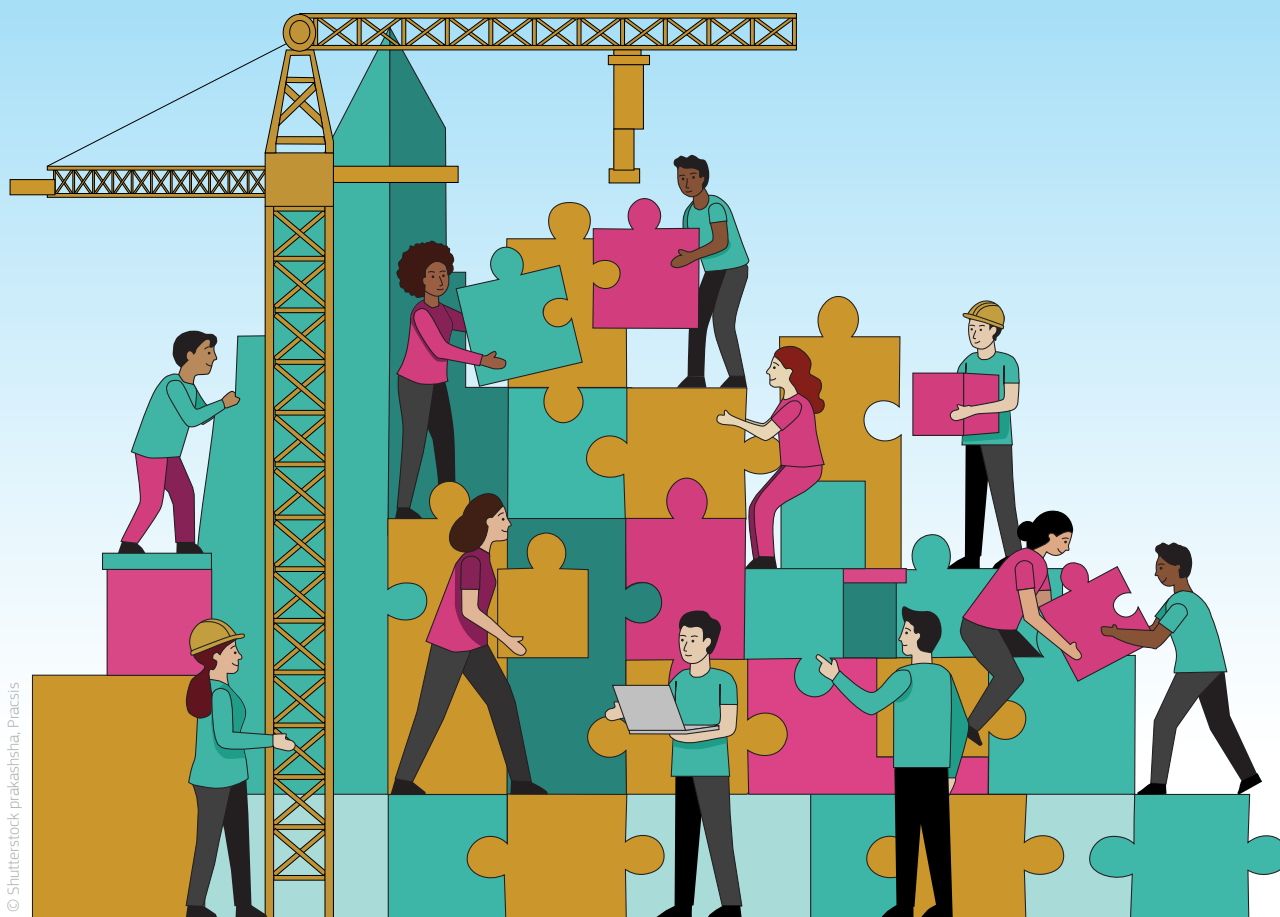


Erasmus+ projects

Developing skills for the future



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prepared for the

2026 Erasmus+ Week for Sub-Saharan Africa
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About this publication

In an increasingly volatile world, technology, climate change, and global connections are reshaping economies and social interactions. Skills development is increasingly recognised as an important contributor to economic participation, individual and institutional resilience and social stability.

The publication for the meeting that will be held in Dakar in May 2026, highlights how inspiring Erasmus+ projects across Sub-Saharan Africa serve as a tangible anchor for bridging the gaps between education and labour market entry, fostering entrepreneurship, and preparing professionals for the challenges and opportunities of the 21st century. The underlying idea of this publication is simple yet powerful: competencies open doors. To achieve this, we must adopt a collaborative, inclusive, and multifaceted approach to train and develop the talent of professionals.

The Erasmus+ programme fosters collaboration between African and European universities to address critical priorities, including:

- Sharing best practices and innovative strategies to enhance institutional resilience.
- Developing tailored solutions that align local needs with global challenges.
- Building networks to support lifelong learning and career development.

These objectives are advanced through targeted actions: capacity building projects strengthen institutional frameworks by driving systemic changes, infrastructure developments and teaching methods, contributing to the broader policy objectives that are being pursued between the European Commission and the third countries not associated to the Programme; mobility schemes enable hands-on collaboration to co-create context-specific solutions and collaboration; and joint programmes establish durable partnerships that facilitate long-term academic and professional development across regions.

Moreover, the COVID-19 pandemic underscored the urgent need for strengthened health systems and a skilled health workforce across Sub-Saharan Africa. Erasmus+ projects have risen to this challenge within the Sustainable Development Goal 3, which aims to ensure healthy lives and promote well-being for all at all ages, by supporting curriculum modernisation in medical and public health

education, fostering digital health literacy, and promoting cross-border collaborations to address shared health threats. The role of education in tackling all these challenges is further recognised in the importance attached to Sustainable Development Goal 4, reinforcing the interconnectedness of health and learning outcomes.

Investment in healthcare infrastructure and capacities is one of the five priority areas for the European Union's Global Gateway strategy. This aims to boost smart, clean and secure connections in digital, energy and transport sectors, and to strengthen health, education and research systems across the world. Naturally there is a key role for education in all sectors to develop the skills required to plan and roll out this infrastructure, as well as for the practitioners who will use it. Erasmus+ already plays this flanking role, and the EU is keen to further align and mobilise this potential.

Consequently, the thematic focus of this compendium seeks to integrate the competencies that position

our health professionals as drivers of innovation in managing a variety of disciplines, including vaccinology, nutrition, water sanitation and health security, maternal health or infectious diseases.

Erasmus+ is a gateway to creating inspiring projects and building bridges between institutions, organisations, and individuals to establish new support networks within the European Union and beyond. By sharing best practices, lessons learned, and scalable models, this compendium aims to inspire new collaborations and deepen the impact of Erasmus+ in Africa, ultimately contributing to a more resilient, skilled, and connected continent.

This publication is not a scientific study on the topic but draws on existing project descriptions available on the Erasmus+ Project Results Platform. The text is based on the projects' own descriptions of their objectives and partnerships, which can be viewed on the platform.

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



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The Erasmus+ international dimension in Sub-Saharan Africa

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

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

In addition to an overall budget for the Erasmus+ Programme of EUR 26.2 billion for seven years (2021–2027), EUR 2.2 billion are reserved for international cooperation with non-European countries. Of this amount, Sub-Saharan Africa represents 27% of the budget allocated to third-country partnerships, reflecting the EU's strategic priority to strengthen educational and youth collaboration with the region.

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

- Support to staff and student mobility in higher education: via International Credit Mobility and Erasmus Mundus scholarships.
- Cooperation between European organisations and institutions and their peers in other regions in Capacity Building projects in three sectors: higher education, vocational education and training, and youth. Cooperation within Erasmus Mundus Joint Masters is backed up by EU-funded scholarships and preparatory initiatives for new masters programmes called Erasmus Mundus Design Measures.

Erasmus+ International Credit Mobility (ICM) partnerships between Europe and Sub-Saharan Africa funded between 2022 and 2025 are exchanging over 43,000 students and academic staff. Of these, 67% were African. The Capacity Building in Higher Education (CBHE) component saw the approval of 173 projects, with 886 instances of participation from Sub-Saharan African institutions. For Capacity Building in Vocational Education and Training (CBVET), 87 projects were approved with 332 participations from Sub-Saharan African entities. The Capacity Building for Youth (CBY) strand, though newer, has already approved 15 projects since 2025, involving 65 African organisations.

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

Look in the Beyond Europe tab

International Erasmus+ opportunities open to Sub-Saharan Africa in partnership with Europe.

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

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

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

accessibility of higher education in third countries not associated to the Programme as a driver of socio-economic development.

Capacity Building projects in the field of Vocational Education and Training (VET) supports international cooperation projects based on multilateral partnerships between organisations active in the field of VET in (i) EU Member States or third countries associated to the Programme and (ii) third countries not associated to the Programme. They aim to support the relevance, accessibility, and responsiveness of VET institutions and systems in third countries not associated to the Programme, as a driver of sustainable socio-economic development.

Capacity Building projects in the field of Youth (CBYOUTH) support international cooperation initiatives based on multilateral partnerships between organisations active in the youth sector in: (i) EU Member States or third countries associated with the Programme and (ii) third countries not associated with the Programme in the EU’s neighbourhood and in Sub-Saharan Africa. They aim to strengthen international cooperation in the field of youth and non-formal learning, as a driver of sustainable socio-economic development and well-being among youth organisations and young people.

Erasmus+ Virtual Exchange (EVE) projects are online people-to-people activities promote intercultural dialogue between Africa and Europe, and soft skills development.

Jean Monnet Actions in the field of Higher Education support teaching and research in the field of EU studies worldwide (EU history, aims, structures, functions and/or its policies). They also strive to function as a vector of public diplomacy towards third countries, promoting EU values and enhancing the visibility of what the EU stands for and what it intends to achieve.

Erasmus+ in Sub-Saharan Africa: working with partners

The EU promotes these international activities to partners in Africa and Europe. We work with a network of [Erasmus+ National Focal Points \(ENFPs\)](#) and the EU’s Delegations (= embassies) in countries across the region.

Further reading:

- [The Union of Skills](#)
- [African Union Skills Week](#)
- [African Union – EU Summit 2025](#)

Previous compendia for Sub-Saharan Africa:

- [Digital transition, 2024](#)
- [Green transition, 2025](#)



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DigHealth

Micro-credentials in digital health for Ethiopia and Somalia


Capacity Building Higher Education

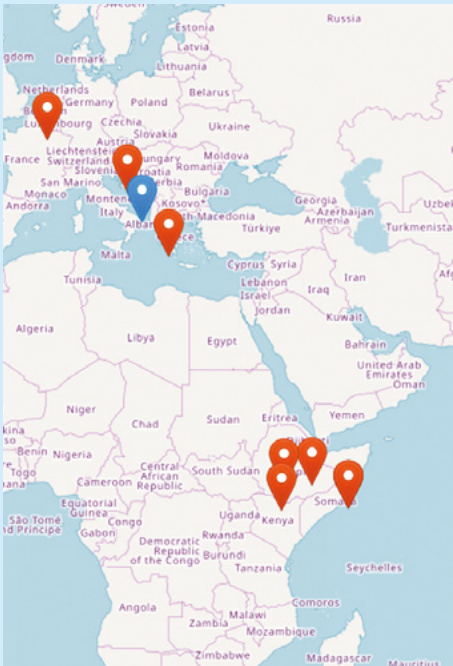
From 01.12.2024 to 30.11.2027

Coordinator: RIT CROATIA, Croatia

Participants: Ethiopia, Somalia, Croatia, Belgium, Greece

 [Project information](#)

 [Digital transformation in healthcare](#)



Summary

Recent global challenges have underscored the urgent need to accelerate the digital transformation in healthcare. Particularly in low-income countries, patients encounter substantial barriers to accessing medical services due to inadequate infrastructure, compounded by other crises such as political instability and civil unrest. These factors contribute to a scarcity of medical professionals, hinder access to remote regions, and escalate the risk of mortality from severe illnesses. This context highlights the critical role of digital health solutions in bridging the healthcare gap, underscoring the necessity for innovation and strategic digital integration to enhance healthcare delivery and patient outcomes.

According to the World Health Organization (WHO), since 2020, 68% of countries have experienced interruptions in the provision of medical services, including monitoring diabetes, hypertension, and cancer screening. Such failures threaten an increase in mortality from serious diseases, the WHO (2022) notes. The situation is particularly exacerbated in certain regions of the world with a vast geographical expanse and low-income such as Ethiopia and Somalia. Lack of medical staff or difficulties in reaching remote regions can be overcome by the support of telemedicine and digital health. Higher education can play a crucial role in training specialists in the domain of digital health.

Project Goal:

DigHealth aims at strengthening academic capacity of teaching staff on digital health in Ethiopia, and Somalia via development and implementation of micro-credentials equipping future doctors of the digital skills needed in the health sector.

Project Outputs:

The development of the micro-credentials in digital health goes through the following steps:

- Need and competences analysis (involving relevant stakeholders).
- Capacity building activities to train teaching staff and design new courses (micro credentials).
- Test and validate the new micro credentials in digital health in each.

NEEMA

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

Capacity Building Higher Education

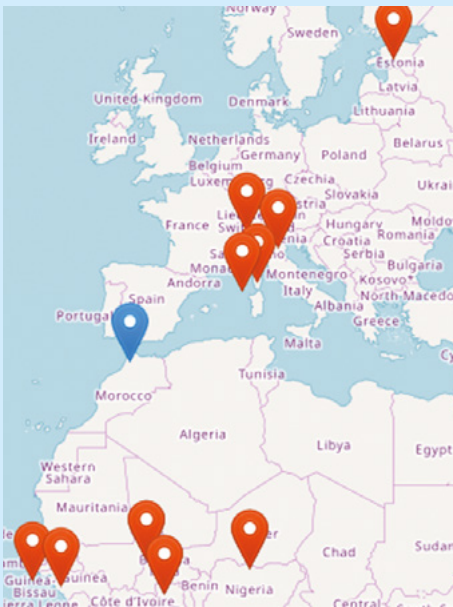
From 01.02.2024 to 31.01.2027

Coordinator: UNIVERSIDAD DE SEVILLA, Spain

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

[Project information](#)

-  Nutrition
-  Education



Summary

NEEMA means food in Fula, a Senegambian language. The starting hypothesis of the NEEMA project is that the conceptual framework provided by the European Green Deal (EGD) and the Farm to Fork (F2F) Strategy must be adapted to the conditions of the Sahel and West Africa (WA), identifying, minimising and reducing its negative impact on Food and Nutritional security, especially for the most vulnerable populations.

Project Goal:

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

Project Outputs:

The project is implemented by the NEEMA consortium, established in June 2021 and made up of 14 HEIs from Africa (8) and Europe (6), with the participation of leading universities from the Ulyseus Alliance. The main outcome of the project is the new and adapted FNR curriculum, an FNR Social Innovation Pilot Model, the development of the NEEMA Strategy and Action Plan on FNR challenges in the WA-Sahel region and the creation of a Regional FNR training and research Network. The project contributes to strengthen and modernise the 8 participating African HEIs through the generation and transfer of new knowledge, adapted to local needs.

e-MAMA

Developing Post Graduate Training Programme for Maternal Mental Health in Sub-Saharan Africa

Capacity Building Higher Education

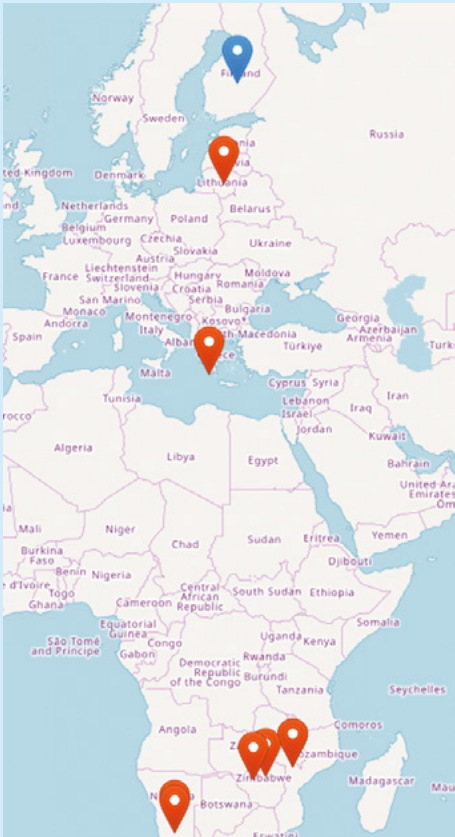
From 01.09.2023 to 31.08.2026

Coordinator: TURUN
AMMATTIKORKEAKOULU OY, Turku,
Finland

Participants: Namibia, Malawi, Zambia,
Greece, Latvia

 [Project information](#)

 **Maternal health**



Summary

Worldwide 10-15% of pregnant mothers suffer from a mental disorder, primarily depression. Poor health infrastructure and minimal health care resources with less than 1% of the health budget allocated to mental health worsen the mental health gap in low and middle-income countries. This leads inevitably to poor or non-existent access to care. Better education and knowledge on mental health issues have been shown to improve economic prosperity in life. Still, Sub Saharan African (SSA) countries lack the well-educated healthcare professionals to deal with these issues. WHO has firmly stated an urgent need to increase LMIC workforces by an estimated 239 000 full-time staff (e.g. nurses, midwives) to bridge the mental health gap. Malawi, Namibia and Zambia have an urgent demand for higher education and screening and treatment protocols of maternal mental disorders in primary care settings.

Project Goal:

To respond to this need, eMAMA builds capacity and competencies on maternal mental health in SSA. The action research-based methodology of the eMAMA project is being carried out over 36 months. It involves six (6) work packages (WPs) targeting HEIs, working life and policymakers through four (4) specific objectives:

1. Exploring Maternal Mental Health Best Practices,
2. Developing Post Graduate Training Programme (30 ECTS),
3. Developing an eMAMA mobile application and
4. To ensure project visibility, result's exploitation and wide impact through eMAMA stakeholders.

Project Outputs:

e-MAMA reforms degree programmes on maternal health and implements innovation pedagogy and best practice guidelines in SSA. Some 300 healthcare professionals participating in the piloting and 30 NGOs with nine participating universities collaborate during the project lifetime. The project enforces international collaboration, contacts and communication at the policy level and sharing experience and expertise across the EU and SSA.

BIONET

Euro-African Biomonitoring Network for the assessment of environmental exposure in population through universities and occupational health services

Capacity Building Higher Education

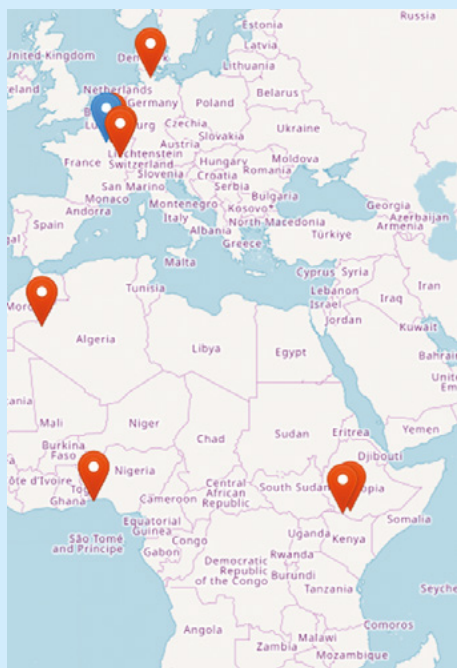
From 01.02.2023 to 31.01.2026

Coordinator: KATHOLIEKE UNIVERSITEIT LEUVEN, Belgium

Participants: Belgium, Benin, Denmark, Ethiopia, Luxembourg, Morocco

[Project information](#)

-  Health
-  Education



Summary

In most African countries, there is no systemic human biomonitoring and research on environmental exposure and the impact on the health of the African population.

Project Goal:

The objective of this project is closer cooperation between European (Belgium, Luxembourg, Denmark) and African (Morocco, Benin, Ethiopia) universities by co-building capacities in environmental health for the assessment of environmental exposure in the population through universities and occupational health services. This is done by promoting international training of researchers and health professionals, forming research groups, upgrading infrastructures for health monitoring, and establishing an African surveillance system with occupational physicians and university researchers, which allows for the collection of statistically representative biomonitoring data on environmental agents and health.

Project Outputs:

A preparatory phase mapped the current state of the art, i.e., experience, needs and priorities, in the different African countries (WP2). Targeted initiatives were then set up to enhance the education of researchers and occupational physicians in training. The project provides guidance, counselling and coaching for HEIs in environmental health research, make them familiar with EU standards, and aid in the set-up of national environment and health research groups (WP3). Meanwhile, a sentinel surveillance network for human biomonitoring (WP4). The results of the previous work packages are used to connect European and African academics and health professionals specialized in environmental health to share and multiply the national and internal experience and expertise. This is done by communication and dissemination through our joint website, meetings and conference(s)(WP5). The whole project ensures the quality through a dedicated work package on management (WP1).

TecBioFood

Expertise and Technology for Sao Tome and Principe: Bioresources for Food

Capacity Building Higher Education

From 01.01.2024 to 31.12.2026

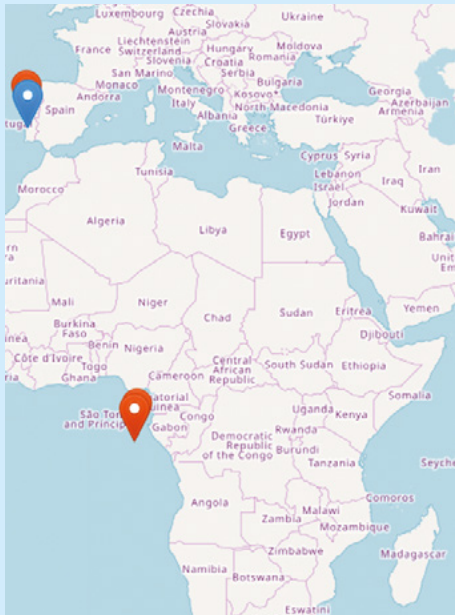
Coordinator: UNIVERSIDADE DO PORTO, Portugal

Participants: Portugal, Spain, São Tomé & Príncipe

 [Project information](#)

 **Bioresources**

 **Sustainability**



Summary

Sao Tome and Principe (STP) have economic, educational and Public Health weaknesses. However, STP has a high level of diversity in fruits and vegetables biodiversity, underexplored in terms of Food Technology, as well as their potential nutritional value, which is our great inspiration to go forward with the TecBioFood proposal.

Project Goal:

The major goal is to improve competences at higher and technical education in Food Science and Technology through its bioresources, with the purpose to enhance STP sustainable development. For that, European Universities (Porto/Vigo) will transfer knowledge/competences to University of STP (USTP) + Institute of Accounting, Administration, and Informatics (IUCAI) by a joint proposal for 1st/2nd cycle courses curricula improvement and by a comprehensive formation plan, using innovative online and face-to-face pedagogical methods, and involving theoretical, technical, and hands-on approaches. It implements a Food Technology Laboratory at USTP, for the practical classes of the transformation of raw food.

Project Outputs:

The best processing methods are tested by the USTP trained teachers/ students to the selected native fruits/vegetables. Sustainable energy sources and reusable packaging are privileged and physical-chemical, microbiological, shelf-life and sensory evaluations are carried out locally and in Portugal/Spain to validate the final products. Capacity building of IUCAI partners were on Marketing and digital management throughout the production process. To strengthen the links between bioresources and biodiversity protection and local communities, the food products developed at USTP are integrated in the food support activities of HELPO to vulnerable targets. The inclusion of the food products in school and hospital menus, adding nutritional value, together with community training, leaves the seed for new economic opportunities for the evolution of STP agri-food sector, aligned with the Green Deal and UN Sustainable Development Goals.

RADIC

Rehabilitation for all through digital innovation and new competencies



Capacity Building Higher Education

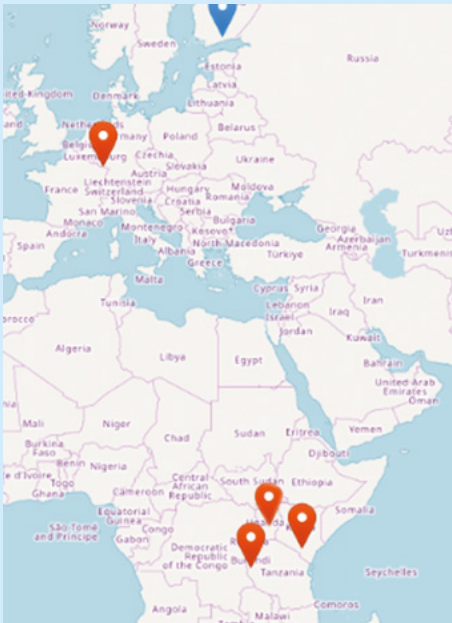
From 01.03.2023 to 28.02.2026

Coordinator: JYVASKYLAN
AMMATTIKORKEAKOULU OY, Jyvaskyla,
Finland

Participants: Finland, Germany, Kenya,
Rwanda, Tanzania

 [Project information](#)

-  **Medicine**
-  **Health systems**



Summary

The overall objective of the project is to contribute towards increased capacity of higher education to support and scale digital transformation in Eastern Africa, with the aim to ensure rehabilitation services for all.

An estimated 2.4 billion people globally are currently living with health conditions that benefit from rehabilitation. The digital transformation provides an opportunity to have more accessible and personalized model and system of rehabilitation in Eastern Africa. Project-specific objectives are: 1) Strengthened role of higher education in the promotion of rehabilitation in the society, including innovation and business ecosystems, 2) Enhanced pedagogical opportunities and increased quality of education in Eastern Africa in digital rehabilitation for the social, health and education sectors. Project reaches the objectives through capacity building and development between the higher education and the working life, promoting on-going cooperation between the project programme and partner countries.

Project Goal:

The project answers to the need to strategically leverage digital tools, technologies, and services in rehabilitation through educational development. Primary target groups of the project include teachers and professionals, students, and the working life. Other target groups include various professionals in social and health care, the business sector, rehabilitation clients, and the society at large. Around 950 people benefit directly from the project.

Project Outputs:

Through project activities, the outputs to be established are Eastern Africa digital rehabilitation Innovation Community (IC), enhancing the pedagogical competence/skills and increased knowledge of teachers and students related to digital rehabilitation, renewing partner institutions' curricula on multidisciplinary digital rehabilitation for working life and increasing the awareness and understanding of digital rehabilitation among key stakeholders in Eastern Africa.

CLINICALSIM

Clinical simulation practice-based learning in nursing


Capacity Building Higher Education

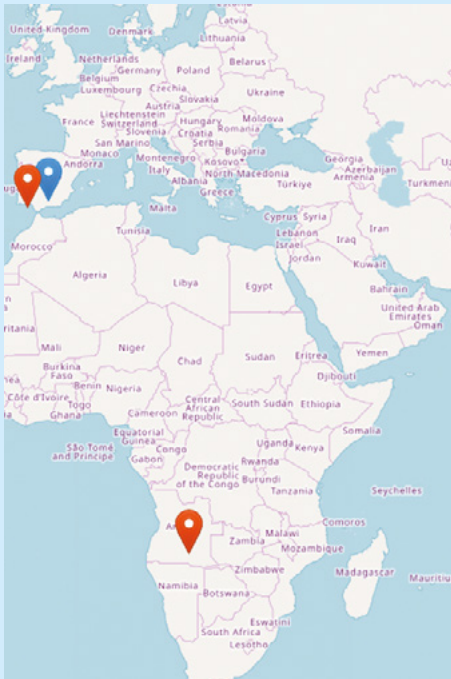
From 01.11.2023 to 31.10.2026

Coordinator: FUNDACION UNIVERSIDAD EUROPEA DEL ATLANTICO, Spain

Participants: Angola, Portugal, Spain

 [Project information](#)

 **Nursing**
 **Education**



Summary

CLINICALSIM is a capability building project targeted to Angolan higher education institutions with the aim of improving the practical training of nurses. Nurses are in the focus of health challenges in Angola, and they are highly demanded in healthcare, meanwhile their practical competencies are considered as a critical issue.

Project Goal:

The consortium pursues filling the gap in practical skills (decision-making, interpersonal skills, human nutrition) and promoting HEIs social commitment. We take advantage of simulation suites and multimedia digital tools to deploy experiential learnings and to promote a Community Service/Service-Learning into the universities.

The experiential learning take place in three different scenarios: simulation suites, digital multimedia and real patients. A reflective-practice methodology with a debriefing process is followed.

In the context of Service-Learning, we also introduce the social aim of CLINICALSIM, and we appoint special considerations to individuals with socio-economic obstacles and health problems and the promotion of better nutrition habits.

Project Outputs:

1. Common methodology for Angolan trainers simulating clinical scenarios and performing some shared sessions with European partners.
2. A training program for Angolan universities in nursing education.
3. Deployment tool kit: guidance to the CLINICALSIM methodology in nursing curricula.
4. New laboratories and digital infrastructures: clinical simulation centre (high-fidelity simulation suite), simulated scenarios(multimedia), student reporting and reflection tool, Service-Learning management tool.

Minim - Good Hygiene

Improving Skills and Hospital Practices of Healthcare Professionals to Prevent Maternal and Neonatal Infections in Benin

Capacity Building Higher Education

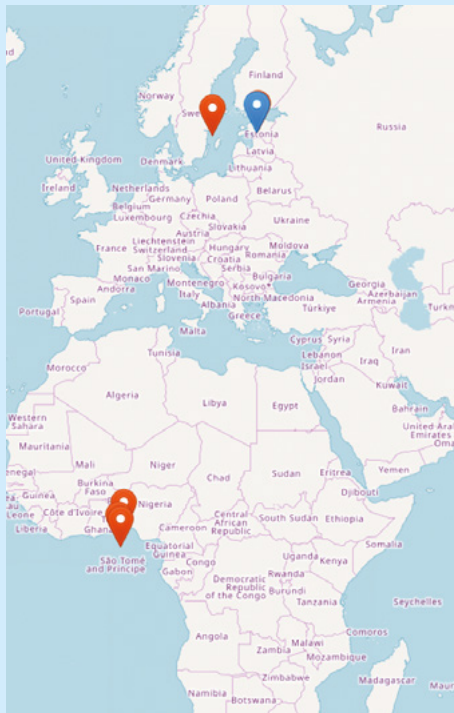
From 01.02.2023 to 31.01.2026

Coordinator: HELSINGIN YLIOPISTO, Finland

Participants: Benin, Finland, Sweden

[Project information](#)

Maternal health



Summary

Maternal and neonatal infections are a major cause of mortality and morbidity in Benin. One major cause of peripartum infections is poor hygiene in healthcare facilities. Healthcare professionals are unaware or do not follow good hygiene practices, allowing multidrug-resistant bacteria to spread in hospitals and cause infections.

Project Goal:

Mimin addresses this poor hygiene practice in hospitals and also in remote communities among women who are pregnant or have recently given birth. We identify key gaps in healthcare practices and current curricula for midwives, nurses, and physicians. Based on our analysis, we design new education modules that improve the hygiene training of all healthcare professionals. One module is specifically designed for the continuing education of professionals already in employment. The second module applies the Internationalization at Home e-learning approach to create co-education for midwifery students from two different countries. Newly trained professionals are involved in creating an improved Hospital hygiene and infection prevention programme at six pilot hospitals, including the strengthening of an online technical platform for infection surveillance. In addition, outreach activities are piloted in six disadvantaged communities to raise awareness of good hygiene practices and neonatal care among mothers.

Project Outputs:

In order to achieve sustainable impact, a new national reference laboratory is set up to enable the diagnosis and monitoring of pathogens causing blood-borne infections, during the project and in the future. The impact of all our activities is assessed, and the information is shared with relevant stakeholders and policy makers. The Ministry of Higher Education and Scientific Research and the Ministry of Health have been involved in project planning since the beginning, and thus the results enable evidence-based decision-making in the design of new health and education policies.

CAPSTONE

CAPacity Strengthening of Transdisciplinary education for nON-communicable disease care in WEst Africa

Capacity Building Higher Education


From 01.12.2023 to 30.11.2026

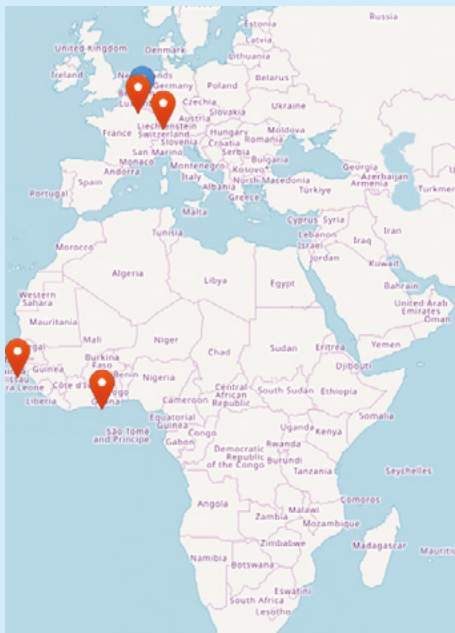
Coordinator: UNIVERSITAIR MEDISCH CENTRUM UTRECHT, Netherlands

Participants: Belgium, Gambia, Germany, Ghana, Netherlands

 [Project information](#)

 **Health**

 **Education**



Summary

The CAPacity Strengthening of Transdisciplinary education for nON-communicable disease care in WEst Africa (CAPSTONE) project seeks to address the urgent need to educate and develop a health workforce that can respond to the steady increase in non-communicable diseases (NCDs) in Sub-Saharan African countries.

This new workforce should contain doctors, nurses, allied and other health professionals who are specialised in screening, treating and referring patients with NCDs at all levels of the health care system. Traditionally higher education for these health care professionals has focused on infectious diseases and takes place in silos with little to no interaction between the different health care workers during their education. CAPSTONE builds capacity at the participating higher education institutions (HEIs) to develop and deliver transdisciplinary challenge-based NCD education in Ghana and The Gambia, targeting the healthcare workforce of the future.

Project Goal:

Capacities are being built through:

- the collaborative co-development and delivery of 6 new NCD focused courses, that can be offered as accredited short courses for professionals. This forms the basis for two newly accredited Master Degrees in Public Health with a focus on NCDs provided by the participating third country HEIs in Ghana and The Gambia.
- the training of up to 50 teachers in innovative teaching methods and techniques.
- the bringing together of health care professionals from different disciplines and levels within the healthcare system to learn with and from each other.
- active engagement of and outcomes for students and future employers.
- the fostering of international connections in health science education and capacity strengthening between Ghana and The Gambia, as well as between African and European partner institutes.

PhD4Moz

Fostering a sustainable platform to support PhD training in health sciences in Mozambique


Capacity Building Higher Education


From 01.11.2023 to 31.10.2026

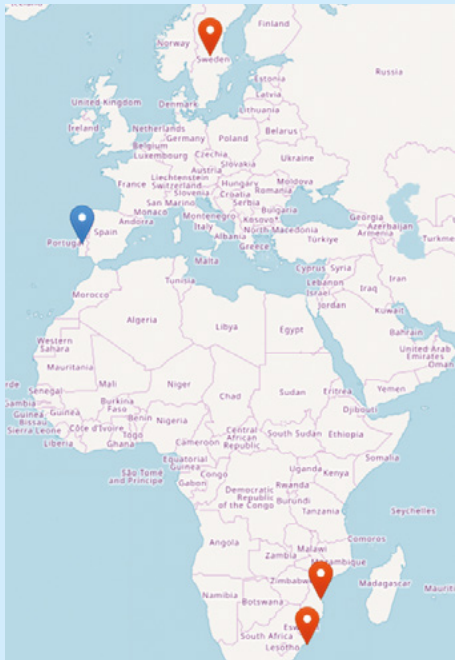
Coordinator: UNIVERSIDADE DO MINHO, Portugal

Participants: Mozambique, Portugal, Sweden

 [Project information](#)

 **Higher education**

 **Health**



Summary

Capacity building to strengthen doctoral education in health sciences is needed urgently in Mozambique. The country has been making remarkable efforts to create the conditions to train and retain people trained at the highest level, able to generate knowledge that will pave the way to solve the country's health problems. PhD4Moz is designed to foster this capacity to the institutions in Mozambique that are responsible for most PhD training in health sciences. PhD4Moz will allow the transfer and applicability of knowledge accumulated for decades of experience in higher education institutions in Europe.

MAHINE

Simulation based training and digital technologies combined with service-learning approach for experiential and reflective learning in nutrition and dietetic education

Capacity Building Higher Education

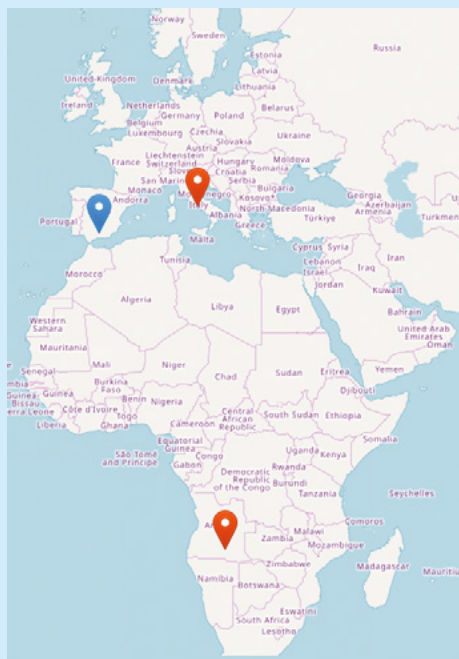
From 01.10.2025 to 30.09.2028

Coordinator: FUNDACION UNIVERSIDAD EUROPEA DEL ATLANTICO, Spain

Participants: Angola, Italy, Spain

 [Project information](#)

 **Nutrition**
 **Education**



Summary

This project aims to improve nutritionist practical training, associating nutrition and agronomy science, thanks to a nutrition-sensitive approach: project's team pursues the spreading of knowledge in human nutrition, and to promote students' social commitment.

Project Goal:

The project is based on the mission to enhance people's health through better nutritional education. Considering the situation in Angola, highlighted by the lack of nutritionists and nutrition education, chronic malnutrition, food insecurity, and the need of primary health care development, Angolan partners are determined to integrate in the curricula the result of this project, with a clear social impact: to improve nutritionist number and professionals' skills, particularly dietetic education, in order to impact positively on the nutritional status of Angolan population. The proposal is supported by the Angolan Embassy in Spain.

Project Outputs:

The project's training approach is focused on the development of a common methodology for university training, using simulation based training and digital technologies combined with service-learning approach for experiential and reflective learning in nutrition and dietetic education.

This training will be composed by two phases: (1) the first one, with the use of practical and interactive simulation methodology, thanks to virtual patients (chatbots) and conversational assistance, in order to improve students' skills related to diagnosis and treatment; (2) associated with a service-learning program connected with the community, focus on nutritional education training to local communities (nutrition-sensitive agriculture programs offers a promising approach by emphasizing the cultivation and consumption of nutrient-rich foods). Project consortium is composed by EU and Angola health education providers (HEIs) with expertise in dietetic education training and agronomy and supported by NGO and public institutions from Angola.

MINNAGAN

Enhancing skills and competences of local actors to promote sustainable development of plant-based remedies and phytomedicines in Benin

Capacity Building Higher Education

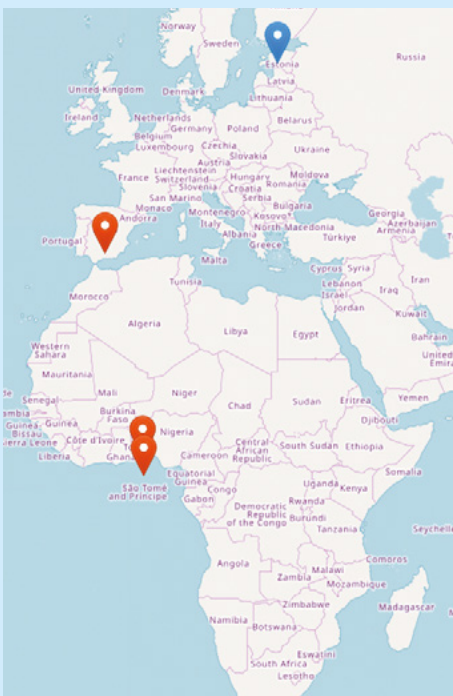
From 01.01.2024 to 31.12.2026

Coordinator: HELSINGIN YLIOPISTO, Helsinki, Finland

Participants: Benin, Finland, Spain

 [Project information](#)

 **Medicinal plants**



Summary

This 3-year capacity building project involves University of Helsinki (FI), San Jorge University (ES), and 3 Partner HEIs in Benin: University of Abomey-Calavi (UAC), National University of Sciences, Technology, Engineering and Mathematics (UNSTIM) and University of Parakou (UP).

World Health Organization recognizes phytomedicine as a vehicle for access to medication and health promotion and urges governments to integrate it into national healthcare policies. However, in most Sub-Saharan countries the work remains in an embryonic stage: very few improved traditional medicines resulting from scientific research are developed and authorized, and higher education on phytomedicine or phytopharmacy is practically non-existent.

Project Goal:

This project aims to strengthen the training and research structures enabling the development of phytomedicines in an integrated and sustainable way in Benin. This is achieved by upskilling 30 teachers and researchers for research methods as well as pedagogical and teaching technology competence, improving local infrastructure by setting up national reference laboratory for medicinal plant research and establishing an advanced training programme dedicated to phytomedicine and phytopharmacy, educating 30 students during the project lifetime. To promote an inclusive and integrated approach, we also invest in establishing cooperation between academic staff and traditional medicine practitioners and offer training to 240 traditional healers.

Project Outputs:

To achieve this, a mobility program involving both virtual and physical mobility of academic staff is set up towards UH and USJ, to reinforce the capacities of Beninese teachers and researchers. Supported by the European colleagues, the trained Beninese human resources take a leading role in implementing the new training program and cooperating with traditional healers. As the outcome, reinforced academic staff, trained experts and the new infrastructure enable a sustainable impact.

DEFI EAU

Développement de formations professionnelles collaboratives pour Madagascar sur les métiers de l'EAU



Capacity Building Higher Education

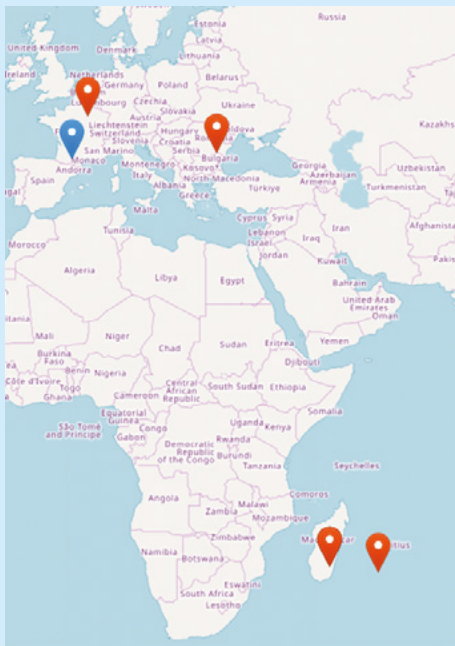
From 01.01.2024 to 31.12.2026

Coordinator: UNIVERSITE DE LIMOGES, France

Participants: Belgium, France, Madagascar, Romania

 [Project information](#)

-  Sanitation
-  Health systems



Summary

Access to drinking water in Madagascar is highly unequal, with a coverage rate of 51%, while only 10 % of the population has access to basic sanitation (UNICEF, 2019). The proposed response to this health and hygiene problem, exacerbated by climate change issues, is first and foremost training to facilitate the practices and use of water through new practices and technologies.

Project Goal:

The aim of the DEFI'EAU project is to modernise the water, sanitation and hygiene (WASH) professional training offered by Madagascar's higher education institutions in a social and economic context that requires the training to be adapted to Madagascar's practices and resources. To ensure the modernisation of Madagascar's WASH training offer, it is necessary to implement a solidarity between HEIs by mutualising the new training offer as well as the pedagogical innovations.

Project Outputs:

The project will pursue the following priorities:

- To create new professional training curricula in accordance with the needs of the labor market, at Bachelor's and Master's level. Curricula are provided in initial and continuous training, to respond to the needs of adapting the skills of people already in work and to train future professionals.
- To develop rationalised and innovative training solutions in accordance with the limited human and technical resources at national level through the implementation of a collaborative and shared training offer. Innovative training solutions serve this development: distance learning and setting in situations through experimental platforms.

The new training offer in this field is tested during the project through the implementation of a trial training year for undergraduate (professional bachelor) and postgraduate (master) degrees, as well as continuing education courses.

TransMedAfrica

Intercontinental health alliance to develop high impact sustainable educational programmes on quality management in transfusion medicine to enhance accessibility and safety of blood components

Capacity Building Higher Education

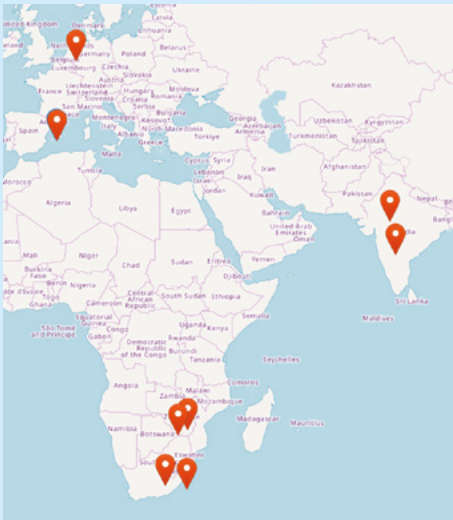
From 01.11.2025 to 31.10.2028

Coordinator: UNIVERSITAT AUTONOMA DE BARCELONA, Spain

Participants: India, Netherlands, South Africa, Spain, Zimbabwe

 [Project information](#)

 **Medicine**



Summary

Each year, blood transfusions save 100 million lives, made possible by generous donors and advancements in Transfusion Medicine (TM). While Europe has largely achieved universal access to safe and sufficient blood with harmonised quality standards, disparities persist in low and middle-income regions, particularly in Sub-Saharan Africa and vast areas of Asia. According to the World Health Organization (WHO), ensuring access to safe blood remains a critical challenge in these regions, primarily due to gaps in education, training, and quality assurance that is an often overlooked yet essential pillar of TM lacking a structured career path for professionals. A key barrier to safe and efficient blood transfusion in Africa and Asia is the shortage of adequately trained professionals in quality management.

Project Goal:

To address this urgent need, TransMedAfrica aims to: a) Strengthen the competencies of TM professionals, using Zimbabwe as a case study, to uphold high-quality standards across the entire blood donation value chain (from collection and processing to transfusion); b) Foster regional and cross-regional harmonization of TM practices through strategic participation of higher education institutions (HEIs) in South Africa and India to create new accredited courses that could be replicated in these countries and beyond. By integrating expertise from Africa, Asia, and Europe, TransMedAfrica develops and implements innovative hybrid educational programs tailored to the specific needs of TM professionals in Zimbabwe and beyond.

Project Outputs:

The project's structured approach equips African and Asian partners with the necessary tools to ensure long-term sustainability and scalability of a transcontinental educational model. Through its dynamic, flexible, and needs-driven methodology, the TransMedAfrica consortium makes a lasting impact on the safety, efficiency, and accessibility of transfusion practices starting in Africa, bringing global quality standards within reach.

QADoc

Capacitation pour l'évaluation et assurance qualité des formations doctorales et de la recherche

Capacity Building Higher Education

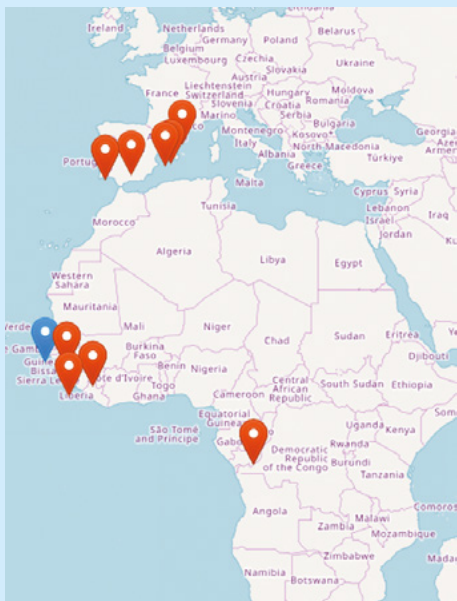
From 01.12.2023 to 30.11.2026

Coordinator: UNIVERSITE CHEIKH ANTA DIOP DE DAKAR, Senegal

Participants: Congo-Kinshasa, France, Guinea, Portugal, Senegal, Spain

 [Project information](#)

 **Education**



Summary

The General Objective of QADoc is to build capacity for high quality university-based research, so that African countries may be better equipped to drive their own research agendas to address societal challenges.

National quality assurance systems are developing across the African continent, deemed highly relevant for regulating the sector, but also to support results-based, quality improvement in African universities. In Francophone Africa, most national QA agencies are very new, and do not yet have the standards, procedures or resources to assess the quality of research and doctoral education, despite high need.

Project Goal:

In this context, QA Doc wants to a) Build capacity in education ministries and national QA agencies to create and apply evaluation standards for doctoral education and research b) Build capacity in universities to assess the quality of research and doctoral studies, based on standards that have been developed from other national, regional and international systems and procedures c) Reinforce research collaboration and collaborative doctoral degrees between Europe and Africa, by promoting common standards for quality assurance and evaluation

Project Outputs:

The project targets three countries - Senegal, Guinea and the DRC - bringing together ministries for higher education, national QA agencies and two universities per country. Good practices, training and evaluation expertise are provided by agencies from Portugal and Spain, and additional universities from France. This partnership dynamic ensures that the standards developed are co-created by government and institutions, drawing from expertise of EU agencies and universities. Pilot evaluations of research and doctoral schools are conducted in the six partners universities, to test the standards and make recommendations for how they can be upscaled in Africa (Mozambique is associated to the project to this effect).

BASIS

Boosting Agricultural Studies in Sub-Saharan Africa

Capacity Building Higher Education

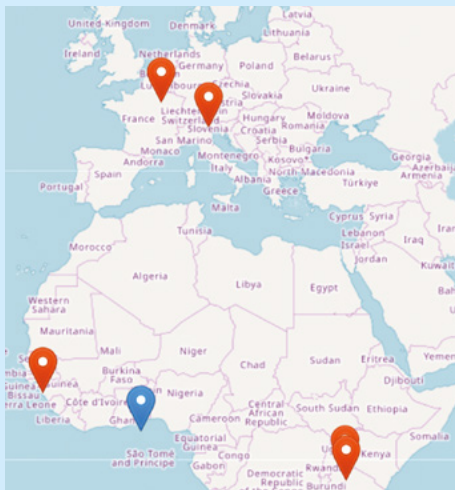
From 01.06.2023 to 31.05.2026

Coordinator: UNIVERSITE DE KARA, Togo

Participants: Belgium, Germany, Senegal, Togo, Uganda

[Project information](#)

- [Education](#)
- [Agriculture](#)



Summary

According to numerous authors, agriculture and farming are a major source of livelihood in the countries of Sub-Saharan Africa (SSA), contributing between 15 % and 40 % of the gross domestic product, providing livelihood for over 70% of SSA population through family farming and employing at least 34% of the active workforce with its potential heavily underexploited. One of the reasons are poor connections between tertiary education as the knowledge base and immediate agricultural producers (farms). Furthermore, according to various authors, gender is an important factor in understanding every aspect of agricultural and rural development in SSA. Women are essential to agricultural production, but they lack adequate access to land and inputs, they tend to be excluded from decision-making and have less chances of accessing tertiary education, along with so many poverty-stricken individuals coming from remote areas.

Project Goal:

BASIS addresses the aforementioned issues by introducing interventions in higher education curricula towards a more field-based and competence-oriented knowledge and skills highly valued at the labour market. This establishes lasting and systemic exchange between the tertiary education and smallholder farmers in SSA. Likewise, BASIS introduces mechanisms and measures to increase access to tertiary education for women and poverty-stricken individuals from remote areas and provide them with more equitable chances of employment and growth.

Project Outputs:

Project outcomes create opportunities for further innovation and modernization of higher education and agricultural production in SSA, equipping higher education institutions, their staff and students with different social and economic background, as well as smallholders in remote rural areas with essential mechanisms for sustainable advancement and growth.

Capacity Building in Vocational Education and Training

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Wiser VET

Water, Irrigation, and Sanitation for Educational Reform in VET



Capacity Building in Vocational Education and Training

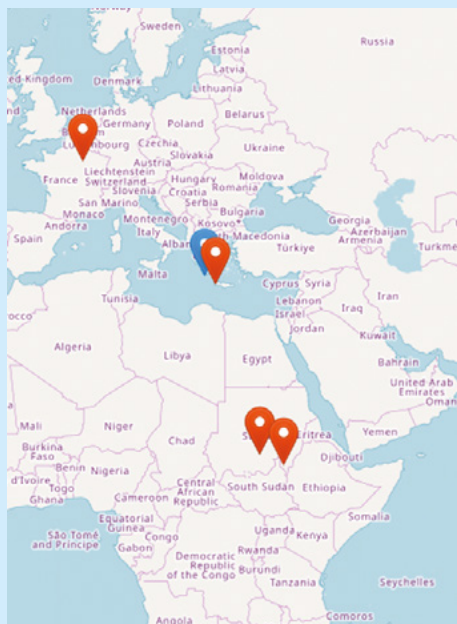
From 01.01.2026 to 31.12.2028

Coordinator: AINTEK SYMVOULOI EPICHEIRISEON EFARMOGES YPSILIS TECHNOLOGIAS EKPAIDEFSI ANONYMI ETAIREIA, Greece

Participants: Belgium, Greece, Sudan

 [Project information](#)

-  **Water sanitation**
-  **Security**



Summary

The WISER-VET (Water, Irrigation, and Sanitation for Educational Reform in VET) project is an initiative designed to enhance vocational education and training (VET) in Sudan by equipping trainers with essential skills in water management, sanitation, and irrigation technologies. The project aims to strengthen the capacity of VET institutions, fostering a skilled workforce capable of addressing Sudan's water security challenges and supporting its sustainable development goals. It is driven by a consortium of eight partners from three countries, working collaboratively to implement innovative training methodologies and institutional capacity-building measures.

Project Goal:

Centred around the WISER-VET self-sustainable methodology, the project employs a multi-faceted approach to professional development in the VET sector. It emphasizes flexibility, hands-on learning, industry collaboration, and continuous capacity building to ensure alignment with labour market needs. The methodology integrates Virtual Learning Environments (VLEs), Open Educational Resources (OERs), and modular Training of Trainers (ToT) programs, supporting the development of 16 new training modules. The project prioritizes mentoring, twinning for international collaboration, and practical ToT workshops, ensuring a comprehensive and adaptable training framework for VET educators.

Project Outputs:

WISER-VET's structure fosters personal development, practical application of knowledge, and international cooperation among VET professionals. It aligns educational efforts with industry demands, bridging the skills gap in water resource management, digital skills, and sustainability practices. By equipping trainers with advanced teaching methodologies and technical competencies, WISER-VET contributes to the long-term sustainability of Sudan's VET sector and supports its transition toward a more resilient and water-secure future.

MAPs ACE

Medicinal and Aromatic PlantS Academy for female Entrepreneurs in Africa

Capacity Building in Vocational Education and Training

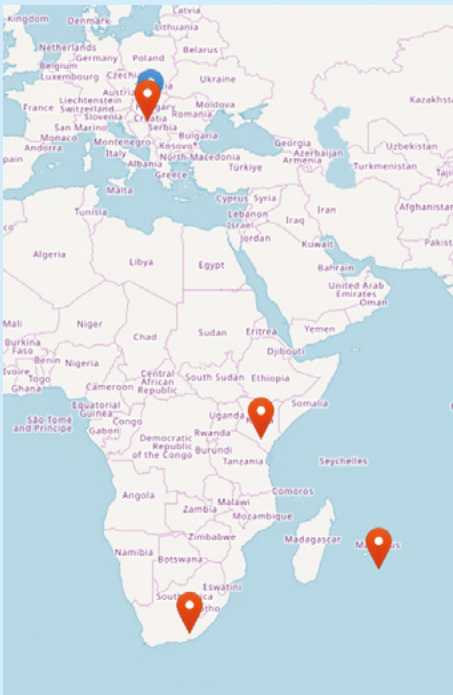
From 01.12.2023 to 30.11.2026

Coordinator: OBCIANSKE ZDRUZENIE NO GRAVITY, Slovakia

Participants: Hungary, Kenya, Mauritius, Slovakia, South Africa

 [Project information](#)

Medicinal plants



Summary

Medicinal and Aromatic Plants (MAPs) produce secondary metabolites, including as essential oils (MAPs/EOs). Most of the exotic MAPs/EOs are produced from rare crops and plants around the world which are either difficult to harvest or are already overharvested endangered species in nature. Environment protection, restrictions on harvesting and cultivation of such trees & plants will probably further add to the raw material scarcity. Sourcing MAPs (by either collection or cultivation) is important for providing employments and fair income for women's population in low-income countries and can be regarded as an important contribution to livelihoods.

Project Goal:

The Medicinal and Aromatic Plants Academy for female Entrepreneurs in Africa project helps to build the capacities and improve the quality of VET providers in Sub-Saharan Africa (Kenya, South Africa and Mauritius) through innovative methods and digitization.

MAPs ACE project is a joint initiative of VET providers from EU countries (Hungary, Slovakia) to aimed at building the capacities with relevant partners from Africa (Kenya, Mauritius, South Africa) in order to provide a training and support path for female entrepreneurs in the field of cultivation, harvesting and processing of medicinal and aromatic plants.

Project Outputs:

It merges work-based learning at the Experimental fields in Africa with lectures and training: professional development and, entrepreneurship skills development is linked with potential partnership in Europe (mobilities of Female entrepreneurs to EU) with a focus on innovation in VET, in the field of MAP cultivation, harvesting and processing with the involvement of digitisation (e-learning, online monitoring). Through a sustainable and environment friendly approach leading to the transition to conventional/traditional production, the project is expected to contribute to climate mitigation goals.

EDUVETerinary

Improving the EDUcation of VETerinary assistants in Africa through international cooperations

Capacity Building in Vocational Education and Training

From 01.01.2025 to 31.12.2026

Coordinator: IGNIS PLUS NO, Slovakia

Participants: Belgium, Botswana, Hungary, Malawi, Slovakia, Tanzania, Zambia

 [Project information](#)

 **Veterinary**
 **Health Security**



Summary

Veterinary education is a critical area of need for the development in the 4 African countries. The contribution of livestock sector to their economy cannot be overemphasized. The participating African country's development goal in the medium to long term is to reduce poverty, and promote economic growth in a sustainable environment, that is based on the livestock sector. Veterinarians are health professionals and the first and utmost line of defense against diseases of animal origin that could threaten global health security and equity, playing a key role in responding to pandemics, environmental disasters, bioterrorism threats, and war. Their proper training has key importance.

Project Goal:

The project develops networks and the exchange of good practices of VET actors from least developed, third countries not associated with the programme (Botswana, Malawi, Tanzania, Zambia) and Program countries (Slovakia, Hungary, Belgium).

- Strengthen veterinary assistant's VET in Sub-Saharan region by establishing and maintaining multilateral partnerships, thus contribute to the implementation of the respective Multi-annual Indicative Programmes and EU-Africa Gateway Investment Packages.
- Promote work-based, practical learning among participants, enhance up-to-date professional knowledge, state-of-the-art methods, key competences of students and teachers, so that they are better prepared and motivated to carry out their duties.
- Update and align the participating VET providers' training programs with animal health legislations, regulations and protocols, with relevant regional, national, and international livestock policies, thus reinforce their capacities.

GSMESKILL

Developing VET Entrepreneurial Green Mindset and skills for Small-Business Development

Capacity Building in Vocational Education and Training


From 01.01.2023 to 31.12.2025

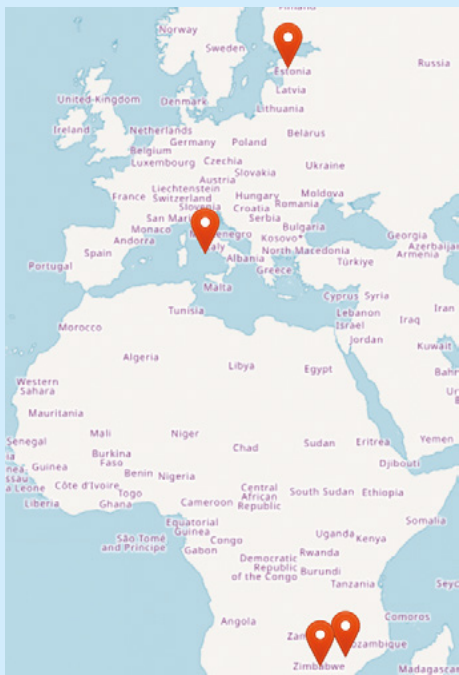
Coordinator: EDUFORMA SRL, Italy

Participants: Germany, Greece, Italy, Kenya, Nigeria, Slovenia, South Africa

 [Project information](#)

 **Employability**

 **Sustainability**



Summary

GSMESKILL project aims to reinforce the links between Nigeria, Kenya and South Africa to the Programme VET system and its labour market so as to better align VET to local labour market opportunities, to increase capacities of VET providers and teachers especially in the fields of management, governance, inclusion, quality assurance, innovation; and internationalization, to improve the level of competences, skills and employability potential of VET learners, improve the knowledge, technical, managerial and pedagogical skills of VET teachers and trainers and support the exposure of staff and policy makers bridging the labour market and VET closer.

Project Outputs:

The project achieves the above-mentioned objectives through the following activities: an evidence-based research and mapping of skills and good practices, development of innovative vocational teaching methodologies and toolbox for VET Entrepreneurial Mindset and skills for Small Business Development, elaboration of an GSMESKILL E-Learning Platform & Inclusive National Policy Recommendations development. These activities will be complemented by targeted dissemination activities with the involvement of private sector, sustainability strategy, international exchange activities, virtual workshops and working groups of VET institutions, private sector companies and young entrepreneurs.

Skilling eco-VET

Skilling VET ecosystem: enhance enabled environments for private and public VET key actors in Ghana and Senegal

Capacity Building in Vocational Education and Training

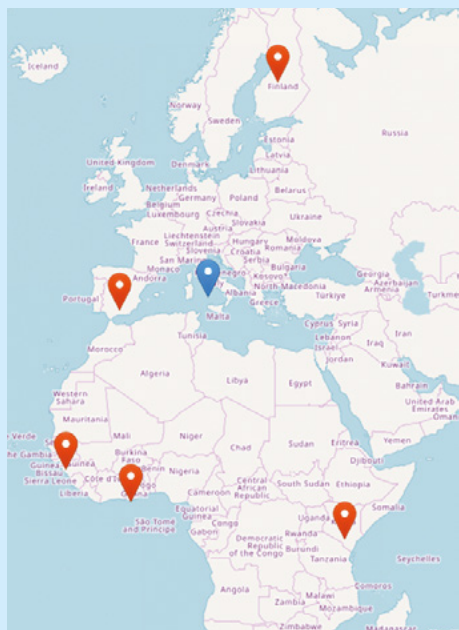
From 01.01.2023 to 31.12.2025

Coordinator: FONDAZIONE VOLONTARIATO INTERNAZIONALE PER LO SVILUPPO – ETS, Italy

Participants: Finland, Ghana, Italy, Kenya, Senegal, Spain

 [Project information](#)

 **Employability**



Summary

The Project “Skilling VET ecosystem: enhance enabled environments for private and public VET key actors” aims to foster the transition of VET to emerging local labour market and to boost employability of vulnerable youth and women as a key to prevent illegal migration in Ghana and Senegal.

The target countries are Ghana and Senegal. The 2 countries have VET and employment as a priority in their development agendas and, in the recent years, have identified the shared development of employability oriented integrated services, led by empowered VET clusters of key actors in strategic green sectors (organic agriculture, solar energy) as keys to boost sustainable processes of local development, and, finally, as a core pillar to prevent and tackle irregular migration.

Project Goal:

Our consortium is made up by an already rooted European & African partnership of VET Providers (in Europe LUOVI, CNOS-FAP, in Ghana & Senegal DBYN, La Société de Saint François de Sales and Db Tech Africa), NGOs (in Europe VIS and MUNDUS), University, research and business development Centres (in Ghana & Senegal the University of Kaolack, BRC) which have already set up VET platforms and are already working in the two countries to co-design comprehensive schemes of capacity development and capacity building.

Project Outputs:

The project moves from effective proved methods, practices and pilots, South-South and triangular cooperation schemes, key VET areas (WBL, school to work transition, job service offices, greening TVET paths, business-TVET clusters, Quality VET service) in order to reach the following objectives:

- Increase employability supporting a stronger alignment of VET to emerging local labour market opportunities;
- Increase the technical, managerial capacity and pedagogical skills of VET providers especially in the fields of management, quality assurance, innovation and inclusion;
- Improve the level of competences, skills and employability potential of VET learners by developing new and innovative VET programmes and integrated services.

SASA-VET

System Approach to Strengthening Agribusiness Vocational Education and Training

Capacity Building in Vocational Education and Training

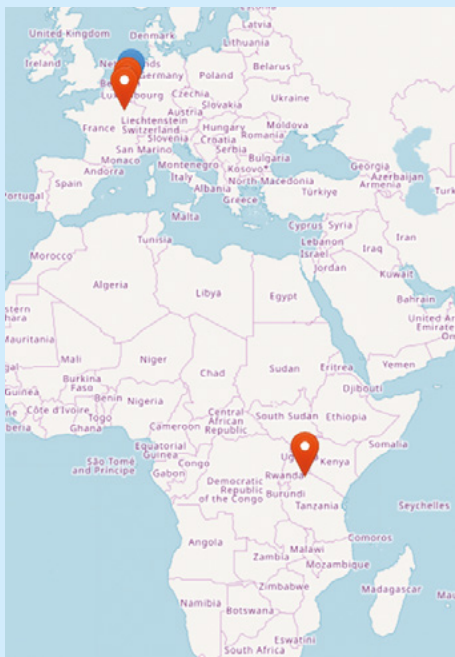
From 01.12.2023 to 30.11.2025

Coordinator: STICHTING CORDAID, Netherlands

Participants: Belgium, Netherlands, Uganda

 [Project information](#)

 **Agribusiness**



Summary

To build sustainable livelihoods for the fast-growing young population living in rural and semi-rural areas in Uganda, attractive, qualitative and competent Vocational Education and Training (VET) centres are crucial to respond to the needs of the labour market and build the next workforce generation. The West Nile region, where over 700,000 refugees have settled, present an emerging dynamic in the food system, whereby rapid urbanization, population growth, and refugee influxes create challenges but also new income opportunities for entrepreneurs along the value chain.

With the proposed project we use a Systemic Approach to Strengthening Agribusiness Vocational Education and Training (SASA-VET) in West Nile in Uganda to contribute to agri-business job opportunities as wage or self-employment for the growing workforce and enable rural economic development. The envisioned impact is that VET centres are structurally strengthened to enable young men and women to grasp agri-business income opportunities in the modern economy in rural and semi-rural areas.

Project Goal:

The specific objectives are:

- Institutionalisation of innovative skills training in curricula allows four VETs to better meet the skills need for wage employment and self-employment.
- Inclusive and practical learning methodologies improve quality, effectiveness, and attractiveness of four VET centres in West Nile.
- VET graduates are linked to an enabling environment.
- The four VETs are well connected with local economy stakeholders.

Project Outputs:

Gender and inclusion are a cross-cutting theme. Working together with four formal VET institutes in West Nile provides us with the opportunity to create a high-quality educational pathway model, focused on formal and non-formal (community) training that benefits the marginalized groups, such as rural youth, women, and refugees. This pathway model helps to assure inclusive access to education with additional support for youth during their learning process.

Capacity Building in the Field of Youth

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YOUTH360



Capacity Building in the Field of Youth

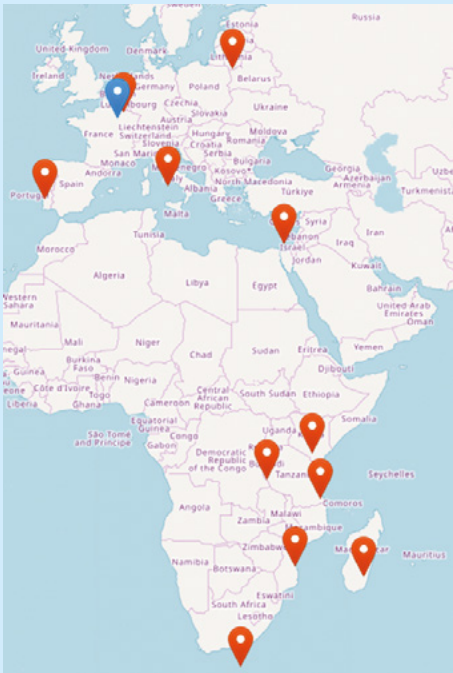
From 01.02.2026 to 31.01.2028

Coordinator: ASSOCIATION FOR EUROPEAN COOPERATION DEVELOPMENT AND COMMUNICATION, Belgium

Participants: Belgium, Burundi, Cyprus, Italy, Kenya, Lithuania, Madagascar, Mozambique, Netherlands, Portugal, South Africa, Tanzania

[Project information](#)

-  **Employability**
-  **Non-formal learning**



Summary

YOUTH 360 is an innovative capacity-building initiative addressing the youth employability crisis, digital transformation, and recognition of non-formal learning in Sub-Saharan Africa and Europe. It directly aligns with the Erasmus+ Capacity Building priorities by empowering young people with 21st-century skills, developing structured learning pathways, and advocating for policy adoption of digital credentials such as Open Badges.

Project Goal:

The project:

- Equips youth with essential 21st-century skills including digital literacy, entrepreneurship, sustainability, leadership, and civic engagement through an interactive, structured online course on the SALTO-Youth HOP platform. At least 1,500 youth and 300 youth workers will participate, earning 1,000 Open Badges as verifiable credentials.
- Develops and implements competency-based learning pathways on the Cities of Learning platform, ensuring youth progress through structured, skill-building experiences aligned with labour market demands.
- Strengthens youth organizations and educators by training 300 youth workers and supporting 110 youth organizations to integrate structured learning pathways and Open Badges into their programs.
- Expands cross-border mobility opportunities through a 9-day study visit in Cyprus, a 9-day training in Madagascar, and 16-day job shadowing mobilities for African and European youth workers, fostering knowledge transfer and capacity building.
- Scales and sustains digital learning ecosystems by establishing 11 new Cities or Regions of Learning, embedding Open Badges into non-formal education frameworks, and ensuring accessibility beyond the project's duration.
- Influences policy and employer recognition through 11 policy roundtables and a final conference in South Africa, advocating for the integration of Open Badges and digital credentials into national and regional employability strategies.

C-IVS Skills

Strengthening International Voluntary Service: Certification of Volunteer Skills and Advocacy for Recognition (C-IVS Skills)

Capacity Building in the Field of Youth

From 01.12.2025 to 31.05.2028

Coordinator: THE COORDINATING COMMITTEE FOR INTERNATIONAL VOLUNTARY SERVICE, France

Participants: Austria, Belgium, Botswana, Denmark, France, Germany, Italy, Malawi, Mozambique, South Africa, Spain, Zimbabwe

[Project information](#)

► **Certification system**

► **Employability**



Summary

The C-IVS Skills Project aims to strengthen the recognition of skills acquired through International Voluntary Service (IVS) by developing a structured certification system, fostering advocacy for institutional recognition, and expanding digital access to validated competencies. This initiative directly addresses the gap in formal recognition of IVS-acquired skills, preventing young volunteers from leveraging their experiences in academic and professional settings.

Through a multi-stakeholder approach including organisations from Africa and Europe, the project will integrate existing impact measurement tools with a Digital Certification Platform, allowing IVS volunteers to document and validate their learning outcomes. By aligning certification with European (EQF, Youthpass) and African (ACQF, AUVLP) qualification frameworks, C-IVS Skills will ensure cross-border recognition, linking non-formal learning with employability pathways.

Project Goal:

The project implements youth exchanges, youth participation activities, and policy advocacy actions, engaging key stakeholders such as universities, policymakers, and employers. Pilot initiatives across IVS projects tests the certification framework, ensuring usability and accessibility for youth, particularly those from marginalized backgrounds.

A comprehensive advocacy strategy integrates IVS certification into EU and AU youth policies, promoting its formal adoption in education and labour markets. The project establishes partnerships with universities, enabling IVS experiences to contribute to academic credit transfer, and collaborate with employers to enhance youth employability through recognized micro-credentials. By leveraging digital innovation, institutional engagement, and structured policy advocacy, C-IVS Skills establishes a sustainable model for IVS skill recognition, ensuring long-term accessibility and institutional adoption across Europe, Africa, and beyond.

Safebook Horizons

New Methodologies in Youth Work

Capacity Building in the Field of Youth

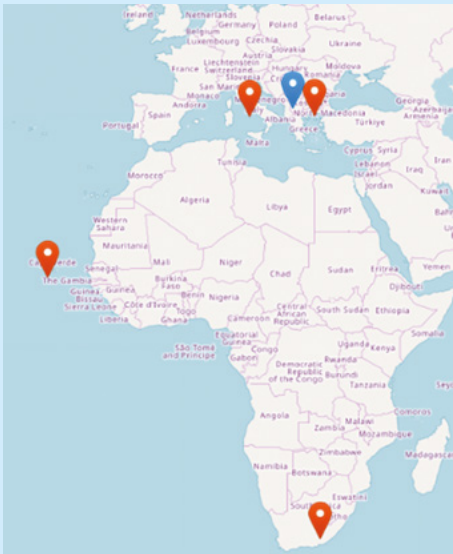
From 01.11.2025 to 30.04.2028

Coordinator: CLUB FOR YOUTH EMPOWERMENT 018, Serbia

Participants: Bulgaria, Cape Verde, Italy, Serbia, South Africa, Tanzania

 [Project information](#)

 **Safety and reproductive health**



Summary

Club for Youth Empowerment 018 (KOM 018) from Serbia, together with its partners Beyond Borders from Italy, YES from Bulgaria, Social Development Hub (SDH) from Cabo Verde, CUFA SA from South Africa and Safe Island for Women and Children (SIWoC) from Tanzania, implement project “Safebook Horizons – new methodologies in youth work” in order to address youth safety and security issues.

“Safebook Horizons – new methodologies in youth work” project aims at promotion of safety culture among young people through scaling up the manual “Safebook” for youth work in the field of youth safety.

Project Goal:

- To develop a new edition of Safebook manual focusing on 6 segments of youth safety culture: peer violence, cyberbullying, discrimination, abuse of psychoactive substances and reproductive health as a new tool for youth work in Sub-Saharan Africa. (WP2)
- To equip youth workers and educators with set of new educational tools in the field of youth safety focusing on 6 segments: peer violence, cyberbullying, discrimination, abuse of psychoactive substances and reproductive health through new manual on youth safety “Safebook” (WP3)
- To provide youth workers from European countries with skills and knowledge to use concept photo and graphics as methods for the work in the field of youth safety. (WP3)
- To educate young people how to advocate on the local, national and international level on the issues of youth safety (WP 4)
- To equip and network young people from European countries and Sub-Saharan countries with different set of skills and tools to promote youth safety culture (WP4)
- To raise awareness among stakeholders and a wider audience about the safety culture in the local communities of the project (WP4, WP5).

YCAN

Youth Climate Action Network

Capacity Building in the Field of Youth

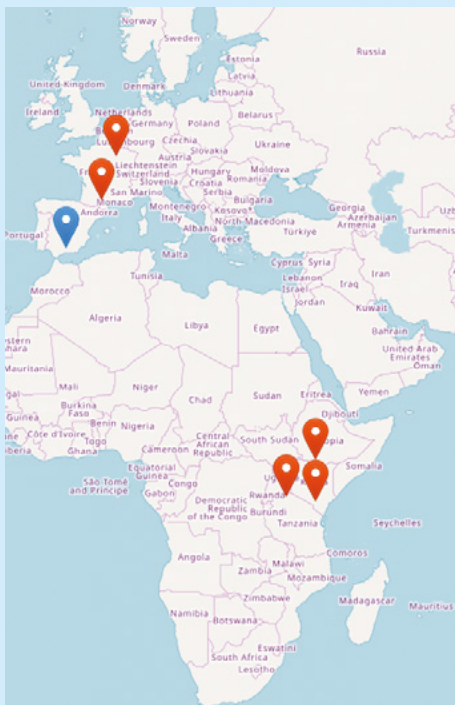
From 01.12.2025 to 30.11.2028

Coordinator: ASOCIACION MUNDUS UN MUNDO A TUS PIES, Spain

Participants: Belgium, Ethiopia, France, Kenya, Spain, Uganda

 [Project information](#)

 **Climate action**



Summary

Addressing climate change requires urgent action, as it remains a global crisis with particularly severe consequences for vulnerable communities. Young people worldwide have emerged as passionate advocates for climate action, demonstrating their commitment through activism and awareness efforts. Yet, despite their enthusiasm and drive, they often face significant barriers, including limited access to resources, knowledge, and networks essential for creating meaningful and sustainable solutions.

Project Goal:

The project aims to empower youth in Europe and Sub-Saharan Africa by fostering collaboration, providing education, and implementing community-driven solutions to mitigate and adapt to climate change.

Through mobility programs, training sessions, and collaborative activities, the project helps youth organizations build their capacity to address in their local context. It also provides opportunities for international knowledge sharing, where organizations can learn from each other and adopt new ideas.

For young people, the project aims to create a community where they can learn, collaborate, and develop solutions for climate resilience. It fosters participation, facilitates collaborative channels, and provides opportunities to engage in international mobility initiatives.

Virtual Exchanges in Higher Education and Youth

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VICTORY

Virtual knowledge exchange in primary Care Through effective digital Online courses for all Young people without borders and barriers

Virtual Exchanges in Higher Education and Youth

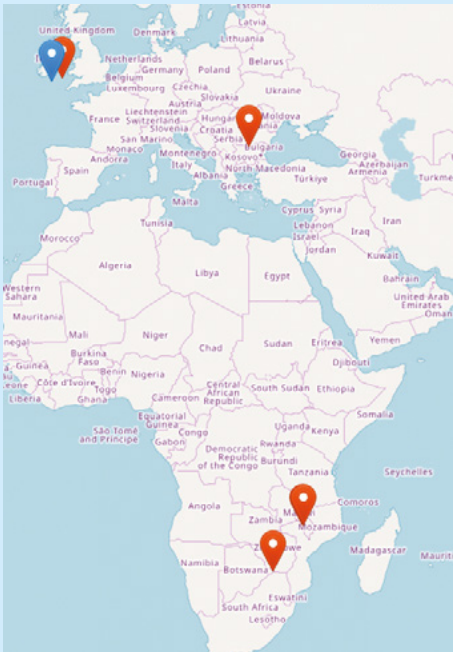
From 01.02.2024 to 31.01.2027

Coordinator: UNIVERSITY COLLEGE DUBLIN, NATIONAL UNIVERSITY OF IRELAND, DUBLIN, Ireland

Participants: Ireland, Malawi, Romania, Zimbabwe

[Project information](#)

Health education



Summary

VICTORY's ambitious plan allows every young person (students, healthcare workers and junior academics from 18-30 years) to access high-quality international and cross-cultural education without physical mobility. A digital curriculum to educate, discuss and debate approaches to primary healthcare (family medicine and pharmacy), supplemented with simulated cases, is developed by academics in Malawi, Hungary and Ireland. We highlight the differences in primary healthcare in Europe and Africa and enable participants on both continents to appreciate cultural and resource implications on healthcare access and outcomes.

Project Goal:

In phase 1, online facilitated discussions are held between target groups. Moderators from multidisciplinary backgrounds in participating EU universities (UCD, TCD, and UMFST) lead the online meetings with the involvement of students and staff from 2 Malawian universities (UNILIA, MU) and 1 from Zimbabwe (AU). The current primary healthcare situation in Malawi, Zimbabwe, Ireland and Hungary is compared and challenges identified.

Phase 2 involve the development of digitised course material based on the Phase 1 discussion. Nine core topics, each with three sub-topics (n=27), is made freely available on a UCD-hosted Moodle platform. This course material includes common illness presentations in Europe and Africa and highlight differences in causality and management strategies on these continents. Multidisciplinary discussions detail the importance of culture and caring for marginalised groups.

In the 3rd phase, all topics are delivered and discussed online (n=27) amongst younger participants. The expected participation number is 2500, and the material is made available not just for the participants of the VICTORY project but for those not enrolled in any HEI.

VICTORY considers digital transformation and the green agenda through developing e-learning approaches, removing the need for travel.

NELS

Next Level Skills for Student Leaders


Virtual Exchanges in Higher Education and Youth

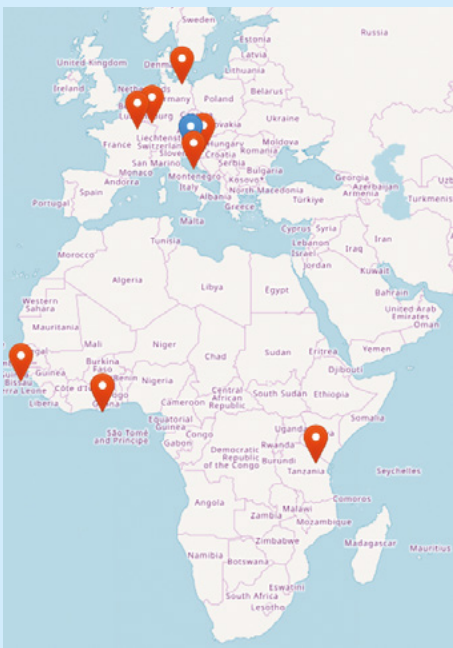
From 01.02.2025 to 31.01.2028

Coordinator: FH OO STUDIENBETRIEBS GMBH, Austria

Participants: Austria, Belgium, Denmark, Gambia, Germany, Ghana, Kenya, Slovenia

 [Project information](#)

 [Employability](#)



Summary

Next Level Skills for Student Leaders (NELS) is a dynamic virtual training programme designed to elevate the capabilities of student leaders across Europe and Sub-Saharan Africa. Through fostering direct interactions and intercultural dialogue, NELS cultivates a culture of engaged citizenship, grounded in the core values of freedom, tolerance, and non-discrimination. Moreover, it hones essential skills such as critical thinking, media literacy, leadership, and effective communication.

Tailored for elected representatives and students passionate about shaping their educational environments, NELS empowers participants to become catalysts for positive change in higher education and beyond. It targets 2500 participants over three years.

Project Goal:

The programme is structured around three comprehensive modules. “Future Challenges” delves into pressing topics like megatrends, digital transformation in education, and sustainability. “Next Level Skills” focuses on refining leadership capabilities and fostering inclusive communication, also in the virtual realm. “New Ways of Student Organising” explores democratic engagement, values within higher education, and the art of effective networking.

Each semester, participants engage in 10 immersive virtual sessions conducted in small, facilitated groups. The programme also offers the opportunity to earn micro-credentials (ECTS), providing tangible recognition for their efforts.

Backed by a consortium of HEIs and representative student unions, NELS draws on extensive expertise in fostering student engagement and civic involvement. Partners are committed to utilising digital platforms for enriching student interactions and cross-cultural dialogue.

In essence, NELS combines academic excellence with real-world insights from the student movement. In building on student organisation’s existing networks, such as the Global Student Forum spanning 127 countries, the consortium delivers a scalable and inclusive virtual programme.

EYES Empowering Youth

Erasmus Plus Virtual Exchange for Active Citizenship and Social Inclusion



Virtual Exchanges in Higher Education and Youth

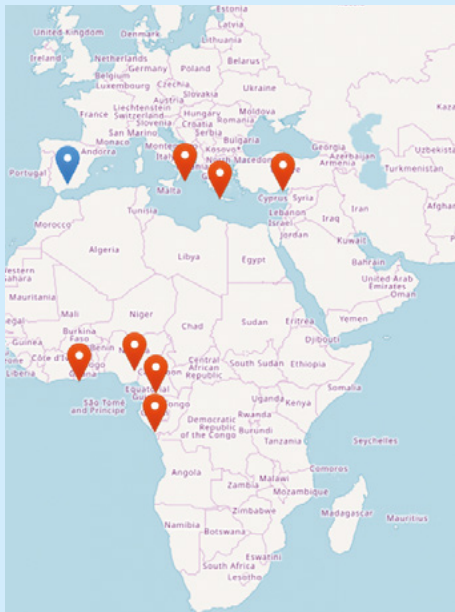
From 01.02.2025 to 31.01.2028

Coordinator: ASOCIACION DE COOPERACION AL DESARROLLO ABARKA, Spain

Participants: Cameroon, Gabon, Ghana, Greece, Italy, Nigeria, Spain, Türkiye

[Project information](#)

-  Social inclusion
-  Citizenship



Summary

Empowering Youth: Erasmus Plus Virtual Exchange for Active Citizenship and Social Inclusion (EYES) aims to promote social inclusion, active citizenship, and sustainable development among young people from Spain, Italy, Greece, Turkey, Ghana, Cameroon, Nigeria, and Gabon. The project seeks facilitate online exchanges and training programs for young people and youth workers in these countries.

Project Goal:

The project's main objectives are to enhance young people's understanding of social and solidarity economy, civic engagement, sustainable development goals, and mental health issues, as well as to increase the capacity of youth workers to develop and implement virtual exchange projects.

The project will consist of three main components: online mentor training, online-facilitated discussions between young people of youth organizations, and training for youth workers willing to develop virtual exchange projects. The mentor training will provide selected participants with the necessary skills and knowledge to facilitate online discussions and support young people in their exchanges. The online-facilitated discussions will focus on topics related to social and solidarity economy, civic engagement, sustainable development goals, and mental health reality. The training for youth workers will equip them with the skills and knowledge to develop and implement virtual exchange projects in their respective organizations.

Project Outputs:

The project's expected results include increased awareness and understanding of social and solidarity economy, civic engagement, sustainable development goals, and mental health issues among young people and youth workers from the participating countries. The project is expected to contribute to the development of innovative and effective approaches to youth development and sustainable development in the region. The project is expected to promote intercultural dialogue and understanding, collaboration and exchange of best practices, and strengthened EU-Africa relations.

Erasmus Mundus Joint Masters

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LIVE_Innov

Leading International Vaccinology Education for Innovation

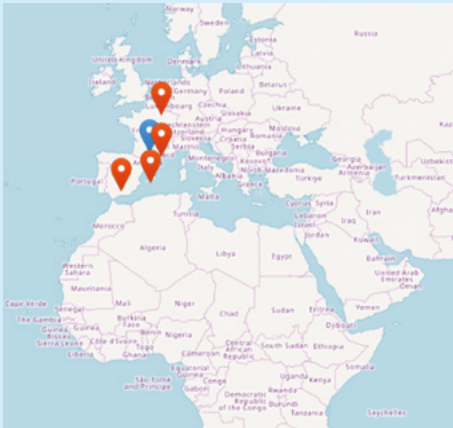
Erasmus Mundus Joint Masters

From 01.09.2024 to 31.10.2030

Coordinator: UNIVERSITE LYON 1
CLAUDE BERNARD, France

Participants: Belgium, France, Spain

[Project information](#)



Summary

LIVE_Innov, the Erasmus Mundus Joint Master “Leading International Vaccinology Education for Innovation” welcomes motivated Scientists, Bioeng, Clinicians, PharmD and Vet, with at least a BSc level in cell/mol biol, biochem, microbio, physio and immuno-logy to educate them into skilled vaccinologists adapted to our changing world. LIVE_Innov is a 2-year MSc in Biomedical Sc with multidisciplinary sciences and humanities (<https://masterlive-vaccinology.eu/>) awards 120 ECTS in vaccine research, design, innovation, preclinical and clinical development to scale-up, produce with quality, managing regulatory affairs, communicating on vaccines & public health, fostering access to safe existing and new vaccines, understanding health economics pillars, fighting epi/pandemics to ensure that vaccines save more lives.

LIVE_Innov is jointly produced by 5 leading universities with semester 1 (S1) jointly at Universitat Autònoma de Barcelona and Universitat de Barcelona (ES), S2 at Universiteit Antwerpen (BE), S3 jointly at Université Jean Monnet Saint-Etienne and Université Claude Bernard Lyon 1 (FR), in agreement and close collaboration with 61 associated partners (AP) from 23 countries. LIVE APs cover the vaccinology work chain to host 30+ students a year for their S4 6-month professional internship in academia or private institutions promoting internationality, creativity and employability. LIVE_Innov will educate 120+ vaccinologists of 50+ nationalities by 2029, connected to the growing LIVE Alumni family, to tackle challenges for developing prophylactic and therapeutic vaccines, being involved in “Reality projects” in research, training, communication and innovation. LIVE_Innov takes care of our changing world by imagining future vaccines, lowering negative impacts of Anthropocene: from efficient “green” production and administration of vaccines to future adaptive vaccinology quickly dealing with climate change-induced emerging diseases and benefiting from AI for innovation.

HumanResponse

Coordinated Humanitarian Response, Health and Displacement

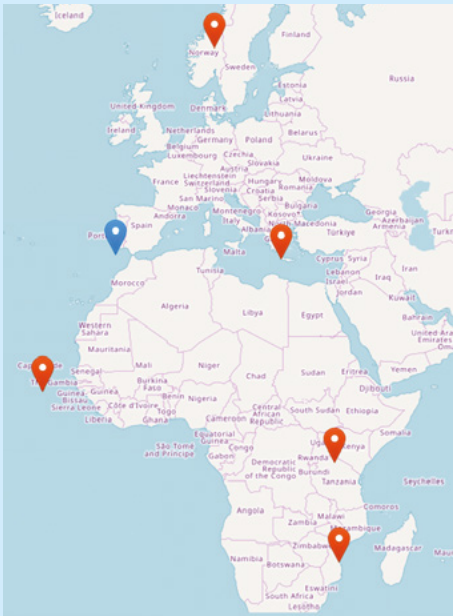
Erasmus Mundus Joint Masters

From 01.11.2024 to 31.12.2030

Coordinator: Iscte - Instituto Universitário de Lisboa, Portugal

Participants: Cape Verde, Greece, Mozambique, Norway, Portugal, Uganda

[Project information](#)



Summary

The EMJM on Coordinated Humanitarian Response, Health and Displacement (HumanResponse) aims to provide a unique multidisciplinary program, uniting European and African universities in teaching about life-saving assistance and displacement in volatile contexts. HumanResponse establishes an educational platform where European and African partners build a resilient global workforce to tackle future humanitarian crises.

Amidst ongoing conflict and escalating climate disasters, HumanResponse addresses the pressing need for professionalisation of humanitarian workers through (i) a specialized offer, (ii) fostering South-North collaboration and multi-stakeholder cooperation, (iii) strengthening localized leadership, and (iv) articulating theory and practice to navigate organizational complexity in humanitarian action. The partners bring extensive and relevant experience to this field from previous EU-funded projects and ongoing activities with the consortium's associated partners.

HumanResponse provides innovative training through three mobility teaching periods in Portugal, Norway and Uganda, providing students with a grounding in sociology, public policy, management, health, design, development and social work. A fourth mobility allows students to collect dissertation data in humanitarian contexts with 25 institutions (associated partners) in Europe, Africa, the Middle East, South America or Asia.

The curriculum is taught by both academics and practitioners, emphasizing problem-based learning and knowledge application opportunities in summer schools and internships. The program, conducted in English, offers opportunities to learn relevant languages for humanitarian response. Staff mobility enables and enhances curriculum internationalization and strengthens the consortium's global South-North humanitarian action network.

ECTPLUS ONE HEALTH

EMJM Environmental contamination and toxicology + ONE HEALTH

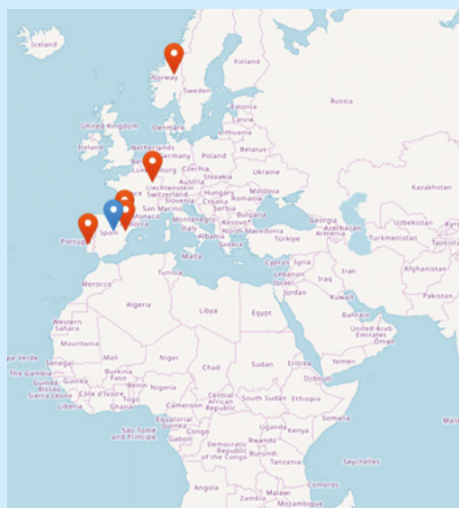
Erasmus Mundus Joint Masters

From 01.09.2024 to 31.10.2030

Coordinator: UNIVERSIDAD DEL PAIS VASCO/ EUSKAL HERRIKO UNIBERTSITATEA, Spain

Participants: Belgium, France, Norway, Portugal, Spain

[Project information](#)



Summary

The Environmental Contamination and Toxicology + ONE HEALTH (ECT+ ONE HEALTH) EMJM is a novel and innovative Joint European MSc programme focused on the understanding of the interactions between chemical pollution, climate change, living organisms (including human health) and ecosystems. The program aims to form students a wide and holistic perspective in a global scenario. Additionally, ECT+ ONE HEALTH aims to offer formation for the management of the risk posed for the health of humans and the environment by the use and disposal of chemicals in a scenario of global change.

This master has been conceived by six leading universities in the field of ecotoxicology and environmental chemistry from five countries, University of Porto (UPO, Portugal), University of Pau et des Pays de l'Adour (UPPA, France), University of Bordeaux (UB, France), University of Liège (ULiege, Belgium), Norwegian University of Science and Technology (NTNU, Norway) and University of the Basque Country (EHU, Spain), with the priceless contribution of a global network of Associates. The program aims to foster a high education of excellence and include the professional career perspective among students. The scope is to become a postgraduate of excellence and reference in the disciplines of ecotoxicology and one health approach. In addition, the program will form the students in transversal or soft skills related to United Nations Sustainable Developmental Goals. The multicultural environment and the gender and social equity, allow the enrolment of highly qualified students worldwide and educate in the context of the European Higher Education System.

EPH Plus – Europubhealth+

European Master in Public Health

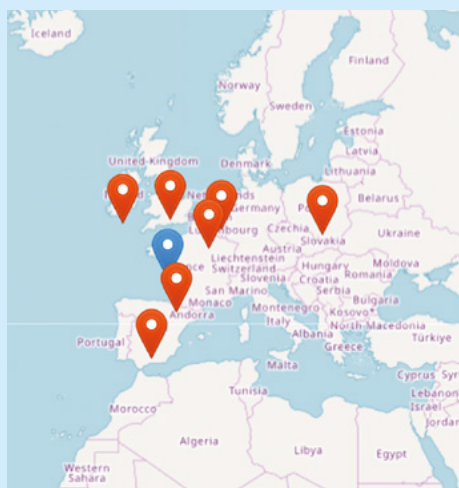
Erasmus Mundus Joint Masters

From 01.09.2024 to 31.10.2030

Coordinator: ECOLE DES HAUTES ETUDES EN SANTE PUBLIQUE, France

Participants: Belgium, France, Ireland, Netherlands, Poland, Spain, United Kingdom

[Project information](#)



Summary

Eight European universities collaborate to deliver the European Master in Public Health | Europubhealth+ (EPH+), an innovative, integrated 2-year Master course (120 ECTS) for students wishing to engage in a public health career. EPH+ provides multidisciplinary training delivered in a unique multicultural environment. EPH+ is an ideal programme for acquiring the skills necessary for innovative public health professionals, leading evidence-based decision making at the local, national or global levels.

The 1st academic year is dedicated to the foundations of public health in 4 different options: in English at the University of Sheffield (UK) or University College Dublin (Ireland), in Spanish at the University of Granada-Andalusian School of Public Health (Spain), or in French at the University of Liege (Belgium). The 2nd year comprises taught courses, an internship, the drafting and defence of a master thesis. Students choose one of 7 specialisations in specific public health functions or disciplines: Health Services Management and Digital transformation (University of Granada-EASP, Spanish), Spain; Advanced Biostatistics and Epidemiology (EHESP School of Public Health, English), France; Health and environment in a context of climate change (EHESP, English), France; Governance and Economics of Health Systems in transition (Jagiellonian University Krakow, English), Poland; Leadership in European Public Health (Maastricht University, English), The Netherlands; Health Promotion and Prevention (EHESP, French), France. Public Health Data Science (University of Bordeaux, ISPED, English), France.

At the end of each academic year, students, consortium faculty and international scholars gather in Rennes (France) for a 3-week integration module, geared towards global health as well as developing crucial cross-cutting competencies and skills. EPH+ graduates will receive a double degree (two national degrees), an EPH+ certificate and a Joint Diploma Supplement.

Jean Monnet Modules

SREUG.....46

SREUG

Sexual and Reproductive Health and Rights: A comparative study of policies in the European Union and Uganda

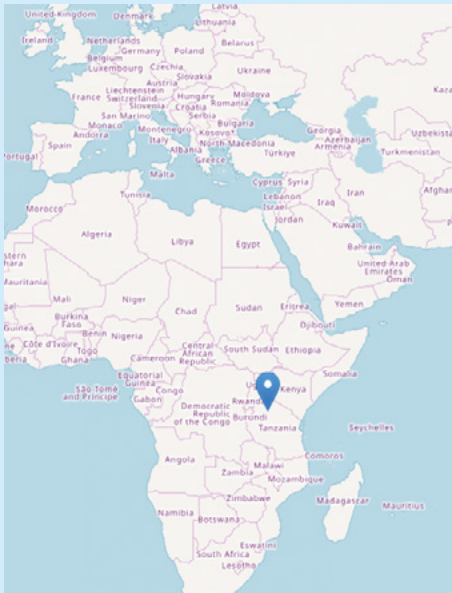
Jean Monnet Modules

From 01.12.2023 to 30.11.2026

Coordinator: MOUNTAINS OF THE MOON UNIVERSITY, Uganda

Participants: Uganda

 [Project information](#)



Summary

In advancing the role of the EU in policy formation and implementation, Mountains of the Moon University (MMU) implements a Jean Monnet Module on a comparative study of the Policies on Sexual and Reproductive Health and Rights (SRHR) and their implementation strategies in Belgium, a EU country and Uganda, a country in Africa. In this action, students, professors, policy makers, and practitioners in the field of SRHR engage in roundtables, workshops, intensive short course, and a Collaborative Online International Learning (COIL). The objectives of this action include: 1) To initiate dialogue on SRHR policies between students, academics, practitioners, and policy makers in Uganda and Belgium, 2) to develop knowledge and insights among academics, practitioners and policy makers that will strengthen the policy making and implementation process in the area of SRHR, 3) to disseminate results of a comparative study on SRHR policies in Belgium and Uganda through an international peer-reviewed journal in order to promote EU policies beyond the EU.

