility or research impact. This limited set of data and indicators are what are most commonly found in HEIs annual reports, brochures, websites and other reporting or accreditation documents. Some institutions, due to their size, funding or other characteristics are not always able to dedicate the time and other resources to develop business intelligence

## DEVELOPING ENTREPRENEURSHIP AND INNOVATION MINOR PROGRAMES IN EUROPEAN RESEARCH AREA

4 Participating countries:    

 **GOOD PRACTICE EXAMPLE**

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 **Start: 01-09-2014 - End: 31-08-2017**

 **Project Reference: 2014-1-TR01-KA203-013203**

 **EU Grant: 226697.96 EUR**

 **Website:**  
<http://enova.yasar.edu.tr/>

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

**New innovative curricula/educational methods/development of training courses**

**Enterprise, industry and SMEs (incl. entrepreneurship)**

**Entrepreneurial learning - entrepreneurship education**

### **Coordinator**

#### **YASAR UNIVERSITESI**

UNIVERSITE CADDESI 35-37 AGACLIYOL





35100

IZMIR

<http://www.yasar.edu.tr>

**Organisation type:** Higher education institution  
(tertiary level)

### **Partners**

-  **UNIVERSITAET HOHENHEIM** ▼
-  **UNIVERZA NA PRIMORSKEM**  
**UNIVERSITA DEL LITORALE** ▼
-  **EGE IHRACATCI BIRLIKLERI** ▼
-  **brainplus- Projektmanagement**  
**Schabereiter** ▼

### **Summary**

Context/background of the project & Objectives;

Entrepreneurship and Innovation Management education has been discussed by both academia and business world. While the business world has mainly argued entrepreneurship education in terms of how to foster intrapreneurship, academia's focus was more on how to design effective entrepreneurship education for university students. In the literature, several definitions on entrepreneurial education exist; and so far, it has been clear that there is no consensus neither on definition, on assessment nor on outcomes. Therefore, a question was: how an EIM course would be developed without falling into clichés and educational inertia? If EIM education aimed to produce entrepreneurial and innovative founders capable of generating real enterprise growth and wealth, the challenge to educators would be to craft courses, programs and major study fields that meet the rigors of academia while keeping a reality-based focus and entrepreneurial climate in the learning experience environment. The gap of entrepreneurship and innovation management

FEN FAKÜLTESİ

## EDUCATIONAL NETWORK ON SOIL AND PLANT ECOLOGY AND MANAGEMENT

4 Participating countries:    

 **GOOD PRACTICE EXAMPLE**

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**VIEW PROJECT MAP**

 **Start:** 01-09-2014 - **End:** 31-08-2017  
 **Project Reference:** 2014-1-DE01-KA203-000637  
 **EU Grant:** 309822 EUR  
 **Website:**  
<https://www.uni-ulm.de/nawi/nawi-edusapman/>

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

**Agriculture, forestry and fisheries** **Environment and climate change**  
**New innovative curricula/educational methods/development of training courses**

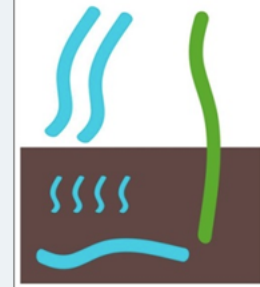
### **Summary**

Soils are the basis for plant production and provide numerous ecosystem services. Many human activities are affecting the soil conditions in several ways. Effects like soil compaction, degradation, acidification and salt accumulation restrain the basic requirements for plant production and thus food supply for humans.

The overall objective is to provide an interdisciplinary international activity under the title "Educational network on Soil and Plant ecology and management". The whole activity is divided into four workpackages (WP): WP1: Summer School „Soil & Water“, WP2: Establishing of a permanent teaching Module „Soil and Plant Ecology and Management“ at each University (WP2 was changed in the course of the project, see below "Activities" & "Intellectual Outputs"),

WP3: Enhancing teaching and networking potential for teachers, WP4: Transposing the educational network into future research and teaching activities. The project aims to provide a teaching standard for a European

### SOIL & WATER



### **Coordinator**

 **UNIVERSITAET ULM**


HELMHOLTZSTRASSE 16

89081

ULM

Organisation type: Other

### **Partners**

 **EESTI MAULIKOOL** ▼

 **Jihočeská univerzita v Českých Budějovicích** ▼

 **UNIVERSITE D'AIX MARSEILLE** ▼

## EUROPEAN NETWORK FOR ACADEMIC INTEGRITY


11 Participating countries: 

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 **Start: 01-09-2016 - End: 31-08-2019**

 **Project Reference: 2016-1-CZ01-KA203-023949**

 **EU Grant: 280024 EUR**

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

[New innovative curricula/educational methods/development of training courses](#)

[Quality and Relevance of Higher Education in Partner Countries](#)

[Ethics, religion and philosophy \(incl. Inter-religious dialogue\)](#)

### Summary

Our project is focused on new or updated innovative methods under so called academic integrity. You can imagine a whole spectrum of preventive measures how to fight with plagiarism and other bad habits not only in academic world effectively. Most of the project partners are already in very close cooperation in the field of academic integrity. There have been efforts to communicate on a common platform before, but this initiative creates the opportunity to formalise and expand this kind of cooperation. The "umbrella" ENAI platform will be a trans-national portal for disseminating and sharing high quality resources for promoting academic integrity to a wide range of stakeholders. But this project is not just about a platform. There is a main goal to prepare a "content" of this platform, to teach people how they should behave in education, academic research and also in their career. The content includes methodological materials for teachers, self-evaluation and self-assessment tools, interactive courses as well as distance learning (blended learning) and many other supporting tools. All these outcomes represent very innovative tool kit because there are no other similar common materials for academic integrity on EU level like this. An important aim will be to raise awareness in the matters of plagiarism, academic ethics and academic integrity. ENAI will be focused not

### Coordinator

 **MENDELOVA UNIVERZITA V BRNE**

ZEMEDELSKA 1/1665

613 00

BRNO SEVER

Jihomoravský kraj

<http://www.mendelu.cz>

**Organisation type:** Higher education institution  
(tertiary level)

### Partners

-  **UNIVERZA V MARIBORU** ▼
-  **MYKOLO ROMERIO UNIVERSITETAS** ▼
-  **UNIVERSITA DEGLI STUDI DELL'INSUBRIA** ▼
-  **THE NOTTINGHAM TRENT UNIVERSITY** ▼
-  **EDEX - EDUCATIONAL EXCELLENCE CORPORATION LIMITED** ▼
-  **UNIVERSITAT KONSTANZ** ▼
-  **RIGAS TEHNISKA UNIVERSITATE** ▼
-  **CENTRUM VEDECKO TECHNICKYCH INFORMACII SLOVENSKEJ REPUBLIKY** ▼
-  **CANAKKALE ONSEKIZ MART UNIVERSITESI** ▼
-  **UNIVERSIDADE DO PORTO** ▼
-  **COVENTRY UNIVERSITY** ▼



FLORENCE NIGHTINGALE  
HEMŐİRELIK FAKÜLTESİ

## HEALTHY LIFESTYLE FOR AGING WELL

4 Participating countries:    



GOOD PRACTICE EXAMPLE

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Start: 01-09-2014 - End: 31-08-2016



Project Reference: 2014-1-SI01-KA203-000685



EU Grant: 114356.25 EUR

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

Health and wellbeing

International cooperation, international relations, development cooperation

New innovative curricula/educational methods/development of training courses

### Summary

Population ageing is a long-term trend, which began several decades ago in the EU. As a result, the EU will, in the coming decades, face a number of challenges associated with an ageing society, which will have an impact on a wide range of areas (labour markets, pensions, provisions for health care etc.). Population change and the structure of the population are gaining importance in the political, economic, social and cultural context of demographic behaviour. One of the fields that is, and will be even more affected by the population ageing in the upcoming years, is the health care system, and that is why it is necessary (for the long term stability of the health care system) that people have the best possible chance to remain healthy, and stay active and independent as they become older. One of the crucial roles in this effort will be assigned to nurses and that is why it is important to raise awareness among them and among the students of nursing, as they represent the future of this profession. It is important that we enable them to obtain and share knowledge, ideas and examples of good practice on this topic with students, lectures and other experts from different EU countries and institutions. It is also essential to raise awareness among the elderly and to actively promote and enable them to be as literate and active in healthy lifestyle as possible. Based on these facts and with these goals in mind, a partnership of four HE institutions was formed: The College of



### Coordinator



Visoka zdravstvena sola v Celju

Mariborska cesta 7

3000

CELJE

Savinjska

<http://www.vzsce.si>

**Organisation type:** Higher education institution  
(tertiary level)



### Partners



OULUN YLIOPISTO






Cooperativa de Ensino Superior  
Politécnico e Universitário, CRL.  
(CESPU)



UNIWERSYTET MEDYCZNY W  
LUBLINIE

# DEVELOPMENT AND IMPLEMENTATION OF A DIGITAL SKILLS SIMULATION APP FOR EUROPEAN NURSING EDUCATION


3 Participating countries:   

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 **Start: 01-09-2017 - End: 31-08-2020**

 **Project Reference: 2017-1-NO01-KA203-034211**

 **EU Grant: 312468 EUR**

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

[New innovative curricula/educational methods/development of training courses](#)

[ICT - new technologies - digital competences](#)

[Open and distance learning](#)

## **Coordinator**

### **UNIVERSITETET I STAVANGER**

KJELL ARHOLMS GATE 41  
4021

STAVANGER

<http://www.uis.no>

**Organisation type:** Higher education institution  
(tertiary level)

## **Partners**

 **THE UNIVERSITY OF NOTTINGHAM** ▼

 **FUNDACION UNIVERSIDAD CATOLICA DE VALENCIA SAN VICENTE MARTIR** ▼


## **Summary**

Skill training is complex and time-consuming and demands extensive lecture resources. Despite the development of various learning approaches, clinical skills appear to be a global educational challenge. Due to the lack of skill training centers in many European nursing educational institutions and the fact that clinical placement opportunities have been reduced, it is essential that we develop strategies to ensure that students are prepared for clinical practice

The object of the current project is to supply European student nurses with an innovative digital pedagogical tool to enhance their clinical nursing skills. The digital practical skills simulation app in this project will enable students to increase their clinical skills competence by offering a more active and flexible student-focused learning approach. By using digital technology, students will be able to train both independently as well as in collaboration with peer-students, providing an active and flexible student-focused learning approach. Tailored feedback based on individual needs and competence levels provided by the simulation tool will provide a student-centered approach.

HASAN ALI YÜCEL EĞİTİM  
FAKÜLTESİ

## DATA DRIVEN DECISION MAKING FOR INTERNATIONALIZATION OF HIGHER EDUCATION: BRIDGING THE GAP BETWEEN FACULTY AND ADMIN USING EFFECTIVE COMMUNICATION PLATFORMS

3 Participating countries:   

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 **Start: 01-09-2014 - End: 30-11-2016**

 **Project Reference: 2014-1-TR01-KA203-013128**

 **EU Grant: 134655.4 EUR**

 **Website:**  
<https://heida.ku.edu.tr/>

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

**International cooperation, international relations, development cooperation** **Recognition, transparency, certification**

**ICT - new technologies - digital competences**

### **Coordinator**

 **KOC UNIVERSITY**

RUMELI FENERI YOLU SARIYER

34450

ISTANBUL

<http://www.ku.edu.tr>

**Organisation type:** Higher education institution  
(tertiary level)

### **Partners**

 **UNIVERSITAT AUTONOMA DE BARCELONA** ▼

 **MEDNARODNA FAKULTETA ZA DRUŽBENE IN POSLOVNE STUDIJE ZAVOD** ▼

### **Summary**

The project's acronym is HEIDA (for Higher Education, Internationalization, Data) and responds to two specific needs: a data collection and sharing tool for the internationalisation activities of higher education institutions (HEIs) and, the need to bridge the gap in communication between HEI faculty, staff and senior management in their internationalisation efforts and activities.

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## COLLABORATION AND INNOVATION FOR BETTER, PERSONALIZED AND IT-SUPPORTED TEACHING

8 Participating countries:         



GOOD PRACTICE EXAMPLE

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Start: 01-09-2014 - End: 31-08-2017



Project Reference: 2014-1-DK01-KA203-000764



EU Grant: 449966 EUR



Website:

<http://www.tuhh.de/colibri/about.html>

Programme: Erasmus+

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for higher education

Topics:

International cooperation, international relations, development cooperation

Pedagogy and didactics

ICT - new technologies - digital competences

### Summary

The Colibri project was created as a response to some of the main challenges faced by higher educational institutions in Europe:

- A wider group of students pursuing educations in the ICT domain fosters a need for more personalised and active learning.
- An increasing mobility of students (geographically and between programmes) has led to increasingly diverse backgrounds among students following the same course/education, calling for more personalised approaches to learning.
- With fast technological developments and the increasing popularity of MOOCS, universities are struggling to find their position on how to benefit from increasing use of ICT in education and make use of Open Educational resources.
- There is a need for improving interdisciplinary skills and labour market readiness among the candidates.

### Coordinator

#### AALBORG UNIVERSITET

FREDRIK BAJERS VEJ 5

9220

AALBORG

<http://www.aau.dk>

**Organisation type:** Higher education institution  
(tertiary level)

### Partners

-  ATeNe KOM GmbH ▼
-  RIGAS TEHNISKA UNIVERSITATE ▼
-  UNIWERSYTET TECHNOLOGICZNO PRZYRODNICZY IM JANA I JEDRZEJA SNIADACKICH W BYDGOSZCZY ▼
-  TALAIA NETWORKS SL ▼
-  UNIVERSITETET I STAVANGER ▼
-  ETHNIKO IDRYMA EREVNON ▼
-  UNIVERSITAT POLITECNICA DE CATALUNYA ▼
-  BOGAZICI UNIVERSITESI ▼
-  TECHNISCHE UNIVERSITAT HAMBURG-HARBURG ▼

HUKUK FAKÜLTESİ

## DEVELOPMENT OF MEDIATION NETWORK IN CIVIL AND CRIMINAL CASES TO FOSTER EUROPEAN WIDE SETTLEMENTS OF DISPUTES

4 Participating countries:    

 **GOOD PRACTICE EXAMPLE**

**DOWNLOAD AS PDF**

**VIEW PROJECT MAP**

 **Start:** 01-09-2014 - **End:** 31-08-2016  
 **Project Reference:** 2014-1-LV01-KA203-000506  
 **EU Grant:** 95362 EUR  
 **Website:**  
<http://mediation.turiba.lv>

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

[International cooperation, international relations, development cooperation](#)

[New innovative curricula/educational methods/development of training courses](#)

### **Summary**

Mediation is an effective interdisciplinary method of dispute resolution (where legal studies, entrepreneurship, administration and psychology converge), widely known in countries such as Canada, Australia and Great Britain, but not so well established in continental Europe where the use of mediation is just starting to spread. Students in EU countries and also governmental and non-governmental organizations working in judicial sector lack academic and practical study materials and a comprehensive book on mediation. Therefore the project team decided to gather information on needs of involved benefiting institutions and bodies to be address during the particular project. The project team aims at drafting of widely used and publicly available study materials and e-book on mediation. The objective is to create a network of practitioners and academics of mediation, to address their education raising needs, to elaborate study materials and e-book, to organize disseminating seminars and conference in participating countries, to organize Intensive course on mediation for multinational group of students, to test the project



### **Coordinator**

 **SIA BIZNESA AUGSTSKOLA TURIBA**

GRAUDU STREET 68  
1058  
RIGA

<http://www.turiba.lv/>

**Organisation type:** Other

Kristine Tihanova  
[kristine.tihanova@turiba.lv](mailto:kristine.tihanova@turiba.lv)

### **Partners**

 **UNIVERSITA DEGLI STUDI DI GENOVA** ▼  
 **VILNIAUS UNIVERSITETAS** ▼  
 **TALLINNA TEHNIKAULIKOOL** ▼



## MARITIME EDUCATION NETWORK TO ORIENT AND RETAIN WOMEN FOR EFFICIENT SEAGOING SERVICES


4 Participating countries:    

[DOWNLOAD AS PDF](#)

[VIEW PROJECT MAP](#)

 **Start: 01-09-2017 - End: 31-08-2019**

 **Project Reference: 2017-1-TR01-KA203-045739**

 **EU Grant: 144110 EUR**

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

[New innovative curricula/educational methods/development of training courses](#)

[Labour market issues incl. career guidance / youth unemployment](#)

[Gender equality / equal opportunities](#)

### Summary

The maritime professions have been traditionally considered as the realm of men. According to the International Transport Workers' Federation, women make up only an estimated 2% of the world's maritime workforce. Women seafarers work mainly in the cruise and ferries sector, often for flags of convenience vessels. They are among the worst paid and least protected of jobs at sea. In both the shipping industry and the maritime security and defence domain, due to the former hardships of a life at sea, the presence of women was looked at as inappropriate. Nowadays, due to the development of technology, women acquired and maintain a permanent presence in the maritime industry. Yet, their numbers have not paralleled the increasing proportion of women in other formerly male-dominated fields, especially medicine and law. Thus, the larger access of female officers and managers in the maritime industry and defence is impeded by many obstructions, starting with occupational culture throughout Europe and finishing with the labour market acceptance.

In order to strengthen the gender equality and equity in the maritime professions, the consortium comprising the "Piri Reis" University (TR), the "Mircea cel Batran" Naval Academy (RO), the Polish Naval



### Coordinator

#### T. C. Piri Reis Universitesi

Piri Reis Üniversitesi Postane Mahallesi, Manastır  
Yolu Eflatun Sk. No:16, Tuzla  
34940  
İstanbul  
İstanbul  
<http://www.pirireis.edu.tr>

**Organisation type:** Higher education institution  
(tertiary level)

### Partners

-  **Nikola Yonkov Vaptsarov Naval Academy** ▼
-  **Academia Navala "Mircea cel Batran"** ▼
-  **AKADEMIA MARYNARKI WOJENNEJ** ▼

İKTİSAT FAKÜLTESİ

## INTERNATIONAL LEARNING PLATFORM FOR ACCOUNTANCY

10 Participating countries: 

 **GOOD PRACTICE EXAMPLE**

**DOWNLOAD AS PDF**

**VIEW PROJECT MAP**

 **Start: 01-09-2014 - End: 31-08-2017**  
 **Project Reference: 2014-1-AT01-KA203-000965**  
 **EU Grant: 301244 EUR**  
 **Website:**  
<https://www.uibk.ac.at/accounting-auditing/students/ilpa/>

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

[New innovative curricula/educational methods/development of training courses](#)

[Labour market issues incl. career guidance / youth unemployment](#)

### **Summary**

Graduates of Higher Education Institutions (HEIs) with a specialisation in accountancy need specific competencies (e.g. technical knowledge, pervasive skills, values, professional ethics and attitudes). Current information from the profession (Accountancy Europe) point out the relevance of keeping the accounting profession attractive as well as the education and behaviour highly qualitative.

The project's title is 'International Learning Platform for Accountancy (ILPA)'. Aspects of Financial Reporting, Auditing of Financial Statements, Financial Statement Analysis and Corporate Social Responsibility (CSR) Reporting were included. Competencies in these areas cannot be acquired effectively through a didactic concept that involves only traditional lectures and seminars. Graduates will mainly be employed by large institutions (e.g. large audit firms, corporate groups) that work in an international, complex and changing environment. A learning platform has been developed to address these needs. Hence, the project meets the current needs for accounting education. At the time of project application, no suitable learning concept in

### **Coordinator**

 **UNIVERSITAET INNSBRUCK**

INNRAIN 52

6020

INNSBRUCK

Tirol

<http://www.uibk.ac.at>

**Organisation type:** Higher education institution  
(tertiary level)

Rudolf Steckel

[rudolf.steckel@uibk.ac.at](mailto:rudolf.steckel@uibk.ac.at)

### **Partners**

-  **TECNOLOGIKO EKPEDEFTIKO IDRIMA ANATOLIKIS MAKEDONIAS & THRAKIS** ▼
-  **BOURNEMOUTH UNIVERSITY** ▼
-  **FRIEDRICH-ALEXANDER-UNIVERSITAET ERLANGEN NUERNBERG** ▼
-  **UNIVERSITATEA DE VEST DIN TIMISOARA** ▼
-  **UNIVERSIDAD DE VIGO** ▼
-  **BUDAPESTI CORVINUS EGYETEM** ▼
-  **INSTITUTO POLITECNICO DO PORTO** ▼
-  **VYTAUTO DIDZIOJO UNIVERSITETAS** ▼
-  **UNIVERSITE DE BRETAGNE SUD** ▼

# INCREASING AWARENESS AND RECOGNITION OF SOCIAL AND ENVIRONMENTAL MANAGEMENT ACCOUNTING IN ACADEMIC TRAINING AND RESEARCH

3 Participating countries:   

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[VIEW PROJECT MAP](#)

 **Start:** 01-09-2015 - **End:** 31-08-2017

 **Project Reference:** 2015-1-TR01-KA203-021816

 **EU Grant:** 54885 EUR

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

[New innovative curricula/educational methods/development of training courses](#)

[Quality and Relevance of Higher Education in Partner Countries](#)

[International cooperation, international relations, development cooperation](#)

## **Coordinator**

 **GEDIZ UNIVERSITESI**

HURRIYET BULVARI 16/1 CANKAYA

35230

MENEMEN IZMIR

<http://www.gediz.edu.tr>

**Organisation type:** Higher education institution  
(tertiary level)

## **Partners**

 **UNIVERZA V MARIBORU** ▼

 **LEUPHANA UNIVERSITAT  
LUNEBURG** ▼

## **Summary**

Aims and Objectives of the project:

Due to the increasing concern over environment and need for environment responsive business professionals, education for social and environmental management accounting has become an emerging imperative. It represents a major shift in the way students are taught and learn within the higher education sector and requires a broader and innovative approach to teaching and researching of the subject matter. The aim of this project is to raise awareness among young people about environmental management accounting and giving them the skills to put environmental accounting into practice. It places priority on the development of environmental management accounting literacy as a core competence among

İLÂHİYAT FAKÜLTESİ

## IDENTITY ROADS

4 Participating countries:    

★ SUCCESS STORY

👤 GOOD PRACTICE EXAMPLE

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🗺️ VIEW PROJECT MAP

📅 **Start:** 01-09-2014 - **End:** 31-08-2016  
📄 **Project Reference:** 2014-1-MT01-KA201-000521  
💰 **EU Grant:** 182512.85 EUR  
🏠 **Website:**  
<https://www.facebook.com/identityroads/?fref=ts>

Programme: **Erasmus+**  
Key Action: **Cooperation for innovation and the exchange of good practices**  
Action Type: **Strategic Partnerships for school education**

Topics:

**Creativity and culture** **Early School Leaving / combating failure in education**  
**Entrepreneurial learning - entrepreneurship education**

### 📄 Summary

Public holidays and celebrations are important dates in our national calendar. Some dates unite us with other nations, whilst other dates give us our unique identity. We may be different but we must learn about each other if we want to understand each other, and in understanding different cultures, we learn to appreciate them. School is where we learn about these important dates and the events associated with them.

The school 'avenues' will be named after the public holidays and celebrations in the countries of the participating schools. The street name plaques will be designed by the students as part of the school's mission to encourage creativity. In the case of our school (in Malta) the street names will be in Maltese in English, and in the languages of the countries of the other participating schools.

The aim of this project is to:

- Nurture employability through collaborative and cooperative effort
- Attract students to an informal extra-curricular activity and decrease early school leaving
- Promote talent and celebrate creativity.



### 👤 Coordinator


📍 **San Gorg Preca College, Blata l-Bajda Secondary School**

Blata l-Bajda Secondary School  
HMR1572  
Hamrun  
Malta  
<http://sgpc.blatalbajda.skola.edu.mt>  
**Organisation type:** School/Institute/Educational centre – General education (secondary level)

### 👥 Partners

- 🇪🇸 **Agrupació Pedagògica Tecnos SCCL** ▼
- 🇮🇹 **Istituto Comprensivo 1 Frosinone** ▼
- 🇵🇱 **Zespół Szkół nr 24; Gimnazjum nr 24** ▼


## SOCIAL FARMING IN HIGHER EDUCATION

5 Participating countries:     

[DOWNLOAD AS PDF](#)[VIEW PROJECT MAP](#)

 **Start: 01-09-2017 - End: 31-08-2020**

 **Project Reference: 2017-1-DE01-KA203-003583**

 **EU Grant: 438115 EUR**

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

[Disabilities - special needs](#)

[Agriculture, forestry and fisheries](#)

[Quality and Relevance of Higher Education in Partner Countries](#)

### Summary

Social Farming (SF) is a way of using an agricultural enterprise as a setting for therapy, integration, rehabilitation or occupation of people with special needs. For the farmer it represents an opportunity to diversify income and labour sources and to take social responsibility.

SF affects two professions the most: Farmers and Social workers. In recent years an increasing number of Farmers and Social Workers are becoming interested in SF as a new branch of a Farming or Social Enterprise. However, neither agricultural nor socio-educational university courses are able to respond sufficiently to this trend. In most European countries, only a few lighthouse projects offer further education at University level. SF is interdisciplinary -- agricultural knowledge, management skills, as well as socio-educational competences are necessary. Thus, SF is based on different professions which have had very little contact so far.

There is a high demand for scientific research as well as educational innovations and teaching material supporting SF. Subjects such as Agriculture, Social Work, Psychology or Forestry can benefit from offering knowledge and skills needed for running a Social Farm, as more and more of their members will encounter it in the future. Educational Institutions already offering SF courses are highly interested in facilitating the

### Coordinator

 **Thüringer Ökoherz e.V.**

Schlachthofstr. 8-10

99423

Weimar

THÜRINGEN

<http://www.oekoherz.de>

**Organisation type:** Other


### Partners

-  **Jabok - Vyssi odborna skola socialne pedagogicka a teologicka** ▼
-  **SZENT ISTVAN UNIVERSITY** ▼
-  **HOGSKULEN FOR LANDBRUK OG BYGDEUTVIKLING SA** ▼
-  **HOCHSCHULE FÜR NACHHALTIGE ENTWICKLUNG EBERSWALDE** ▼
-  **Hochschule für Agrar- und Umweltpädagogik** ▼
-  **JIHOESKA UNIVERZITA V CESKYCH BUDEJOVICICH** ▼

İLETİŞİM FAKÜLTESİ



## DATA DRIVEN DECISION MAKING FOR INTERNATIONALIZATION OF HIGHER EDUCATION: BRIDGING THE GAP BETWEEN FACULTY AND ADMIN USING EFFECTIVE COMMUNICATION PLATFORMS

3 Participating countries:   

 **GOOD PRACTICE EXAMPLE**

**DOWNLOAD AS PDF**

**VIEW PROJECT MAP**

 **Start:** 01-09-2014 - **End:** 30-11-2016  
 **Project Reference:** 2014-1-TR01-KA203-013128  
 **EU Grant:** 134655.4 EUR  
 **Website:**  
<https://heida.ku.edu.tr/>

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

**International cooperation, international relations, development cooperation** **Recognition, transparency, certification**

**ICT - new technologies - digital competences**

### **Coordinator**

 **KOC UNIVERSITY**

RUMELI FENERI YOLU SARIYER

34450


ISTANBUL

<http://www.ku.edu.tr>

**Organisation type:** Higher education institution  
(tertiary level)

### **Partners**

 **UNIVERSITAT AUTONOMA DE BARCELONA** ▼







 **MEDNARODNA FAKULTETA ZA DRUŽBENE IN POSLOVNE STUDIJE ZAVOD** ▼

### **Summary**

The project's acronym is HEIDA (for Higher Education, Internationalization, Data) and responds to two specific needs: a data collection and sharing tool for the internationalisation activities of higher education institutions (HEIs) and, the need to bridge the gap in communication between HEI faculty, staff and senior management in their internationalisation efforts and activities.

Existing internationalisation indicators and tools do not reflect its diversity adequately and tend to focus on a single dimension of internationalisation performance such as mobility or research impact. This limited set of data and indicators are what are most commonly found in HEIs annual reports, brochures, websites and other reporting or accreditation documents. Some institutions, due to their size, funding or other characteristics are not always able to dedicate the time and other resources to develop business intelligence

## EUROPEAN NETWORK OF COOPERATIVE AND WORK INTEGRATED HIGHER EDUCATION

6 Participating countries:      

 **GOOD PRACTICE EXAMPLE**

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**VIEW PROJECT MAP**

 **Start: 01-09-2014 - End: 31-08-2017**

 **Project Reference: 2014-1-ES01-KA203-004321**

 **EU Grant: 210907 EUR**

 **Website:**  
<http://www.cwihe.com>

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:


[New innovative curricula/educational methods/development of training courses](#) [Pedagogy and didactics](#)

[Quality and Relevance of Higher Education in Partner Countries](#)

### **Summary**

Project title: European Network of Cooperative and Work Integrated Higher Education  
Background: During the European Business Summit in 2012, the President of Business Europe, stated that "Europe must educate for employment," lamenting that over four million EU jobs are vacant because jobseekers don't have the right skills to fill them. Referring to this situation, Commission President José Manuel Durao Barroso said that the Commission prepared a communication which provides recommendations in the areas of skills and entrepreneurship, where dual education is highlighted as one of the important solution. (1) A dual education system combines apprenticeships in a company and education at a vocational school or university. The reference to this system differs from country to country: dual system, apprenticeship, or wider concepts like coop-education or work integrated learning. This model allows courses with academic learning at university that alternates with work experience in the company: it's a training process which involves 3 actors that are the apprentice, his mentor in the company and tutor from the training center. Source: (1)

### **Coordinator**

 **FUNDACION PARA LA FORMACION TECNICA EN MAQUINA-HERRAMIENTA**

BARRIO AZKUE 1

20870







ELGOIBAR GIPUZKOA

País Vasco

<http://www.imh.es>

**Organisation type:** Foundation

### **Partners**

-  **HOGSKOLAN VAST** ▼
-  **FH JOANNEUM GESELLSCHAFT MBH** ▼
-  **FORMASUP NORD- PAS DE CALAIS** ▼
-  **UNIVERSIDAD DE LLEIDA** ▼
-  **DUALE HOCHSCHULE BADEN-WURTEMBERG** ▼
-  **LIBERA UNIVERSITA DI BOLZANO** ▼

İSTANBUL TIP FAKÜLTESİ

## WHEN LOOKS GET IN THE WAY: OPTIMISING PATIENT OUTCOMES THROUGH THE TRAINING OF HEALTH CARE PROFESSIONALS

6 Participating countries:      

 **GOOD PRACTICE EXAMPLE**

**DOWNLOAD AS PDF**

**VIEW PROJECT MAP**

 **Start: 01-09-2014 - End: 31-08-2016**

 **Project Reference: 2014-1-UK01-KA203-001631**

 **EU Grant: 209856 EUR**

 **Website:**  
<http://www.whenlooks.eu>

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

**Disabilities - special needs**

**Health and wellbeing**

**New innovative curricula/educational methods/development of training courses**

### **Coordinator**

 **UNIVERSITY OF THE WEST OF ENGLAND, BRISTOL**

Frenchay Campus, Coldharbour Lane  
BS16 1QY  
BRISTOL  
Gloucestershire, Wiltshire and Bristol/Bath area  
<http://www.uwe.ac.uk>  
**Organisation type:** Other


### **Partners**

-  **UNIVERSITA DEGLI STUDI DI FIRENZE** ▼
-  **KOCAELI UNIVERSITESI** ▼
-  **European Cleft Organisation** ▼
-  **KLAIPEDOS UNIVERSITETAS** ▼
-  **HOEGSKOLAN KRISTIANSTAD** ▼

### **Summary**

Body image dissatisfaction, resulting from disfigurement or the consequence of perceived social pressure to conform to unrealistic and narrow beauty (and ageist) ideals, indiscriminately affects the mental and physical health of a significant and growing proportion of the European population. Those with disfigurement also experience social discrimination that negatively impacts on personal aspirations, education and work opportunities. As medical advances improve the survival rates of those born with or who acquire a disfigurement, and the demand for cosmetic interventions and psychological support increases, professionals from diverse health and social care areas are increasingly being exposed to the challenges of identifying and addressing the needs of patients burdened by complex and unique psychosocial issues. These professionals are perfectly placed to ameliorate these issues but report that they often lack the necessary expertise to help and therefore patient access to expert support is inadequate.

# JOINT CURRICULUM DEVELOPMENT IN HEALTH TECHNOLOGY ASSESSMENT

5 Participating countries:     

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[VIEW PROJECT MAP](#)

 **Start: 01-09-2015 - End: 31-12-2017**  
 **Project Reference: 2015-1-TR01-KA203-022402**  
 **EU Grant: 261029 EUR**  
 **Website:**  
<http://jochta.net>

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

[International cooperation, international relations, development cooperation](#)

[New innovative curricula/educational methods/development of training courses](#)

## Coordinator

### **HACETTEPE UNIVERSITESI**

HACETTEPE UNIVERSITESI BEYTEPE KAMPUSU  
REKTORLUK BINASI  
06800  
CANKAYA ANKARA  
<http://www.hacettepe.edu.tr>  
**Organisation type:** Higher education institution  
(tertiary level)

## Partners

-  **WARSAWSKI UNIWERSYTET MEDYCZNY** ▼
-  **THE UNIVERSITY OF LIVERPOOL** ▼
-  **EOTVOS LORAND TUDOMANYEGYETEM** ▼
-  **MEDICAL UNIVERSITY SOFIA** ▼


## Summary


Considering the increase in average life expectancy, use of health technologies, and increasing health care expenditures in developing countries, health technology assessment (HTA) is a useful tool to make rational economic and political decisions in healthcare. In the public and private sectors as well as academia, there is a lack of qualified personnel who are able to understand, conduct and use HTA research. In addition there is a need for programs that provide individuals professional excellence in this field to build human resource capacity in Eastern Europe and other developing countries.

In this context, the main objective of this project is to develop a joint international curriculum in order to guide both partner institutions and other higher education institutions interested in HTA to revise and strengthen their programs addressing human resource need of developing countries in Europe and its neighborhood.

İŞLETME FAKÜLTESİ

## EDUCATIONAL NETWORK ON SOIL AND PLANT ECOLOGY AND MANAGEMENT

4 Participating countries:    

 **GOOD PRACTICE EXAMPLE**

**DOWNLOAD AS PDF**

**VIEW PROJECT MAP**

 **Start:** 01-09-2014 - **End:** 31-08-2017  
 **Project Reference:** 2014-1-DE01-KA203-000637  
 **EU Grant:** 309822 EUR  
 **Website:**  
<https://www.uni-ulm.de/nawi/nawi-edusapman/>

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

**Agriculture, forestry and fisheries** **Environment and climate change**  
**New innovative curricula/educational methods/development of training courses**

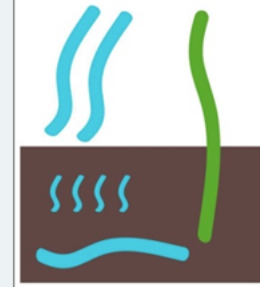
### **Summary**

Soils are the basis for plant production and provide numerous ecosystem services. Many human activities are affecting the soil conditions in several ways. Effects like soil compaction, degradation, acidification and salt accumulation restrain the basic requirements for plant production and thus food supply for humans.

The overall objective is to provide an interdisciplinary international activity under the title "Educational network on Soil and Plant ecology and management". The whole activity is divided into four workpackages (WP): WP1: Summer School „Soil & Water“, WP2: Establishing of a permanent teaching Module „Soil and Plant Ecology and Management“ at each University (WP2 was changed in the course of the project, see below "Activities" & "Intellectual Outputs"),

WP3: Enhancing teaching and networking potential for teachers, WP4: Transposing the educational network into future research and teaching activities. The project aims to provide a teaching standard for a European

### SOIL & WATER






#### **Coordinator**


 **UNIVERSITAET ULM**

HELMHOLTZSTRASSE 16  
89081  
ULM  
Organisation type: Other

#### **Partners**

 **EESTI MAAULIKOOL** ▼  
 **Jihočeská univerzita v Českých Budějovicích** ▼  
 **UNIVERSITE D'AIX MARSEILLE** ▼

## DEVELOPING ENTREPRENEURSHIP AND INNOVATION MINOR PROGRAMES IN EUROPEAN RESEARCH AREA

4 Participating countries:    

 **GOOD PRACTICE EXAMPLE**


**DOWNLOAD AS PDF**

**VIEW PROJECT MAP**

 **Start: 01-09-2014 - End: 31-08-2017**

 **Project Reference: 2014-1-TR01-KA203-013203**

 **EU Grant: 226697.96 EUR**

 **Website:**  
<http://enova.yasar.edu.tr/>

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

**New innovative curricula/educational methods/development of training courses**

**Enterprise, industry and SMEs (incl. entrepreneurship)**

**Entrepreneurial learning - entrepreneurship education**

### **Coordinator**





#### **YASAR UNIVERSITESI**

UNIVERSITE CADDESI 35-37 AGACLIYOL  
35100  
IZMIR

<http://www.yasar.edu.tr>

**Organisation type:** Higher education institution  
(tertiary level)

### **Partners**

-  **UNIVERSITAET HOHENHEIM** ▼
-  **UNIVERZA NA PRIMORSKEM**  
**UNIVERSITA DEL LITORALE** ▼
-  **EGE IHRACATCI BIRLIKLERI** ▼
-  **brainplus- Projektmanagement**  
**Schabereiter** ▼

### **Summary**

Context/background of the project & Objectives;

Entrepreneurship and Innovation Management education has been discussed by both academia and business world. While the business world has mainly argued entrepreneurship education in terms of how to foster intrapreneurship, academia's focus was more on how to design effective entrepreneurship education for university students. In the literature, several definitions on entrepreneurial education exist; and so far, it has been clear that there is no consensus neither on definition, on assessment nor on outcomes. Therefore, a question was: how an EIM course would be developed without falling into clichés and educational inertia? If EIM education aimed to produce entrepreneurial and innovative founders capable of generating real enterprise growth and wealth, the challenge to educators would be to craft courses, programs and major study fields that meet the rigors of academia while keeping a reality-based focus and entrepreneurial climate in the learning experience environment. The gap of entrepreneurship and innovation management



MÜHENDİSLİK FAKÜLTESİ

## ENGINEERING STUDENT CENTERED LEARNING APPROACHES

7 Participating countries:       

[DOWNLOAD AS PDF](#)

[VIEW PROJECT MAP](#)

 **Start: 01-10-2017 - End: 30-09-2019**

 **Project Reference: 2017-1-TR01-KA203-045955**

 **EU Grant: 238210 EUR**

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

[New innovative curricula/educational methods/development of training courses](#) [Open and distance learning](#)

[ICT - new technologies - digital competences](#)

### **Summary**

Engineering education is a combination of theory and practice. The practical education is mostly given to students by engineering laboratory hours, by projects and rarely by ICT tools. Engineering laboratories may be hands-on labs with real instruments, simulated or virtual labs; remote or distributed learning labs or a mixture of all above. The need to increase the integration of digital interactive learning resources to pedagogic strategy has been clearly established at European level: the EU-wide framework for education and training includes the priority, "improving the quality and efficiency of education and training", and the HEI Modernization Agenda, recommendation 11 states, "HEIs should support their teachers so they develop the skills for online and other forms of teaching and learning opened up by the digital era". There are wide benefits for investments in the uptake of technology in education, on the student side. By engaging with more complex digital learning platforms in the classroom and beyond, students will be better placed to become productive, innovative employees or entrepreneurs.

The aim of ESCOLA is to develop a new supportive digital learning environment for engineering laboratory classes that will help students to understand and evaluate engineering applications in practice. This learning

### **Coordinator**

#### **EGE UNIVERSITY**

EGE UNIVERSITESI KAMPUSU

35100

IZMIR

<http://www.ege.edu.tr>

**Organisation type:** Higher education institution  
(tertiary level)

### **Partners**

-  **UNIVERSITY OF RUSE ANGEL KANCHEV** ▼
-  **EOLAS S.L.** ▼
-  **European E-learning Institute** ▼
-  **ZACHODNIOPOMORSKI UNIWERSYTET TECHNOLOGICZNY W SZCZECINIE** ▼
-  **STICHTING INCUBATOR** ▼
-  **MOMENTUM MARKETING SERVICES LIMITED** ▼

## VIRTUAL GAME METHOD IN HIGHER EDUCATION

4 Participating countries:    

 **GOOD PRACTICE EXAMPLE**

**DOWNLOAD AS PDF**

**VIEW PROJECT MAP**

 **Start: 01-11-2014 - End: 31-10-2016**  
 **Project Reference: 2014-1-PL01-KA203-003548**  
 **EU Grant: 198217.37 EUR**  
 **Website:**  
<http://games.ue.poznan.pl>

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

**Entrepreneurial learning - entrepreneurship education** **ICT - new technologies - digital competences**

**New innovative curricula/educational methods/development of training courses**

### **Summary**

In nowadays world the human capital became the most important factor of the level of development of countries, regions and companies which reasons the efforts put in the raising the quality of human capital by the education. In EU strategy Europa 2020 education is one of the five aims of European strategy.

According to the experience of teachers and research results the problem with education is not just the question of the content of learning but also the question of the most effective learning/ teaching methods.

During the GAMES project we worked on the development and introduction of virtual games in higher education as innovative education method. The use the games is education (also called as edutainment) combines education and fun, involves students in education and allows to experiment with different aspects of education. One of the area where games are used is business education. A business game is a simulation or model of either the whole or a part of a business organization. Simulations and games are experimental training activities which incorporate and utilize the different mental abilities of the students. The students as players put themselves in the position of business managers in various aspects of company management.




### **Coordinator**

 **UNIWERSYTET EKONOMICZNY W POZNANIU**

AL NIEPODLEGLOSCI 10  
61 875  
POZNAN


**Organisation type:** Higher education institution  
(tertiary level)

### **Partners**

 **SEINAJOEN AMMATTIKORKEAKOULU OY** ▼  
 **TARTU ULIKOOL** ▼  
 **UNIVERSIDAD DE HUELVA** ▼

ORMAN FAKÜLTESİ

## EDUCATIONAL NETWORK ON SOIL AND PLANT ECOLOGY AND MANAGEMENT

4 Participating countries:    

 **GOOD PRACTICE EXAMPLE**

**DOWNLOAD AS PDF**

**VIEW PROJECT MAP**

 **Start: 01-09-2014 - End: 31-08-2017**  
 **Project Reference: 2014-1-DE01-KA203-000637**  
 **EU Grant: 309822 EUR**  
 **Website:**  
<https://www.uni-ulm.de/nawi/nawi-edusapman/>

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

**Agriculture, forestry and fisheries** **Environment and climate change**

**New innovative curricula/educational methods/development of training courses**

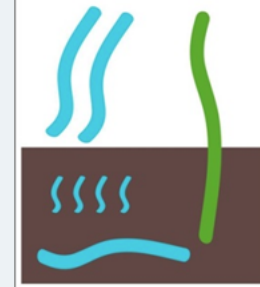
### **Summary**

Soils are the basis for plant production and provide numerous ecosystem services. Many human activities are affecting the soil conditions in several ways. Effects like soil compaction, degradation, acidification and salt accumulation restrain the basic requirements for plant production and thus food supply for humans.

The overall objective is to provide an interdisciplinary international activity under the title "Educational network on Soil and Plant ecology and management". The whole activity is divided into four workpackages (WP): WP1: Summer School „Soil & Water“, WP2: Establishing of a permanent teaching Module „Soil and Plant Ecology and Management“ at each University (WP2 was changed in the course of the project, see below "Activities" & "Intellectual Outputs"),

WP3: Enhancing teaching and networking potential for teachers, WP4: Transposing the educational network into future research and teaching activities. The project aims to provide a teaching standard for a European

### **SOIL & WATER**



#### **Coordinator**

 **UNIVERSITAET ULM**


HELMHOLTZSTRASSE 16

89081

ULM

Organisation type: Other

#### **Partners**

 **EESTI MAAULIKOOL** ▼

 **Jihočeská univerzita v Českých Budějovicích** ▼

 **UNIVERSITE D'AIX MARSEILLE** ▼

## "THERAPEUTIC EFFECTS OF APITHERAPY" IN HIGHER EDUCATION


4 Participating countries:    

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 **Start: 15-09-2017 - End: 14-09-2019**

 **Project Reference: 2017-1-TR01-KA203-045990**

 **EU Grant: 153750 EUR**

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

[New innovative curricula/educational methods/development of training courses](#) [Agriculture, forestry and fisheries](#)

[Entrepreneurial learning - entrepreneurship education](#)

### Summary

The relationship between pharmaceutical industry and physicians is a controversial one. This is because whenever money and ethics clash, there are conflicting interests. Pharmaceutical companies operate in a world of high stakes with potentially high returns of their investments. Recouping the money they have invested in drug research and development means using marketing techniques that will ensure increased sales. In addition there are drug launches in foreign locations, conferences sponsorships and funding of private functions. Many companies do this under the guise of 'academic' activities. However, traditional practices that have been known throughout the world for thousands of years and approved in science, can be a major area of health care. Complementary and alternative medicine is the best example of this, but many drug manufacturers that have no curative effect today are the biggest obstacle in front of them. Because drug sales are directly negatively affected and their profits will decrease.

On the other hand, alternative medicine is distinct from complementary medicine which is meant to accompany, not to replace, standard medical practices and popular because it is often helpful and cost effective. Treatments such as apitherapy, acupuncture, massage, osteopathy, and nutritional therapy can

### Coordinator

 **CANAKKALE ONSEKIZ MART  
UNIVERSITESI**

TERZIOGLU KAMPUSU REKTORLUK

17020

CANAKKALE

<http://www.comu.edu.tr>

**Organisation type:** Higher education institution  
(tertiary level)

### Partners

-  **UNIWERSYTET PRZYRODNICZY  
WE WROCLAWIU** ▼
-  **ADNAN MENDERES  
UNIVERSITESI** ▼
-  **Balikesir University** ▼
-  **ALEKSANDRO STULGINSKIO  
UNIVERSITETAS** ▼
-  **SLOVENSKA  
POLNOHOSPODARSKA  
UNIVERZITA V NITRE** ▼

SAĞLIK BİLİMLERİ FAKÜLTESİ

## WHEN LOOKS GET IN THE WAY: OPTIMISING PATIENT OUTCOMES THROUGH THE TRAINING OF HEALTH CARE PROFESSIONALS

6 Participating countries:      

 **GOOD PRACTICE EXAMPLE**

**DOWNLOAD AS PDF**

**VIEW PROJECT MAP**

 **Start: 01-09-2014 - End: 31-08-2016**

 **Project Reference: 2014-1-UK01-KA203-001631**

 **EU Grant: 209856 EUR**

 **Website:**  
<http://www.whenlooks.eu>

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

**Disabilities - special needs**

**Health and wellbeing**

**New innovative curricula/educational methods/development of training courses**

### **Coordinator**

 **UNIVERSITY OF THE WEST OF ENGLAND, BRISTOL**

Frenchay Campus, Coldharbour Lane  
BS16 1QY  
BRISTOL  
Gloucestershire, Wiltshire and Bristol/Bath area  
<http://www.uwe.ac.uk>  
**Organisation type:** Other

### **Partners**

-  **UNIVERSITA DEGLI STUDI DI FIRENZE** ▼
-  **KOCAELI UNIVERSITESI** ▼
-  **European Cleft Organisation** ▼
-  **KLAIPEDOS UNIVERSITETAS** ▼
-  **HOEGSKOLAN KRISTIANSTAD** ▼

### **Summary**

Body image dissatisfaction, resulting from disfigurement or the consequence of perceived social pressure to conform to unrealistic and narrow beauty (and ageist) ideals, indiscriminately affects the mental and physical health of a significant and growing proportion of the European population. Those with disfigurement also experience social discrimination that negatively impacts on personal aspirations, education and work opportunities. As medical advances improve the survival rates of those born with or who acquire a disfigurement, and the demand for cosmetic interventions and psychological support increases, professionals from diverse health and social care areas are increasingly being exposed to the challenges of identifying and addressing the needs of patients burdened by complex and unique psychosocial issues. These professionals are perfectly placed to ameliorate these issues but report that they often lack the necessary expertise to help and therefore patient access to expert support is inadequate.





# JOINT CURRICULUM DEVELOPMENT IN HEALTH TECHNOLOGY ASSESSMENT

5 Participating countries:     

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[VIEW PROJECT MAP](#)

 **Start:** 01-09-2015 - **End:** 31-12-2017  
 **Project Reference:** 2015-1-TR01-KA203-022402  
 **EU Grant:** 261029 EUR  
 **Website:**  
<http://jochta.net>

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

[International cooperation, international relations, development cooperation](#)

[New innovative curricula/educational methods/development of training courses](#)

## Coordinator

### **HACETTEPE UNIVERSITESI**

HACETTEPE UNIVERSITESI BEYTEPE KAMPUSU  
REKTORLUK BINASI  
06800  
CANKAYA ANKARA  
<http://www.hacettepe.edu.tr>  
**Organisation type:** Higher education institution  
(tertiary level)

## Partners

-  **WARSZAWSKI UNIWERSYTET MEDYCZNY** ▼
-  **THE UNIVERSITY OF LIVERPOOL** ▼
-  **EOTVOS LORAND TUDOMANYEGYETEM** ▼
-  **MEDICAL UNIVERSITY SOFIA** ▼

## Summary

Considering the increase in average life expectancy, use of health technologies, and increasing health care expenditures in developing countries, health technology assessment (HTA) is a useful tool to make rational economic and political decisions in healthcare. In the public and private sectors as well as academia, there is a lack of qualified personnel who are able to understand, conduct and use HTA research. In addition there is a need for programs that provide individuals professional excellence in this field to build human resource capacity in Eastern Europe and other developing countries.

In this context, the main objective of this project is to develop a joint international curriculum in order to guide both partner institutions and other higher education institutions interested in HTA to revise and strengthen their programs addressing human resource need of developing countries in Europe and its neighborhood.

SIYASAL BİLGİLER FAKÜLTESİ

# INTEGRATING SOCIAL SCIENCES AND HUMANITIES INTO TEACHING ABOUT ENERGY


4 Participating countries:    

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[VIEW PROJECT MAP](#)

 **Start: 01-09-2016 - End: 31-08-2019**

 **Project Reference: 2016-1-PL01-KA203-026286**

 **EU Grant: 309178 EUR**

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

[New innovative curricula/educational methods/development of training courses](#) [Energy and resources](#)

[Environment and climate change](#)

## Summary

The relationship between technology and society changes; it is becoming a widely recognized view that future technology policies including energy policies have to be not only technically, but also socially acceptable. While it is uncertain what this shift means for the transformation of political decision-making about energy, the implications for the scientific ethos are obvious. It seems to be no longer tenable to view the research as accomplished in the seclusion of laboratories and detached from the impact of energy technologies on social systems. If science is to assist political reason convincingly, then competences have to be built, which allow conceiving the technical and the social as two interlinked phenomena. Should the European scientific community draw on the benefits of complementary expertise with possible unforeseen synergy effects, then it has to set out for a mission of transdisciplinary learning and education. The main goal of the project is to fill the gap between social sciences and humanities (SSH) on the one side and technical energy education on the other. To accomplish this goal, project partners will 1) map the demand for SSH approaches at technical higher education institutions (HEIs) in project countries, 2) design the "Edu-Kit" as a complex and flexible set of teaching modules covering various topics associated with social aspects

## Coordinator

 **UNIWERSYTET MIKOLAJA KOPERNIKA W TORUNIU**

UL. JURIIA GAGARINA 11

87100

TORUN


<http://www.umk.pl>

**Organisation type:** Higher education institution  
(tertiary level)

## Partners


 **POLITECHNIKA GDANSKA** ▼

 **UNIVERSITAT POLITECNICA DE CATALUNYA** ▼

 **HELMHOLTZ-ZENTRUM FUER UMWELTFORSCHUNG GMBH - UFZ** ▼

 **CESKE VYSOKE UCENI TECHNICKE V PRAZE** ▼

 **INSTITUTE OF SOCIOLOGY OF THE ACADEMY OF SCIENCES OF THE CZECH REPUBLIC PUBLIC RESEARCH INSTITUTION** ▼

 **MERIENCE SCP** ▼

## SMALL STATES IN EUROPE: TOWARDS A CROSS-DISCIPLINARY APPROACH


9 Participating countries: 

[DOWNLOAD AS PDF](#)

[VIEW PROJECT MAP](#)

 **Start: 01-11-2016 - End: 31-10-2018**

 **Project Reference: 2016-1-IS01-KA203-017096**

 **EU Grant: 238114 EUR**

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

[International cooperation, international relations, development cooperation](#)

[Quality and Relevance of Higher Education in Partner Countries](#)

### **Summary**

Small state studies are a growing discipline within International Relations, where it is an increasingly accepted notion that in order to fully understand the intricate structure of the international community it is important to study all states – small and large. The discipline has clear cross-sectoral relevance with its focus on the specific challenges facing small states in all areas of public life. This strategic partnership creates a pan-European, cross-disciplinary, consortium of experts in the field of small state studies. It will expand the traditional scope of small state studies by targeting new disciplines and thus enhance the possibility for a wider understanding of small states, their capabilities, challenges and interests. This is especially important for European Union studies considering that the EU is a Union predominantly made up of small states. The teaching and research themes developed by the consortium are specifically created to address the common challenges facing small states in Europe today. The primary objective of this partnership is to create a pan-European consortium of experts in small state studies that will train young teachers and researchers from International Relations and Political Science as well as other disciplines, such as Economics, Business, Public Administration and Law, in applying insights from small state studies to their

### **Coordinator**

#### **HASKOLI ISLANDS**

SAEMUNDARGOTU 2

101

REYKJAVIK

Höfuðborgarsvæði

<http://www.hi.is>

**Organisation type:** School/Institute/Educational centre – Vocational Training (tertiary level)

### **Partners**

-  **UNIVERZA V LJUBLJANI** ▼
-  **QUEEN MARY UNIVERSITY OF LONDON** ▼
-  **KOBENHAVNS UNIVERSITET** ▼
-  **UNIVERSITA TA MALTA** ▼
-  **LUNDS UNIVERSITET** ▼
-  **TALLINNA TEHNIKAULIKOOL** ▼
-  **UNIVERZITA KOMENSKÉHO V BRATISLAVE** ▼
-  **VILNIAUS UNIVERSITETAS** ▼
-  **THE UNIVERSITY COURT OF THE UNIVERSITY OF ST ANDREWS** ▼

SPOR BİLİMLERİ FAKÜLTESİ

# IDENTIFYING BEST PRACTICE ACROSS PHYSICAL EDUCATION TEACHER EDUCATION PROGRAMMES: A EUROPEAN PERSPECTIVE


4 Participating countries:    

[DOWNLOAD AS PDF](#)

[VIEW PROJECT MAP](#)

 **Start: 01-09-2015 - End: 31-08-2018**

 **Project Reference: 2015-1-TR01-KA203-021768**

 **EU Grant: 283694 EUR**

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

[Quality and Relevance of Higher Education in Partner Countries](#)

[Pedagogy and didactics](#)

[New innovative curricula/educational methods/development of training courses](#)

## Summary

According to available data, EU population lead a sedentary lifestyle (EU Physical Activity Guidelines, 2008), so leading an inactive life has been defined as one of the major problems in EU member countries. Qualified PE teachers at schools can be an essential tool to enhance the physical activity levels of individuals and to resolve this negation. Therefore, Physical Education Teacher Education (PETE) is a significant issue which needs to be addressed by the experts in the field. When it is a need to examine PETE in EU countries, the source to be applied first is The Eurydice Network, which provides information on EU education systems. However, there is no detailed information on comparative PETE systems in EU countries neither on the Eurydice Network nor in the PETE literature. For this reason, there is a need for transnational studies which examine and compare the PETE programmes in EU countries with a view to exploring other PETE programmes and sharing good practices. This project has been designed to address this issue.

With the above mentioned problems in mind, the aim of this project is to find an answer to research question "In what ways can the professional profile of these responsible for training physical educators be strengthened?" by exploring and understanding PETE curricula in Erasmus+ programme countries. This

## Coordinator

### ULUDAG UNIVERSITESI

ULUDAG UNIVESITESI REKTORLUGU NILUFER


16059

BURSA

<http://www.uludag.edu.tr>

**Organisation type:** Higher education institution  
(tertiary level)

## Partners

 **Bursa Beden Egitimi** ▼

**Öğretmenleri Derneği**


 **TECHNICKA UNIVERZITA V** ▼

**LIBERCI**

 **HACETTEPE UNIVERSITESI** ▼

 **Spor Bilimleri Derneği** ▼

 **UNIVERSITY OF LIMERICK** ▼

 **UNIVERSITA DEGLI STUDI DI** ▼

**PADOVA**

# TRAINING SPORTS STUDENTS AS MENTORS TO IMPROVE THE EDUCATIONAL ATTAINMENT OF BOYS AND YOUNG MEN

6 Participating countries:       

[DOWNLOAD AS PDF](#)

[VIEW PROJECT MAP](#)

 **Start: 01-11-2017 - End: 31-12-2019**

 **Project Reference: 2017-1-UK01-KA203-036698**

 **EU Grant: 171208 EUR**

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

[Early School Leaving / combating failure in education](#) [Health and wellbeing](#)

[New innovative curricula/educational methods/development of training courses](#)

## Summary

Context and background of the SSaMs project:

The Europe 2020 strategy sets out a target of "reducing the share of early leavers of education and training to less than 10 % by 2020" (EU, 2010). The rate of early school leaving (ESL) is higher amongst boys than girls in all EU member states [except Bulgaria]; males are more likely to leave education with at most lower secondary education, yet on educational support to prevent ESL there are "a shortage of initiatives specifically targeted at boys" (EU, 2010).

Mentoring is a well-established, non-formal method of improving academic attainment. On addressing youth unemployment, EC recommendations include enhancing support for non-formal education workers including mentor roles (EC, 2014); strengths-based mentoring is also used in sport to develop key athletic strengths.

Sports personnel work with young males on health improvement and social concerns in schools and non-

## Coordinator

 **UNIVERSITY OF GLOUCESTERSHIRE LBG**

THE PARK

GL50 2RH

CHELTENHAM

<http://www.glos.ac.uk>

**Organisation type:** Higher education institution (tertiary level)


## Partners

 **PANEPISTIMIO THESSALIAS** ▼

 **INSTITUTE OF TECHNOLOGY CARLOW** ▼

 **UNIVERZITA PALACKEHO V OLOMOUCI** ▼


 **UNIVERSIDAD DE MURCIA** ▼


 **CESIE** ▼

SU BİLİMLERİ FAKÜLTESİ



## EDUCATIONAL NETWORK ON SOIL AND PLANT ECOLOGY AND MANAGEMENT

4 Participating countries:    

 **GOOD PRACTICE EXAMPLE**

**DOWNLOAD AS PDF**

**VIEW PROJECT MAP**

 **Start:** 01-09-2014 - **End:** 31-08-2017  
 **Project Reference:** 2014-1-DE01-KA203-000637  
 **EU Grant:** 309822 EUR  
 **Website:**  
<https://www.uni-ulm.de/nawi/nawi-edusapman/>

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

**Agriculture, forestry and fisheries** **Environment and climate change**  
**New innovative curricula/educational methods/development of training courses**

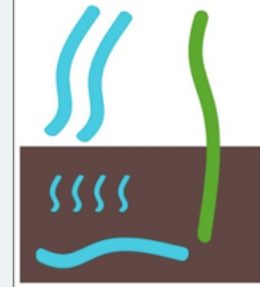
### **Summary**

Soils are the basis for plant production and provide numerous ecosystem services. Many human activities are affecting the soil conditions in several ways. Effects like soil compaction, degradation, acidification and salt accumulation restrain the basic requirements for plant production and thus food supply for humans.

The overall objective is to provide an interdisciplinary international activity under the title "Educational network on Soil and Plant ecology and management". The whole activity is divided into four workpackages (WP): WP1: Summer School „Soil & Water“, WP2: Establishing of a permanent teaching Module „Soil and Plant Ecology and Management“ at each University (WP2 was changed in the course of the project, see below "Activities" & "Intellectual Outputs"),

WP3: Enhancing teaching and networking potential for teachers, WP4: Transposing the educational network into future research and teaching activities. The project aims to provide a teaching standard for a European wide perspective from the expertise of the consortium (see below) integrating humid, intermediate and dry

### SOIL & WATER






#### **Coordinator**

 **UNIVERSITAET ULM**

HELMHOLTZSTRASSE 16  
89081  
ULM  
Organisation type: Other

#### **Partners**

 **EESTI MAAULIKOOL** ▼  
 **Jihočeská univerzita v Českých Budějovicích** ▼  
 **UNIVERSITE D'AIX MARSEILLE** ▼

# INCLUSIVE COASTAL LANDSCAPES: ACTIVATING GREEN AND BLUE INFRASTRUCTURE FOR SUSTAINABLE DEVELOPMENT OF THE URBAN-LAND INTERFACE

6 Participating countries: 

[DOWNLOAD AS PDF](#)

[VIEW PROJECT MAP](#)

 **Start: 01-09-2017 - End: 31-08-2020**

 **Project Reference: 2017-1-RO01-KA203-037161**

 **EU Grant: 378568 EUR**

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

[Open and distance learning](#)

[Rural development and urbanisation](#)

[New innovative curricula/educational methods/development of training courses](#)

## Summary

CO-LAND stands for Inclusive Coastal Landscapes. Coastal landscapes across Europe are often characterized by overlaying and competing land uses. They are focus areas for settlements and infrastructure, especially road and train networks, and many industries and commercial zones that benefit from close access to harbors. Conversely, the tourism industry is also a major driving force with its own development dynamics and typical spatial patterns. All those economic potentials have attracted people to settle on the coast. This process is ongoing, leading to unsustainable development such as urban sprawl and irreversible consumption of soil and other natural resources. However, water-based recreation has various positive effects on human health and wellbeing – in relation to physical exercise and mental wellbeing, which is why on the one hand people love to visit the seaside on vacation while on the other hand poor or restricted access to waterscapes raises issues of social equity and spatial justice. The urban-land interface is also an important and often vulnerable habitat zone for flora and fauna which brings additional demands on such areas and also places them at risk from damage and degradation of the territory. This vulnerability is

## Coordinator

 **Universitatea de Arhitectura si Urbanism "Ion Mincu"**

Academiei 18 - 20

010014

Bucharest

<http://www.uaaim.ro>

**Organisation type:** Higher education institution (tertiary level)

## Partners

-  **UNIVERSITE LIBRE DE BRUXELLES** ▼
-  **UNIVERSITA DEGLI STUDI DI NAPOLI FEDERICO II.** ▼
-  **INTERNATIONALE VERENIGING VAN STEDEBOUWKUNDIGEN** ▼
-  **HOCHSCHULE FUER WIRTSCHAFT UND UMWELT NUERTINGEN-GEISLINGEN** ▼
-  **HOCHSCHULE WEIHENSTEPHAN-TRIESDORF** ▼
-  **EESTI MAULIKOOL** ▼
-  **STICHTING LE:NOTRE INSTITUTE** ▼
-  **UNIVERSITATEA OVIDIUS DIN CONSTANTA** ▼

ULAŐTIRMA VE LOJİSTİK  
FAKÜLTESİ

# EUROPEAN FRAMEWORK FOR 'KNOWLEDGE TRIANGLE' IN THE LOGISTICS SECTOR

4 Participating countries:    

[DOWNLOAD AS PDF](#)

[VIEW PROJECT MAP](#)

 **Start:** 01-09-2016 - **End:** 31-08-2019

 **Project Reference:** 2016-1-IT02-KA203-024565

 **EU Grant:** 398959 EUR

 **Website:**  
<http://www.frame-log.eu/>

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

[Transport and mobility](#)

[New innovative curricula/educational methods/development of training courses](#)

[Recognition, transparency, certification](#)

## Summary

The idea of this project came out of several discussions and analysis of European and national policies in supporting 'knowledgetriangle' implementation at large scale in order to assist the international, European and national targets related to logistic and chainmanagement sector. Partners conducted a desk research, data analysis and organised workshops and Skype meetings among them in order to understand better the state of art and the concrete needs in the sector. There are concrete EU and national strategies regarding 'knowledge triangle' in general: The Europe 2020 strategy, its FlagshipInitiatives and the new Integrated Guidelines put knowledge at the heart of the Union's efforts for achieving smart, sustainable andinclusive growth. The Europe 2020 education headline target stipulates that, by 2020, 40 % of young people should successfullycomplete higher education or equivalent studies. On the other hand, Partners found out from the different European reports that logistics and supply chain management activities arecritical for the competitiveness of all business sectors and are equally critical for not-for-business organizations in order for theiractivities to be efficient and effective. However, as indicated also in the report

## Coordinator

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**Organisation type:** Higher education institution  
(tertiary level)

## Partners

-  **Bulgarian Logistics Association** ▼
-  **UNIVERSITY OF NATIONAL AND WORLD ECONOMY** ▼
-  **Finance & Banking, Associazione per lo Sviluppo Organizzativo e delle Risorse Umane** ▼
-  **UNIVERSITATEA TRANSILVANIA DIN BRASOV** ▼
-  **AILOG Associazione Italiana di Logistica e di Supply Chain Management** ▼
-  **European Logistics Association** ▼

## SENSE IN TRANSNATIONAL TRANSPORT IN THE EU

4 Participating countries:    

[DOWNLOAD AS PDF](#)

[VIEW PROJECT MAP](#)

 **Start: 01-12-2016 - End: 31-08-2019**

 **Project Reference: 2016-1-LU01-KA203-013830**

 **EU Grant: 287792 EUR**

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

[New innovative curricula/educational methods/development of training courses](#) [Transport and mobility](#)

[Home and justice affairs \(human rights & rule of law\)](#)

### **Coordinator**

 **UNIVERSITE DU LUXEMBOURG**

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**Organisation type:** Higher education institution  
(tertiary level)

### **Partners**

 **UNIVERSITEIT ANTWERPEN** ▼

 **UNIwersytet Gdanski** ▼

 **ERASMUS UNIVERSITEIT  
ROTTERDAM** ▼

 **STICHTING KATHOLIEKE  
UNIVERSITEIT BRABANT** ▼

### **Summary**

SENSE makes transport more Social, rules better ENforceable, the sector of international transport more Sustainable and, because of the Legal Navigation App, all of this will be made Easy. The EU transport sector is a genuine transnational sector. It involves many countries, each having its own different economic, social and legal systems. If goods are transported from the Netherlands to Poland and vice versa, transport work is carried out in different countries whilst it is indifferent for the purpose of moving these goods to either engage a Dutch or a Polish company. The choice of company and in particular where it is established, however, does have major economic, social and legal consequences for the countries, companies, employees and other stakeholders involved, for instance favouring Polish transport companies above companies established in the BeNeLux countries. The freedom to make such choices is accepted and forms part of fundamental EU freedoms, such as free movement of goods and services. At the same time, if these choices are solely made on the basis of the costs of labour, this may result in 'abuse' of the rules, commonly referred to as social dumping. Here, we see a potential clash between EU freedoms on the one hand and protection of employment and social standards of Member States (MS) on the other. If this clash is too hard or happens too often stability within the EU is at stake, whilst MS might take actions to prevent social

VETERİNER FAKÜLTESİ

# ONLINE COURSES WITH VIDEOS FOR THE FIELD OF VETERINARY COMMUNICATION DEALING WITH PREVENTION, DIAGNOSIS AND TREATMENT OF DISEASES TRANSFERABLE FROM ANIMALS TO HUMANS

4 Participating countries:    


[DOWNLOAD AS PDF](#)

[VIEW PROJECT MAP](#)

 **Start:** 01-10-2016 - **End:** 31-03-2019

 **Project Reference:** 2016-1-RO01-KA203-024732

 **EU Grant:** 249000 EUR

 **Website:**  
<http://zoeproject.eu>

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

[Open and distance learning](#)


[New innovative curricula/educational methods/development of training courses](#)

[Health and wellbeing](#)

## Summary

In the current context that includes but is not limited to the warming up phenomena, the transnational and transcontinental mobility of the work force, the economic and political emigration and migration, the racial mix up, etc. the project develop specialised research and identify the most encountered infectious disease transmitted from non-human animals to humans (zoonoses). Zoonotic diseases represent one of the leading causes of illness and death from infectious disease. International organizations and associations have drawn attention to three major health risks: malaria and dirofilariasis. The World Health Organization and the World Bank rank malaria as a major public health problem in parts of Asia, Latin America, the Middle East, Eastern Europe and the Pacific. More than a million people die of malaria each year; although malaria is a preventable disease, a child dies of malaria every 30 seconds. Each year at least 2 million people become infected with bacteria that are resistant to antibiotics and at least 23,000 people die each year as a direct

## Coordinator

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## Partners

-  **PIXEL - ASSOCIAZIONE CULTURALE** ▼
-  **UNIVERSITATEA DE MEDICINA SI FARMACIE GRIGORE T.POPA IASI** ▼
-  **UNIVERSITATEA ALEXANDRU IOAN CUZA DIN IASI** ▼
-  **ISTITUTO ZOOPROFILATTICO SPERIMENTALE DELL'ABRUZZO E DEL MOLISE G CAPORALE** ▼
-  **FUNDATIA EUROED** ▼
-  **SOROS INTERNATIONAL HOUSE** ▼
-  **UNIVERSITY OF ZAGREB- FACULTY OF VETERINARY MEDICINE** ▼
-  **VILNIAUS KOLEGIJA** ▼
-  **Connectis** ▼

## "THERAPEUTIC EFFECTS OF APITHERAPY" IN HIGHER EDUCATION


4 Participating countries:    

[DOWNLOAD AS PDF](#)

[VIEW PROJECT MAP](#)

 **Start: 15-09-2017 - End: 14-09-2019**

 **Project Reference: 2017-1-TR01-KA203-045990**

 **EU Grant: 153750 EUR**

Programme: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

Action Type: **Strategic Partnerships for higher education**

Topics:

[New innovative curricula/educational methods/development of training courses](#) [Agriculture, forestry and fisheries](#)

[Entrepreneurial learning - entrepreneurship education](#)

### **Summary**

The relationship between pharmaceutical industry and physicians is a controversial one. This is because whenever money and ethics clash, there are conflicting interests. Pharmaceutical companies operate in a world of high stakes with potentially high returns of their investments. Recouping the money they have invested in drug research and development means using marketing techniques that will ensure increased sales. In addition there are drug launches in foreign locations, conferences sponsorships and funding of private functions. Many companies do this under the guise of 'academic' activities. However, traditional practices that have been known throughout the world for thousands of years and approved in science, can be a major area of health care. Complementary and alternative medicine is the best example of this, but many drug manufacturers that have no curative effect today are the biggest obstacle in front of them. Because drug sales are directly negatively affected and their profits will decrease.

On the other hand, alternative medicine is distinct from complementary medicine which is meant to accompany, not to replace, standard medical practices and popular because it is often helpful and cost effective. Treatments such as apitherapy, acupuncture, massage, osteopathy, and nutritional therapy can

### **Coordinator**

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**Organisation type:** Higher education institution  
(tertiary level)

### **Partners**

-  **UNIWERSYTET PRZYRODNICZY  
WE WROCLAWIU** ▼
-  **ADNAN MENDERES  
UNIVERSITESI** ▼
-  **Balikesir University** ▼
-  **ALEKSANDRO STULGINSKIO  
UNIVERSITETAS** ▼
-  **SLOVENSKA  
POLNOHOSPODARSKA  
UNIVERZITA V NITRE** ▼