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The Erasmus Programme and Erasmus for All: *New opportunities for Higher Education*

Finnish International Educators' Day
Levi, Finland, 22nd May 2013
Natascha Sander – European Commission

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The current Erasmus Programme

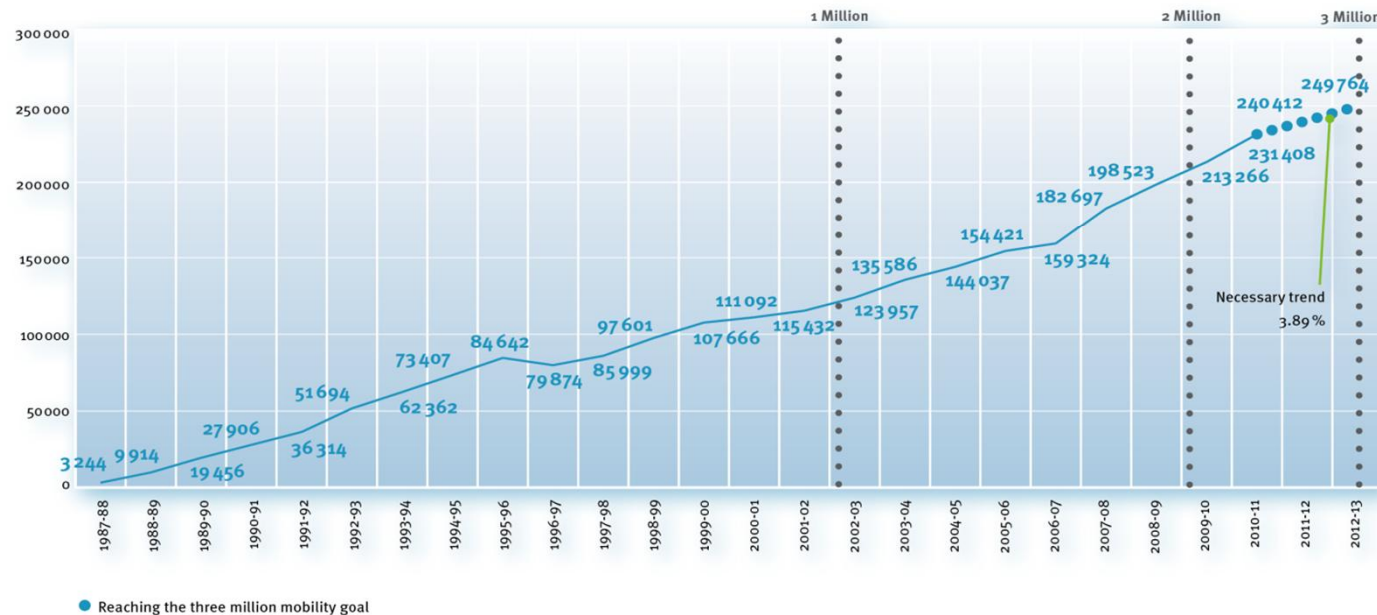
- ❑ Focus on student (*studies and placements*) and
- ❑ staff mobility (*teaching assignments and staff training*)
- ❑ Small proportion of budget allocated to collaboration projects – *Intensive Programmes*



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Erasmus student mobility target

Progress to achieving the three million student mobility target

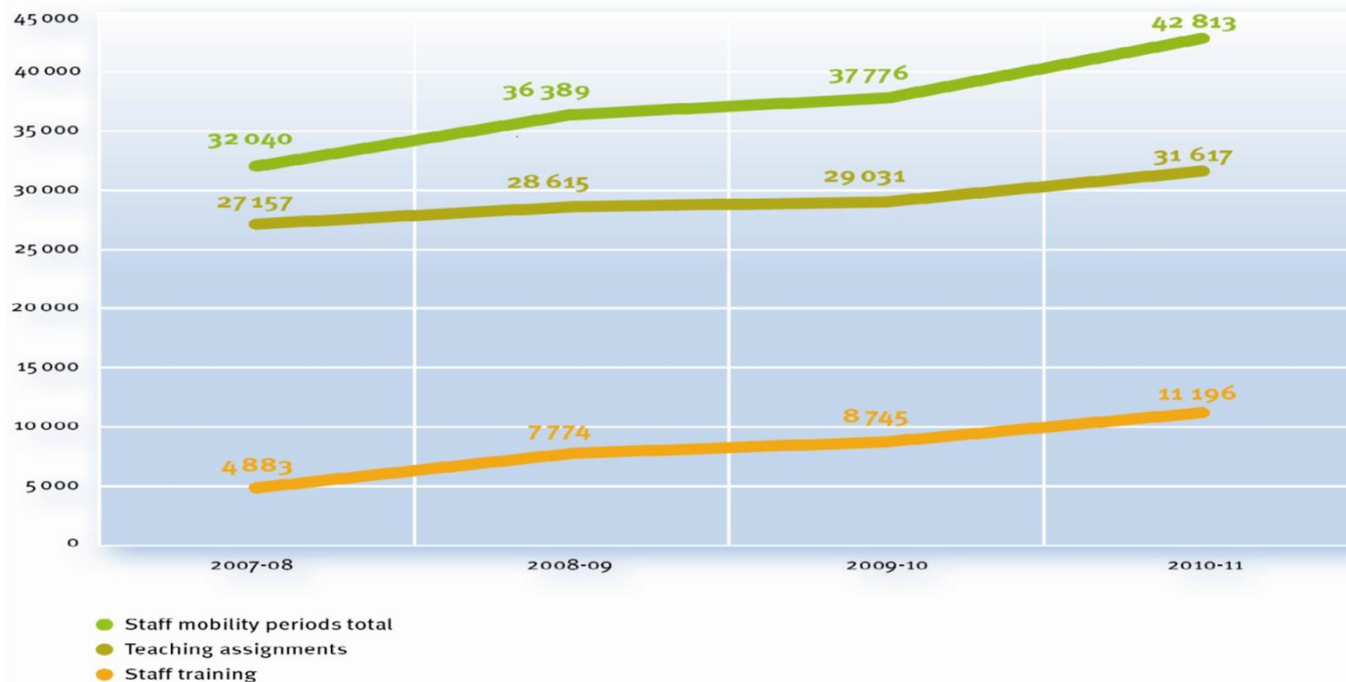




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Erasmus staff mobility

Growth in staff mobility numbers from 2007-08 to 2010-11



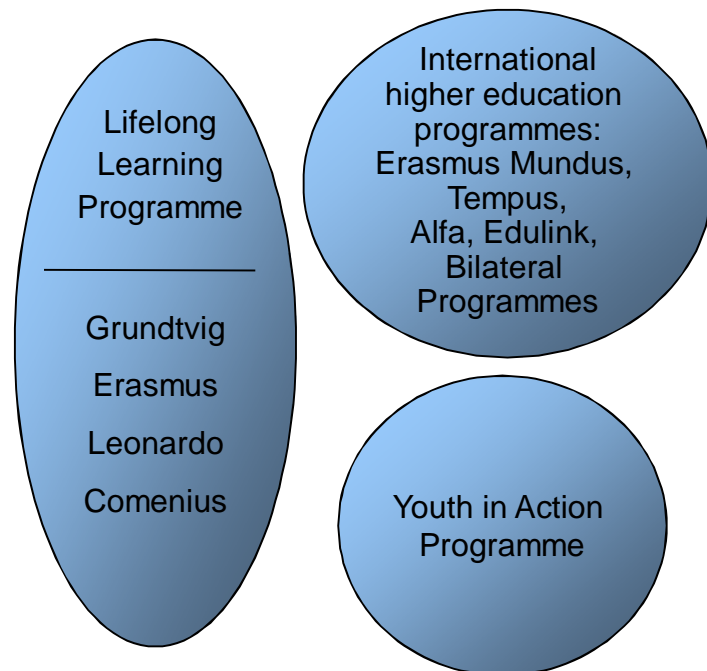
Erasmus for All: starting points

- ❑ Show EU added value – show it is better to spend a € on the European level than at home!
- ❑ Relevance: link policy and programme – show systemic impact by putting our money at the service of our policies
- ❑ Sustained impact at different levels: individual, institutional, systemic/policy
- ❑ Simplification, rationalisation
- ❑ Solid basis but adaptation and innovation

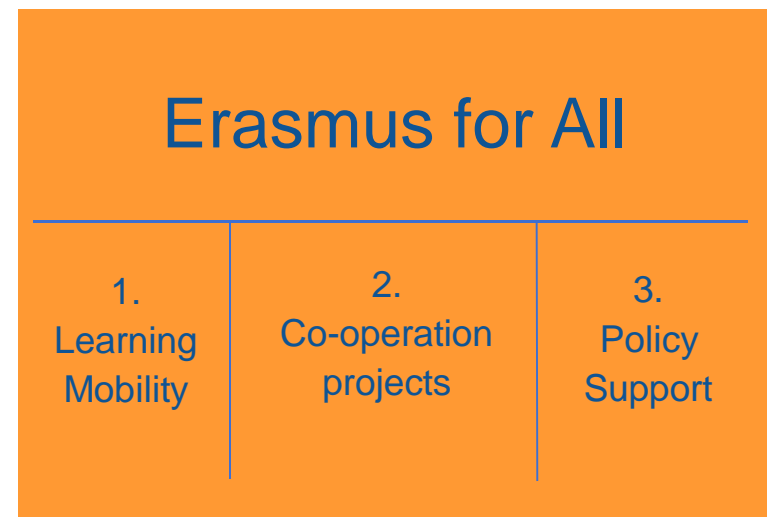


A streamlined architecture : 3 Key actions

Existing programmes



A single integrated programme



Total budget: € 19 billion over 7 years (+ 70%)

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Specific activities:

- Jean Monnet
- Sport

KA1
Learning mobility
of individuals
- Higher Education-

1. Credit mobility:
International opening of Erasmus, more mobility of students and staff between EU – non EU in both directions
2. Degree mobility:
Joint Master courses of excellent quality offered by consortium of EU/non EU universities to attract the very best students worldwide
3. Student loan guarantee:
to boost degree mobility within Europe

⇒ **Credit learning mobility of students
(short cycles/Bachelor/Master/Doctorate)
+ HE staff Mobility**

NEW: Erasmus opened to 3rd countries in both directions (where possible) for studies, traineeships, staff teaching and training

⇒ **Grants for Joint Master Courses**

Continuity: Erasmus Mundus Action 1

⇒ **Master Student Loan Guarantee**

NEW – 330.000 students

KA2 Cooperation for innovation - Higher Education-

1. Erasmus Strategic Partnerships: more intense cooperation between institutions.
2. Knowledge Alliances: structure partnerships between HEI and businesses
3. Specific support with neighbourhood countries: More cooperation between universities for capacity building and more student and staff mobility.
4. Rest of the world: More cooperation between universities in the EU and rest of the world for capacity building.

➔ **HE Strategic Partnerships**
Raise HEIs capacity to modernise

➔ **Knowledge Alliances**
University-business cooperation for more innovation

➔ **Support to Neighbourhood countries (ENPC)**
Partnerships between HEIs from EU and ENPC
Curriculum development, modernisation, joint or double degrees, modern teaching and teaching, upgrading of facilities, improve HEIs governance, stronger links with the world of work, ...
+ INTEGRATED MOBILITY of student and staff

➔ **Cooperation with the rest of the world**
Mobility limited to HEI staff to achieve projects' objectives

Strategic Partnerships



- ❑ Sectoral & cross-sectoral **structured cooperation** (education, training & youth organisations + other relevant stakeholders) to develop and/or implement innovative practices leading to high quality teaching, training and learning and youth work, institutional modernisation and social innovation
- ❑ Activities ranging from small scale projects (i.e. allowing access for newcomers) to more ambitious, larger scale projects
- ❑ **Balance of bottom-up and top-down**: project ideas from grass-roots/institutional level, within parameters set at EU level
- ❑ Fully **decentralised management** to enable better consideration of the national context and achieve maximum impact
→ targets set at national level

Strategic Partnerships in Higher Education



- ❑ To support HEIs to achieve the **objectives** set under the Commission HE **Modernisation Agenda**
- ❑ Action should result in the transfer, development and implementation of innovative practices at institutional, local and regional level

OBJECTIVES



- Enhance quality of teaching and relevance of learning offer by developing new and innovative approaches
- Raising labour market relevance of study programmes and qualifications
- Foster provision and assessment of key competences
- Promote take-up of innovative practices in HE
- Facilitate transition of learners between different levels & types of education
- Strengthen integration of HEIs in local/regional development
- Prevent drop-out, facilitate access and inclusion of non-traditional learners

PARTNERSHIP & DURATION



- ❑ Benefit from the different experience, profiles and specific expertise and produce good quality results
→ partnerships should involve the **most appropriate and diverse range of relevant partners**, depending on the nature of the activities, their size; etc.: HEIs; enterprises; SMEs; local and regional authorities; research institutions; NGOs; VET providers; adult education providers; training centres; European networks; social partners; chambers of commerce, foundations, etc.
- ❑ Partnerships can last **2 or 3 years**, depending on the objective of the project and on the type of activities foreseen over time

ACTIVITIES - I



Large **flexibility**, as long as activities are the most appropriate to reach the specific objectives of the project

□ Develop, test, adapt and implement **innovative practices**:

- ❖ Joint study programmes & joint curricula, IPs & common modules – including e-modules
- ❖ project-based TN collaboration between enterprises & students/staff at HEIs
- ❖ Pedagogical approaches and methodologies
- ❖ Integration of a greater variety of study modes (distance, part-time, modular learning)
- ❖ New approaches to facilitate permeability between education sectors
- ❖ Engagement of HEIs with local/regional authorities to promote regional development
- ❖ Cooperation and exchange of practice between staff responsible for support services

ACTIVITIES - II



- Facilitate recognition and certification of skills and competences at national level by referencing them to EU frameworks (EQF/NQF)
- Transnational mobility activities → only if significant added value and need to realise the objectives of the project. Such mobility may include:
 - Blended mobility of students combining short term physical mobility (less than 2 months) with virtual mobility
 - Long term teaching assignments (between 2 and 12 months)
 - Short term joint staff training events

KA3
Policy support
- Higher Education-

1. Support the Open Method of Coordination, Higher Education Modernisation Agenda, Bologna Process.
2. Support development and implementation of EU transparency tools and EU wide networks
3. Support Policy Dialogue

➔ **Policy dialogue with selected world partners:**

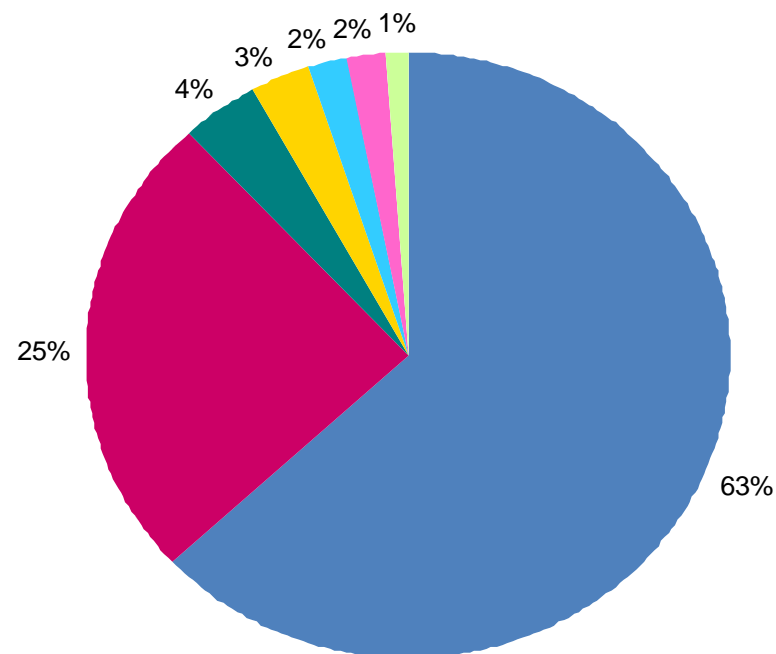
- * foster exchange between parties on issues of common interest
- * promote EU worldwide attractiveness
- * support policy developments and modernisation efforts in partner countries
- * Intercultural dialogue



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BUDGET ALLOCATION BY TYPE OF ACTION FOR THE PROGRAMME

- Learning mobility of individuals (63 %)
- Supporting innovation and good practices (25 %)
- Supporting political reforms (4 %)
- National agencies (3 %)
- Administrative costs (2 %)
- Initiative Jean Monnet (2 %)
- Sport (1 %)



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Budget implementation architecture

□ Management by National Agencies: (65%)

- Learning mobility of individuals (excluding joint/double degree) also for the international dimension
- Cooperation for innovation and good practices: Strategic partnerships between education institutions or between youth organisations and/or relevant actors

□ Centralised management by Executive Agency: (35%)

- *Learning mobility of HE students in joint/double degree*
- *Cooperation for innovation and good practices: Knowledge alliances, Sector Skills alliances, Capacity building in third countries, IT support platforms*
- *Support to policy reform: Support to open method of coordination, EU transparency tools, Policy dialogue*

