

Horizon Europe

Work Programme 2026-2027

CL2: Cultură, creativitate și societate favorabilă incluziunii

Expresii de Interes - Parteneri internaționali



Februarie 2026

I offer my expertise to participate as a Partner in a HE Project

I am planning to coordinate a project and I am looking for Project Partners

TOPICS OF INTEREST

Interested in the following upcoming calls

The Raoul Wallenberg Institute of Human Rights and Humanitarian Law (RWI) is open to both participating as a partner and, where strategic and appropriate, acting as the coordinator of Horizon Europe projects. As an established international institute with strong research capacity, long-term operational experience, and a track record of leading multi-stakeholder initiatives, RWI is well positioned to contribute to project design, implementation, research, dissemination, and training.

RWI can offer deep thematic expertise in human rights, rule of law, justice reform, public administration, local democracy, gender equality, and inclusive governance, as well as practical experience in policy influence, capacity sharing, and stakeholder engagement. We are particularly well placed to bridge academic knowledge with practice, working with universities, governments, civil society organisations, international organisations, and communities.

When acting as a partner, RWI contributes high-quality research, context analysis, methodology development, capacity-sharing tools, training modules, and dissemination strategies. We have longstanding experience in collaborating within international consortia and adapting to different project roles.

When coordinating a project, RWI brings strong institutional governance structures, project management systems, financial accountability, and the ability to convene and lead multidisciplinary and cross-country teams. In addition, RWI's regional offices—such as our team in Armenia—provide local presence, stakeholder networks, and contextual understanding that support effective and sustainable implementation.

RWI is therefore principally interested in joining or, where strategic, leading high-impact Horizon Europe projects that align with our mission of promoting human rights, rule of law, good governance, inclusive societies, and sustainable development.

PARTNER INFORMATION

Description of the Legal Entity

<input type="checkbox"/> Higher Education	<input checked="" type="checkbox"/> Research Institution	<input type="checkbox"/> Public Administration
<input type="checkbox"/> Industry /SME	<input checked="" type="checkbox"/> NGO	<input type="checkbox"/> Other

Description of the Research Team or Group:

RWI is an international academic institution and NGO with over 40 years of experience combining high-level research, capacity sharing, and policy engagement. RWI brings together a multidisciplinary team of

scholars and practitioners specialising in human rights, rule of law, justice reform, public administration, local democracy, governance, gender equality, climate justice, and inclusive development. Our global research team includes internationally recognised experts, senior researchers, post-doctoral fellows, and research associates affiliated with leading universities. The team conducts rigorous qualitative and quantitative research, comparative policy studies, empirical fieldwork, and practice-oriented analysis. We have published widely in peer-reviewed journals, produced policy briefs and toolkits, and contributed to international standard-setting processes with bodies such as the United Nations, European Union, and Council of Europe.

In addition to our headquarters in Lund, Sweden, RWI operates regional offices across Europe, Africa, Asia, and the Middle East. Of particular relevance is our office in Armenia, which plays a strategic role in our work on justice reform, public sector capacity building, and human rights education and research. The Armenian team has strong relationships with government institutions, academia, civil society, and international organisations, allowing us to bridge global expertise with local needs and realities.

Our research staff work collaboratively across offices and thematic programmes, bringing together academic excellence, policy relevance, and practical implementation. The team is experienced in designing and delivering training programmes, stakeholder consultations, participatory research, and impact evaluation. We are committed to interdisciplinary approaches and co-creation with partners to ensure that our research translates into real-world change. RWI's research group offers a unique combination of scholarly excellence, regional presence, and operational experience, making it a strong and reliable partner for Horizon Europe projects.

Expertise of the Team Leader:

Dr. Morten Koch Andersen is the Director of Research and Education at RWI. He holds a PhD in International Development Studies and has over 20 years of experience working at the intersection of human rights, rule of law, access to justice, public authority, impunity, corruption, and state-society relations. His work is grounded in both rigorous academic research and extensive field-based practice across Europe, the Middle East, Africa, and Asia.

Dr. Andersen has led and contributed to numerous international research projects, capacity-building programmes, and policy initiatives focused on justice sector reform, human rights institutions, transitional justice, security governance, and accountability mechanisms. He has collaborated with universities, government institutions, civil society organisations, and international bodies such as the UN, EU, and Council of Europe.

He has published peer-reviewed journal articles, book chapters, and policy papers, and serves as a supervisor and mentor for PhD and master's students. His research approach is multidisciplinary and often combines empirical fieldwork, legal and institutional analysis, qualitative and quantitative methodologies, and participatory approaches.

In his leadership role at RWI, Dr. Andersen is responsible for strategic research direction, academic partnerships, knowledge production, and quality assurance. He has strong experience in project coordination, consortium leadership, grant acquisition, and the development of innovative educational and training programmes.

With a deep understanding of both academic excellence and practical application, Dr. Andersen is highly skilled in translating research findings into policy recommendations and actionable tools. He is committed to inclusive governance, evidence-based reform, and strengthening institutions that promote human rights and the rule of law.

Laura Milne is the Country Director in Armenia and a senior human rights and rule of law professional with over 15 years of international experience advancing access to justice, labour rights, and gender equality. She currently serves as Country Director for the Raoul Wallenberg Institute in Armenia.

Before joining RWI, Laura was Country Director for the American Bar Association Rule of Law Initiative (ABA ROLI) in Jordan, where she led both the country and regional offices. In that role, she partnered with government and civil society to strengthen labour protections, combat trafficking in persons, and address sexual and gender-based violence.

Previously, Laura spent over four years in Myanmar, first as Senior Legal Advisor to a USAID-funded civil society and media strengthening programme, and later with the International Development Law Organization, where she advised on the design and implementation of rule of law initiatives. She has also lived and worked in Vietnam and India, managing projects on anti-corruption, clinical legal education, and counter-trafficking. In addition, she has contributed to programmes in Libya, the Democratic Republic of Congo, the Central African Republic, and Bahrain.

Laura qualified as a solicitor in England and Wales in 2009 and began her career with Liberty, the UK’s leading civil liberties organisation. She also serves on the board of Justice Base, a UK-registered organisation supporting community-led democracy and governance in Southeast Asia.

She holds a BA from King’s College, London and postgraduate qualifications in law from BPP University, London.

Arman Gasparyan is Deputy Country Director in Armenia and a senior development professional with particular expertise in local governance and justice sector reform. He has worked with the UN and the Council of Europe, and has experience with project and team management, event organisation, fundraising and advocacy, and data collection and analysis. Alongside his work at RWI, Arman is also pursuing a PhD focusing on Public Governance from KU Leuven.

Potential role

- X Research Technology Development
- X Dissemination X Training

Already experience as a	Coordinator	<input type="checkbox"/> YES	<input type="checkbox"/> NO <small>(Project manager of consortia managed by institute)</small>
	Partner	X YES	<input type="checkbox"/> NO
	Expert Evaluator	<input type="checkbox"/> YES	<input type="checkbox"/> NO

CONTACT DETAILS

Contact Person: Laura Milne, Country Director - Armenia

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Date: January 9, 2026

Please send this form back to: your NCP or contact@net4society.eu

HORIZON-CL2-2026-01-DEMOCRACY-09: Citizenship education as part of lifelong learning

Offering expertise

Research Centre Future-Driven Education at Karel de Grote University College (Antwerp, Belgium), is seeking to join a consortium focused on citizenship education/competences or civic engagement.

We are interested in the following calls:

- HORIZON-CL2-2026-01-DEMOCRACY-09: Citizenship education as part of lifelong learning
- HORIZON-CL2-2027-01-DEMOCRACY-01: Advisory support and network for countering and preventing radicalisation, extremism, hate speech and polarization
- HORIZON-CL2-2027-01-DEMOCRACY-03: Student and family engagement for developing a culture of democratic/civic participation

We conduct practice-oriented, co-creative research, starting from challenges identified by the educational field and developing solutions together with schools, teachers and educational partners, with a strong focus on usable tools for practice.

We offer expertise in:

- Citizenship education in formal education (also VET), with attention to whole-school approaches, including the role of school leadership and school teams in embedding citizenship education sustainably.
- Addressing controversial and sensitive societal issues in the classroom, focusing on supporting teachers to confidently facilitate dialogue on polarising topics, create psychologically safe learning environments, and foster respectful discussion and democratic disagreement among students.
- Formative assessment of citizenship and democratic competences, supporting teachers in evaluating growth without reducing citizenship to normative or summative judgements.
- The use of innovative digital tools (including VR learning scenarios and the use of AI chatbots) to strengthen citizenship competences and critical thinking.

The research centre seeks to participate as research and implementation partner, responsible for:

- Practice-based research and co-creation with schools and educators
- Development and test of educational tools and interventions
- Professionalisation of practitioners

Our research centre has previous experience as a partner in a Horizon Europe project and as coordinator and partner in multiple Erasmus+ projects.

Contact info: Ayla De Schepper, ayla.deschepper@kdg.be

HORIZON-CL2-2027-01-DEMOCRACY-03: Student and family engagement for developing a culture of democratic/civic participation

Offering expertise

Research Centre Future-Driven Education at Karel de Grote University College (Antwerp, Belgium), is seeking to join a consortium focused on citizenship education/competences or civic engagement.

We are interested in the following calls:

- HORIZON-CL2-2026-01-DEMOCRACY-09: Citizenship education as part of lifelong learning
- HORIZON-CL2-2027-01-DEMOCRACY-01: Advisory support and network for countering and preventing radicalisation, extremism, hate speech and polarization
- HORIZON-CL2-2027-01-DEMOCRACY-03: Student and family engagement for developing a culture of democratic/civic participation

We conduct practice-oriented, co-creative research, starting from challenges identified by the educational field and developing solutions together with schools, teachers and educational partners, with a strong focus on usable tools for practice.

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- Citizenship education in formal education (also VET), with attention to whole-school approaches, including the role of school leadership and school teams in embedding citizenship education sustainably.
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Contact info: Ayla De Schepper, ayla.deschepper@kdg.be

HORIZON-CL2-2027-01-DEMOCRACY-01: Advisory support and network for countering and preventing radicalisation, extremism, hate speech and polarization

Offering expertise

Research Centre Future-Driven Education at Karel de Grote University College (Antwerp, Belgium), is seeking to join a consortium focused on citizenship education/competences or civic engagement.

We are interested in the following calls:

- HORIZON-CL2-2026-01-DEMOCRACY-09: Citizenship education as part of lifelong learning
- HORIZON-CL2-2027-01-DEMOCRACY-01: Advisory support and network for countering and preventing radicalisation, extremism, hate speech and polarization
- HORIZON-CL2-2027-01-DEMOCRACY-03: Student and family engagement for developing a culture of democratic/civic participation

We conduct practice-oriented, co-creative research, starting from challenges identified by the educational field and developing solutions together with schools, teachers and educational partners, with a strong focus on usable tools for practice.

We offer expertise in:

- Citizenship education in formal education (also VET), with attention to whole-school approaches, including the role of school leadership and school teams in embedding citizenship education sustainably.
- Addressing controversial and sensitive societal issues in the classroom, focusing on supporting teachers to confidently facilitate dialogue on polarising topics, create psychologically safe learning environments, and foster respectful discussion and democratic disagreement among students.
- Formative assessment of citizenship and democratic competences, supporting teachers in evaluating growth without reducing citizenship to normative or summative judgements.
- The use of innovative digital tools (including VR learning scenario's and the use of AI chatbots) to strengthen citizenship competences and critical thinking.

The research centre seeks to participate as research and implementation partner, responsible for:

- Practice-based research and co-creation with schools and educators
- Development and test of educational tools and interventions
- Professionalisation of practitioners

Our research centre has previous experience as a partner in a Horizon Europe project and as coordinator and partner in multiple Erasmus+ projects.

Contact info: Ayla De Schepper, ayla.deschepper@kdg.be

HORIZON-CL2-2027-01-TRANSFO-05: The effective use of artificial intelligence in learning environments in pre-primary and primary education

Offering expertise

Research Centre Future-Driven Education at Karel de Grote University College (Antwerp, Belgium), is seeking to join a consortium focused on AI and critical thinking.

We conduct practice-oriented, co-creative research, starting from challenges identified by the educational field and developing solutions together with schools, teachers and educational partners, with a strong focus on usable tools for practice.

We offer expertise in:

- Designing and researching pedagogical approaches that combine AI with dialogic and inquiry-based learning, such as philosophy-based classroom dialogue.
- Integrating AI-supported tools into learning environments in pre-primary and primary education, with a specific focus on strengthening language comprehension, critical thinking and meaning-making rather than technology use per se.
- We currently have a project in which we prompt an AI chatbot to support philosophical dialogues in the classroom.

The research centre seeks to participate as research and implementation partner, responsible for:

- Practice-based research and co-creation with schools and educators
- Development and test of educational tools and interventions
- Professionalisation of practitioners

Our research centre has previous experience as a partner in a Horizon Europe project and as coordinator and partner in multiple Erasmus+ projects.

Contact info: Ayla De Schepper, ayla.deschepper@kdg.be

PARTNER SEARCH: HORIZON-CL2-2026-01-DEMOCRACY-09: Lifelong learning of citizenship education and citizen participation

Contact Dietlinde Willockx, Head of the Research Centre Pedagogy in Practice, KdG University of Applied Science and Arts +32 3 613 15 28 or +32 483 03 80 53 dietlinde.willockx@kdg.be



The Research Centre Pedagogy in Practice at the KdG University of Applied Sciences and Arts in Belgium, Antwerp is seeking to join a consortium for the HORIZON call *Lifelong learning of citizenship education and citizen participation*

Context

Over the past years, Pedagogy in Practice has conducted research on implementing democratic values in pedagogical practices such as childcare organisations and schools and on citizen participation by means of policy labs, involving children and families in policy making processes. In Belgium, a lot of childcare workers have a vocational training (vet) or a qualification through adult education. Although democratic values take up a substantial part of their training, this happens in an implicit manner, often without mentioning terminology concerning democracy. At work as well, democratic values can be found in the Pedagogical Framework for Childcare and in a lot of practices, often implicitly. Lifelong learning opportunities for practitioners are scarce and often hands-on, focused on actions and interactions. Again, democratic values are implicit.

With respect to this call the centre would be able to:

- Work on a pilot on democratic values and citizenship education in vet and adult education for childcare practitioners. This is a particularly interesting approach, as these practitioners live democratic values in their practices with children.
- Work on a similar pilot in lifelong learning for childcare practitioners. The Research Centre itself, also provides lifelong learning courses for practitioners, both on pedagogical and organizational themes.
- Work on a pilot on policy participation for workers with vet training or adult education.
- Contribute to evaluation research of pilots.

Research Centre

Research Centre Pedagogy in Practice conducts practice-oriented research for and with professionals working with children up to 16 years of age.

Following competences are relevant to the call:

- Extensive experience with practice-oriented research for stakeholders in the field of Early Childhood Education and Care, After School Care and Leisure Time facilities and in staff training for this field.
- Strong networks in local organisations working with a diverse public of children (schools, childcare, leisure time and cultural activities, reception centers) and willing to participate in pilots and action research.
- Extensive experience in mixed-methods research, including experiential research with children, action research, evaluation research, research by design, as well as narratological analysis.
- Extensive experience in coaching methods for professionals working with young children, including coaching on the floor coaching of professionals with vet or adult education.
- Experience in developing hands-on tools, such as scripts for professional learning communities, a tool for evaluating access to nature in after school care, an instrument to assess the way children experience their time in reception centres, a digital tool to reflect on childcare's cooperation possibilities with families, a playful method to reflect on digital media in childcare facilities.
- Experience with creating digital learning platforms such as a narrative website linking the experiences of refugee children to inspirational materials for professionals, webinars about parental involvement and interactional possibilities with infants and babies.

Data gathering and analysis: The centre uses a variety of participatory methods to gather and analyse data and strives to involve research participants, respecting their agency. Researchers often include participants during data gathering (practitioners co-interview parents, organise focus groups with parents and employ pedagogic documentation; children engage in conversation through photo-voice, photo-elicitation, arts-based inquiry, ...) and experiment with co-analysis possibilities. At the heart of these methods lies the question how complex matters can be made tangible for all participants.

Philosophical frameworks: The centre adheres to a Care Ethics perspective, considering care for one another as a key element in a democratic society. It approaches the interconnected nature of the caregiver and the care receiver as a starting point and pleads to make care more democratic and democracy more caring (Tronto, 2009).

Results: The centre's research results range from action frameworks over policy recommendations and practical guides and toolboxes addressing certain topics in a variety of childcare environments.

The centre has been and is involved in several EU projects:

- Two social innovation projects in the Interreg 2seas Programme: PACE (Providing Access to Childcare and Employment) and VRAC (It takes a Village to Raise A Child), several Erasmus + projects (ProChill on training practitioners for childcare; the Value+ project on the principle of Educare), the AMIF-project MUST-a-LAB (Multi-Stakeholder labs for migrants and stakeholders), the CERV project GOTALK on children's councils in schools
- The centre is also presiding the national OMEP committee.

Contact Dietlinde Willockx, Head of the Research Centre KdG University of Applied Science and Arts
+32 3 613 15 28 or +32 483 03 80 53 dietlinde.willockx@kdg.be

PARTNER SEARCH: HORIZON-CL2-2026-01-TRANSFO-04: The impact of the use of digital tools outside school and for communication on educational outcomes and mental health

Call: Culture, Creativity and Inclusive Society 2026

Contact Dietlinde Willockx, Head of the Research Centre KdG University of Applied Science and Arts +32 3 613 15 28 or +32 483 03 80 53 dietlinde.willockx@kdg.be



Foto 1: (c) Filip Van Roe for KdG University of Applied Sciences and Arts

The Research Centre Pedagogy in Practice at the KdG University of Applied Sciences and Arts in Antwerp, Belgium is seeking to join a consortium for the HORIZON call *The impact of the use of digital tools outside school and for communication on educational outcomes and mental health*.

Context

Over the past years, Pedagogy in Practice has worked extensively on the use of digital media in early childhood education and care (ECEC). Following the advice from the European baseline study of media use among 0 to 8-year-old children (Chaudron et al., 2018), we developed a practical pedagogical framework for childcare staff.

Not only did we work with childcare staff on how to guide and support young children in their media use, we also investigated the use of digital media for communication between staff and parents. This use is often framed as a means of increasing parental engagement and enhancing communication. In our research, we investigated the pedagogical implications of this type of media use with and in proximity to children.

The research centre emphasises the importance of a children's rights framework in matters related to digital tools and children, as clarified, for example, by the Digital Futures Group. Moreover, the research centre focuses on strengthening pedagogical systems and professionals outside of schools. We conducted several research projects on the lived experiences of children's free time and developed training programmes for staff in these pedagogical settings.

Finally, the research centre has a tradition of action research and participatory research with children and professionals. Moreover, the centre actively seeks diverse contexts, as this is a way to be relevant in Antwerp, a city with a high degree of diversity among children.

Philosophical frameworks: The Centre adheres to Care Ethics, and to participatory approaches in research. The centre considers questions related to the use of digital media as socio-scientific controversial topics (Venturini & Munk, 2022). Responses to these questions are not merely technical but should take their controversial nature into account.

With respect to this call, the centre would like to contribute primarily to exploring children's experiences with media use:

- How children conceive of digital leisure activities in free time at schools and in pedagogical settings outside of schools?
- How does media use of children differ along different contexts (such as school and settings outside of schools);
- How do parents and educators deal with their children's media use?
- How do children think about digital media use in their lives?

The research centre

Scope of research settings

- Pedagogical settings outside of schools, for and with children between 0 and 16 years of age. *Examples: ECEC settings, after-school leisure time settings, leisure time during school breaks.*
- Practice-oriented research with a multidimensional approach to valorisation.

Following competences are relevant to the calls:

- Extensive experience with practice-oriented research for stakeholders in the field of Early Childhood Education and Care and of organised leisure time for children.
- Strong networks in local organisations working with disadvantaged children and families, who are willing to participate in pilots and action research.
- Extensive experience in mixed-methods research, including experiential research with children, action research with parents and professionals, evaluation research, research by design, as well as narratological analysis.
- Experience in developing hands-on tools, such as a practical guide on how to introduce Education for Sustainability in Early Childhood Centres, a tool to reflect on childcare's cooperation possibilities with families, a playful method to discuss intercultural awareness.
- Experience with creating digital learning platforms such as a narrative website linking the experiences of refugee children to inspirational materials for professionals, webinars about parental involvement and interactional possibilities with infants and babies.

Data gathering and analysis

The centre uses participatory methods to gather and analyse data. In previous research, the centre used smartphone diaries as a form of experience sampling and extensively used photovoice and photo elicitation techniques with children and (sometimes vulnerable) professionals.

We actively try to support participants' agency in research. We experiment with co-analysing these data. Making complex matters tangible for all participants is an essential concern in these processes.

Results

Our results range from practical pedagogical tools, to action frameworks and to policy recommendations.

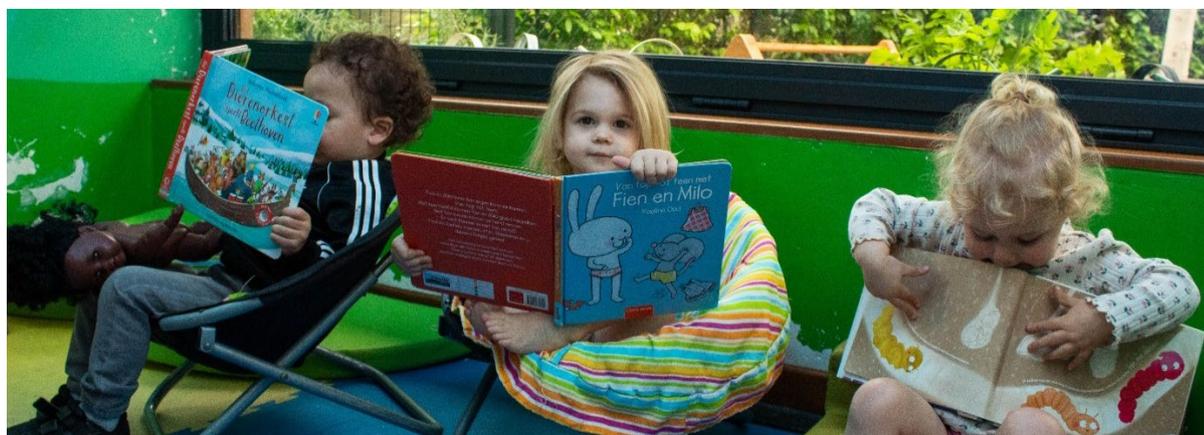
The centre has been and is involved in several EU projects:

Two social innovation projects in the Interreg 2seas Programme: PACE (Providing Access to Childcare and Employment) and VRAC (It takes a Village to Raise A Child), several Erasmus + projects (ProChill on training practitioners for childcare; the Value+ project on the principle of Educare); the AMIF-project MUST-a-LAB (Multi-Stakeholder labs for migrants and stakeholders). The centre was project leader of the CERV-project GOTALK (making children's participation inclusive, sustainable and impactful).

Contact Dietlinde Willockx, Head of the Research Centre KdG University of Applied Science and Arts +32 3 613 15 28 or +32 483 03 80 53 dietlinde.willockx@kdg.be

PARTNER SEARCH: HORIZON-CL2-2026-01-TRANSFO-03: Tackling child poverty and ensuring disadvantaged children's access to Early Childhood Education and Care

Contact Dietlinde Willockx, Head of the Research Centre Pedagogy in Practice KdG University of Applied Science and Arts +32 3 613 15 28 or +32 483 03 80 53 dietlinde.willockx@kdg.be



The Research Centre Pedagogy in Practice at the KdG University of Applied Sciences and Arts in Belgium, Antwerp is seeking to join a consortium for the HORIZON call *Tackling child poverty and ensuring disadvantaged children's access to Early Childhood Education and Care*.

Context

Over the past years, Pedagogy in Practice has worked extensively on the inclusion of vulnerable groups in Early Childhood Education and Care (ECEC). Our research projects have explored multiple dimensions of the participation gap, including accessibility and flexibility of ECEC services, professionals' communication and outreach towards parents, intercultural awareness and participatory decision-making processes.

In Belgium, ECEC is organized in a split system whereby childcare (0-3) and preschool (2,5-6) are governed by different Ministries (i.e. a divide between care and education) within different Communities. Close to all children (98%) between the age of three and five attend preschool, whereas participation from the age of 5 recently became mandatory. Childcare participation rates for under-threes, however, showed the second largest participation gap in the EU in 2024. According to Eurostat, under-threes who are not at risk of poverty or social exclusion are three times more likely to participate in formal childcare (59.3%) than those who are at risk (20.1%). This contrast makes Belgium an interesting case to study and develop effective strategies to support disadvantaged children's access to ECEC.

With respect to this call the centre would like to contribute primarily to practice-oriented aspects of the project by:

- investigating barriers preventing disadvantaged children from accessing ECEC;
- testing and evaluating innovative methods in real-life settings;
- developing evidence-based and operational policy advice, including good practices to close the ECEC participation gap;
- addressing scalability of these practices;

Research Centre

Pedagogy in Practice conducts practice-oriented research for and with professionals working with children up to 16 years of age.

Following competences are relevant to the calls:

- Extensive experience with practice-oriented research for stakeholders in the field of Early Childhood Education and Care.
- Strong networks in local organisations working with disadvantaged children and families, who are willing to participate in pilots and action research.
- Extensive experience in mixed-methods research, including experiential research with children, action research with parents and ECEC professionals, evaluation research, research by design, as well as narratological analysis.
- Experience in developing hands-on tools, such as a practical guide on how to introduce Education for Sustainability in Early Childhood Centres, a tool to reflect on childcare's cooperation possibilities with families, a playful method to discuss intercultural awareness.
- Experience with creating digital learning platforms such as a narrative website linking the experiences of refugee children to inspirational materials for professionals, webinars about parental involvement and interactional possibilities with infants and babies.

Data gathering and analysis: The centre uses a variety of participatory methods to gather and analyse data and strives to involve research participants, respecting their agency. Researchers often include participants during data gathering (practitioners co-interview parents, organise focus groups with parents and employ pedagogic documentation; children engage in conversation through photo-voice, photo-elicitation, arts-based inquiry, ...) and experiment with co-analysis possibilities. At the heart of these methods lies the question how complex matters can be made more tangible for all participants.

Results: The centre's research results range from action frameworks over policy recommendations and practical guides and toolboxes addressing certain topics in a variety of childcare environments.

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The centre is also presiding the national OMEP committee.

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[Net4Society] Partner sought for Cluster 1 project (HORIZON-HLTH-2026-01-DISEASE-11: Understanding of sex and/or gender-specific mechanisms of cardiovascular diseases)

Researchers at the Federal Institute for Drugs and Medical Devices (BfArM) in Bonn, Germany, are currently writing a proposal for a project in Cluster 1 related to the topic: **HORIZON-HLTH-2026-01-DISEASE-11: Understanding of sex and/or gender-specific mechanisms of cardiovascular diseases.**

Specifically, they are looking for SSH partners with **expertise in gender and sex studies**. These partners do not have to have a research background in health or medicine studies/projects, but such researchers are also welcome. Those with knowledge or experience with the following are especially welcome to get in touch: Influence of sex/gender/gender norms/gender roles on disease development, or prevention, therapy and outcome

The **deadline** for proposals under this topic is: **16 April 2026**

For those interested, please contact:

Dr. Silja Wortberg

Research Coordination, Research Division

Federal Institute for Drugs and Medical Devices (BfArM)

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53175 Bonn, Germany

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E-Mail: silja.wortberg@bfarm.de

Understanding of sex and/or gender-specific mechanisms of cardiovascular diseases

Background: Cardiovascular diseases (CVDs) are the leading cause of premature death in the European Union and represent a major burden for health systems and societies. While sex-based biological differences are increasingly recognised, they do not sufficiently explain the persistent gender-related disparities observed between women and men. Social roles, working conditions, income, education, caregiving responsibilities, cultural norms, health literacy, nutrition, physical activity, and structural biases in healthcare systems and treatment regimens fundamentally shape CVD risk and therapeutic pathways and outcomes. However, existing risk prediction models, clinical guidelines, and pharmacovigilance systems insufficiently capture the interaction between sex-based and gender-related determinants.

Project outline: This project addresses sex- and gender-related disparities in CVDs through an interdisciplinary framework that integrates biomedical research with social and behavioural science as well as gender studies. Its central innovation lies in strengthening and transforming pharmacovigilance by embedding sex- and gender-sensitive analyses into real-world data infrastructures based on valuable contextualisation of sociocultural and behavioural structures. By applying a broad-filtering approach to a portfolio of large-scale population-based cohort studies, registries, claims data, and clinical data, the project will generate comprehensive real-world evidence on how biological, behavioural, and sociocultural determinants interact across the life course to shape CVD risk, diagnostic trajectories, treatment allocation, safety and effectiveness. Particular emphasis will be placed on identifying sex- and gender-specific CVD diagnostic schemes, differential treatment safety and effectiveness, and prescribing patterns in routine care across European countries. To complement secondary data analyses, targeted primary data collection will close gaps in gender-related variables. The project will critically examine gender bias in health care settings, regulatory processes, and guideline development. We will derive evidence-based concepts for more inclusive and equitable guideline adaptation. Building on these insights, a complex sex- and gender-sensitive risk model will be developed and demonstrated through a public health–relevant case study focusing on a pre-defined diagnostic and therapeutic use case. This model will integrate biological, clinical, behavioural, and sociocultural determinants and explicitly support improved pharmacovigilance, diagnostic and treatment decisions, and equitable care pathways.

Project impact: This project will enhance our understanding of sex- and gender-specific risks and treatment strategies in CVDs. By generating gender-sensitive real-world evidence, it will contribute to guidelines and clinical practise and strengthen pharmacovigilance frameworks. It will increase the integration of social and behavioural perspectives into medical research and support the development of gender-responsive health policies. Ultimately, the project aims to reduce inequalities in CVD outcomes by ensuring that diversity is systematically integrated into drug safety monitoring, clinical decision-making, and personalised medicine strategies.

VALUE OFFER FOR INTERNATIONAL COOPERATION

Hungarian Research and Innovation Excellence

PARTNER WITH US IN HORIZON EUROPE!



**Linguistics and Cultural Diversity
Research Group**

University of Pannonia

WHY PARTNER WITH US?

- Expertise offered:
 - Cultural linguistic research on cultural conceptualizations through metaphors, metonymies, and schemas in regional and minority languages
 - Research on multilingual language processing and sustainable multilingualism in culturally diverse contexts
 - Investigation of local narratives, folklore, and place names to understand how these cultural sources construct and sustain community identity
 - Literary research from a transcultural and minority studies perspective
 - Study of „reconceptualization” in contemporary discourse, examining how inherited cultural models are reinterpreted and adapted in modern societies
 - Contemporary pedagogical practices of exploring cultural heritage in different educational contexts (from pre-school to university)

Special interest in the calls of:

HORIZON-CL2-2027-01-HERITAGE-07 (Societal impact of cultural heritage)

HORIZON-CL2-2027-01-HERITAGE-08 (Safeguarding & transmission of intangible cultural heritage)

CONTACT:

 Judit Baranyiné Kóczy

 baranyine.judit@htk.uni-pannon.hu

 htk.uni-pannon.hu



Project Partner Search Form



- I offer my expertise to participate as a Partner in a Horizon Europe Project
- I am planning to coordinate a project and I am looking for Project Partners

TOPICS OF INTEREST

Fostering competences for the green transition
HORIZON-CL2-2026-01-TRANSFO-07

Our research team can develop an evidence-based framework to identify and assess green competences in selected sectors, combining quantitative and qualitative methods. We will analyse skills gaps, the integration of green and digital competences, and lifelong learning pathways.

The team can also formulate policy recommendations, design competence assessment tools aligned with GreenComp, and ensure gender and inclusion dimensions are integrated into the project outcomes.

<https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/opportunities/topic-details/HORIZON-CL2-2026-01-TRANSFO-07?order=DESC&pageNumber=1&pageSize=50&sortBy=relevance&keywords=Fostering%20competences%20for%20the%20green%20transition&isExactMatch=true&status=31094501,31094502,31094503>

PARTNER INFORMATION

Organization: Department of Finance and Accounting, Al-Farabi Kazakh National University (KazNU)

Address: 71 Al-Farabi Ave., Almaty, 050040, Kazakhstan

Website: <https://farabi.university/department/62?lang=en>

PIC: 999887775 (verify in EC Participant Register)

Legal Status: Public Higher Education Institution (non-profit)

Al-Farabi Kazakh National University and the Research Group on Sustainable Finance and Digital Transformation are ready to participate in Horizon Europe projects as a partner, contributing expert knowledge to the design and implementation of solutions aimed at developing competences for the green and digital transition. Our team has previously implemented a grant-funded research project supported by the Ministry of Higher Education and Science of the Republic of Kazakhstan.

EU Project Experience:

1. Erasmus+ "Green Finance and Sustainable Development in Central Asia" (2021-2024)
2. Erasmus+ "Central Asian Network for Sustainable Development and Green Economy" (2020-2023)
3. UNDP Kazakhstan "Financing for Sustainable Development" (2020-2023) – Research contractor. Analysis of fiscal policies and investment barriers for low-carbon development. <https://farabi.university/news/91379?lang=en>

Description of the Legal Entity

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Higher Education | <input type="checkbox"/> Research Institution | <input type="checkbox"/> Public Administration |
| <input type="checkbox"/> Industry /SME | <input type="checkbox"/> NGO | <input type="checkbox"/> Other: <i>Please specify</i> |

Description of the (Research) Team

The group has proven expertise in ESG finance, assessment of climate and ESG risks, digital transformation of the financial sector, and the development of educational programmes. Our experience combines academic research, applied modelling, collaboration with financial institutions, and the integration of research results into educational practice.

Within the project, the group will:

- conduct analysis and mapping of competences required to support the green and digital transition;
- develop methodologies for assessing skills needs among young people and workers;
- quantitative assessment of the impact of educational programs;
- econometric and sociological research;
- participate in piloting activities, training events, and dissemination of results.

The group is well positioned to bridge scientific research with practical implementation, contributing to the development of an integrated competence framework for sustainable development aligned with the objectives of the European Green Deal and the EU Digital Transition strategy.

2. Elvira Ruziyeva

Status: PhD / Associate Professor

Elvira Ruziyeva <https://orcid.org/0000-0001-9120-7776>, Scopus Author ID: <https://www.scopus.com/authid/detail.uri?authorId=56070067800> is currently researching the impact of digital financial literacy on the well-being of the population of Kazakhstan, as well as the impact of women's digital financial inclusion on social sustainability. The projects include the launch of a mobile application for digital financial literacy of the population, testing of educational programs for women (IRN AP26196291 "The Potential of Digital Financial Literacy in Improving the Welfare of the Population" for 2025-2027). She took part in the projects "Multichannel Financing System and Mechanisms for Attracting Private Capital and Investments in the Development of Space Activities" included in the State Program "Development of Space Activities in the Republic of Kazakhstan for 2005-2007", under the leadership of Academician of the National Academy of Sciences of the Republic of Kazakhstan, Doctor of Economics, Professor U.B. Baimuratov, State Fund of the Republic of Kazakhstan IRN AP19679152 "Kazakhstan's Model of Demographic Transition and Possibilities of Sustainable Socio-Economic Development of the Country" 2023-2025.

As part of international projects, she participated in the working group of The International University for Peace, Rome <https://finanzasostenibile.it/wp-content/uploads/2024/05/ESG-Working-Group-section-1.pdf> and <https://finanzasostenibile.it/wp-content/uploads/2024/05/Climate-Change-and-the-Environment-as-a-key-factor-of-Sustainability.pdf>. As part of a joint international study with IASE – International Association for Sustainable Economy, involving master's students, on the study of youth social resilience, <https://ersj.eu/journal/4304> was published. international research project "Development of a methodology for calculating the minimum allowable rates of export loans denominated in the national currencies of the EAEU countries (Russian ruble, Belarusian ruble, Kazakh tenge, Armenian dram and Kyrgyz som) taking into account the practice of state financial support (subsidies) for OECD export loans" of the Federal State Educational Budgetary Institution of Higher Education "Financial University under the Government of the Russian Federation"

3. Karlygash Kurbanova

Position: senior lecturer, Department of Finance and Accounting, Higher School of Economics and Business, Al-Farabi Kazakh National University

Academic Degree: PhD candidate, MSc

Scopus Author ID: 57216615492

ORCID: 0000-0003-3380-0488

Research Profile and Expertise: Ms. Kurbanova specializes in sustainable finance, ESG integration, corporate finance, and quantitative modeling of investment decisions. Her recent work focuses on the application of hybrid decision-making models (including quantum and AI-based approaches) to sustainable energy

financing, ESG risk assessment, and the development of green financial instruments in emerging economies, particularly in Central Asia.

Key Publications Relevant to the Project:

1. Kurbanova K.A., Nurmagambetova A.Z., Nurgaliyeva A.M. Balanced scorecard-based project priorities of Sustainable energy financing via artificial. Intelligence-enhanced hybrid quantum decisionmaking modeling. *Studia Universitatis "Vasile Goldis" Arad. Economics Series*, 2025. - Vol 35. - Issue 2. - PP.113-139. DOI: [10.2478/sues-2025-0010](https://doi.org/10.2478/sues-2025-0010) Процентиль - 40. (Scopus Q3)
2. Nurmagambetova A.Z., Akhmad A.M., Kurbanova K.A. "Exploring the Investment Potential of ESG Financial Instruments Amidst the Transition to a 'Green' Economy" (2023). <https://tranzit-as.kz/index.php/te/issue/view/78/45>
3. Nurmagambetova A.Z., Akhmad A.M., Kurbanova K.A. "Actual Issues of Implementing ESG Standards as a Sustainable Development of the Territory and Business" (2023). <https://tranzit-as.kz/index.php/te/issue/view/76/43>
4. Kurbanova, K. A., Nurmagambetova, A. Z., & Nurgaliyeva, A. M. (2024). CROSS-FACTOR MODELING OF ESG RISKS. *Central Asian Economic Review*, (3), 223-237. <https://doi.org/10.52821/2789-4401-2024-3-223-237>

Expertise of the Team Leader

Nurmagambetova Azhar PhD / Associate Professor / Research Professor

Institution: Al-Farabi Kazakh National University (KazNU)

Scopus Author ID: <https://www.scopus.com/authid/detail.uri?authorId=55969805200>

ORCID ID: <https://orcid.org/0000-0001-9142-4420>

Azhar Nurmagambetova is a leading researcher in the field of ESG finance and sustainable economic development in Kazakhstan. She is the Principal Investigator of the grant-funded project IRN AP19679105 "Transformation of ESG Financial Instruments in the Context of the Green Economy Development of the Republic of Kazakhstan" (2023–2025), supported by the Committee of Science and Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan.

She also serves as a Leading Researcher in the program-targeted project IRN BR21882352 (2023–2025), focused on developing a new paradigm for public audit and improving governance quality and the efficient use of national resources.

Her research integrates ESG transformation, green finance instruments, public sector accountability, and digital financial architecture, contributing to evidence-based policy development and sustainable financial modernization in Kazakhstan.

1.Environmental audit as the main tool for improving and protecting the environment. *Bulletin of KazNU. Economic Series*, 2(148), 104–115. (2024). <https://doi.org/10.26577/be.2024-148-b2-09>
Kyzdarbekova A., Oralbaeva M., & Pukala R.

2. Evaluating the role of environmental auditing in green economic growth in Kazakhstan *Heritage and Sustainable Development*, 2025.- Vol. 7.- No.1.-PP.179-196. ПРОЦЕНТИЛЬ – 48
<https://doi.org/10.37868/hsd.v7i1.958>

3. Internal financial control and internal financial audit: tools for eliminating financial misconduct. *Montenegrin Journal of Economics*, 2025. – Volume 21. - Number 4.- PP.229-251. Процентиль - 76) (Scopus Q1, Web of Science) <https://doi.org/10.14254/1800-5845/2025.21-4.18>

4. Unveiling green finance in Kazakhstan: a study on awareness and barriers to sustainable investments. *Вестник КазНУ*, 2023. - №3(145). – С.148-158. DOI: <https://doi.org/10.26577/be.2023.v145.i3.013>

Please insert your expertise here

Potential role in the project

Research

Training

Dissemination

Other: **Please specify**

Already experience as a	Coordinator	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
	Partner	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
	Expert Evaluator	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO

Our expertise:

1. We will study and define the industry profiles of "green" competencies, applying quantitative and qualitative methods of social and humanitarian sciences - SSH in the following industries: sustainable agriculture and food production, construction in Kazakhstan and Central Asia
2. We will develop career navigation tools: competence profiles, ability diagnostics, and consultant training to improve the quality of students' decisions.
3. The formation of modular joint programs and micro-qualifications to enhance the competencies of the "green" and digital transitions, developed jointly with employers for the sectors of sustainable agriculture and food production, construction. Targeted support mechanisms, career support, flexible and adaptive forms of education for women and people with disabilities are provided.

Needed skills:

- Universities and research centres with expertise in the green and digital transition;
- Vocational education and training (VET) institutions and lifelong learning providers with experience in implementing modular programmes and micro-credentials;
- Sectoral companies and industry associations in sustainable agriculture, food production and construction;
- EdTech and digital companies developing AI-based career guidance and skills assessment tools;
- Public authorities and qualification agencies ensuring alignment between policy, labour market needs and education systems;
- NGOs and specialised organisations working on gender equality, inclusion of persons with disabilities, and support for vulnerable youth.

CONTACT DETAILS

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Email: nazhar1977@gmail.com
Organization Website: https://www.kaznu.kz
Contact Person Webpage:

Date: 18.02.2026

Please send this form back to your NCP

- I offer my expertise to participate as a Partner in a Horizon Europe Project
- I am planning to coordinate a project and I am looking for Project Partners

TOPICS OF INTEREST

Making Europe a global magnet for talent – Attracting and retaining students, researchers and high-skilled workers from outside the EU [HORIZON-CL2-2026-01-TRANSFO-06](https://horizon-cl2-2026-01-transfo-06)

Our research group aims to contribute to a systematic analysis of the factors influencing the decision of non-EU students, researchers, and highly qualified professionals to move to and remain in the European Union. We will facilitate the collection and analysis of data from Central Asian countries (Kazakhstan, Uzbekistan, Kyrgyzstan, and others) relevant to higher education and research institutions to develop strategies and programs that can effectively attract talented students and researchers.

PARTNER INFORMATION

Al-Farabi Kazakh National University (KazNU) <https://farabi.university/?lang=en> has extensive experience in socioeconomic research, financial and digital literacy, public policy analysis, and impact assessment <https://farabi.university/science/innovative-activity>. The university conducts applied and interdisciplinary research on social sustainability, education, democratic participation, and sustainable development.

The university has experience collaborating internationally in research and implementing evidence-based analytical models for policy and education system development. KazNU is the leading university in Central Asia, eligible to participate in Horizon Europe as an entity from an associated country. The university has successfully participated in EU-funded programmes (Erasmus+, Horizon 2020) and possesses the legal, financial, and research infrastructure to implement international projects:

- UNDP Kazakhstan "Financing for Sustainable Development" (2020-2023) – Research contractor. Analysis of fiscal policies and investment barriers for low-carbon development. <https://farabi.university/news/91379?lang=en>
- Erasmus+ "Green Finance and Sustainable Development in Central Asia" (2021-2024)
- Erasmus+ "Central Asian Network for Sustainable Development and Green Economy" (2020-2023)

Description of the Legal Entity

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Higher Education | <input type="checkbox"/> Research Institution | <input type="checkbox"/> Public Administration |
| <input type="checkbox"/> Industry /SME | <input type="checkbox"/> NGO | <input type="checkbox"/> Other: <i>Please specify</i> |

Description of the (Research) Team

Our research team seeks to contribute to the project by applying rigorous quantitative and mixed methods analysis to the factors determining the attraction and retention of students, researchers, and highly skilled professionals from non-EU countries.

We propose implementing:

- Econometric models to study how individual characteristics (educational profile, career stage, gender, marital status) interact with country-level factors (migration rules, labor market conditions, innovation indicators, quality of life) in shaping mobility and retention decisions;

- Survival and event history analyses to estimate the length of stay and the determinants of long-term residence;
- Evaluation of the effectiveness of mobility schemes;
- Comparative statistical mapping of migration pathways to identify fragmentation and bottlenecks in Member States.

As researchers working in Central Asia, we offer a strategically important external perspective on this topic:

- directly understanding the motivations, expectations, and decision-making processes of students and highly skilled professionals considering mobility to the EU.
- Central Asia is a dynamic region with growing outbound mobility and intensifying competition between global education hubs (the EU, UK, and Asia-Pacific). Our perspective allows for a more nuanced analysis of the EU's positioning in the global talent market.
- we can contribute to understanding how EU talent acquisition strategies are perceived in the context of non-EU countries, and how communication, accessibility, and regulatory clarity influence mobility decisions.
- our institutional networks provide access to potential and former students and professionals moving abroad, enabling us to collect comparative data and enhance the external validity of our findings.

By integrating an external, source-country analytical perspective with EU-focused institutional analysis, our contribution will enhance the credibility, global relevance and strategic value of policy recommendations.

The group includes researchers with experience in applied research and experimental design (classification according to the Frascati manual).

Expertise of the Team Leader

Elvira Ruzieva <https://orcid.org/0000-0001-9120-7776>, Scopus Author ID: <https://www.scopus.com/authid/detail.uri?authorid=56070067800> is currently researching the impact of digital financial literacy on the well-being of the population of Kazakhstan, as well as the impact of women's digital financial inclusion on social sustainability. The projects include the launch of a mobile application for digital financial literacy of the population, testing of educational programs for women (IRN AP26196291 "The Potential of Digital Financial Literacy in Improving the Welfare of the Population" for 2025-2027). She took part in the projects "Multichannel Financing System and Mechanisms for Attracting Private Capital and Investments in the Development of Space Activities" included in the State Program "Development of Space Activities in the Republic of Kazakhstan for 2005-2007", under the leadership of Academician of the National Academy of Sciences of the Republic of Kazakhstan, Doctor of Economics, Professor U.B. Baimuratov, State Fund of the Republic of Kazakhstan IRN AP19679152 "Kazakhstan's Model of Demographic Transition and Possibilities of Sustainable Socio-Economic Development of the Country" 2023-2025.

As part of international projects, she participated in the working group of The International University for Peace, Rome <https://finanzasostenibile.it/wp-content/uploads/2024/05/ESG-Working-Group-section-1.pdf> and <https://finanzasostenibile.it/wp-content/uploads/2024/05/Climate-Change-and-the-Environment-as-a-key-factor-of-Sustainability.pdf>. As part of a joint international study with IASE – International Association for Sustainable Economy, involving master's students, on the study of youth social resilience, <https://ersj.eu/journal/4304> was published. international research project "Development of a methodology for calculating the minimum allowable rates of export loans denominated in the national currencies of the EAEU countries (Russian ruble, Belarusian ruble, Kazakh tenge, Armenian dram and Kyrgyz som) taking into account the practice of state financial support (subsidies) for OECD export loans" of the Federal State Educational Budgetary Institution of Higher Education "Financial University under the Government of the Russian Federation"

Potential role in the project

Research

Training

Dissemination

Other: impact assessment, index development and

digital literacy evaluation

Already experience as a	Coordinator	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
	Partner	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
	Expert Evaluator	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO

Our expertise:

We will contribute to the project by completing the following tasks:

- Analyzing the institutional, socio-economic, and political factors influencing the decision of non-EU students and researchers to choose the EU as a destination for study and residence;
- Researching medium- and long-term retention mechanisms in higher education and research institutions;
- Conducting a comparative analysis of strategies aimed at attracting and retaining international talent;
- Assessing the role of career prospects, educational quality, institutional support, integration measures, and innovation ecosystems in shaping mobility decisions;
- Contributing to the evaluation of talent acquisition partnerships and mobility schemes;
- Providing evidence-based recommendations for policymakers and higher education institutions to improve the coherence and effectiveness of migration pathways for skilled professionals;
- Integrating gender and inclusion considerations into the analysis of talent attraction and retention strategies.

Needed skills:

We are seeking partners with the following qualities:

- Expertise in EU migration law and mobility management;
- Access to administrative or institutional data on mobility;
- Experience in analyzing partnership programs in the talent sector;
- Research capacity in the area of integrating highly skilled migrants into the labour market;
- Industrial and social partners involved in the recruitment of skilled workers;
- Organizations working on the integration of humanitarian migrants.

We particularly welcome cooperation with EU institutions that can ensure active policy dialogue.

CONTACT DETAILS

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Country: Kazakhstan
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Email: earuzieva@gmail.com
Organization Website: https://farabi.university/?lang=en
Contact Person Webpage:

Date:

Please send this form back to your NCP

- I offer my expertise to participate as a Partner in a Horizon Europe Project
- I am planning to coordinate a project and I am looking for Project Partners

PARTNER FROM: Kazakhstan **ORGANIZATION:** AI & Society Research Center / Scientific and Educational Foundation "ASPANDAU"

TOPICS OF INTEREST

- **Topic Code:** HORIZON-CL2-2027-01-TRANSFO-05
- **Topic Title:** The effective use of artificial intelligence in learning environments in pre-primary and primary education
- **Topic Link:** <https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/opportunities/topic-details/HORIZON-CL2-2027-01-TRANSFO-05>

What we intend to do (Our Contribution):

- **Ethical Framework Design:** Developing a conceptual and ethical framework for the responsible use of AI in early education.
- **SSH Qualitative Research:** Conducting research on cognitive, social and intergenerational aspects of AI integration in learning environments.
- **Bias Mitigation:** Identifying and mitigating algorithmic bias in AI tools used in educational settings to ensure equity and inclusion.
- **Teacher Training:** Developing methodological guidelines and training modules for educators on safe, inclusive and pedagogically sound AI use.
- **Policy Recommendations:** Preparing policy-oriented recommendations for educational authorities.

What Partners we are looking for:

- **Project Coordinator:** An experienced Horizon Europe consortium lead to ensure effective strategic and administrative management.
- **Academic Partners:** Universities or research centres with access to pre-primary and primary education institutions.
- **Technical Partners (EdTech):** Developers of AI solutions and Intelligent Tutoring Systems.
- **Impact Assessment Experts:** Specialists in educational policy evaluation and impact assessment.

PARTNER INFORMATION

«AI & Society Research Center» is a Kazakhstan-based research and expert organisation specialising in the ethical, cognitive and methodological aspects of artificial intelligence integration in educational environments. The Center develops training programmes and analytical frameworks for responsible, inclusive and sustainable AI use in education, with pilot implementation in academic and professional settings.

Description of the Legal Entity

<input type="checkbox"/> Higher Education	<input type="checkbox"/> Research Institution	<input type="checkbox"/> Public Administration
<input checked="" type="checkbox"/> Industry /SME	<input type="checkbox"/> NGO	<input type="checkbox"/> Other: <i>Please specify</i>

Description of the (Research) Team The research team of the AI & Society Research Center includes specialists in philosophy, philology, information technology, history and economics.

The team combines expertise in artificial intelligence ethics, digital literacy, educational methodologies, socio-economic analysis and the societal impact of digital transformation.

Team members hold academic qualifications and research experience in the field of Social Sciences and Humanities (SSH), including a PhD in philosophy and completed doctoral research. Members maintain academic profiles (ORCID) and have experience in preparing scientific publications and analytical materials.

The team's research activity primarily corresponds to Applied Research (Frascati Manual) within the field of Social Sciences and Humanities, with elements of methodological development related to the integration of AI in educational environments.

Team members act as invited speakers at universities and professional conferences on artificial intelligence in education and responsible use of digital technologies. Methodological approaches are piloted through lectures and training programmes implemented in academic and professional settings.

The research team of the AI & Society Research Center includes experts in philosophy, pedagogy, and educational technology. Our team members have a strong background in Social Sciences and Humanities (SSH).

Key team members and publications:

- **Prof. Nursulu Saymerdenova**, Senior Researcher. Profile and publications: <https://www.researchgate.net/scientific-contributions/Nursulu-Zamalbekovna-Sajmerdenova-2271513667>
- **B. B. Gabdulkhayeva**, Researcher in Pedagogy. Academic profile: <https://ppu.edu.kz/ru/gabdulxaeva-b-b>

Level of research: Applied Research (in accordance with the **Frascati Manual** standards).

Expertise of the Team Leader

Aizhan Uteulina, PhD. Specialized in ethical and social aspects of AI implementation.

- **Certified Local Information Multiplier (LIM)** for Horizon Europe (Cluster 2), trained in participation rules and dissemination activities.
- **Invited Trainer** for the Agency of the Republic of Kazakhstan for Civil Service Affairs (professional development in digitalization and AI ethics).
- **Certified ICU Coach**, experienced in designing and delivering capacity-building and training programmes.
- **Areas of specialization:** Analysis of cognitive and intergenerational effects of digital technologies; development of methodological frameworks for responsible AI use.

Aizhan Uteulina, PhD. Focuses on the ethical and cognitive aspects of Human-AI interaction.

- **Active participant in international and national conferences** on educational technology and digitalization.
- **Expert contributor** to media and professional platforms regarding AI ethics and social impact.
- **Current research:** Methodological frameworks for AI integration (papers in preparation for 2026).

Digital Profiles:

- **ORCID:** <https://orcid.org/0009-0006-0228-1717>
- **LinkedIn:** <http://www.linkedin.com/in/айжан-утеулина-9047a83a5>

Potential role in the project The organisation may act as an SSH partner responsible for:

- contributing to the development of a conceptual and ethical framework for the effective and responsible use of AI in pre-primary and primary education;
- conducting qualitative research on cognitive, social and intergenerational aspects of AI integration in learning environments;
- contributing to the identification and mitigation of algorithmic bias in AI tools used in educational settings to ensure equity and inclusion;
- developing methodological guidelines and training modules for educators on safe, inclusive and pedagogically sound AI use;
- preparing policy-oriented recommendations for educational authorities;
- supporting dissemination activities targeting educational institutions, policymakers and professional communities.

Research

Training

Dissemination

Other: *Please specify*

Already experience as a	Coordinator	<input type="checkbox"/> YES	<input type="checkbox"/> NO
	Partner	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
	Expert Evaluator	<input type="checkbox"/> YES	<input type="checkbox"/> NO

Our expertise: The organisation’s expertise includes:

- **Research & Analysis:** Qualitative research on cognitive, ethical, and social aspects of AI use in educational environments; analysis of intergenerational effects of digital technologies.
- **Ethics & Inclusion:** Assessment of algorithmic bias and promotion of inclusion and equity in AI deployment.
- **Methodological Development:** Designing frameworks and training modules for safe, effective, and responsible AI integration in teaching and learning.
- **Policy Support:** Preparing analytical reports and policy-oriented recommendations for educational institutions and public authorities.
- **Capacity Building:** Delivering training programmes on digital literacy and AI ethics for educators and professionals.
- **Sustainability:** Promotion of sustainable and resource-conscious approaches to AI integration in education.

Needed skills: Looking for collaboration with:

- universities or research centres with access to pre-primary and primary education institutions and the capacity to conduct longitudinal and quantitative studies;
- experts in experimental and quasi-experimental methods to evaluate the impact of AI tools on learning outcomes and well-being;
- EdTech developers and AI solution providers (e.g., Generative AI, Intelligent Tutoring Systems);
- specialists in educational policy evaluation and impact assessment;
- an experienced Horizon Europe consortium coordinator to lead the project and ensure effective strategic and administrative management.

The organisation contributes a patented methodological framework and strong SSH expertise in ethical, inclusive and sustainable AI integration in education

CONTACT DETAILS

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Organization Website: Scientific and Educational Foundation "ASPANDAU". https://aspandau.kz/
Contact Person Webpage: http://www.linkedin.com/in/айжан-утеулина-9047a83a5 ORCID: https://orcid.org/0009-0006-0228-1717

Date: 17.02.26

Please send this form back to your NCP

Project Partner Search Form

I offer my expertise to participate as a Partner in a HE Project

I am planning to coordinate a project and I am looking for Project Partners

TOPICS OF INTEREST

Interested in the following upcoming calls

HORIZON-CL4-2026-DIGITAL-EMERGING-18: Large-Scale Photonic Quantum Computing Platform Technologies (RIA) or others by agreement

SDU University is a leading Kazakhstani university with strong and internationally recognised expertise in mathematical modelling, computer science, and applied physics. The university has well-established schools in mathematics and IT, providing advanced competencies in numerical methods, machine learning, data analytics, high-performance computing, and algorithm development. These strengths form the foundation for SDU's contributions to complex interdisciplinary projects, particularly in photonics, quantum technologies, and intelligent sensing systems.

The university maintains an active and diversified research environment supported by competitive grants from the Ministry of Science and Higher Education of the Republic of Kazakhstan. Ongoing projects demonstrate a strong combination of fundamental research and applied innovation across mathematics, computer science, and digital technologies. These include studies in modern algebra and topology, as well as AI-driven initiatives focused on plagiarism detection, authorship attribution, and intelligent digital publishing platforms that strengthen research infrastructure and academic integrity.

A key element of the university's research ecosystem is the AI Research Center of SDU, which advances artificial intelligence through fundamental research, applied development, and education. Its activities address real-world challenges in logistics, education, administration, and intelligent systems. Current research includes reinforcement learning for vehicle routing optimisation, AI-powered student support systems, OCR-based automation for admissions, robotics training programmes, and federated learning approaches for privacy-preserving improvement of large language models.

Together, these grant-funded projects and AI-focused initiatives reflect the university's sustained commitment to research excellence, innovation, ethical digitalisation, and the development of advanced technologies.

Building on this computational and theoretical excellence, SDU develops applied research in semiconductor materials, sensor technologies, photoelectrochemistry, and heterostructure-based devices. The integration of strong modelling capabilities with experimental validation enables SDU to contribute across the full innovation chain—from theory and simulation to prototype development and data processing.

PARTNER INFORMATION

Description of the Legal Entity

<input checked="" type="checkbox"/> Higher Education Administration	<input type="checkbox"/> Research Institution	<input type="checkbox"/> Public
<input type="checkbox"/> Industry /SME	<input type="checkbox"/> NGO	<input type="checkbox"/> Other

Description of the Research Team or Group:

SDU University is a multidisciplinary academic institution with a strong focus on mathematical modelling, computer science, and applied physical sciences, combining fundamental research with technological innovation and education. SDU brings together a diverse team of researchers specialising in applied mathematics, data science, photonics, semiconductor physics, quantum technologies, and intelligent sensing systems.

The university hosts research groups that conduct rigorous theoretical, computational, and experimental studies, including numerical modelling of complex physical processes, machine learning for scientific applications, photonic and quantum system simulation, and development of semiconductor and photoelectrochemical devices. SDU researchers publish in peer-reviewed journals, participate in international conferences, and contribute to national and international research initiatives.

A distinctive feature of SDU is the strong integration between mathematics, IT, and physics, enabling interdisciplinary approaches to emerging technologies. The team has experience in:

- development of mathematical models and algorithms for photonics and quantum systems;
- data analytics and AI-based optimisation;
- experimental validation of semiconductor heterostructures;
- electrochemical and photoelectrochemical sensor design;
- software development and HPC-supported research.

SDU maintains active cooperation with universities and research centres in Europe and Asia and is engaged in national research programmes in energy, digitalisation, and advanced materials. The university is going to provide modern laboratory infrastructure for materials synthesis and characterisation, optical and electrochemical measurements, and computational facilities for modelling and simulation.

The research staff work collaboratively across departments of Mathematics, Computer Science, and Physics, integrating academic excellence with practical implementation. The team is experienced in supervising graduate research, organising training programmes, and engaging with industrial and societal stakeholders. SDU's research group offers a combination of computational strength, experimental capacity, and educational outreach, making it a reliable partner for Horizon Europe projects in digital, quantum, and energy domains.

Expertise of the Team Leader:

Dr. Dina Bakranova is a Senior Research Fellow and Associate Professor at SDU University, Kazakhstan, and recipient of the national award "*Best University Teacher – 2024.*" She holds extensive research experience in semiconductor physics, sensor technologies, photoelectrochemistry, and heterostructure-based functional devices.

Her research focuses on:

- development of intelligent photoelectrochemical biosensors based on hybrid heterostructures;
- semiconductor materials for hydrogen generation and catalysis;
- integration of quantum-enhanced sensing concepts with classical detection platforms;
- characterisation of SiC-based heterostructures and thin films.

Dr. Bakranova has led national research projects and interdisciplinary teams involving physicists, mathematicians, and IT specialists. She applies a multidisciplinary approach combining experimental methods, materials engineering, data analysis, and modelling. Her work includes optical and electrochemical measurement techniques, prototype development, and validation of sensor systems.

She has published in peer-reviewed journals, presented at international conferences, and is actively involved in training undergraduate and graduate students in English-language programmes. Dr. Bakranova has experience in project coordination, preparation of grant proposals, and collaboration with international partners.

Current and planned research directions under her leadership include:

- multichannel photoelectrochemical sensing platforms;
- hybrid quantum–classical detection architectures;
- NV-diamond and quantum-defect sensors;
- semiconductor–photonics interfaces compatible with QCL and photonic devices.

Dr. Bakranova is committed to translating scientific results into practical technologies for environmental monitoring, biosensing, and sustainable energy. She promotes interdisciplinary cooperation between modelling, IT, and experimental physics, contributing to the strategic development of SDU as a regional hub in digital and quantum technologies.

Potential role

X Research

Technology Development

X Dissemination

X Training

CONTACT DETAILS

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Date: January 15, 2026

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