

Erasmus+ international mobility & cooperation with partner countries worldwide

What is Erasmus+ ?

Erasmus+ is the European Union (EU) programme for education, training, youth and sport for the period 2014-2020. Erasmus+ funds academic and youth mobility, as well as cooperation between Europe and other regions in the world. All supported activities are closely matched with the EU's priorities for cooperation policy with these regions.

All these projects are based on cooperation between the 34 Erasmus+ Programme Countries and all other countries throughout the world, known as Partner Countries. The Programme Countries comprise the 27 Member States, plus six other European countries that contribute to the programme budget - Iceland, Liechtenstein, Norway, North Macedonia, Serbia and Turkey. The UK remained a Programme Country during the transition period to end 2020.

These opportunities form the basis for the international dimension of Erasmus+ 2021-2027.

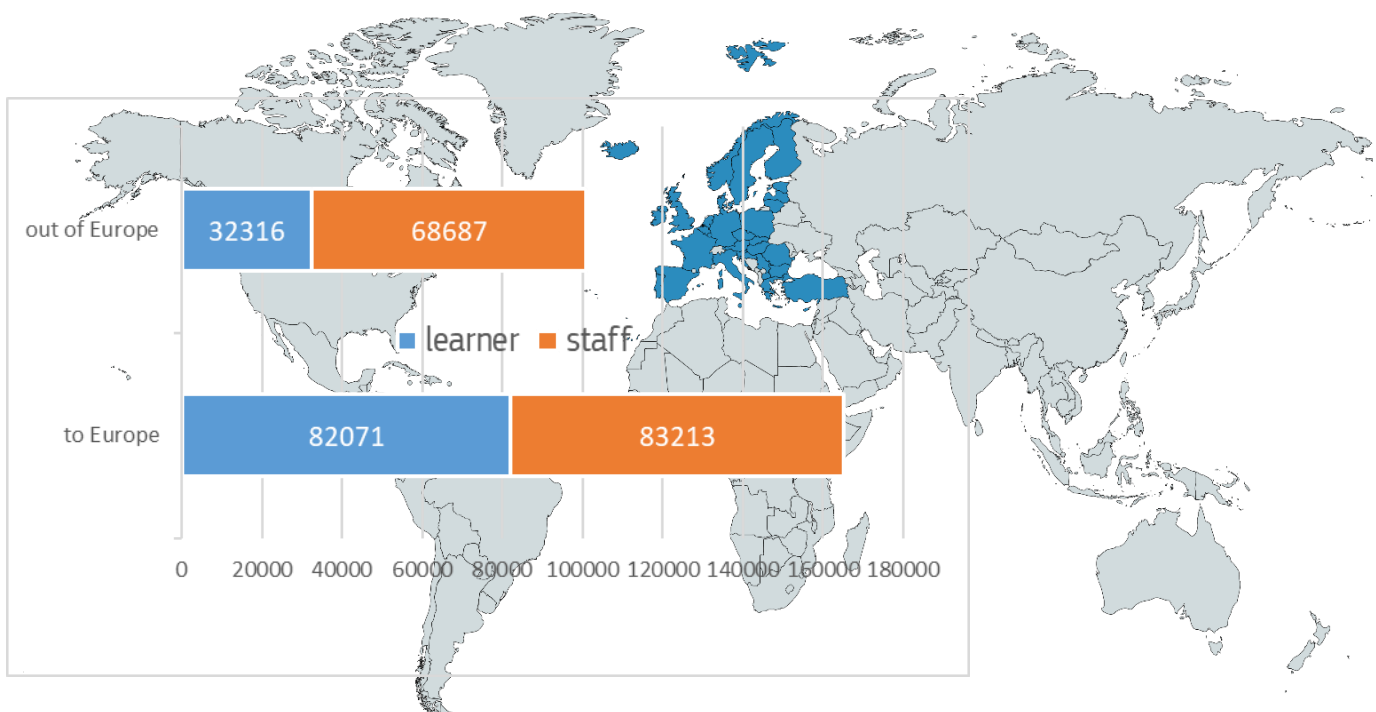
1 - International Credit Mobility

For over 30 years, students and staff have moved between European universities in the Erasmus programme. Since 2015, Erasmus+ has also allowed short-term mobility between Europe and other parts of the world for students, researchers, and staff, known as 'International Credit Mobility' (ICM for short). This two-way mobility allows students to study in a foreign university for **3-12 months** (2-12 months in case of traineeships) and obtain credits, which are then recognised at the sending institution as part of their degree. A grant for staff mobility is also possible for **5-60 days**.

There are distinct budgets for different regions of the world that are divided between all the European countries. European institutions make up bilateral partnerships with universities from partner countries and apply on behalf of their partners. New partnerships are selected each year. Between 2015 and 2020, almost 5 900 projects are managing international exchange for over 266 000 students and staff: some 62% come to Europe, while 38% are Europeans going to Partner Countries.

Erasmus+ student and staff mobility between Programme Countries and Partner Countries (2015-20):

5 900 projects, 266 287 people moving,



2 - Erasmus Mundus Joint Master Degrees

Erasmus Mundus Joint Master Degrees (EMJMDs) are innovative, often multi-disciplinary joint programmes offered by consortia of higher education institutions from Europe and beyond. These are great examples of universities bundling forces across faculties and across borders to provide students with holistic skills sets for careers key profession. 204 programmes have been selected since the start of Erasmus+. There are 1 029 cases of involvement of higher education stakeholders in these programmes, some 90% from Programme Countries.

The EU funds full-degree scholarships to the best applicants from around the world: these cover tuition, travel, and a living allowance. The programmes last from one to two years during which students

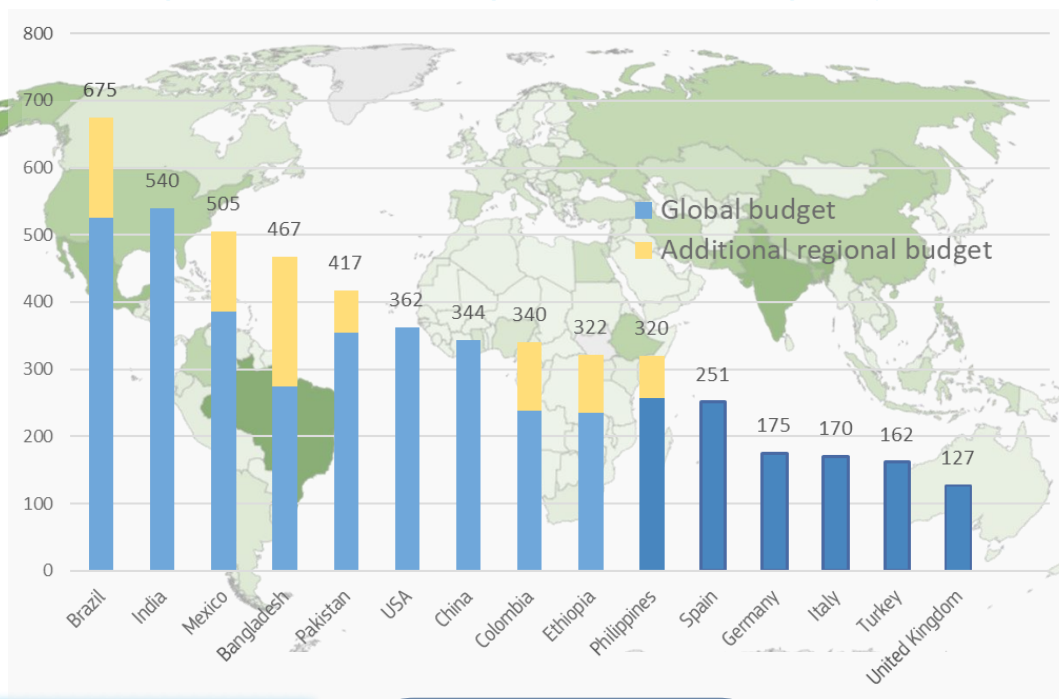
study in at least two different European countries. Upon graduation, they are awarded a joint or double degree, or multiple degrees.

https://acea.eceuropa.eu/erasmus-plus/library/emjmd-catalogue_en

Students from all over the world can apply direct to these programmes. At least 75% of the scholarships are for partner-country students. Students from certain regions that are priorities for cooperation can also benefit from additional scholarships injected from EU cooperation funding. Almost 30% of Partner-country students were awarded these additional scholarships

Since the start of Erasmus+ in 2014, over 11 800 scholarships have been awarded to students from more than 160 countries.

Erasmus Mundus scholarships awarded, 2014-2020 – top 10 Partner Countries, top 5 Programme Countries



IDO: Infectious Diseases and One Health

This Master Degree programme involves a partnership of some of Europe's leading research-intensive universities in the field of infectious diseases. The consortium aims to offer innovative postgraduate courses in infectious diseases, emphasising the three aspects of the one health concept humans, animals, and the environment. After completing the first three semesters at Partner Country institutions in Europe, students complete an internship and draft their thesis in any Partner Country institution worldwide, including Ross University School of Veterinary Medicine in Saint Kitts and Nevis. Its first intake of students in 2018 included four ACP nationals from Cameroon and Nigeria.

Erasmus Mundus, 2014-2020



11 858 scholarships
for Master students



249 programmes

1260 partner organisations

4 036 associate organisations

EUROAQUAE +

The programme is dedicated to international participants interested to develop their professional life within the water sector. The consortium is coordinated by the University Nice Sophia Antipolis and is offered in cooperation with 14 leading international universities, including the North China University of Water Resources and Electric Power, the Hohai University in China and the Indian Institute of Technology Madras. 27 world leading companies and organisations from the water and IT domains cooperate as well as associated partners.

In semester 4, participants conduct their master thesis either as an internship with an industrial partner or with an academic partner of EuroAqua+ consortium.

3 - Capacity Building in Higher Education

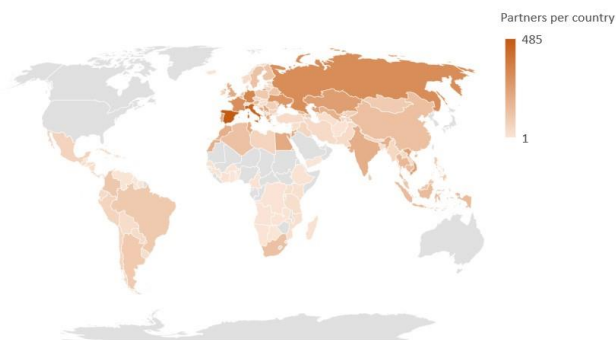
There are two types of Capacity Building in Higher Education (CBHE) projects, which all last from two to three years. Joint projects are aimed at modernising and reforming higher education institutions, developing new curricula, improving governance, and building relationships between higher education institutions and enterprises. Structural projects – some 12% of projects selected so far – can also tackle policy topics and issues, preparing the ground for higher education reform, in cooperation with national authorities.

Capacity building projects can be focused on a single partner country, but many address regionally-shared issues and involve HEIs from a group of countries.

CBHE projects are by their nature addressed at developing and emerging countries. They have to display their relevance not only for the higher education sector, but also to the wider social and economic development of the partner country/ies.

In the six annual selections from 2015 to 2020, 900 projects have created over 10 600 instances of participation of stakeholders from both Programme Countries and Partner Countries from ten regions: the Western Balkans, Eastern Partnership, South Mediterranean, Russia, Asia, Central Asia, Latin America, Iran-Iraq-Yemen, South Africa, and the ACP Countries. The map shows the level of participation from all eligible countries.

CBHE partners per country 2015-2020



Capacity Building for Higher Education 2015-2020



900 projects

10 635 instances of
participation:
6821 (64%) from
Partner Countries



Strengthening the internationalisation of Bosnia & Herzegovina's higher education system

The lack of standardised recognition of qualifications in accordance the European Higher Education Area represents a drawback for the internationalisation of higher education and mobility. This [project](#), carried out by eight higher education institutions (HEIs) and two Ministries of the country, aims to strengthen HEIs through developing and implementing strategies and indicators for internationalisation, improving national recognition, improving HEIs' capacities (human and physical), and developing criteria for assessing internationalisation when accrediting HEIs.

Co-construction d'une Offre de Formation à Finalité d'Employabilité Elevée

This structural [project](#) pilots professional bachelor degrees in Algeria to answer industry needs for middle managerial staff who can quickly get operational. It involves industry in the building of attractive pilot bachelor degree programmes, thereby building nation-wide cooperation between industry and universities. The consortium includes the Ministry for Higher Education and Research (MESRS), nine universities and two industry organisations from Algeria and six European partners, under the coordination of l'Université de Montpellier, France.

4 - Jean Monnet Activities

Jean Monnet (JM) activities aim to develop EU studies worldwide. For over 30 years they have been supporting Modules, Chairs, and Centres of Excellence to promote excellence in teaching and research on the European integration process at higher education level. The programme also supports policy debate with the academic world and a number of associations in the domain of EU studies. This programme is also popular outside Europe, either as a way of projecting European values, or comparatively as academics examine their own region's integration process in comparison to Europe. Many European Centres of Excellence are Jean Monnet actions: the participation of certain countries that are priorities for the EU's public diplomacy policy is encouraged through additional ear-marked funding.

Out of a total of 1 862 successful applications to Jean Monnet between 2014 and 2020, 793 are coordinated by Partner Countries.

ASEAN-EU in Dialogue, Learning from One Another

This Jean Monnet [Centre of Excellence](#) builds on the existing infrastructure at the Asia-Europe Institute (AEI) at University of Malaya. The proposed objectives are to promote ASEAN-EU studies and to foster an ASEAN-EU policy discourse in Malaysia that translate into policy recommendation. It also aims to build capacity for and among the next generation of students and young researches in the field of comparative regionalism and EU studies.

"WOMEN@IR-WEBIND"

This Jean Monnet [project](#) run by the Institute for Women's Policy Research of Washington, US compares and promotes women's leadership in the EU and the US, thus filling a gap in an area of studies, that has so far neglected the role of women political leaders in EU policymaking and IR.

The project raises awareness about the EU and European Union studies in the US and inspires emerging women leaders to engage in civil service and politics. It also has its own clear gender-promotion goal and an agenda that will help reduce the gap between academia and the policy community.