Inclusion in Erasmus 2021-2027

Harpa Sif Arnarsdottir
Higher Education Unit
Directorate-General for Youth, Education and Erasmus+
European Commission

Objective: Make mobility a reality for all!

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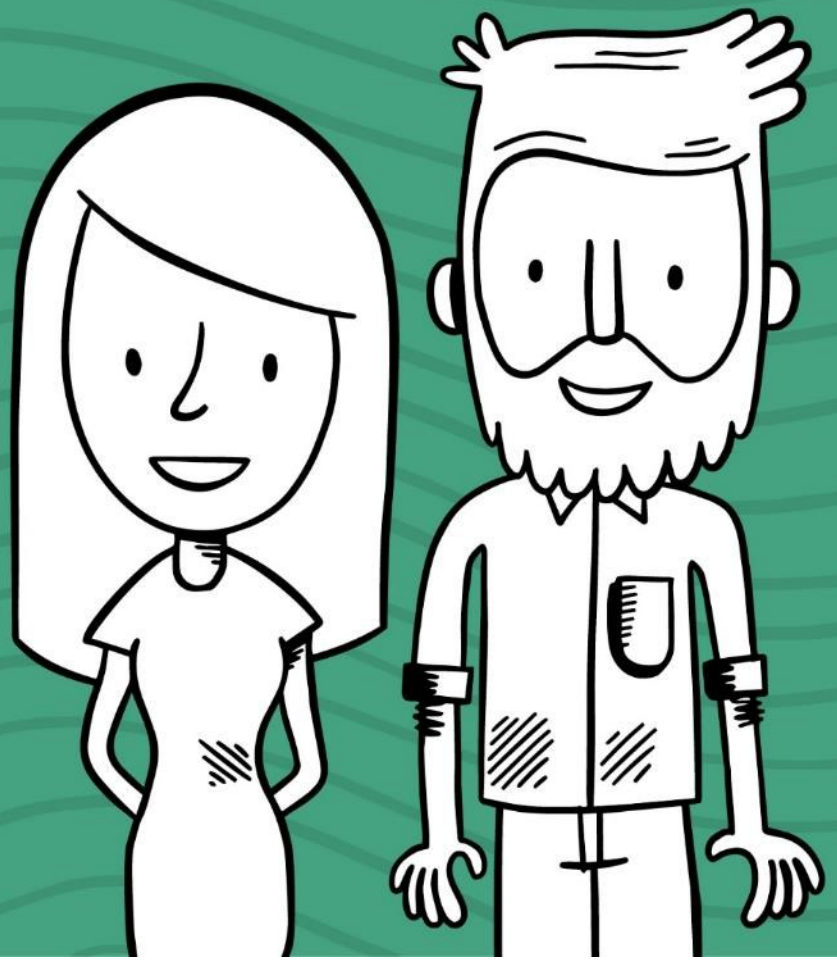
Why is inclusion our key objective?

Erasmus+ impact study 2019

Erasmus+
Enriching lives, opening minds.

Erasmus+ graduates are happier in their careers



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

84 %
have opportunities for professional growth

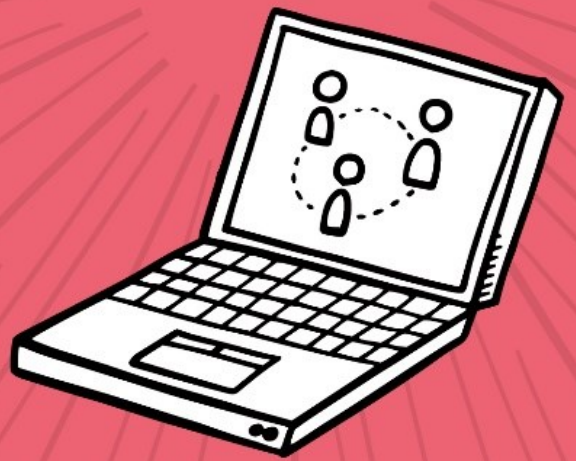
They are almost twice as likely to work abroad

Source: Erasmus Impact Study 2019

Erasmus+ helps you find your path in life

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

80 %
are employed within 3 months of graduating



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?

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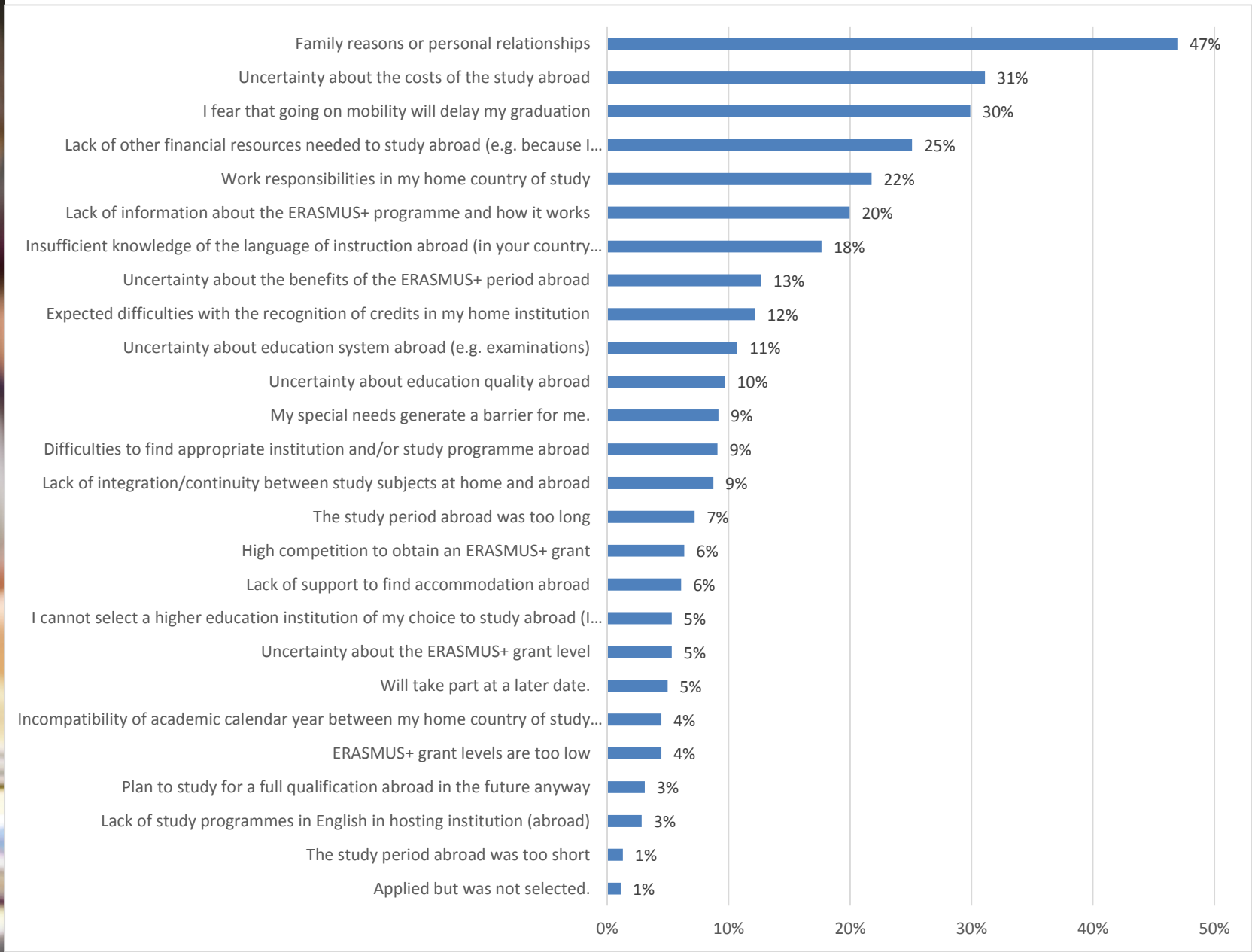
Erasmus+ Impact Study findings



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

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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

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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

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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

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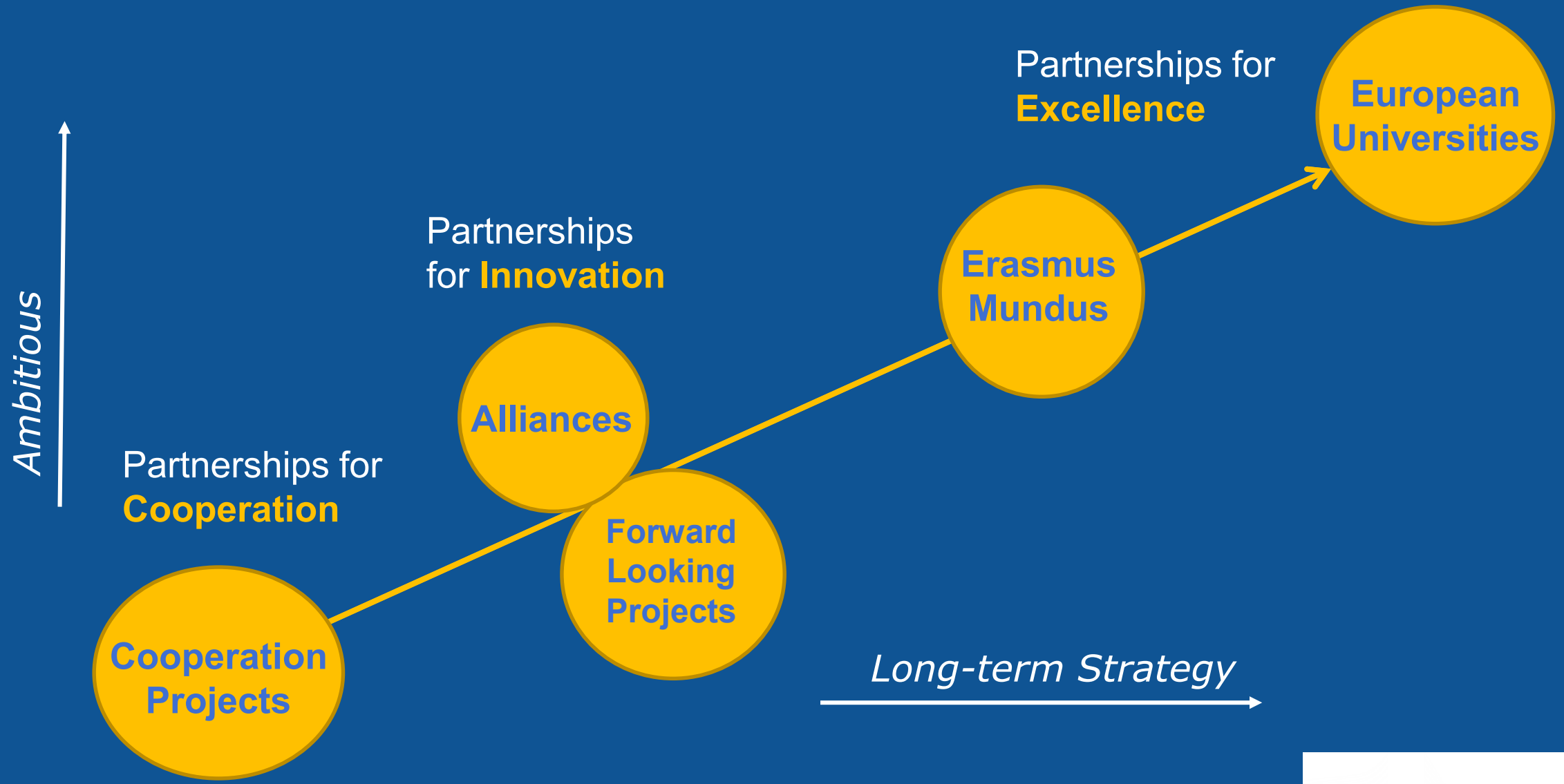
Wider Range of Cooperation models



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 activites 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**.

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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!