

# Challenges of Erasmus +

Semmelweis University - Budapest - 23rd April 2015

on behalf of Cohehre

*Annemie Van den dries*

# Jó napot

- Good morning!
- Great to be here in the centre of Europe, and to have this feeling of grandeur of the Austrian-Hungarian Empire, permeating all these marvellous buildings.
- We are really at the heart of Europe and with a Hungarian Commissioner for Education, Culture, Youth and Sport, **Tibor Navracsics**, Semmelweis University is the place to be to speak about Erasmus + !



# First of all: some background

- Since 1987, the European Union, and especially DG Education and Culture, has busied itself with organising mobility for students, pupils, staff, teachers, trainers, etc.
- The target of 3 million students on the move was reached already in 2012. Erasmus+ builds on this legacy by offering to 4 million people to study, train, teach or volunteer abroad by 2020...
- An increase of 40% of the budget was foreseen.
- But Erasmus+ has to cope with the consequences of the economic and **financial crisis** which has had a profound impact on society.
- **Unemployment** has reached unacceptably high levels in many parts of the EU, particularly among Europe's youth.

## Some background (2)

- Inevitably these aspects are already reflected in the priorities of the Call for Erasmus + (2014 & 2015) and will be reinforced in the Call 2016!
- There is a strong economic and social case for investing in education. Education contributes to productivity, competitiveness and innovation, while levelling the playing field and **breaking cycles of disadvantage**.
- **Population ageing** means that Member States will have to exploit fully the pool of talent amongst the school-age population.
- Education in many Member States is, at the same time, **out of touch**, as systems are still struggling to meet 21st century expectations. And Education is facing its own structural challenges and its **lack of harmonisation** within the EU countries,...and let's not talk about the World.

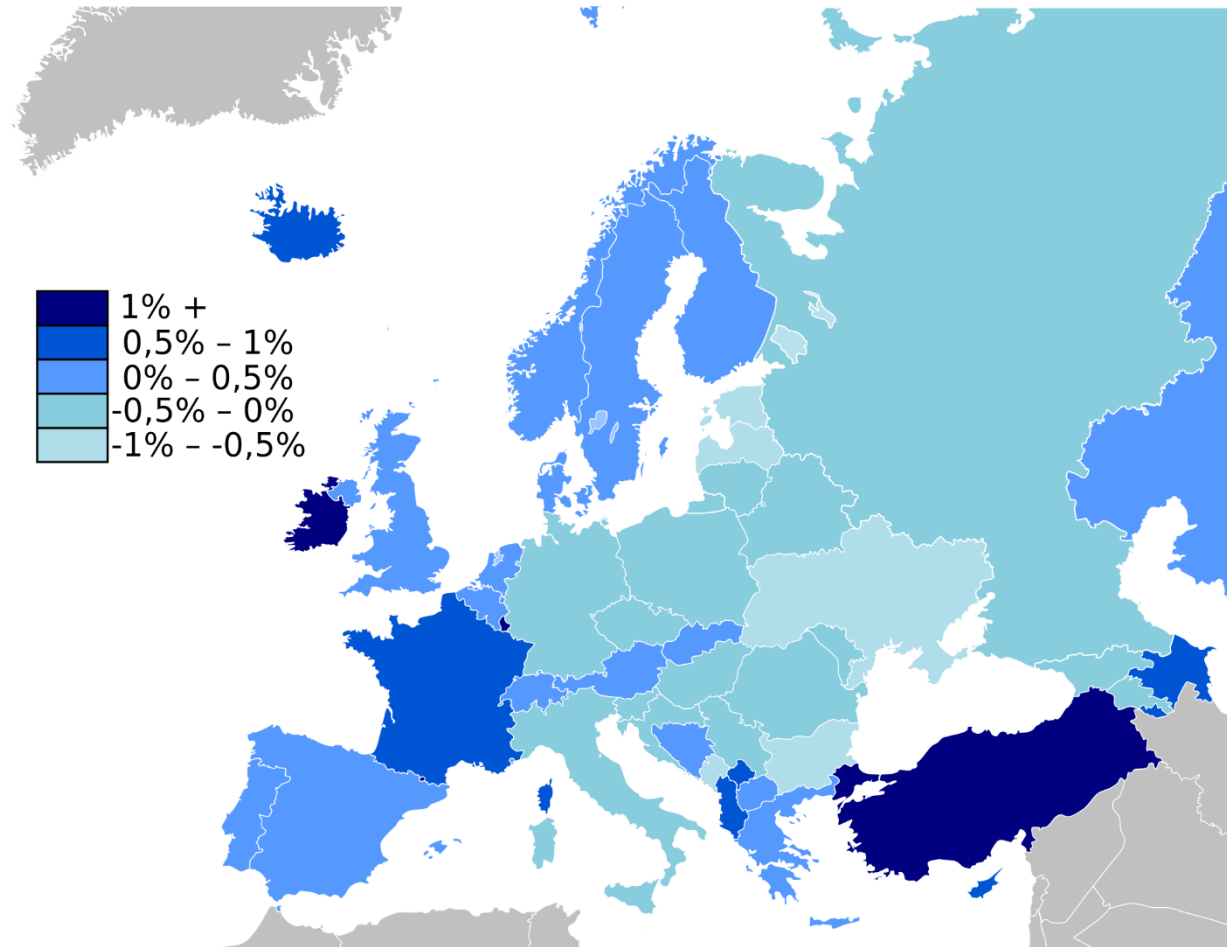
# Some background (4)

- **Productivity, competitiveness and innovation** will have to grow, with relatively fewer people to rely on.
- It is also the precondition to stay competitive in the global arena with **its knowledge-based economy**.
- In reviewing the **Europe 2020 strategy** and following the results of the **European Semester**, the new call will probably put emphasis through its priorities on how our education systems can grasp the huge opportunities of **digitisation** for better and more accessible teaching and learning, and how digital tools can increase youth participation, helping this way European universities to be among the best in the world....

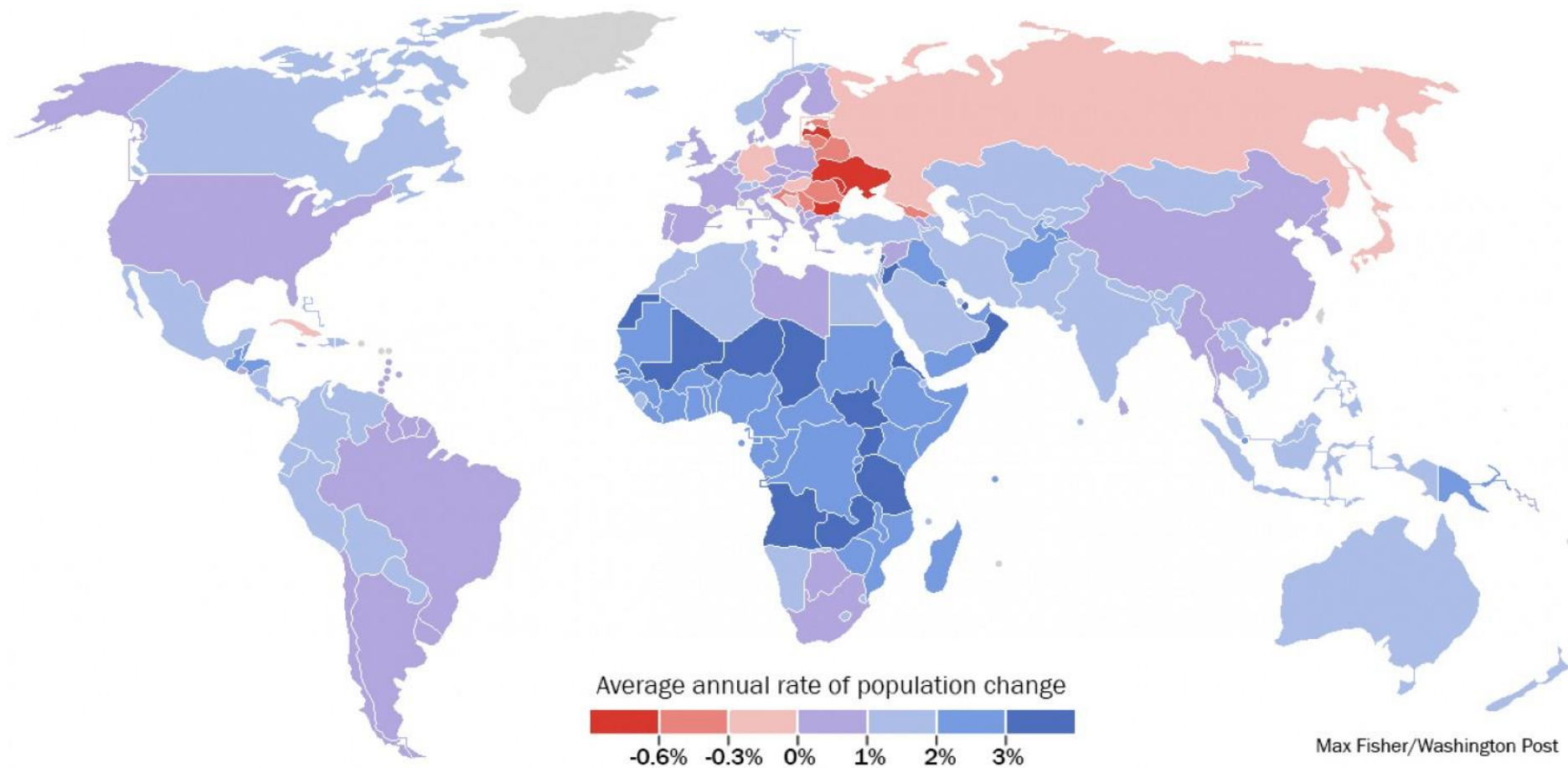
# In bold a few problems to keep in mind...

- Unemployment
- Education ...out of touch
- Breaking cycles of disadvantage
- Ageing population
- Finances
- Productivity, competitiveness and innovation
- Digitisation
- And there is also : Europe 2020 strategy

# Some maps...demographics in Europe

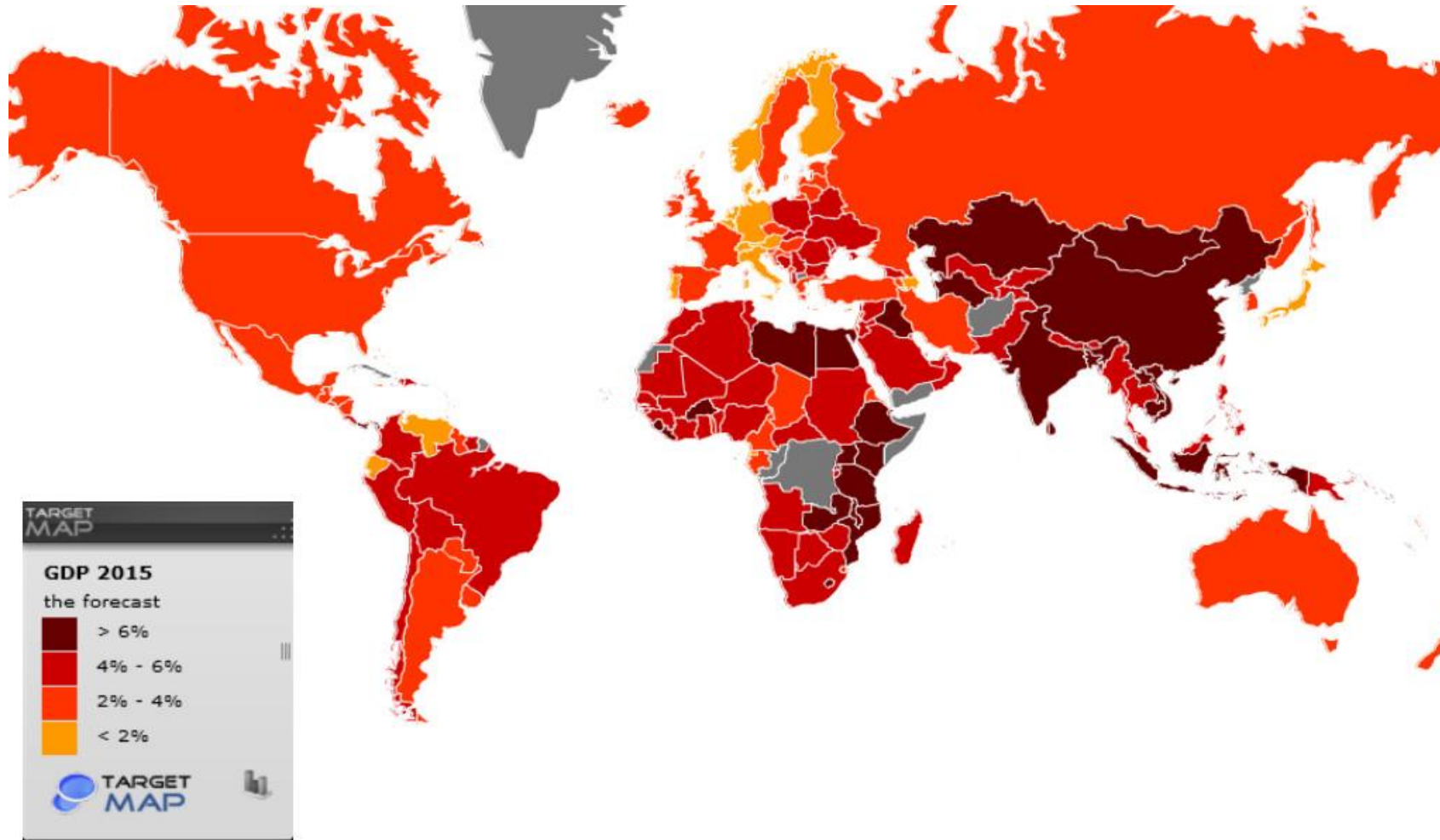


# And worldwide (2013)





# GDP growth, forecast for 2015



# Europe 2020

Europe 2020 is the EU's growth strategy for the coming decade.

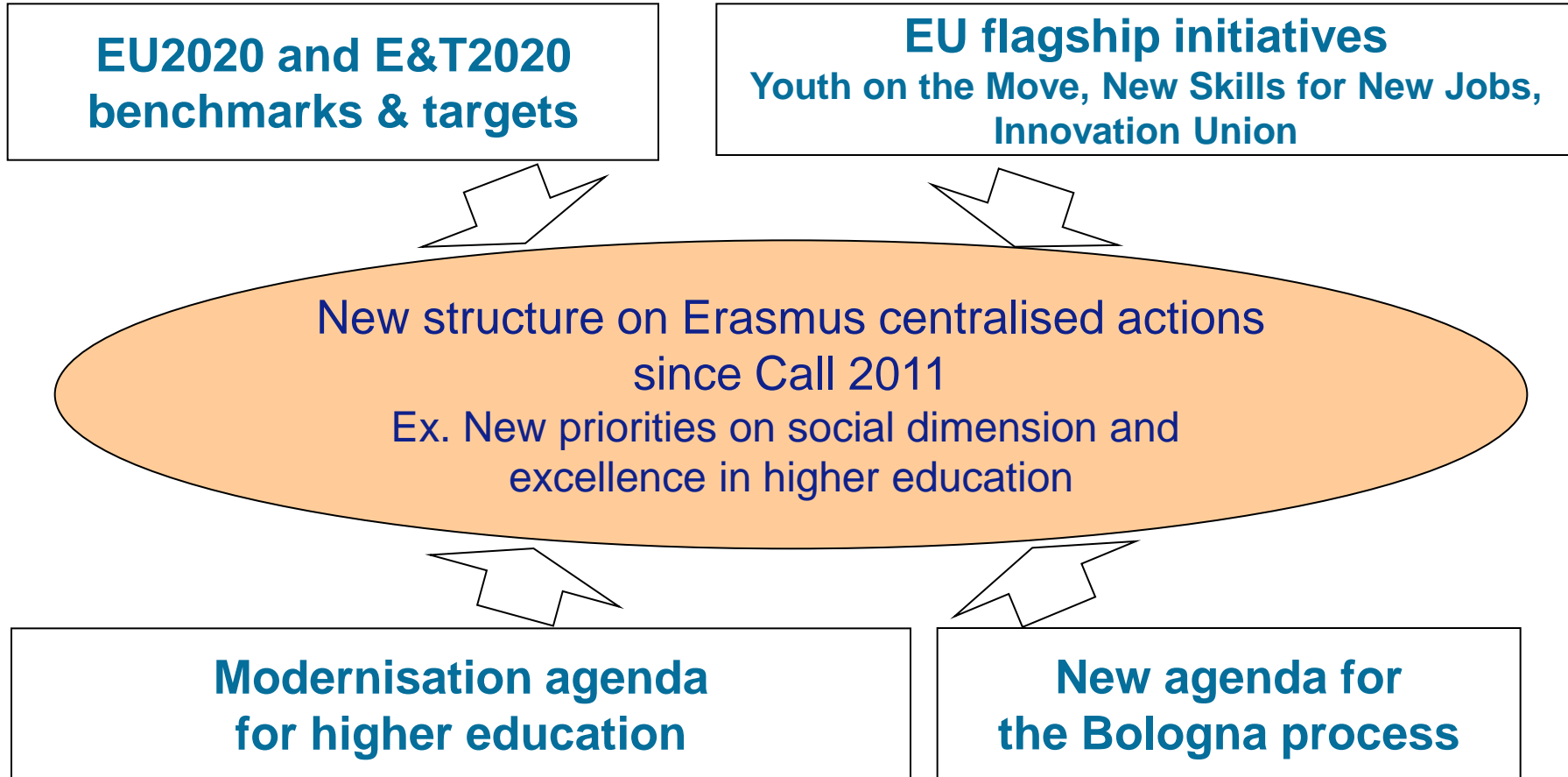
- In a changing world, we want the EU to become a **smart, sustainable and inclusive economy**. These three mutually reinforcing priorities should help the EU and the Member States deliver high levels of employment, productivity and social cohesion.
- Concretely, the Union has set five ambitious objectives - on employment, innovation, education, social inclusion and climate/energy - to be reached by 2020. Each Member State has adopted its own national targets in each of these areas. Concrete actions at EU and national levels underpin the strategy.
- Linked to this is what is now called : The European Semester, with country specific analysis and recommendations: [http://ec.europa.eu/europe2020/making-it-happen/country-specific-recommendations/index\\_en.htm](http://ec.europa.eu/europe2020/making-it-happen/country-specific-recommendations/index_en.htm)
  - for HU: [http://ec.europa.eu/europe2020/pdf/csr2015/cr2015\\_hungary\\_en.pdf](http://ec.europa.eu/europe2020/pdf/csr2015/cr2015_hungary_en.pdf)

# And then also the strategic framework for education and training: ET2020

[http://ec.europa.eu/education/policy/strategic-framework/index\\_en.htm](http://ec.europa.eu/education/policy/strategic-framework/index_en.htm)

- Each EU country is responsible for its own education and training systems, so EU policy is designed to **support national action** and help **address common challenges**, such as ***ageing societies, skills deficits in the workforce, and global competition.***
- Four common objectives:
  - Making **lifelong learning and mobility** a reality;
  - Improving the **quality and efficiency** of education and training;
  - Promoting **equity, social cohesion, and active citizenship**;
  - Enhancing **creativity and innovation**, including **entrepreneurship**, at all levels of education and training.

# Policy references in Higher Education



# New agenda for the Bologna Process...

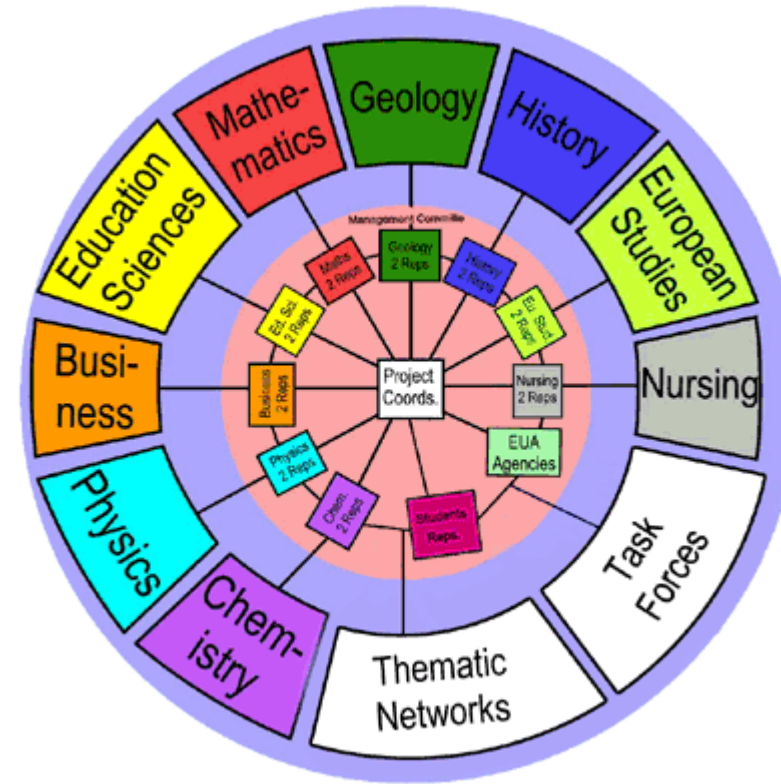
- Bologna: 15 years of an interesting journey
- It's voluntary, **intergovernmental process**. It's spread from Reykjavik in the to Vladivostok, from the North Cape to the Strait of Gibraltar.
- It's uniquely European initiative spreading new opportunities.
- It's a space of dialogue that made possible the emergence of **new concepts, new policies** and related tools as well **practices**.
- Public authorities, the academic staff and students of the EHEA need to **strengthen dialogue and cooperation** to ensure that HE is able to face the challenges of the new times.

# Bologna Process

- What is needed for modernising EHEA?
  - The European approach to Joint degrees,
  - ECTS User's Guide and others
  - The use of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) as produced by ENQA, in co-operation and consultation with its member agencies and the E4 Group (ENQA, EUA, EURASHE and ESU).
- **Yerevan Ministerial Summit - 14-15 May 2015**
  - Agenda: 2015 Implementation report; Future of the Bologna Process, Structural reforms and mobility Revised Standards and Guidelines for Quality Assurance in the European Higher education Area (ESG)
- European Approach to Quality Assurance of Joint programmes
- Revised ECTS User's Guide as an official EHEA document
- Guidelines for staff mobility
- Guidelines for the portability of grants and loans.

# Tuning! Tuning Educational Structures in Europe

- Started in 2000...



The name Tuning is chosen for the Process to reflect the idea that universities do not and should not look for uniformity in their degree programmes or any sort of unified, prescriptive or definitive European curricula but simply look for **points of reference, convergence and common understanding**

# Tuning information?

- TIP Hungary
  - Mihaly Csako / Tamas Weiszbarg / Sandor Hollos
  - Eötvös Loránd University (ELTE) / Semmelweis University (SE)

An an extra Tip...

When going worldwide...Russia, China, USA, Latin-America, Australia...have a look at the excellent publications of the Tuning experts, whose analysis and recommendations help to set up not only a MoU, but a real Inter-institutional agreement 2014-2021 between institutions from programme and partner countries....

And so, now we are close to the **Challenges of Erasmus+!**



Am I disappointed? ....From **Erasmus for All** to Erasmus+  
...2014 – 2015 and in September/October the Call for 2016...

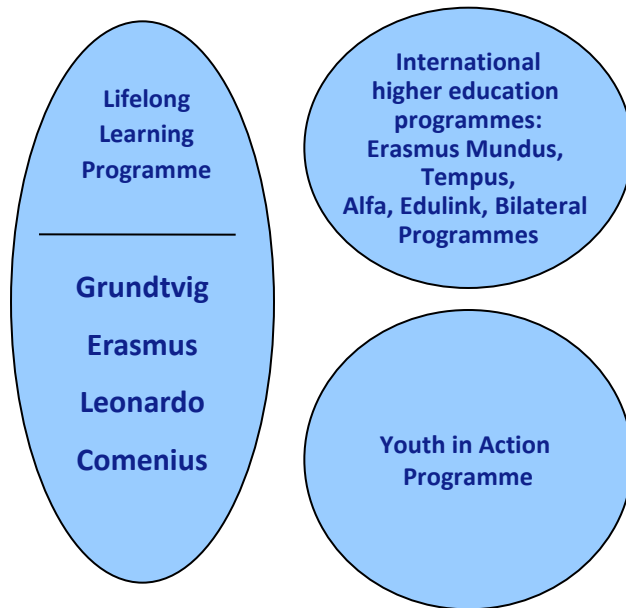
- Erasmus+ will continue, for sure, to support transnational partnerships among Education, Training, and Youth institutions and organisations to foster cooperation and bridge the worlds of Education and work in order to tackle the skills gaps we are facing in Europe.
- The deadlines for the Call 2015 are behind us, the new applications will have tried to do better than in 2014, knowing what worked and what did not work...
- But...

# A few things could have been better...

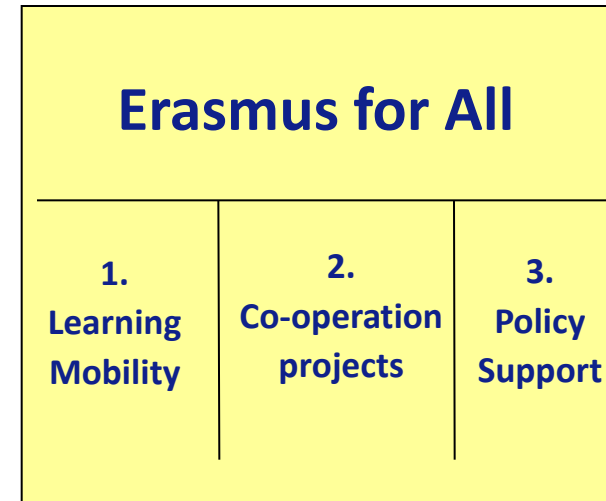
- Consortia for KA1: have my doubts...sending students and staff abroad is a bit like sending out your own family members?...at this moment 132 in 17 countries...
- The project applications KA2: far too long, people want to put in words and words...certainly about management, risk, conflict...But an improvement is that the summary of the application comes at the end of the application. Better coherence, but 100 pages...
- When will there be a stronger cooperation between fields (the old Erasmus, Leonardo, Comenius, Grundtvig...) and with the labour market?
- 11 new Joint MAs while 58 eligible proposals were evaluated...
- Is it encouraging to select about 150 HE strategic partnerships when 1400 were submitted?
- And let's not talk about KA2 Knowledge Alliances: 230 submitted, 10 selected...
- The online tool for languages: any experience?

# Education EU programme 2014-2020 streamlined architecture: 3 Key actions

## Existing programmes



## A single integrated programme



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

# Key Action 1: Mobility

## Key action 1:

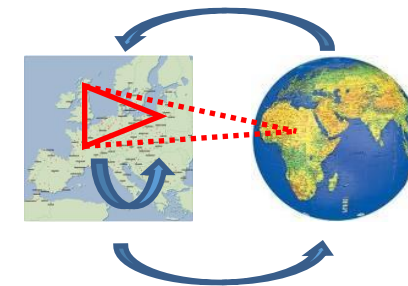
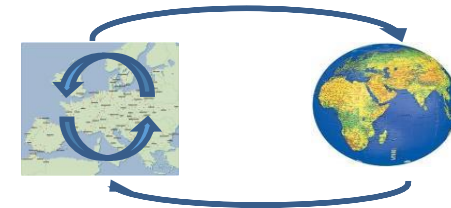
### Learning mobility of individuals

- *Staff: teachers, trainers, school leaders and youth workers*
- *Students: HE students (including joint/double degrees) and VET Students*
- *Masters Students: Erasmus Masters via a new loan guarantee mechanism*
- *Youth mobility: volunteering and youth exchanges*
- *International dimension: HE mobility for EU and non-EU beneficiaries*

## Key action 1:

### What does it mean for HE?

1. **International opening of Erasmus:** more mobility of students and staff between EU – non EU in both directions (credit mobility through NA)
2. **Joint Master courses** of high quality offered by consortium of EU/non EU universities to attract the very best students worldwide (degree mobility centralised)
3. **Student Loan guarantee** to boost degree mobility within Europe



# Key Action 2: Cooperation

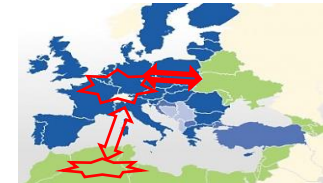
## Key action 2: Co-operation for innovation and good practices

- *Strategic partnerships between education institutions (or between youth organisations) and/or relevant actors*
- *'Knowledge Alliances': Large-scale partnerships between higher education / training institutions and businesses*
- *'Sector Skills Alliances'*
- *IT support platforms, including e-Twinning*
- *International dimension: Capacity building in third countries, focus on Neighbourhood countries*

## Key action 2:

### What does it mean for HE?

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.



# Key Action 3: Policy Support

## Key action 3:

### Support for policy reform

- *Support to Open Method of Coordination (ET 2020, EU youth strategy) and EU 2020*
- *EU transparency tools: valorisation and implementation*
- *Policy dialogue with stakeholders,*
- *International dimension: Policy dialogue with third countries and international organisations*

## Key action 3:

### What does it mean for HE?

1. Support the **OMC**, Higher Education **Modernisation Agenda, Bologna Process**.
2. Support development and implementation of **EU transparency tools** and EU wide **networks**
3. Support **Policy Dialogue** with third countries



# The new challenges to be focused on:

## Capacity building (KA2)

Erasmus+: Capacity-building projects in the field of higher education' build on the success of the former Alfa, Edu-link and Tempus programmes and aim to:

- Support the modernisation, accessibility and internationalisation of higher education in the Partner Countries;
- Promote cooperation between Programme Countries and eligible Partner Countries (as well as among eligible Partner Countries themselves);
- Promote voluntary convergence with EU developments in higher education;
- Promote people-to-people contacts, intercultural awareness and understanding.

Advice: plough into the Erasmus+ guide to know exactly what you can do with whom...

# Another challenge: Credit mobility ? (KA1)

What are the EU's priorities?

- In 2015, Erasmus+ will for the first time fund Erasmus-like student and staff mobility to and from Partner Countries outside Europe.
- Taking into account the EU's priorities.
  - Mobility can be both incoming and outgoing and the funding for this comes from the EU's budget for **external cooperation**, which means that this action has to follow the EU's external priorities.
- In terms of budget, the different regions of the world are prioritised as follows:
  - 1. The first priority is given to the EU's neighbourhood regions, both Eastern (Armenia, Azerbaijan, Belarus, Georgia, Moldova, Russia, Ukraine), and Southern (Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine, Syria, Tunisia);
  - 2. then comes Asia, including Central Asia;



# Credit mobility (2)

- The next priorities are:
  - 3. followed by the Western Balkans (Albania, Bosnia and Herzegovina, Kosovo, Montenegro, Serbia)
  - 4. Latin America;
  - 5. the industrialised Americas (Canada, United States of America) and industrialised Asia, (Australia, Brunei, Hong Kong, Japan, (Republic of) Korea, Macao, New Zealand, Singapore, Taiwan);
  - 6. and finally South Africa.
- As of the 2016 Erasmus+ Call for Proposals, mobility will also be possible with the rest of Africa (+ Caribbean and the Pacific).

Advice: work clearly per country what your vision and strategy is: NO “cut & paste”!!!

And don't forget the following....



- Luke 20:25 .... He said to them, "Then give back to Caesar what is Caesar's, and to God what is God's."
  - In EU speak this makes: ..., and to the EU what is EU's!"
  - When you apply for European money, abide by the “wishes” of the European Union...and forget about your own wishes or the wishes of your colleagues or the wishes of your dean!

# Köszönöm

- Questions?
- Thank your for your attention!
- At any time: [annemievandendries@gmail.com](mailto:annemievandendries@gmail.com)



# An Irish Blessing

*May the road rise up to meet you,  
May the wind be always at your back,  
May the sun shine warm upon your face,  
The rain fall soft upon your fields,  
And until we meet again,  
May God hold you in the palm of his hand.*

# Interactive workshop

- Introductions and agreement of sessions aims and objectives
- Reflections and guidance on the Erasmus+ (Action 2) Application Process and evaluation
- Implications and opportunities for creative ways of future working with this funding
- Deans to reflect on what this could mean for their home institutions and future ways of working....

# Award criteria

## Relevance (maximum 30 points)

### **What is the relevance of the proposal to:**

- the objectives of European policies relevant to one or more fields of education, training and youth;
- the objectives and the priorities of the Action

### **The extent to which:**

- the proposal is based on a genuine and adequate needs analysis;
- the objectives are clearly defined, realistic and address issues relevant to the participating organisations and target groups;
- the proposal is suitable of realising synergies between different fields of education, training and youth;
- the proposal is innovative and/or complementary to other initiatives already carried out by the participating organisations;
- the proposal brings added value at EU level through results that would not be attained by activities carried out in a single country.

# Quality of the project design and implementation (maximum 20 points)

- The clarity, completeness and quality of the work programme, including appropriate phases for preparation, implementation, monitoring, evaluation and dissemination.
- The consistency between project objectives and activities proposed.
- The quality and feasibility of the methodology proposed.
- The existence and relevance of quality control measures to ensure that the project implementation is of high quality, completed in time and on budget.
- The extent to which the project is cost-effective and allocates appropriate resources to each activity.
- If the project plans training, teaching or learning activities:
  - The extent to which these activities are appropriate to the project's aims and involve the appropriate number of participants.
  - The quality of arrangements for the recognition and validation of participants' learning outcomes, in line with European transparency and recognition tools and principles.

# Quality of the project team and the cooperation arrangements (maximum 20 points)

The extent to which:

- the project involves an appropriate mix of complementary participating organisations with the necessary profile, experience and expertise to successfully deliver all aspects of the project.
- the distribution of responsibilities and tasks demonstrates the commitment and active contribution of all participating organisations.
- if relevant for the project type, the project involves participation of organisations from different fields of education, training, youth and other socio-economic sectors.
- the project involves newcomers to the Action.

The existence of effective mechanisms for coordination and communication between the participating organisations, as well as with other relevant stakeholders.

If applicable, the extent to which the involvement of a participating organisation from a Partner Country brings an essential added value to the project (if this condition is not fulfilled, the project will not be considered for selection).



# Impact and dissemination (maximum 30 points)

- The quality of measures for evaluating the outcomes of the project
- The potential impact of the project:
  - on participants and participating organisations, during and after the project lifetime.
  - outside the organisations and individuals directly participating in the project, at local, regional, national and/or European levels.
- The quality of the dissemination plan: the appropriateness and quality of measures aimed at sharing the outcomes of the project within and outside the participating organisations.
- If relevant, the extent to which the proposal describes how the materials, documents and media produced will be made freely available and promoted through open licences, and does not contain disproportionate limitations.
- The quality of the plans for ensuring the sustainability of the project: its capacity to **continue having an impact and producing results after the EU grant has been used up.**

# Other aspects....

- International Office: administration next to vision and strategy? or the three combined?
- How many administrative and how many academic people?
- Who reads the Erasmus+ Programme Guide? And so many other potential sources of income (= to put costs in equilibrium? )... Horizon 2020, Cosme, etc...
- Who spreads the good word over the faculties, the departments...
- Do staff and students know there is an International Office?
- Is staff mobility a means of positive assessment?
- Are incoming students welcome?
- How about reintegration?
- What about internationalisation@home?
- How many **mobility windows** in the courses?
- Who is **encouraging** everybody? And who is not afraid of spending some money ...???

Till we meet again!

