

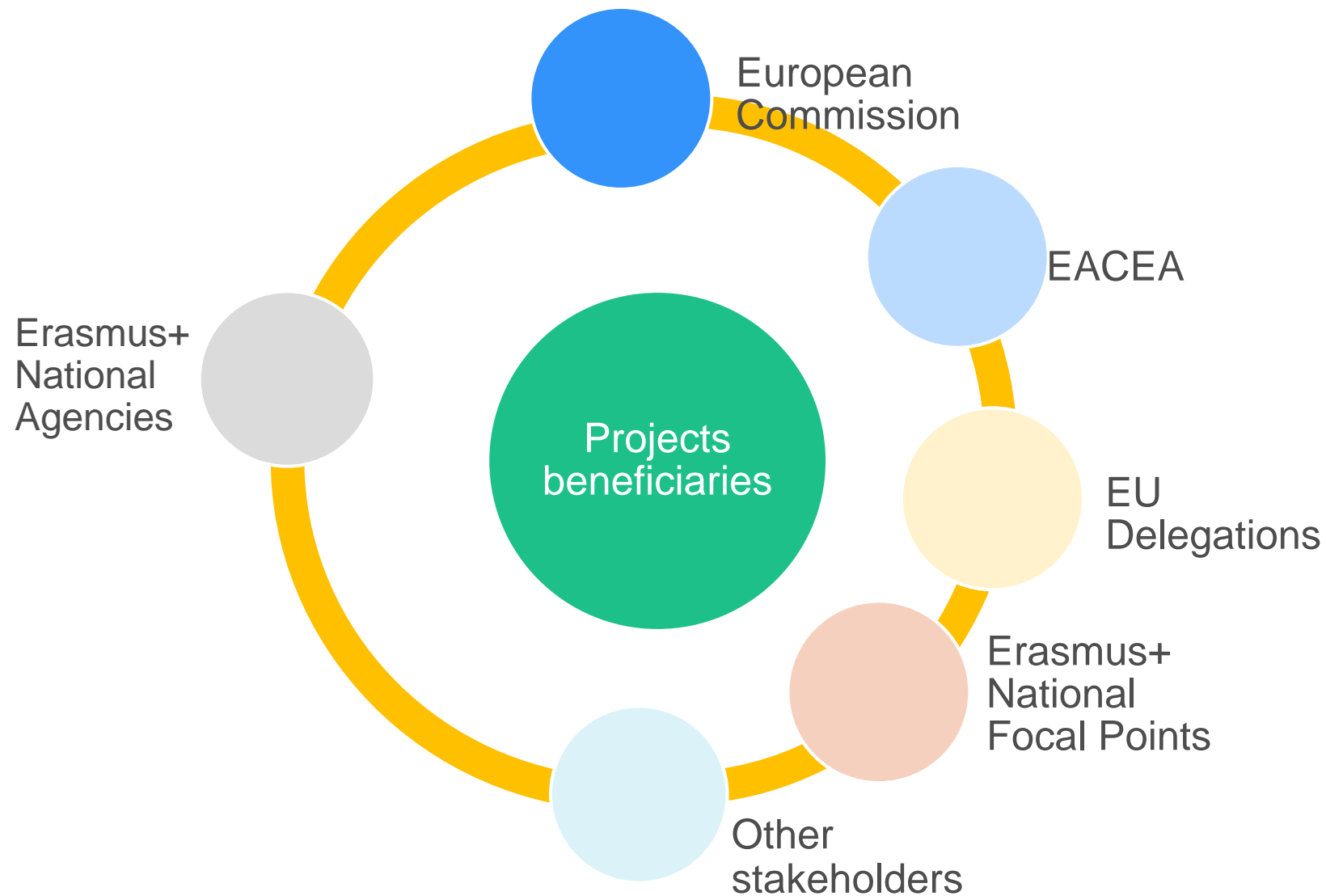


Sub-Saharan Africa regional workshop

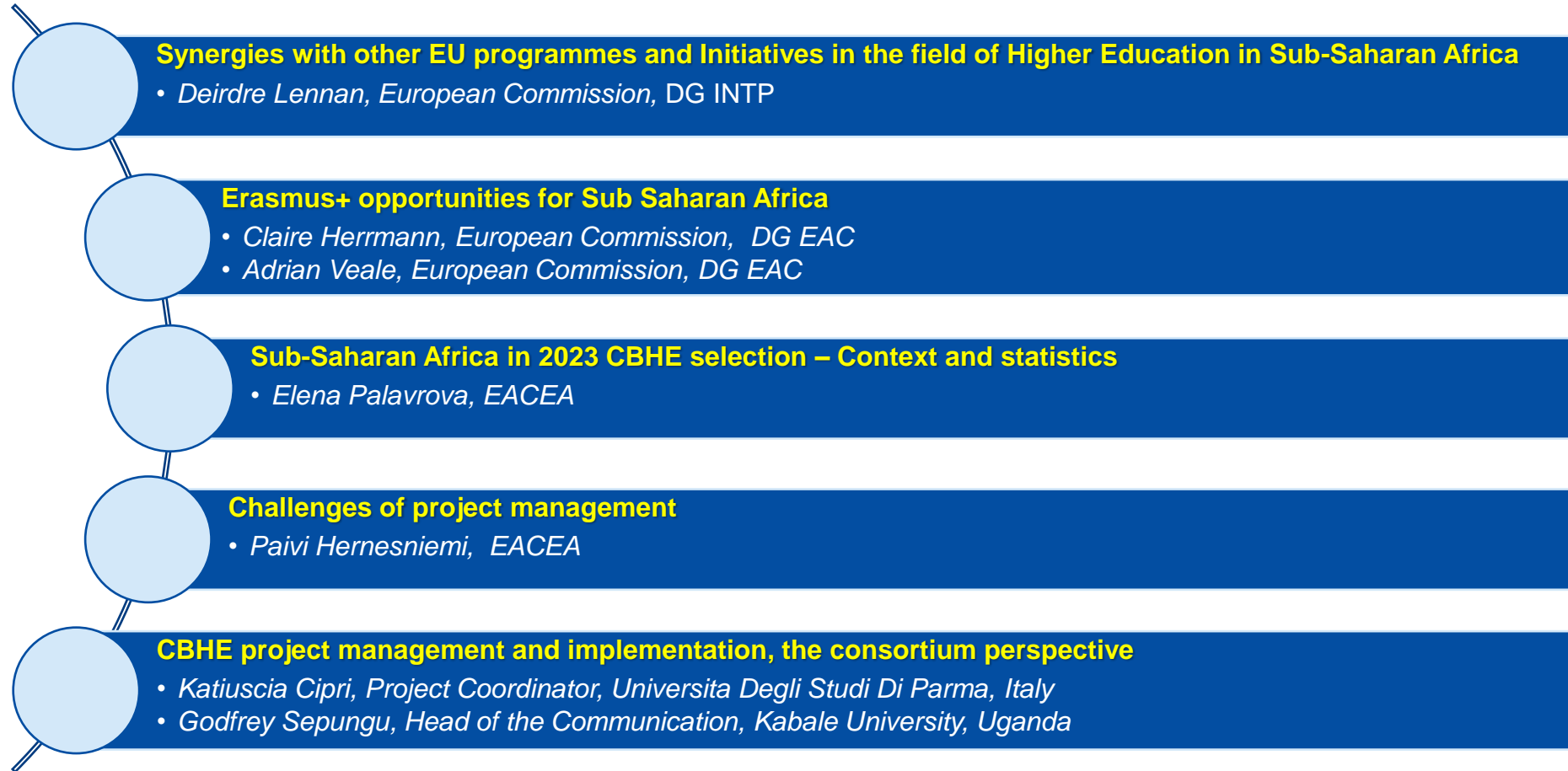
Erasmus+ CBHE 2023 Grant holders meeting

07 February 2024

Sub-Saharan Africa in Erasmus+



Agenda



The workshop



Slido

Via your browser
or phone



Questions

Via the chat or
raise your hand



Intervention

Remain muted
until given the floor



Interaction

Networking via
the chat

Join at
slido.com
#grant-holders





Regional Workshop Grantholders Meeting

Synergies with other EU programmes and Initiatives in
the field of Higher Education in Sub-Saharan Africa

*Deirdre Lennan, Regional and
Multicounty programmes Africa, DG for
International Partnerships*

Synergies with other EU programmes and Initiatives in the field of Higher Education in Sub-Saharan Africa

Deirdre Lennan, European Commission, DG INTPA

Investing in Tertiary education and research

- Economic research unequivocally illustrates high private and social rates of return for investments in tertiary education. The benefits include higher employment and earnings, productivity growth and innovation, greater social stability, more effective public sector bureaucracies, increased civic engagement, and better health outcomes. The consequences of underinvestment in tertiary education include talent loss, limited access to applied research capacity for local problem solving, hindered economic growth due to low levels of skills in the workforce, low-quality teaching and learning at every level of education, and, perhaps most glaringly, expanded wealth inequality both within countries and among nations, with those investing proportionately more experiencing more innovation and attraction of investment. (Arnold and Malee Bassett, 2021).

- WHY ?
 - Tertiary education returns in general
 - Global Gateway context
 - EU and Team Europe assets
- HOW ?
 - Flagship programmes
 - Bilateral programmes
 - Collaboration

Global Gateway: Sustainable connections that work for the people

- Europe's offer for **connecting the world** with investments and partnerships
- Create better living conditions for people and tackle today's **global challenges**:

- ✓ climate change
- ✓ global health security
- ✓ sustainable development



Democratic
values and
high
standards



Good
governance
and
transparency



Equal
partnerships



Green and
clean



Security
focused



Catalysing
private
sector
investment

Thematic areas of the Africa-EU Global Gateway Investment Package

A. Accelerating the Green Transition



Sustainable energy



Biodiversity, land, water, oceans & forests



Agri-food systems



Climate resilience & disaster risk reduction

B. Accelerating the Digital Transition



Digital transition

C. Accelerating growth and jobs



Transport



Private sector, entrepreneurship & MSMEs



African economic integration & diversification



Sustainable finance for sustainable transitions



Science, technology & innovation

D. Accelerating Human Development



Health: access to vaccines, medicines & health technology products



Quality education and skills



Contribution of Higher Education to the Global Gateway

Africa Europe Pillars

Pillars of the Global Gateway Africa Europe Investment Package	Preparation of Skilled Professionals	Knowledge Generation, Adaptation & Diffusion	Institutional Development & Capacity Building	Values & Citizenship Skills
Accelerating the Green Transition	Training of specialists for new jobs in the green & circular economy	Research that is relevant to the green & circular economy	Strengthening of institutions necessary for the green & circular economy	Positive attitudes regarding sustainability
Accelerating the Digital Transition	Training & reskilling for new & evolving jobs in the digital economy	Research that is relevant to the digital economy	Strengthening of institutions necessary for the digital economy	Critical thinking skills to understand and use online information
Sustainable Growth and Decent Job Creation	Training & reskilling for new & evolving jobs throughout the economy	Applied research in support of innovation & productivity increase	Strengthening of institutions throughout the economy	Entrepreneurship training
Strengthening Health Systems	Training of health specialists	Relevant medical, biomedical, & medical technology research	Strengthening of medical & public health institutions	Socio-emotional skills for health professionals
Improving Education and Training	Training of primary and secondary education teachers	Research on learning science and effective education policy and management	Strengthening of education systems and institutions	Positive values (ethics, tolerance, etc.)



Erasmus+ opportunities for Sub Saharan Africa

Claire Herrmann, European Commission, DG EAC
Adrian Veale, European Commission, DG EAC



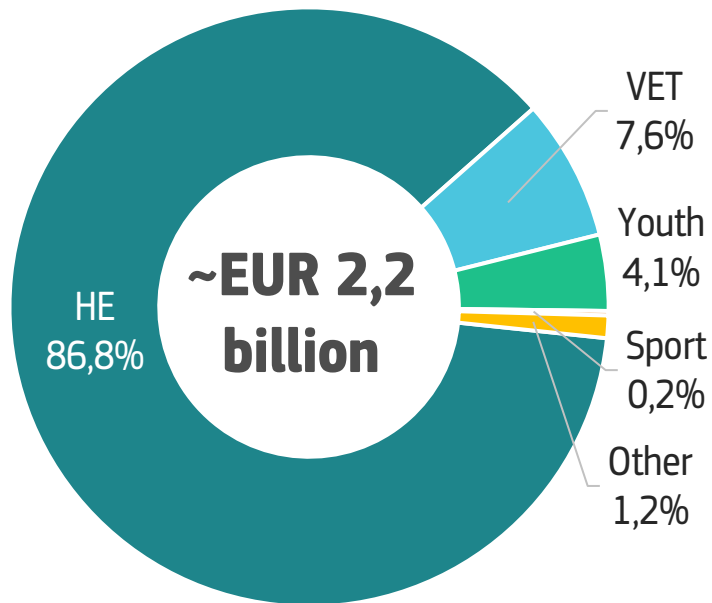
Erasmus+

Opportunities of Cooperation with Sub-Saharan Africa

International Cooperation Unit
Directorate-General Education Youth, Sport & Culture

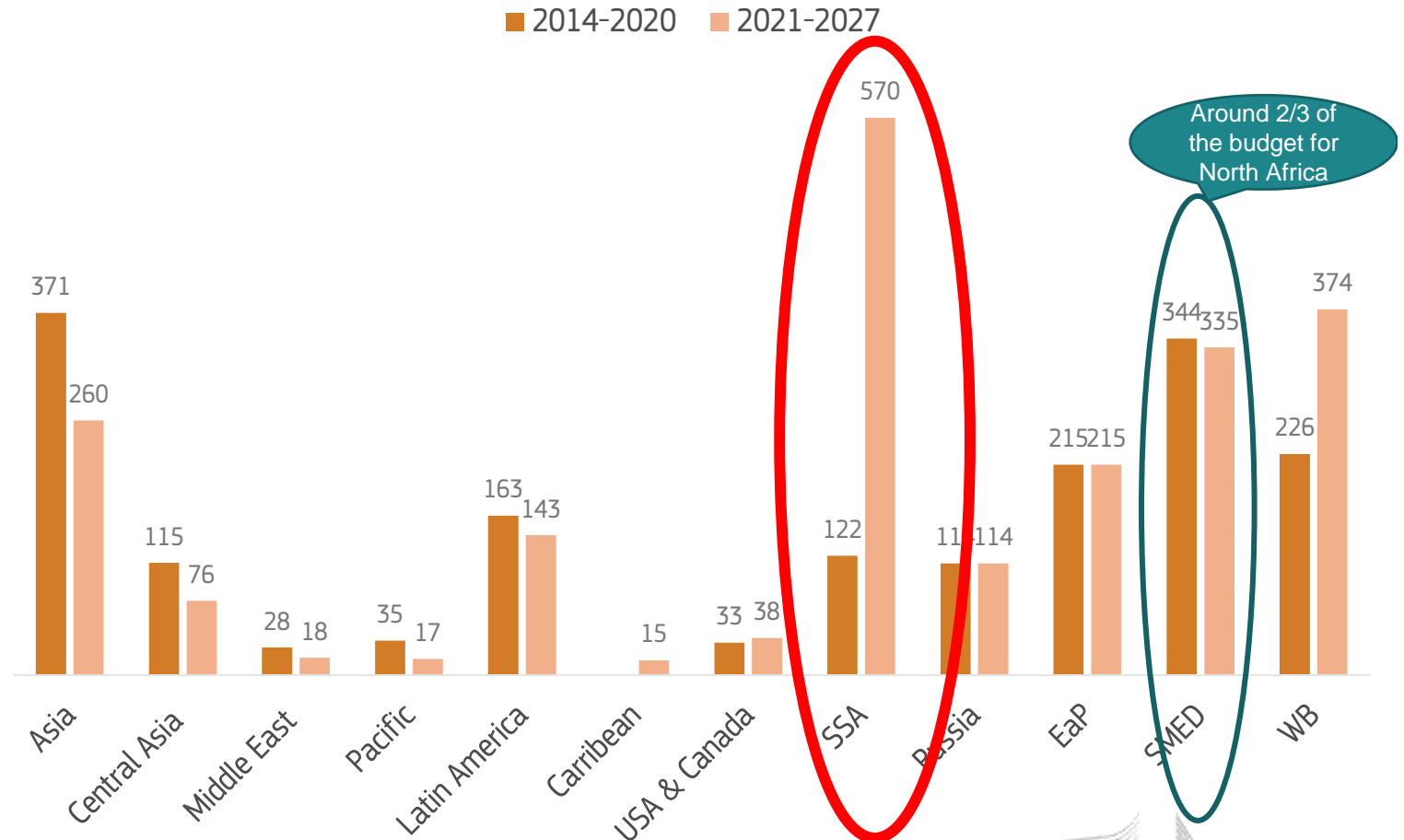
International dimension of Erasmus+: funding

International actions budget (H6) per sector
2021-2027



2014 – 2020
~EUR 1,8 billion

H6 budget per region (in million EUR)



What is available for Sub-Saharan Africa - Overview

HIGHER EDUCATION

- International Credit Mobility
- Erasmus Mundus Joint Masters & Erasmus Mundus Design Measures
- **Capacity Building for Higher Education**
- Jean Monnet activities
- Alumni Association
- European Outgoing mobility
- Cooperation Partnerships*
- Alliances for Innovation*

VOCATIONAL EDUCATION AND TRAINING

- **Capacity Building in VET**
- European outgoing VET mobility
- Centres of Vocational Excellence*
- Alliances for Innovation*
- Cooperation Partnerships*

YOUTH / HIGHER EDUCATION

- **Virtual Exchanges**
- Cooperation Partnerships*

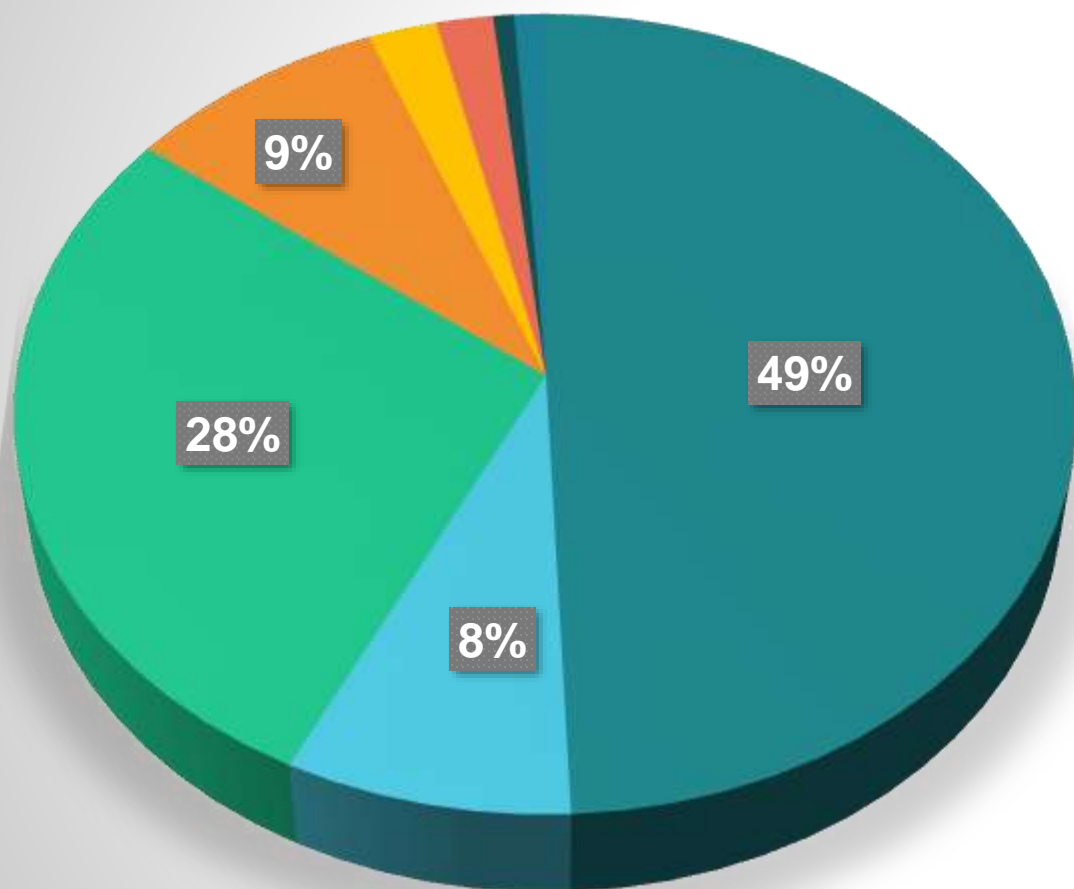
* Conditional access - Partners from Non-Associated countries must prove added-value to the project



European
Commission

Erasmus+ budget allocation for Sub-Saharan Africa

570,2 M€ for Sub-Saharan Africa 2021-2027

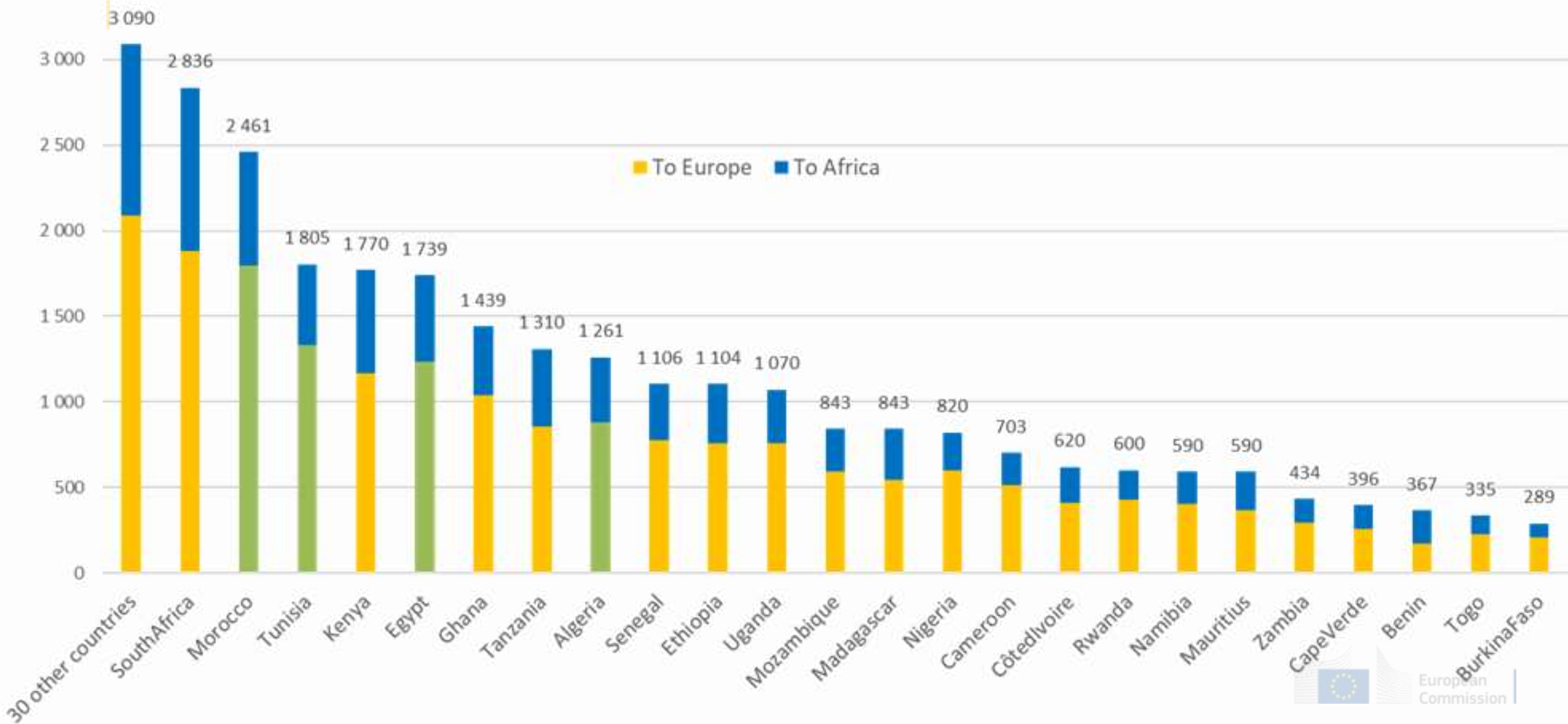


- International credit Mobility
- Erasmus Mundus Joint Masters
- Capacity Building in Higher Education
- Capacity Building in VET
- Virtual Exchanges
- Jean Monnet Actions
- Alumni
- Erasmus+ Focal Points

Erasmus+ impact for Sub-Saharan Africa 2021-2023

Action	Projects with SSA partners	Instances of participation	Mobility
International credit mobility	896 projects -> 5200 partnerships	800 SSA universities from 53 SSA countries	14 200 Africans 6 700 Europeans
Erasmus Mundus	7 masters full partners	78 instances partner/associate	1261 EM scholarships for SSA students
Capacity-building for Higher Education	97 CBHE projects	645 instances	n/a
Jean Monnet activities	4 modules NG – SO – UG – ZA	4 modules + 2 networks	n/a
Capacity-building for Vocational Education and Training	58 projects	199 instances	n/a
Erasmus+ Virtual Exchange	26 projects	70 organisations – 20 countries	

Erasmus+ impact: mobility



Who can apply and when?



Actions	Managed by	Institutions from Africa	Call publication	Deadline for submission
International credit mobility	National Agencies in 33 European countries	Partner	Single 2024 Erasmus+ Call published in November 2023	20 February 2024
Erasmus Mundus	EACEA in Brussels	Applicant / Partner		15 February 2024
Capacity-building for Higher Education	EACEA in Brussels	Applicant/Partner		08 February 2024
Jean Monnet activities	EACEA in Brussels	Applicant / Partner		01 February 2024
Capacity-building for Vocational Education and Training	EACEA in Brussels	Partner		29 February 2024
Erasmus+ Virtual Exchange	EACEA in Brussels	Partner		25 April 2024

Important contacts in Sub-Saharan African countries when implementing your project

EU Delegation colleagues in charge of education

- Inform them of concrete results of your project
- Invite them to events organised in the African partners country

36 Erasmus+ National Focal Points

[About ENFP - Sub-Saharan Africa | Erasmus Networks Platform \(europa.eu\)](#)



The European Education Area (September 2020)



Quality in education and training

- Boost basic and transversal skills
- More mobility and cooperation opportunities
- Support lifelong acquisition of language competences
- Develop a European perspective in education



Inclusion and gender equality

- Pathways to School Success
- 50 centres of excellence for VET
- European Approach to micro-credentials
- Gender-sensitive teaching



Green and digital transitions

- Education for Climate Coalition
- Greening of education infrastructure
- Council Recommendation on education for environmental sustainability
- Digital Education Action Plan



Teachers and trainers

- 25 Erasmus Teacher Academies
- European guidance for national career frameworks
- European Innovative Teaching Award



Higher education

- European Universities full roll-out
- Development of a European Degree
- Legal statute for alliances of universities
- Erasmus+ Mobile App



Geopolitical dimension

- Team Europe approach
- Strengthen cooperation with strategic global partners
- Expand international dimension of Erasmus+



Co-funded by
the European Union



[Home - HAQAA3 \(obreal.org\)](http://obreal.org)

Harmonisation, Quality Assurance
and Accreditation in Africa

HAQAA3



OBREAL
Global



Deutscher Akademischer Austauschdienst
German Academic Exchange Service

enqa.
European Association for
Quality Assurance in Higher Education



HAQAA3 Work Areas

- Transversal activity– Policy and Capacity for Regional Integration
- African Credit Transfer System – ACTS (Further development and piloting phase)
- African Higher Education Data Capacity
- Pan-African Quality Assurance Agency (Agency reviews, follow-up visits, consultancy visits, staff exchange agencies)
- Internal and External Quality Assurance Training and Capacity building

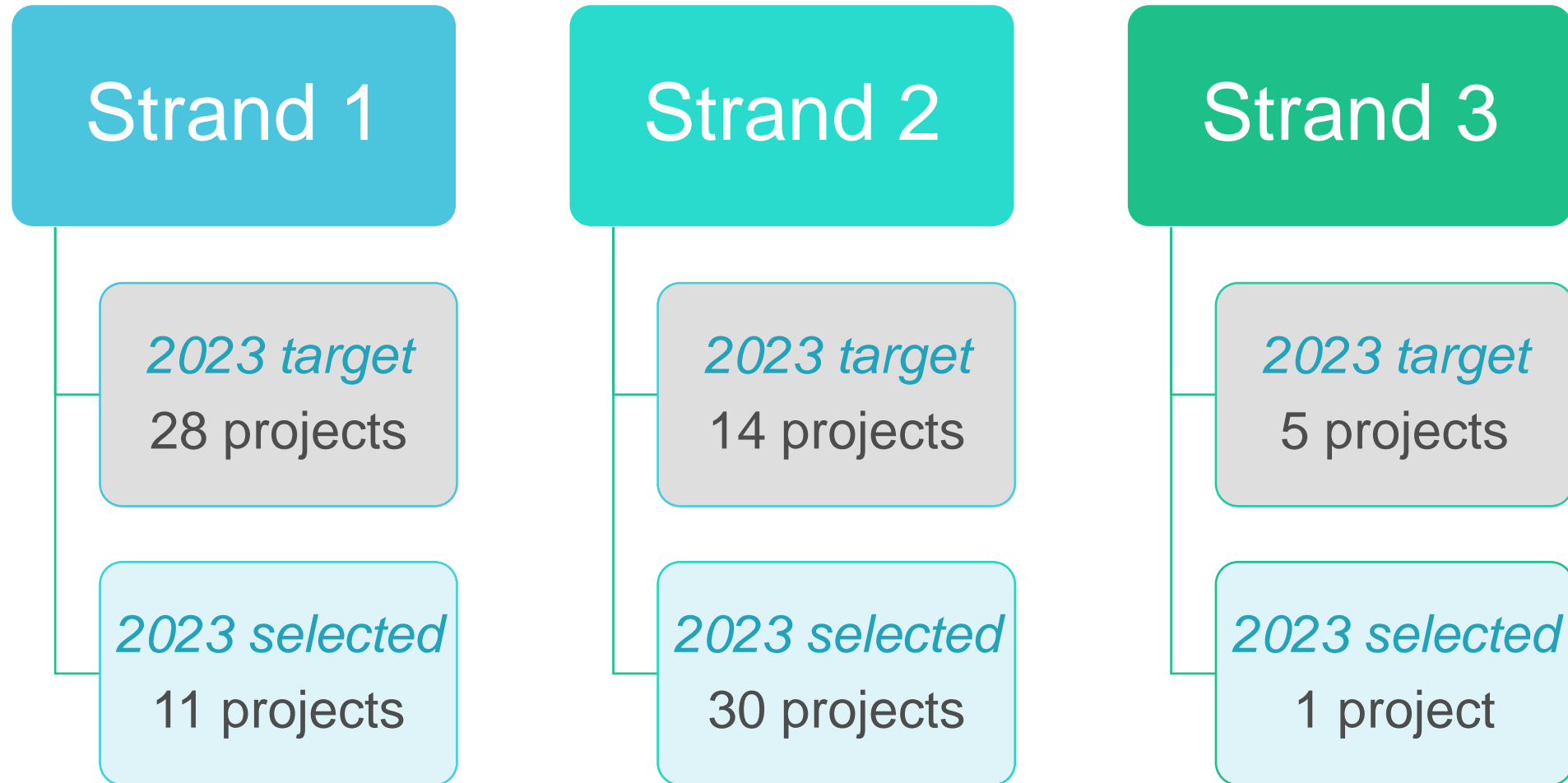


Sub-Saharan Africa in 2023 CBHE selection

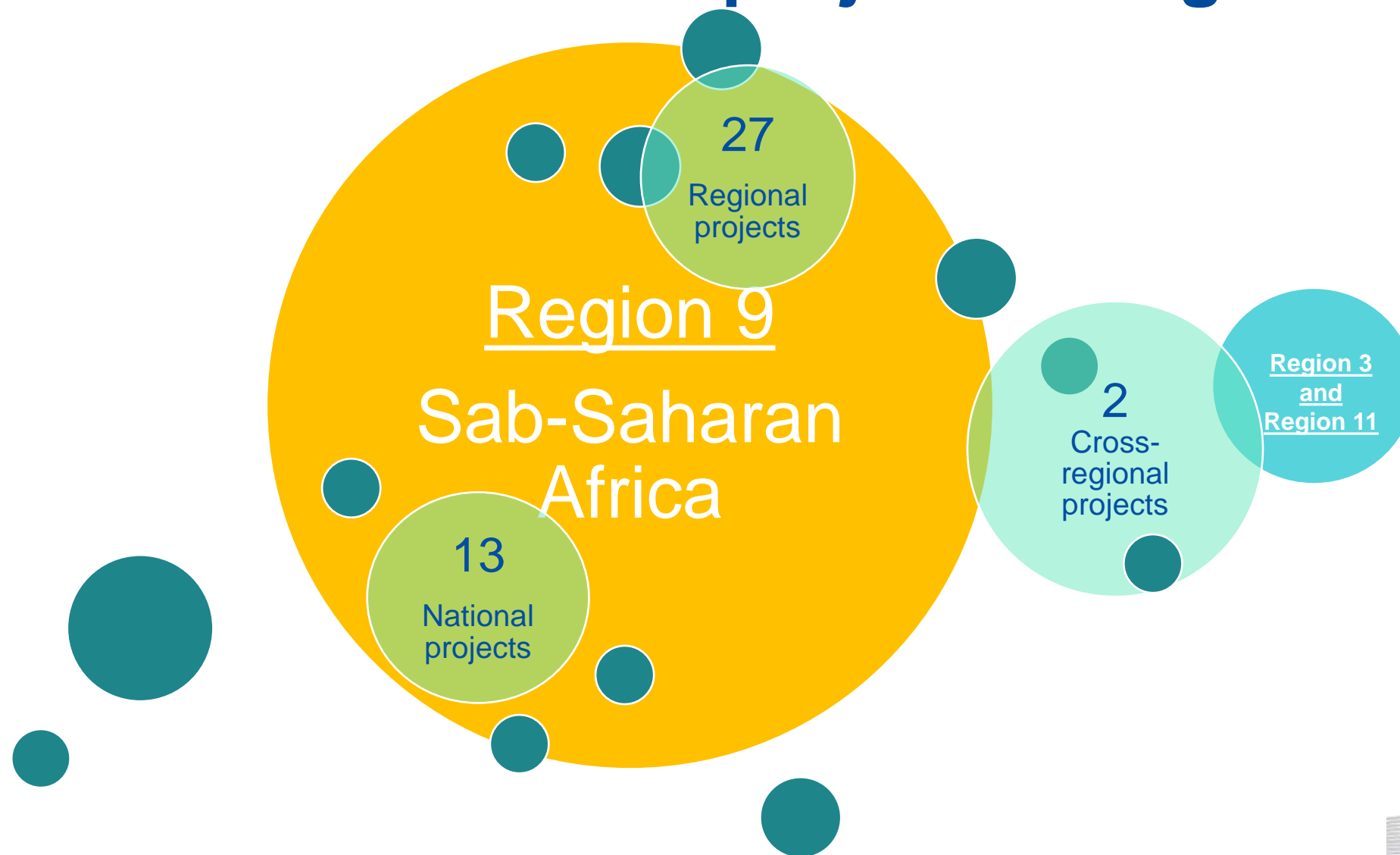
Context and statistics

Elena Palavrova, EACEA

Region 9 applications v/s selected projects (2023)



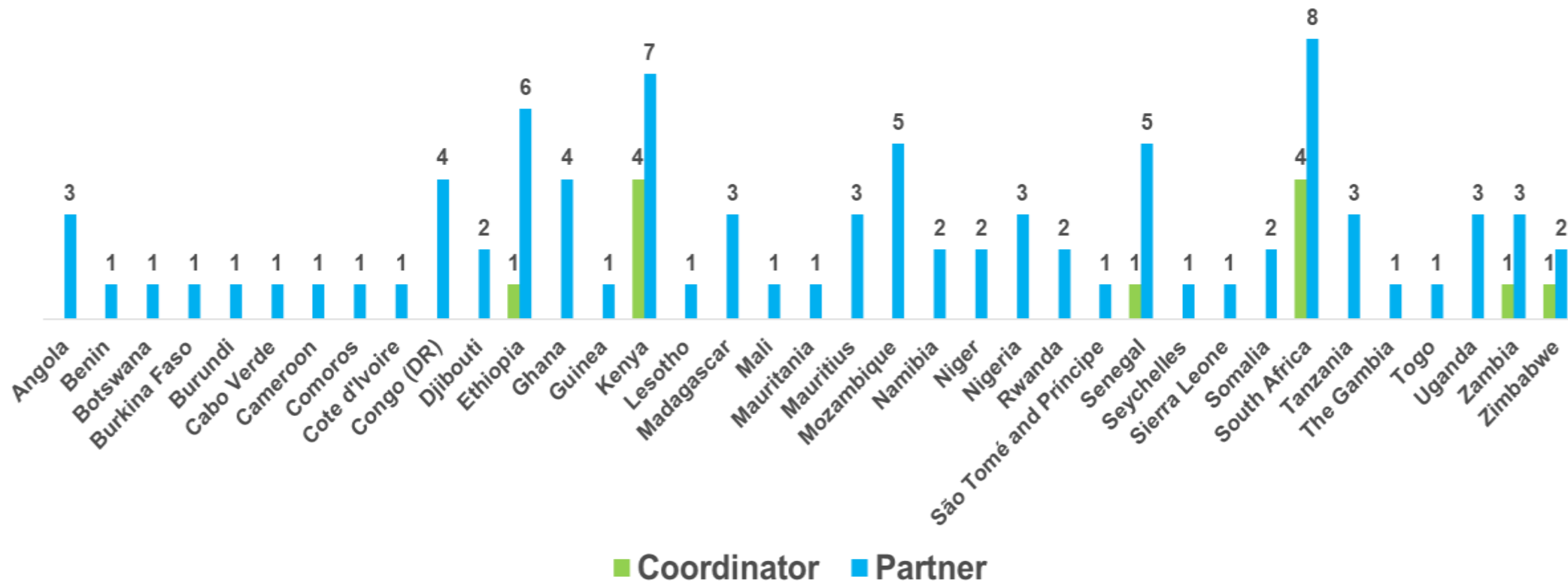
2023 CBHE selected projects – Region 9



2023 CBHE selected projects – Region 9



Sub-Saharan Africa in 2023 selected projects – country participation

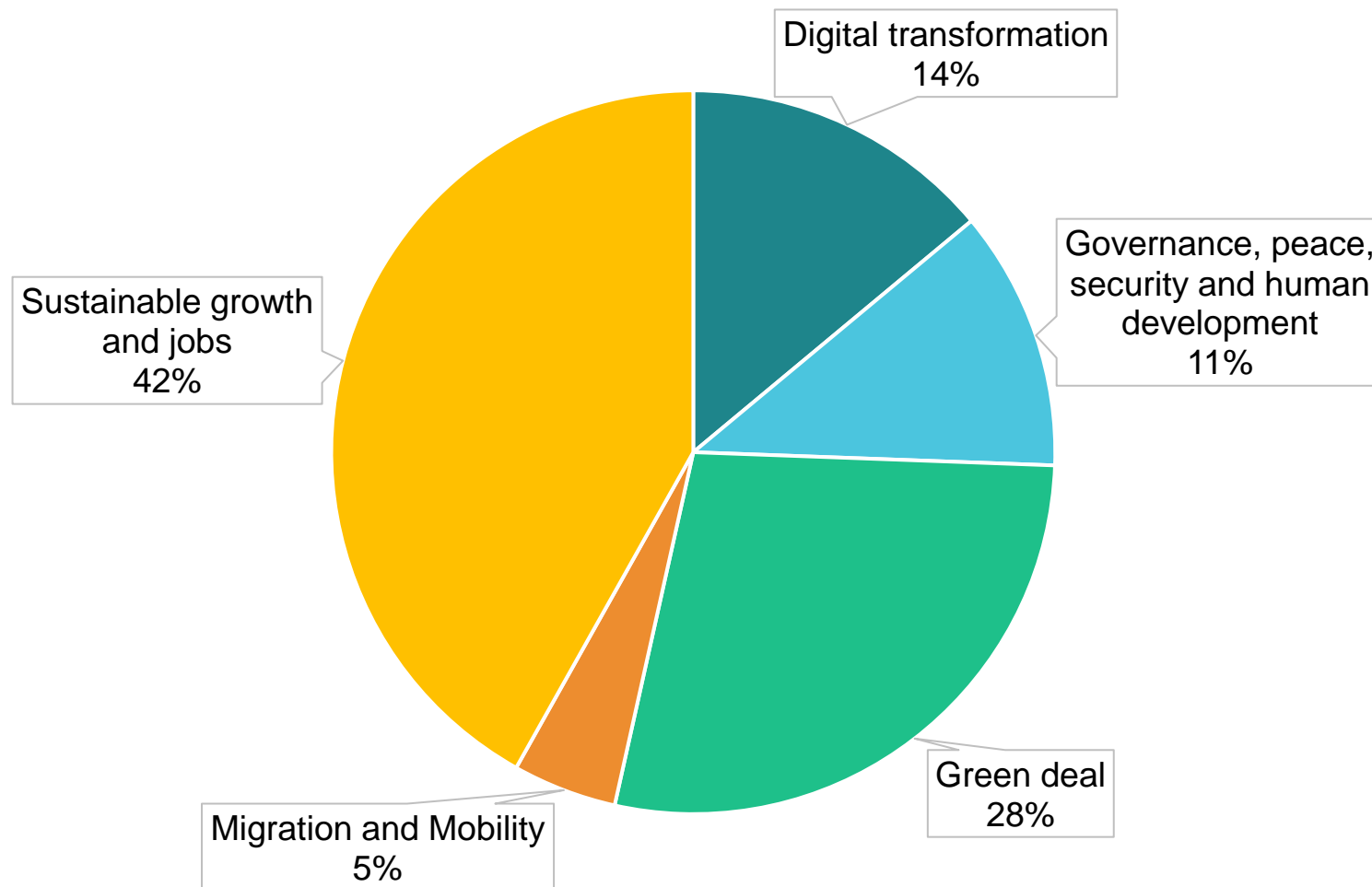


Join at
slido.com
#grant-holders



Overarching priorities in 2023 selected projects

– Region 9



2023 selected projects per priority – Region 9



Sustainable growth and jobs

- 5SCI
- ABC BlendEd
- AfroTrans
- AQUADEVBUS
- CAPSTONE
- COPAFEU
- Elevate-HER
- EngageSDGs
- ETATEI
- EtD-FaM
- HEI-Blue
- IMPAR
- MINNAGAN
- PhD4Moz
- ProTEEM
- QADoc
- SmartVille
- UNIHUBS
- UPLIFT-Ag



Migration and Mobility

- IIDEMIC
- MASSTER



Digital transformation

- AAF
- EU-ZW
- OSCAR 2.0
- PoMiSA
- ProCyD
- Pro-TELDE



Governance, peace, security and human development

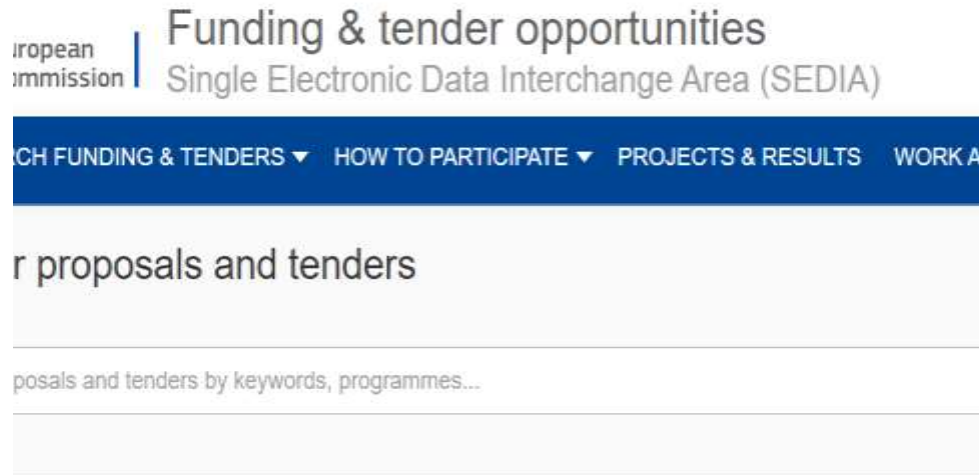
- 3is
- AngoSAP
- CLINICALSIM
- GOOD MAUR-NIG



Green deal

- advalue
- AGRECOFARM
- BREEDTECH
- DEEP FARM
- DEFI EAU
- GCUN
- NbS4AfrRes
- NEEMA
- NISHATI
- SLSIM
- TecBioFood

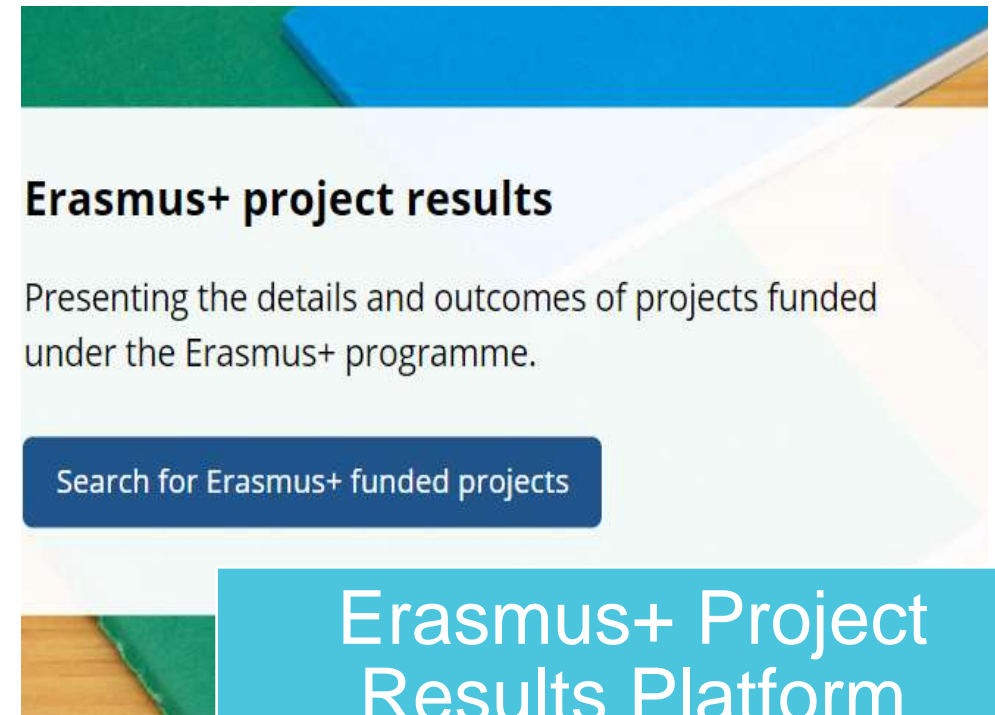
How to find information about other projects?



imes

FTOP

[Funding & tenders \(europea.eu\)](https://europea.eu)



Erasmus+ Project
Results Platform
[Projects | Erasmus+ \(europea.eu\)](https://projects-erasmus.eu)

Join at
slido.com
#grant-holders



Challenges in project implementation

Paivi Hernesniemi, EACEA

Common challenges



Complexity of international cooperation projects

- personalities/countries/cultures/currencies/timezones/legal framework
- Political situation



Active involvement of all partners



Good planning and time management



New rules: FTOP, lump sum II, deliverables, etc.

Common challenges



Heavy administrative
procedures



Accreditation of curricula



Measuring/achieving
quality and impact



Synergies between
projects

Project implementation rules

- Programme guide
- Grant Agreement



New system and rules

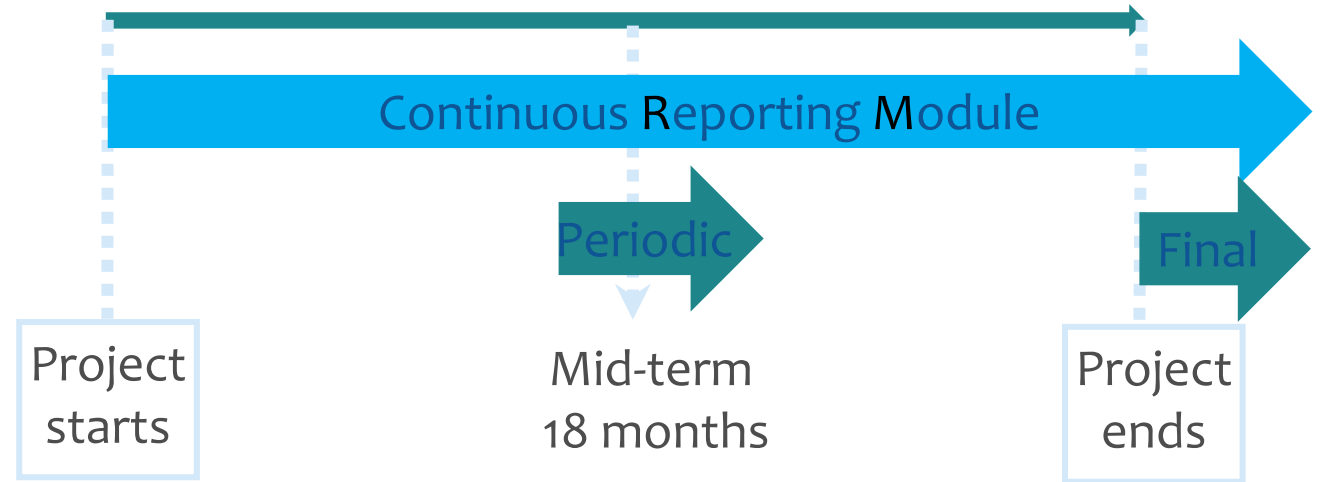
New platform: FTOP, SYGMA, COMPASS

New financial rules: lump sum II

New reporting approach

New way of communication with EACEA

- **Continuous** Reporting Module (periodic uploading of results)
- **Periodic** Reporting Module (linked to payment)



Don't start the implementation without...

Analysing with your partners:

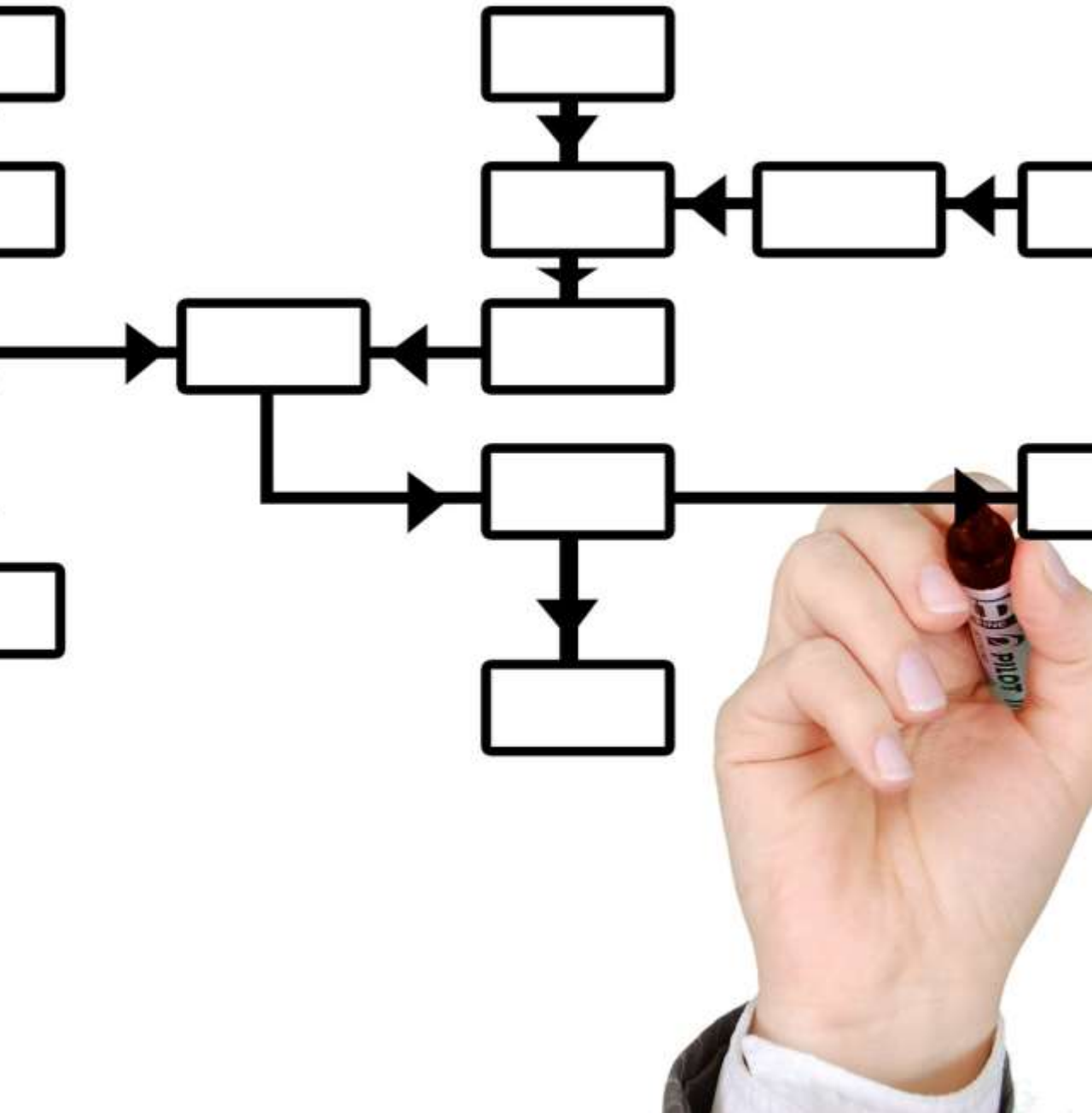
- the assessment comments to your proposal
- the grant agreement, including all annexes (Description of the action, budget, etc.)



How to deal with the Administrative Burden ?

- **Nominate** persons responsible for admin and follow up at each target country
- Start **data collection** from the start
- Foresee **Staff turnover**
(Replacements, bi-noms, handover notes)





Administrative management

- Define **Management bodies** & their composition
 - Prepare a simplified versions of the project management bodies, and roles and names of each responsible staff member and institution to be injected into the project website
 - Collection and follow up of timelines/activities
- Who is doing what? => document



Time is flying: some activities take time...

- Equipment purchase
- Development of curricula
- Accreditation of curricula
- ...

Curriculum development and accreditation

ACCREDITED and
taught at all partner
HEIs

In case of update of
existing curricula -
priority to update
compulsory subjects

Train a substantial n°
of teachers

Pilot course in year 3
of the project,
training a significant
n° of students

Involvement of
industrial partners

Visible on all HEIs'
websites

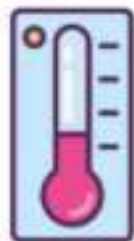
Accreditation to be obtained by end of Year 2

Pilot course in Year 3

For each updated subject, EACEA expects to receive:

- ✓ Learning outcomes
- ✓ Teaching methodology
- ✓ Number of credits allocated (ECTS or others)
- ✓ Manuals and textbooks to be used by learners
- ✓ Curricula content
- ✓ Date of start of pilot intake
- ✓ n° of students trained

Equipment



Equipment is **instrumental to project activities**.

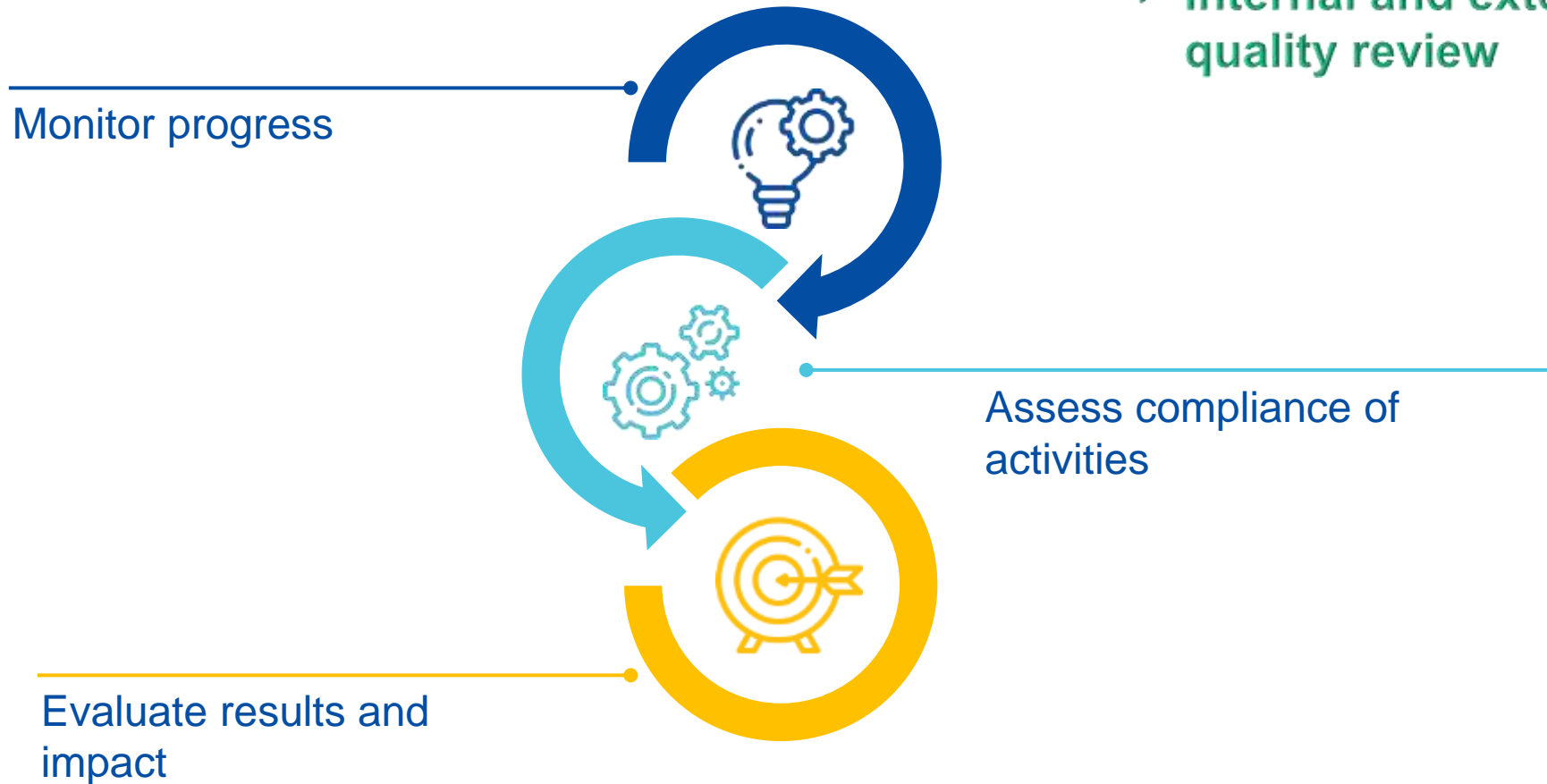
To be **purchased not later than 12 M before the end of the project**
(Programme Guide)

Identical equipment/amount for every single partner is **unrealistic** and shows no links with real needs of HEIs



Quality

- ✓ Quality plan
- ✓ Measurable indicators
- ✓ Internal and external quality review



Impact and dissemination

Draft dissemination, exploitation, impact and sustainability plan(s)

Define the target groups and tools

Visualise your project

Collect, analyse and document data

Measure impact at individual, Institutional, national and/or system, regional level

Communicate results rather than project activities



Help

Online Manual

[Continuous reporting on milestones & deliverables –
Online Manual - Funding Tenders Opportunities
\(europa.eu\)](#)

IT How To

[Continuous Reporting - IT How To - Funding Tenders
Opportunities \(europa.eu\)](#)

Help

EC HELPDESK for **BENEFICIARIES**

EC FUNDING TENDER SERVICE DESK EC-FUNDING-TENDER-SERVICE-DESK@ec.europa.eu

TEL+3222992222.

DELIVERABLES in SYGMA Portal

Grant Management

Project Continuous Report

228776 (228776 RIZOSKO ...)
ERASMUS-OG
Call: ERASMUS-JMD-2021-JMSC-OG-IBA
Topic: ERASMUS-2021-JMSC-CIFE-OG-IBA

Project Summary

Deliverables

Milestones

Critical Risks

Disseminat... activities

Communic... Activities

B2 Eforms

Events and Trainings

Financial support to 3rd parties

Deliverables and Other Reports

For each Deliverable, a single file (max 52MB) can be uploaded.

Add actual delivery dates (or new due date for late deliverables; together with an explanation for the delay). In the Comments, please indicate if the deliverable was achieved as planned or not.

The labels used mean:
Public – fully open
Sensitive – limited under the conditions of the Grant Agreement
EU classified – RESTREINT-UE/EU-RESTRICTED, CONFIDENTIEL-UE/EU-CONFIDENTIAL, SECRET-UE/EU-SECRET under Decision 2015/444

Show Filters Clear Filters

Work Pa	Delivera	Delivor	Deliverable Name	Description	Lead I	Type	Dissemin	Due Date	New Due D	Delivery De	Approval Date	Status	
WP1	D1.1	D1	D1 - Deliverable title crea	Deliverable description created at 03/11/2021 1...	AST	DEC	PU	28 Feb 20		03 Nov 20		Submitted	
WP1	D1.2	D2	R-PUJ		AST	R	PU	31 Jan 20				Draft	
WP1	D1.3	D3	R-SEN		AST	R	SEN	31 Jan 20				Pending	
WP1	D1.4	D4	DEM-R-UE		AST	DEM	R-UE/E	31 Jan 20				Submitted	

Validate

Contact with EACEA

- Please contact your Project officer
via the Participant Portal



[Communication with the granting authority - Online Manual - Funding Tenders Opportunities \(europa.eu\)](#)



Networking & Synergies

Take advantage of the networking possibilities through the FTOP and the Erasmus+ results platform



END

Practical project management

Regional workshop Sub Saharan Africa Project

7th February 2024, Online session

Speakers



Katuscia CIPRI, PhD, Eng
DIMA – Department of Mechanical
and Aerospace Engineering
Sapienza University of Rome - Italy



Godfrey J. SEMPUNGU
Head of Communication, Branding and
Marketing Department,
Kabale University - Uganda



Main information



DALILA - Development of new Academic curricula on sustainable energies and green economy in Africa

Partners: Sapienza University of Rome (IT), University of Cadiz (ES), State University of Zanzibar (TZ), University of Dodoma (TZ), Sahara Ventures (TZ), Uganda Martyrs University (UG), Uganda Christian University (UG), A Sud – Ecologia e Cooperazione (IT), INOMA (ES)



UMEME - new education system for Electric access development in tanzania

Partners: Sapienza University of Rome (IT), University of Cyprus (CY), University of Dar Es Salaam (TZ), Dar es Salaam Institute of Technology (TZ), Karume Institute of Science and Technology (TZ), UNeeD.IT Srl (IT), Studio Santi Limited (TZ), Electrical Transmission and Distribution Construction and Maintenance Company Limited (TZ)

NISHATI- building capacities in water, renewable energy and agriculture to enhance local resilience to climate change in africa

Partners: Sapienza University of Rome (IT), University of Cadiz (ES), Gulu University (UG), Kabale University (UG), University of Technology & Arts Byumba (RW), Catholic University of Rwanda (RW), University of Mzumbe (TZ), Sokoine University of Agriculture (TZ), Hydrowatt (IT), Studio Santi Srl (IT)

Main questions!

- What tips you would have to make the project a real project of collaboration instead of all the partners working in separate silos independently?
- How you have tackled with differences in views on cooperation and how you have managed or not to get all the partners same page and to achieve for the same goals?
- Tools and templates for follow up of events (workshops and project meetings), deliverables, quality assurance and dissemination.

Methodology

Main Goal	Description	Tools
1– Awareness on Programme and management roles	From the beginning of eligible period, Consortium should work to make all partners aware of the requirements/obligations of programme and project. All documents must be available and easily accessible (Grant Agreement, Programme Guidelines, link to Funding & Tenders Portal, etc).	Internet area (Cloud or an ad hoc platform) with a distribution per folders which reflects the project structure (e.g. WPs, Tasks and Deliverables)
2 – Knowledge of Financial rules and risks	In general the coordinator is responsible for the training of Partners on Programmes regulations and financial issues, reporting the information provided by the EACEA . Each partner, independently from the past experiences in the calls, should develop full competences of the management of Grant, in order to avoid mistakes and losses of money.	<ul style="list-style-type: none"> ▪ One person dedicated to financial verification ▪ A person for the administrative activities per partner ▪ Training on financial issues during each meeting ▪ Bilateral meeting (face to face and online) ▪ Template for the distribution of hours/days among staff members and the planning of the expenditures ▪ Intranet area for the storage of financial and project documents (deliverables, outputs, ...), and for the remote control of their correctness
3 – Awareness on roles and responsibilities	Each partner is responsible for the activities it is in charge for! The Applicant has the role of coordinator, and it is not responsible for the development and delivery of project tasks. The goal is decentralization!	During the meetings and promotional events Coordinator should leave to each WP leader the responsibility of illustrating tasks and deadlines to the consortium, just as coordinating the partners involved.

Lump Sum?


Tools and templates – Intranet Area

My Drive > PROJECTS 2019 > ERASMUS+ - DALILA > Project ▾


Name ↑

- 👤 EACEA
- 👤 Final Proposal
- 👤 Other requests
- 👤 Stakeholders and Beneficiaries
- 👤 WP1 - Set up of DALILA Project Framework
- 👤 WP2 - Development of competences and new courses
- 👤 WP3 - Modernization of learning Green Moocs
- 👤 WP4 - Green courses delivery at target universities
- 👤 WP5 - Green and business: support to employability
- 👤 WP6 - Quality, Monitoring and Sustainability
- 👤 WP7 - Dissemination & Results
- 👤 WP8 - Management of project activities

















GROUP: Sapienza University of Rome (Sapier ▾)
USER: **KATIUSCIA CIPRI**




SAPIENZA
UNIVERSITÀ DI ROMA


 ADMIN  REGISTRY  FINANCIAL  DOCUMENTS  HELP  LOGOUT

 » Info  » SUMMARY  » Show Admin  » SEARCH  » STAT  » Manage rate


FINANCIAL MODULES




Staff Costs
Contribution to beneficiary institutions for staff performing tasks necessary to achieve the objectives of the project




Travel Costs
Travel for staff/students participating in eligible activities related to the achievement of the project



Costs of Stay
Stay for staff/students participating in eligible activities related to the achievement of the project



Subcontracts
Implementation of specific tasks, by third party, to which a contract is awarded by one/several beneficiaries



Equipment
Devices relevant to the objectives of the project and foreseen in the application and in the description of budget

Methodology



Main Goal	Description	Tools
4 – Development of a collaborative approach	A collaborative process starts with the building of the same vision and the agreement on a common methodology of work. Having accepted the common method, it guarantees that all will follow the same path.	<ul style="list-style-type: none"> ▪ Periodic meetings (monthly) ▪ Partnership Agreement ▪ Quality and Monitoring strategy
5 – Sharing of responsibilities and efforts	Leave the responsibility of running the Task(s) to the WP leaders. During the meetings the leader presents activities/status/delays also involving the other partners participating in the same WP.	Periodic meetings
6 – Valorization of differences	To involve the beneficiaries from the beginning in the promotion of the project and also insert it on a graphic level in the culture in which you are going to operate.	<ul style="list-style-type: none"> ▪ Creation of the logo (Logo competition) ▪ Promotional materials ▪ Website ▪ Local communication channels
7 – See the partner(s) as the best expert(s) of the local reality(ies)	The coordinator must bring out any risks connected to the realities, but the estimation of the same, the times and ways to solve them should arise from the local partners (i.e. mobility–visa, purchasing and shipping of equipment) - do not impose an European vision/approach in a context that works differently.	<ul style="list-style-type: none"> ▪ Collaborative and transparent approach ▪ Peer relationship ▪ Co-design of a project managed and implemented as peers
8 – Design and development of common templates	Once agreed in a common strategy and method, Consortium should work in the development shared tools like template, guidelines, form for the harmonization of activities and results.	Templates for syllabus, teaching notes, MOOCs (Storyboard, Filming script, video's structure and contents), financial internal reports, ...

Tools and templates



Co-funded by the
Erasmus+ Programme
of the European Union

Storyboard – what and why?

Item No.	Screen Title	Description	Screen Text	Audio Script	Graphics
D0005	Creating a Positive Self-Image – Helpful Tips: Feeling Great About YOU	Guides the learner through written exercise for improving self image.	<p>"Which would be longer? A list of all the things that are great about you, or all the things that are terrible?"</p> <ol style="list-style-type: none"> List out ten things that are great about YOU. Put the list in a place you look at every day, like your bathroom mirror. Take the time to read the whole list AT LEAST once a day – more is better. Then make another list of five other things you like about yourself. Every week, write a new list – and read it repeatedly. Soon, you'll be familiar with all your positive qualities. <p>Click Next to continue.</p>	<p>If I asked you to write a list of all the things that are great about you, and all the things that are terrible, which would be longer? Which would you have a harder time filling out? The truth is, no one is perfect, but we all have great qualities. Sometimes we just need to remind ourselves of that. Here's an easy way to do it:</p> <ol style="list-style-type: none"> List out ten things that are great about you. Put the list in a place you look at every day, like your bathroom mirror. Take the time to read the whole list AT LEAST once a day – more is better. Then make another list of five other things you like about yourself. Every week, write a new list – and read it repeatedly. Soon, you'll be familiar with all your positive qualities. <p>Click Next to continue.</p>	<p>Quote fades in center of screen</p>  <p>Display list on sheet of paper.</p> 

<https://learn2engage.info/series-laying-elearning-storyboard/storyboard-sample-2/>

DALILA - Development of new Academic curricula on sustainable energies and green economy in Africa
Project Reference Number 609853-EPP-1-2019-1-IT-EPPKA2-CBHE-JP



3. DELIVERABLES / RESULTS PROGRESS INDICATORS TABLE

The table below reports: the deliverables / results as defined in the logical framework, the related indicators of achievement and the deadline as per initial project workplan. The other columns in red will report about the status of the achievements. The table format and the green light icons aim to provide a project overall picture in order to easily track the status of the project implementation progresses and the related indicators as well as the corrective measures (if any) taken towards the achievement of the project results and the related deliverables during the reporting period.

Deliverables / Results as per logframe	Foreseen indicator of progress	Deadline as per project design	Actual status	Actual indicators of progress / achievement	Corrective measures adopted – if any
1.1: Design...		10/01/2020	● ● ●		
		15/03/2020			
		15/04/2020			
		30/05/2020			
		15/06/2020			
		10/05/2020			

COURSE'S ELABORATION TEMPLATE

Code	Title
University	
Faculty	Department/School
Year of delivery	Semester
ECTS/Credits	Language
Pre-requisite(s)	
Attending modality	
Professor/Teacher	Department
E-mail	Phone
Workload distribution Total hours per module (1 ECTS = 25 workload hours, 8 hours of lecture in presence)	
Lectures	Tutorial
Laboratory	Homework
Project Work	
Specific teaching Objectives of the course/Learning outcomes (Dublin Descriptors)	

1.4.	GRID-CONNECTED AND STAND-ALONE SYSTEMS	
1.5.	NATIONAL REGULATIONS, NORMS AND INCENTIVES: CASE STUDY FOR TANZANIA	
1.6.	SUGGESTED SEQUENCE OF CLASS DISCUSSION	
1.7.	SUPPLEMENTAL MATERIALS AND THEIR USE	
1.8.	CASE STUDIES/LABORATORY ACTIVITIES	38
1.9.	BIBLIOGRAPHY OR DIGITAL MATERIALS	38
1.10.	HOW THIS MACRO-FIELD CAN BE LINKED WITH OTHER MACRO-FIELDS IN THE CONTEXT OF ALL DALILA COURSES	38
CHAPTER 2		39
THERMAL SOLAR COLLECTORS		39
2.1.	SOLAR THERMAL COLLECTORS	39
2.2.	SOLAR COLLECTORS FOR HOT WATER AND HEATING	43
2.3.	SOLAR COLLECTOR FOR COOLING OR AIR CONDITIONING	44

Syllabus



European
Commission

Methodology

Main Goal	Description	Tools
9 – Internal communication and collaboration	A good and honest communication among partners should take in consideration the different cultures, traditions and everyday routine. Consortium should work all together finding a common language! The process can be supported by an in-depth knowledge of staff members.	<ul style="list-style-type: none"> ▪ Periodical/monthly meeting (online) ▪ Face to face meetings
10 – Dissemination	Each Country/culture has preferable channels of communication for the different target groups. Take care to investigate the different channels (existing and new) asking directly to the partners and try to optimize them without forcing them in the adoption of standardized tools.	<ul style="list-style-type: none"> ▪ Decentralization of the activities ▪ A person of the WP leader staff fully involved in the coordination and collection of promotional materials and activities ▪ Communication and dissemination Plan
11 – Analysis of risks	Anticipate activities by evaluating them according to foreseeable risks, discussing them with the local coordinators of the beneficiary partners.	<ul style="list-style-type: none"> ▪ Periodical/monthly meeting (online) ▪ Face to face meetings
12 – Perception of internal staff of the Institutions	Usually, university staff has a “Task oriented” approach, while the new call ask to establish a “Time oriented” approach. Project and local coordinator should support the transition informing the members, training them and giving the right time for the change.	<ul style="list-style-type: none"> ▪ Training focused on the innovations in the work procedure also with administrative staff and professors ▪ Meetings ▪ Bilateral meeting



Challenges!

- University
- Mobility: costs and VISA
- New curriculum for students!
- Motivation of internal staff
- Tender
- Dealing with bureaucratic institutions
- Curriculum requirements for students exchange
- New regulation: lump sum!

African perspective

Needs, priorities and progress

Kigezi- 'Switzerland of Africa'



Progress...

Moving towards the right priorities:

- Energy question
- Food
- Access to education

Different challenges are giving rise to new possibilities, intervention in value addition

Participatory development engagement is increasing sustainable result acquisition





Knowledge management

Building trust systems in experts and contextualized solutions & guidance are ensuring acquisition of relevant data, access to it & a commitment to not just supporting knowledge creation but ensuring better knowledge management practices

Collaborations



360 involvement: collective gap identification, joint solution crafting and implementation to build ownership



Tail end stakeholder involvement for sustainable results

Tips for collaboration

- Organize regular meetings (online meetings)
- Set the plans together
- Organize activities involving students from the collaborating institutions (common online classes)
- Leverage the use of new technologies (e.g. software and devices)
- Agree in advance on each other's expectations
- Remember to take into consideration cultural differences

Thank you - Asante Sana

 Godfrey SEMPUNGU

 gsempungu@kab.ac.ug

 Katuscia CIPRI

 katuscia.cipri@uniroma1.it



© European Union 2020

Unless otherwise noted the reuse of this presentation is authorised under the [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/) license. For any use or reproduction of elements that are not owned by the EU, permission may need to be sought directly from the respective right holders.

Slide 10: [element concerned](#), source: unplash.com





Thank you



© European Union 2020

Unless otherwise noted the reuse of this presentation is authorised under the [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/) license. For any use or reproduction of elements that are not owned by the EU, permission may need to be sought directly from the respective right holders.

Slide xx: element concerned, source: e.g. Fotolia.com; Slide xx: element concerned, source: e.g. iStock.com