

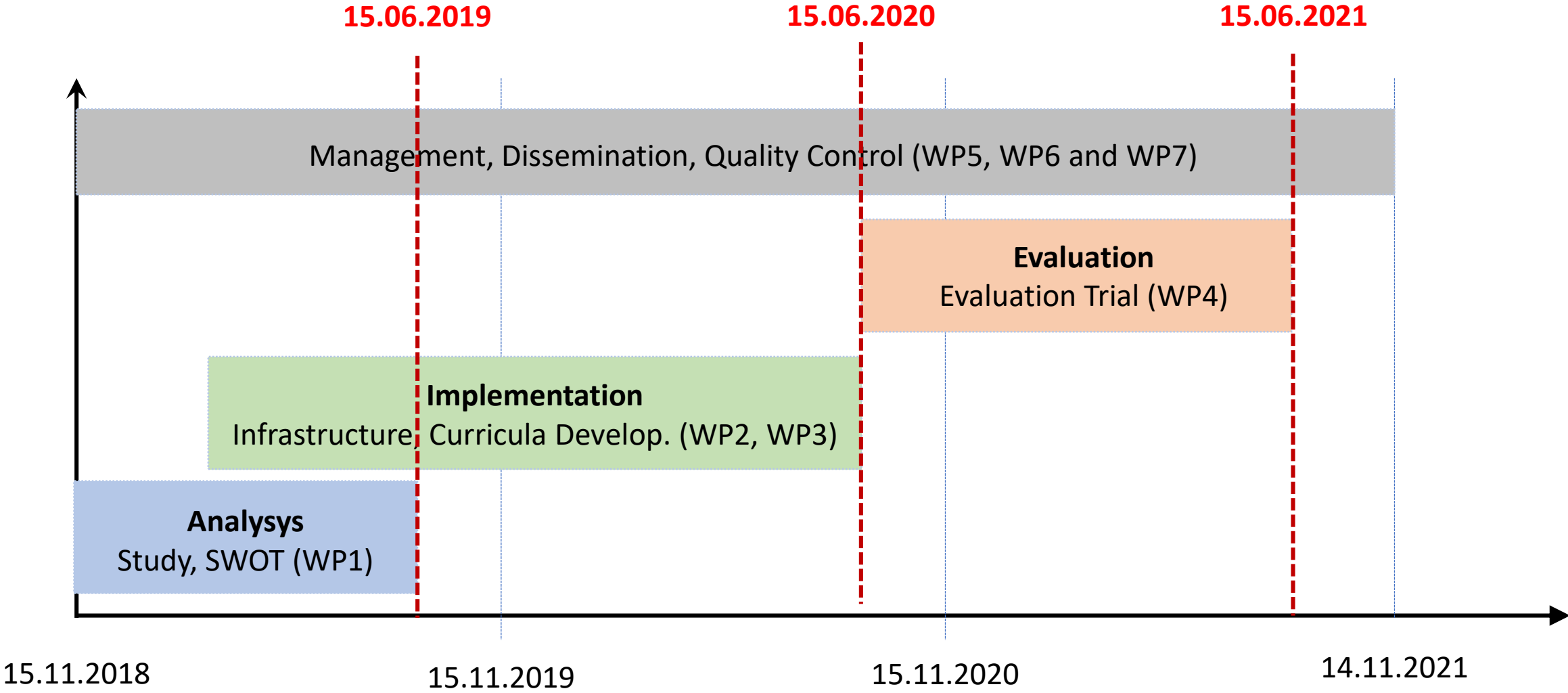
MENVIPRO Work Package 1

Methodology

Viterbo, 01.04.2019



Timeline of the project



WP1 Best practice Study and SWOT (ISEC)

Goal:

- To collect and generalize the best practice in the field of MSc studies in Environment Protection
- To prepare the curricula development and capacity building activities

Result:

- Recommendations for MSc programmes design and delivery

Duration:

- From now on → July 2019

WP1 Best practice Study and SWOT

Activities:

- Visits of the group of Armenian and Georgian colleagues to
 - UNITUS
 - ULisbon
 - UHalle

Each trip includes a workshop:

- Presentation of relevant European curricula (academic content, entrance requirements and target competences, structure of classes, laboratory base, etc.)
- Meetings with teaching/technical staff
- Visits to laboratories and research facilities

WP1 Best practice Study and SWOT

Deliverables:

D1.1 Bologna-based postgraduate education in the field of Environment Protection in Armenia and Georgia: Report (the result of the study trips and SWOT analysis)

D1.2 Recommendations concerning reforms of postgraduate studies in the field of Environment Protection in accordance with the Bologna principles and European best practice (Comparative study and recommendations)

What is SWOT

Strategic planning
Opportunities,

SWOT ANALYSIS

	Strengths	Weaknesses
	<ol style="list-style-type: none">1.2.3.4.	<ol style="list-style-type: none">1.2.3.4.
Opportunities	Opportunity-Strength strategies <i>Use strengths to take advantage of opportunities</i>	Opportunity-Weakness strategies <i>Overcome weaknesses by taking advantage of opportunities</i>
	<ol style="list-style-type: none">1.2.	<ol style="list-style-type: none">1.2.
Threats	Threat-Strength strategies <i>Use strengths to avoid threats</i>	Threat-Weakness Strategies <i>Minimize weaknesses and avoid threats</i>
	<ol style="list-style-type: none">1.2.	<ol style="list-style-type: none">1.2.

Weaknesses,
Threats

SWOT for Armenia and Georgia (D1.1)

External factors:

- **General political and socio-economic climate** for modernization of postgraduate studies in the field of EP on the basis of the Bologna declaration. Facts & figures, e.g. information on financing of HEIs, trends, national policies. 1-2 pages, extract **threats/opportunities**
- **Regulatory frameworks** (national laws, standards, institutional regulations, etc.), their relation to the Bologna principles. How accreditation of educational programmes is regulated. 1-2 page, extract **threats/opportunities**
- **Demand for specialists in EP with postgraduate degrees.** Potential employment opportunities, employability statistics in the past, trends in the future, motivation/demotivation factors for the choice of the EP programme. 1-2 pages, extract **threats/opportunities**.

SWOT for Armenia and Georgia (D1.1)

Internal factors:

- **Existing baseline.** Available EP programmes/courses per partner University, short characteristics, experiences. **Extract strengths/weaknesses**
- **Availability of resources** in Universities for the reforms. Human resources (teaching and technical personnel, students per teacher, please provide age/gender/qualification/etc. statistics), material resources (rooms, laboratories, equipment, etc.). **Extract strengths/weaknesses.**
- **Sources of expertise.** Potential cooperation partners and opportunities inside the country and internationally. **Extract strengths/weaknesses**

<https://link.springer.com/book/10.1007%2F978-3-319-71416-5>

Comparative study and Recommendations

Goal: to look at the European best practice and to develop the plan for curricula reform based on the Armenian/Georgian reality

Methodology gives the set of criteria (information items) for courses description and comparison

Curricula development (to be updated)

- Environmental geochemistry Italy
- Environmental monitoring and measurement devices Italy/Portugal
- Complex Geo-ecological mapping Germany/Italy
- Spatial data infrastructure and data management Germany/Italy
- Landscape planning Italy
- Ecology of Urban environment Italy
- Environmental toxicology Italy
- Geographic Information Systems (GIS) Germany/Italy
- Ecological risk assessment Italy/Portugal

Curricula development (to be newly developed)

- Environmental radiation protection Portugal
- Environmental statistics Italy
- Applied remote sensing for the environment Germany
- Water quality management ??????
- Food safety and security Italy

Set of criteria

- University/Programme Profile
- Course settings
- Teaching aspects (didactics, assessment, etc.)
- Use of technology (what is in labs? [Link to ERLEP](#))
- Course statistics (scope)
- Course content

Deliverable

- Collection of 14 blocks (one per updated/new course)
- For each updated/new course to identify the „twin“ course in Europe
- Use criteria for comparison and define the framework parameters for updated/new courses

Thank you !