

LIST OF PRIORITIES

ERASMUS+

Capacity Building for Higher Education

The Erasmus+ Capacity Building for Higher Education action supports:

Joint Projects: aimed at producing outcomes that benefit principally and directly the organisations from eligible Partner Countries involved in the project. These projects will typically focus on 3 different types of activities:

- Curriculum development (modernisation of curriculum by developing new and innovative courses and methodologies)
- Modernisation of governance, management and functioning of higher education institutions
- Strengthening of relations between higher education institutions and the wider economic and social environment

Structural Projects: aimed at producing an impact on higher education systems and promoting reforms at national and/or regional level in the eligible Partner Countries. These projects will typically focus on 2 different types of activities:

- Modernisation of policies, governance and management of higher education systems:
- Strengthening of relations between higher education systems and the wider economic and social environment.

Three categories of priorities are proposed in line with the three types of activities as described in the Programme Guide, as follows:

Type of projects \ Type of activities	Curriculum development (modernisation of curriculum by developing new and innovative courses and methodologies)	Modernisation of governance, management and functioning of higher education institutions / systems	Strengthening of relations between higher education institutions/systems and the wider economic and social environment
Joint Projects	Categories 1	Category 2	Category 3
Structural Projects	N/A	Category 2	Category 3

Please cross for each category the priorities that are the most relevant for your country. The maximum number of priorities that can be chosen is indicated for each category.

Category 1 – Curriculum Development

Modernisation of curriculum by developing new and innovative courses and methodologies in the Subject areas as defined for each Partner Country below.

The curriculum development project can include elements as follows:

- Reform of degree programmes (introduction of three-cycle competency-based degree systems, 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

Priority subject areas¹ – Please tick a maximum of 10 out of 22:

Education

Education science, Training for pre-school teachers, Teacher training without subject, Specialisation, Teacher training with subject specialisation

Arts

Audio-visual techniques and media production, Fashion, interior and industrial design, Fine arts, Handicrafts, Music and performing arts

Humanities (except languages)

Religion and theology, History and archaeology, Philosophy and ethics

Languages

Language acquisition, Literature and linguistics

Social and behavioural science

Economics, Political science and civics, Psychology, Social and cultural studies

Journalism and information

Journalism and reporting, Library, information and archival studies

Business and administration

Accounting and taxation; Finance, banking and insurance; Management and administration; Marketing and advertising, Secretarial and office work

Law

Law

Biological and related sciences

Biology and biochemistry

Environment

Environmental sciences, Natural environments and wildlife

Physical sciences

Chemistry, Earth science, Physics

Mathematics and statistics

Mathematics, Statistics

¹ According to the Data Dictionary terminology in use by all the other programme actions for Higher Education and Vocational Training and ISCED 2013 - Fields of Education and Training

- Information and Communication Technologies
Computer use, Database and network design and administration, Software and applications development and analysis
- Engineering and engineering trades
Chemical engineering and processing, Environmental protection technology, Electricity and energy, Electronics and automation, Mechanics and metal trades, Motor vehicles, ships and aircraft
- Manufacturing and processing
Food processing, Materials (wood, paper, plastic, glass), Textiles, clothes, footwear, leather, Mining and extraction
- Architecture and construction
Architecture and town planning, Building and civil engineering
- Agriculture, forestry, fisheries and veterinary
Crop and livestock production, Horticulture, Forestry, Fisheries, Veterinary
- Health
Dental studies, Medicine, Nursing and midwifery, Medical diagnostic and treatment technology, Therapy and rehabilitation, Pharmacy, Traditional and complementary medicine and therapy
- Welfare
Care of the elderly and of disabled adults. Child care and youth services, Social work and counselling
- Personal services
Domestic services, Hair and beauty services, Hotel, restaurants and catering, Sports, Travel, tourism, and leisure
- Security services
Military and defence, Protection of persons and property
- Transport services
Transport services

Category 2 - Improving management and operation of Higher Education Institutions:

Priority thematic areas - Please tick a maximum of 7 out of 14 from Categories 2 and 3 altogether:

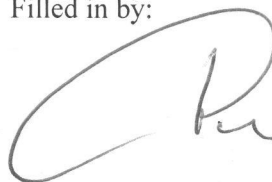
- Governance, strategic planning and management of HEIs
Such as human resource and financial management, etc.
- University services
Academic affairs, libraries etc.
- Internationalisation of Higher Education Institutions
Recognition mechanisms and mobility
- Quality assurance processes and mechanisms
Such as the development of mechanisms and benchmarks for quality assurance in different segments of HE (academic contents and services)
- Equity, access to and democratisation of higher education
Including disadvantaged groups of people and regions
- Development of research and innovation capacities
Excluding research activities

Category 3 - Developing the Higher Education sector within society at large:

Priority thematic areas - Please tick a maximum of 7 out of 14 from Categories 2 and 3 altogether:

- Lifelong learning, continuing education
- 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
- 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
- Recognition of qualifications and Qualification frameworks
- Knowledge triangle, innovation
Such as reinforcing links between education, research and business
- University-enterprise cooperation
Such as support for students' practical placement, entrepreneurship, employability of graduates, etc.
- 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
- 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

Filled in by:



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