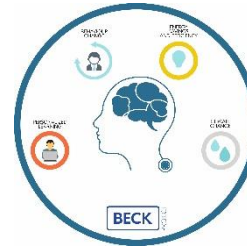


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Integrating education with consumer behavior relevant to energy efficiency and climate change at the universities of Russia, Sri Lanka and Bangladesh / BECK

Work Package 1 Introduction Preparation for Project Activities

Round Table Discussions on each WP1 outputs



BECK Project – Kickoff Meeting

WP1- Preparation for project activities



, Colombo, Sri Lanka



27th Feb.– 1st March 2019


Lead by



University of
Ruhuna



University of
HUDDERSFIELD



Roundtable discussions
to analyse needs, gaps and possibilities
for common curricula development



Discussion on:

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- What do the universities have currently?
- What are the needs?
- What are the gaps?
- What can be incorporated to curricular so that current gaps can be minimized?

This will reveal BECK knowledge areas that can be improved/ needs improving

Gap analysis will involve determining, documenting, and approving the difference between BECK requirements and available capabilities



Actions:

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- Decide on the focus group template
- Issue dates
- Deadlines for data collection by PC universities
- Deadlines for peer review process
- Deadline to complete the workshop reports



A group of approximately 15 business professionals, including men and women in suits, are seated around a large, white, circular conference table. They appear to be in a meeting, with some looking at laptops and others engaged in conversation. The setting is a modern, brightly lit office space with a white tiled floor and walls. The text "Roundtable discussions" is overlaid in large, bold, red font across the center of the image.

Roundtable discussions

Preparation of reports by each university based on the Capacity Needs Assessment Methodology (United Nations 2013).



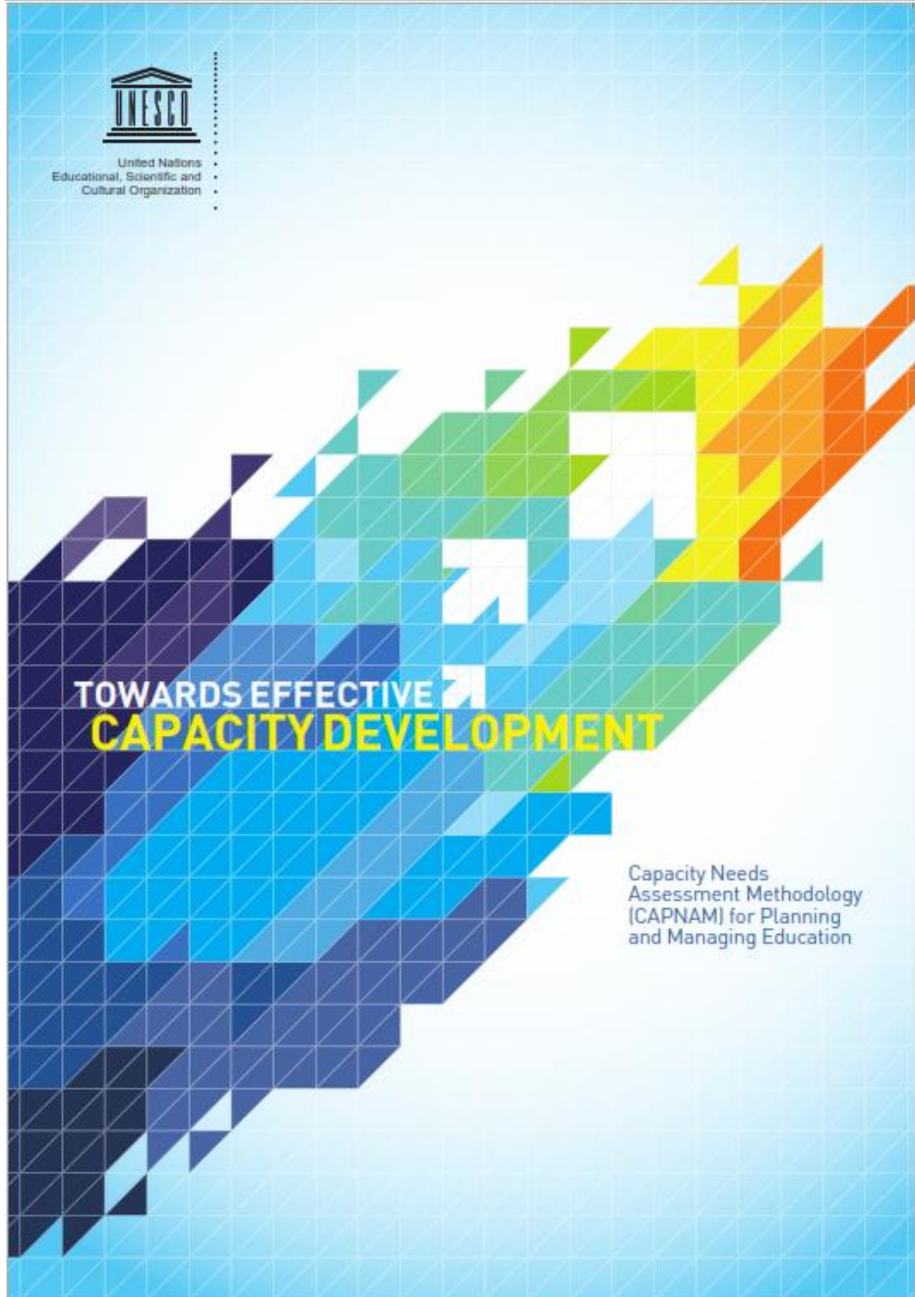
Discussion on:

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- What sort of structure can be used for the PC partner reports based on the Capacity Needs Assessment Methodology (United Nations 2013).
- What are the initial assumptions for BECK capacity building framework? Which will be made based on the data collected through Capacity Needs Assessment Methodology (United Nations 2013).
- Initial ideas on the components of the BECK capacity building framework?
- Agree on time scales for delivery of the output?





Capacity Development (CD) is one of UNESCO's five key strategic functions in pursuing Education for All (EFA). UNESCO seeks to reinforce the capacity of Member States to achieve their national education goals through the development and implementation of robust education sector policies and plans.



UNESCO's experience demonstrates that, despite significant achievements, programs to strengthen the capacity of the education sector have not always generated the expected improvements in efficiency and effectiveness. Much remains to be done in enabling countries to deliver quality education.

Informed by this experience, UNESCO felt the need to conduct a review of key concepts and approaches that are central to CD, starting with the first step in any CD exercise: an assessment of capacity needs



A three-dimensional analytical framework

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The starting point for the analytical framework is that a CD needs assessment methodology must offer guidance on making three key choices:

- (i) the policy domains where PPM capacities are needed;
- (ii) the PPM functions that need to be performed within each policy domain; and
- (iii) the types of capacity that are needed to perform each of those PPM functions.

The framework is structured along three dimensions, while the policy domains are shown along the diagonal axis.

It identifies five key policy areas or domains that are specific to the education sector.

The horizontal axis identifies the PPM functions, drawing on the UNDP methodology.

The third dimension is portrayed along the vertical axis and identifies the capacities needed for performing the PPM functions



A three-dimensional analytical framework

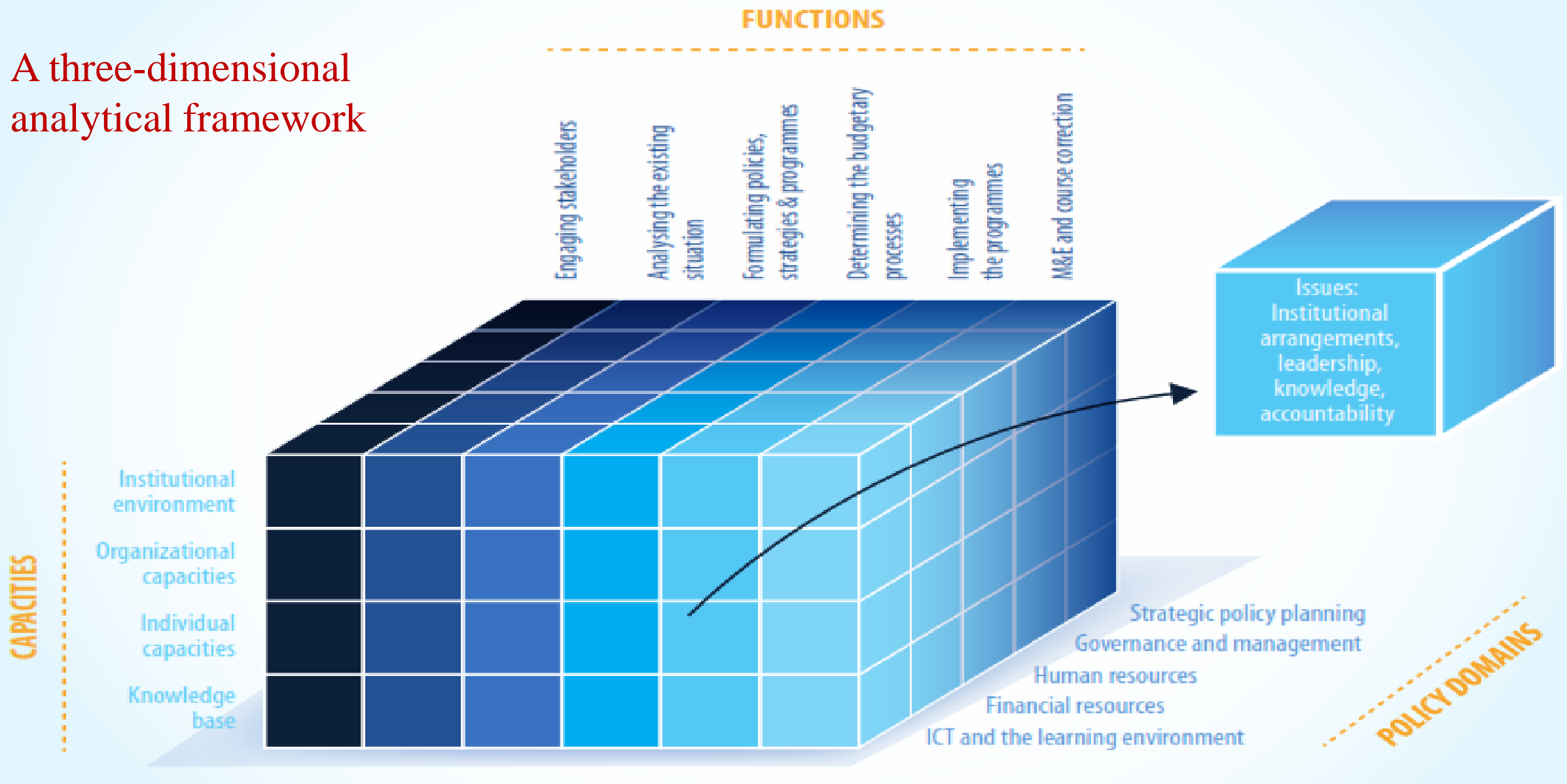


Figure 1. Three-dimensional framework for assessing capacity needs (United Nations 2013)



The report includes chapters on the following:



01 Contexts

Provides an overview of the regulatory, socio-political, and cultural factors that shape policy on the consumer behavior relevant to energy efficiency and climate change in the country in general, and the education in particular.

02

Scope and coverage of education policies on consumer behavior relevant to energy efficiency and climate change by the Higher Education Institution (HEI).

Examines the illustrative policy and planning issues relevant to integrated education on consumer behavior relevant to energy efficiency and climate change.

03

Description of capacity types.

Evaluates the existing state of capacities of HEI

As defined by the CAPNAM analytical framework, the four types of categories are institutional, organizational, individual, and the knowledge base.





Roundtable discussions

Report for capacity building framework



Discussion on:

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- What could be the key components of the BECK capacity building framework?
- Input from other available frameworks ? In supplementing the PC partner reports?
- Any other points? A detailed literature review?
- Agree on time scales for delivery of the output?





Roundtable discussions
Guidelines and accreditation rules for the quality assurance of MOOCs





This framework will be used in implementation of other WPs, especially WP2 and WP3.

To ensure the quality of adaptive, recognised and certificated MOOC modules special guidelines and accreditation rules will be developed and adopted in each participating university.

For this purpose Manual for Quality Assessment for E-learning (2012) by European Association of Distance Teaching Universities (EADTU) and **OpenupEd quality benchmarks** will be used.

Based on **OpenupEd quality benchmarks** for MOOCs, partners from Russia, Bangladesh and Sri Lanka will produce similar quality benchmarks for their universities.

Expertise of the EADTU and VGTU in the e-learning process will help to prepare suitable recommendations for project partners that will ensure quality in the design, delivery and development of the adaptive MOOCs





OpenupEd label, quality benchmarks for MOOCs

