

EEDA



**EXPLORE ENERGY
DIGITAL ACADEMY**



JULY 2026

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NEWSLETTER

IN THIS EDITION

MDU INVOLVEMENT IN THE MECE PROGRAM

NEW EEDA AI-ASSISTED TOOLS

IMPORTANCE OF AI IN EDUCATION

EEDA CERTIFIED EDUCATOR COURSES

EXPLORATION ON STEAM TECHNOLOGY COURSE

SUBCONTRACTS SIGNED IN EU-COLMEV

NEW EU-BEGP PUBLICATIONS

EU-BEGP'S FINAL REPORT ACCEPTED

INTEGRATED WEB-BASED PLATFORM QIP V2.0

FUNDING & COLLABORATION OPPORTUNITIES



FROM THE EDITOR

Beyond Project Lifecycles: An Ecosystem in Motion

Every collaborative project begins with a proposal, grows through shared effort, and eventually reaches its formal conclusion.

Traditionally, this is where success has been measured: objectives achieved, deliverables completed, reports submitted. The stories featured in this edition of the EEDA Newsletter invite us to look beyond that milestone.

Across these pages, we see collaborations that continue years after the original projects began, new educational tools that build upon knowledge created by previous initiatives, scientific publications extending the impact of completed work, and new projects adopting methodologies, digital resources, and platforms already developed within the EEDA community. At the same time, educators continue strengthening their professional practice through lifelong learning, while new funding opportunities open the door for future collaborations.

Taken together, these stories reveal something remarkable. EEDA is no longer simply a collection of successful projects. It has evolved into a living educational ecosystem where knowledge is continuously created, shared, improved, and reused across institutions, disciplines, and countries.

This transformation is perhaps the greatest achievement of the community. Projects have defined timelines, but educational innovation should not.

In many ways, this is the true meaning of sustainability in education. It is not only about maintaining activities over time, but about enabling each new generation of projects, educators, and learners to build upon the foundations established by those before them.

As you explore this edition, we invite you to see each article not as an isolated achievement, but as another chapter in a story that continues to grow.

The EEDA community demonstrates that while projects may come to an end, collaboration, innovation, and learning can continue without boundaries.

Share Your EEDA News

Would you like to feature an activity, achievement, event, or initiative from your institution in the next EEDA Newsletter?

Submit your news article through the EEDA platform:

[EEDA News Submission Portal](#)

Please log in using your EEDA project username and password.

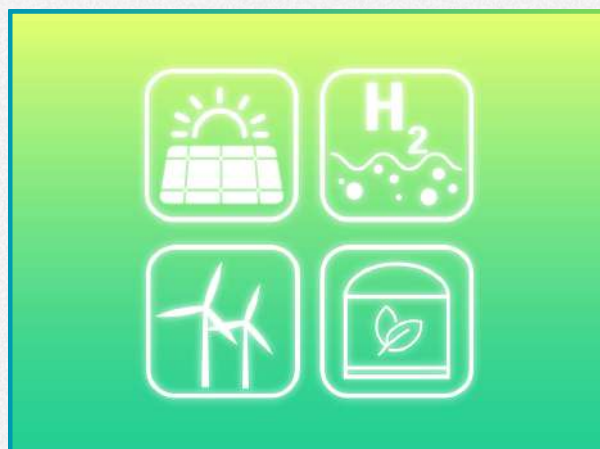
Monthly submission deadline: Last day of each month.



Beyond a Project: MDU's Continuing Contribution to Sri Lanka's Circular Economy Master's Programme

Valentina Zaccaria - Mälardalen University - Sweden

For the fourth year, the Master's program In Energy for Circular Economy in Sri Lanka is reflecting a remarkable example of sustainable cooperation between a European university (MDU) and the four universities jointly running the program. Valentina Zaccaria, associate professor at MDU (Sweden), has been substantially involved from the very start in developing and delivering interactive sessions based on the EEDA's flipped classroom approach.



Her engagement in the "Hydrogen Technologies and Fuel Cells" course continues for the fourth time with two online workshops. The course utilizes several of the modules co-developed during the EUSL-Energy and EUBBC-Digital projects by MDU, OUSL, and RUH, already a great example of cross-project collaboration in the spirit of the EEDA framework. Learners use the modules as self-paced learning material and self-assessment before participating in the workshops.

The synchronous sessions become therefore a place to reflect on the knowledge gained, discuss deep questions and applications, and create a joint learning experience where students are co-responsible for the content.

"It's always an interesting learning experience even for the teachers" clarifies Valentina, after successfully leading a poster session and a workshop on the case study of Stegra Green Steel. "Students contribute with very good questions and reflections. We discussed the differences between Sweden and Sri Lanka and how they affect potential investments in green hydrogen. It's such an enriching discussion for all."

And the feedback of appreciation from the students confirm that involving international guest lecturers and creating opportunities for open discussion is extremely valuable. Thanks to the EUSL and EUBBC projects, this collaboration will continue to benefit learners and educators alike, and hopefully inspire many other EEDA members.

Artificial Intelligence Expands the EEDA Toolbox

Alex Villazón - Universidad Privada Boliviana - Bolivia

A new set of tools empowered with Artificial Intelligence (AI) are now part of the EEDA family. This set of tools provide a powerful way to simplify the workflow of development of EEDA Learnify modules, starting from their creation, the quality assesment, and the design of new courses and programs.

EEDA AI Module Creator

The EEDA AI Module Creator simplifies the development of high-quality learning modules by transforming teaching materials into structured module descriptions. Following the EEDA Learnify format, the tool uses AI to generate learning outcomes, learning activities, assessments, and module components, significantly reducing the time required for module development.

Quality Improvement Process Tool - QIP V2

The new QIP V2 tool provides a structured workflow for managing quality assurance and continuous improvement processes. It simplifies the self-assessment through an AI-assisted review, guiding the user to focus only on quality criteria that requires human intervention, thus reducing the time and effort for the self-assessment. After the self-assessment, the QIP V2 integrates a new AI-Evaluator tool that performs an initial full module review with scoring, thus giving the opportunity to the module developer to improve the module's quality before passing to human peer-reviewers. The QIP v2 handles also the peer-review invitations and the automatic generation of quality badges with validation.

QIP AI Evaluator

The QIP AI Evaluator leverages AI to assist reviewers in evaluating Quality Improvement Process (QIP) submissions. It generates evidence-based feedback, highlights strengths and areas for improvement, and provides consistent scoring, helping modules developers to accelerate the review process while maintaining quality and efficiency.

ILOs & EQF Planner

The ILOs & EQF Planner assists educators in designing Intended Learning Outcomes (ILOs) that are aligned with the European Qualifications Framework (EQF). The tool helps ensure that learning outcomes are measurable, appropriately mapped to qualification levels, and consistent with European quality standards, supporting curriculum design and accreditation efforts. This tool helps designing full courses, by collecting metadata about the EQF from the selected EEDA Learnify modules, and uses AI to infer the correspoding EQF levels if this information is not available in the modules.

How to access and use these EEDA tools

Any EEDA member can access these tools through the following link: <https://eeda.iotecbol.com>

It is required to sign-up and create an account in the EEDA Booking System <https://eubbc-digital.upb.edu/booking/access> if you do not have one. Your credentials can be used in all the EEDA tools mentioned before. Note that an "instructor" access is required for the ILO & EQF Planner. Make sure to request such access during sign-up, following the instructions.

How to use the EEDA tools

Each of the EEDA tools includes the link to the corresponding Leanify Module in the main menu, which describes how to use them.

Reporting bugs & feedback

Each of the EEDA tools includes a "feedback" button on the bottom part of the screen to report bugs and provide feedback, with an email notification about the status of the report.

IMPORTANCE OF AI IN EDUCATION

Valentina Zaccaria - Mälardalen University - Sweden

One of the greatest challenges educators are facing right now is how to deal with generative AI. A pedagogically sound integration of AI in our education is critical to form skilled engineers that can use AI as a powerful tool instead of losing all their critical judgement. And we as teachers must first learn how to incorporate AI in our daily work so we can teach it properly. A smart and critical use of AI has been shown to increase productivity; and like all the other tools and instruments, a proper education is needed to avoid improper use.

A Lesson in AI-driven education was developed 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.



The planner for this Lesson can be accessed at this link: [AI in education](#). It covers approximately 14 learning hours and include four modules to: 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. Recommendations for group discussions are also provided in the modules.

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.

EEDA Certified Educator Courses: Advancing Professional Growth Through Educational Innovation

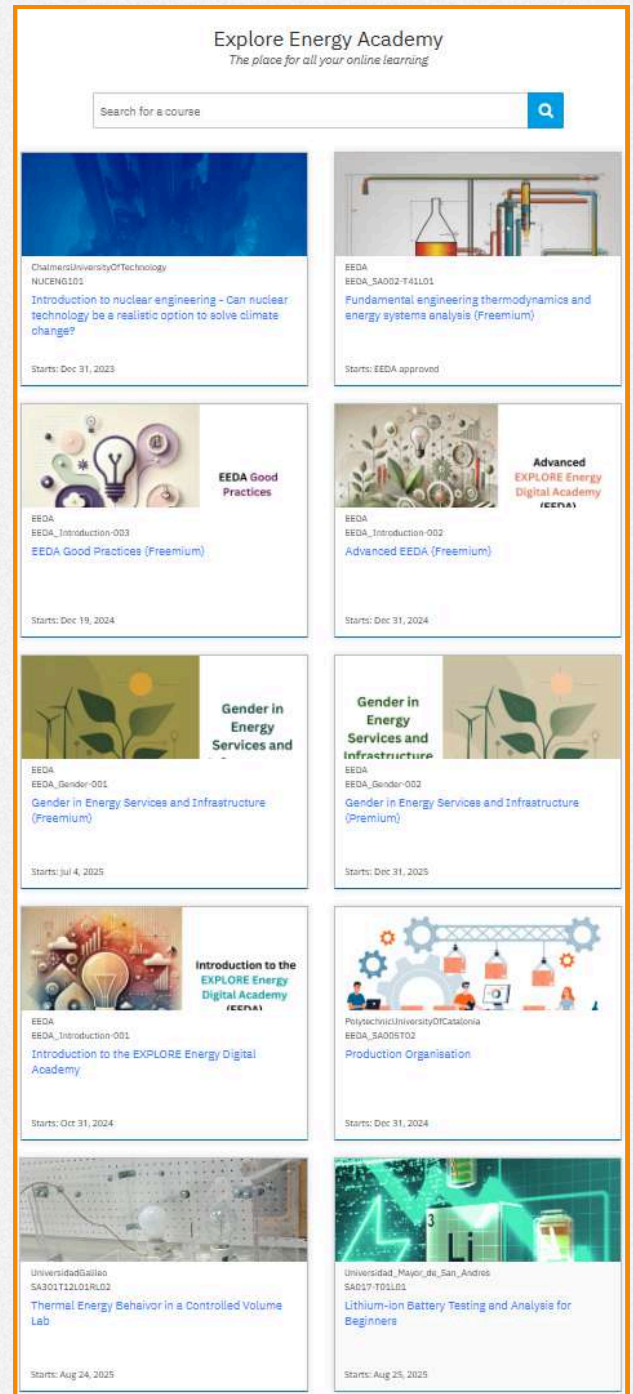
The EEDA community is developing a series of **EEDA Certified Educator Courses** designed to help teachers explore innovative teaching approaches and successfully integrate the EEDA educational framework into their own courses and institutions.

These self-paced learning opportunities introduce educators to key concepts such as the flipped classroom, challenge-based learning, digital educational resources, quality improvement processes, and other methodologies that have been developed and refined across the EEDA network.

Upon successful completion of each course, participants receive an EEDA Certificate of Completion recognizing their achievement. More importantly, every completed course represents new knowledge, practical skills, and innovative teaching strategies that can be applied directly in the classroom.

As educators build their experience with the EEDA approach and demonstrate its implementation in their own teaching practice, they also strengthen their professional profile. Sharing these achievements with department heads and academic leaders can support career development by demonstrating a commitment to educational innovation, continuous professional learning, and excellence in teaching.

Through these courses, EEDA continues its mission of supporting educators beyond individual projects, encouraging a global community committed to transforming engineering education through collaboration, innovation, and lifelong learning.



Join a Global Initiative on Steam Technology Education

EEDA is exploring the development of a new short course on **Steam Technology** and invites educators, researchers, and industry professionals interested in contributing to this collaborative initiative.

While renewable energy continues to expand worldwide, steam remains the primary energy conversion technology for a large share of global electricity generation. Whether powered by biomass, nuclear energy, geothermal resources, or conventional thermal plants, steam-based systems

continue to play a fundamental role in today's energy sector and are expected to remain relevant for many years to come.

Despite this importance, educational opportunities in steam technology have gradually declined at many universities. At the same time, industries continue to seek engineers with a solid understanding of thermal power generation and steam-based energy systems.

Through the EEDA network, this initiative aims to bring together educators from around the world to co-create and maintain high-quality educational resources that can be shared across institutions. Such collaboration can help universities strengthen their curricula, even when local resources, faculty expertise, or student numbers make it difficult to sustain specialized courses independently.

If you are interested in contributing to this international initiative or would like to receive further information, please contact Professor Torsten Fransson at fransson.kth@outlook.com.

We look forward to welcome new members to the growing EEDA "Steam Team".

What Makes EEDA Different?

Many international projects develop educational resources.

Many organize workshops.

Many publish research.

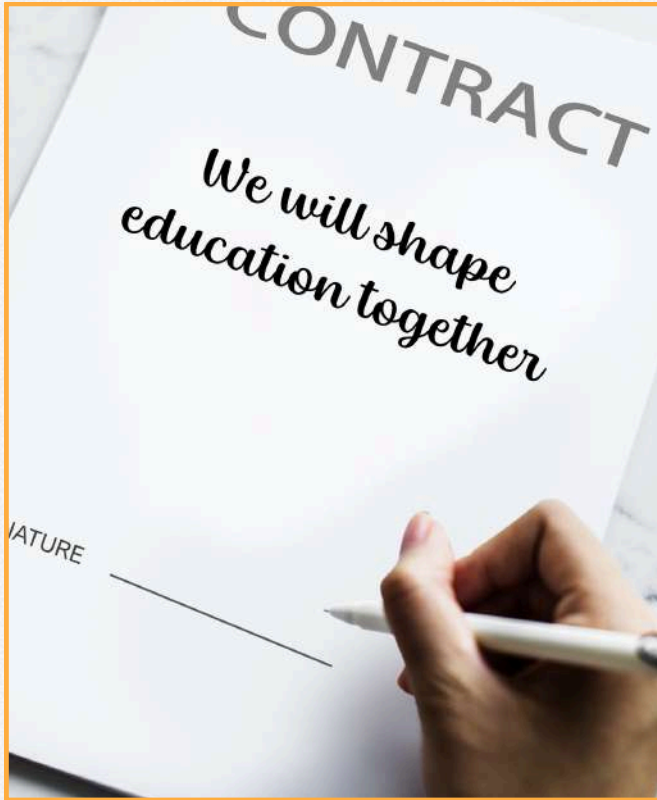
“**What makes EEDA different is that every new project contributes to a shared educational ecosystem.**”

Learning modules, digital tools, quality processes, remote laboratories, and

teaching experiences are designed not only to achieve the goals of one project, but to be reused, improved, and expanded by future initiatives.

This philosophy allows knowledge to accumulate instead of starting over with every new consortium.

It is one of the reasons why collaborations that begin within a single project continue creating value long after the project itself has ended.



Learnify And PMT Subcontracts Signed In EU-COLMEV

Valentina Zaccaria
Mälardalen University - Sweden

The new addition to the EEDA network, the project EU-COLMEV, progresses on all fronts.

The project brings together partners from Sweden, Spain, Colombia, Mexico and Venezuela with the objective of tackling the social inclusion challenges in engineering studies.

Recently, two important contracts were signed in the project framework.

The contract with Learnify, to guarantee access to the EEDA repository and enable the crucial pillars of cocreating, sharing, reusing, and building upon our collective educational material. The second one is the contract with Ceylon Mechatronic for the development of the project website and project-management tool. Information and news about the project will be soon accessible for sharing and dissemination, to show how much our community is growing.

The EEDA concepts continues to attract new partners, and to inspire educators globally that change is possible. It is through common efforts, dialogue, synergies, and experience sharing that we can transform education for the society that awaits.

The signature of these two contracts represent yet another example of how we are not working on many isolated projects, but rather every part is contributing to the same direction. Shared material. Modular content. Challenge-based learning, with reusable off-the-shelf challenges.

The tools make it easy. But it is the people that make it work.

One of EEDA's greatest strengths is that every new project contributes to a shared educational ecosystem rather than starting from scratch. By reusing proven methodologies, digital resources, and collaborative tools, each initiative reinforces the network and expands opportunities for educators and learners worldwide.

Beyond the Project: New EU-BEGP Publications

Alex Villazón - Universidad Privada Boliviana - Bolivia

Even though the EU-BEGP project officially ended on 14 February 2026, its impact continues to grow, with new results still emerging.

Four papers produced through collaboration between EU-BEGP partners were published in the proceedings of the 2026 IEEE Engineering Education World Conference (EDUNINE), held in Mexico City, Mexico, from 8 to 11 March 2026, and are now available on IEEE Xplore.

"Breaking Barriers: Gender Balance Achievements in Energy Transition Education Across Latin America the EU-BEGP Multi-Cultural Experience" by Ricardo Bianchi (Universidad San Pablo de Guatemala - USGP, Guatemala) and Agatha Clarice da Silva (Universidad Privada Boliviana - UPB, Bolivia). The paper presents how the consortium has advanced women's participation, paying attention to the regional and cultural factors that shape opportunities in energy transition fields, with data from partner countries of EU-BEGP (Bolivia, Ecuador, Guatemala, Peru, Spain, and France).

<https://doi.org/10.1109/EDUNINE62390.2026.11547055>

<https://ieeexplore.ieee.org/document/11547055>

"Educational Innovation Challenges in the EU-BEGP Consortium: Challenge-Based Learning Experiences in Bolivia, Ecuador, Guatemala and Peru" by Agatha da Silva (Universidad Privada Boliviana - UPB, Bolivia), Claudia Taracena (Universidad San Pablo de Guatemala - USGP, Guatemala), Eliana Acurio (Escuela Politécnica Nacional - EPN, Ecuador), and Juan Rodriguez (Universidad Nacional de Ingeniería - UNI, Peru). This paper examines the design and early implementation of Challenge-Based Learning (CBL) across the Erasmus+ EU-BEGP consortium in Bolivia, Ecuador, Guatemala, and Peru.

<https://doi.org/10.1109/EDUNINE62390.2026.11547084>

<https://ieeexplore.ieee.org/document/11547084>

"Enhancing Modeling Competencies in Industrial Robotics Via a Remote Lab" by Cecilia Tapia, Santiago Almancy, Santiago Villanueva, Sebartian Itamari, Sergio Barrientos, Edgar Salazar, and Alex Villazón (Universidad Privada Boliviana - UPB, Bolivia). The paper describes a hybrid approach with pre-test/post-test evaluations, simulator based modeling, and remote hands-on practice, students first solved a kinematic task in simulation and then repeated it on the physical robot before analyzing differences and adjusting their models.

<https://doi.org/10.1109/EDUNINE62390.2026.11547139>

<https://ieeexplore.ieee.org/document/11547139>

Beyond the Project: New EU-BEGP Publications

"Applying Flipped Classroom with a Remote Laboratory for Photovoltaic Energy Efficiency Experimentation" by Alex Villazón, Andrés Gamboa, Omar Ormachea, and Renán Orellana (Universidad Privada Boliviana - UPB, Bolivia). The paper describes an active learning approach combining flipped classroom and the incorporation of hands-on experimentation with remote laboratories to improve student engagement and performance, especially in complex subjects or engineering areas, where traditional lecture-based methods are not sufficient. The hands-on experimentation was carried out using the photovoltaic (PV) solar remote laboratory through the EEDA Remote Lab Booking System and using the Bridge Server software, both developed by UPB, Bolivia.

<https://doi.org/10.1109/EDUNINE62390.2026.11547072>

<https://ieeexplore.ieee.org/document/11547072>

EU-BEGP's Final Periodic Report Accepted

by Alex Villazón - Universidad Privada Boliviana - Bolivia

Project: 101081473 — EU-BEGP — ERASMUS+EDU-2022-DBHE
EU Grant: Periodic report/educational pre-training report/interim/terminative report (ERASMUS) V1.0 - 01.12.2021

TECHNICAL REPORT (PART B)

COVER PAGE

(Part B of the Technical Report must be downloaded from the Portal Technical Report (Part B)/Terminative Report screen, completed and then assembled and re-uploaded as PDF on that screen.)

PROJECT	
Project number:	101081473
Project name:	Modernising Digital Education in Energy Transition for Circular Economy in Latin America
Project acronym:	EU-BEGP

REPORTING PERIOD	
Please note that you must report on the entire reporting period.	
RP number:	2
Duration:	from 15/08/2024 to 14/02/2025

TABLE OF CONTENTS

TECHNICAL REPORT (PART B)	1
COVER PAGE	1
1. OVERVIEW OF THE PROGRESS	2
1.1 Summary of work performed and achievements, results and impacts	2
1.2 Consortium set-up	6
1.3 Project team, staff and experts	6
1.4 Consortium management and decision-making	6
1.5 Project management, quality assurance and monitoring and evaluation strategy	6
1.6 Cost effectiveness and financial management	7
1.7 Risk management	7
1.8 Impact	7
1.9 Communication, dissemination and visibility	7
1.10 Sustainability and continuation	8
1.11 Follow-up to EU recommendations	8
2. WORK PLAN, WORK PACKAGES, ACTIVITIES, RESOURCES AND TIMING	10
2.1 Work packages, activities, resources and timing	10
Work Package 1	10
Work Package 2	13
Work Package 3	16
Work Package 4	18
Work Package 5	20
Work Package 6	22
Work Package 7	26
Work Package 8	29
Work Package 9	32
Work Package 10	36
Timeline	39

The European Commission has officially informed the Project Coordinator, Prof. Alex Villazón (Universidad Privada Boliviana – UPB, Bolivia), that the final periodic report of the EU-BEGP project has been accepted without any observations.

This marks an important milestone toward the final funding of the project and reflects the strong collaboration among all consortium partners, as well as the successful completion of the project's activities, outcomes, and deliverables after three years of dedicated work.

The consortium brought together partners from Bolivia, Ecuador, Guatemala, Peru, Spain, and France.

While the project has officially come to an end, the collaboration continues, along with the partners' commitment to the EEDA Family.

Congratulations to the entire EU-BEGP Consortium on this outstanding achievement!

Enhancing Learning Module Quality through an Integrated Web-Based Platform QIP V2.0

P. Axaopoulos - University of West Attica, Athens, Greece

“Implementing the new web-based Quality Improvement Process (QIP V2.0) platform has been a transformative experience in evaluating and refining my learning modules”.

The platform's seamless integration of guided self-assessment, AI evaluation, and human peer review creates a comprehensive and transparent workflow that simplifies the traditionally complex process of quality enhancement.

It is worth noting that, in addition to this platform, a comprehensive module has been developed (SA501-T02L01CM01 QIP V2), containing detailed instructions on how to use the platform. Reviewing this module before beginning to use the platform is highly recommended.

This platform was used to evaluate a recently developed summative assessment module (SA301-T1L01AM08).

One of the most notable advantages is its user-friendly design, requiring no specialized technical configuration, which allows educators to focus on content rather than technical hurdles.

The platform's efficiency and speed enable rapid feedback and iterative improvements, significantly accelerating the development cycle.

Moreover, the transparency of the process fosters greater confidence in the evaluation outcomes, while the combination of AI and human insights ensures a balanced and thorough review. Ultimately, this platform empowers trainers to continuously improve their training materials, leading to higher quality educational experiences for learners.

Although the platform is not yet adapted for evaluating summative assessment modules, it produced noteworthy results that are helpful, providing the instructor with solutions for correcting or improving the module's content. The module mainly contains questions and math problems, some of which the QIP 2.0.3 did not answer correctly. My observation is that it focuses on the words contained in the sentences rather than on the meaning derived from the sentences through critical thinking.

These comments have been forwarded to the development team who are presently in the process to accommodate an update.



The image shows a solar powered aircraft

Funding Opportunities & Collaboration Network

International funding programmes such as Erasmus+, Horizon Europe, and other international initiatives continue to create excellent opportunities for universities, researchers, and professionals to collaborate on projects related to education, energy, sustainability, innovation, and capacity building.

Because most of these programmes require partnerships between institutions from different countries, establishing connections well before a call is launched is a key success factor.

To strengthen collaboration within the EEDA community, this newsletter will now include a **Funding Opportunities & Partnership Table**, highlighting relevant open or upcoming calls together with expressions of interest from institutions or individuals seeking project partners.

Whether you are planning to coordinate a proposal, join an existing consortium, or simply explore future collaboration opportunities, we encourage you to connect with the EEDA network.

If you are aware of an upcoming funding call or are looking for partners for a project proposal, please contact Professor Torsten Fransson at fransson.kth@outlook.com.

Relevant opportunities will be shared with the EEDA community through future newsletter editions.

Programme / Call	Status Deadline	Maximum Funding
Centres of Vocational Excellence (Erasmus+)	Open 3 September	€2,000,000
Capacity Building in Higher Education (CBHE)	Forthcoming February 2027 (expected)	To be confirmed

What is a Call for Proposals?

A Call for Proposals is an official funding opportunity published by the European Union through its institutions, agencies, or programmes. Organisations such as universities, research centres, public institutions, non-governmental organisations, and private companies may submit project proposals that contribute to the objectives and priorities established by the EU. Successful proposals receive grant funding to implement their planned activities.

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.

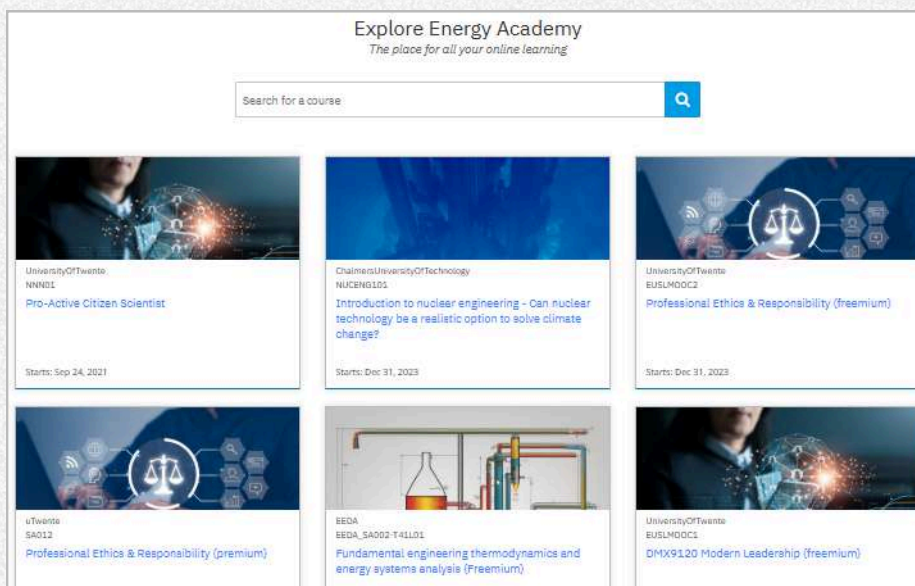
Beyond projects and institutions, EEDA is an open academic community where educators can engage, contribute, and collaborate at an individual level to generate lasting educational impact.

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](https://www.eedaacademy.com)



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

These projects are sponsored by the EU by the individual CBHE projects



Sri Lanka, France, Netherlands, Sweden



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



Bolivia, Ecuador, Guatemala, Perú, Spain, France



Zimbabwe, Spain, Sweden



Cameroon, Ethiopia, Mauritius, Mozambique, Italy, Sweden



Azerbaijan, Georgia, Moldova, Romania, Greece, Sweden



Colombia, Mexico, Venezuela, Spain, Sweden



Co-funded by the European Union

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