

School and University Partnership for Peer Communities of Learners

DESCRIPTION: Studies on teacher education have underlined the importance of Continuing Professional Development (CPD) that is school based as the proven preferred modality of enhancing teacher education. In the Egyptian context most studies have illustrated that both faculties of education and the Ministry of Education have for the longest of time adhered to very traditional methods of teacher training, which not only wasted resources but also did not lead to any learning or improvement of performance all of which has deterred educational reform at both the higher educational levels as well as school levels. Teacher performance being the key factor for learning has been selected as the most strategic entry point to reform. The aim of this project is to empower Egyptian Faculties of Education to develop modern, innovative and effective models of Continuing Professional Development CPD that is school based and allows for the development of Professional Development PD schools that are sustainable and that will eventually be brought to a larger scale in the Egyptian and regional context. From experiences with international cooperation in particular with the EU it has become apparent that when Egyptian systems are exposed to innovative thinking overtime there tends to be a gradual shift particularly of culture with partnerships that are strong in imparting both clear and tacit knowledge through exchange, dialogue, joint activities and exposure. Change as we well know is incremental and often is the result of transfer through mentors hip as well as conscious reflection. The most significant partnership for the success of this transformation is that between university and school whereby the former equips practitioners with the theory behind their practice.

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Application Grant Requested	748.457,00
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Project duration:	36 months
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Strengthening Capacities of South-Mediterranean Higher Education Institutions in the Field of Solar Energy by Enhancing Links among Applied Research, Business, and Education

DESCRIPTION:	<p>Due to the growing demand of energy in the South-Mediterranean region, a shift towards renewable energies and notably solar energy is being promoted by the governments and the energy industry. One of the main obstacles for this development is the lack of qualified staff. The Higher Education Institutions (HEIs) in the region have launched training programmes in the field, but two main aspects still need to be addressed: improving a multidisciplinary approach and links to businesses and applied research. Resources and international collaboration are needed in order to improve the quality of the training programmes and to ensure that they are linked to the latest research findings and requirements of the industry.</p> <p>In the larger context of modernisation, accessibility and internationalization of HEI systems in the Partner Countries, the MEDSOL project aims at enhancing the capacity of HEIs in Morocco and Egypt to deliver master-level programmes in solar energy. More specifically, it seeks to improve the quality of the currently existing training programmes, teaching methods and laboratory equipment for practice-based research.</p> <p>The work is conducted through close cooperation, sharing know-how and good practices between Programme and Partner Country HEIs as well as partners from business and applied research sectors. The proposed key activities are: 1. Improving existing curricula at the partnering HEIs in Morocco and Egypt; 2. Capacity building of HEI staff in Morocco and Egypt via a mobility scheme; 3. Updating training facilities at HEIs in Morocco and Egypt; 4. Providing opportunities for mobility for students in form of study/traineeship periods at the partnering institutions in the EU, Morocco and Egypt; 5. Disseminating project results and best practices in form of workshops and publications; 6. Promoting continued long-term collaboration, e.g. developing Double Master Degrees between the partners.</p>
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Partner	UNIVERSIDAD PUBLICA DE NAVARRA	ES
Partner	UNIVERSITE AL AKHAWAYN D'IFRANE	MA
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Application Grant Requested	1.667.245,00
Project duration:	36 months

Developing a MSc. Programme in Climate Change, Sustainable Agriculture and Food Security

DESCRIPTION:	Climate projections for the Middle East and North African (MENA) region indicate warmer and drier conditions with increased frequency of natural disasters. Agriculture is one of the most vulnerable economic sectors to climate change, mainly due to the limited availability of water and land resources in the two target MENA countries (Egypt and Jordan). There is future risk of higher skills shortages in 'niche' areas related to the impact of climate change to agricultural sectors and food production. In particular, there is need for highly specialised scientists in the field of agriculture and food security who want to combine scientific and social or policy skills to better understand and make significant contributions to climate adaptation and mitigation in agriculture and food security. It is critical to integrate agricultural science with related subjects that impact on sustainability and food security such as geo-politics, legislation and regulation, consumer pressures, economics, agro-ecology and environmental stewardship, especially at the post-graduate level. An inter/multidisciplinary MSc programme in Climate Change, Agricultural Development and Food Security (CCSAFS) is urgently needed. CCSAFS is driven by the Bologna process and a multi-stakeholder approach advanced through a participatory or negotiated curriculum, innovative methodologies such as the 10Cs transversal skills in a problem-based learning environment enabled by ICTs, blended learning, SDGs and agro-food entrepreneurship in teaching, learning and outreach activities. Graduates will be equipped with interdisciplinary knowledge and agro-food entrepreneurship and ethics to promote sustainable agricultural production, food security and climate change adaptation. CCSAFS will help to overcome the threats to agriculture and food security in a changing climate, exploring new ways of helping vulnerable rural communities to compact hunger and adjust to local, regional and global changes in climate.
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Partner	UNIVERSITY OF JORDAN	JO

Application Grant Requested	919.842,00
Project duration:	36 months

Euro-African Network of excellence for entrepreneurship and innovation

DESCRIPTION: The Euro-African Network of Excellence for Innovation and Entrepreneurship - INSTART – aims at improving the knowledge triangle by promoting an effective Innovation culture in Higher Education, and starting up Innovative modes of association and interaction between Universities, Businesses and Society in order to enhance the socio-economic environment across the South Mediterranean Region (MED).
The Consortium is composed of 4 Universities, and one Scientific and Technological Park from EU countries - Spain, Portugal, Italy and Poland- and 12 Universities from Algeria, Egypt, Libya, Morocco and Tunisia with support from social partners as Chambers of Commerce, Clusters, Networks and Associations from these MED countries.
Making university's activities more visible and accessible to companies and other stakeholders is important to contribute to economic growth by combining their collective knowledge and skills. The INSTART project develops innovative mechanisms to promote University Excellence in Innovation and Entrepreneurship and to increase University-business cooperation through the Mediterranean. To catch up on knowledge production, INSTART will implement the training Transversal Accelerator Program with innovative learning tools for different targets groups (professors, technical, graduates, postgraduates), focuses on new skills in Innovation and Entrepreneurship having a transversal impact on interesting disciplines for the Region (as Agriculture, Economics, Education and Engineering). In order to improve the capacities, create and reinforce structures of Innovation at the MED Universities, the project will develop a training Program including a visit period in Europe, and thus starting a best practice transfer Systems for long-term cooperation between MED-EU Universities.
INSTART project is designed to encourage Mediterranean Higher Education Institutions to become a referent for innovation and entrepreneurship in the labour market and society as a whole.

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Application Grant Requested 740.919,00

Project duration: 36 months

Education and Capacity Building in Museum Studies

DESCRIPTION: It is evident that Egypt's material cultural heritage is one of the country's major characteristics, as well as a significant resource for the national income. A principal means by which Egyptian cultural heritage is presented to the public is through museums, which started developing in Egypt since the middle of the 19th century. Yet, museums in Egypt are facing a serious setback, which is affecting their cultural, social and economic roles; it is the need for specialised education and professional training in Museum Studies. Out of more than twenty universities in Egypt offering, for decades, undergraduate and postgraduate education in different aspects of archaeology, cultural heritage and the history of Art, only a handful are offering some individual courses in museum related topics. Accordingly, the great majority of those who working in museums in Egypt are not specialised in that field. This has resulted in the lack of innovative, attractive and informative displays in most Egyptian museums. Also the educational and social role of museums in Egypt is quite limited due to the paucity of dedicated public educational and outreach programs.

Accordingly, this project aims to contribute significantly in capacity building in the field of museums in Egypt by developing a multi-level graduate education program in Museum Studies (Diploma & Master Degree) to be offered to students from different backgrounds. The proposed programs aim to provide a profound understanding of contemporary theory and practice in aspects of museum studies, and the role of museums in the wider context of cultural heritage. Hence it would provide the basis for a professional career in that field or a sound foundation for further research.

The study of cultural heritage is multi-disciplinary by nature. Hence, the consortium, which includes specialists in archaeology, engineering, museology and heritage management, collectively provides the expertise & skills required for the project fulfilment.

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Partner	Ministry Of Antiquities	EG
Partner	Musée royal de Mariemont	BE
Partner	Universite Française d'Egypte	EG
Partner	UNIVERSITY OF SOUTHAMPTON	UK

Application Grant Requested	979.356,00
Project duration:	36 months

Blended Vocational-Engineering-Industry Shared Learning Environment for Stream of Socially- and Technically-Competent Technicians and Engineers

DESCRIPTION: A shared learning environment for vocational and engineering students is developed, in which project-based learning methodology is implemented targeting both students' groups in final two years of their academic track. The developed education methodology is expected to yield a new line of industry human capital (engineers and technicians), who are technically and socially competent for professional and skilled teamwork at industry, where industry-inspired project-based learning is implemented in engineering and vocational curricula engaging both in integrated teams developing a mutual product. Although partners in industry development, a significant social segregation exists among engineering and vocational man power in industry in EG. This is accompanied with lack of practical expertise, true industry exposure and lack of appreciation of the role of each group. Since the academic development stage is most appropriate to shape students' perspective and understanding, academic courses during the last two years of engineering and vocational school are modified such that practical projects/products are introduced to different student groups comprising members from engineering and vocational schools, which map the academic learning outcomes of the courses offered in both disciplines. This shall cover Mechanical, Manufacturing, Electrical and Mechatronics tracks. A total of 28 projects mapping the ILOs for 28 Engineering and 29 vocational courses shall be designed for VET-ENG student teams to develop together at vocational-engineering schools and at industry premises. Personal skills, social and work ethics courses shall be developed and offered to the VET-ENG teams to enhance their professional interactivity and respect. VET-ENG groups shall develop one project each, for each of the targeted 4 semesters, which map the ILOs for the practical content of the engineering and vocational courses in this semester, while building on competencies acquired during previous years.

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Application Grant Requested	946.830,00
Project duration:	36 months

International E-based Diploma and Professional Certificates in Special Education and Inclusion

DESCRIPTION:	The project aims at creating disability-specific, EG/EU accredited two-diploma system for developing a new line of teachers, social and psychological specialists for special-needs education students, qualified with up-to-date knowledge and experience and with access to adequate ITC-based and smart hardware resources to be the fuel to schools with inclusion programs as well as private/NGO rehabilitation centers. The first fundamental-stage diploma (60 ECTS) is composed of general special education topics, followed by 3 disability-specific elective tracks (Learning Disability, Intellectual Disability and Autism). Once complete, students are eligible to join the second specialization diploma (60 ECTS) in one of these elective topics, which is designed in dual-education form comprising academic and inclusion school implementation. The academic program is supported by an innovative line of electronic and smart hardware resources, matching academic, disability level and type, to facilitate graduates in delivering the targeted competencies and skills. A virtual inclusion campus is also planned to host special-needs and regular students, parents and teachers in an interactive 3D stereoscopic shared learning environment equipped with social, pedagogical and academic virtual tools. The developed academic program is accompanied with 3 professional certificates (5 ECTS each) for practitioners for skills improvement in 3 imminent areas; ADHD, Behavioral Disorder and Inclusion systems. The targets are the employed and future special needs teachers, social and psychological experts as well as regular school teachers accommodating special-needs children in class. The plan is to start running this diploma during the third year of the project to account for fine adjustments. A gap analysis will be developed and followed by comprehensive course development. A wide community impact is expected as outlined by various stakeholders from the higher and pre-university education communities.
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Partner	KUNGLIGA TEKNISKA HOEGSKOLAN	SE
Partner	LATVIJAS UNIVERSITATE	LV
Partner	MANSOURA UNIVERSITY	EG
Partner	NILE UNIVERSITY	EG
Partner	The Right to Live Association for Intellectually Disabled	EG

Application Grant Requested	957.870,00
Project duration:	36 months

Smart Grid Technology - A Master Programme

DESCRIPTION: The three-year SGT-MAP aims at development of a master program in smart grid technology through the collaboration between a consortium consists of 4 Eg. and 3 EU partners of different fields; Electrical power and control eng., IT eng., communication eng. All the consortium partners contribute in developing and reviewing program 24 courses. The self study report of the developed program will be prepared and submitted to the national accreditation board in Egypt and also it will be submitted by UNI-KLU to the national accreditation board in Austria.

A workshop will be organized after developing the teaching materials in order to discuss the future of smart grid and its influence on the proposed program courses contents and review the matching between contents, objective and outcomes before implementation.

Related smart grid laboratories are established at EG universities to support the developed courses.

Four courses are selected as a professional training courses and the related self study report will be prepared and submitted to a training accreditation board. These courses will be implemented during the program duration. Each course and its related laboratory experiments will be delivered by EU and EG trainers. The courses will be followed by a questionnaire for assessment purposes and quality assurance, which helps in continuous improving of the courses implementation. Moreover, the EU trainer will evaluate the course delivery and transfer his experience to the EG trainer.

Another workshop on impact of smart grid will be held in Egypt during the 5th month of third year in order to discuss the smart grid technology impacts and the feedback of the stakeholders' surveys. The project outcomes are presented at workshop which focuses on the impact of smart grid technology on community. Many information sessions will be organized in order to disseminate the project outcomes and the program activities. This will help in ensuring project sustainability.

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Application Grant Requested	695.666,00
Project duration:	36 months