

EEDA



**EXPLORE ENERGY
DIGITAL ACADEMY**



DECEMBER 2025

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FROM THE EDITOR

As 2025 draws to a close, EEDA stands not as a single project, platform, or initiative, but as something far more meaningful: **a shared space where people, ideas, and institutions converge to shape the future of education.**

Throughout this year, we have witnessed how modernization in education does not happen through declarations alone, but through the steady, often invisible work of many hands and minds.

It is built day by day through **commitment, curiosity, collaboration, and a shared willingness to rethink** how learning is created, delivered, and experienced. Behind every course, module, and learning experience are people making that transformation possible.

Educators carefully designing learning journeys, researchers challenging established models, technical teams ensuring that systems connect and knowledge flows, and students engaging with ideas that reshape not only what they know, but how they think. Together, these individual efforts—sometimes visible, often unseen—form the collective force that continues to move EEDA forward.

Knowledge circulates, evolves, and finds new meaning as it moves from one project to another, from one learner to the next.

What makes EEDA truly distinctive is not only what it produces, but what it enables.

It acts as a point of connection, a quiet catalyst, allowing collaboration to take root and grow over time. Many who engage with EEDA discover that they are part of something larger than their own institution or project—a network defined by trust, openness, and a shared belief in education as a driver of transformation.

Modernizing education is not a linear journey. It requires patience, dialogue, experimentation, and above all, people willing to work together across boundaries.

In 2025, EEDA has shown that when such conditions exist, innovation becomes possible—not as an abstract goal, but as a collective practice.

As we turn the page toward a new year, we do so with gratitude for everyone who has contributed to this shared endeavor, and with confidence that the connections forged, the knowledge exchanged, and the foundations laid will continue to shape learning experiences well beyond any single project or timeline.

EEDA is, above all, a community in motion—and its story is being written by all of you, shaping what comes next.

Dreaming of a Global Career in Energy & Circular Economy?



MSc in Energy for Circular Economy

Jointly offered by four universities in Sri Lanka
The Open University of Sri Lanka
University of Moratuwa
University of Peradeniya
University of Ruhuna

APPLY NOW

Application Deadline
3rd February 2026

In collaboration with
UNIVERSITY OF PERADENIYA
UNIVERSITY OF MORATUWA

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www.eusl.edu.lk
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SCAN FOR MORE INFO

Co-funded by the European Union

EUSL ENERGY PROJECT

Following the successful delivery of previous editions, the programme offered by The Open University of Sri Lanka (OUSL) has demonstrated strong demand and positive engagement from participants.

The consistent interest and favourable feedback received have confirmed the relevance and quality of the initiative, leading OUSL to

announce the **4th intake**. This new intake reflects the programme's growing impact and its continued contribution to professional development and capacity building within the region.

Your Journey Starts with MSc in Energy for Circular Economy (MECE)

If you aspire to build a **high-level professional career in Europe or other developed countries in energy, circular economy, sustainability, climate action, or environmental systems**, the MSc in Energy for Circular Economy (MECE) is one of the **strongest academic pathways** to achieve that goal.

MECE is not just a Master's programme—it is a gateway to global career opportunities

This internationally recognized Master equips graduates with future-ready skills in energy transition, renewable energy, green hydrogen, circular economy, and sustainability—fields that are in high demand worldwide, particularly in Europe and other developed economies.

Applications Now Open - MECE 2026 Intake

Apply Online: <https://reginfo.ou.ac.lk/pgd/applyonline/index.php>

Application Period: 18 Dec 2025 – 03 Feb 2026

Programme Details: www.eusl.edu.lk

Join the MECE WhatsApp Group: <https://chat.whatsapp.com/Jh5WuqzbEbgIwuOcBBRZ7x>

Turn your global career dream into reality. Join MECE and be part of the global transition toward sustainable and circular energy systems.

Energizing Green Economy for Sustainable Society



www.eusl.edu.lk

Why Choose the MECE Programme?

Developed under EU standards

MECE was developed under **European Union guidelines** through the **EU Co-funded EUSL-Energy Project (2020-23)**, ensuring strong international relevance and quality.

Fully Online & Flexible

A **100% online programme** — complete your Master's degree from anywhere in the world while continuing your job or career.

Most In-Demand International Master's Programme in South Asia

Recognized as one of the **most sought-after postgraduate programmes** in the region, particularly in Sri Lanka.

Jointly Offered by four (4) Leading Sri Lankan Universities with Collaboration from three (3) Leading European Universities

This is the only postgraduate programme in Sri Lanka jointly delivered by:

- The Open University of Sri Lanka (OUSL)
- University of Moratuwa (UOM)
- University of Peradeniya (UOP)
- University of Ruhuna (UOR)

The programme is developed and delivered in collaboration with leading European universities:

- KTH Royal Institute of Technology, Sweden
- University of Twente (UT), The Netherlands
- CentraleSupélec (CS), France

Strong Local, European, and Global Academic Exposure

Courses are developed and delivered with the active involvement of leading academics from Sri Lanka and top European universities, together with global university experts through **EEDA collaboration**, bringing strong international and global perspectives directly to students.

Challenge Based Learning

Challenge-Based Learning (CBL) is an educational approach that places real-world challenges at the center of the learning process. Instead of focusing on content delivery alone, CBL engages learners in identifying, exploring, and addressing complex problems that reflect societal, environmental, or professional realities.

CBL also redefines the role of educators, who act as facilitators and guides rather than sole sources of information. By designing and sharing challenges through common frameworks, educators enable learning experiences that are adaptable, reusable, and relevant across contexts. This approach supports EEDA's broader vision of modernizing education through active, learner-centered, and challenge-driven methodologies

FROM TEACHING TO LEARNING

Placing Learners at the Center

EEDA promotes a shift away from traditional, lecture-centered models toward learning experiences where students actively engage with real-world challenges.

Rather than positioning educators at the front of the classroom, EEDA-supported approaches encourage collaboration, inquiry, and problem-solving, allowing learners to take ownership of their learning process.

This model supports deeper understanding, adaptability, and skills development aligned with the needs of contemporary society.

Support for Challenge Developers

Valentina Zaccaria

A new train-the-trainer module has been developed to support all the educators working with challenge-driven learning.



The Challenges are one of the crucial pillars of the EEDA concept, with the aim of educating 21st century citizens to face the global challenges of the future.

The long-term goal is to create an extensive library of challenges that can be implemented off-the-shelf by anyone, anywhere in the world, as an easy plug-in solution, and to reach this goal, dozens of EEDA educators are currently developing challenge ideas.

With the aim of cocreating, sharing, and reusing basic material which is at the very core of the EEDA community, a simple recipe is provided to challenge developers to ensure consistency and effectiveness.

The module summarizing these steps is created by the author and can be found under the Subject Area 501: <https://time.learnify.se/l/show.html#att/n5VyR>

The cocreation of challenges according to this model is expected to be one of the most valuable examples of what we can achieve when we work together.

A warm thank you to all the educators who are making this possible.

EU-ZW Project 2025 Achievements

Samson Mhlanga

National University of Sciences and Technology (NUST) - Zimbabwe

EU-ZW partners were highly engaged in 2025, focusing on module development as required under WP3 and WP4. These activities were reinforced through training delivered during the physical meeting held in Sweden, as well as local training sessions. As a result, **41 modules were developed** and have now reached the **Quality Improvement Plan (QIP)** peer review stage.



EU-ZW partners during the first EEDA Face-to-Face meeting in Sweden

During 2025, the EU-ZW project also concentrated on developing the Challenge-Based Learning (CBL) package under WP5.

Each partner institution developed modules that will be adopted by students as they undertake the challenges in the near future.

In Zimbabwe, Challenge-Based Learning has traditionally been implemented on a voluntary basis, with students participating by signing up for various challenges advertised by organisers and funders.

An example of an international challenge is the **Enactus Boost Challenge**, including its offshoot Action with Africa, through which NUST Enactus won approximately €7,500 in 2025.

The **Challenge-Based Learning** approach follows three main phases—Engage, Investigate, and Act—applied to Zimbabwe's Energy Transition goal through five focus areas aligned with the project partners.

Through its partners, the EU-ZW project has also procured equipment and initiated the development of Remote Laboratories, as agreed in the project plan:

- NUST: Solar thermal systems
- University of Zimbabwe: Wind energy
- Lupane State University (LSU): Biogas
- Chinhoyi University of Technology (CUT): Energy efficiency
- Midlands State University (MSU): Battery efficiency testing

The project concluded the year by **collaborating with other international initiatives**, including the Computer Society, where EU-ZW was represented under the theme Internet Greening.

This collaboration highlighted the critical importance of sustainable internet infrastructure, particularly as the **Remote Labs** will rely heavily on internet connectivity.

Akaki Tsereteli State University part of the EU-AGM Project



The EEDA Team is proud to feature Akaki Tsereteli State University (ATSU), the largest regional university in Georgia and one of the country's oldest centers of learning. Located in Kutaisi—recognized among the world's oldest continuously inhabited cities—ATSU stands as a cornerstone of academic tradition, innovation, and international collaboration.

A Legacy Built Over Nine Decades

Founded in 1933 within the historic Tbilisi State University, ATSU has grown through key mergers in 2006 and 2010 to become a multi-faculty institution with a wide spectrum of academic, vocational, and research programs. Its heritage is rooted in the scholarly traditions of the Phasisi and Gelati Academies, shaping a university committed to excellence and societal contribution.

Mission Aligned With European and Global Standards

ATSU is a multidisciplinary university delivering academic and professional programs across all three levels of higher education. Its mission emphasizes:

- High-quality teaching, research, and creative activity.
- Strong alignment with national and European educational principles.
- Student development, leadership formation, and lifelong learning.
- Social responsibility, knowledge creation, and support for public policy development.

A central pillar of its strategy is internationalization, with a strong focus on mobility, cooperation, and global engagement across all units of the university.

A Proven Leader in International Collaboration

ATSU brings extensive experience in European projects, including Tempus, Erasmus-Mundus, and numerous Erasmus+ initiatives. The university currently coordinates two key Capacity Building in Higher Education (CBHE) projects:

RURD – Role of Universities in Regional Development

AESOP – Advocacy Establishment for Students through Ombudsman Position

The participation of institutions such as Akaki Tsereteli State University is essential to advancing the modernization of higher education. Universities with strong academic traditions, regional impact, and proven international engagement play a critical role in connecting local realities with European and global innovation agendas.

Through projects like EU-AGM, universities contribute to institutional strengthening and resilient, forward-looking education systems that address societal, technological, and environmental challenges.

Building Circular Pathways for a Greener and Resilient Future

Ruchira Abeyweera - The Open University of Sri Lanka (OUSL)

The **2nd International Conference on Circular Economy and Sustainable Ecosystems** (IC2ESE 2025 - www.eusl.edu.lk/ic2ese/), held at The Open University of Sri Lanka (OUSL), brought together local and international academics, industry experts, and policymakers to discuss practical circular economy solutions for energy systems, manufacturing, and ecosystem resilience. The conference further strengthened Sri Lanka's position as an emerging regional hub for circular economy education, research, and innovation.



The conference was held on 11 December 2025 at OUSL, Nawala, under the leadership of Senior Professor P. M. C. Thilakarathne, Vice Chancellor of OUSL, who also served as the Chief Guest. His leadership highlighted the important role of universities in addressing national and global sustainability challenges through applied research and innovation.

The conference was chaired by Dr. S. D. R. Perera, with Dr. B. G. D. Achintha Madhusanka serving as the Conference Secretary. The event was coordinated by Eng. H. D. N. S. Priyankara, Head of the Department of Mechanical Engineering. The entire Mechanical Engineering staff—both academic and non-academic—provided strong support, which was instrumental in the successful completion of the conference.

IC2ESE 2025 featured four keynote addresses by distinguished experts, including Prof. Jeevan Jayasuriya (KTH Royal Institute of Technology, Sweden), Prof. Annukka Santasalo-Aarnio (Aalto University, Finland), Eng. Janaka Rathnakumara (Wijeya Newspapers Ltd Group), and Prof. (Dr.) Cristina Efremov (Technical University of Moldova). Their presentations emphasized energy transition, sustainable manufacturing, circular economy policy frameworks, and leadership for climate action.

The conference was closely aligned with the MSc in Energy for Circular Economy (MECE) programme, offering students and researchers a valuable platform to connect academic research with industry and policy applications.



Vivid moments during the IC2ESE Conference

Several EEDA members, together with local and international researchers, presented and published their research findings, contributing significantly to knowledge sharing and regional collaboration.

Looking ahead, the community will meet again at IC2ESE 2026 in August 2026, with a stronger focus on research outcomes, circular economy innovations, and sustainability-driven energy solutions.

The shared vision remains clear: advancing circular economy thinking through strong international collaboration aligned with the Sustainable Development Goals (SDGs) and Sri Lanka's Nationally Determined Contributions (NDCs), to respond effectively to global and Sri Lankan climate challenges—building a greener, more resilient, and sustainable future.

Energy Academy (Pvt) Ltd – Advancing Circular Energy Solutions For A Sustainable Future

Ruchira Abeyweera

Energy Academy (Pvt) Ltd. is a Sri Lankan start-up established to support the global transition toward sustainable, low-carbon, and circular energy systems. The organization is strongly shaped by the knowledge, systems thinking, and applied learning gained through the MSc in Energy for Circular Economy (MECE) Programme, which has provided its leadership with a solid foundation in circular economy principles, energy systems, and sustainability-oriented decision-making.

Founded on the belief that energy professionals must move beyond theory, Energy Academy integrates circular economy thinking with practical energy applications, bridging academic knowledge, industry needs, and policy objectives to deliver real-world impact across sectors.

Board of Directors Energy Academy



Eng. Dinusha
Gunawardana



Eng. Wasantha
Kandawinna



Eng. Ishan
Madhuranga

Mission and Focus

Energy Academy's mission is to accelerate the transition to sustainable and circular energy systems through consultancy, innovation, professional education, and capacity building. As MECE alumni, the organization aligns its work with the United Nations Sustainable Development Goals (SDGs), Sri Lanka's Nationally Determined Contributions (NDCs), and the national ambition to achieve Net Zero emissions by 2050.

Guided by this foundation, Energy Academy promotes clean energy adoption, energy efficiency, and responsible resource use, delivering science-based solutions that help organizations optimize energy use, reduce environmental impacts, and strengthen economic resilience.

Key Areas of Expertise

Energy Academy provides integrated energy and sustainability services, including industrial energy audits, energy management systems, renewable energy and efficiency project development, ISO-related consultancy, ESG and environmental advisory services, and professional training and capacity-building programmes. Strong emphasis is placed on education and knowledge transfer, supporting both professionals and future entrants to the energy sector.

Collaboration and Engagement

Energy Academy operates in close alignment with national sustainability leadership linked to The Open University of Sri Lanka (OUSL) and the MECE Programme, while benefiting from international academic and industry perspectives. The organization looks forward to continued engagement with EEDA members, industry partners, academics, and sustainability professionals, contributing to shared learning and collective efforts toward a cleaner, more resilient energy future.

EU-BEGP LAUNCHES COURSE ON GENDER AND INTERSECTIONALITY IN ENERGY ENGINEERING

From November 17 to 28, 2025, the project EU-BEGP successfully delivered its first-ever course managed through the newly deployed EEDA Learning Management System (LMS). This pilot marks an important step in integrating the LMS as a central tool for academic coordination across the initiative.

The short course **Gender in Energy Services and Infrastructure**, designed to strengthen the capacities of students and professionals, focused on integrating gender and intersectionality into engineering and energy planning—an essential perspective that remains largely overlooked in traditional curricula. With an estimated 25 hours of learning, the program adopted a Flipped Classroom model, combining self-paced learning modules on Learnify, interactive Zoom sessions and short challenges.

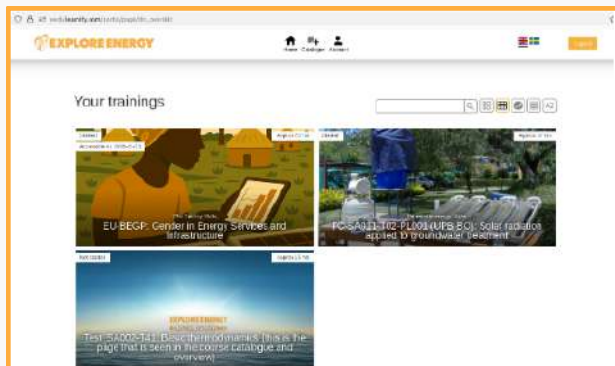
The content of the course begin with an introduction to gender in energy systems, then explore gender and intersectionality, including Latin American perspectives and finally apply frameworks such as Gendered Innovations and the Gender Spectrum to evaluate real energy projects. Through case studies, interactive materials, and critical analyses, the course equipped learners to identify gender gaps, assess inclusivity in project design, and understand how social identities shape access to energy in different contexts. A final exam and graded assignments ensure mastery, with an 80% score required to complete the course.

The course brought together a final group of 15 active participants—most of them women—from Bolivia, Ecuador, Guatemala, and Colombia. Overall satisfaction was high, with all participants rating the course positively. Many highlighted the benefits of the flipped-classroom model, noting that it allowed them to advance at their own pace and engage more deeply with the content during the synchronous sessions.



Participants during the live sessions

A Valuable First Experience with the EEDA LMS. As the first course to be implemented through the EEDA LMS, this experience provided meaningful insights into the platform's potential. The system served as the central space for course management, student tracking, and resource organization, offering a cohesive structure that supported both instructors and participants throughout the program.



Learnify repository with modules for the course

While participants reported encountering some technical challenges—expected in an initial deployment—the use of the LMS proved highly valuable. It enabled efficient streamlined access to course materials, and provided a unified environment that made it easier to monitor engagement and learning progress. This pilot not only demonstrated the relevance of addressing gender and intersectionality in energy education, but also highlighted the EEDA LMS as a promising tool for future training initiatives.

By serving as the backbone of this first course, the LMS established a foundation upon which more robust, scalable, and user-centered learning experiences can be built.

AI For Education News

Valentina Zaccaria

A Lesson in AI-driven education is under development by Valentina Zaccaria (MDU). The objective of this Lesson is to train learners (and interested educators alike) in the use of generative AI to enhance the learning process and increase effectiveness, while being aware of ethical considerations and common pitfalls.

Currently, two modules are developed and in the process of being reviewed, namely Use of AI to gather and understand information, and Use of AI to create content.

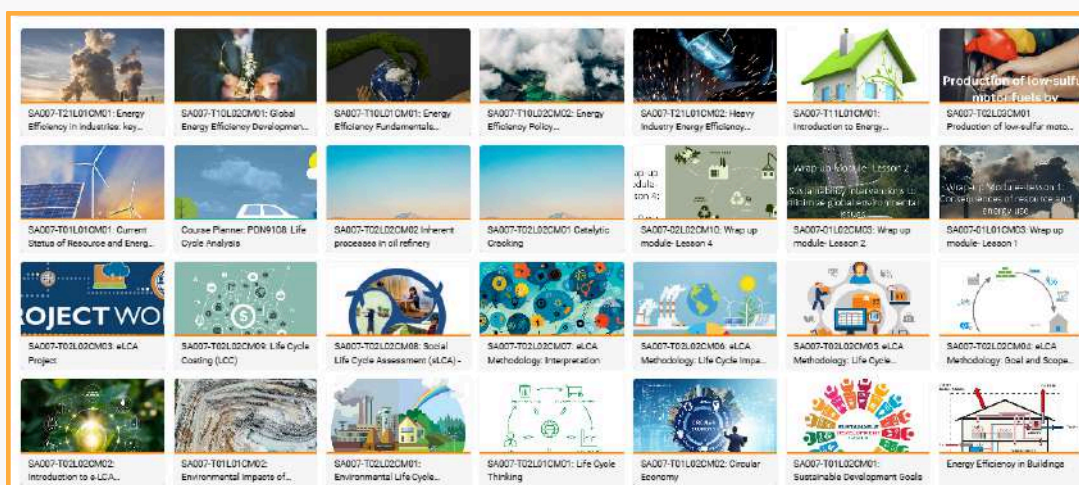
These modules introduce concepts of prompt engineering to optimize our interactions with AI, provide many examples of how to use AI to increase productivity and deepen knowledge (with tips and tricks to avoid biases and hallucinations), and invite the learners to reflect on how AI is affecting our life. They can be taken completely standalone and self-paced, however the intention is for them to be part of a course where students have the chance to discuss in groups and with the teacher.

Interested teachers are suggested to contact Valentina (valentina.zaccaria@mdu.se) to get the possibility to review the modules and influence the development of further content.

Learnify Continues to Grow as a Knowledge Hub for EEDA Initiatives

Learnify, the learning platform supporting EEDA and its associated projects, continues to consolidate its role as a growing repository of educational content.

Recent data extracted from the system highlights the scale already achieved: a total of **5,471 learning modules** have been created within the platform, of which 1,357 are currently published and accessible to learners.



This balance between developed and published content reflects an active and evolving ecosystem, where materials are continuously curated, refined, and prepared for deployment across courses, pilots, and capacity-building activities.

As Learnify continues to expand, the platform is becoming a strategic asset for supporting blended learning, short courses, and future training initiatives across EEDA projects.

Its steadily increasing repository lays a strong foundation for scalable, flexible, and user-centered learning experiences, reinforcing EEDA's commitment to innovation in higher education and professional training.

2025 A Remarkable Success of EU-AGM Project Achievements

Cristina Efremov

Technical University of Moldova



EU-AGM is not just a project, but a global vision for digital education and an initiative with huge transformative potential. The year 2025 reconfirms the position of the Technical University of Moldova as an innovative leader in higher education! We are proud to announce the EU-AGM project achievements during one year of progress (Joint Societal Challenge-driven Circular Economy Energy Education between Azerbaijan, Georgia, Greece, the Republic of Moldova and Romania has obtained funding within the prestigious ERASMUS+ Capacity Building in Higher Education (CBHE) competition, call 2024).

The achievements focus on a vitally important topic: integrating the circular economy into energy education from a shared societal perspective, addressing the global challenges of the future.

A remarkable success that included tasks, sub-tasks, deliverables fully done are as follows:

- The deliverable of Quality Assurance Plan in the EU-AGM project is related through Project Management such that all partners, involved all WPs will understand how the project will be qualified in all aspects, including the responsibility of each individual partner.
- The deliverable Recommendations of Challenge Learning Resources provided a comprehensive set of **recommendations for curriculum transformation** within the EU-AGM project, aimed at modernising higher education in energy-related fields across Azerbaijan, Georgia, Moldova, Greece, and Romania.
- The deliverable **Report of existing energy related lab material** Report on Existing Energy-Related Laboratory Materials provides an overview of existing energy-related laboratory materials that can serve as a foundation for the development of remote and virtual laboratories of the EU-AGM project. It reviews internal resources already available within the consortium (e.g., Explore Energy Digital Academy), open educational resources (OER) at global and local levels, and relevant European initiatives.
- **The deliverable Communication, Dissemination and Exploitation Plans** was related towards the impact of communication, dissemination, and visibility. As such as serves as the cornerstone for sustainability and fruitful collaboration in long term perspective development.



Partners during the EU-AGM Meeting

In line with the project's general guidelines, meetings are typically required to take place in a partner country. However, the EU-AGM physical workshop held from 9–13 June 2025 was approved as an *Acceptance of Exception for Project Meeting Location*. The request was granted after considering the potential synergies and collaborative benefits for all projects involved, leading the EU to approve the proposed location.

The meeting took place in Sweden and proved to be highly productive, bringing together the EU-AGM consortium and another consortium working on a similar concept, as outlined in the project application.

It outlines the development process and clarifies partner responsibilities towards each other and the overall project towards Quality Assurance Plan. Emphasis is placed on implementing quality assurance mechanisms to ensure that educational institutions maintain high standards, in line with the European Quality Framework. This includes accreditation processes and regular assessments.

This victory underlines both the academic excellence of our partners and EU-AGM project unwavering commitment to innovation, international collaboration and continuous improvement of education.

These steps forward will take the impact of Erasmus+ CBHE projects to a higher level, opening up new horizons for accessibility and flexibility in education.

EU-AGM continues to turn vision into impact, translating strategic objectives into tangible results. Through collaboration, quality assurance, and innovation, the project contributes to strengthening higher education systems and supporting long-term educational transformation.

Bridging Academia and Industry:

A Journey of Growth and Innovation in Circular Economy

Ruchira Abeyweera



The MSc in Energy for Circular Economy program (MECE) has been transformative in shaping both my academic pursuits and professional career. What sets this program apart is its unique delivery approach and the diverse cohort it attracts.

Learning alongside professionals from various industrial backgrounds and fellow academics has created an invaluable networking platform where ideas converge from multiple perspectives.

This cross-pollination of knowledge has enriched my understanding of energy systems and circular economy principles in ways traditional classroom settings cannot achieve. The program's blend of online laboratory sessions and hands-on group projects has been particularly impactful.

Collaborating with peers to visit project sites and conduct field assessments has bridged the gap between theoretical knowledge and practical application. These experiences have sharpened my critical thinking, enhanced my project management capabilities, and improved my ability to analyze complex energy systems. The comprehensive curriculum has equipped me with essential skills in sustainability assessment, life cycle analysis, renewable energy technologies, and circular economy frameworks, competencies that are directly applicable to my role at the Center for Sustainability.

Energy and sustainability are at the forefront of global priorities, with industries and governments worldwide seeking renewable solutions and innovative technologies to ensure resource security.

The MECE program has provided me with a realistic understanding of current challenges and emerging opportunities in this dynamic field. This knowledge has been instrumental in my work, enabling me to draft compelling project proposals, contribute to research publications, and participate meaningfully in academic conferences.

The program's emphasis on research has ignited my enthusiasm for scholarly inquiry, and the faculty's mentorship has opened doors to collaborative research opportunities that continue to shape my career trajectory.



Apeksha Sandeepanie Janashantha
MSc in Energy for Circular Economy
25/26 Batch - Reg No: 625762440

"This program has opened multiple pathways for me, enriching both my academic journey and professional career. It has transformed how I approach sustainability challenges and equipped me with the tools to contribute meaningfully to the global transition toward circular economy solutions."

I am deeply grateful for the knowledge, networks, and opportunities this program has provided."

The EEDA Community

EEDA is a collaborative educator-to-educator ecosystem that brings together Erasmus+ projects, universities, and individual educators committed to modernizing education in energy and sustainability.

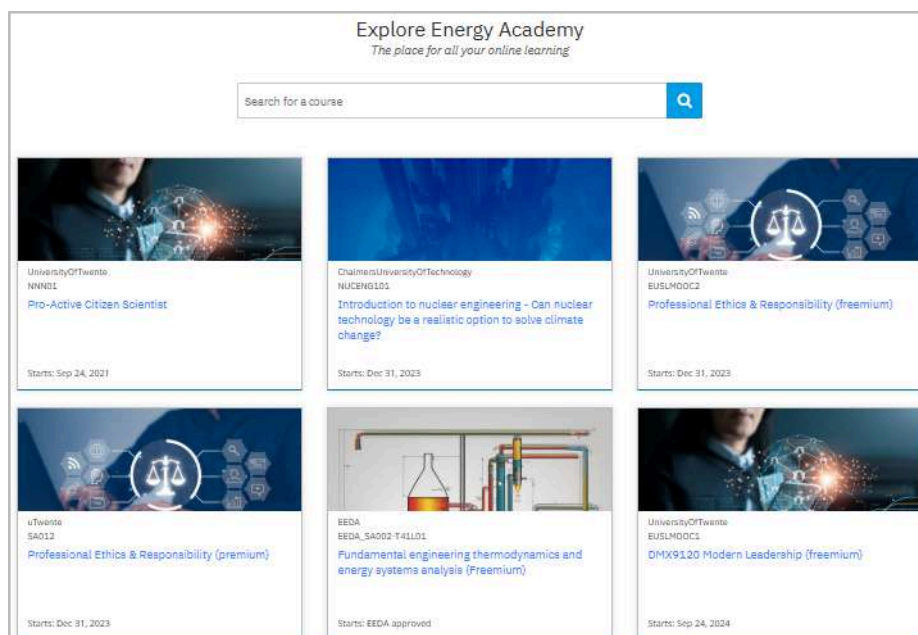
Beyond projects and institutions, EEDA is an open academic community where educators can engage, contribute, and collaborate at an individual level to generate lasting educational impact.

Supported by the European Union through Erasmus+ Capacity Building projects, which provide the foundation for collaboration and long-term impact within the EEDA community.

Interested in joining the EEDA Community?

Whether you are part of an Erasmus+ project, a university, or an individual educator, you can engage, contribute, and benefit from the **EEDA ecosystem** through collaboration, shared learning resources, and peer-to-peer exchange.

To create your free account, please visit: [EEDA Academy](#).



Stay Connected with EEDA

Be part of a growing global community shaping the future of energy education through collaboration, learning, and shared expertise.

Learn. Share. Connect. Grow — together.

Follow us on:



Erasmus+ Capacity Building Projects



Sri Lanka, France, Netherlands, Sweden

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Bolivia, Brazil, Cuba, Belgium, Latvia, Netherlands, Romania, Sweden, Spain

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