REGIONAL & CROSS-CUTTING PRIORITIES for JOINT & STRUCTURAL PROJECTS
Erasmus+ KA2 – Capacity Building in Higher Education (CBHE) action

Call for Proposals 2019 - EAC/A03/2018

I. Cross-Cutting Priorities:

1. Preference will be given to the diversification of projects within a given region, in terms of overall and specific objectives, activities, target groups and consortium compositions.

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		Modernisation of curriculum by developing new and innovative courses and methodologies in the Subject areas as defined for each Partner Country below. *The curriculum development project can include elements as follows:* *• Reform of degree programmes (introduction of three-cycle competency based degree programmes, credit transfer, Diploma supplement, etc.)* *• Learning and teaching tools, methodologies and pedagogical approaches including learning outcomes and ICT-based practices (inter alia, flexible learning paths, blended courses, virtual and real mobility, practical placements etc.)* *• Multidisciplinary / Interdisciplinarity*	**Governance, strategic planning and management of higher education institutions** *Such as human resource and financial management*	**University services** *Such as support services for student mobility, student counselling and guidance, social services, academic affairs, libraries, etc.*	**Internationalisation of higher education institutions** *Including recognition mechanisms and mobility, international relations capacities*	**Quality assurance processes and mechanisms** *Such as the development of mechanisms and benchmarks for quality assurance in different segments of HE (academic contents and services)*	**Equity, access to and democratisation of higher education** *Including disadvantaged groups of people and regions*	**Development of research and innovation capacities** *Excluding research activities*	**Lifelong learning, continuing education**	**Non-University sector at tertiary education level** *Actions which target reforms in vocational and technical vocational education and training institutes and colleges which are offering tertiary education but are not universities*	**Development of school and vocational education at post-secondary non-tertiary education level** *Such as reforming in-service training for teachers and reforms to the teaching profession*	**University-enterprise cooperation** *Such as support for students' practical placement, entrepreneurship, employability of graduates, etc.*	**Recognition of qualifications and Qualification frameworks**	**Knowledge triangle, innovation** *Such as reinforcing links between education, research and business*	**New technologies in higher education** *Support to the modernisation of Higher Education systems through the development of open educational resources, connectivity, the acquisition of digital skills and learning methods and mobilisation of stakeholders including teachers, learners, economic and social partners*	**Definition, implementation and monitoring of reform policies** *Including evidence-based policies, financing of education, governance, quality assurance of public and private higher education sector, introduction of transparency tools and standards and guidelines*
Select the Region		1	2	2	2	2	2	2	3	3	3	3	3	3	3	3
REGION 1 **Western Balkans** **Albania,** **Bosnia & Herzegovina Kosovo*** **Montenegro**		Education Physical sciences; Engineering and engineering trades; Agriculture, forestry, fisheries and veterinary; Health; Transport services; Environment	X		X		X			X		X	X			X

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REGION 2 Eastern Partnership countries Armenia, Azerbaijan, Belarus, Georgia, Moldova, Territory of Ukraine [as recognised by international law]		Education; Social and behavioural science; Law; Physical sciences; Agriculture, forestry, fisheries and veterinary; Health; Environment	X		X	X	X					X		X		X

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REGION 3 South-Mediterranean countries Algeri , Egypt, Israel**, Jordan, Lebanon, Libya, Morocco, Palestine***, Syria, Tunisia	Education; Social and behavioural science; Arts; Law; Business and administration; Information and communications technologies; Agriculture, forestry, fisheries and veterinary; Health; Environment; Security services	X	X	X		X				X	X		X		

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REGION 4 **Territory of Russia [as recognised by international law]**	Education; Social and behavioural science; Biological and related sciences; Physical sciences; Information and communications technologies; Engineering and engineering trades; Architecture and construction; Agriculture, forestry, fisheries and veterinary; Health; Personal services			X	X			X		X	X	X			

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REGION 6 Asia Afghanistan, Bangladesh, Bhutan, Cambodia, China, DPR Korea, India, Indonesia, Laos, Malaysia, Maldives, Mongolia, Myanmar, Nepal, Pakistan, Philippines, Sri Lanka, Thailand and Vietnam		Education; Arts; Humanities (except languages); Social and behavioural science; Journalism and information; Business and administration; Law; Physical sciences; Mathematics and statistics; Information and Communication Technologies; Engineering and engineering trades; Manufacturing and processing; Agriculture, forestry, fisheries and veterinary; Health; Personal services; Environment; Transport services	X	X	X		X			X	X	X	X			X

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REGION 7 **Central Asia** **Kazakstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan**	Social and behavioural science; Business and administration; Law; Agriculture, forestry, fisheries and veterinary; Environment; Arts; Journalism and information; Mathematics and statistics; Information and Communication Technologies; Manufacturing and processing		X	X		X			X	X	X	X			

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REGION 8 **Latin America** **Argentina, Bolivia, Brazil, Colombia, Costa Rica, Cuba, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Perú, Venezuela**	Education; Arts; Humanities (except languages); Business and administration; Law; Information and Communication Technologies; Manufacturing and processing; Agriculture, forestry, fisheries and veterinary; Health; Environment				X	X	X			X		X		X	

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REGION 9 **Gulf countries** **Iran, Iraq, Yemen**	Education; Humanities (except languages); Social and behavioural science; Journalism and information; Law; Engineering and engineering trades; Architecture and construction; Health; Environment; Security services	X	X			X		X	X	X	X				

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REGION 10 South Africa		(see National Priorities)														

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REGION 11 ACP Countries	Education; Biological and related sciences; Physical sciences; Engineering and engineering trades; Manufacturing and processing; Agriculture, forestry, fisheries and veterinary; Health; Environment; Arts; Humanities (except languages)	X	X	X	X		X		X				X		

REGIONAL & CROSS-CUTTING PRIORITIES for JOINT & STRUCTURAL PROJECTS
Erasmus+ KA2 – Capacity Building in Higher Education (CBHE) action

Call for Proposals 2019 - EAC/A03/2018

I. Cross-Cutting Priorities:

    1. Preference will be given to the diversification of projects within a given region, in terms of overall and specific objectives, activities, target groups and consortium compositions.

    2. Special attention will be given to projects addressing the integration in Higher Education of refugees from conflict affected countries.

II. Regional Priorities:

Project type	Valid ONLY for JOINT PROJECTS	Valid for JOINT PROJECTS / STRUCTURAL PROJECTS	Valid for JOINT PROJECTS / STRUCTURAL PROJECTS
Project category	**1. Curriculum Development**	**2. Improving management and operation of Higher Education Institutions**	**3. Developing the Higher Education sector within society at large**

Column 1 – Curriculum Development:

Modernisation of curriculum by developing new and innovative courses and methodologies in the Subject areas as defined for each Partner Country below.

The curriculum development project can include elements as follows:
- *Reform of degree programmes (introduction of three-cycle competency based degree programmes, credit transfer, Diploma supplement, etc.)*
- *Learning and teaching tools, methodologies and pedagogical approaches including learning outcomes and ICT-based practices (inter alia, flexible learning paths, blended courses, virtual and real mobility, practical placements etc.)*
- *Multidisciplinarity / Interdisciplinarity*

Column 2 – Improving management and operation of Higher Education Institutions:

- **Governance, strategic planning and management of higher education institutions**
Such as human resource and financial management
- **University services**
Such as support services for student mobility, student counselling and guidance, social services, academic affairs, libraries, etc.
- **Internationalisation of higher education institutions**
Including recognition mechanisms and mobility, international relations capacities
- **Quality assurance processes and mechanisms**
Such as the development of mechanisms and benchmarks for quality assurance in different segments of HE (academic contents and services)
- **Equity, access to and democratisation of higher education**
Including disadvantaged groups of people and regions
- **Development of research and innovation capacities**
Excluding research activities

Column 3 – Developing the Higher Education sector within society at large:

- **Lifelong learning, continuing education**
- **Non-University sector at tertiary education level**
Actions which target reforms in vocational and technical vocational education and training institutes and colleges which are offering tertiary education but are not universities
- **Development of school and vocational education at post-secondary non-tertiary education level**
Such as reforming in-service training for teachers and reforms to the teaching profession
- **University-enterprise cooperation**
Such as support for students' practical placement, entrepreneurship, employability of graduates, etc.
- **Recognition of qualifications and Qualification frameworks**
- **Knowledge triangle, innovation**
Such as reinforcing links between education, research and business
- **New technologies in higher education**
Support to the modernisation of Higher Education systems through the development of open educational resources, connectivity, the acquisition of digital skills and learning methods and mobilisation of stakeholders including teachers, learners, economic and social partners
- **Definition, implementation and monitoring of reform policies**
Including evidence-based policies, financing of education, governance, quality assurance of public and private higher education sector, introduction of transparency tools and standards and guidelines

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* This designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo declaration of independence.

**Only Israeli entities having their place of establishment within Israel's pre-1967 borders will be considered eligible as applicant or partner organisations; the place of establishment is understood to be the legal address where the entity is registered, as confirmed by a precise postal address corresponding to a concrete physical location.

***This designation shall not be construed as recognition of a State of Palestine and is without prejudice to the individual positions of the Member States on this issue.