



Capacity Building in Higher Education

CBHE virtual fair

27/10/2021

*European Education and Culture
Executive Agency*

Anila Troshani

Context

- The CBHE action supports the relevance, quality, modernisation and responsiveness of Higher Education institutions and systems **in third countries not associated to the Erasmus + programme** for socio-economic recovery, growth and prosperity.
- It reacts to recent trends, in particular economic globalisation but also the recent decline in **human development, fragility, and rising social, economic and environmental inequalities** exacerbated by the COVID-19 crisis.
- It is aligned with the **‘Sustainable Development Goals ‘(SDGs) and the Paris Agreement.**
- It puts focus on **Inclusion, accessibility and equity**

Context

The action will ensure **equity and inclusion**, system strengthening and **capacity building** as well as **employability** transversally across the action.

Global interventions which no longer address only the modernisation of teaching programmes per se, but should also take into account governance, management and the **strengthening of higher education's wider economic and social ecosystems**.

Addressing **regional issues**, building alliances and coalitions, piloting new approaches and initiatives built on **country ownership** will be strongly encouraged

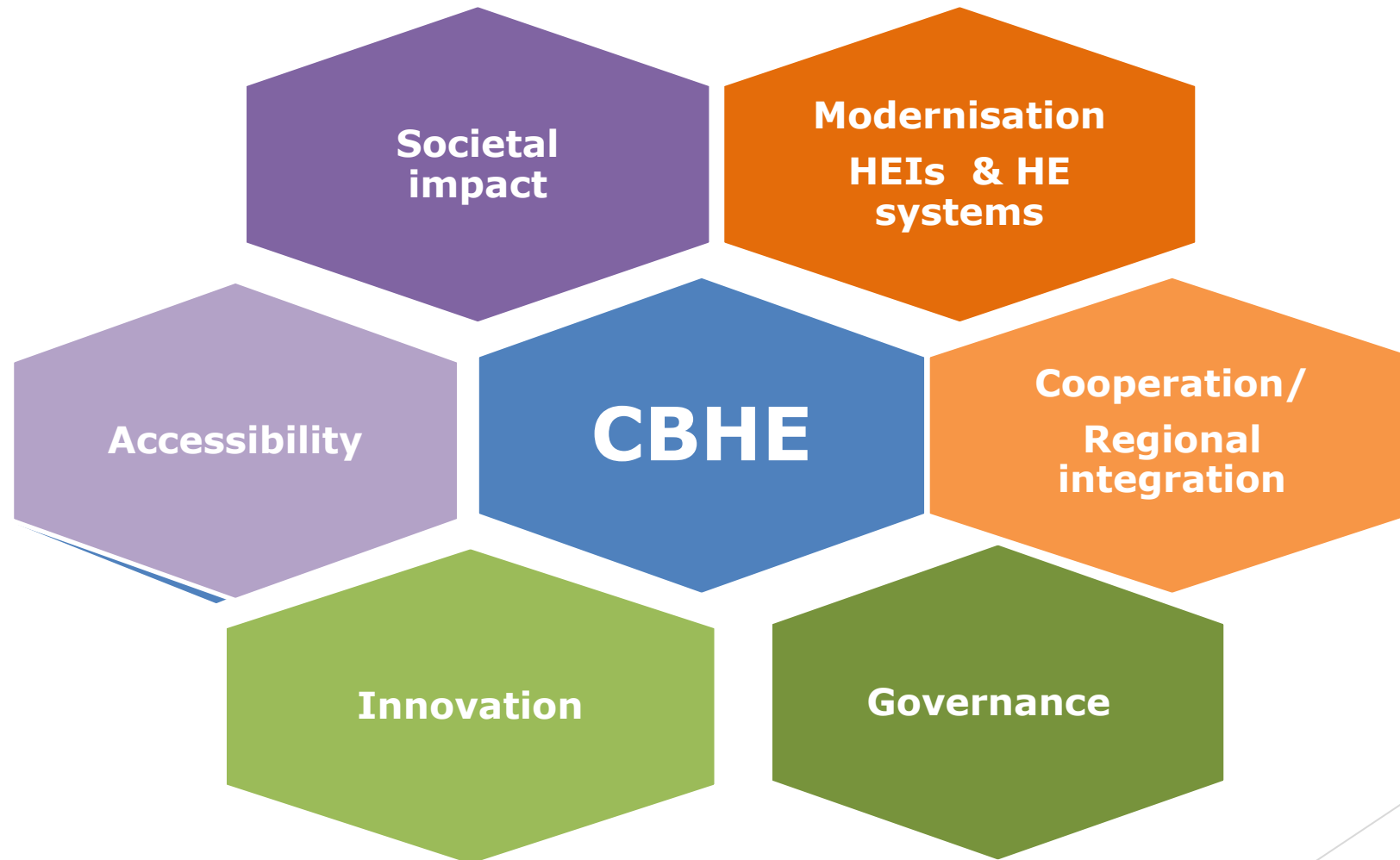
Purpose

Focus on the needs of the third countries not associated to the E+ programme

Targeting the priorities of the third countries not associated to the programme and matching them with the EU priorities for these countries

Maximising benefit to third countries not associated to the Programme

Objectives



New features

Three strands

- a new type of support

New budget system

- Lump sums II

New publication system

- FTOP

Three strands

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.

Strand 1 - Fostering access to cooperation in Higher Education

Target groups

- HEIs from least developed countries
- HEIs located in remote regions/areas
- Newcomers or less experienced
- Individuals with fewer opportunities.

Activities

- Enhance management/administrative capacity
- Ensure high quality and relevant education
- Increasing the accessibility of the students/staff with fewer opportunities

Funding and duration

- 24 or 36 months
- 200.000 and 400.000 Euro

Enhancing the management/administrative capacity

Reforming and modernising university governance

reforming and modernising the **university governance**, including the enhancement of services in particular for the benefit of students (student guidance, counselling and job orientation etc.);

International Relation Offices

establishing or strengthening **international relations offices** and elaborating internationalisation strategies;

Quality Assurance

establishing new or developing existing **quality assurance units** and processes/strategy within HEIs;

Capacity

creating or increasing the **capacity of planning and evaluation units**;

Mobility

building capacities to **support students and staff mobility activities**.

Ensure high quality and relevant education

- modules or **study programmes**, technical or professional orientations of programmes
- establishing **intensive study programmes** bringing together students and teaching staff from participating HEIs for shorter study periods
- developing capacities **for postgraduate student and academic staff** as well as promoting postgraduate students and/or staff mobility
- implementing **training courses for HEI staff**

Increasing the accessibility of individuals with fewer opportunities

- ▶ developing **remote and inclusive learning pathways** and opportunities by relying on digital technology and e-learning for vulnerable students
- ▶ updating the **digital technology to develop specific services** aiming at ensuring equal and fair learning opportunities to students with disabilities
- ▶ promoting initiatives aiming at **positive discrimination by empowering women and ethnic/religious minorities**
- ▶ develop initiatives addressing and reducing barriers faced by disadvantaged groups in accessing learning opportunities
- ▶ contributing to creating **inclusive environments that foster equity and equality**, and that are responsive to the needs of the wider community

Strand 2 - Partnerships for transformation

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

Strand 2 - Partnerships for transformation

Target groups

- HEIs
- Local actors with a link to industry.
- Individuals - students, staff, learners
- Bodies responsible for HE at local and national level

Activities

- Innovation in higher education
- Promoting reforms in HEIs

Funding and duration

- 24 or 36 months
- 400,000 and 800,000 Euro

Innovation in higher education

the **design of innovative curricula** and introducing innovative elements in the existing curricula

the implementation of **innovative learning and teaching methods** (i.e. learner-centred and real problem-based teaching and learning);

the active **engagement with the business world and with research**, the organisation of continuing educational programmes and activities with and within enterprises;

network effectively in research, scientific and technological innovation.

Promoting reforms in HEIs

Institutional reforms

New governance and management systems and structures, readiness in terms of digital skills, modern university services, quality assurance processes, tools and methods for professionalization and professional development of academic, technical and administrative staff

Development

Development of an entrepreneurial mind-set and improved competencies and skills within the institutions, transversal skills learning, entrepreneurship education and the practical application of entrepreneurial skills

Strand 3 - Structural Reform Projects

Mutual learning between public authorities of the countries associated to the Programme and those of the third countries

Promote inclusive Higher Education systems

Increase capacities of bodies in charge of Higher Education

Identify synergies with ongoing EU initiatives

Foster national ownership

Efficient and effective policy making

Foster common regional strategies in Higher Education

Introduction of funding mechanisms

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

Types of projects

National projects	Multi-country regional projects	Multi-country cross-regional projects
HEIS from one third country not associated to the Erasmus+ programme	HEIs from several countries not associated to the Erasmus+ programme from one Region	HEIs from countries not associated to the Erasmus+ programme belonging to several Regions
At least 2 institutions from two countries associated to Erasmus+ (EU Member States and associated countries)		

Types of CBHE projects by geographical scope

National

- Relevance of the proposal: proposals need to be relevant for the country and to the need of all HEIs involved
- Balanced involvement and clear benefits for all participating third country HEIs not associated to E+

Multi-country

- Relevance of the proposal: needs to be common to all third countries; clear justification for involvement of more than one Region in a cross-regional project
- Balanced involvement and clear benefits for all participating third country HEIs not associated to E+ and third country HEIs not associated to E+ HEIs

New regional priorities

Overarching priorities

Smart

- digital technology in the poorest countries by building foundations for digital skills

Green deal

- enabling a profound change in institutions and peoples' behaviour and skills

Inclusion and diversity

- making education systems more equitable

Values

- laying the foundations for strengthening active citizenship and building specific expertise of future policy-makers in areas such as democracy, human rights and multilateralism

Growth & Jobs

- foundational skills, 'soft' skills (e.g. problem solving, communication), and Science, Technology, Engineering, Arts and Maths (STEAM), Education and employability

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 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 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 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



New budget type

Lump sum II: approach - basic principles

In the proposal, applicants must provide a detailed estimation of costs and a split of the lump sum per work package and per beneficiary

Evaluators assess cost details during evaluation and make recommendations if needed.

Based on this, the lump sum is fixed during grant preparation

Lump sum II- work packages

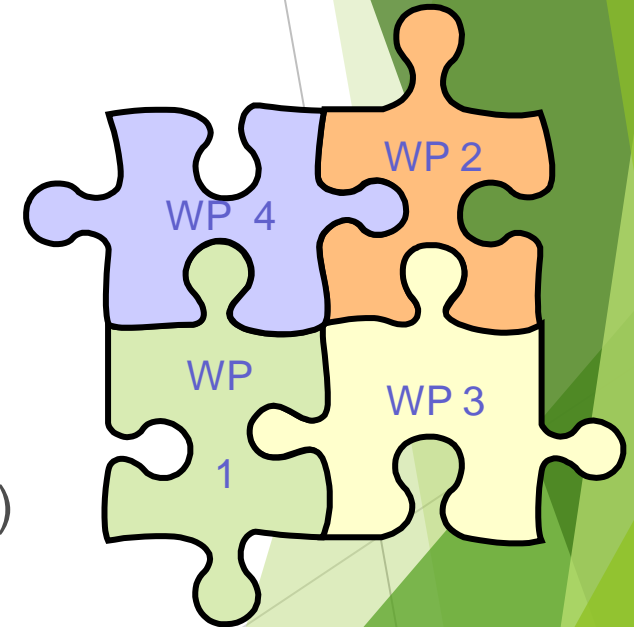
As many as needed but no more than what is manageable

'Work package means a major sub-division of the proposed project.'

Therefore:

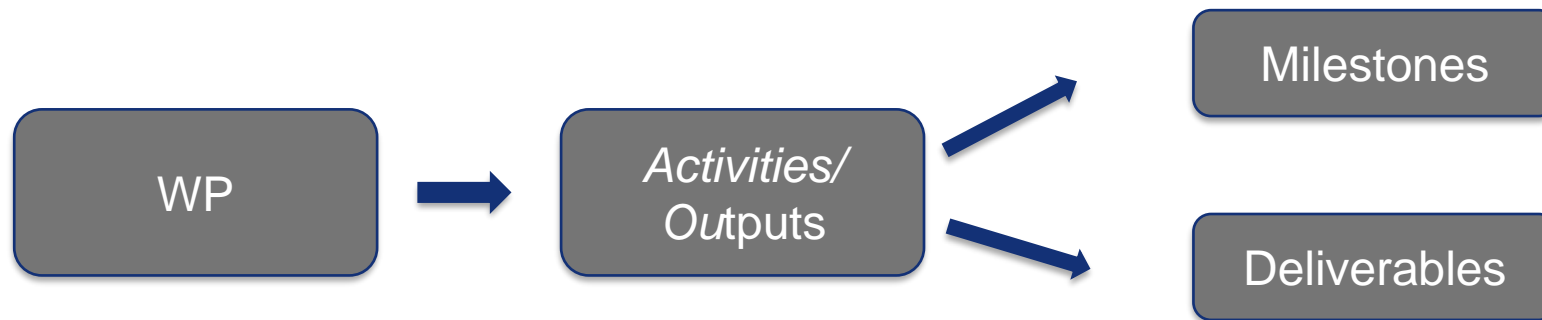
- ✘ A single activity is not a WP
- ✘ A single task is not a WP
- ✘ A % of progress of work is not a WP (e.g. 50 % of the tests)
- ✘ A lapse of time is generally not a WP (e.g. activities of year 1)

Horizontal work packages (e.g.: Management, Dissemination and Exploitation, etc.) may be approached differently



Lump sum II - work packages

- Applicants will divide their projects in WPs and reflect this division in the budget attached to the applications
- Each work package will define the activities/outputs and the corresponding deliverables.



Application & Evaluation Procedure

How to apply

- The Call will be published in FTOP:
<https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/home>
- Regional priorities will be published in FTOP.
- Check for **eligibility and award criteria** **in** the Erasmus+ Programme Guide (publication foreseen as of mid-November 2021)

Award criteria

Relevance of the project

Quality of the project design and implementation

Quality of the partnership and the cooperation arrangements

Sustainability, impact and dissemination of the expected results

What is assessed? Award procedure

EACEA takes a grant award decision based on:

Evaluation Committee's recommendation, taking into account:

- ranking list on quality established by independent experts

- consultation process with EU Delegations,

- the budget available for each Region and strand

- the need to achieve a geographical balance within a Region

Consultation of EU Delegations

Recognition of HEIs by the national competent authorities



The project addresses the needs of the target country/ies



Overlapping with existing initiatives



Timeline

Publication:
second half
of
November
2021

Deadline:
mid-
February -
March 2022

Evaluation
process:
March - July
2022

Information
to
applicants:
August 2022

Start of
projects:
end 2022

Thank you



© European Union 2021

Unless otherwise noted the reuse of this presentation is authorised under the [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/) license. For any use or reproduction of elements that are not owned by the EU, permission may need to be sought directly from the respective right holders.

Slide 11, 12, 13, 14, 15, 16, 17, 18, 19 & 20: Image, source: © European Union, 2021 (CC BY-NC-ND 4.0) — iStockphoto.com, 2016; Slide **xx**: **element concerned**, source: **e.g. iStock.com**

