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Erasmus+ Programme  
of the European Union



THE UNIVERSITY OF  
JORDAN



## Overview of the Erasmus+ Phase Two Priorities

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# Presentation Agenda



**01** The University of Jordan  
Experience with Erasmus+  
CBHE Phase one

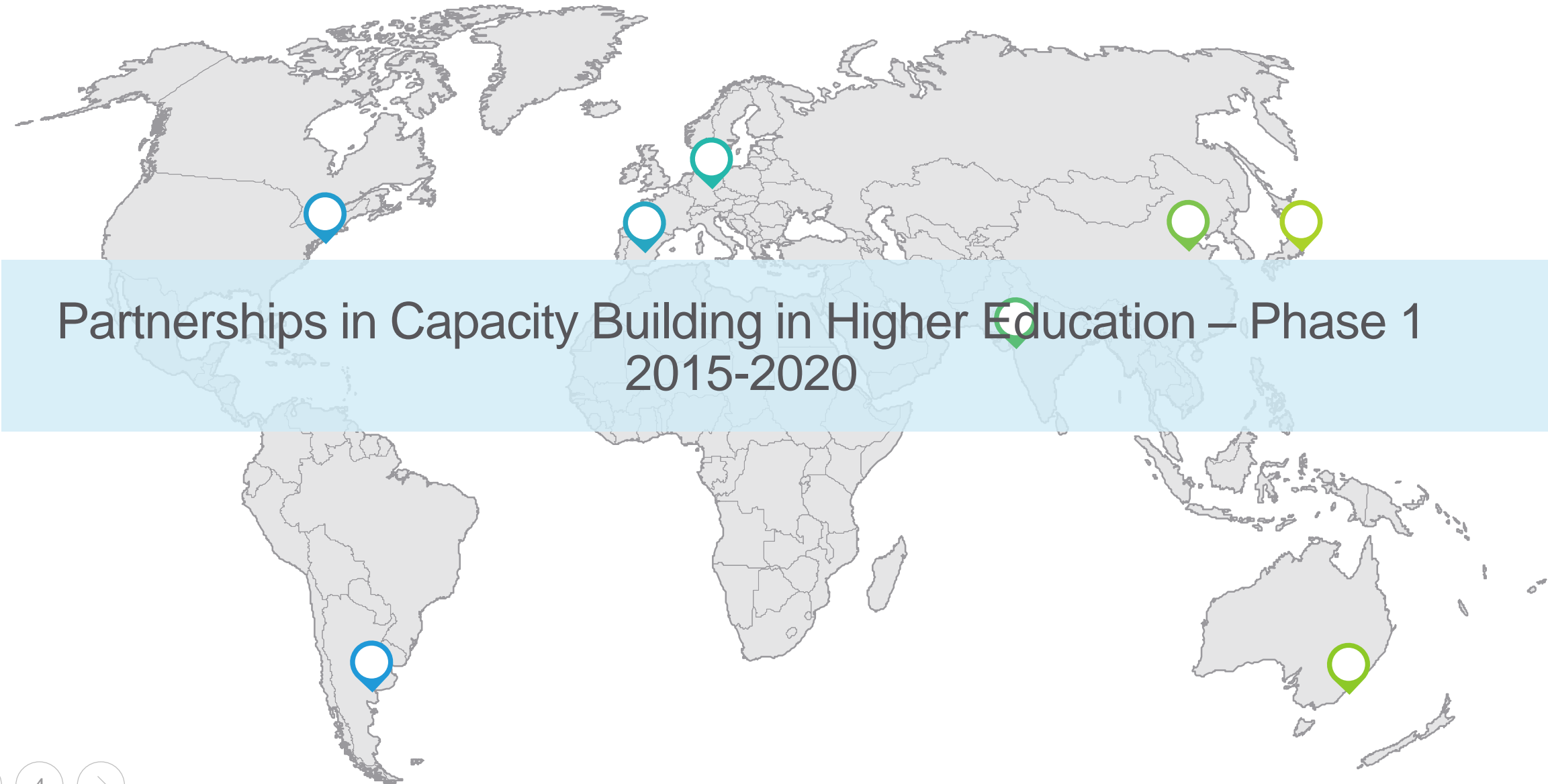
**02** Priorities of the second phase  
of the program

**03** Priorities within Key Action 2  
- CBHE

# 01- The University of Jordan experience with EU Erasmus+ CBHE Projects phase one

It all starts with an idea





Partnerships in Capacity Building in Higher Education – Phase 1  
2015-2020





29 Funded  
Erasmus+  
CBHE

11 current  
implementation  
at EFPD - IAU

| Application Title   |
|---|
| 1- Development of higher Education teaching modules on the Socio-economic Impacts of the Renewable Energy implementation  |
| <b>2- Innovations in Water Education Programs: Enhancing Water Security and Socio-economic Development in the Eastern Mediterranean under Climate Change</b>                          |
| 3- Development of Environmental Engineering and injection of climate change concept for Undergraduated curriculum :EU experience for Jordan and Syria .                               |
| 4- Fostering Academia-Industry Collaboration in Food Safety and Quality   |
| 5- Training for Medical Education via innovative eTechnology  |
| <b>6- the Academic Alliance for Reconciliation in the Field of Higher Education in Peace, Conflict Transformation, and Reconciliation Studies in the Middle East and North Africa</b> |
| <b>7- Developing Curricula for Artificial Intelligence and Robotics</b>   |
| 8- Improving Higher Education Quality in Jordan using Mobile Technologies for Better Integration of Disadvantaged Groups to Socio-economic Diversity                                  |
| <b>9- Developing a Multidisciplinary Diploma on Art Therapy in Health Education</b>   |
| <b>10- Vocational Training Diploma on Electrical and Hybrid Vehicles</b>  |
| 11- Vocational training center for undergraduate university students and teachers in Jordan   |
| 12- Developing skills in the field of integrated energy planning in Med Landscapes  |
| 13- Pathway in Forensic Computing   |
| <b>14- Establishment of Intercalated Program in Basic Medical Sciences in Jordan</b>  |
| <b>15- Family Medicine Diploma Program</b>  |
| 16- High level renewable and energy efficiency master courses   |
| 17- Towards a National Qualifications Framework for Jordan  |
| 18- Establishment of an Interdisciplinary Clinical Master Program in Rehabilitation Sciences at JUST  |
| 19- Modernisation of Institutional Management of Innovation and Research in South Neighbouring Countries  |
| 20- Master in Health Informatics.   |
| <b>21- Promoting youth employment in remote areas in Jordan .</b>   |
| <b>22- traditional craft Heritage training, design and marketing in Jordan and Syria.</b>   |
| 23- Joint Programs and Framework for Doctoral Education in Software Engineering   |
| <b>24- Disability as diversity: The inclusion of students with disabilities in higher education</b>   |
| 25- Developing a MSc. Programme in Climate Change, Sustainable Agriculture and Food Security  |
| 26- Modernization of teaching methodologies in higher education: EU experience for Jordan and Palestinian territory   |
| 27- Smart Control Systems for Energy Management: New Master Degree  |
| 28- Promotion of Innovation Culture in the Higher Education in Jordan   |
| <b>29- eMaster in Water Resources Engineering</b>   |





Innovations in Water Education Programs

# Innovations in Water Education

Enhancing Water Security and Socio-economic Development in the Eastern Mediterranean under Climate Change

# WASEC



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ABOUT PROJECT PARTNERS WORK PACKAGES TRAINING PROJECT DELIVERABLES COURSES DATABASE NEWSLETTER DOWNLOADS WATER NETWORK CONTACT US

Innovations in Water Education  
Enhancing Water Security and Socio-economic Development in the Eastern Mediterranean under Climate Change

**Up Coming:  
INTRODUCTION  
TO WATER  
QUALITY DATA  
MANAGEMENT  
Training Course**

**As Unique  
academic  
experience in  
the region: the  
official opening  
of innovative  
educational labs  
co-funded by  
Erasmus Plus  
EU project.**



## Welcome to WaSec Project

This Project is about the know how to conserve and eliminate the waste of water while considering potential climate change impacts, to enhance water resources management plans new innovative tools and methods need to be used.

### Aims

The main scope is to teach new technologies and methods to students that will incorporate them in water resources management plans and that eventually will be adopted in the water relevant organizations and businesses. Another major concerns are the many different services that water can offer. This, in many cases can lead to conflict among the stakeholders, making water management a very difficult task.



# DECAIR WEBSITE

0096265355000 DeCAIR@ju.edu.jo

**DeCAIR** HOME ABOUT US WORK PACKAGES TRAINING RESULTS ACTIVITIES CONTACT US

WE SUPPORT BUSINESS

Developing countries suffer from slowing economies and high unemployment rates

CONNECT WITH US

Type here to search 79°F 5:15 PM 6/16/2021



# HEALING WEBSITE



EMAIL: Art.Therapy@ju.edu.jo  
CALL: 96265355000  
ADDRESS: Amman, Jordan  
LANGUAGE: AR / En

HOME ABOUT WORK PACKAGES EVALUATION GALLERY CONTACT عربي

## Art Therapy

Developing a Multidisciplinary Diploma  
on Art Therapy in Health Education

HEALING

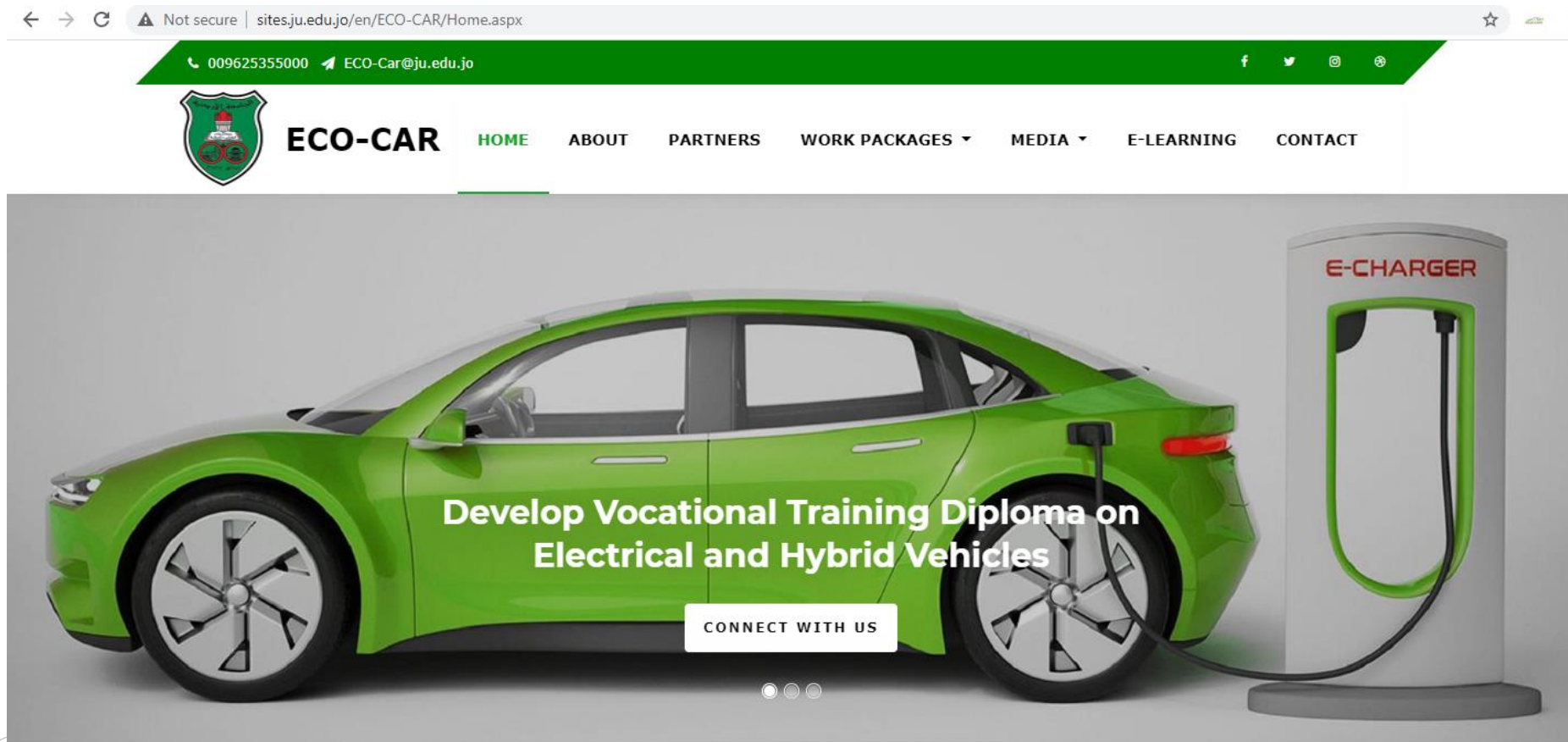
Center of

Art Therapy



# ECO-CAR Website

<http://sites.ju.edu.jo/en/ECO-CAR/Home.aspx>



[Back to slide](#)  
[Tasks of WP7](#)

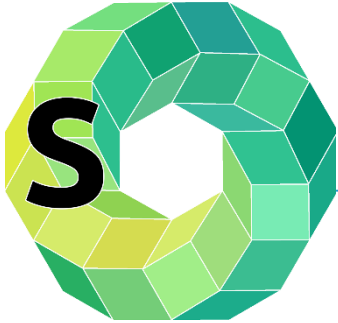


# Glimpse of other projects

Promoting youth employment in remote areas in Jordan – **Job-Jo**



Traditional Craft Heritage Training, Design and Marketing in Jordan and Syria  
**HANDS**



Disability as diversity: the inclusion of students with disabilities in higher education – **(EDU4ALL)**



E-Master in Water Resources Engineering - **(eMWRE)**






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National Erasmus+ Office  
Jordan

# Capacity Building



“THE ILLITERATE OF  
THE 21ST CENTURY  
WILL NOT BE THOSE  
WHO CANNOT READ  
AND WRITE, BUT  
THOSE WHO  
CANNOT LEARN,  
UNLEARN,  
AND RELEARN.”

~ALVIN TOFFLER







02

Priorities of the second phase  
of the program



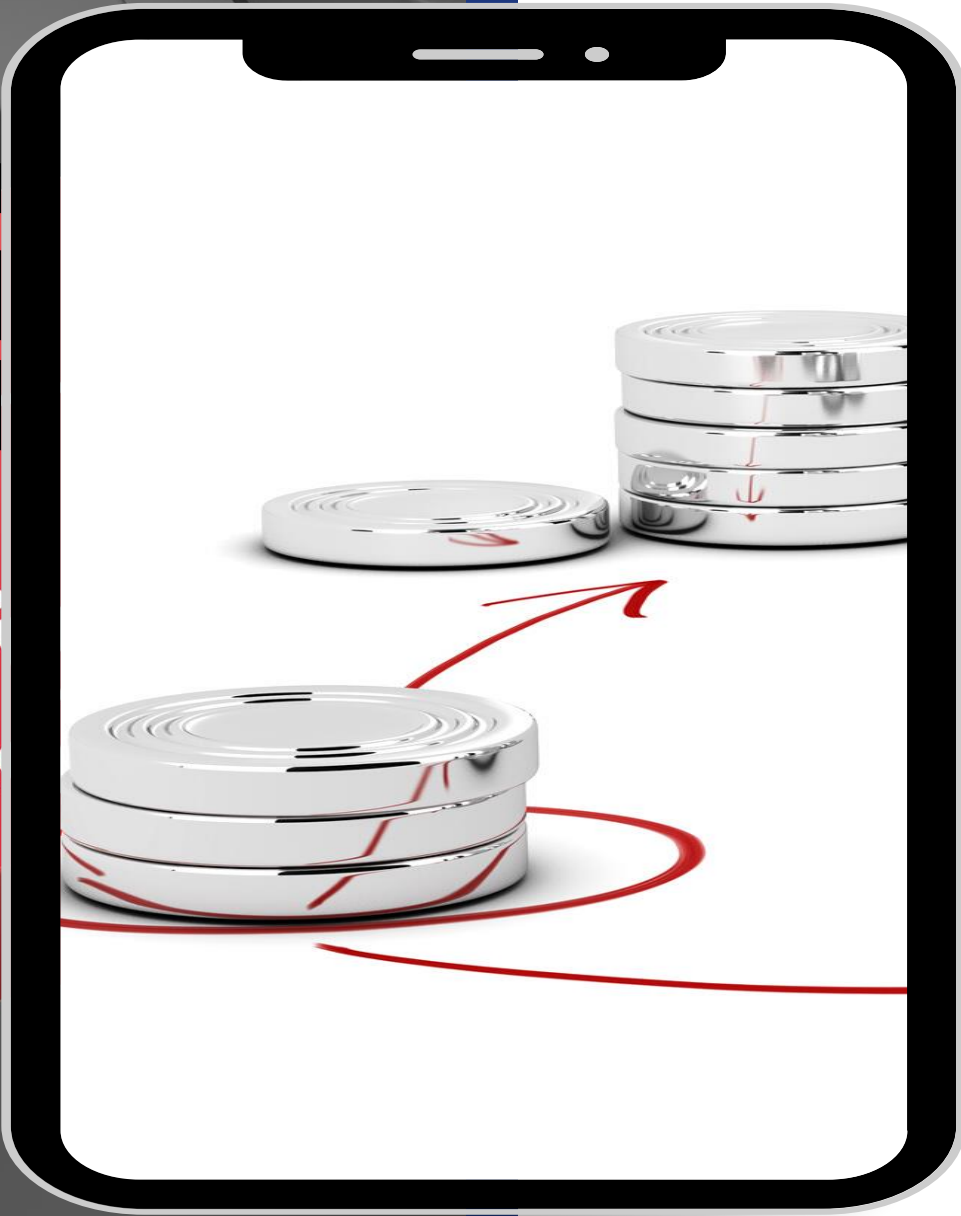
# Erasmus+

*Programme Guide*

*In the case of conflicting meanings between language versions,  
the English version prevails.*

*Version 1 (2022): 24-11-2021*





# WHAT IS THE BUDGET?

The Programme has an overall indicative financial envelope of more than 26 billion EUR of the EU Budget for the seven years (2021-2027).

The annual budget is adopted by the Budgetary Authority



# Priorities of the Second phase of the Program

Pages 7-11 in the program guide

## Inclusion and Diversity

### Implementation Strategy

- Disabilities ex. physical, mental, intellectual
- Health problems ex. severe illnesses, chronic diseases
- Barriers linked to education and training systems ex. early school-leavers
- Cultural differences ex. newly-arrived migrants
- Social barriers: Social adjustment difficulties
- Economic barriers ex: low standard of living, low income
- Barriers linked to discrimination ex: linked to gender, age, ethnicity
- Geographical barriers, ex: remote or rural areas

## Participation in democratic life, common values and civic engagement

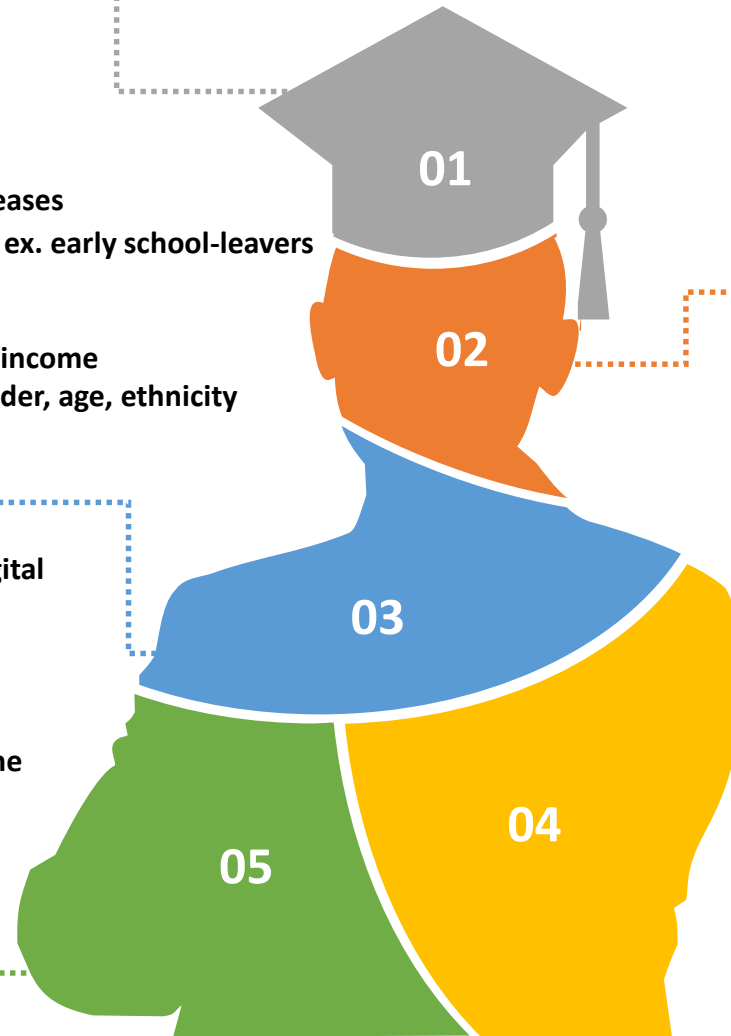
foster the development of social and intercultural competences, critical thinking and media literacy.

## Digital Transformation

- COVID-19 pandemic shed further light on the importance of digital education for the digital transformation
- digital technologies for teaching and learning and to develop digital skills for all.
- Digital Education Action Plan (2021-2027), engage learners, educators, youth workers, young people and organizations in the path to digital transformation.

## Environment and fight against climate change

European Green Deal Communication







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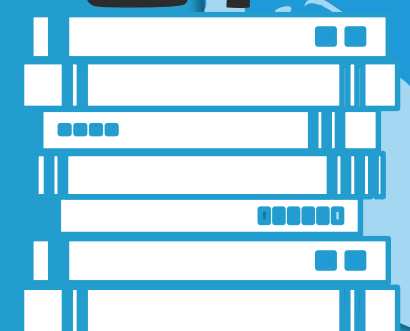
## Capacity Building projects, including:

**Capacity Building projects in the field of higher education:** This action supports international cooperation projects based on multilateral partnerships between organisations active in the higher education field in EU Member States or third countries associated to the programme and third countries not associated to the programme. They aim to support the relevance, quality, modernisation and accessibility and of higher education in third countries not associated to the programme as a driver of sustainable socio-economic development.

- **Capacity Building projects in the field of vocational education and training:** This action in the field of Vocational Education and Training supports international cooperation projects based on multilateral partnerships between organisations active in the field of VET in EU Member States, third countries associated to the programme and third countries not associated to the programme. They aim to support the relevance, accessibility, and responsiveness of VET institutions and systems in third countries not associated to the programme, as a driver of sustainable socio-economic development.

**Capacity Building projects in the field of youth:** this action supports cooperation and exchange in the field of youth between organisations in EU Member States, third countries associated to the programme and third countries not associated to the Programme, and covers non-formal learning activities, with a focus on raising awareness and working with young people outside formal learning, while ensuring the active participation of young people.

**Capacity Building projects in the field of research and innovation:** This action will support international cooperation projects

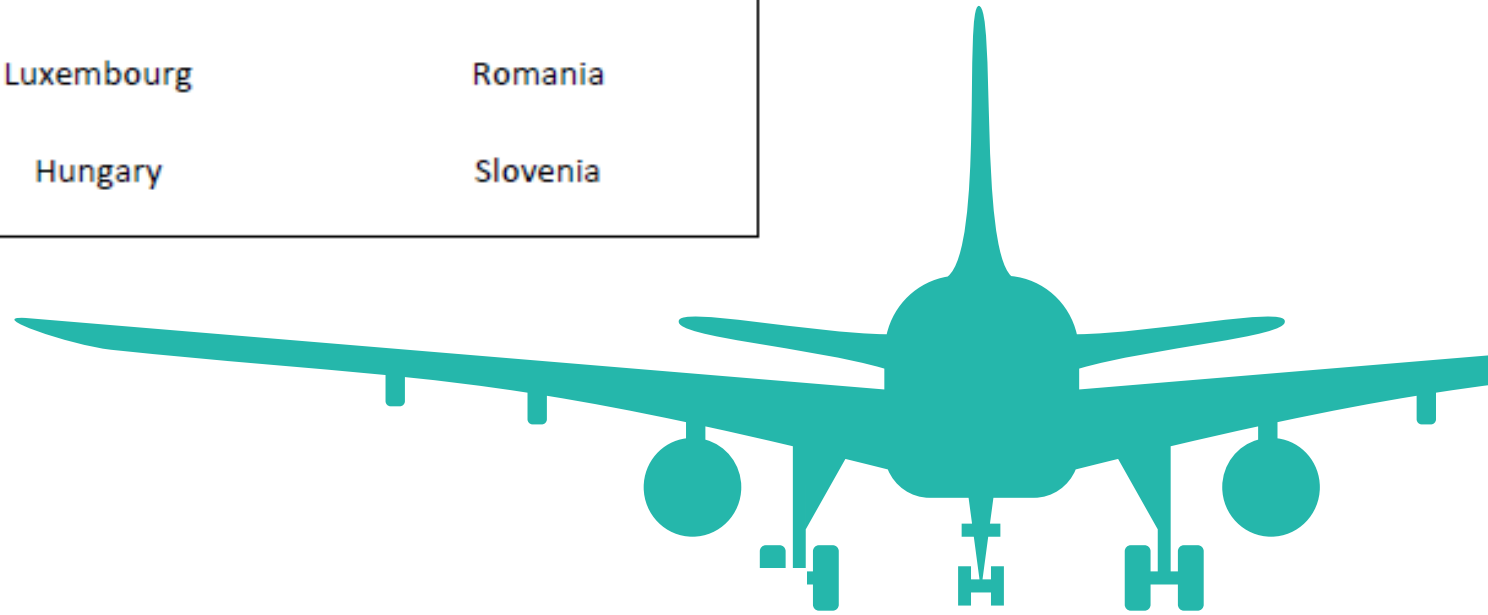




## EU Member States and third countries associated to the Programme

The following countries can fully take part in all the Actions of the Erasmus+ Programme:

| Member States of the European Union (EU) <sup>17</sup> |        |            |          |
|--|--------|------------|----------|
| Belgium  | Greece | Lithuania  | Portugal |
| Bulgaria   | Spain  | Luxembourg | Romania  |
| Czech Republic   | France | Hungary    | Slovenia |



|         |         |             |          |
|---------|---------|-------------|----------|
| Denmark | Croatia | Malta       | Slovakia |
| Germany | Italy   | Netherlands | Finland  |
| Estonia | Cyprus  | Austria     | Sweden   |
| Ireland | Latvia  | Poland      |          |





| Third countries associated to the Programme <sup>18</sup> |               |        |
|---|---------------|--------|
| North Macedonia   | Iceland       | Norway |
| Serbia  | Liechtenstein | Turkey |



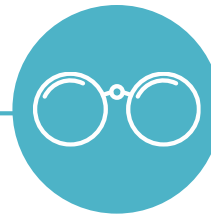


## Regions

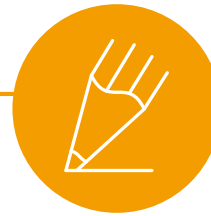
|  |  |
|--|--|
| Western Balkans (Region 1)               | Albania, Bosnia and Herzegovina, Kosovo, Montenegro  |
| Neighbourhood East (Region 2)            | Armenia, Azerbaijan, Belarus, Georgia, Moldova, Territory of Ukraine as recognised by international law  |
| South-Mediterranean countries (Region 3) | Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine, Syria, Tunisia   |
| Russian Federation (Region 4)            | Territory of Russia as recognised by international law   |
| Asia (Region 5)                          | Bangladesh, Bhutan, Cambodia, China, DPR Korea, India, Indonesia, Laos, Malaysia, Maldives, Mongolia, Myanmar, Nepal, Pakistan, Philippines, Sri Lanka, Thailand and Vietnam<br>High income countries: Brunei, Hong Kong, Japan, Korea, Macao, Singapore and Taiwan  |
| Central Asia (Region 6)                  | Afghanistan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan  |
| Middle East (Region 7)                   | Iran, Iraq, Yemen<br>High income countries: Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, United Arab Emirates   |
| Pacific (Region 8)                       | Cook Islands, Fiji, Kiribati, Marshall Islands, Micronesia, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Timor-Leste, Tonga, Tuvalu, Vanuatu<br>High income countries: Australia, New Zealand   |
| Sub-Saharan Africa (Region 9)            | Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cabo Verde, Central African Republic, Chad, Comoros, Congo, Congo - Democratic Republic of the, Côte d'Ivoire, Djibouti, Equatorial Guinea, Eritrea, Eswatini, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritania, Mauritius, Mozambique, Namibia, Niger, Nigeria, Rwanda, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, South Sudan, Sudan, Tanzania, Togo, Uganda, Zambia, Zimbabwe |
| Latin America (Region 10)                | Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay and Venezuela   |
| Caribbean (Region 11)                    | Antigua & Barbuda, Bahamas, Barbados, Belize, Cuba, Dominica, Dominican Republic, Grenada, Guyana, Haiti, Jamaica, St Kitts and Nevis, St Lucia, St Vincent & Grenadines, Suriname and Trinidad & Tobago   |



# So what is capacity building in higher education about?



Process of developing or strengthening skills, individual competencies, institutional development or system development



In principle it is improvement towards efficiency and effectiveness.



Adaptation to the change.

# 03 Priorities within Key Action 2 - CBHE



# New Features

## Overarching priorities

Green deal

Digital transformation

Migration and Mobility

Governance, peace, security and human development

Sustainable growth and jobs



Three Strands  
New Types of Support



Regional Priorities  
Overarching and sub-priorities



# New Features

New Publication System  
FTOP



04



Three Strands  
New Types of Support

01

## REGIONAL PRIORITY AREAS

- For Strands 1 and 2, proposals must respect pre-defined regional priorities, which are published on the Funding and
- Tender Opportunities Portal (FTOP):  
<https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/home>



Regional Priorities  
Overarching and sub-priorities

# New Features

New Publication System



**Priorities: overarching & per Region (for Strand 1 and 2)**

Applicants define the priorities they are addressing in Part C of the application form

➤ **EU NEIGHBOURING REGIONS – REGIONS 1 TO 4**

- Western Balkans, Neighbourhood East, South-Mediterranean countries, Russian Federation
- ▶ One of the overarching priorities of the European Union (**one choice only**)
- ▶ One of the sub-priorities related to the overarching priority chosen (**one choice only**)
- **Exception:** no sub-priorities for Region 4 - Russian Federation

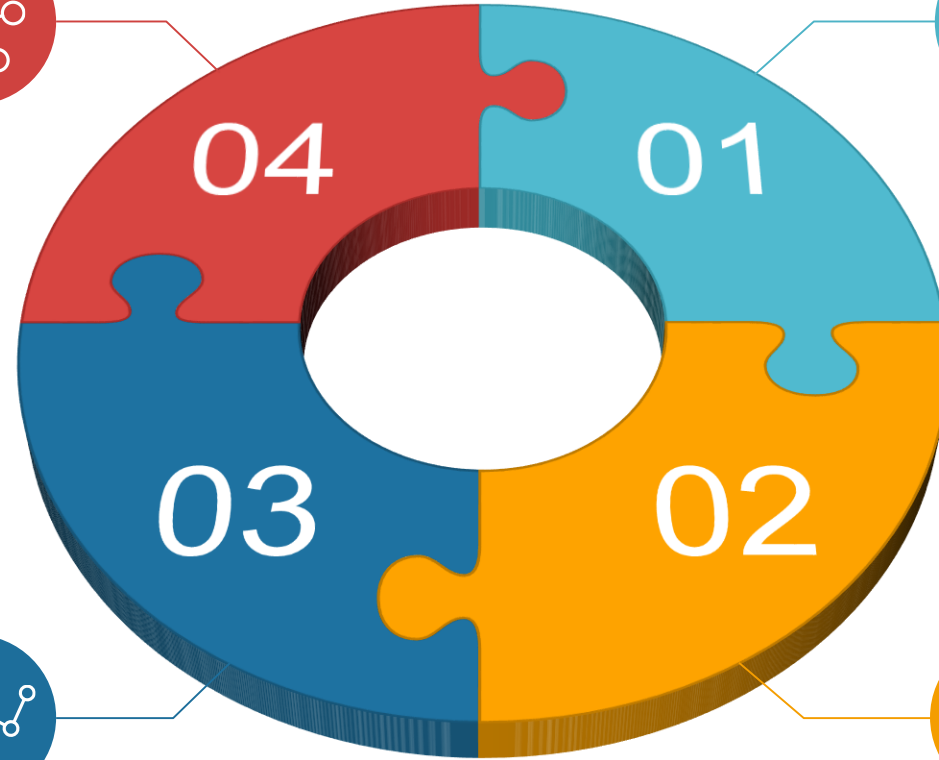
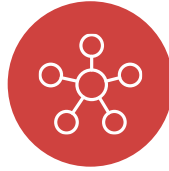


**Three Strands**  
New Types of Support

**Regional Priorities**  
Overarching and sub-priorities

# New Features

New Publication System  
FTOP



**Three Strands**  
New Types of Support

New Budget System  
Lumb Sum ||



**Regional Priorities**  
Overarching and sub-priorities



# New Features

## Duration and funding rules per Strand

### ► Strand 1

- Projects can last 24 or 36 months
- Funding between EUR 200.000 and EUR 400.000 per project

### ► Strand 2

- Projects can last 24 or 36 months
- Funding between EUR 400.000 and EUR 800.000 per project

### ► Strand 3

- Projects can last 36 or 48 months
- Funding between EUR 800.000 and EUR 1.000.000 per project



### Three Strands

New Types of Support



### Regional Priorities

Overarching and sub-priorities

# New Features

## Strand 1 Fostering access to cooperation in Higher Education

Facilitate access to **newcomers**.

**First step** for participating organisations to **enhance** and **increase** means to reach out to **people with fewer opportunities**.

**Reduce the internationalisation gap** of HEIs from the same country/region.

Fostering **social inclusion**.



Three Strands

New Types of Support



Regional Priorities

Overarching and sub-priorities

### Newcomer organisation

Any organisation or institution that has not previously received support in a given type of action supported by this Programme or its predecessor programme either as a coordinator or a partner.

# New Features

## Strand 2 Partnerships for transformation

- Innovation with business involvement to maximize societal impact
- Modernising HEIs by promoting reform
- Introducing practical learning schemes with a link to business
- Implementation of new learning methods
- Innovative curricula linked to business
- Introducing practical learning schemes
- Reform governance and management at HEIs



### Three Strands

New Types of Support



### Regional Priorities

Overarching and sub-priorities



# New Features

## Strand 3. Structural Reform Projects

### Target groups

- National competent authorities in Third Countries not associated to E+
- Higher education sector
- Bodies / associations responsible for HE
- HE institutions

### Funding and duration

- 36 or 48 months
- 800,000 and 1 Million Euros

### Activities

- **Policy making**  
Policy and expert advice, training on policy issues, establishment of representative bodies etc.
- **Implementation of tools**  
Quality assurance, credit systems, accreditation procedures, recognition etc.
- **Internationalisation**  
Bologna type reforms, surveys and studies etc



### Three Strands

New Types of Support



### Regional Priorities

Overarching and sub-priorities



## Project idea

To be competitive the project idea should:

- ✓ Fit with the CBHE objectives, priorities and requirements;
- ✓ Reflect the internationalisation strategy of your institution and of your partners;
- ✓ Be supported by the hierarchy of your institution and benefit from the previous institutional experience in CBHE but also in other international projects;
- ✓ Be innovative in comparison with other existing CBHE projects.



## Start locally

- ✓ Check the internationalisation strategy of your institution and of your partners;
- ✓ Ask for the support of the hierarchy of your institution;
- ✓ Check if your colleagues have previous experience in CBHE or in other international projects;
- ✓ Involve all the departments that might contribute to your project from the beginning;
- ✓ Ask your partners to follow the same approach.

## National Erasmus+ Offices

In the third countries not associated to the Programme concerned (Western Balkans, Eastern and Southern Mediterranean countries, Russia and Central Asia) the National Erasmus+ Offices (NEOs) assist the Commission, the Executive Agency and the local authorities in the implementation of the Erasmus+ Programme. They are the focal point in these countries for their stakeholders involved in the Erasmus+ Programme in the area of higher education, vocational education and training, youth and sports. They contribute to improving awareness, visibility, relevance, effectiveness and impact of the international dimension of Erasmus+.

The National Erasmus+ Offices are responsible for:

- providing information about Erasmus+ activities that are open to the participation of their countries (including in the fields of higher education, VET, youth and sports, where relevant);
- advising and assisting potential applicants;
- coordinating the local team of Higher Education Reform Experts (HEREs);
- contributing to studies and events;
- providing support to policy dialogue;
- maintaining contacts with the local authorities and EU Delegations;
- following policy developments in the above mentioned areas in their country.



Links and resources:

[2022 Erasmus+ Program Guide](#)



**The Key to Success is  
to Focus on Goals,  
Not Obstacles**

**Start Where You Are.  
Use What You Have.  
Do What You Can.**



If someone else has done it then I  
can do it too. If no one has then I  
can be the first. If I can do it so  
can you



- [Online Info Session: Erasmus+ Capacity Building in Higher Education \(CBHE\) - Fostering access to cooperation in Higher Education \(europa.eu\)](#)
- [Online Info Session on 2 December: Erasmus+ Capacity Building in Higher Education \(CBHE\) \(europa.eu\)](#)

## KEY WORDS for a competitive application

- **Coherent** in its entirety; avoid contradictions; avoid "patchwork"
- **Concrete**: use examples, justify your statements, bring evidence
- **Clear**: follow the questions and answer them in the right order
- **Simple language**: Also complex subjects can be explained in a plain language. Keep most sentences 10-15 words long.
- **Explicit**: do not take anything for granted; do not assume experts will always understand; avoid abbreviations or explain them the 1<sup>st</sup> time
- **Rigorous**: the application is the basis on which your project will be implemented; it is also the cornerstone of your partnership commitment
- **Focused**: stick to what is asked
- **Complete**: ensure you have followed all the instructions and that the proposal fulfils all the mandatory requirements





motivation is what gets you started commitment is what keeps you going

# Thank You For listening International Affairs Unit

Externally Funded Projects  
Department



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[efp@ju.edu.jo](mailto:efp@ju.edu.jo)