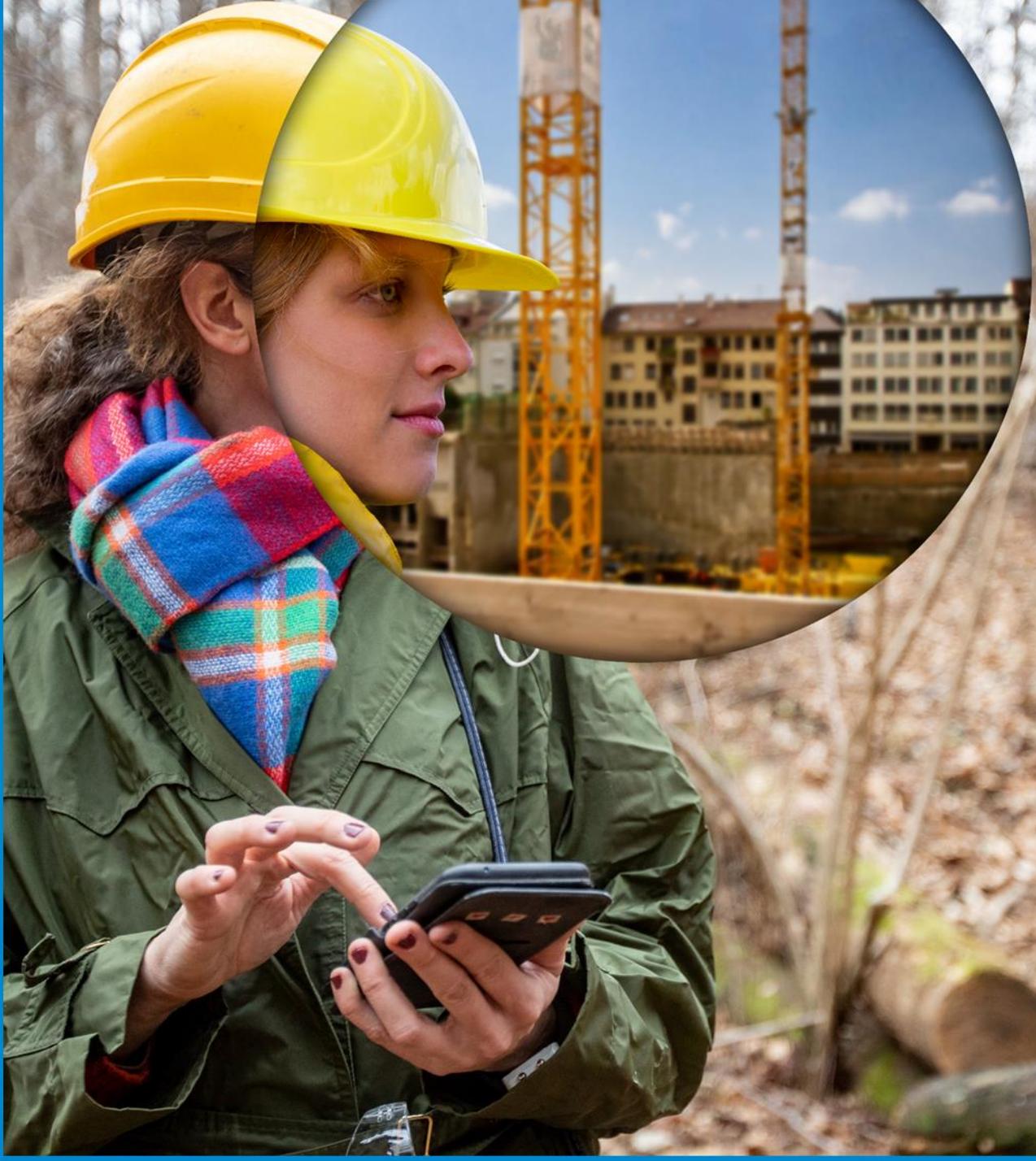# Capacity Building in Higher Education (CBHE)

General CBHE Infoday

5 December 2024

EACEA, A4 - International Capacity Building

European Education and Culture Executive Agency

Technical arrangements

- The session is being recorded.

- The presentations and recording will be made available after the session on our website.

- For the Q&A sessions, please submit your questions in **Slido** (#CBHE2025).

- We remain available after the event:

    - EACEA-EPLUS-CBHE@ec.europa.eu

CBH2025 Info session | Questions?

Join at
slido.com
#CBHE2025

How to build a competitive proposal

Award criteria

CBHE2025 Call for Proposals

European Commission

CBHE | Award criteria & evaluation

30%
1. Relevance of the project

20%
3. Quality of the partnership and cooperation arrangements

30%
2. Quality of the project design and implementation

20%
4. Sustainability, impact and dissemination of the expected results

Step 1: Ranking of proposals

○ At least the threshold of **60% of the total score** (i.e aggregate score of the 4 award criteria).

○ At least the threshold of **50% of each criterion**.

Proposals will be ranked in descending order by Region and by Strand.

Step 2: Consultation of the EU Delegation(s)

○ Only projects that have passed successfully the consultation of the EU Delegation(s) will be maintained for an EU funding, **within the limits of the available budget per region.**

* Please consult the call conditions as defined in the Erasmus+ Programme Guide

European Commission

Award criteria

AC1: Relevance of the project

Purpose

- Contributes to broader EU policy objectives, in particular the Global Gateway strategy
- Addresses pre-defined regional priorities for the target Region(s) and is relevant to the objectives and activities of CBHE and specificities of the Strand
- Adequate response to current needs of the target country(ies) or Region(s) and of the target groups & considers the needs of participants with fewer opportunities

EU Values

- Relevant for the respect and promotion of shared EU values, such as respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, as well as fighting any sort of discrimination

Objectives

- Based on a sound needs analysis; clearly defined, specific, measurable, achievable, realistic
- They address issues relevant to the participating organisations and development strategies for higher education in the eligible third countries not associated to the Programme

EU added value

- The proposal demonstrates that similar results could not be achieved without the cooperation of HEIs from the EU Member States or third countries associated to the Programme and without the EU funding

In particular for Strand 2

- Responds to priority areas for socio-economic growth and autonomy in the given region and focuses on innovative elements and state-of-the-art methods and techniques in the identified area of intervention

In particular for Strand 3

- Addresses the reform and modernisation of the higher education system(s) in line with the development strategies of the targeted third countries not associated to the Programme

- Important: Regions 5a, 6, 7a, 8a, 9, 10 and 11: non-alignment with the Erasmus+ GG-related investments priorities means that the proposal will fail to fulfil the minimum score under the Relevance criterion.

Relevance | Where to address this?

○ Chapters 1.1; 1.2; 1.3 of the Technical Description (PART B) ([Standard application form (ERASMUS LSII)](#))

1. RELEVANCE
1.1 Background and general objectives
1.2 Needs analysis and specific objectives
1.3 Complementarity with other actions and innovation — European added value

Relevance | Guiding questions

- Is your project idea creating genuine opportunities for and with target groups in third countries not associated to the programme?

- Are the specificities of each Strand /of each Region demonstrated? Is the needs analysis sound and pertinent?

- Are objectives clear and pertinent to the topic? Are they measurable and verifiable? Are they realistically achievable?

- Are people with fewer opportunities involved?

- Is the proposal innovative or complementary to other actions already implemented by the participating institutions (Strand 2)?

- Are **EU values** referenced, integrated into objectives, methodology, actions and/or expected outcomes? **Practical application, active promotion – Demonstrable & concrete output.**

- Do you understand the key features of the call, its policy context and what has been funded previously? Is your idea truly relevant to the call? Why is it worth EU funding?

European Commission

Needs ANALYSIS, not Needs Description

This is not a project activity! Already completed:

- forms part of the application
- forms the foundation of the project

Critical engagement with the data:

- Why are there gaps in the data?
- What has been done thus far/is being done to address these problems?
- Has 'X' policy worked?
- Why do these problems persist?
- What should be performed?

TO DO
- Needs analysis
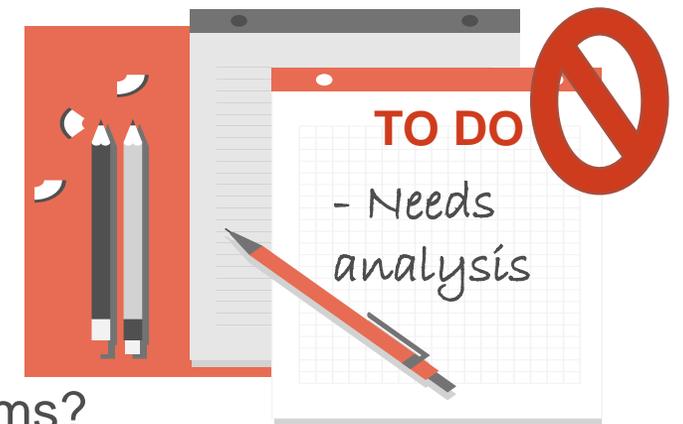
Award criteria

AC2: Quality of the project design and implementation

Coherence
- Consistency between project objectives, methodology, activities and the budget proposed
- Coherent and comprehensive set of appropriate activities to meet the identified needs and the expected results

Methodology
- The logic of the intervention is of good quality, planned outputs and outcomes are coherent and feasible, and key assumptions and risks have been clearly identified
- The structure and content of the proposal is adequate, i.e. the choice of objectively verifiable indicators, data availability, baseline data, target values, etc.

Work plan
- Quality and effectiveness of the work plan are in line with their objectives and the deliverables
- The relation between the resources and the expected results is adequate and the work plan is realistic, with well-defined activities, time-lines, clear deliverables and milestones

Budget
- Cost efficiency and appropriate financial resources for a successful implementation of the project

Quality control
- Control measures (continuous quality evaluation, peer reviews, benchmarking activities, mitigating actions etc.) and quality indicators ensure a project implementation of high quality

Environmental sustainability
- The project is designed in an eco-friendly way and incorporates green practices in different project phases

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Quality of the project design & implementation | Where to address this?

○ Chapters 2.1.1; 2.1.2; 2.1.3; 2.1.4; 2.1.5 & Chapter 4 of the Technical Description (PART B)

(Standard application form (ERASMUS LSII) & Detailed budget table (ERASMUS LSII) (mandatory

annex)

2. QUALITY

2.1 PROJECT DESIGN AND IMPLEMENTATION
2.1.1 Concept and methodology
2.1.2 Project management, quality assurance and monitoring and evaluation strategy
2.1.3 Project teams, staff and experts
2.1.4 Cost effectiveness and financial management
2.1.5 Risk management

4. WORK PLAN, WORK PACKAGES, ACTIVITIES, RESOURCES AND TIMING
4.1 Work plan
***4.2 Work packages, activities, resources and timing***

The Logical Framework Matrix (LFM) is no longer required this year

European Commission

# Project design & implementation | Guiding questions

- Are activities consistent with the objectives?

- Are capacity-building activities clearly defined?

- Is the work plan of good quality and effective? Does it include appropriate phases? Does it include quantified information so that progress can be monitored? Does it match the needs identified? Does it follow a logic structure (for example regarding the timing of work packages)?

- Are the curriculum & learning methods of good quality?

- Is the budget cost-effective?

- Are the resources allocated to the work packages in line with their objectives and deliverables?

- Is the recognition and validation of participants' learning outcomes foreseen?

- Are critical risks, relating to project implementation, identified? Are identified risks the most relevant? Are mitigating actions credible?

European Commission
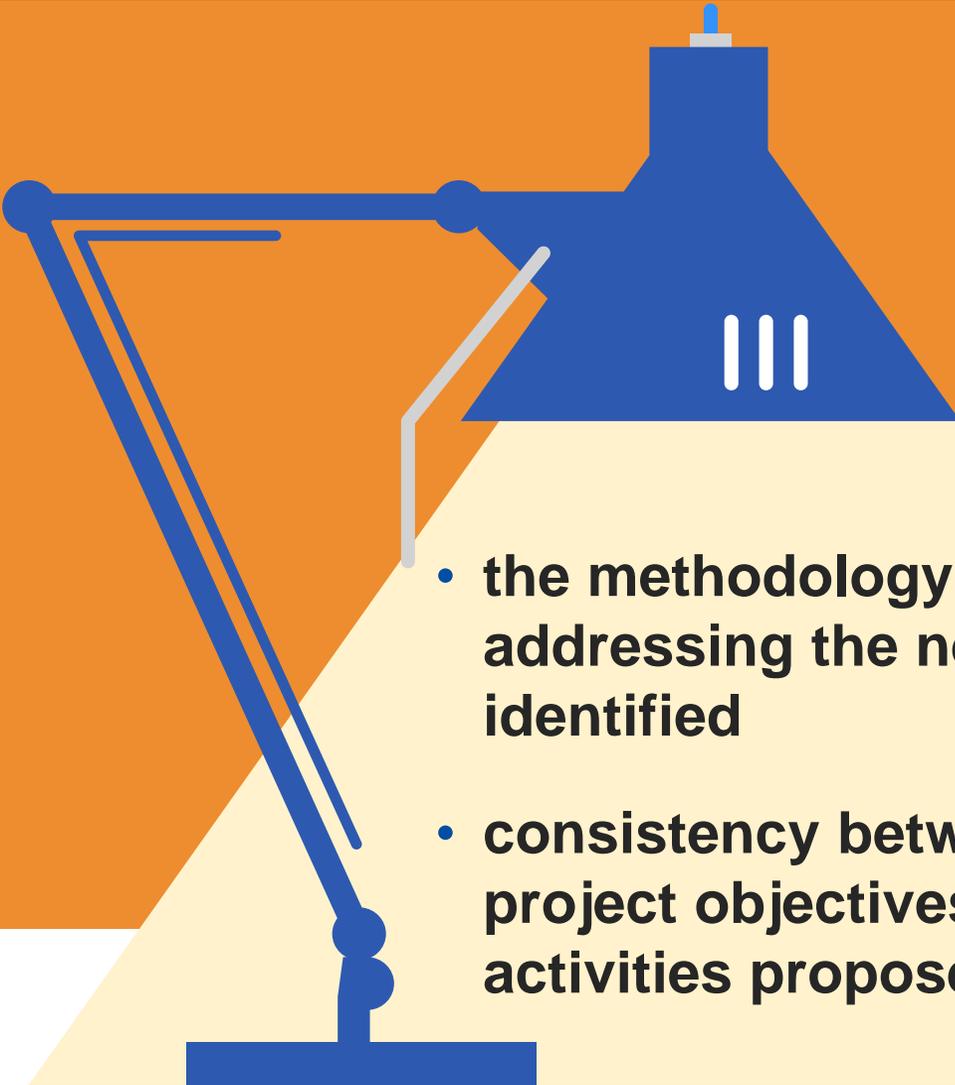
Methodology

- **the methodology for addressing the needs identified**

- **consistency between project objectives and activities proposed**
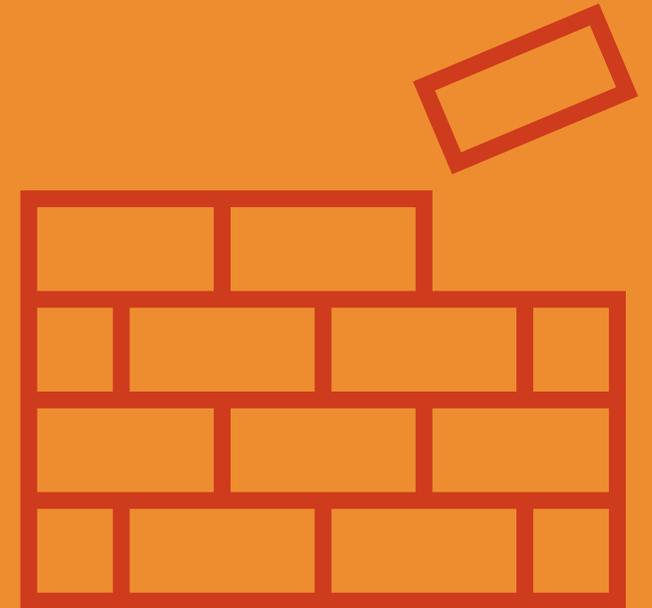
Links to needs analysis, objectives and activities

- Clarify your methodology for the different project activities in view of demonstrating it is appropriate to the objectives and feasible:

  - Which target groups will be involved
  - How the teacher training will be implemented (face-to-face, hybrid, T-o-T)
  - How and when the students will be involved (will you use surveys, benchmarking, self-assessments, focus groups?)

- Explain why the chosen methodology would be the most appropriate for your planned goals

- Illustrate how it supports the capacity building process and the third country's ownership of results

METHODOLOGY

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European Commission

Work packages: the building blocks of a proposal

- Applicants divide their projects in Work Packages (WP)

- Each work package defines tasks and activities and the corresponding deliverables

- The lump sum grant is combined with pre-financing payments therefore there is no need to split work packages during the reporting periods (the work package completion will be assessed at final reporting)
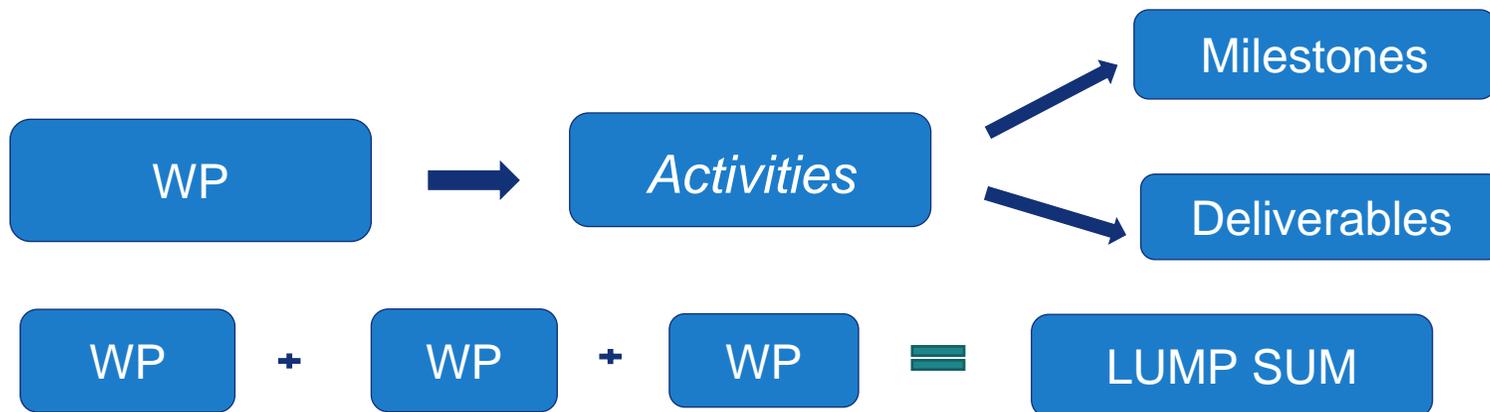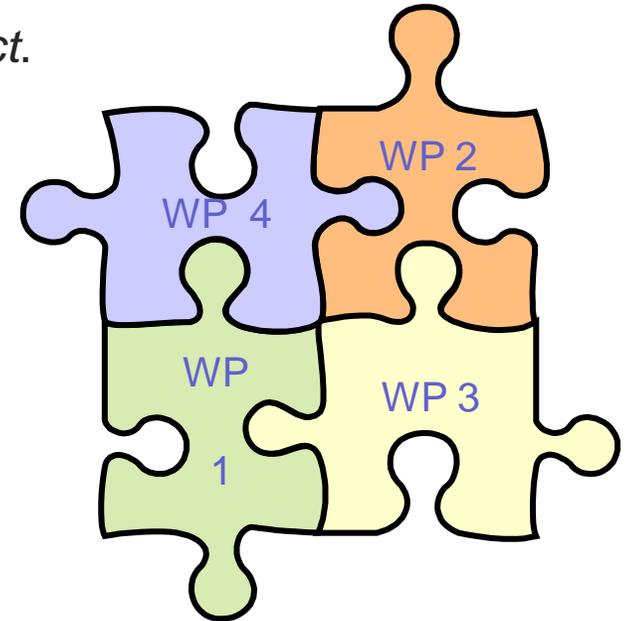
What work packages are & how many?

❑ **What? 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)

❑ **How many? Minimum of 3 WPs**

  ✓ **WP1** --- *management and coordination* activities and all the activities which are cross-cutting and therefore difficult to assign to another specific work package (do not try splitting these activities across different work packages).

  ✓ **WP2** --- *project activities implementation.* You can create as many WPs as needed.

  ✓ **WP3** --- The last WP should be dedicated to *Impact and dissemination*

WP 2

WP 4

WP 1

WP 3

Tips for deliverables

❑ **What?** *Expected **major tangible output** derived from the execution of a series of tasks/activities to demonstrate progress and achievement of each WP's objectives*

- Define clear roles and responsibilities for the activities leading up to the acceptance of the deliverable

- Determine who is responsible for providing the necessary resources

- Identify the stakeholders who will validate the deliverable

- Define the specific knowledge and skills they require

- Do NOT include minor sub-items: internal working papers, meeting minutes, internal handbooks, guidelines on how to manage the project and monitoring of finances etc.

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Examples of deliverables
WP Development – 'Curriculum development' proposals

Provide a comprehensive and detailed description of deliverables

New degree	New or updated courses in the existing degree(s)	Official Accreditations	Training for academic staff	Memorandum of Understanding HEI/Industries
List of developed courses, teaching materials, syllabus for all courses, credits	For each course: learning outcomes, teaching materials, credits, exam typology	Document delivered by the competent authority	Training material and learning outcomes	Document describing the students' internship system
possibly before interim report	possibly before interim report	by the end of year 2	Before starting with students	At the start of the new degree

Tasks, milestones and deliverables

Example 1
For curriculum development proposals

Task: Preparation of the accreditation file of the new Master for submission to the Ministry

Milestone: Ministry feedback

Deliverable: Accredited Master

Example 2
For curriculum development proposals

Task: Preparation of new textbooks

Milestone: Peer-review within the consortium

Deliverable: New textbooks developed and used by the students

Example 3
For creating a new service/structure/center

Task: Definition of the mission, staff, operating budget and procedures of the new center

Milestone: Official decision of the University Council establishing the new center

Deliverable: Center established and running

European Commission

Lump Sum Type II, the mechanism

- Start from a budget based on cost categories, then redistribute by Work Package

BUDGET BASED

## Cost categories

Forms of funding	Estimated eligible costs (per budget category)								
	Direct costs							Indirect costs	Total costs
	A. Personnel costs		B. Subcontracting	C. Purchase costs				E. Indirect costs	
	A.1 Employees (or equivalent)	A.2 Volunteers	B. Subcontracting	C.1 Travel and subsistence		C.2 Equipment	C.3 Other goods, works and	E. Indirect costs	
				Travel	Subsistence				
Forms of funding	Actual costs	Actual costs	Actual costs	Actual costs	Actual costs	Actual costs	Actual costs	Flat-rate costs	
Acme Inc Italy	80.000						13.458	6.542	100.000
Super Nova	140.000	-	-	-	-	30.000	16.916	13.084	200.000
Widget ltd	90.000			-	-		3.458	6.542	100.000
Total	310.000	-	-	-	-	-	33.832	26.168	400.000

LUMP SUM BASED
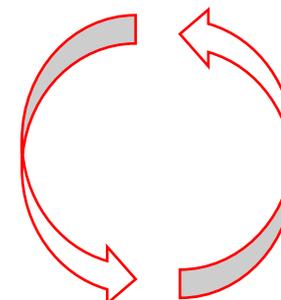
Work Packages

BE NR/AE	WORK PACKAGES			Maximum Grant Amount
	WP 001 Design	WP 002 Build	WP 003 Test	
Acme Inc Italy	80.000	-	-	**80.000**
Super Nova	-	160.000	-	**160.000**
Widget ltd	-	-	80.000	**80.000**
TOTAL	80.000	160.000	80.000	**320.000**

LUMP SUM (90% Co-financing)

European Commission

Lump Sum Type II, the detailed **budget table**

- Lump sum proposals must contain a detailed budget table the lump sum defined by the applicants.

- Applicants provide this **detailed budget table** in an Excel workbook, i.e. the Detailed budget table (ERASMUS LSII) **(mandatory annex)**

- In this table, **cost estimations for each cost category** are resolved per beneficiary and per work package.

- The table automatically generates the **breakdown of the lump sum** per beneficiary and per work package.

Cost estimations and the resulting overall lump sum must be plausible and reasonable. They must be **in line with and justified by the activities proposed**, but they cannot be accurate in the way costs can be accurate after they have been incurred.

European Commission

Budget cost-effectiveness 1/2

- **Value for money**: reflect objectively if the outcomes you propose are worth the amount you request

- **Balanced** budget allocation between the partners

- **Coherence** of the budget in relation to the deliverables and objectives

- **Justifications** in case of high budget, especially staff costs (countries have a different salary scale)

- Management and coordination costs **proportionate** to the number of partners to coordinate, size and geographical coverage of the project

- Budget meeting the **needs of the beneficiary** and enhance inclusion in the ERASMUS + programme

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Budget cost-effectiveness 2/2

- Proposed budget is proportional to the project outputs, expected results and with the proposed action

- Justifications must be provided especially for subcontracting: differentiate between subcontracting and contracts/purchases (MGA)

- Budget must be detailed, clear and justified: beware of consistency of the annex detailed budget 'excel sheet' and Technical Description (DoA) - Part B

- Indicate 'effort units' measured in person-months - what is person-month and how to calculate it

Train-the-trainer		
A. DIRECT PERSONNEL COSTS		
A.1 Employees (or equivalent) person months		
Professor	1	2.196
Assistant Professor	2	2.034
PM/Researcher	1	1.800
Administrative	1	1.044
Other		
A.2 Natural persons under direct contract		
A.3 Seconded persons		
A.4 SME Owners without salary		
A.5 Volunteers		
B. Subcontracting costs	1	1.000
C. Purchase costs		
C.1 Travel and subsistence per travel or day		
Travel	6	30
Accommodation	30	101
Subsistence	36	50
C.2 Equipment (please refer to the Depreciation Cost sheet)		
C.3 Other goods, works and services		
Consumables		
Services for Meetings, Seminars		
Services for communication/promotion/dissemination		
Website		
Artistic Fees		
Other (please specify details under worksheet "Comments")		
D. Other cost categories		
D.1 Financial support to third parties		
TOTAL DIRECT COSTS INCLUDING SUBCONTRACTING (A+B+C+D)		
E. Indirect costs 7% (rounded to zero decimals)		
TOTAL COSTS (A+B+C+D+E)		

WP 006

Budget ceilings & unit costs

For travel, use the distance calculator available on the website (very clear instructions in the FAQs on FTOP). Make sure to check the unit costs for travel, accommodation and subsistence specified in Commission Decision C(2024)5405

Rates to be used for Volunteers
You find them in the following Communications of the European Commission:
→ Volunteers. See C(2019) 2646

Ceilings:
• The costs for equipment should present a maximum of 35% of the awarded EU grant and the EU grant will cover 100% of the eligible costs.
• The subcontracting should represent a maximum of 10% of the awarded EU grant.

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Budget data to also be filled in the technical description

○ Sections of the Technical Description (PART B) ([Standard application form (ERASMUS LSII)](#))

✓ The section **2.1.4 Cost effectiveness and financial management must be filled in**

✓ The **Subcontracting table** below section *4.2 Work packages, activities, resources and timing* **must be filled in, if relevant** (except the field 'other issues' related to subcontracting beyond 30% because **the ceiling for subcontracting in this call is 10%**)

2.1.4 Cost effectiveness and financial management

Cost effectiveness and financial management *(n/a for prefixed Lump Sum Grants)*

Describe the measures adopted to ensure that the proposed results and objectives will be achieved in the most cost-effective way.

Indicate the arrangements adopted for the financial management of the project and, in particular, how the financial resources will be allocated and managed within the consortium.

⚠ *Do NOT compare and justify the costs of each work package, but summarize briefly why your budget is cost effective.*

Insert text

#§FIN-MGT-FM§# #@RSK-MGT-RM@#

Subcontracting (n/a for prefixed Lump Sum Grants)

Subcontracting

Give details on subcontracted project tasks (if any) and explain the reasons why (as opposed to direct implementation by the Beneficiaries/Affiliated Entities).
Subcontracting — Subcontracting means the implementation of 'action tasks', i.e. specific tasks which are part of the EU grant and are described in Annex 1 of the Grant Agreement.
Note: *Subcontracting concerns the outsourcing of a part of the project to a party outside the consortium. It is not simply about purchasing goods or services. We normally expect that the participants to have sufficient operational capacity to implement the project activities themselves. Subcontracting should therefore be exceptional.*
Include only subcontracts that comply with the rules (i.e. best value for money and no conflict of interest; no subcontracting of project coordination tasks).

Work Package No	Subcontract No (continuous numbering linked to WP)	Subcontract Name (subcontracted action tasks)	Description (including task number and BEN/AE to which it is linked)	Estimated Costs (EUR)	Justification (why is subcontracting necessary?)	Best-Value-for-Money (how do you intend to ensure it?)
	S1.1					
	S1.2					
Other issues: *If subcontracting for the project goes beyond 30% of the total eligible costs, give specific reasons.*			Insert text			

European Commission

Budget data not to be filled in the technical description

○ Sections of the Technical Description (PART B) (Standard application form (ERASMUS LSII)

✓ The **Estimated budget – Resources table** in section *4.2 Work packages, activities, resources and timing* **does not need to be filled in**. These data are included in the Detailed budget table (ERASMUS LSII) - Annex 1 to Part B

✓ The **two tables under Staff effort** below section *4.2 Work packages, activities, resources and timing* **do not need to be filled in**

Award criteria

AC3: Quality of the partnership and the cooperation arrangements

Management
- Solid arrangements are foreseen
- Timelines, governance structures, collaboration arrangements and responsibilities well defined and realistic

Composition
- Appropriate mix of organisations with the necessary competences relevant to the objectives of the proposal and to the specificities of the Strand
- Most appropriate and diverse range of non-academic partners.
- **For Region 2 countries: for Strands 1 and 2** priority will be given to projects that involve HEIs from non-capital and/or rural and/or more remote regions.
- **For Region 5a, 6, 7a, 8a countries: for Strands 1 and 2** priority will be given to projects that involve HEIs or organisations from least developed countries

Tasks
- Roles and tasks are assigned on the basis of the specific know-how, profiles and experience of each partner and are appropriate

Collaboration
- Effective mechanisms to ensure efficient collaboration, communication and conflict resolution between the partner organisations and any other relevant stakeholders

Commitment
- The contribution from the project partners is significant, pertinent and complementary
- The proposal demonstrates the partners' involvement, commitment and ownership of the project's specific objectives and results, in particular from the third countries not associated to the Programme

In particular for Strand 2
- The proposal involves relevant non-academic organisations and stakeholders that will bring an innovative added-value to the proposal objectives. For proposals that aim to supporting value chains in key priority areas of investment at national or regional level, the private sector are included in the partnership and clearly engaged at all necessary levels.

In particular for Strand 3
- The proposal demonstrates that the competent national authorities for higher education are strongly involved in the steering and implementation of the action.

European Commission

Partnership & cooperation arrangements | Where to address this?

○ Chapters 2.1.3; 2.2.1; 2.2.2 & Chapter 4 of the Technical Description (PART

B) - Standard application form (ERASMUS LSII)

2. QUALITY

2.1.3 Project teams, staff and experts

2.2 PARTNERSHIP AND COOPERATION ARRANGEMENTS
2.2.1 Consortium set-up
2.2.2 Consortium management and decision-making

4. WORK PLAN, WORK PACKAGES, ACTIVITIES, RESOURCES AND TIMING
4.1 Work plan
4.2 Work packages, activities, resources and timing

European Commission

Quality of the partnership & cooperation arrangements | Guiding questions

- Are the participants appropriate mix of complementary competencies to deliver the project objectives? Why do you think you are the right partnership?

- In what way does each of them contribute to the project? Does each of them have a valid role, and adequate resources in the project to fulfil that role?

- Are there effective mechanisms for coordination and communication within the partnership and with potential beneficiaries and stakeholders?

European Commission

Award criteria

AC4: Sustainability, impact and dissemination of the expected results

Exploitation

- How the outcomes of the project will be used by the partners and other stakeholders; how multiplier effects will be ensured and it provides means to measure exploitation within the project funding time and after

Communication & Dissemination

- Clear and efficient communication plan and a strategy for the dissemination of results, appropriate activities and their timing, tools and channels to be spread effectively to all relevant stakeholders and non-participating audience, reaching out and attracting relevant stakeholders to the outcomes within and after the project's funding time

Impact

- Tangible impact on its target groups and relevant stakeholders at local, national or regional level,
- Measures, goals and indicators to monitor progress and assess the expected impact at individual, institutional and systemic level

Sustainability

- Explains how the project results will be sustained financially (after the end of the funding) and institutionally and how the local ownership will be ensured and where relevant, how the private sector will be engaged during and after the project funding

In particular for Strand 1

- The proposal ensures a continuous and sustainable response to the existing barriers and the increase of accessibility of students/staff with fewer opportunities to the learning opportunities and resources offered by the HEIs.
- The proposal is likely to increase the international cooperation capacities of institutions in third countries not associated to the Programme.

In particular for Strand 2

- The proposal ensures a significant impact on the institutions of the third countries not associated to the Programme, in particular on the development of their innovation capacities and the modernisation of their governance, in opening themselves up to the society at large, the labour market and the wider world.
- The proposal demonstrates its potential for wider impact on the society and/or the economic sector.

In particular for Strand 3

- The proposal demonstrates how the project results will lead to policy reforms or modernisation in higher education at systemic level.
- In regions 5a, 6, 7a, 8a, 9,10 and 11, the proposal demonstrates how the project results will lead to a sustainable engagement of the higher education institutions and sector in the given Erasmus+ Global Gateway-related priority area.

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Impact | Where to address this?

○ Chapters 3.1; 3.2; 3.3 & possibly Chapter 4 of the Technical Description

(PART B) - [Standard application form (ERASMUS LSII)](#)

3. IMPACT

3.1 Impact and ambition
3.2 Communication, dissemination and visibility
3.3 Sustainability and continuation

4. WORK PLAN, WORK PACKAGES, ACTIVITIES, RESOURCES AND TIMING
4.1 Work plan
4.2 Work packages, activities, resources and timing

Impact | Guiding questions

- Are quality measures for evaluating the outcomes foreseen?

- Is the potential impact on participants and participating organisations measurable? Is it sound - in the short term and after the project lifetime?

- Are potential barriers to the expected outcomes and impacts identified? Is the management of the potential negative impacts properly described?

- Are the proposed communication & dissemination plans appropriate?

- Does the proposal describe how projects outcomes will be made available? Are project's results made freely available?

- Is there a sustainability plan? Is it solid, credible?

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Communication vs. Dissemination

➢ Awareness of **objectives**

➢ Visibility of **project activities**

➢ Disseminating **results**
scientific publications, books, website, workshops, conferences, social media, media (newspapers, magazines, TV, radio)

✓ Identify your target groups:
academics, students, politicians, public/private sector, press, companies, organisations, agencies, etc.

✓ Be as explicit as possible:
name publications/conferences, expected dates, types and size of audiences

European Commission

Impact

## Maximasing impact

❑ **On the involved institutions**

modernisation of HEIs and reform of HE sector

❑ **On the economy**

development of third countries, creation of jobs

❑ **On the society**

on public policies and civils society

Impact and timing

❑ **Short term changes in**:
knowledge, skills, aspirations, attitudes, awareness

❑ **Medium term changes in**:

behaviour, practices, procedures, values, decision making

❑**Long term changes in**:
policies, legislation, economy, society, technology, environment

European Commission

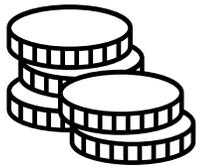# Sustainability
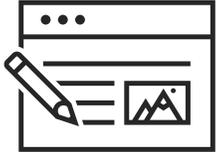
Analyse what you have produced.

→ **Who should it be shared with? Why? How? When?**

Consider the connections you have made.

→ **How can this collaboration be continued?**

Identify elements that will require funding to be sustained.

→ **How can our own resources be used? How can we generate further funding (internal or external)?**

European Commission

Tips and lessons learnt

Elements of a strong project proposal

CBHE2025 Call for Proposals

European Commission

Concrete, evidence-based, targeted

Identify the need for such a proposal:

- It is not about solving the world's problems, but about solving a specific issue of added value for the third countries not associated to the programme in your consortium

Specify the problems, solutions, tangible outcomes & target groups

- Ex-ante needs analysis, state of the art

- Use examples, justify your statements, bring proofs

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Coherent, consistent & shared ownership

It makes sense in its entirety:

- Keep a structure to maintain your train of thoughts to ensure consistency & logical flow from one section to another

- Keep it legible: better a few well-chosen words than long/vague explanations

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It showcases joint effort and ownership:

- Checked & verified by all partners before the coordinator submits the proposal on behalf of the consortium

- Full institutional commitment and support of all consortium partners

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Rigorous, skilled, ready

- **Quality level of the proposal** is the basis on which your project will be implemented & the cornerstone of your partnership commitment

- **Realistic planning** & budget aligned with activities (which activities, when, for how long, and with what resources)

- Puts forward **skilled project management** & partnership mix based on strong cooperation mechanisms

- Is **ready to start** immediately after the selection decision, deliver successful outcomes & make a positive impact

European Commission

Frequent weaknesses in proposals

- Weak needs analysis (e.g. not carried out among the main target group or the third countries not associated to the programme that are involved in the consortium)

- Unclear logical link between objectives, WPs, deliverables and resources

- Methodology lacks clarity & detail

- Innovation for innovation's sake, limited reflection on what kind if innovation would benefit higher education in local contexts (those of the third countries not associated to the programme involved in the proposal)

- Insufficient expertise to tackle overly ambitious goals

- Unbalanced resource allocation among activities & partners

- Communication & dissemination generic and not suitably addressed in relation to the target audience(s)

- Impact & sustainability not substantiated enough, in particular the users of the project results & the social/societal benefits not clearly identified


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Before you start…
Understand the application process & Manage time wisely
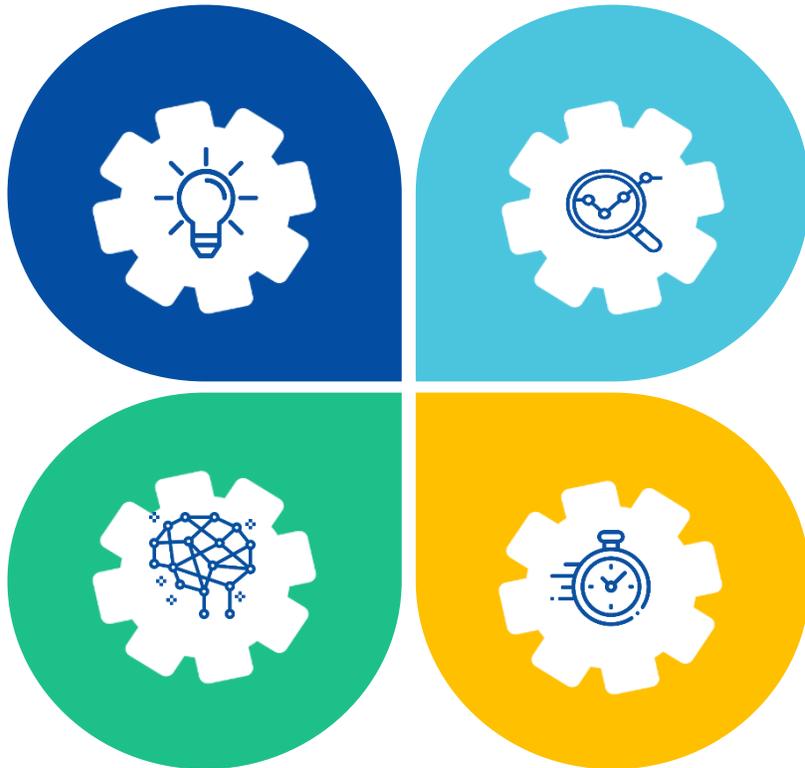
- Identify & locate key information on the FTOP call page & Erasmus+ Programme Guide
- Take the time to understand the different steps of submission, how the application form and annexes are constructed – read them more than once
- Register in the Participant Portal
- It is a time-intensive process and will require dedicated staff time
- Allow time for drafting and reviewing the texts
- Don't wait until the last minute of the last day before submitting the application!

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Learning from existing projects & partners
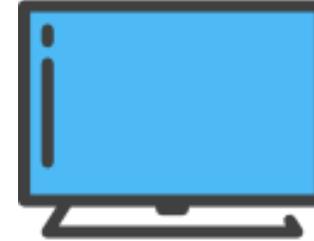
Erasmus+ Programme Results platform*

○ includes all Erasmus+ projects (selected every year at national and European level) up to call 2020

*https://ec.europa.eu/programmes/erasmus-plus/projects_en

EU Funded projects tab** **or the** 'Funded projects' lists and summaries under each yearly call on the **Funding & Tender Opportunities Portal** (F&TP)

Partner search functionality on the call page (see tab *Partner search announcements*) on the **Funding & Tender Opportunities Portal** (F&TP)

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

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Useful links for preparing your application

- **Erasmus+ Call and Programme Guide**
https://erasmus-plus.ec.europa.eu/erasmus-programme-guide

- **Funding & tender opportunities portal (FTOP)**
https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/programmes/erasmus2027

  o Capacity building in the field of higher education Strand 1 (ERASMUS-EDU-2025-CBHE-STRAND-1)
  o Capacity building in the field of higher education Strand 2 (ERASMUS-EDU-2025-CBHE-STRAND-2)
  o Capacity building in the field of higher education Strand 3 (ERASMUS-EDU-2025-CBHE-STRAND-3)

  ➢ **How to manage your lump sum grants**
  https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/common/guidance/how-to-manage-your-lump-sum-grants_en.pdf

  ➢ **Guide for applicants**
  https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/common/guidance/om_en.pdf

  https://webgate.ec.europa.eu/funding-tenders-opportunities/display/OM/Online+Manual

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CBH2025 Info session | Questions?

Keep in touch

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