ERASMUS 2021-2027

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How did we get here?
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Universities have always been global!

Internationalization as answer to globalization

The role of EU programmes

Collaboration or competition?

From desirable possibility to institutional imperative: comprehensive internationalization

Not an end in itself but a tool to enhance quality of teaching, research and service

Meaningful only if it brings an added value

What’s next?
EU Programmes for HE

What’s the deal?
EU Programmes for HE: What’s the deal?

- The role of the EU
- Steps of the process
- Policies, priorities, trends → Programmes
Trends in the internationalization of HE
Trends in the internationalization of HE

- Upward trend both for cooperation and competition
- Many sending countries will start recruiting
- More national scholarship schemes
- Increase in virtual exchanges / blended learning
- More IaH
- More focus on structured partnerships
- More focus on the Internationalization of the curriculum
- Global and active citizenship
- More evaluation exercises
It all sounds good, but…
The elephant in the internationalization room

- Need to expand and increase VS Environmental sustainability and limited resources
- Social inclusion VS growing nationalism and populism
- Inclusiveness towards different partners and regions VS excellence and exclusivism
- Gender issues in some fields and regions VS no action to solve it
- Geographical distribution VS Exchange imbalance
- English language for attractiveness VS preservation of national languages and quality
- CB actions for regional development VS Eurocentrism, academic imperialism, brain drain
- Mobility for all VS elitism and insufficient funding
- JPs/DDs: killing two birds with one stone VS fairness and legality
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Could this be the answer?
Erasmus 21-27 - Background

- Stakeholders and public consultation:
  - effectively reach out to most disadvantaged target groups
  - facilitate the participation of grassroots organisations and newcomers;
  - insufficient level of funding perceived as a barrier
  - need for further simplification in the application and reporting processes

- Objectives of the future programme:
  - Need to refocus priorities towards more social inclusion and fairness
  - Modernisation of education and training
  - More emphasis on European identity, active citizenship and participation in the democratic life
  - Enhanced short term mobility options
  - Opportunities for pupil mobility and enhanced adult mobility
  - Mutual recognition of diplomas
  - More virtual tools
  - More small scale projects
  - Increased budget for the programme
  - Build stronger links with neighbouring countries and widen the geographical scope
  - Increased flexibility
  - Extended opportunities of cross-sectoral co-operation
  - Greater synergies with European Social Fund
  - Improvement of the dissemination and effective exploitation of project results
Erasmus 21-27 – Unchanged Structure

Three key actions:

1. learning mobility ('key action 1')

2. cooperation among organisations and institutions ('key action 2')

3. support to policy development and cooperation ('key action 3')

The objectives shall also be pursued through Jean Monnet actions
Erasmus 2021-2027 dealing with the elephant

- Environmental sustainability ➔ more virtual and blended mobility + IT platforms
- Growing nationalism and populism ➔ Focus on inclusion and European identity
- Excellence and exclusivism ➔ higher variety of partners, small scale partnerships, simplification
- Gender issues in some fields ➔ inclusion also in gender terms
- Internal differencencies in the EU and exchange unbalance ➔ geographical balance + priority to grassroots organizations and newcomers + simplification
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- English language domination ➔ new opportunities and strengthened focus on quality and linguistic preparation
- CB with Eurocentric and imperialistic perspective ➔ new opportunities to collaborate with excellent non-EU partners as well
- Transnational education hiding new academic imperialism, low quality and mcdonaldization of education ➔ EU programmes as a mean to increase quality in teaching and learning
- Mobility still for few ➔ triplicated budget, more flexible actions, short mobilities
- Legality and fairness of JPs ➔ European degrees
Towards 2025

The European Education Area

- Borderless learning and research
- Mobility is standard practice
- A strong sense of European Identity
Towards 2025

How? Three key initiatives

• European Student Card
• European Universities
• Mutual recognition of diplomas
European Student Card

**Why?**

- Boost student mobility across Europe
- Achieve seamless student mobility from one university to another
- Improve quality of services for students
- Decrease administrative burden for students and staff
European Universities

“...strengthen strategic higher education partnerships through the emergence of some twenty “European Universities” by 2024. These bottom-up networks of universities will enable students to obtain a degree by combining studies in several EU countries, and contribute to the international competitiveness of European universities.”

- European Council Recommendations 2017
What is a European University?

- At least three HEIs plus any relevant public/private organisations - optional as associated partners -
- in at least three Member States or Programme countries
- up to 5 million euros in funding for a 3 year project
- European inter-university campus with student-centered curricula
- embedded mobility at all levels
- innovative learning and training
Dedicated Cooperation Structures

Shared, integrated, long-term strategic vision on education/research/innovation

European Statute European Degree
Automatic Mutual Recognition

the European Council calls on Member States, the Council and the Commission...

to take work forward with a view to...
promoting cooperation on...
mutual recognition of higher education and school leaving diplomas at secondary education level.”
In a nutshell:

A qualification in one Member State is automatically recognised in the others to grant access to further learning.

The outcomes from a learning period abroad are automatically and fully recognised.

Education and training institutions remain free to make independent decisions on admission to their programmes.
“If I were to start anew, I would start with culture”

Jacques Delors