

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

Call for Proposals 2020

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. National 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								
REGION	PARTNER COUNTRY	<p>Modernisation of curriculum by developing new and innovative courses and methodologies in the Subject areas as defined for each Partner Country below.</p> <p>The curriculum development project can include elements as follows:</p> <ul style="list-style-type: none"> • 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 	<p>Governance, strategic planning and management of higher education institutions Such as human resource and financial management</p>	<p>University services Such as support services for student mobility, student counselling and guidance, social services, academic affairs, libraries, etc.</p>	<p>Internationalisation of higher education institutions Including recognition mechanisms and mobility, international relations capacities</p>	<p>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)</p>	<p>Equity, access to and democratisation of higher education Including disadvantaged groups of people and regions</p>	<p>Development of research and innovation capacities Excluding research activities</p>	<p>Lifelong learning, continuing education</p>	<p>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</p>	<p>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</p>	<p>University-enterprise cooperation Such as support for students' practical placement, entrepreneurship, employability of graduates, etc.</p>	<p>Recognition of qualifications and Qualification frameworks</p>	<p>Knowledge triangle, innovation Such as reinforcing links between education, research and business</p>	<p>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</p>	<p>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)</p>
Region 3 South-Mediterranean	Lebanon	Education; Arts; Humanities (except languages); Social and behavioural science; Engineering and engineering trades; Manufacturing and processing; Architecture and construction; Health; Welfare	X	X				X				X	X		X	

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