

EEDA



**EXPLORE ENERGY
DIGITAL ACADEMY**



JANUARY 2026

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FROM THE EDITOR

A NEW YEAR BEGINS WITH MOMENTUM.

As EEDA enters 2026, what becomes increasingly visible is not a single project or platform, but the continuity connecting them all. Ideas tested in one context mature in another, and learning created in one institution finds relevance far beyond its origin.

What once appeared as separate initiatives now reveals itself as part of a shared learning ecosystem.

Across EEDA's surrounding activities, a common thread is emerging: education is becoming more collaborative, more adaptive, and more connected to real-world challenges. Frameworks are aligning, digital spaces are opening, and learning is increasingly shaped by dialogue between institutions, disciplines, regions, and people. This is not transformation driven by urgency alone, but by intention: the deliberate choice to design learning that can travel, scale, and endure.

What gives this ecosystem its strength is the balance between structure and openness. Clear academic frameworks coexist with experimentation. Digital platforms enable access while preserving quality. Research, teaching, and practice inform one another in a continuous loop. In this environment, educators are not working in isolation, and learners are not confined by institutional boundaries. Instead, knowledge circulates, is reused, and gains new meaning through collaboration.

Equally important is the human dimension. Behind every platform, course, publication, or partnership are people navigating complexity, learning from one another, and shaping their institutions from within. Their experiences—whether in curriculum design, lifelong learning, or international cooperation—remind us that sustainable innovation in education is always collective.

As 2026 unfolds, EEDA continues to act as a space where these connections can deepen—where collaboration becomes practice, and where education evolves through shared effort, across projects, platforms, and borders.

PREFERRED CONFERENCE FOR EEDA PUBLICATIONS: CTI 2026

In order to have the maximum impact of the EEDA results it is recommended that EEDA members, if possible, publish their finding in the yearly CTI conference.

The next conference in this series is the 29th International Conference on Interactive Collaborative Learning (ICL2026), TH Köln University of Applied Sciences Cologne and University of Wuppertal, Germany, 29 September- 02 October 2026.

<http://www.icl-conference.org/>

Please prepare your abstracts by April 01.

Learning, Collaboration, and Growth: USPГ's Experience in the EU-BEGP Project

Ricardo Bianchi

Universidad San Pablo de Guatemala

Participating in the EU-BEGP project was, for Universidad San Pablo de Guatemala (USPG-GT), a learning journey that went beyond the implementation of academic activities. The project invited us to reflect on our role as a higher education institution within the context of energy transition, while collaborating with universities and organizations across Europe and Latin America.



Being part of this diverse consortium allowed USPГ to experience the value of international cooperation as a driver of institutional growth and innovation.

One of the most meaningful aspects of this experience was learning from European higher education practices and, in particular, from EEDA's role.

Through this exchange, USPГ gained a clearer understanding of how structured dialogue, quality

frameworks, and lifelong learning approaches can help universities better respond to labor market needs and long-term sustainability goals.

As the project concludes, EU-BEGP leaves USPГ with strengthened capacities, a broader international vision, and a renewed commitment to collaboration in energy education. The knowledge gained through cooperation with European partners and EEDA will continue to shape USPГ's future initiatives, reinforcing its contribution to sustainable development and energy transition through higher education.

For USPГ, EU-BEGP was not only a project, but a transformative experience that will guide our path forward.

EEDA ANNUAL MEETING

The **2nd EEDA International Meeting** will be organized by University of Mauritius in Port Louis, on February 19-24, 2026.

The meeting will have online opportunities for participation in various events, especially the training workshops in how to develop learning modules, the Quality Improvement Process, the newly developed QIP AI review tool towards better self-evaluation and the new "EEDA Academy (Learnify) LMS" concept.

Implementation of new challenges and progress on remote labs from the EDU-ABCM project will be demonstrated.

EU-AGM Project Strengthens Academic Cooperation and Credit Recognition Across Participating Countries



Ketevan Tskhakaia
Akaki Tsereteli
State University
-Georgia

The first year of project implementation has been successfully completed, marking an important milestone for the partnership to reflect on the initial results achieved. The EU-AGM project is a diverse and large-scale initiative, bringing together universities from Moldova, Azerbaijan, and Georgia, alongside partner institutions from Romania and Greece. This broad geographical coverage provides a strong foundation for international academic cooperation and knowledge exchange.

One of the core objectives of EU-AGM is to harmonise curricula, enhance the transparency of learning achievements, and support the development of joint, double-degree, and stackable master's programmes aligned with European standards. To advance these goals, Akaki Tsereteli State University (Kutaisi, Georgia), in close cooperation with partner universities, led a comprehensive process of data collection and analysis during the project's first year. This work focused on reviewing existing credit systems and Intended Learning Outcomes (ILOs) across participating countries.

Drawing on experience from previous international initiatives, the project partners recognised the importance of a clear and compatible academic framework. Project surveys confirmed that universities in Azerbaijan, Georgia, and Moldova apply workload-based credit systems aligned with the principles of the European Credit Transfer and Accumulation System (ECTS). Despite differences in national regulations, credits are allocated based on estimated learning hours and expected learning outcomes, ensuring transparency and cross-border comparability.

The analysis also confirmed that Intended Learning Outcomes are defined at both course and programme levels and aligned with national and European qualification frameworks. In most cases, learning outcomes demonstrate progression in knowledge, skills, and responsibility, providing a solid basis for curriculum comparability, academic recognition, and student mobility.

Building on these findings, EU-AGM promotes a learning-outcome-driven progression model, in which student advancement is assessed not only through accumulated credits but also through demonstrated learning achievements. The project also supports the recognition of prior learning and clearly defined pre-requisites, ensuring coherent academic progression.

Overall, the results confirm that EU-AGM partner universities share a strong and compatible foundation for implementing joint, double-degree, and stackable master's programmes, while highlighting the need for harmonised guidelines, digital tools, and capacity-building activities to strengthen academic mobility.

Through EU-AGM, universities from Azerbaijan, Georgia, and Moldova continue to strengthen academic cooperation and student mobility, advancing credit recognition and learning-outcome transparency in line with European higher education standards.

Empowering Sustainable Water Services Through Circular Energy Education

Ruchira Abeyweera

The Open University of Sri Lanka

EMPOWERING SUSTAINABLE WATER SERVICES THROUGH CIRCULAR ENERGY EDUCATION

MASTER OF SCIENCE IN ENERGY FOR CIRCULAR ECONOMY

"I am currently pursuing the Master of Science in Energy for Circular Economy (MECE) (2025/26 Batch), a programme that has significantly strengthened my professional role as an Electrical Engineer at the National Water Supply and Drainage Board (NWSDB). The programme provides practical, industry-relevant knowledge in energy efficiency, sustainable energy systems, and circular economy principles, all of which are directly applicable to the energy-intensive operations of water supply services.

Water treatment and distribution systems depend heavily on large pumping stations and extensive electrical infrastructure, making energy management a critical operational challenge. Through the MECE programme, I am developing the ability to critically evaluate these systems, identify opportunities for energy savings, and support the implementation of more sustainable and efficient operational practices.

One of the key strengths of the MECE programme is its fully online-learning format, which allows me to balance academic studies with my professional responsibilities in the public sector. This flexibility enables the immediate application of theoretical concepts to real-world challenges faced by water utilities, thereby strengthening the link between academic learning and professional practice.

Overall, the MECE programme is equipping me with both technical expertise and a systems-thinking mindset needed to support sustainable, energy-efficient water infrastructure. It has also enhanced my capacity to contribute meaningfully to Sri Lanka's transition towards a circular economy, particularly within the water and energy sectors."

K. A. T. S. Perera



K. A. T. S. Perera

**Electrical Engineer
National Water Supply &
Drainage Board
Sri Lanka**



Co-funded by
the European Union



**EUSL ENERGY
2020-2023**

www.eusl.edu.lk

We are proud to share a testimonial from K. A. T. S. Perera, a current student in the Master of Science in Energy for Circular Economy (MECE) programme (2025/26 Batch).

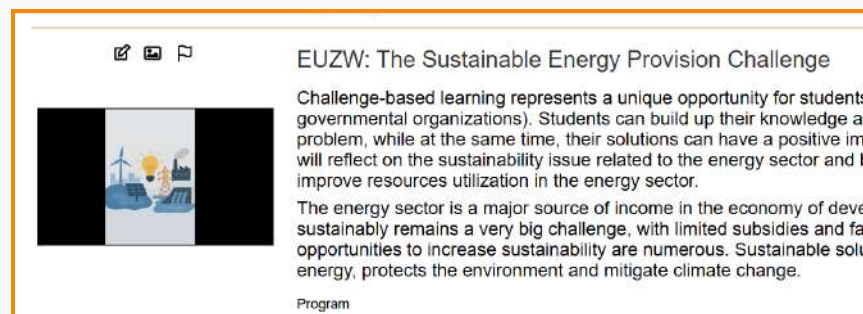
An Electrical Engineer at the National Water Supply and Drainage Board (NWSDB), Perera highlights how the MECE programme is directly enhancing her professional capabilities in the public sector.

The journey reflects how the MECE programme empowers professionals to contribute to sustainable development.

Energy Provision Challenge In The EEDA LMS

Valentina Zaccaria

The Open University of Sri Lanka



A new addition to the current catalogue of courses in the EEDA Learning Management System (LMS) is the Sustainable Energy Provision Challenge developed within the EU-ZW project.

The new EEDA LMS offers a seamless connection with the repository in Learnify, providing educators with an accessible way to create and manage courses. The Sustainable Energy Provision Challenge aims to bring together students from multiple programs to work on multidisciplinary projects on energy and sustainability issues.

It is the first Challenge to be deployed in the EEDA LMS and it can serve as example of co-creation and reuse possibilities, since any EEDA educator can run it through the LMS and collaborate with EU-ZW teachers. We expect a lot more courses (along other learning formats) to be included in the LMS to foster connectivity and reusability.

EU-BEGP PROJECT FINAL OPEN CONFERENCE

As EU-BEGP reaches its official closing phase, this open conference aims to bring together Erasmus+ CBHE projects and partners from Europe, America, Africa, and Asia to share results, exchange good practices, and reflect collectively on impact, sustainability, and future collaboration.

We would be delighted to count on your participation, and we welcome interested colleagues to this shared closing moment.



EU-BEGP
Modernising Digital Education in Energy Transition for Circular Economy in Latin America (101081473)

Modernizar la educación digital en la transición energética para la economía circular en América Latina

Final Open Conference
Join us for insightful discussions

Feb 11 2026

08:00 hrs (Guatemala)
09:00 hrs (Ecuador / Peru)
10:00 hrs (Bolivia)
15:00 hrs (Central Europe)
16:00 hrs (Central Africa)
19:30 hrs (Sri Lanka)

WE INVITE YOU TO EXPLORE:

- ◆ Key results from the EU-BEGP Project
- ◆ Good practices in modernising Energy Education
- ◆ Insights from Erasmus+ CBHE partners across Latin America and Europe
- ◆ Networking with sister projects & EEDA community
- ◆ Reflections on sustainability, impact, and future pathways

SCAN HERE

Link to the conference

As the EU-BEGP journey reaches its final milestone, we invite the global Erasmus+ community to reflect, share, and look ahead – together.

A Broad And Future-Focused Learning Experience Through The MSc In Energy For Circular Economy

Ruchira Abeyweera

The Open University of Sri Lanka

A BROAD AND FUTURE-FOCUSED LEARNING EXPERIENCE THROUGH THE MSc IN ENERGY FOR CIRCULAR ECONOMY

"The MSc in Energy for Circular Economy (MECE) is a distinctive, **fully online Master's programme**, jointly offered by four State Universities in collaboration with four leading European universities. This programme is a key outcome of the **EU co-funded EUSL-Energy Project** and reflects strong European academic standards with global relevance.

From my experience as a current student, one of the major strengths of the MECE programme is its balanced curriculum, which combines technical knowledge with essential **professional, leadership, and innovation-oriented learning** recommended by the European Union. Courses such as Professional Ethics and Responsibility, Entrepreneurial and Innovative Challenges, Entrepreneurship in Energy Business, and Modern Leadership have significantly expanded our understanding beyond conventional technical boundaries.

These courses help students appreciate how energy and circular economy solutions must be ethically grounded, economically viable, and guided by effective leadership and innovation. The programme encourages critical thinking, responsible decision-making, and the ability to approach complex energy challenges from multiple perspectives.

The MECE programme is well-structured, accessible, and inclusive, making it valuable for professionals with diverse academic and professional backgrounds who are interested in **energy systems, sustainability, and circular economy practices**. It equips learners with the confidence to engage effectively at both national and global levels.

Overall, MECE is not just an academic qualification; it is a future-oriented learning experience that prepares graduates to contribute meaningfully as professionals and leaders in the Renewable energy, sustainability, and circular economy sectors."

Rishanthi Renganathan



**Rishanthi
Renganathan**
Senior Programme Officer
and Gender Equality and
Social Inclusion (GESI)
Advisor

2025/26 Intake
Student Ref. No: 625759775

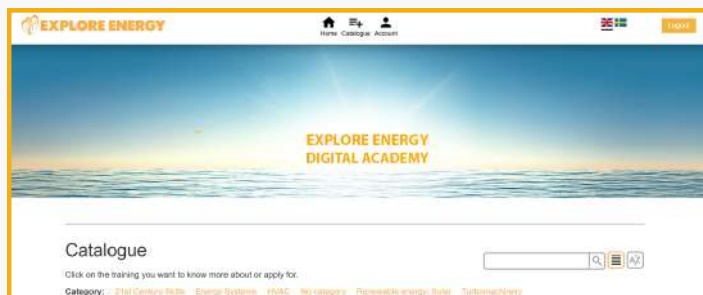
We also feature insights from Rishanthi Renganathan, Senior Programme Officer and Gender Equality and Social Inclusion Advisor.

She describes the MSc in Energy for Circular Economy (MECE) as a distinctive, fully online programme connecting learners with global standards through collaboration between universities.

Rishanthi notes that MECE is more than a qualification—a future-oriented learning experience preparing future leaders in renewable energy and sustainability.

EEDA Academy (Learnify) LMS: A New Addition To The EEDA Platform

EEDA is proud to announce its latest addition to the platform, the "EEDA Academy (Learnify) LMS". In this new addition it is possible to create academic / industrial courses and micro-credentials, easily invite students and learners and follow up on the results.



Via this EEDA LMS teachers can also easily follow up on the learners' progress inside the course, including via Hand-In Assignments in the Learnify Learning Zone, and plan synchronous workshops/discussion sessions with the learners, while (if of interest) blocking access to some activities until certain results have been obtained.

An EEDA-common course certificate, with name and affiliation of the teacher(s), and with or without a university logo, is available for the learners upon graduation.

A significant advantage is that the platform is not attached to a specific university and a teacher can thus accept qualified learners globally, while also easily export both the material and/or the student results into their own local LMS.

A "**Teacher's Manual**" training module is in preparation. To access it, please contact fransson.kth@outlook.com.

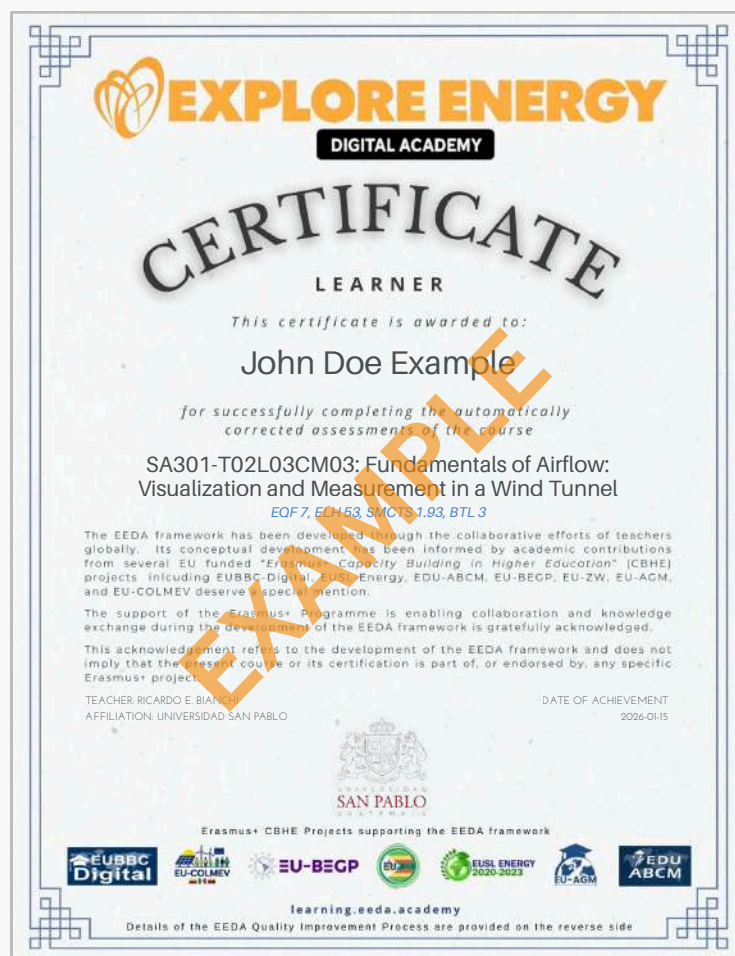
Standardised EEDA Certificates in the Learnify LMS

At the end of a course in the EEDA Academy (Learnify) LMS, learners will have the possibility to receive an **EEDA Certificate**, including information about the university or universities delivering the course.

Templates are available for different scenarios, such as automatically or instructor-corrected courses, as well as for varying numbers of university logos.

These templates are now used to simplify the process for teachers and to ensure a coherent structure across all EEDA certificates.

They can be accessed in the SA501-T03L09 Learnify Library folder.



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.

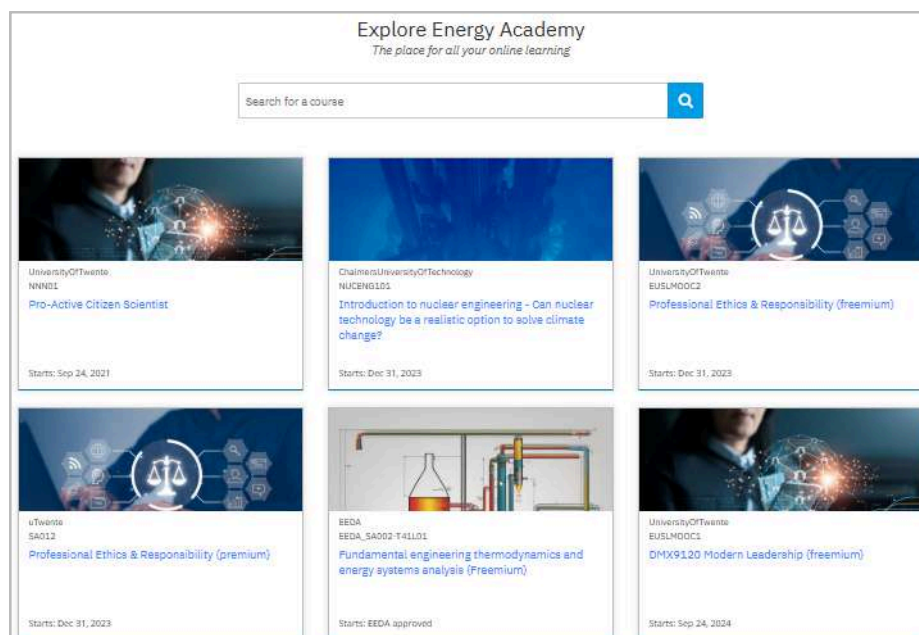
Beyond projects and institutions, EEDA is an open academic community where educators can engage, contribute, and collaborate at an individual level to generate lasting educational impact.

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.

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