

Erasmus+ Capacity Building in Higher Education and Vocational Education and Training

CBHE & CBVET info session by EDUFI

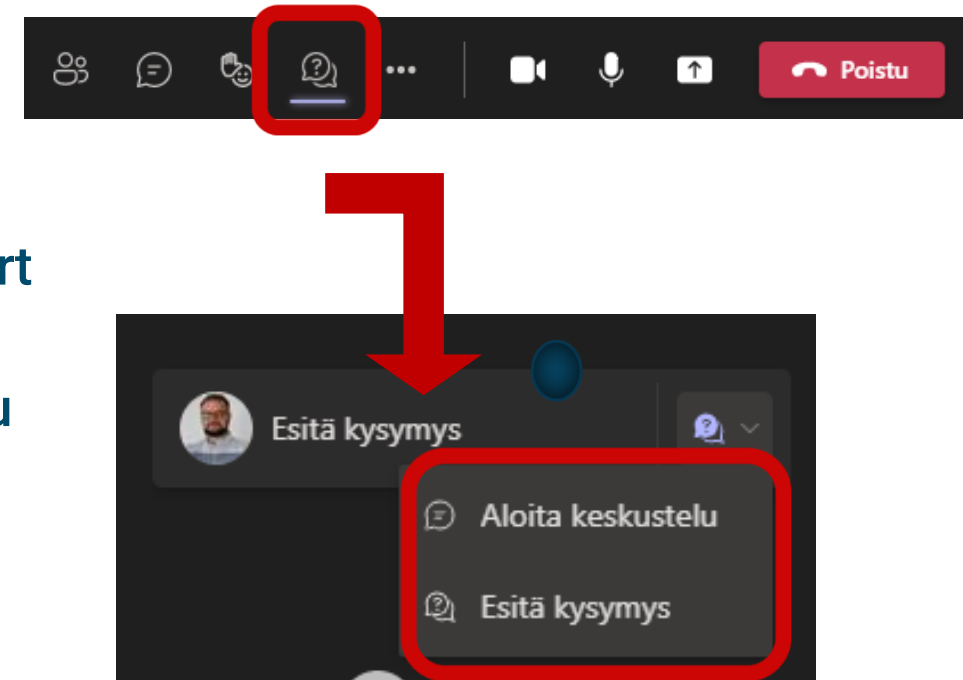
11.12.2023 10:00–12:15

Agenda

- Overview of global actions in Erasmus+
- Statistics on Capacity Building projects in Finland
- Introduction to the 2024 Calls
- Panel with funded projects
- Practical tools and tips for applying
- Q&A and discussion

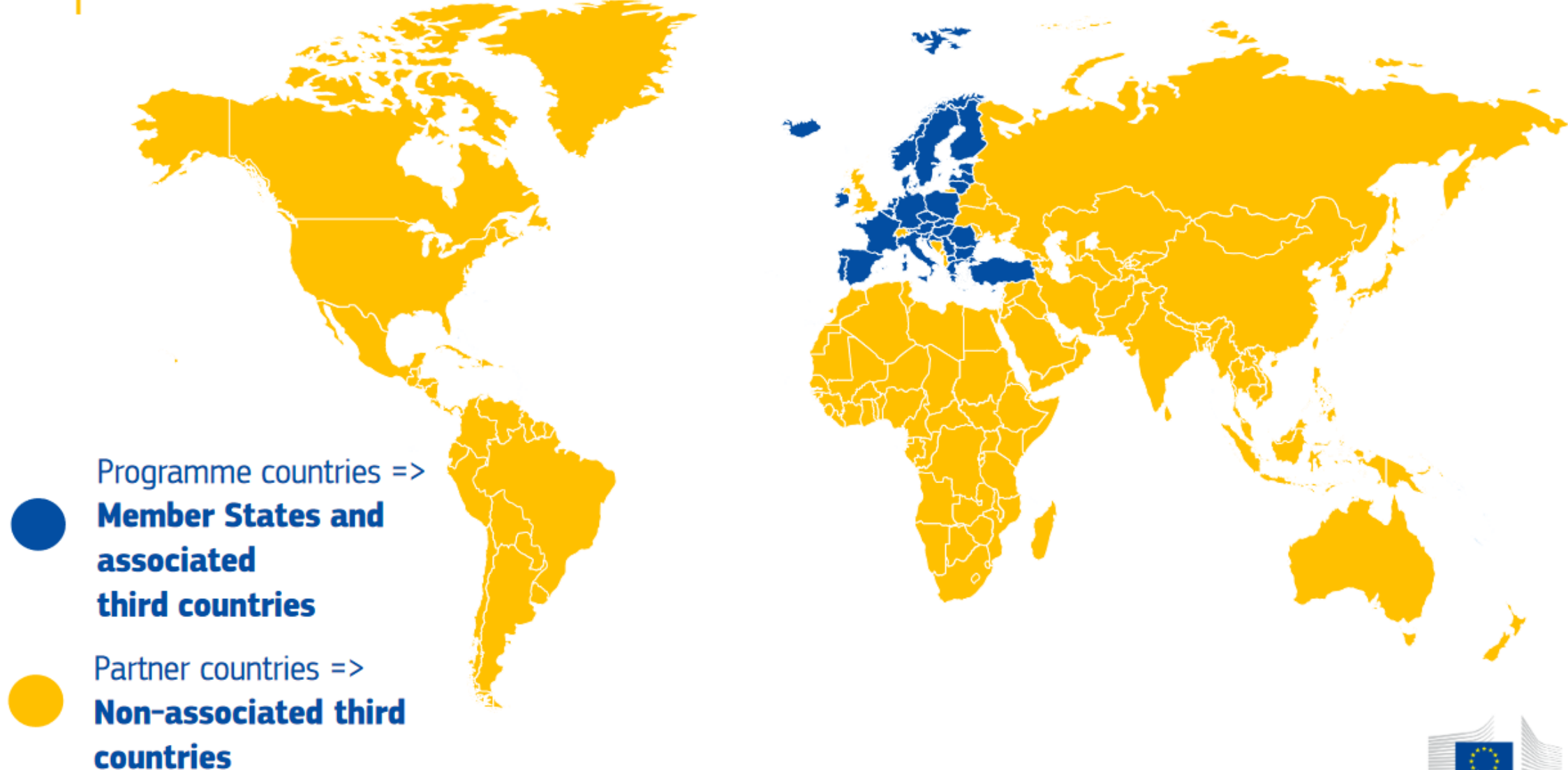
Welcome to the webinar – practicalities

- Please keep microphones and cameras off unless you want to ask something.
- For questions and comments, we use Q&A:
 - Choose from the drop-down if you want to ask or start a general chat.
 - If the Q&A button is missing, we recommend that you leave and re-join the webinar.
- We have reserved time for questions after the presentations and at the end of the event.
- The webinar is being recorded. Materials and recording will be published on the event page:
www.oph.fi/fi/tapahtumat/2023/capacity-building-he-and-vet-applicant-webinar-call-2024



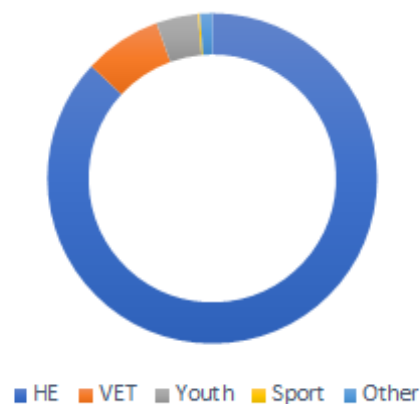
Overview of global actions in Erasmus+

International dimension of Erasmus+ 2021-2027

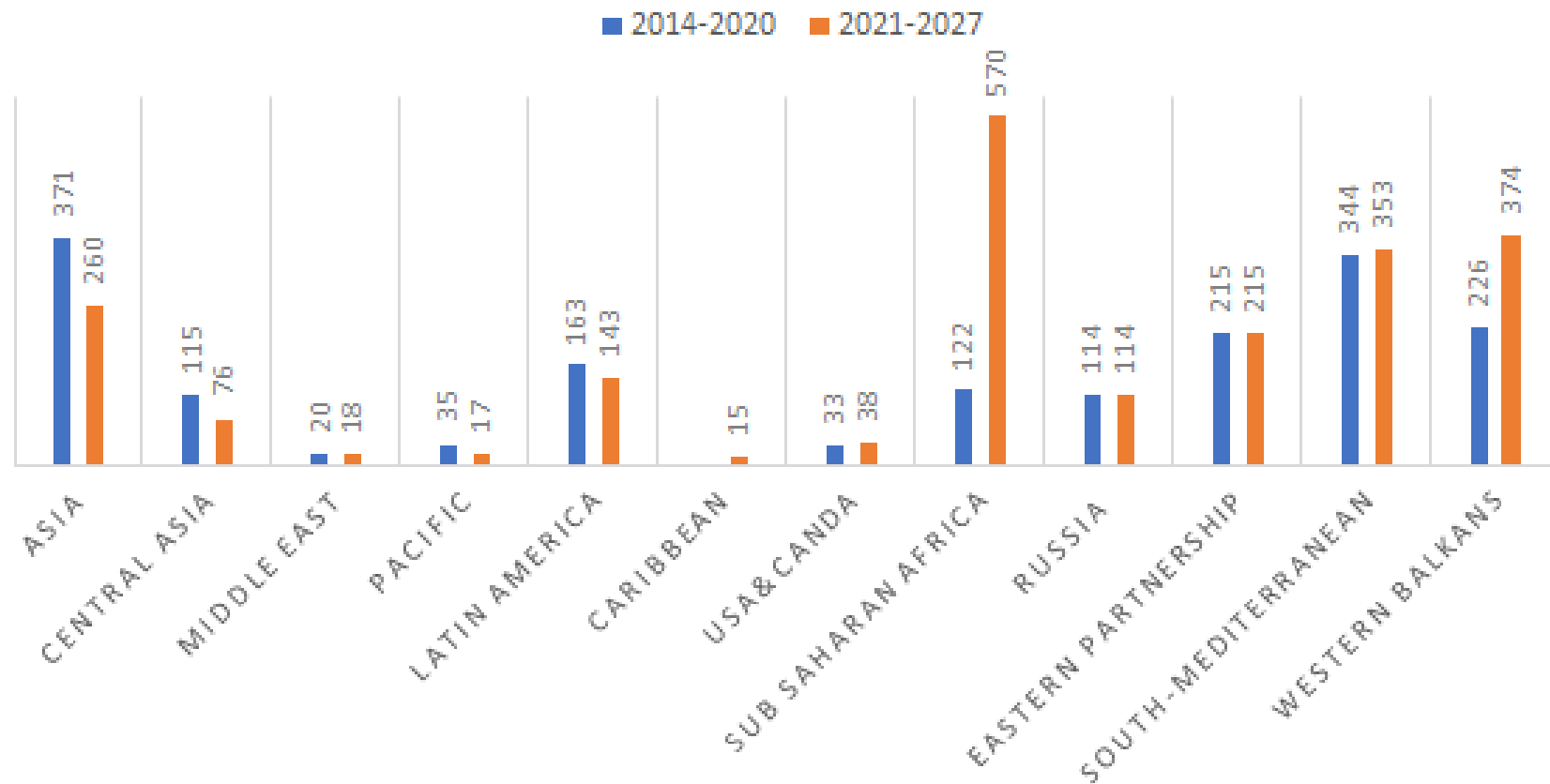


International Dimension of Erasmus+

Erasmus+ International Dimension Budget
per sector 2021-2027



2014-2020: 1,8
billion
2021-2027: 2,2
billion



International Dimension of Erasmus+

**KA1: Learning
Mobility for
Individuals**

**Higher
Education**

Youth

VET

**KA1: Virtual
exchanges**

**Higher
Education**

Youth

**KA2: Erasmus
Mundus
Actions**

**Higher
Education
EMJM**

**Higher
Education
EMDM**

**KA2: Capacity
building**

**Higher
Education**

Youth

VET

Sport

**Jean Monnet
Actions**

**Higher
Education**

VET

**School
Education**

Support for global co-operation

- 27 partner countries in the EU's neighbouring area have a National Erasmus+ Office (NEO).
- Erasmus+ National Focal Points (ENFP) support participation in the Erasmus+ programme in 78 countries in Africa, Asia and the Pacific, the Middle East and America.
- In the application stage NEOs and ENFPs can offer support for cooperation in the countries in question.
- National Erasmus+ Offices (NEO)
- Erasmus+ National Focal Points (ENFP)
- Delegations of the European Union
- Country-specific information: Erasmus+ Factsheets since 2021
- Country-specific information: Erasmus+ Factsheets 2014-2020

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

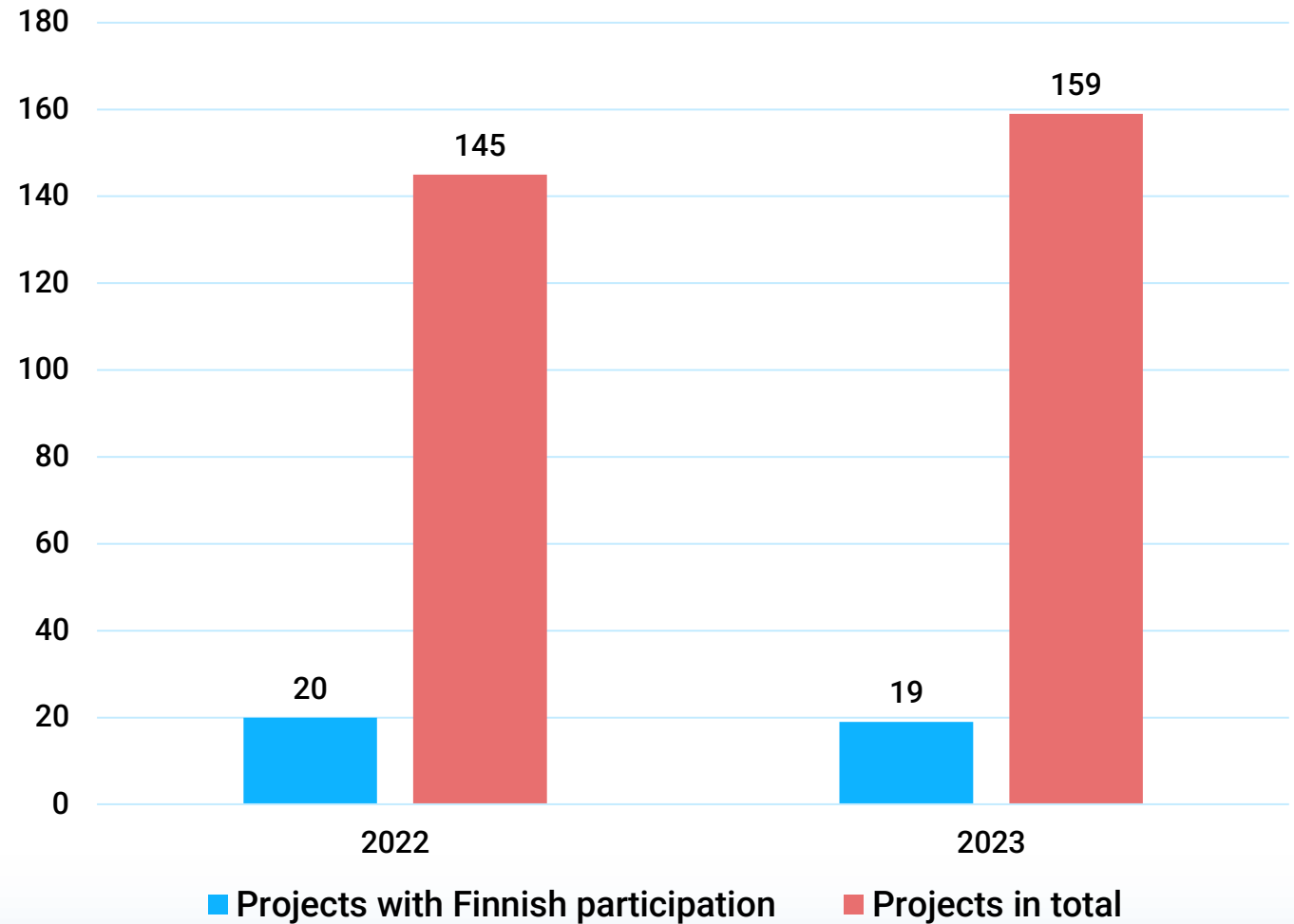
Statistics on Capacity Building projects in Finland 2022-2023

For CBHE and CBVET

CBHE

Funded projects in 2022-2023

No application round organised in 2021



CBHE

Funded projects in 2022

No application round organised in 2021

Project acronym	Finnish organisation
GOT	TAMPEREEN KORKEAKOULUSAATIO SR
EPSULA	TAMPEREEN KORKEAKOULUSAATIO SR
eMAMA	TURUN AMMATTIKORKEAKOULU OY
CIELO	TURUN AMMATTIKORKEAKOULU OY
MentalHigh	TURUN AMMATTIKORKEAKOULU OY
NEWSTEP	TURUN AMMATTIKORKEAKOULU OY
AgrGROW	HAMEEN AMMATTIKORKEAKOULU OY
CEECoM	AALTO KORKEAKOULUSAATIO SR
HEIComp	LAUREA-AMMATTIKORKEAKOULU OY
RADIC	JYVASKYLAN AMMATTIKORKEAKOULU OY
MEDIA	LAPPEENRANNAN-LAHDEN TEKNILLINEN YLIOPISTO LUT
DIRNA	JYVASKYLAN YLIOPISTO
LETSEMA	TURUN YLIOPISTO
SUCCESSFUL	TURUN YLIOPISTO
ICT4EDU	TURUN YLIOPISTO
FORSU	HELSINGIN YLIOPISTO
Mimin	HELSINGIN YLIOPISTO, METROPOLIA AMMATTIKORKEAKOULU OY
PRESS	HELSINGIN YLIOPISTO
EMBRACE	HAMEEN AMMATTIKORKEAKOULU OY
ENRICHER - hubs	HAAGA-HELIA AMMATTIKORKEAKOULU OY

CBHE

Funded projects in 2023

No application round organised in 2021

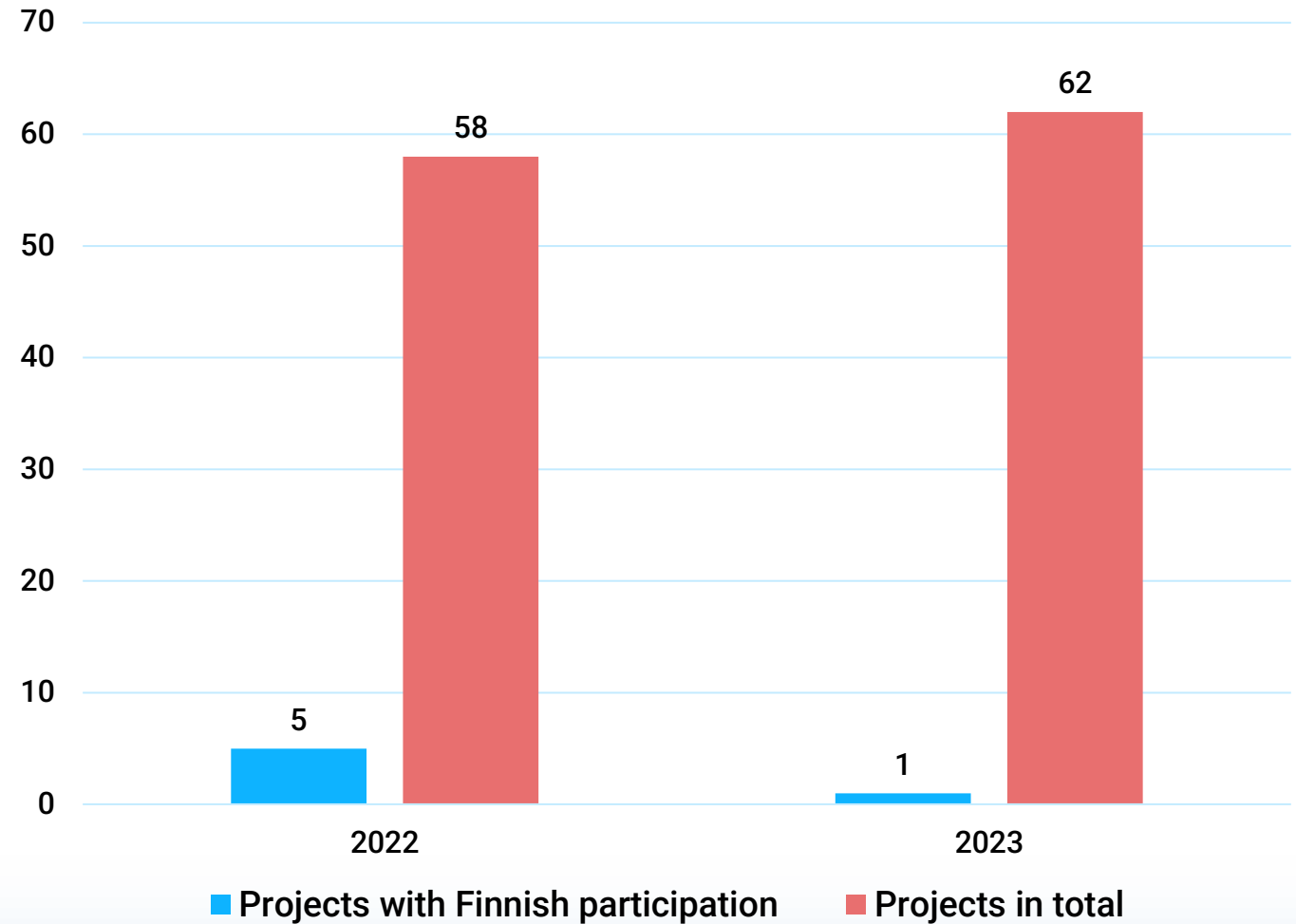
Project acronym	Finnish organisation
AQUADEVBUS	TURUN AMMATTIKORKEAKOULU OY, PEIMARIN KOULUTUSKUNTAYHTYMA
BeGlobal	HAAGA-HELIA AMMATTIKORKEAKOULU OY
CAPAGE	JYVASKYLAN AMMATTIKORKEAKOULU OY
DigiFLEd	TAMPEREEN KORKEAKOULUSAATIO SR
GCUN	ITA-SUOMEN YLIOPISTO
GreenWB	VAASAN YLIOPISTO
KODECET	JYVASKYLAN YLIOPISTO
LISS24	TURUN AMMATTIKORKEAKOULU OY
MINNAGAN	HELSINGIN YLIOPISTO
NEEMA	HAAGA-HELIA AMMATTIKORKEAKOULU OY
PeaceEdu	TAMPEREEN KORKEAKOULUSAATIO SR, RAUHANKASVATUSINSTITUUTTI RY INSTITUTET FOR FREDSFOSTRAN RF
SLSIM	AALTO KORKEAKOULUSAATIO SR

+ 7 other projects pending publication

CBVET

Funded projects in 2022-2023

No application round organised in 2021



CBVET

Funded projects in 2022-2023

No application round organised in 2021

Project acronym	Finnish organisation
ACTIVE- ATS	HÄMEEN AMMATTIKORKEAKOULU OY
Capacity Tansania	KOULUTUSKUNTAYHTYMA OSAO, OULUN AMMATTIKORKEAKOULU OY - OULU UNIVERSITY OF APPLIED SCIENCES
Compete Egypt	OMNIA EDUCATION PARTNERSHIPS OY
DC-VET WB	HENGITYSLIITTO RY, AMMATTIOPISTO LUOVI OY
Skilling eco-VET	HENGITYSLIITTO RY
TVETatWork	HÄMEEN AMMATTIKORKEAKOULU OY, 3DBear Oy

For further information about a spesific project, search with project acronym in FTOP:

https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/opportunities/projects-results

European Commission

Funding & tender opportunities

Single Electronic Data Interchange Area (SEDIA)

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PROJECTS & RESULTS

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SUPPORT

Projects & Results

Search

Clear all

Programming period

2021-2027

Programme / Programme group

Erasmus+ (ERASMUS+)

Type your keywords ...

Project ID

Type...

Project Acronym

Type...

Topic

Type...

3675 funded project(s)

Sort by

Programme

Erasmus+ (ERASMUS+)

EU Foreign Policy and the Climate Crisis

Against the backdrop of the European Green Deal and the global climate crisis, the EU foreign policy

ID 101085443

Acronym EUforCliC

Country Türkiye

Contributor(s) 1

For example: "HEIComp"

ark Disputes

gal argumentation of the General Court

Country Slovenia

Contributor(s) 1

Techniques, Patrimoine, Territoires de l'Industrie : Histoire, Valorisation, Didactique

L'EMJM Techniques, Patrimoine, Territoires de l'Industrie (TPTI) forme à la connaissance et à la pat

ID 101050444

Acronym TPTI

Country France

Contributor(s) 9

Also the opportunity to view all funded projects using "Topic" search:

<https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/opportunities/projects-results>



Funding & tender opportunities

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Projects & Results

Search

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Programming period

2021-2027

Programme / Programme group

Erasmus+ (ERASMUS+)

Type your keywords ...

Project ID

Type...

Project Acronym

Type...

Topic

Type...

3675 funded project(s)

Sort by

Programme Erasmus+ (ERASMUS+)

EU Foreign Policy and the Climate Crisis

Against the backdrop of the European Green Deal and the global climate crisis, the EU foreign policy

ID 101085443

Country Contributor(s) Türkiye 1

Active

Techniques, Patrimoine, Territoires de l'Industrie : Histoire, Valorisation, Didactique

L'EMJM Techniques, Patrimoine, Territoires de l'Industrie (TPTI) forme à la connaissance et à la pat

ID 101050444

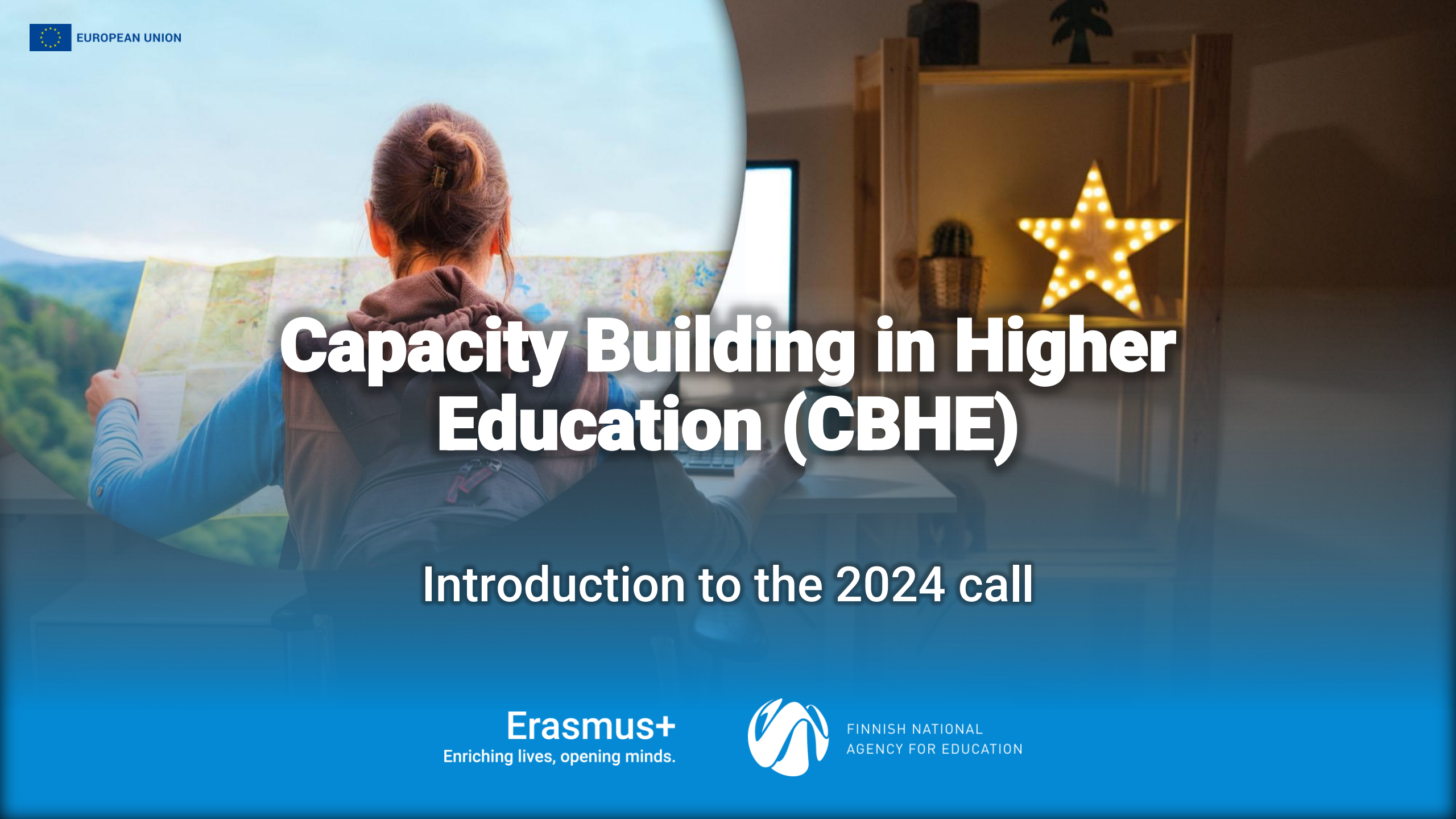
Acronym TPTI

Country Contributor(s) France 9

Active

Start typing "CB" → shows various sector and funding year options to choose from

Introduction to the 2024 calls



Capacity Building in Higher Education (CBHE)

Introduction to the 2024 call

Erasmus+
Enriching lives, opening minds.



FINNISH NATIONAL
AGENCY FOR EDUCATION

Indicative timeline for CBHE Call 2024



Publication of the call: 30.11.2023



Deadline for applications: 08.02.2024 at 18:00 (Finnish time)



Evaluation period: March-June 2024



Information to applicants: July 2024



Signature of grant agreement: November 2024

Rationale for CBHE

Support for **international cooperation projects** that are based on multilateral partnerships between HE organisations

Activities and outcomes **must** benefit third countries not associated to the programme, their HE institutions and HE systems

In relation to SDGs and the Paris Agreement, projects support **the relevance, quality, modernisation and responsiveness of HE** in third countries not associated to the Programme in:

Addressing socio-economic recovery, growth and prosperity

Reacting to recent trends, such as economic globalization, and rising social, economic and environmental inequalities

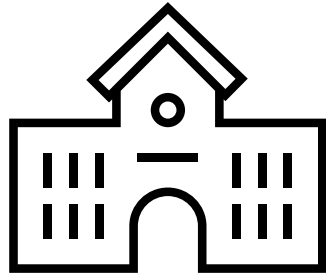
Regions eligible for CBHE

Western Balkans (Region 1)	Albania, Bosnia and Herzegovina, Kosovo*, Montenegro
Neighbourhood East (Region 2)	Armenia, Azerbaijan, Georgia, Moldova, Ukraine*
South-Mediterranean countries (Region 3)	Algeria, Egypt, Israel*, Jordan, Lebanon, Libya, Morocco, Palestine*, Syria**, Tunisia
Asia (Region 5 ^a)	Bangladesh, Bhutan, Cambodia, China, DPR Korea, India, Indonesia, Laos, Malaysia, Maldives, Mongolia, Myanmar, Nepal, Pakistan, Philippines, Sri Lanka, Thailand, Vietnam
Central Asia (Region 6)	Afghanistan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan
Middle East (Region 7 ^a)	Iran, Iraq, Yemen
Pacific (Region 8 ^a)	Cook Islands, Fiji, Kiribati, Marshall Islands, Micronesia, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Timor-Leste, Tonga, Tuvalu, Vanuatu
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, Trinidad & Tobago

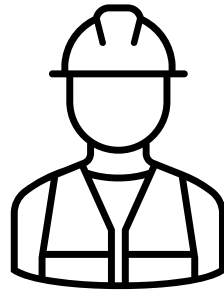
* As defined in the Programme Guide

** Exception: Organisations from Syria are not eligible to participate in Strand 3

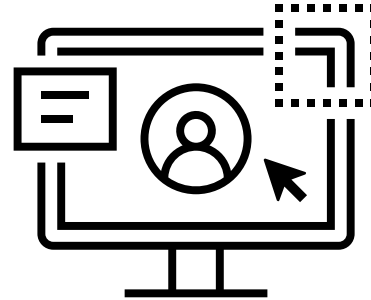
Expected impacts include:



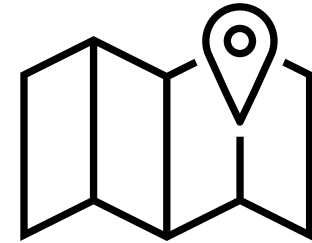
Modernised HEIs
with improved
management
competences and
internationalization
strategies



Stronger link with
the private sector
and labor market,
enhancing
employability of
students



Increased level
of digital
competence for
students and
staff



Improved access to HE,
particularly for people
with fewer opportunities
and in the poorest
countries, and increased
participation of HEIs
located in remote areas

Contribution to the Commission's overarching priorities

Projects in Strand 1 and 2 are expected to contribute to **region-specific priorities**, identifying **one of the following** on the application form:

- 1) **Green Deal** (stimulate green jobs, climate neutral society, environmental-climate-sustainability awareness, green and circular economy)
- 2) **Digital transformation** (development and uptake of digital skills, digital pedagogy, connectivity solutions, digitalization, AI)
- 3) **Integration of migrants** (promote access to education and recognition of degrees and credentials)
- 4) **Governance, peace, security and human development** (promotion of rule of law, human and fundamental rights, equality, democracy and good governance, and fight against corruption)
- 5) **Sustainable growth and jobs** (support employability, tackle mismatch between education and labour market demands)

See "Topic description" in FTOP for region-specific priorities and short justification:

Capacity building in the field of higher education Strand 1

ERASMUS-EDU-2024-CBHE-STRAND-1

Topic Call for proposal

Internal navigation

General information

Topic description

Conditions and documents

Partner search announcements

Start submission

Topic related FAQ

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Call updates

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education systems and the labour market, and should be linked with promoting digital literacy and skills.

Region 7a: Middle East

Green Deal: Projects should contribute to a green and sustainable economic recovery and transition as well as climate change mitigation and adaptation by supporting reforms of education systems and by strengthening links with the private sector, while also exposing higher education institutions in the Region to European practices.

Sustainable growth and jobs: Projects should support the Region's diversification and sustainable development and address the mismatch between the education system and needs of the labour market, also providing support to team up with the private sector, to foster economies that work for all. Projects could be linked with the *Green Deal* priority by enhancing educational capacities concerning the Region's green transition.

Region 8a: Pacific

Green Deal: There is no other Region in the world more threatened by climate change and engaged in climate action, as environmental degradation greatly hampers deeper development in the Pacific. Projects should therefore help to modernise economies in the Region by establishing links with the private sector, as well as creating knowledge and capacity to help the Region further adapt to climate change and a changing work dynamic.

Sustainable growth and jobs: The countries of the Pacific Region suffer from a very narrow market size, offering very few job opportunities. Projects should support the creation of stable and reliable internal repositories of knowledge and competencies, avoiding a brain drain and enhancing the domestic education systems. In this respect, one of the main cornerstones will be the development of the "blue economy" concept.

Region 9: Sub-Saharan Africa

Green Deal: Contribute to a successful green and sustainable global economic recovery (including climate change, environment and energy), awareness-raising, green jobs.

Digital transformation: Performing digital education eco-systems, improving digital skills and competences, connectivity, teacher training.

In 2024: 90% of total budget supports National and Regional projects; 10 % for Cross-regional

Geographical targets: types of CBHE projects



National projects
(restrictions in eligible Regions)

HEIs from one third country not associated to the Programme

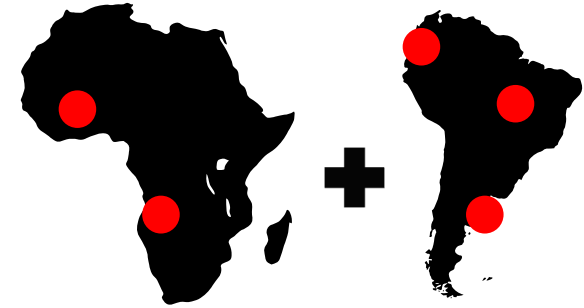
E.g., Benin



Multi-country Regional projects

HEIs from several countries not associated to the Programme within one region

E.g., Brazil, Colombia & Uruguay



Multi-country, Cross-regional projects

HEIs from several countries not associated to the Programme from several Regions

E.g., Sub-Saharan Africa + Latin America

Lump sum is fixed based on the proposal, evaluation result, **funding rate of 90%** and the maximum grant amount.

Three project strands

Strand 1

Fostering access to cooperation in higher education

24 or 36 months

200 000 € - 400 000 €

Strand 2

Partnerships for transformation in higher education

24 or 36 months

400 000 € - 800 000 €

Strand 3

Structural reform projects

36 or 48 months

600 000 € - 1 M €

Strand 1: Fostering access to cooperation in higher education

Main aspects

First step for newcomers

Financing for small-scale projects

Reducing internationalisation gap between HEIs

Focus

HEIs from least developed countries and/or remote regions

Newcomers and/or less experienced HEIs and faculties

Students and staff with fewer opportunities

Examples of activities

Enhancing management / administrative capacity of targeted HEI

Ensuring high quality and relevant education

Increasing accessibility of students and staff with fewer opportunities

Strand 2: Partnerships for transformation in higher education

Main aspects

Introducing new approaches and initiatives in HE based on peer-learning and transfer of good practices

Outcomes with significant, long-term impacts

Affects and benefits society as a whole

Focus

Innovation in higher education to enhance its relevance for the labour market and society

Active engagement of the business world

HEIs as catalysts of economic and social development

Examples of activities

Developing, testing and adapting innovative curricula and/or teaching methods

Introducing Bologna-type reforms

Introducing practical training schemes or other real-life study in industry

Strand 3: Structural reform projects

Main aspects

Developing coherent, sustainable HE systems to meet socio-economic needs and knowledge-driven economy

Fostering national ownership

Involving national authorities (notably Ministries of Education)

Focus

Cooperation and mutual learning among and between national public authorities

Promoting inclusive HE systems

Identifying synergies with ongoing EU initiatives

Examples of activities

Mainstreaming and upscaling successful results

Increasing capacities of bodies in charge of HE

Introducing funding mechanisms

Eligible participating organisations: Who can apply?

Strand 1

Strand 2

Strand 3

HEIs or organisations of HEIs, as well as organisations/institutions active in the labor market or in the fields of education, training and youth.

Established in either EU Member State, third country associated to the Programme, or third country not associated to the Programme from Regions 1, 2 (excl. Belarus), 3, 5a, 6, 7a, 8a, 9, 10 and 11.

Excl. Syria from Region 3

Coordinator can only be HEI or organisation of HEIs.

Minimum requirements for consortium

Strand 1

Strand 2

Strand 3

At least 2 EU or third countries associated to the Programme → each country involving at least 1 HEI

National projects (only for Regions 2 [exl. Belarus], 3, 5a, 6, 7a, 8a, 9):

- Only 1 third country not associated to the Programme → involving at least 2 HEIs

Multi-country projects (open for all eligible regions):

- At least 2 third countries not associated to the Programme → involving at least 2 HEIs

At least 1 third country not associated to the Programme → for each country:

- at least 2 HEIs and
- the national authority (e.g., Ministry) responsible for HE

Number of organisations from third countries associated must be equal to or higher than that of EU or third countries associated to the Programme.

To consider when setting up a CBHE project

1) Commitment of partner institutions

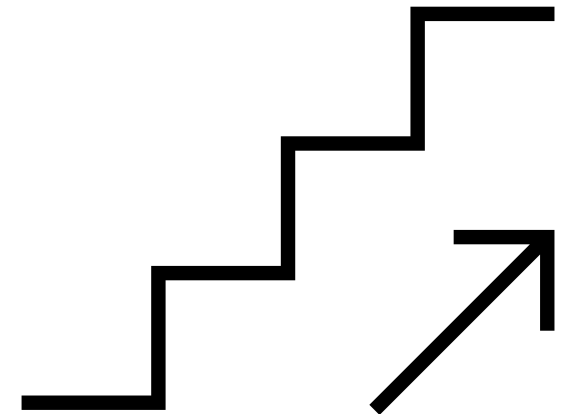
- Shared ownership in setting up proposal reflects later in responsibility for project outcomes and sustainability
- Involving “Associated partners”?

2) Needs analysis

- What areas/fields need be strengthened? Why are there gaps in the first place?

3) Implementation and monitoring

- How will you address the gaps that have been identified? What is the plan and follow-up measures?



Capacity building in the field of vocational education and training CBVET

Aim of Capacity Building projects in Vocational Education and Training (CBVET)

Capacity building projects are 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
- Third countries not associated to the Programme

Projects aim to support the

- Relevance
- Accessibility
- Responsiveness

of VET institutions and systems in third countries not associated to the Programme

Basic information on the call 2024



Duration

1 or 2 or 3 years



Budget

- Total EU grant per project: from **100 000 €** to **400 000€**
- Total EU grant for all projects: **25 250 170 €**
EU grant can cover maximum of **80 %** of a total budget of a project



Where to apply

Call ID:
ERASMUS-EDU-2024-CB-VET

[Funding and Tenders opportunities portal](#)



Deadline

29 February 2024 at 17:00
(Brussels time CET)

In August 2024 you could expect an answer if your project was selected.

If yes, contract signing in November 2024.

Venues of the activities: The activities must take place in the countries of the organisations participating in the project (exception: seats of EU institutions, or in EU MSs, third countries associated or not associated in duly justified cases – relevant events)

Financial mechanism: Lump sums Type II (no tables with costs, use actual costs)

Results of selection rounds 2022 and 2023

2022 application round results in total:

- Number of submitted projects: 121
- Funded projects: 58
- Success rate: 48 %
- Total budget for selected applications: 21,3 M€
- Funding for 5 Projects with FIN participation, 3 projects with FIN as coordinator

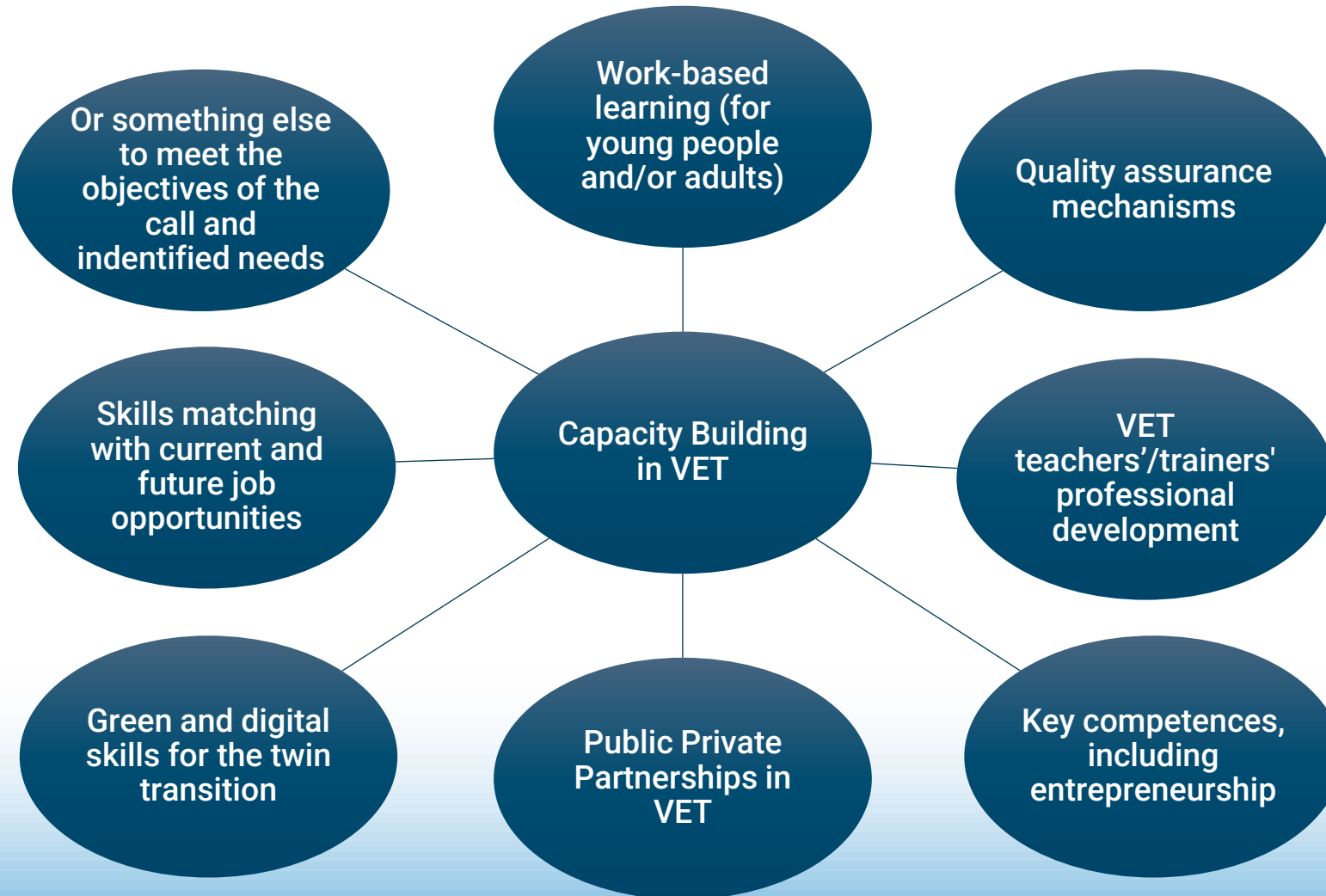
2023 application round results in total:

- Number of submitted projects: 162
- Funded projects: 62
- Success rate: 43 %
- Total budget for selected applications: 22,7 M€
- Funding for 1 FIN coordinated project with 2 FIN organisations involved

Objectives

- Build capacity of VET providers to strengthen cooperation between private and public stakeholders in VET for demand-oriented and opportunity-driven VET interventions
- Improve the quality and responsiveness of VET to economic and social developments to enhance the labour market relevance of skills provision
- Align VET provision to local, regional and national development strategies

Thematic areas – focus on one or more of the following



Activities

Building and strengthening the capacities of organisations active in the field of VET principally in the third countries not associated to the Programme covered by the action

For example:

- Creating and developing networks and exchanges of good practice between VET providers
- Creating tools, programmes and other materials to build the capacity of institutions from third countries not associated to the Programme
- Creating mechanisms to involve private sector (design and delivery of curricula, work-based experience)
- Developing and transferring pedagogical approaches, teaching and training materials and methods, including work-based learning, virtual mobility, open educational resources and better exploitation of the ICT potential
- Developing and implementing international (virtual) exchange activities for staff primarily

In case learner and staff mobility activities are proposed, these should contribute directly to the objectives of the project

What countries can participate?

- EU Member States (27 countries) 
- Third countries associated to the Programme (6 countries)
 - North Macedonia, Iceland, Norway, Serbia, Lichtenstein and Türkiye
- Third countries not associated to the Programme (102 countries)
 - Regions 1, 2 (except Belarus), 3, 9, 10 and 11

Who can be the applicant?

- Any public or private organisation active in VET and legally established in a Programme country (EU Member State or eligible third country associated to the Programme)
- The coordinator must be an organisation active in the VET field or in the labour market
 - Organisations from third countries not associated to the Programme cannot be coordinators
- The coordinator applies on behalf of all participating organisations involved in the project



Number and profile of participating organisations 1/2

- The partnership must include at least 4 full partners from a minimum of 3 countries:
 - At least 1 organisation from 2 different EU Member States and at least 2 organisations from at least 1 eligible third country not associated to the Programme, OR
 - At least 1 organisation from 2 different third countries associated to the Programme and at least 2 organisations from at least 1 eligible third country not associated to the Programme, OR
 - At least 1 organisation from an EU Member State and 1 organisation from a third country associated to the Programme and at least 2 organisations from at least 1 eligible third country not associated to the Programme.
 - *Third countries associated to the Erasmus+ Programme: North Macedonia, Serbia, Iceland, Liechtenstein, Norway, Turkey

For example: The coordinator from Finland and a partner from France (EU member state) and 2 partners from Kenya (Third country not associated to the Programme)

Number and profile of participating organisations 2/2

- The consortium must include at least one VET provider at non-tertiary education level
- The number of organisations from EU Member States and third countries associated to the Programme may not be higher than the number of organisations from eligible third countries not associated to the Programme.

Check the consortium composition very carefully from the Programme Guide!

Regions covered

- Western Balkans (Region 1) 7 066 939 €
- Neighbourhood East (Region 2, except Belarus) 3 599 898 €
- South-Mediterranean countries (Region 3) 4 000 000 €
- Sub-Saharan Africa (Region 9) 8 283 333 €
- Latin America (Region 10) 2 000 000 €
- Caribbean (Region 11) 300 000 €
- For countries belonging to regions see the [Programme Guide “Eligible countries”](#)
- Indicative budget for each region will be published in [FTOP portal](#)

Regional priorities 1/2

- The EU has set a number of priorities regarding geographical balance and specific objectives
- You are encouraged to work with partners in the poorest and least developed third countries not associated to the Programme

1. Western Balkans

- Economic and Investment Plan and/or the European Training Foundation recommendations under the Torino process
- Mobility of learners and staff

2. Neighbourhood East

- Economic and Investment Plan and/or the European Training Foundation recommendations under the Torino process.

3. South - Mediterranean countries

- Economic and Investment Plan and/or the European Training Foundation recommendations under the Torino process.

If one or more ETF (European Training Foundation) partner countries, the proposal should provide evidence of responding to ETF recommendations formulated in the relevant Torino process regional reports. (Links to the reports are in the Programme Guide)

Regional priorities 2/2

4. Sub-Saharan Africa

- Least developed countries; migration priority countries; no country will access more than 8 % of funding foreseen for the Region
- Respective geographic Multi-annual Indicative Programmes at country or regional level

5. Latin America

- Regional projects (projects involving more than one eligible third country not associated to the Programme) or projects in lower and upper middle-income countries
- Respective geographic Multi-annual Indicative Programme at country or regional level

6. Caribbean

- Regional projects (projects involving more than one eligible third country not associated to the Programme) or projects in least developed, lower and upper middle-income countries
- Respective geographic Multi-annual Indicative Programme at country or regional level.

For least developed countries; migration priority countries, lower and upper middle-income countries see the Programme Guide “Eligible countries”

Horizontal aspects to be considered when designing your project

- Applicants are required to take into account:



Inclusion and diversity



Environmental sustainability



Digital dimension



Common values, civic engagement and participation

Panel with funded projects

Panelists

- **Bridging the Gap Between Student Competence and Working Life Needs (HEIComp), Tero Uusitalo, Laurea University of Applied Sciences**
- **Ghana Climate University Network: Making knowledge to work for climate adaptation (GCUN), Abul Rahman, University of Eastern Finland**
- **Competence-based VET as a Key Driver for Sustainable Socio-Economic Growth in Egypt (Compete Egypt), Iikka Upanne, Omnia Education Partnerships**

Ghana Climate University Network (GCUN)

Making knowledge to work for climate adaptation



Task Manager- Abul Rahman (PhD in Forest and Bioresources, UEF)
abul.rahman@uef.fi

GCUN project addresses three main aspects of higher education: **faculty, curriculum and employability**.

We will strengthen the research and teaching capacity of mainly **junior faculty** via a mentorship programme with the participating European Universities to increase the collaboration, visibility and scientific output of **junior faculty**.

In addition, we will provide methodological training as well as training in **traditional knowledge**.

In terms of **curriculum**, we will create a number of new courses that fill current gaps in teaching in Ghana.

To maximise the impact of our work, we have designed a program to provide **internships**. We also select promising startup ideas from students (and recent graduates) to start their own **startups**.



Compete Egypt

Competence-based VET as a Key Driver for Sustainable Socio-Economic Growth in Egypt

Project aims at increasing the capacities of the Egyptian VET institutions to develop competence-based approach to VET in dialogue with labour market.

The project is focusing on the following topics:

1. To identify development needs in school and curriculum level by benchmarking Finnish VET system.
2. To develop framework for quality management in school level.
3. To upskill and reskill teachers & managers to be able to provide high quality TVET and to develop competence-based curriculum.
4. To improve employability of students by integrating entrepreneurship into the curriculum and developing entrepreneurship training model.
5. To improve career guidance system with anticipation of labour market needs.

The consortium:

- Omnia Education Partnerships Ltd., Finland (Project coordinator)
- Ta'heal for VET Skills Excellence, Egypt
- Ministry of Education and Technical Education, Egypt
- IPAG Business School, France



- Tero Uusitalo, Project Manager /HEIcomp (Laurea UAS)
- Managing the project planning process together/help with
 - Grant Writers
 - Budget Officer
 - Partners
 - Colleagues



Finland:
Laurea U



Portugal:
IPP



Romania:
UnitBv



Brazil:
FAVAG, INATEL, UNIS
e U.Experience



Paraguay:
UNAE e UNI



FAVAG
INATEL
UNIS
U.Experience



UNAE
UNI



Laurea
University



UnitBv



IPP

HEIcomp

Bridging the Gap Between Student Competence and Working Life Needs

STUDENTS

- Conduct the assignments/projects given by organizations as part of the studies

WLC =
Working
Life
Connected

ORGANISATIONS

- Give the assignment & collaborate with students

HEIComp TEACHERS

- Coach the students on the WLC courses / projects

KEY impact: WLC studying/teaching included in the curriculum and practice



Funded by
the European Union

Final quote from the panelists

“Forget the micro management – focus on building an atmosphere of trust!”

Tero Uusitalo

“Empowering trainers requires a foundation in indigenous knowledge, as it is a crucial and indispensable source of wisdom”

Abul Rahman

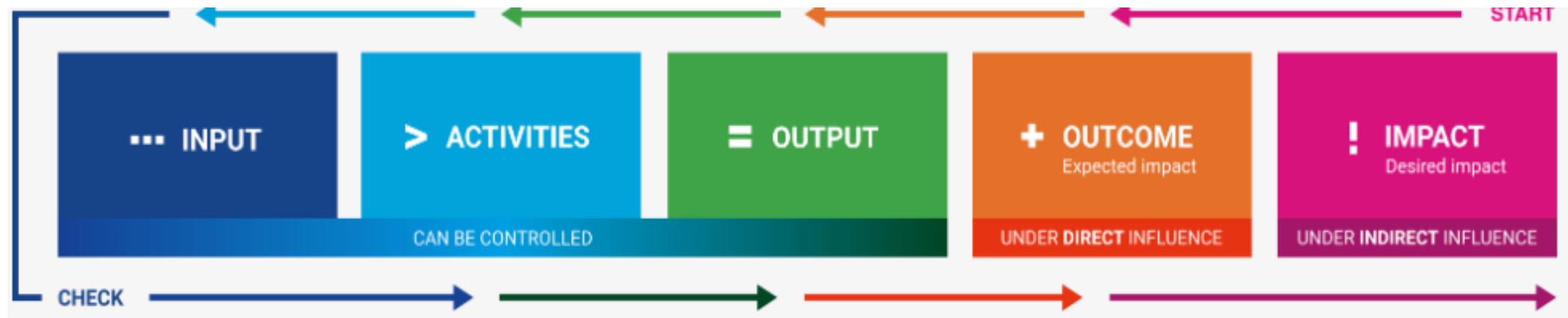
“ Plan for implementation, not only for the application ”

likka Upanne

Practical tools and tips for applying

Erasmus+ Impact Tool (*vaikuttavuustyökalu*)

- Developed originally by the Dutch Erasmus+ office
- Impact: "a positive, medium- or long-term change that is achieved through targeted action and which your project contributes to"
- Tool in Finnish and Swedish:
- www.oph.fi/fi/ohjelmat/erasmus-vaikuttavuustyokalu
- Tool in English:
- www.erasmusplus.nl/en/impacttool-mobility



- Helps you **define the changes** to be achieved through the project
- Supports choosing the **right activities and sufficient resources** to reach project goals
- Helps the **monitoring of project progress** and helps to ensure that the **activities** contribute to the project's goals and impact

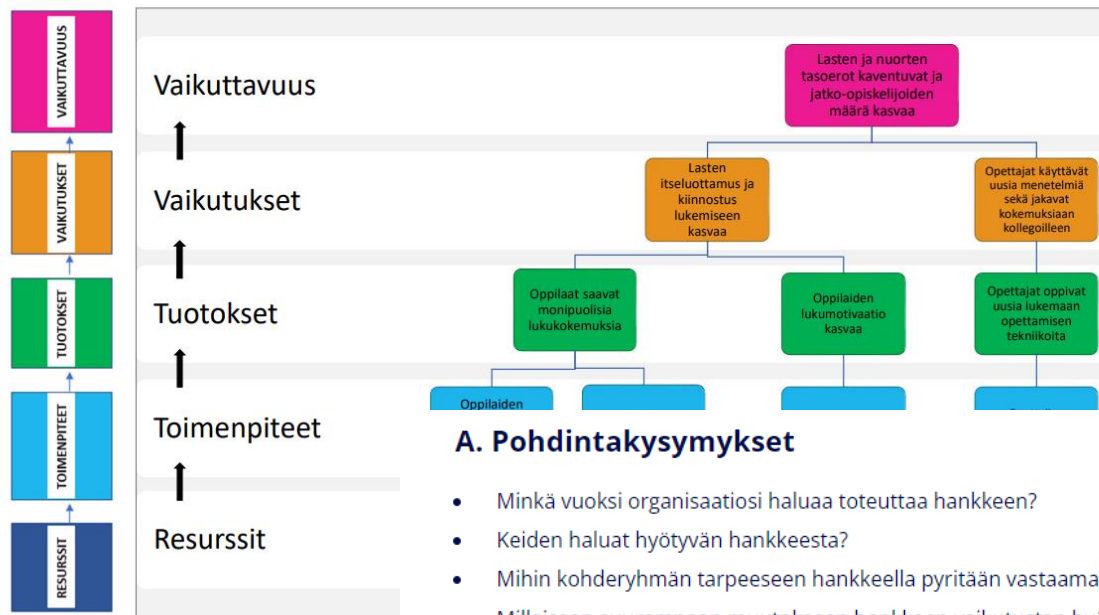
On a concrete level, the tool is a set of:

- Reflective questions
- Examples
- Referalls
- Downloadable planning forms

Useful at whatever stage you are in project planning and implementation!

ESIMERKKIHANKKEEN VAIKUTUSKETJU

@Opetushallitus



IMPACTTOOL PROJECT DESIGN FORM

The project has been completed for a couple of years. You can look back on the project with pride and satisfaction. It certainly contributed to the positive change which you are now seeing.

In the right field, write down its **impact** (max. 20 words). If you cannot fit it into 20 words, think carefully about what you really want to achieve with this project. Start with: Thanks in part to our project... Describe this legacy in terms of **CHANGE** and to **WHOM** the change applies.

Impact

Thanks in part to our project.

Look at the above 'dream'. To achieve this, things are needed in your project. Enter the table for your own project.

	For staff	For pupils/students/youth
+ Outcomes described in terms of changes in knowledge, skills, behaviour, school practice, etc.		
= In order to achieve this outcome, we need the following concrete results [output] :		
▶ To this end, we will need to carry out the		

B. Esimerkki

"Haluamme valmistaa opiskelijoita yhä enenevässä määrin kansainvälisyyville työmarkkinoille opettamalla erilaisia työllistymistä edistäviä taitoja ja kannustamalla heitä omaksumaan kansainvälisen lähestymistavan asioihin."

C. Tehtävä

Kuvittele, että hankkeen toteuttamisesta on kulunut pari vuotta. Se on auttanut toteuttamaan myönteisen muutoksen, jonka voit nyt havaita. Tuo tulevaisuuden kuva mielessäsi kirjoita hankkeen jättämä perintö lyhyesti yhdellä virkkeellä. Jos et saa hankkeen vaikutuksia mahtumaan yhteen virkkeeseen, tiivistä sanomaasi, kunnes saat hankkeen ydinmuutoksen esille.

Aloita virke: "Hankkeemme ansiosta..." Kuvaile tätä perintöä MUUTOKSEN avulla ja kerro, KEITÄ muutos koskettaa.

The Capacity Building applications (CBHE and CBVET)

- CB calls are managed by the **European Education and Culture Executive Agency** (EACEA) of the European Commission
- The application is made in the commissions **Funding & Tenders opportunities- portal** (FTOP)
- Choose the right call; CBHE and Strand 1,2 or 3 and CBVET
- Start with reading the instructions
 - Your organization needs to be registered with a PIC code
 - You will need a EU Login account
- Partners need also to register and have a PIC code
 - PIC do not need to be validated at application stage
 - However, be clear with your partner and recommend to start the process on time
- Three parts of the application
 - A (e-form)
 - B document; budget and technical description + attachments
 - C (e-form)
- Application should answer the question in the form and the **4 application award criteria** from the programme guide.
- The proposal must describe the **activities** covered by each **work package**. Eg. WPs project management, communication and dissemination, quality assurance, sustainability etc.

Capacity building in the field of higher education Strand 1

ERASMUS-EDU-2024-CBHE-STRAND-1 Call for proposal
Erasmus+ (ERASMUS+)

Open for submission Grant

Capacity Building in the field of higher education Strand 2

ERASMUS-EDU-2024-CBHE-STRAND-2 Call for proposal
Erasmus+ (ERASMUS+)

Open for submission Grant

Capacity Building in the field of higher education Strand 3

ERASMUS-EDU-2024-CBHE-STRAND-3 Call for proposal
Erasmus+ (ERASMUS+)

Open for submission Grant

Capacity building in the field of Vocational education and training (VET)

ERASMUS-EDU-2024-CB-VET Call for proposal
Erasmus+ (ERASMUS+)

Open for submission Grant

- **Work package**
 - Is your project divided into parts
 - WP have **tasks, milestones and deliverables**
 - **CBHE** WP average 6-12
- Make sure that all parts of the application match! Same number of WP and time lines etc. In the different parts.
- Please **submit your application on time**. We advice you to do it atleast 48 hours before deadline.

Award criteria

Relevance of the project
max 30 points

Quality of the project design and implementation
max 30 points

Quality of the partnership and the cooperation arrangements
max 20 points

Sustainability, impact and dissemination of the expected results
max 20 points

What are the funding rules of Capacity Building projects? (CBHE and CBVET)

- The budget for CBHE and CBVET is a **Lump Sum** (Type II) budget
- The amount of the single lump-sum for each grant is based on the estimated budget of the action proposed by the applicant
- The budget excel is **downloaded** from FTOP
 - Start with reading the instructions tab in the excel
- The budget should be filled in by the applicant and organized in **coherent work packages** (WP)
- The cost needs to **be realistic and reasonable** and in line with the proposal and WP.
- The budget is based on **real costs**. Cost can be eg. staff costs, travel and subsistence costs, equipment costs and subcontracting as well as other costs.
- Start filling in the budget with adding partners and different staff categories
- You can use the comments tab to add comments and explanations on the budget
- The **evaluators will assess the cost** estimations against the proposed activities under one of the award criteria. The overall lump sum is fixed in the grant agreement face.
- In reporting of the project there is a shift in focus from financial management and checking costs to **focus on content of the projects** (outcomes, milestones and deliverables). Successful finish of a WP -> use of fundig
- **How to manage your lump sum grants instructions**

CBHE Guidance and additional information

- [EDUFI's page on CBHE](#)
- [CBHE in the E+ programme guide](#)
- [CBHE call in FTOP-portal](#)
- [EACEA: General CBHE Infoday \(9/12/2022\)](#)
- [EACEA: International dimension of the Erasmus+ programme - Focus on newcomers \(25/12/2022\)](#)
- [EACEA: International dimension of the Erasmus+ programme - Focus on Sub-Saharan Africa \(1/12/2022\)](#)
- [EACEA: CBHE international dimension of the Erasmus+ programme - Focus on Latin America and Caribbean \(29/11/2022, in Spanish\)](#)
- E-mail: EACEA-EPLUS-CBHE@ec.europa.eu

CBVET Guidance and additional information

- [EDUFI's page on CBVET](#)
- [CBVET in the E+ programme guide](#)
- [CBVET call in FTOP-portal](#)
- [EACEA: Info Sessio CBVET \(7/12/2022\)](#)
- [EACEA: International dimension of the Erasmus+ programme - Focus on newcomers \(25/12/2022\)](#)
- [EACEA: International dimension of the Erasmus+ programme - Focus on Sub-Saharan Africa \(1/12/2022\)](#)
- [EACEA: CBHE international dimension of the Erasmus+ programme - Focus on Latin America and Caribbean \(29/11/2022, in Spanish\)](#)
- E-mail: [**EACEA-EPLUS-VET@ec.europa.eu**](mailto:EACEA-EPLUS-VET@ec.europa.eu)

Further support: EACEA's applicant webinars

30.11.2023 Info session for CBHE applicants

Recording and presentation materials published on event page:

www.eacea.ec.europa.eu/news-events/events/online-info-session-erasmus-programme-capacity-building-higher-education-2023-11-30_en

TBA: Info session for CBVET applicants?

Follow EACEA's event page for further updates:

www.eacea.ec.europa.eu/news-events/events_en

Review info session from 2022:

www.eacea.ec.europa.eu/news-events/events/online-info-session-new-action-capacity-building-field-vocational-education-and-training-vet-2022-12-07_en

CBHE: Additional guidance and information

- EDUFI's website on CBHE
 - Available in English, Finnish, and Swedish
- Erasmus+ Programme Guide 2024
 - Your most important source of information!
 - Available in many languages
- Call and application forms in FTOP portal
 - Call ID: **ERASMUS-EDU-2024-CBHE**
- E-mail: **EACEA-EPLUS-CBHE@ec.europa.eu**

CBVET: Additional guidance and information

- EDUFI's website on CBVET
 - Available in Finnish and Swedish
- Erasmus+ Programme Guide 2024
 - Your most important source of information!
 - Available in many languages
- Call and application forms in FTOP portal
 - Call ID: **ERASMUS-EDU-2024-CB-VET**
- E-mail: EACEA-EPLUS-VET@ec.europa.eu

CBHE and CBVET: Two separate calls at a glance

Commonalities

- Overall goal that activities and outcomes must benefit **third countries not associated to the programme**
- Erasmus+ terminology (e.g., third countries associated to the Programme)
- Electronic application to EACEA (European Education and Culture Executive Agency)
- Lump sum funding model
- Four categories of scoring in award criteria

Differences

- Specific goals of what, who, how
- Regions covered
- Application deadlines
- Budgets
- Project durations
- **And many more!**

Mostly differences,
i.e. look closely at
which sector's
instructions you read
in the Erasmus+
Programme Guide
2024!

Questions and answers

Preliminary questions from the participants

Is there a preference list of target countries (or a list of countries preferred not to be in target)?

- The programme guide gives the target regions and countries for both CBHE and CBVET and accepted countries in the regions
- No other preference list of countries exists according to our knowledge

Are new southern partners to CBHE projects emphasized also on this year's call similarly to last year, that is, consortia which have executed CBHE projects together also earlier are not so strongly supported?

- This depends on the CBHE strand you are applying to. Strand 1 has a strong emphasis on new commers. But also, in other strands the building of CB is the aim that often concedes with the need of least developed countries and new commers to the action.

Are there any specific content related focus areas?

- Both CBVET and CBHE have specific focus/ thematic areas. These can be found in the programme guide and FTOP-portal according to call and strand.
- In CBHE the thematic areas also depends on the region and to some extent also CBVET

In some Erasmus training events it has been stated that recommended maximum amount of work packages is five but at the same time the trainers have mentioned that if all (or most of) WPs are foreseen to last until the end of the project, its is better to split some into more WPs so that at least some of them can be completed earlier and thus can be paid earlier by the donor. What is your advice on this

- I recommend to watch EACEA:s application webinar for CBHE on this.
- In EACEAs slides you can see that CBHE projects often have 6-12 WP
- When your deliverable or milestone is due in a WP influence when it is seen as finished

How many countries/institutions are necessary for an eligible Capacity Building in HE application?

- This depends on the strand and region you are planning your CBHE project for. So please read carefully the instructions concerning the region you are applying to.

How many are needed from the EU countries and how many from outside, e.g. Western Balkans?

- If you are planning a CBHE project with Western Balkans you cannot do a national project as regional 1 cannot have regional projects

Multi-country projects (open for all eligible regions):

- at least 2 EU Member States or third countries associated to the Programme;
- each of these countries must involve at least 1 HEI;
- at least 2 eligible third countries not associated to the Programme;
- each of these countries must involve at least 2 HEIs. Third countries not associated to the programme can be from the same Region (regional projects) or from different Regions (cross-regional projects);
- The number of participating organisations from third countries not associated to the Programme must be equal to or higher than the number of participating organisations from EU Member States and third countries associated to the Programme.

Thank you!

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