Inclusion in Erasmus
2021-2027

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Objective: Make mobility a reality for all!
Why is inclusion our key objective?
Erasmus+ graduates are happier in their careers

90% use skills gained during Erasmus+ in their current job

84% have opportunities for professional growth

They are almost twice as likely to work abroad

Source: Erasmus Impact Study 2019
Erasmus+ helps you find your path in life

80% are employed within 3 months of graduating

72% of Erasmus+ students say they have a better understanding of what they want to do in life

40% of trainees are offered a job at their host company

Source: Erasmus Impact Study 2019
Erasmus+ students feel more European

90% feel more European
90% improve their ability to work with people from other cultures
1 in 5 met their life partner through Erasmus+

Source: Erasmus Impact Study 2019
What are the main barriers to mobility?
Erasmus+ Impact Study findings

- Family reasons or personal relationships: 47%
- Uncertainty about the costs of the study abroad: 31%
- I fear that going on mobility will delay my graduation: 30%
- Lack of other financial resources needed to study abroad (e.g. because I...): 25%
- Work responsibilities in my home country of study: 22%
- Lack of study programmes in English in hosting institution (abroad): 20%
- ERASMUS+ grant levels are too low: 18%
- Insufficient knowledge of the language of instruction abroad (in your country...): 13%
- Uncertainty about the benefits of the ERASMUS+ period abroad: 12%
- Expected difficulties with the recognition of credits in my home institution: 11%
- Uncertainty about education system abroad (e.g. examinations): 10%
- Uncertainty about education quality abroad: 9%
- My special needs generate a barrier for me. : 9%
- Difficulties to find appropriate institution and/or study programme abroad: 9%
- Lack of integration/continuity between study subjects at home and abroad: 9%
- The study period abroad was too long: 7%
- High competition to obtain an ERASMUS+ grant: 6%
- Lack of support to find accommodation abroad: 6%
- I cannot select a higher education institution of my choice to study abroad (I...): 5%
- Uncertainty about the ERASMUS+ grant level: 5%
- Will take part at a later date: 5%
- Incompatibility of academic calendar year between my home country of study...: 4%
- ERASMUS+ grant levels are too low: 4%
- Plan to study for a full qualification abroad in the future anyway: 3%
- Lack of study programmes in English in hosting institution (abroad): 3%
- The study period abroad was too short: 1%
- Applied but was not selected: 1%
Eurostudent 2018

- 62% financial barriers
- 47% separation from family and friends
- 35% having a paid job
- 30% lack of motivation
- 27% current study programme
- 25% language
How do we reach a more inclusive programme?
The European Education Area by 2025

- **Spending time abroad** to study and learn is the standard.
- School and higher education **diplomas are automatically recognised** across the EU.
- **Speaking two languages**, in addition to one’s mother tongue, is the norm.
- **Educational excellence** is a reality for all, irrespective of people’s **socio-economic background**.
- People have a strong **sense of their identity as Europeans** and of Europe’s cultural heritage and its diversity.
Future Erasmus Programme: Supporting the creation of a European Education Area by 2025

- More inclusive and accessible
- More participatory
- More forward-looking
- More international
- Simpler and less bureaucratic
Co-creating the future programme

Working Groups in Higher Education with National Agencies, Universities’ Networks, Student Organisations:

- Mobility for All
- Cooperation Projects
- Erasmus Charter for Higher Education
• Introducing more flexible mobility formats (blended mobility: short term physical mobility combined with “virtual mobility”)

• Short term mobility

• Adapting student grant levels

• Improving support for language learning

• Simplifying and digitalising administrative procedures through the European Student Card initiative

• Automatic recognition of periods of study and learning abroad

• Facilitating affordable housing

• Cross-sectoral Inclusion strategy
“Virtual mobility”

- Collaborative online learning exchange and teamwork
- Can be through joint projects and/or online courses
- Applies to any subject area/academic discipline and cycle (short cycle, bachelor, master and doctoral levels)
- Can be interdisciplinary, needs to involve meaningful cross-border interaction and cooperation for impact
- OpenU project
European Student Card initiative

Will enable the exchange of academic student data through a single online entry point for students to:

- find information
- manage all steps of their mobility
- get quicker access to services
- authenticate themselves online

It will also be a visual symbol of the European student identity
Strategic Partnerships to foster inclusion

• Social Inclusion a horizontal priority

In Higher Education:

• Building inclusive higher education systems
• Promoting internationalisation – including through implementing automatic recognition
• Supporting the implementation of the European Student Card
Erasmus+ helps universities become more innovative and inclusive

80% of universities are more digital, inclusive & connected to the labour market thanks to Erasmus+ cooperation projects.

2/3 of universities say their Erasmus+ cooperation projects contribute to increased social inclusion & non-discrimination in higher education.

Source: Erasmus Impact Study 2019
Impact of Strategic Partnerships on Inclusion

- 61% of organisations said projects contributed to increasing social inclusion and non-discrimination in higher education.

- 37% of NAs and NAUs agreed that projects had helped increase social inclusion and non-discrimination in higher education.

- 56% of participating organisations and 33% of NAs and NAUs were positive about the contribution to reinforcing democratic values and fundamental rights in their countries.
Partnerships for Cooperation

Partnerships for Innovation

Erasmus Mundus

Partnerships for Excellence

European Universities

Cooperation Projects

Alliances

Forward Looking Projects

Long-term Strategy

Ambitious
Better access for smaller higher education institutions and newcomers

Single project lump-sum covering:

- Funding for project management
- Funding for project implementation, including production and sharing of deliverables
- Possible follow-up funding for wider impact and dissemination
- Different lump-sum rates based on overall project size (small, medium, large)
Cross-sectoral Inclusion Strategy

Structure

• Background
• Aims and objectives
• Target groups and obstacles faced
• Actions and activities that foster inclusion
• Guidelines for National Agencies
• Where to find best practices
Cross sectoral strategy

- Harmonised terminology
- Students with children and study related obstacles included in the target groups
- Key principles outlined broadly with flexibility for implementation at national level
- Guidelines and recommendations
- Building synergies to foster inclusion
Consultation of stakeholders

- Dedicated session at the Erasmus+ Committee Workshop on future Programme
- Good feedback on draft from Horizontal NA working group on Inclusion
- Dedicated session at large Stakeholder Meeting foreseen in January 2020
- **Through participation in TCAs** and experts meetings
The new ECHE – Underlining Principles of Inclusion

“Respect in full the principles of non-discrimination, transparency and inclusion set out in the Programme and ensure equal and equitable access and opportunities to current and prospective participants from all backgrounds.”
New elements supporting the next Erasmus programme

• Undertake the necessary steps to ensure the use and promotion of Erasmus digital tools for managing the mobility (+ references to blended mobility throughout).

• Promote environmentally-friendly practices in all activities related to the programme.

• Encourage participation in the programme by engaging former participants, students and staff, to act as local ambassadors.
Erasmus Alumni

- Huge untapped potential of alumni
- Heightened role of alumni communities and networks, as well as student ambassador schemes
- Importance of “Back to School” activities, as well as SocialErasmus and local integration projects
Synergies with Erasmus+ KA3 projects to support EHEA reforms

- For implementation of Paris Communiqué Priorities – in synergy with the objectives of the European Education Area (main topics: implementation of Bologna tools like ECTS, quality assurance, recognition, learning and teaching, social dimension, digitalisation)

- Enhancing a thought-out Policy and Framework on Inclusive Mobility across Europe (EPFIME, coordinated by Belgium-Flanders)

- Internationalisation / Inclusion / Innovation: Towards a high-quality inclusive mobility and innovative teaching and learning in an internationalised Austrian Higher Education Area (3-IN-AT, coordinated by Austria)

- Improving the implementation of ECTS, course catalogue, use of learning outcomes, Diploma Supplement, and linking it to ECHE (FaBoTo+, coordinated by the Netherlands)
Thank you for your attention!