

EEDA



**EXPLORE ENERGY
DIGITAL ACADEMY**



AUGUST 2025

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NEWSLETTER

IN THIS EDITION

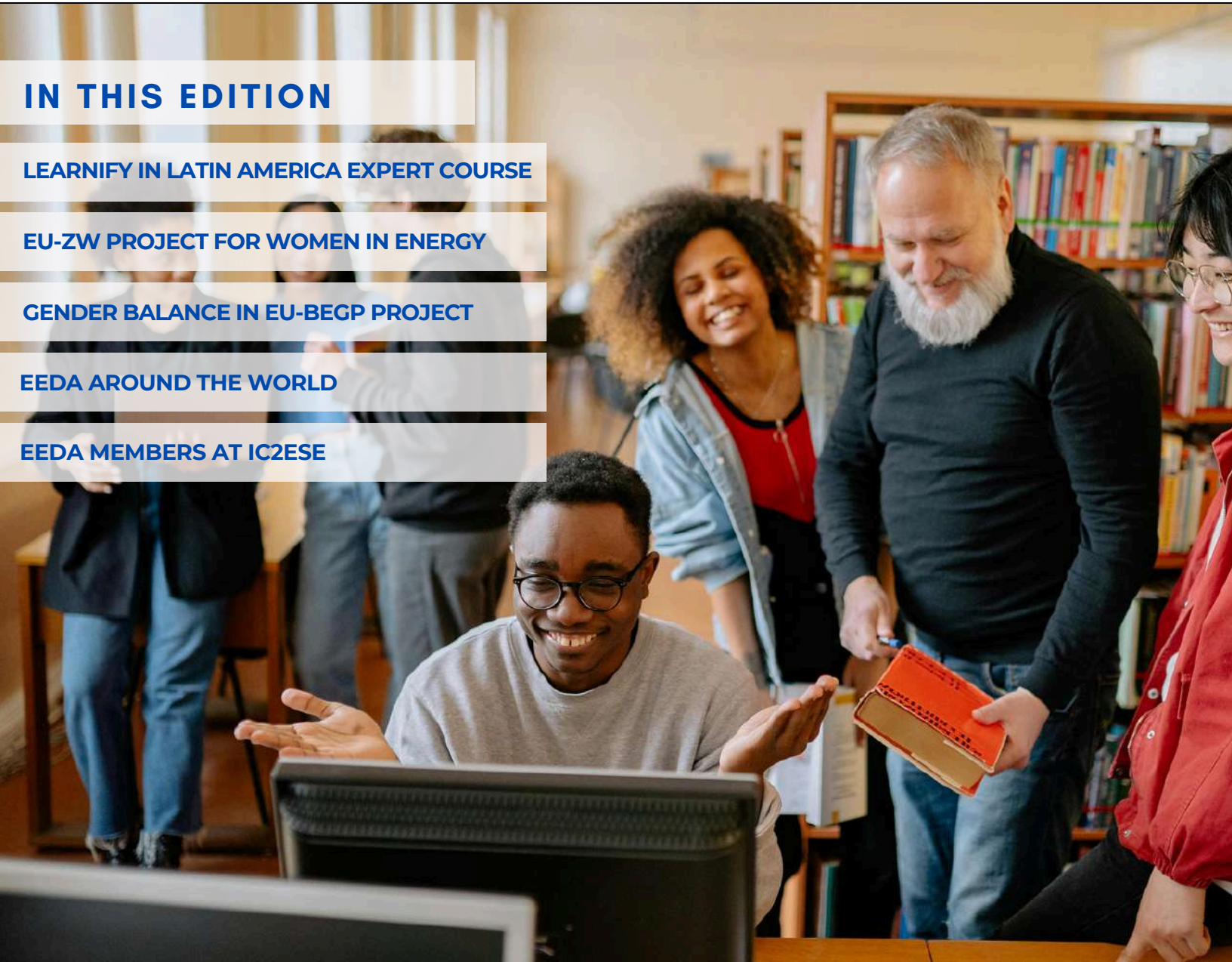
LEARNIFY IN LATIN AMERICA EXPERT COURSE

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EEDA AROUND THE WORLD

EEDA MEMBERS AT IC2ESE



FROM
THE
EDITOR

As another month unfolds, it's encouraging to see how EEDA continues to turn collaboration into tangible progress.

Every month, when we gather the stories, milestones, and reflections that make up this newsletter, I am reminded of something essential: progress rarely happens in a straight line. Instead, it is built step by step, sometimes quietly, often collectively, and always with the effort of people who believe that education can be a powerful force for change.

This August, our community has once again shown how collaboration can break barriers. From project meetings where ideas are translated into concrete actions, to new courses being piloted and refined, we see the threads of a network that is becoming stronger, more resilient, and more visible. These are not just academic activities — they are investments in the future of higher education and the students who will soon carry forward the responsibility of innovation and sustainability.

We know that many of you are working under tight schedules, balancing research, teaching, administration, and sometimes long-distance coordination. And yet, despite these challenges, you continue to deliver — whether by sharing a small update, joining a meeting across time zones, or supporting the launch of a new program. It is these small yet consistent contributions that make the EEDA community unique.

In this edition, we highlight examples that illustrate just how alive this network is. You'll find updates from partners leading transformative initiatives, stories that connect European and Latin American perspectives, and glimpses of the creative energy shaping our shared vision of education for the green and digital transition. Each piece is a reminder that we are not just observers of change — we are part of the movement shaping it.

What inspires me most is that, beyond the formal deliverables and technical outcomes, there is a growing sense of belonging. Each photo, report, and classroom moment carries with it the human dimension of this project: the enthusiasm of students, the dedication of faculty, the pride of institutions stepping into new roles. Together, they remind us that education is not an abstract goal but a lived experience that touches people's lives every day.

As you read through this month's newsletter, I encourage you to see yourself in these stories. Your work, your persistence, your creativity — they are what makes this community thrive. The journey ahead will continue to challenge us, but it will also continue to unite us in ways that matter deeply.

Thank you for walking this path with us. Let's keep showing, month after month, that collaboration in education is not only possible, but transformative.

The EU-ZW Project recently played an active role in a national stakeholder consultation on Zimbabwe's National Strategy for Women in Energy and Gender Equality. Organized by the Ministry of Energy and Power Development (MoEPD) with support from UN Women, the online event gathered more than 30 representatives from 20 different organizations, reflecting the strong commitment to placing women at the center of the country's energy transition.

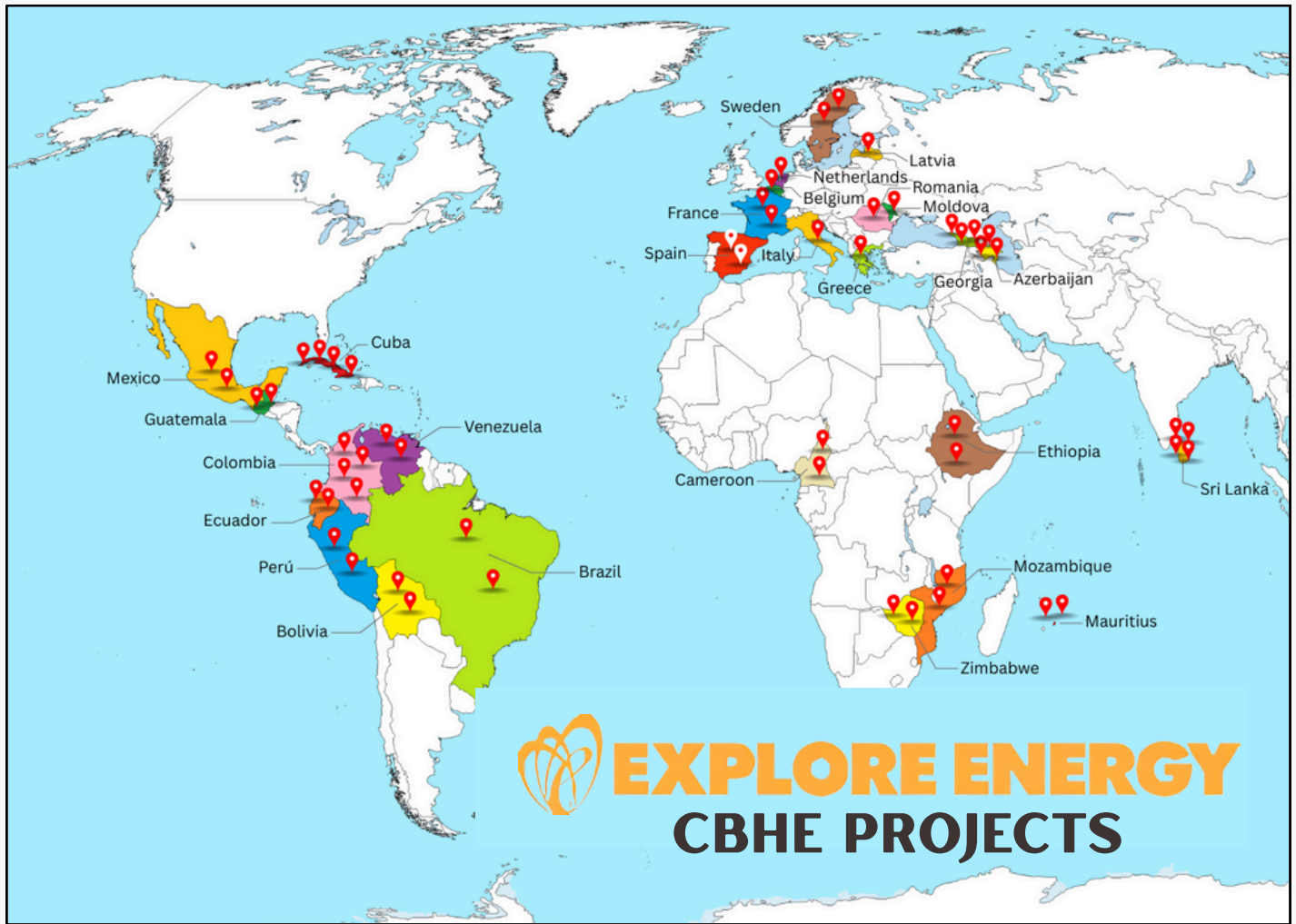


Stakeholders also stressed the importance of capacity building, inclusive and diverse representation, and new multi-stakeholder partnerships to ensure that the strategy translates into tangible and lasting impact for communities.

Participants discussed practical measures to expand women's leadership opportunities, foster entrepreneurship in clean energy, and promote access to technology and innovation. Calls were also made for an enabling environment—through financial supportive legal, and institutional frameworks, that can accelerate progress on gender equality in the sector.

Looking ahead, these efforts will not only strengthen gender equality in Zimbabwe's energy sector, but also serve as a valuable reference for similar initiatives across the region, demonstrating the power of collaboration in driving inclusive change.

EEDA AROUND THE WORLD: A GLOBAL FOOTPRINT IN HIGHER EDUCATION



The pins illustrate the respective numbers of universities participating in the CBHE projects in the respective countries.

This map highlights the many countries where EEDA is making an impact — spanning universities, research centers, and partner institutions across the globe. Each color marks the participation of a country in CBHE initiatives connected to EEDA, underlining the network’s capacity to bridge diverse regions and disciplines.

The map also illustrates the universities directly involved in CBHE projects, while recognizing that a number of individual teachers in several other countries are contributing to EEDA as well, even if this wider engagement is not shown visually.

By sharing this view, EEDA not only illustrates the geographical breadth of its collaborations, but also reinforces the importance of building common tools, shared knowledge, and long-term partnerships in higher education.

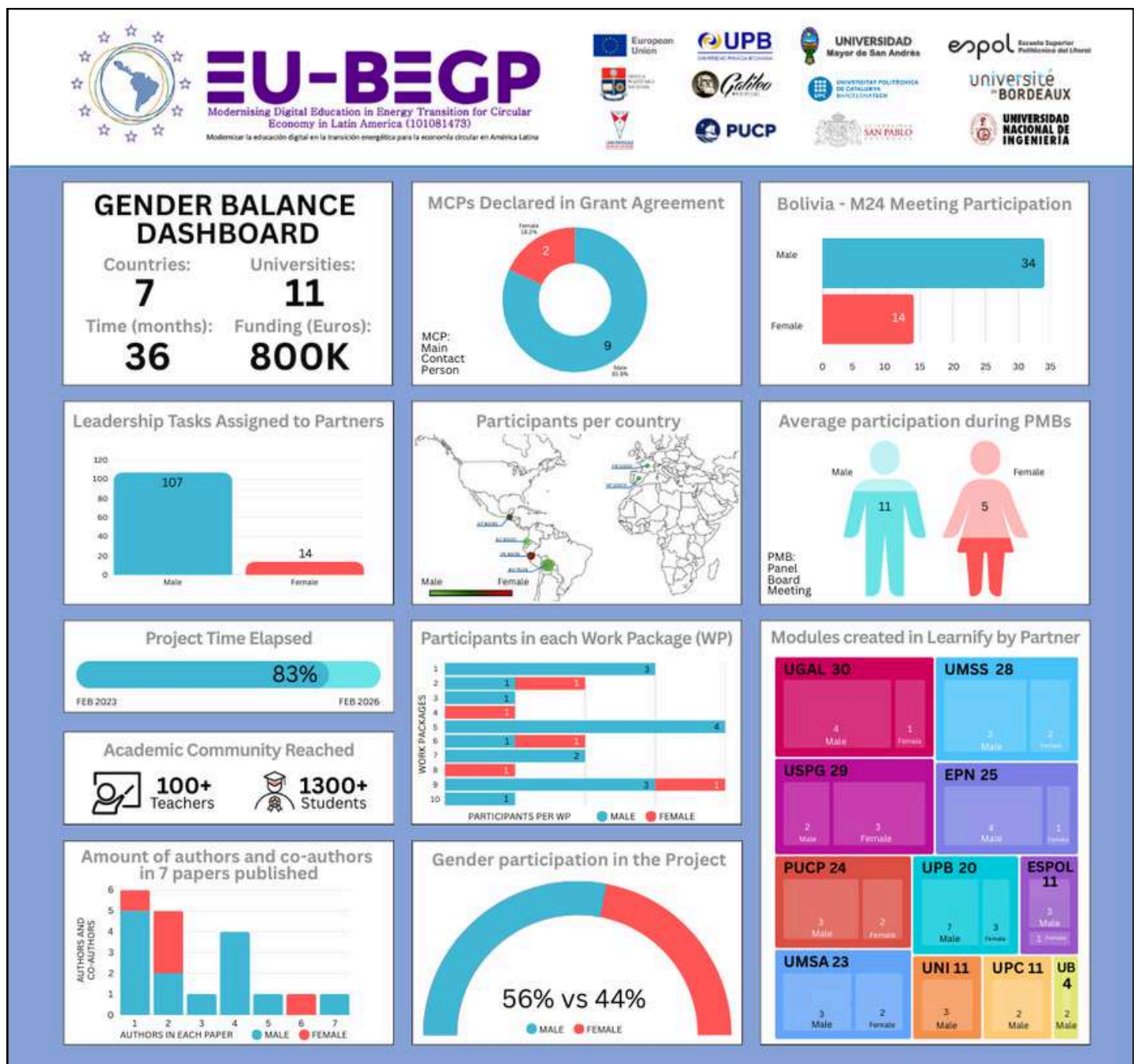
This is only a first step: a sample of how the network is moving forward. As projects continue to grow and new partners join, EEDA’s footprint will expand even further, demonstrating that the challenges of the energy transition are best addressed together.

TRACKING GENDER BALANCE IN EU-BEGP PROJECT

Gender equity remains a guiding principle within the EU-BEGP project. To ensure that this commitment is more than just words, the consortium has developed a Gender Balance Dashboard that tracks participation in project activities, leadership roles, and academic outputs.

The data not only highlights the growing presence of women across disciplines, but also points to encouraging trends in areas where women have historically been underrepresented, such as engineering and the energy transition.

By monitoring progress in this way, EU-BEGP is reinforcing its dedication to building a more inclusive academic and professional community.



LEARNIFY PLATFORM STRENGTHENS INNOVATIVE TRAINING IN LATIN AMERICA

One of the most remarkable achievements of the EU-BEGP project is the way partner universities are sharing and co-developing digital learning resources through the Learnify Platform. Designed to foster collaboration and innovation, Learnify is now becoming a common tool that connects institutions, academics, and students across borders.

A clear example of its impact was seen during the First Expert Course on Biomass Conversion into Value-Added Products, recently held at the Universidad Mayor de San Andrés (UMSA) in Bolivia. The training incorporated a set of specialized modules developed within Learnify, which allowed participants to approach complex concepts in an organized, interactive, and accessible way.

Among the modules featured were:



View of the Learnify platform

SA019-T06L01CM01: Plastic Waste and Thermochemical Processing

SA011-T02L01CM01: Biochar: Impact of Temperature and Raw Material

SA011-T02L01CM02: Biochar: Impact on Soil Properties

SA011-T02L01CM03: Biochar: Adsorbent for Contaminant Remediation

SA019-T05L01CM01: Biochar: Certification and Quality Standards

These modules were not just theoretical: they were designed to connect academic content with real-world applications. By combining them with the Remote Laboratory on Pyrolytic Conversion of Biomass—also integrated in the platform—participants had the opportunity to explore authentic experimental data produced with advanced equipment such as the AUGER reactor.

This blended approach offered participants a hands-on learning journey where they could analyze, simulate, and reflect on processes that are central to today's discussions on renewable energy, waste management, and sustainable technologies. For many of them, it was their first experience accessing such resources in a digital yet highly practical environment.

The success of this course highlights not only the strength of UMSA's academic team but also the power of Learnify as a shared platform. By enabling institutions across different countries to design and deliver specialized content, Learnify is building a common educational ecosystem that supports innovation and ensures that knowledge generated in one university can have a much wider impact across the entire Erasmus+ network.

EEDA MEMBERS TO TAKE THE STAGE AT IC²ESE 2025

The Faculty of Engineering of The Open University of Sri Lanka (OUSL) is set to host the International Conference on Circular Economy and Sustainable Ecosystem (IC²ESE 2025) on 11–12 December 2025 at its Nawala campus, with online participation available for international attendees.

The conference will serve as a global platform for experts, policymakers, academics, and innovators to discuss how circular economy principles can foster resilience and sustainability worldwide.

This year's edition is particularly significant for the EEDA community:

OUSL, a partner in the EUSL-ENERGY Project, is the main organizer, while Dr. Cristina Efremov, Associate Professor at the Technical University of Moldova and member of the EU-AGM Project, will feature as a keynote speaker. Their active involvement reflects the strong presence of EEDA members in international dialogues shaping the future of energy, sustainability, and education.

The conference will explore a wide range of topics, including material circularity, emerging energy technologies, green construction practices, sustainable transport, and education for sustainability. Accepted papers will be eligible for publication in the Springer Nature Journal issued by the OUSL Faculty of Engineering, underscoring the event's academic relevance and global impact.

Through their leadership roles in IC²ESE 2025, EEDA members are helping to advance knowledge-sharing and international collaboration at the intersection of circular economy and sustainable ecosystems.



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Be the first to hear about new courses, success stories, and opportunities from our global community in higher education and energy transition.

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