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

Modernisation of curriculum by developing new and innovative courses and methodologies

Modernisation of governance, management and functioning of higher education

Strengthening of relations between higher education and the wider economic and social environment

REGIONS	CATEGORY A — Curriculum Development (Valid ONLY for JOINT PROJECTS)	CATEGORY B — Improving quality of education and teaching (Valid for JOINT PROJECTS and STRUCTURAL PROJECTS)			CATEGORY C — Improving management and operation of higher education institutions (Valid for JOINT PROJECTS and STRUCTURAL PROJECTS)						CATEGORY D — Developing the Higher Education sector within society at large (Valid for JOINT PROJECTS and STRUCTURAL PROJECTS)									
	Subject areas	Bologna process type reforms	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 (including human resource and financial management)	University services such as support services for student and staff mobility, such as 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	Access to and democratisation of higher education (including the disadvantaged groups of people and regions)	Development of research and innovative capacities (excluding research activities)	Lifelong learning, continuing education	Non-University sector at tertiary education level	Development of school and vocational education at post-secondary non-tertiary education level (including in-service training for teachers and reforms to the teaching profession)	University-enterprise cooperation, entrepreneurship and employability of graduates	Qualification frameworks and recognition of qualifications	Knowledge triangle, innovation (reinforcing links between education, research and business)	New technologies in higher education	Development of the higher education sector at regional level (in regions of a given country)	International cooperation at regional level (among countries from the same region) or cross-regional level (among countries from different regions)	Definition, implementation and monitoring of the reform policies
Select the region(s)	A	B	B	B	C	C	C	C	C	C	D	D	D	D	D	D	D	D	D	D
REGION 1 — **Western Balkans** - Albania, Bosnia & Herzegovina, Kosovo*, Montenegro, Serbia — Teacher training and education science; Physical sciences; Engineering and engineering trades; Agriculture, forestry and fishery; Health; Transport services; Environmental protection			X		X		X		X			X		X	X					X
REGION 2 — **Eastern Partnership countries** — Armenia, Azerbaijan, Belarus, Georgia, Moldova, Territory of Ukraine as recognised by international law — Teacher training and education science; Social and behavioural science; Law; Physical sciences; Agriculture, forestry and fishery; Health; Environmental protection			X		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 — Teacher training and education science; Social and behavioural science; Law; Physical sciences; Agriculture, forestry and fishery; Health; Environmental protection	X			X		X		X				X	X		X			X	
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 — Teacher training and education science; Law; Physical sciences; Engineering and engineering trades; Agriculture, forestry and fishery; Veterinary; Health; Social services; Environmental protection; Security services		X		X			X	X	X			X	X					X	

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REGIONS	Subject areas	CATEGORY A — Curriculum Development — Valid ONLY for JOINT PROJECTS — Bologna process type reforms	CATEGORY B — Improving quality of education and teaching — 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	CATEGORY C — Improving management and operation of higher education institutions — Governance, strategic planning and management of heigher education institutions (including human resource and financial management)	University services such as support services for student and staff mobility, such as 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	Access to and democratisation of higher education (including the disadvantaged groups of people and regions)	Development of research and innovative capacities (excluding research activities)	CATEGORY D — Developing the Higher Education sector within society at large — Lifelong learning, continuing education	Non-University sector at tertiary education level	Development of school and vocational education at post-secondary non-tertiary education level (including in-service training for teachers and reforms to the teaching profession)	University-enterprise cooperation, entrepreneurship and employability of graduates	Qualification frameworks and recognition of qualifications	Knowledge triangle, innovation (reinforcing links between education, research and business)	New technologies in higher education	Development of the higher education sector at regional level (in regions of a given country)	International cooperation at regional level (among countries from the same region) or cross-regional level (among countries from different regions)	Definition, implementation and monitoring of the reform policies
REGION 7 **Central Asia** Kazakstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan	Teacher training and education science; Social and behavioural science; Business administration; Law; Physical sciences; Agriculture, forestry and fishery; Health; Environmental protection; Security services	X	X		X		X		X				X	X					X	
REGION 8 **Latin America** Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Perú, Uruguay, Venezuela	Teacher training and education science; Social and behavioural science; Law; Physical sciences; Engineering and engineering trades; Architecture and Building; Agriculture, Forestry and Fishery; Veterinary; Health; Environmental protection		X				X	X	X				X	X		X			X	

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Call for Proposals
EAC/A04/2014

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	CATEGORY A Curriculum Development	**CATEGORY B** Improving quality of education and teaching	**CATEGORY C** Improving management and operation of higher education institutions	**CATEGORY D** Developing the Higher Education sector within society at large	
	Valid ONLY for JOINT PROJECTS	Valid for JOINT PROJECTS and STRUCTURAL PROJECTS		Valid for JOINT PROJECTS and STRUCTURAL PROJECTS	

REGIONS	Subject areas	Bologna process type reforms	Learning and teaching tools, methodologies and pedagogical approaches including learning outcome 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 (including human resource and financial management)	University services such as support services for student and staff mobility, such as 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	Access to and democratisation of higher education (including the disadvantaged groups of people and regions)	Development of research and innovative capacities (excluding research activities)	Lifelong learning, continuing education	Non-University sector at tertiary education level	Development of school and vocational education at post-secondary non-tertiary education level (including in-service training for teachers and reforms to the teaching profession)	University-enterprise cooperation, entrepreneurship and employability of graduates	Qualification frameworks and recognition of qualifications	Knowledge triangle, innovation (reinforcing links between education, research and business)	New technologies in higher education	Development of the higher education sector at regional level (in regions of a given country)	International cooperation at regional level (among countries from the same region) or cross-regional level (among countries from different regions)	Definition, implementation and monitoring of the reform policies
REGION 9 **Gulf countries** Iran, Iraq, Yemen	Teacher training and education science Humanities Journalism and information Law Agriculture, forestry and fishery Health Social services Environmental protection Security services		X		X		X		X		X		X	X				X		
REGION 10 South Africa	*(see National Priorities)*																			

* 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.