

Erasmus

Facts, Figures & Trends

The European Union support for student and staff exchanges and university cooperation in 2013-2014



Acronyms for country names

ISO Code *Country Name*

AT	Austria	LT	Lithuania
BE	Belgium	LU	Luxembourg
BG	Bulgaria	LV	Latvia
CH	Switzerland	MK	Former Yugoslav Republic of Macedonia
CY	Cyprus	MT	Malta
CZ	Czech Republic	NL	Netherlands
DE	Germany	NO	Norway
DK	Denmark	PL	Poland
EE	Estonia	PT	Portugal
GR	Greece	RO	Romania
ES	Spain	SE	Sweden
FI	Finland	SI	Slovenia
FR	France	SK	Slovakia
HR	Croatia	UK	United Kingdom
HU	Hungary	TR	Turkey
IE	Ireland		
IS	Iceland		
IT	Italy		
LI	Liechtenstein		

Disclaimer

The data used in this report has been provided by the higher education institutions and validated by 10 October 2015 by the National Agencies of the 34 countries participating in the Erasmus programme (Erasmus decentralised actions) and by the Education Audiovisual and Culture Executive Agency (Erasmus centralised actions, Erasmus Mundus, Jean Monnet and Tempus) by 10 October 2015. The European Commission makes its best efforts to ensure the accuracy of the data, but cannot be held responsible for any errors the source data may nevertheless contain.

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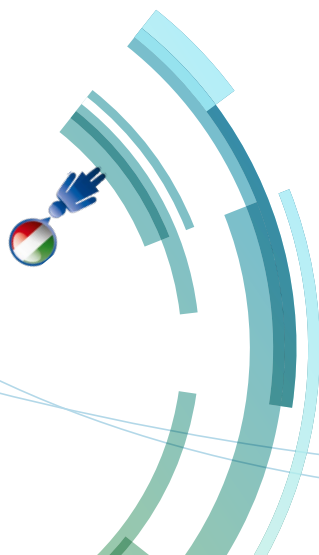
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Table of contents

In a nutshell: Erasmus and international higher education programmes (2007-2013)	4
Erasmus Student Mobility	6
Erasmus Staff Mobility	10
Erasmus Intensive Programmes	14
Erasmus Intensive Language Courses	16
Erasmus Higher Education Cooperation Projects ..	18
Erasmus Mundus	22
Jean Monnet	24
Tempus	26
Annexes	29



In a nutshell: Erasmus and international higher education programmes (2007-2013)



Erasmus+, now already in its second year, has started delivering promising results, including a higher recognition rate for ECTS credits earned abroad by students, a higher quality of mobility with better linguistic preparation and better accessibility. By removing barriers to mobility, Erasmus+ will open the minds of another two million students, who will be better equipped to build a more cohesive and competitive society. Built on foundations laid by Erasmus, Erasmus+ provides opportunities for stronger cooperation between higher education institutions and their stakeholders. This will increase innovation and enhance social inclusion, which is an essential factor in preventing radicalisation and terrorism.

Although it is still too early to measure the impact of Erasmus+, we can learn a lot from the previous programme. This brochure not only presents the results of the last academic year 2013-2014, but also provides an overview of the main achievements of Erasmus under the EU's Lifelong Learning Programme (LLP) during 2007-2013.

With a budget of €3.1 billion Erasmus provided grants to **1.6 million students** to study and train abroad and to **300 000 academic and administrative staff** to teach and learn new practices abroad. Overall, by the end of the academic year 2013-14, the Erasmus programme had supported **3.3 million Erasmus students** and **470 000 staff** since its launch **27 years** ago.

In 1987, 3 244 students from 11 countries spent a study period abroad on Erasmus. During 2013-14, some **34 countries** took part in the programme: the

28 EU Member States, Iceland, Liechtenstein, Norway, Switzerland, Turkey and for the first time, the former Yugoslav Republic of Macedonia. With a budget of over **€580 million** in 2013-2014, the highest annual amount of the seven-year period, **272 000 students** and over **57 000 staff** spent time abroad.

Erasmus mobility, with its focus on skills development for employability and active citizenship, is a central element of the European Commission's strategies. Mobility contributes to combatting youth unemployment, an objective which features prominently in the Europe 2020 strategy for growth and jobs. It also equips the new generation with social, civic and intercultural skills, an essential element of the 2015 Paris Declaration following the terrorist attacks in Paris and Copenhagen.

Student mobility contributes to individuals' personal and professional development and equips them with transferable skills that are valued by employers and society. Students certainly improve their foreign language skills and develop greater intercultural awareness; but they also develop soft skills, such as being able to quickly adapt to changes and new situations, solve problems, work in teams, think critically, be tolerant of different views and communicate effectively. A 2014¹ study showed that the risk of long-term unemployment at least halved for mobile students compared to those who stay at home. Mobility boosts job prospects, encourages labour market mobility and opens minds to different cultures. A third of former Erasmus students now live with a partner of a different nationality.



Since its launch in 1987, the Erasmus programme has seen not only a constant increase in the number of students taking part, but also in the quality and diversity of the mobility activities on offer. Traineeships abroad were introduced in 2007. Since then, the number of students receiving their first professional experience through Erasmus has tripled and more than **60 000 students** seized this opportunity in 2013-14 (22 % of all Erasmus students). Overall, **290 000 students** have undertaken an Erasmus traineeship since 2007 in companies, almost 80 % of them being SMEs. **One in three were offered a job** by their host and **one in ten** went on to **create their own company**, according to the same 2014 study. With Erasmus+, recent graduates can also receive support to undertake a traineeship abroad as a route into the labour market.

Higher education teachers and other staff, such as a university's international relations officers, can also benefit from EU support to teach or be trained abroad, and higher education institutions have the opportunity to invite staff from companies to come and teach at their institutions, a number that grew 11-fold over the LLP period. Teachers coming from institutions or from businesses in other countries allow a wider number of students, including those who cannot go abroad, the chance to be exposed to other teaching practices, other cultures and to the labour market in an international setting before graduation. All in all, the Erasmus community included over **4 900 higher education institutions (HEIs)** holding the **Erasmus University Charter** in 2013-14, of which almost **3 600** were active in **sending or receiving students and staff**. The number of sending HEIs increased by 65 % over the LLP period.

But Erasmus is more than just student and staff exchanges. Funding around **460 transnational cooperation projects and networks since 2007**, it has also enabled higher education institutions to improve the quality, relevance and accessibility of their programmes. Out of this total, some **80 projects** were funded in 2013-14 and supported higher education institutions in working together to address the EU higher education priorities. During 2007-2013, the EU also supported approximately 550 Tempus cooperation projects, 700 Erasmus Mundus joint degrees and international mobility projects (since 2004) and 1 200 Jean Monnet teaching and research projects.

These different forms of cooperation have been instrumental in **improving key areas**, such as the quality and diversity of higher education in terms of learning and teaching, the recognition of study periods abroad and the provision of student support services. Among such advances are developments in institutional management, links with the labour market and access to learning environments, which promote innovation and creativity. In particular, Erasmus cooperation projects have led to long-term structural changes and strategic initiatives. These include the European Credit Transfer and Accumulation System that promotes the transparency and transferability of study credits in European higher education, the 'tuning' of academic degree programmes based on learning outcomes and the many joint curricula developed over the years.

At a more general level, mobility and cooperation projects supported by Erasmus have promoted the internationalisation of European higher education,

contributed to its modernisation, and paved the way for the Bologna Process. It contributes substantially to the EU target that **by 2020 at least 20 % of all graduates** should have spent a period of time studying or training abroad. The annual number of **Erasmus students** accounts for **almost 5 % of all graduates**, thus contributing to a quarter of the benchmark, and cooperation projects can serve as a catalyst for institutions to include student mobility in their curricula.

Every year, the European Commission compiles Erasmus statistics from the Erasmus National Agencies in the participating countries and publishes a statistical overview online, providing an overall picture of the different types of actions funded, with a comparison of a given year's results with those of previous years. Basic data from the other EU higher education programmes now complement the picture. We hope you will find this information useful.



¹ "The Erasmus Impact Study. Effects of mobility on the skills and employability of students and the internationalisation of higher education institutions"
http://ec.europa.eu/education/library/study/2014/erasmus-impact_en.pdf

Erasmus Student Mobility



Erasmus is the world's most successful student mobility programme. Since it began in 1987-88, the Erasmus programme has provided over three million European students with the opportunity to go abroad and study at a higher education institution or train in a company. In 2013-14 students accounted for around 80 % of the annual Erasmus budget.

- In the 2013-14 academic year, 272 497 students went to another European country to study or train, which represented a year-on-year increase of 2 %. With this new record number of student mobility the total number of Erasmus students has reached 3.3 million.
- As in the previous academic year, Spain sent the most students abroad with 37 235 students leaving for another country. France supported the second highest number of students going abroad, followed by Germany, Italy and the United Kingdom.
- Compared with the latest available data on the size of national student population, in 2012-13 the highest numbers of outgoing Erasmus students in relative terms were reported in Luxembourg, Liechtenstein, Latvia, Lithuania and Spain.
- The most popular destination among European students was Spain, which received 39 277 students, followed by Germany, France, the United Kingdom and Italy.

- The average monthly EU grant received by students (including both studies and work placements) was € 274 – the level of the previous year.
- The number of zero EU-grant students (9 722) represents around 3.6 % of the total number of student mobility periods. This shows that the Erasmus 'branding' has a leverage effect. For example, in situations where the national Erasmus budget for an academic year has already been allocated, additional students can benefit from all the advantages of being an Erasmus student (such as non-payment of tuition fees to the host institution) without receiving EU funding.
- The average duration of student exchanges was six months. This has remained constant over the past decade.
- Erasmus also actively supports the participation of students with special needs by offering a supplementary grant. The number of students with special needs taking part has increased in the past few years. In 2013-14, some 401 students with special needs received additional funding to participate in Erasmus, a 3 % increase on the previous year. Although this remains a relatively low figure, it reflects the low participation rates of students with special needs in higher education in general.

- Some 3 456 European higher education institutions sent students abroad through Erasmus in 2013-14, out of a total of 4 919 institutions holding an Erasmus University Charter (EUC) that year. If we add to this number the higher education institutions that received students without sending any themselves, the number of institutions participating in student mobility totals to 3 720.

Mobility for Studies

Erasmus offers students the possibility of studying at another higher education institution. **Erasmus Student Mobility for Studies**, which is the most common action, enables students to spend a study period of 3 to 12 months abroad. It aims to provide students with the opportunity of studying in another country, to promote cooperation between institutions and help enrich their educational environment, and to contribute to building a pool of well-qualified, open minded and internationally experienced young people.

- In 1987-88, some 3 244 students went abroad to study with an Erasmus grant. Out of the 272 497 Erasmus students in 2013-14, 212 208 student exchanges for studying were supported, which roughly corresponds to the result of the previous year.

Student mobility in figures in 2013-2014

	Type of student mobility		Total
	Studies	Work placements (traineeships)	Student mobility
Total number of Erasmus students	212 208	60 289	272 497
Average EU monthly grant (€)	255	367	274
Average duration (months)	6.2	4.4	5.8
Number of grants for special needs students	331	70	401
Top sending countries (absolute numbers)	ES, DE, FR, IT, TR	FR, ES, DE, UK, IT	ES, FR, DE, IT, UK
Top sending countries (% share of the student population)	LU, LI, ES, LT, CZ	LV, LT, MT, LI, SI	LU, LI, LV, LT, ES
Top receiving countries	ES, FR, DE, UK, IT	UK, ES, DE, FR, IT	ES, DE, FR, UK, IT
Level of studies (% share)	Bachelor 70 % Master 28 % Doctorate 1 % Short-cycle 1 %	Bachelor 56 % Master 31 % Doctorate 3 % Short-cycle 11 %	Bachelor 67 % Master 29 % Doctorate 1 % Short-cycle 3 %
Average age of students (years)	23.4	23.9	23.5
Number of higher education institutions sending students	2 407	2 829	3 456
Gender balance (% of women)	60.2 %	61.6 %	60.5 %

Spain **sent the most students for a study period abroad** followed by Germany, France and Italy. These countries also have the largest student populations in Europe. The same countries together with the United Kingdom, which receives almost twice as many students as it sends, make up **the most popular destination countries**, namely Spain, France, Germany, the United Kingdom and Italy.

- The average length of stay was **6.2 months**, while the average monthly grant remained at the level of **the previous year, at € 274**.
- Students of social sciences, business and law made up the biggest share (41 %) of those on exchanges. The second biggest share was made up of students of humanities and arts (22 %). Students of engineering, manufacturing and construction (15 %); science, mathematics and computing (7.5 %); and health and welfare (6 %) continue to participate actively, though in proportionately lower numbers compared to the overall number of students taking these subjects.

Mobility for Work Placements (Traineeships)

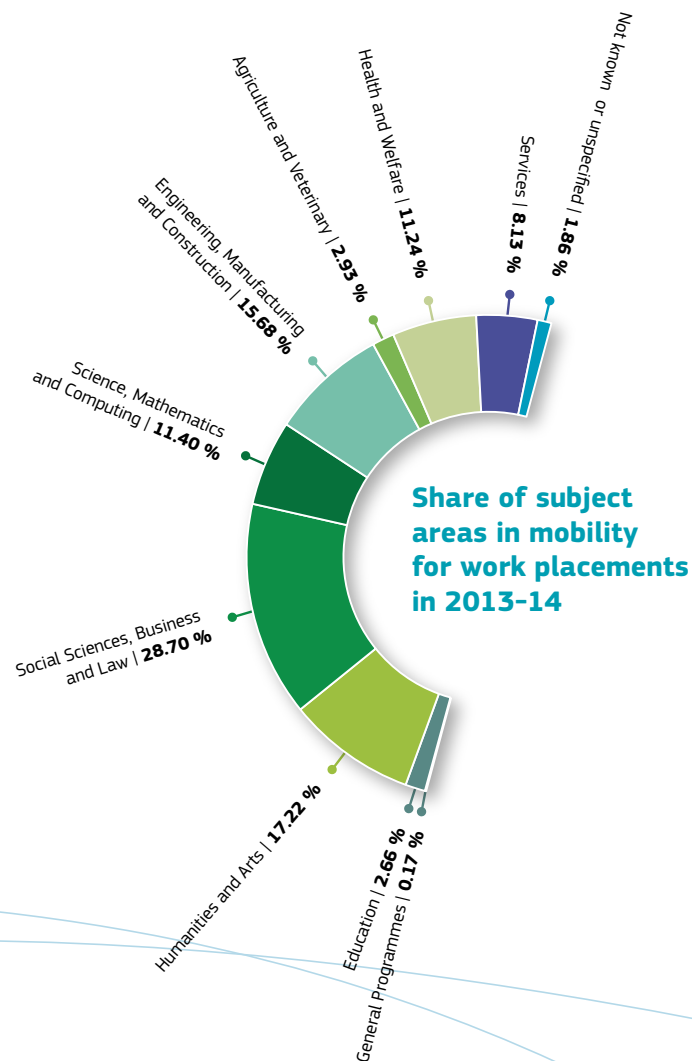
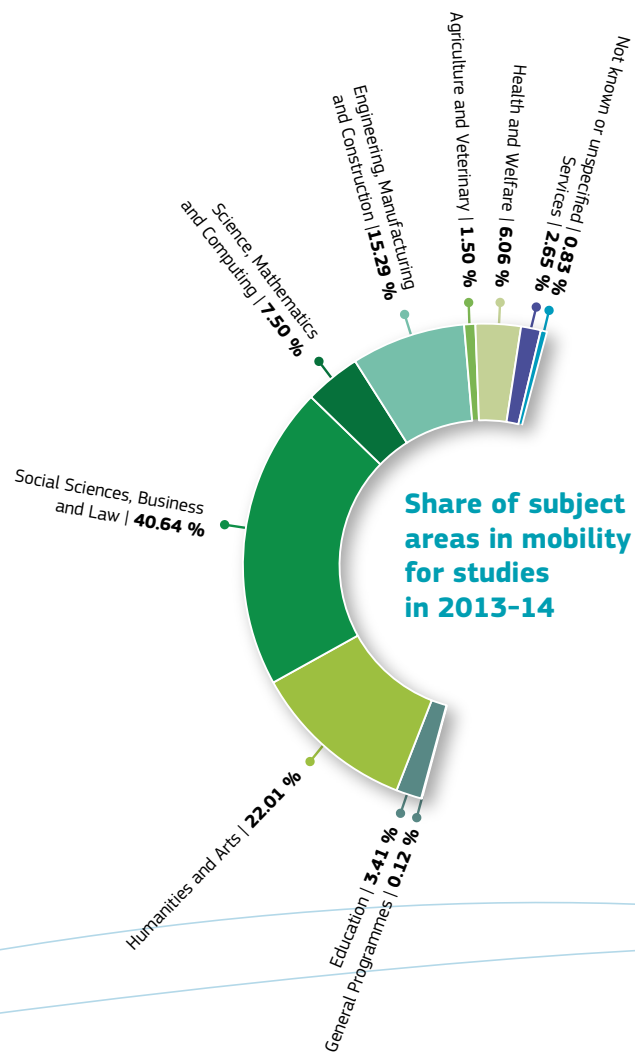
Erasmus also benefits students who do traineeships in companies. By temporarily working in a company – or an organisation – abroad students gain a better understanding of other economies as well as the chance to develop specific skills.

Work placements in companies abroad have been supported through Erasmus since 2007 (they had been previously managed within the Leonardo da Vinci programme for vocational education and training) and are increasingly popular. By 2013-14, grants have already been awarded to more than 290 000 students for this purpose.

Grants enable students to spend a period of 3 to 12 months (or 2 to 12 months in the case of short-cycle higher education) doing a work placement abroad. Spending time in a company abroad helps students to adapt to the requirements of the labour market and develop specific skills. It also boosts cooperation between higher education institutions and companies.

- Out of the 272 497 Erasmus students, **60 289** went on work placements abroad in 2013-14. This represents an annual increase of 9 %. Since its inclusion in the Erasmus programme, work placements abroad have grown rapidly, and today the annual number of placements is more than three times higher than the number of placements in 2007-08.
- Placements represented a **22 % share of all Erasmus student mobility periods** in 2013-14.
- France **sent the most students abroad** for work placements, followed by Spain, Germany, the United Kingdom and Italy. The **top destinations** for students on work placements were the United Kingdom, Spain, Germany, France and Italy.

- The average duration of work placements, which is generally lower than for study periods, was **4.4 months**, compared to 6.2 months for studies. The average monthly grant for work placements remained at around same level as in the previous year, **€ 367**.
- **A total of 42 361 students did a placement at enterprises** across Europe in 2013-14, a 4.6 % rise (up from 40 480 in the previous year). Around 44 % of the placements were done at small, 17 % at medium-sized and 18 % at large enterprises.
- Students of social sciences, business and law made up the biggest share (29 %) of trainees. The second biggest share was that of students of humanities and arts (17 %), closely followed by students of engineering, manufacturing and construction, who represented 16 % of all trainees.
- To support work placements abroad, higher education institutions can create **consortia for placements**. These consortia comprise higher education institutions and other organisations, such as companies or associations. **A total of 93 Erasmus Placement Consortia organised 8 187 work placements** in 14 countries during 2013-14. Work placements organised through consortia thus made up over 14 % of all work placements abroad under Erasmus.



Erasmus Staff Mobility



Staff mobility for teaching has become a very popular action since its introduction in 1997. With the creation of the Lifelong Learning Programme in 2007, staff mobility was extended to include staff training as well as the possibility for higher education institutions to invite staff from companies to come and teach at their institutions.

Since its launch, **over 470 000 staff exchanges** for teaching and training have been supported. Staff mobility aims to enrich the experience of participating staff, to contribute to the internationalisation and modernisation of higher education through cooperation among higher education institutions and staff, and to encourage student mobility. The staff mobility budget accounts for approximately **7 % of the overall Erasmus budget**.

- Some **57 488** staff exchanges were supported in 2013-14, a year-on-year increase of 9.2 %.
- The share of teaching assignments was 66.3 %, while staff training accounted for 33.7 % of all staff exchanges. This latter share has more than doubled since 2007-08, when it was only 15 %.
- The **average duration** of a staff mobility period (including teaching assignments and staff training) was **5.5 days** and the **average grant** was **€ 733** per staff exchange.
- Poland **sent the most staff abroad**, followed by Turkey, Spain, Germany and Romania.

The **five most popular destinations** were Spain, Germany, Italy, the United Kingdom and France.

- Some **2 510** European higher education institutions sent staff abroad through Erasmus in 2013-14. If we add to this number the higher education institutions that received staff without sending any themselves, the number of institutions participating in staff mobility totals to **2 832**.

Teaching Assignments

Staff mobility for teaching assignments enables staff from higher education institutions and enterprises to spend a teaching period of a minimum of one day (or at least five teaching hours) up to six weeks at a higher education institution in another participating country in Europe.

- Since its introduction in 1997, the number of teaching assignments has grown constantly. Out of the **57 488 staff exchanges**, **38 108** were teaching assignments in 2013-14. This represents an increase of 5.6 % on the previous year.
- On average, teachers taught **12.7 hours abroad per teaching assignment**, which had an **average duration of 5.2 days**. A small but constant decrease has been observed since 2000-01 when the average was 6.9 days. The average grant per staff teaching assignment was **€ 705**, which corresponds to the size of the grant in the previous year.

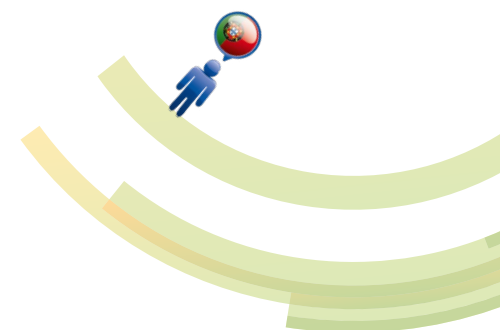
Staff mobility in figures in 2013-2014

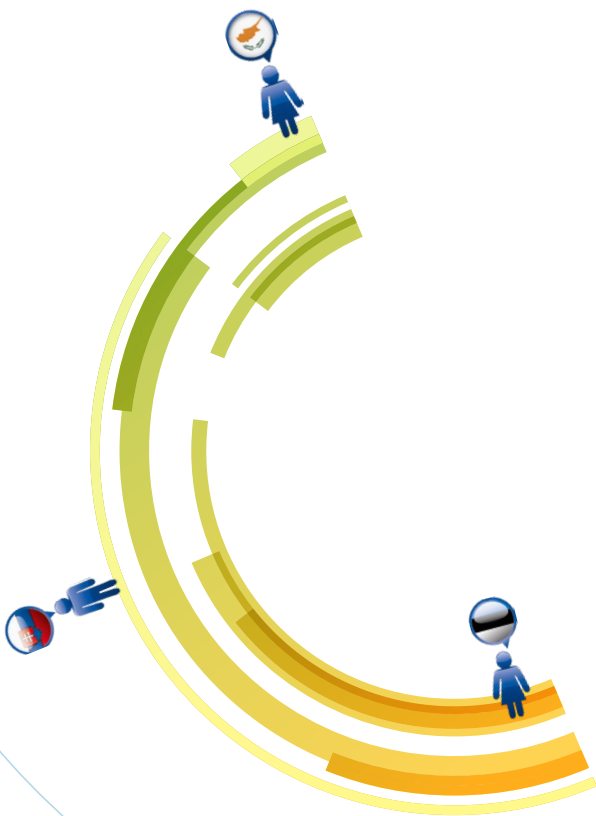
	Type of staff mobility		Total
	Teaching assignments	Training	Staff mobility
Total number of staff mobility periods	38 108	19 380	57 488
Average duration (in days)	5.2	6	5.5
Average total EU grant (in €)	705	789	733
Number of grants for staff with special needs	15	13	28
Top sending countries	PL, TR, ES, DE, FR	PL, TR, ES, RO, DE	PL, TR, ES, DE, RO
Top receiving countries	ES, DE, IT, FR, PL	UK, ES, DE, IT, PT	ES, DE, IT, UK, FR
Total number of higher education Institutions sending out staff	2 249	2 027	2 510
Gender balance (% of women)	44.1 %	65.6 %	51.4 %

- Teachers from humanities and arts spent **the highest number of periods abroad** on teaching assignments. This was followed by teachers of social sciences, business and law and then teachers of engineering, manufacturing and construction. This share has been more or less constant in recent years.
- The **five most popular destinations** for staff on teaching assignments were Spain, Germany, Italy, France and Poland. Teachers taught most often in English, followed by German, French, Spanish and

Italian. The five **most active countries in sending teachers abroad** on teaching assignments were Poland, Turkey, Spain, Germany and France.

- Some 619** teaching assignments were undertaken by staff from companies who were invited to teach at higher education institutions in other European countries. This represents a 17 % increase compared to last year.





Staff Training

In addition to teaching assignments, the programme has been opened up to allow both administrative and academic staff to participate in different forms of training abroad, such as job-shadowing or attending job-related workshops and training sessions.

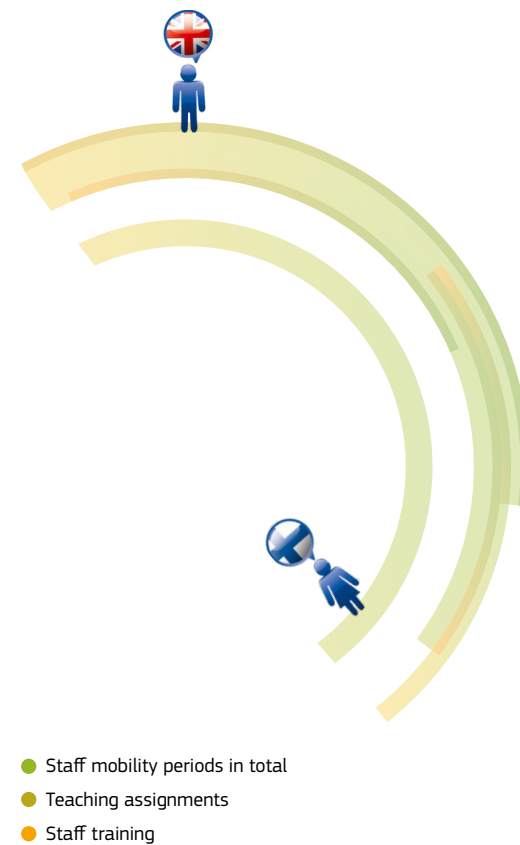
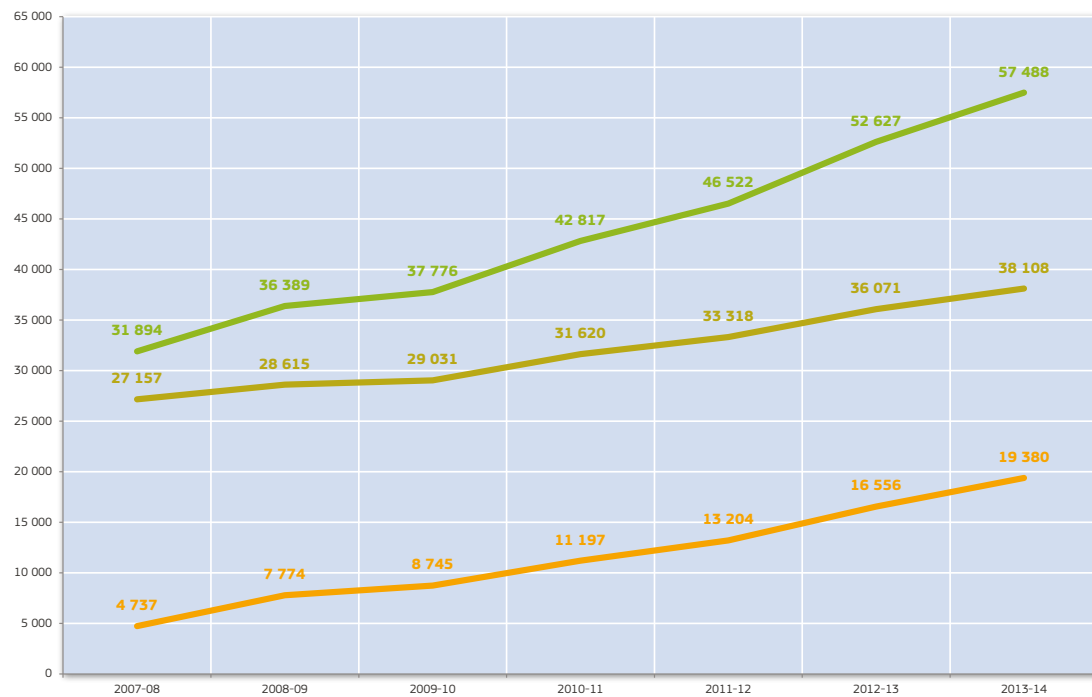
Erasmus staff mobility for staff training offers an opportunity to go on training for a period of between one week (five working days) and six weeks in a company or an organisation, such as a higher education institution, in another participating country.

- Staff mobility for training continues to increase in popularity. Of the 57 488 staff exchanges in 2013-14, **19 380** were staff training periods. This represents a **17.1 %** increase over the previous academic year.
- In 2013-14, **4 873** higher education staff went on training to companies abroad. This represents an increase of **33.9 %** compared to the previous academic year. Training in companies thus constituted 25.1 % of all Erasmus mobility for staff training.
- Staff went abroad for training for **6 days** on average and received an average grant of **€ 789** which is 1.7 % higher than the previous year.
- Most training periods abroad were undertaken by academic staff (41 %), followed by general

administrative and technical staff (22 %) and staff from international offices (15 %).

- Most staff received specific training (46 %) abroad, while 24 % of staff went for job-shadowing. Around 13 % of participants used the action to participate in workshops, while 17 % went abroad for other purposes.
- Staff from Polish higher education institutions spent the **most periods abroad for training** with 2 841 staff training periods supported. They were followed by staff from Turkey, Spain, Romania and Germany. The five **most popular destinations** for staff training were the United Kingdom, Spain, Germany, Italy and Portugal.

Growth in staff mobility numbers from 2007-08 to 2013-14



Erasmus Intensive Programmes

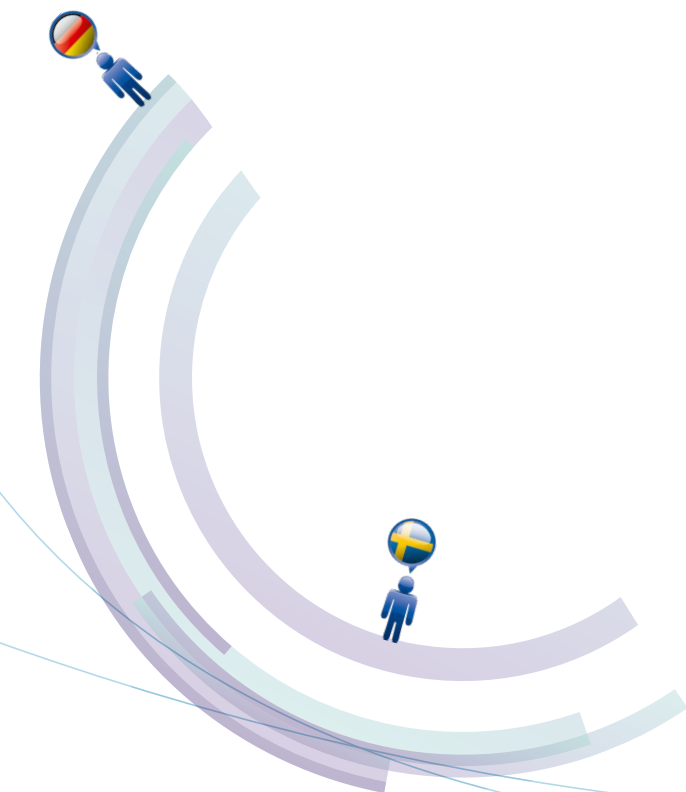
Erasmus also funds Intensive Programmes, which are short subject-related programmes of study (of between 10 days and 6 weeks in length), bringing together students and teaching staff from higher education institutions from at least three European countries. These short study programmes encourage multinational learning around specialist topics. They allow students to draw academic knowledge from higher education institutions other than their own. They allow teachers to exchange views on course content and approaches to new curricula. Furthermore, they enable teaching methods to be tested in an international classroom environment.

- Since 2007-08 Erasmus Intensive Programmes have been managed individually by the participating countries. They have also experienced strong growth during this time. Over the **seven-year Lifelong Learning Programme** period, some **2 917 Erasmus Intensive Programmes** were organised. During the academic year **2013-14**, a total of **563 Intensive Programmes** were organised in 33 countries, which represents a 4.6 % increase on the previous year.
- Altogether **18 528** students and **6 818** teachers participated in Intensive Programmes in 2013-14.

- **The highest number of these intensive study courses** (74) was organised by Italy, which represents 13 % of the total number of courses organised in 2013-14. The Netherlands organised 42 courses, Germany (41), France (35) and Belgium (28).
- **The most popular subject area** of Intensive Programmes were social sciences, business and law (23 %), engineering, manufacturing and construction (19 %), humanities and arts (16 %), and science, mathematics and computing (14 %).

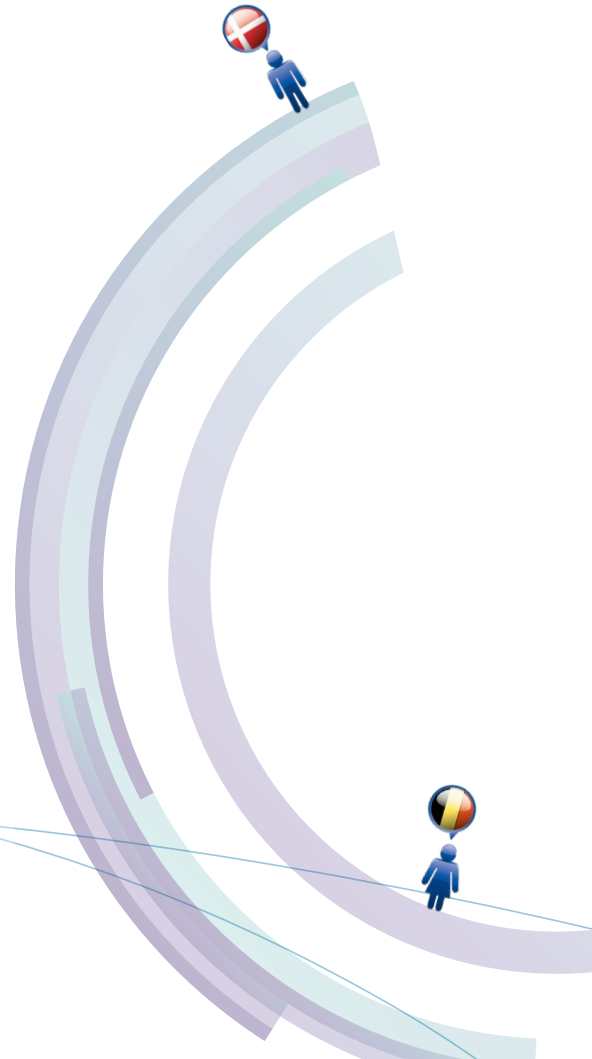
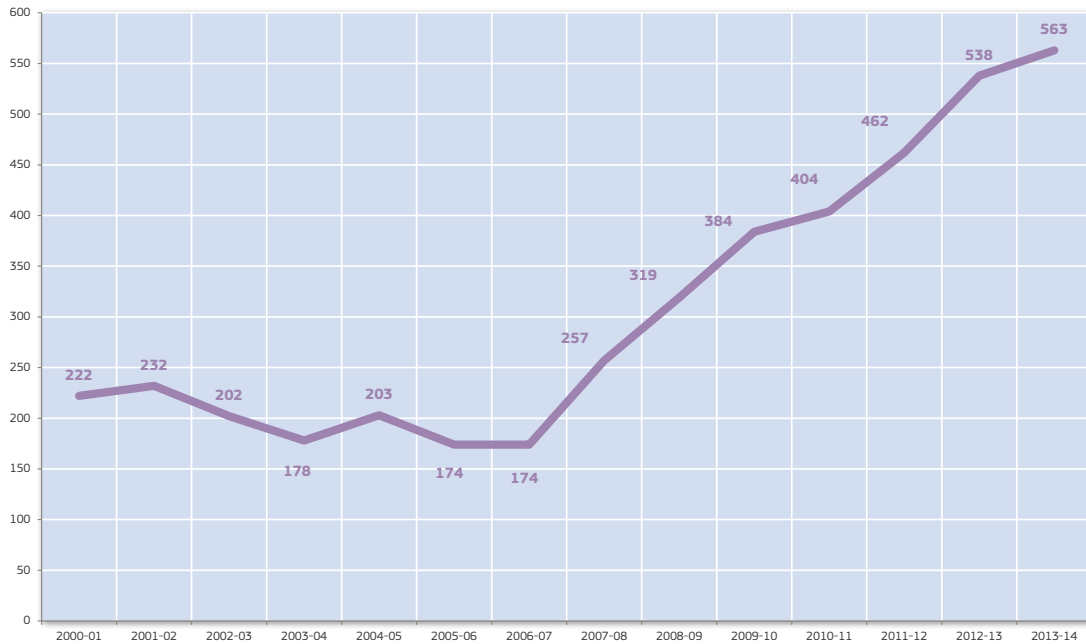
Erasmus Intensive Programmes

Number of Intensive Programmes	563
Number of participating students	18 528
Number of participating teachers	6 818
Top five organising countries	IT, NL, DE, FR, BE
Average duration of Intensive Programmes	12.5 days





Number of Erasmus Intensive Programmes from 2000-01 to 2013-14



Erasmus Intensive Language Courses

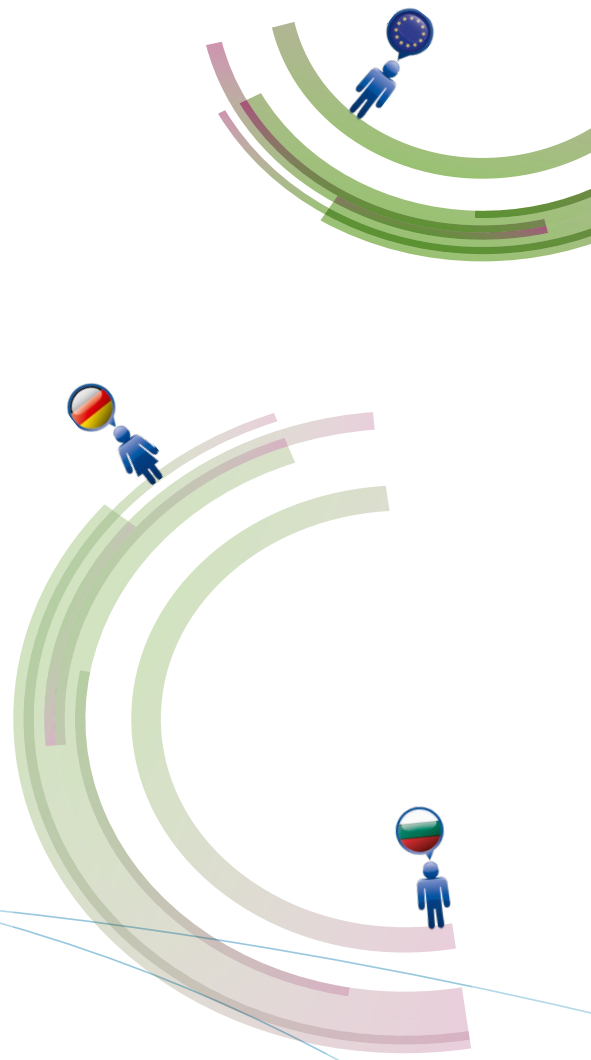
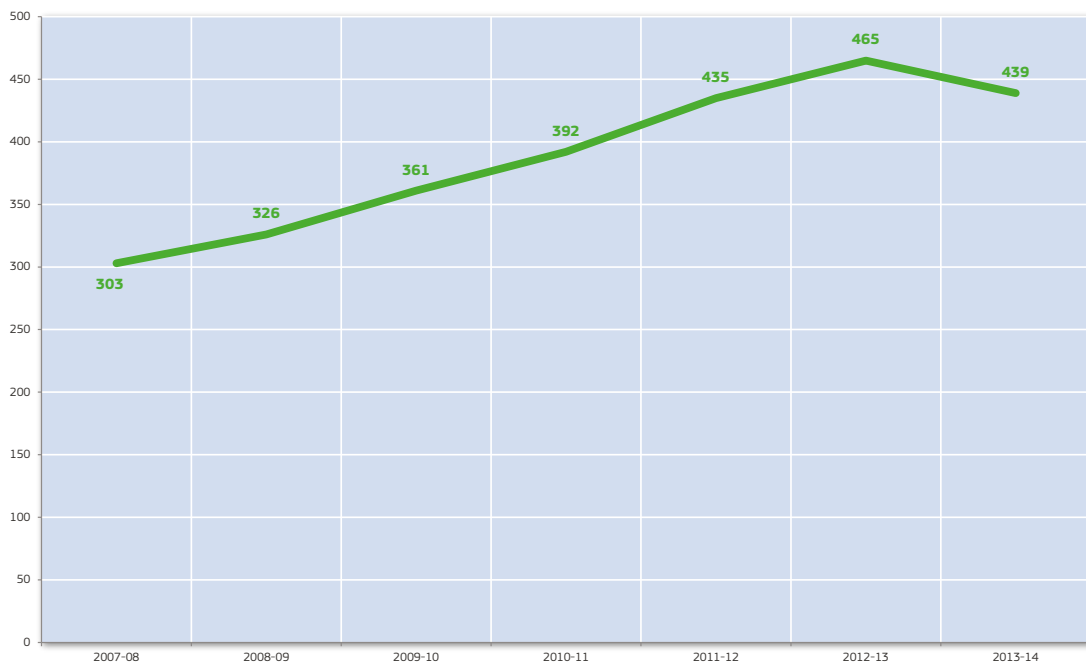
Since 1996, Erasmus has financed specialised courses in the less widely used and taught languages for students going abroad as part of the programme. The aim is to prepare incoming students for their study exchange or work placement through a linguistic and cultural introduction to the host country. Language courses are not organised for the most widely taught languages, namely English, German, French and Spanish (Castilian).

- The number of Intensive Language Courses supported has grown tremendously since their launch. Over the seven-year Lifelong Learning Programme period, **2 721 Erasmus Intensive Language Courses** were organised. In 2013-14 **439 courses** were organised in 26 participating countries, an increase of 45 % since 2007-08.
- A total of **42 400 Erasmus students** have benefited from a language course prior to their study exchange or work placement during the Lifelong Learning Programme period. In **2013-14** some **7 169 students** participated in an Intensive Language Course (a similar number to the previous year). This represents 2.6 % of the total number of students participating in the programme. If we take the share of the incoming Erasmus students only to those countries eligible to organise an Intensive Language Course, the percentage is around 4.2 %.

- The **most popular destination** was Italy with 1 142 participants, followed by Poland, Portugal, Belgium (Dutch-speaking community) and Turkey.
- The **highest proportion of incoming Erasmus students** participating in a language course remained Slovenia, where 15.9 % of the incoming students took part, followed by Romania (12.2 %), Croatia (10.8 %) and Bulgaria (10.2 %).

Erasmus Intensive Language Courses

Number of courses	439
Number of students	7 169
Top hosting countries	IT, PL, PT, BE (NL), TR

Number of Erasmus Intensive Language Courses from 2005-06 to 2013-14

Erasmus Higher Education Cooperation Projects



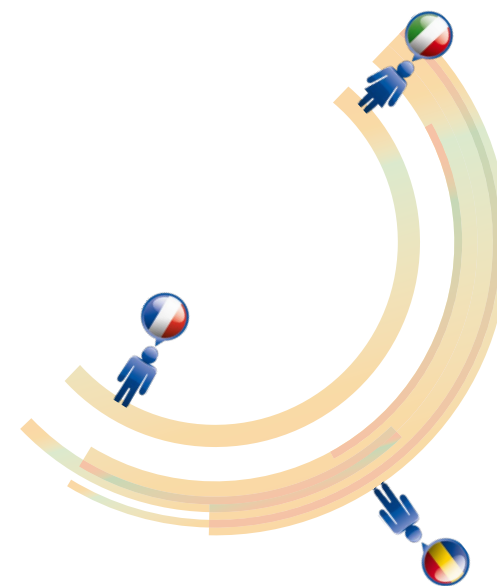
Together with mobility, the Erasmus programme also fosters the modernisation of European higher education through funding joint projects. These projects, which run from between one and three years, aim to **stimulate policy reforms** through transnational cooperation among higher education institutions and other relevant stakeholders across Europe. Applications are submitted once every calendar year. The available budget in 2013 was **€ 28.6 million**, which is substantially higher than in previous years (€ 20 million).

Most of the 2013 funded projects are closely linked to the following EU higher education policy areas: developing mobility strategies and the removal of barriers to mobility in higher education, promoting employability and addressing the social dimension of higher education. It is important to note that some of these projects tackle more than one policy area.

- The number of applications has grown year-on-year. Some **311 applications** were submitted in 2013 (up from 250 in 2012). Among these **79** were **selected** for funding, which represents, on average, a **25.4 % success rate**. This is somewhat higher than the previous year (22.8 %).
- Most applications (62 out of 79) have been approved under the so-called 'Multilateral Projects', aiming at developing strategies to support the modernisation of higher education by promoting curricular, governance and funding reforms, to improve the cooperation between higher education institutions and enterprises and employability or address key issues such as excellence and innovation, mobility learning strategies and social inclusion in higher education.

Erasmus Higher Education Cooperation Projects in 2013

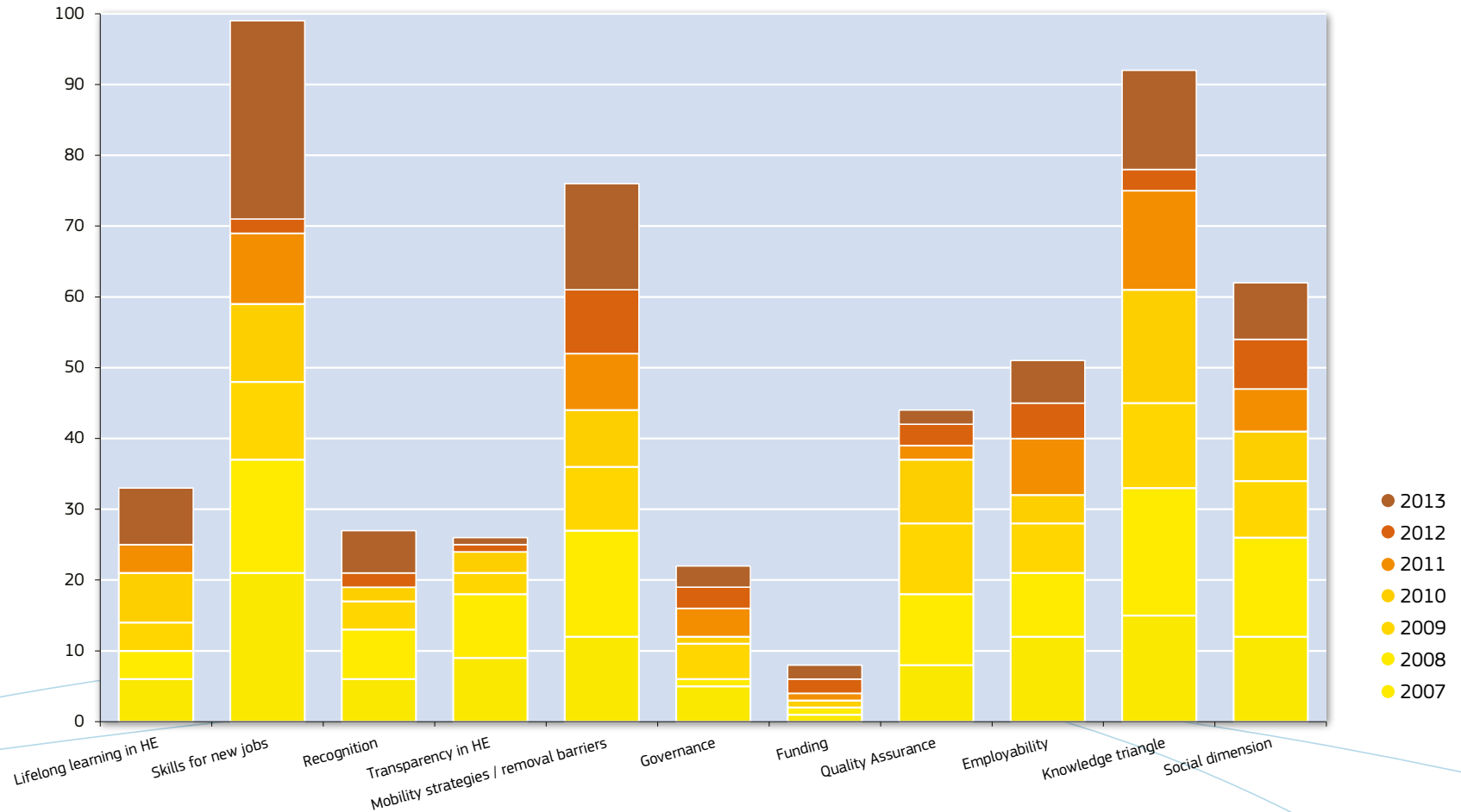
Type of action		Number of applications received	Number of selected applications approved	Applications success rate
Multilateral Projects (Priorities)	Quality through mobility and cross-border cooperation	23	4	17.4 %
	Strengthening social dimension of higher education	27	8	29.6 %
	Quality and relevance through cooperation between HEIs and the labour market	135	33	24.4 %
	Improving governance and funding	13	3	23.1 %
	Knowledge Alliances	68	14	20.6 %
	Total	266	62	23.3 %
Academic Networks		22	8	36.4 %
Accompanying Measures		23	9	39.1 %
Total		311	79	25.4 %



- In 2013, applications received as part of cooperation between higher education institutions and enterprises or with the aim of establishing Knowledge Alliances fostering innovation in higher education and business have experienced strong growth: 134 applications altogether as compared to 67 last year, which represents a more than 100 % year-on-year increase. These projects mainly focused on promoting creativity, competitiveness, entrepreneurial spirit and employability; the development of innovative practices; and improving quality and increasing student and staff mobility throughout Europe.
 - Eight applications have been selected from the 'Academic Networks' proposals, designed to promote innovation in a specific discipline, set of disciplines, or in a multidisciplinary area, and requiring the participation of higher education institutions from all participating countries.
 - Finally, nine applications have been approved from the 'Accompanying Measures' proposals. These are innovative projects with the aim to have a clear relevance to the European Higher Education Modernisation Agenda and to raise awareness of relevant target groups or the general public on the importance of European cooperation in the field of higher education.
 - Finland submitted the highest number of proposals (39), followed by Belgium (37), Spain (33), the United Kingdom (30) and Italy (26).
 - Belgium was the most successful country in terms of applications approved, with 15 accepted.
- Many of the projects funded under this part of the Erasmus programme have led to important policy developments. For example, the European Credit Transfer and Accumulation System (ECTS) was originally an Erasmus project, before becoming a major tool to foster mobility that is used throughout Europe.



Higher Education policy priorities addressed by Erasmus Higher Education Cooperation Projects from 2007 to 2013



The columns represent the number of times that a policy priority is covered by projects selected in a specific year.
The same project can cover more than one priority.

Erasmus Mundus

The Erasmus Mundus programme was launched in 2004 with the purpose of supporting academic cooperation and mobility between the European Union and its partner countries.

The Programme has three actions:

Action 1 – Erasmus Mundus Joint Programmes (Masters Courses and Joint Doctorates)

Joint programmes are operated by consortia of higher education institutions (HEIs) from the EU and elsewhere in the world. They provide an integrated course and joint or multiple diplomas following study or research at two or more HEIs. Each year, students worldwide can apply for Erasmus Mundus scholarships to undertake Master and Doctorate studies.

In the two phases of the Erasmus Mundus programme (2004-2013) a total of 242 Erasmus Mundus Masters Courses and 43 Erasmus Mundus Joint Doctorates were funded.

A number of these joint programmes have continued to offer scholarships in 2014 and beyond, using funding from the Erasmus+ programme.

Action 2 – Erasmus Mundus Partnerships

Erasmus Mundus Partnerships bring together higher education institutions from Europe on the one hand and from a particular region in the world on the other hand. The partnerships manage student and staff exchanges between the two regions with EU-funded scholarships at undergraduate, master, doctorate and post-doctorate levels.

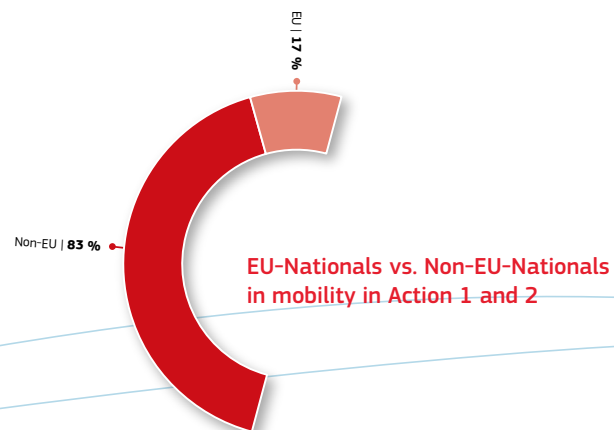
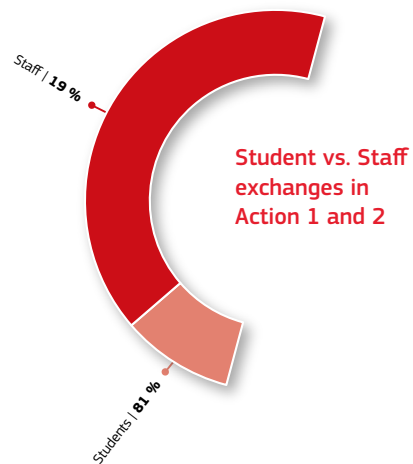
Action 3: Promotion projects

The purpose of promotion projects is to enhance the attractiveness of European higher education worldwide. Projects can aim to promote higher education or improve accessibility and quality assurance. They may also serve to improve the recognition of credits and qualifications, to develop curricula or to improve mobility opportunities.

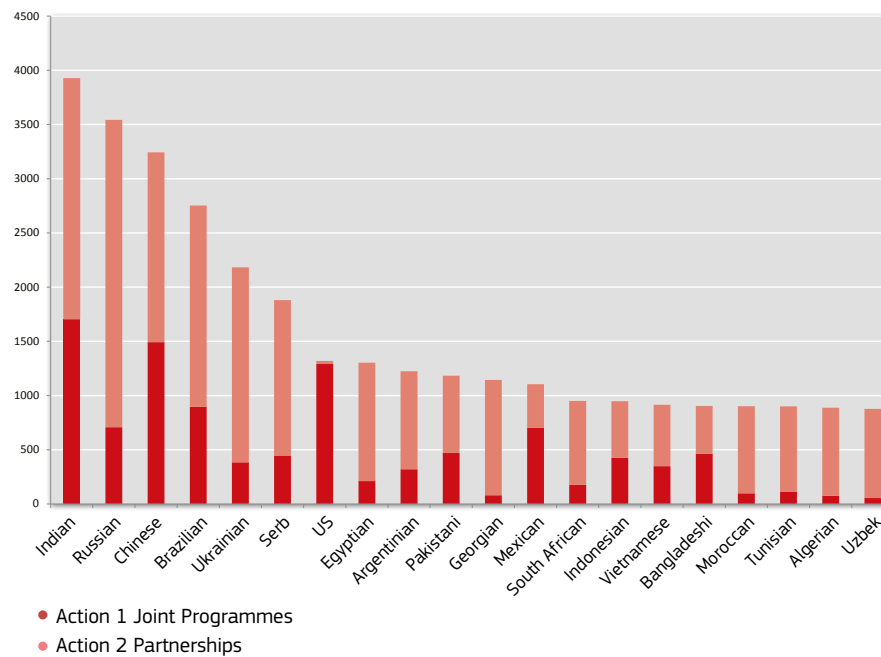
Erasmus Mundus (2004-2014)

Projects and clusters	
Joint programmes	285
Partnerships	308
Promotion projects and National Structure information projects	98
Clusters	5
Total	696
Higher education organisations	
Higher education organisations from EU countries	820
Higher education organisations from countries outside the EU	1 423
Total	2 243





Top 20 nationalities: students & staff coming to Europe from 2004 to 2014



Action 1 Joint Programme scholarships are open to students from all over the world, while Action 2 Partnerships focus their scholarships on specific countries covered by the EU's external cooperation instruments.

Jean Monnet

The aim of the Jean Monnet Activities is to develop EU studies in the Member States and worldwide. They promote excellence in teaching and research on the European integration process at higher education level – in various disciplines, and for a range of audiences (including those usually unfamiliar with this subject).

They support:

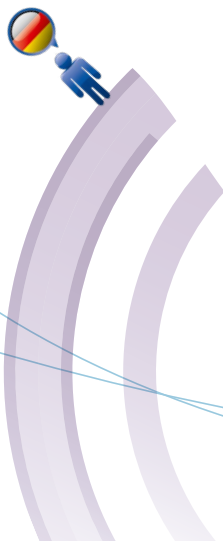
- **Teaching and research** (in particular through **Academic Modules, Chairs and Centres of Excellence**), which deepens the teaching of European integration studies within, for example, higher education, teacher training and compulsory education. In addition, these activities involve conducting, monitoring and supervising research into EU issues.
- **Policy debate with the academic world**, through **Networks** to enhance cooperation between universities throughout Europe and around the world; and **Projects** that foster innovation sharing and widespread discussions about EU issues.
- **Associations**, to organise and carry out activities dealing with EU studies and EU issues, and to share EU facts with the public in order to enhance active European citizenship.

The Jean Monnet Activities also provide operating grants to **designated institutions**, which pursue an aim of European interest and organise **studies and conferences** with the purpose of providing policy-makers with new insights and concrete suggestions.

The debate between the Jean Monnet community and policy-makers on the policy priorities of the European Union covers many issues, including the dialogue between peoples and cultures. In particular, the annual Jean Monnet Conference and the Jean Monnet geo-thematic seminars allow decision-makers to benefit from academic reflection and stimulate new thinking on policies.

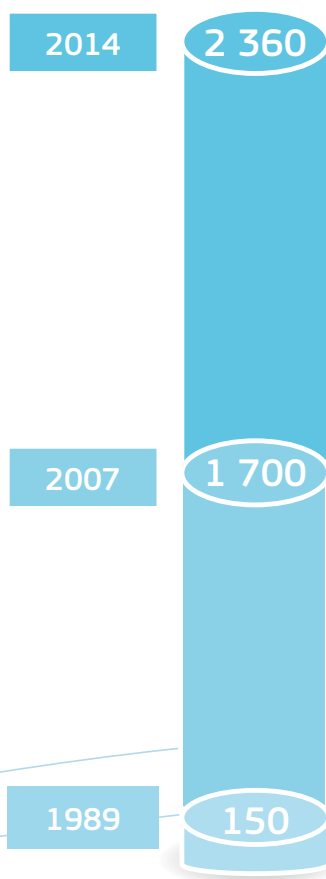
Over the years the geographical coverage of the Jean Monnet Activities has grown consistently. Today 78 countries from five continents are involved in Jean Monnet Activities. Currently, thanks to specifically targeted actions, participation in EU studies is increasing and new institutions in the EU neighbouring countries and in other continents are expressing a growing interest in EU-related subjects.

The focus on traditional disciplines addressing the legal, political, economic and historical aspects of European integration has been expanding to include new subject areas, addressing wider topical issues in keeping with the evolution of the European Union and the study of its processes. The expansion of the Jean Monnet Activities, which now cover a number of important subject areas, is supported by a consistent budget throughout the Erasmus+ period.

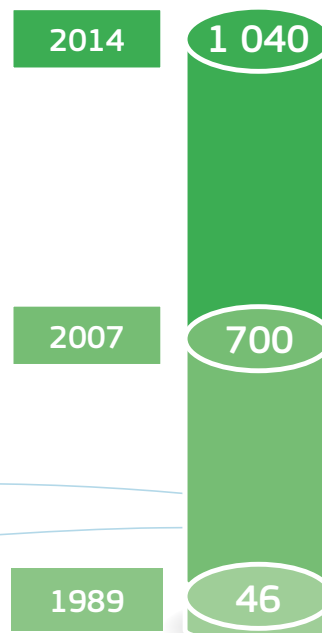


Jean Monnet projects funded by type of activity from 2007 to 2014

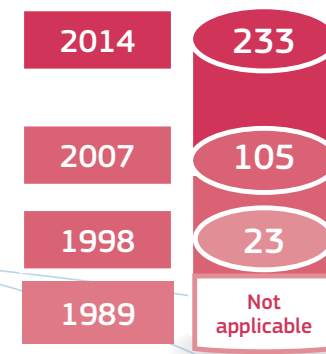
Modules



Chairs



Centres of excellence



Tempus

Tempus stands for “trans-European mobility scheme for university studies”. It is the EU’s external cooperation programme. Tempus has been supporting the modernisation of higher education systems in the European Union’s neighbouring countries for over 20 years. Launched in 1990, shortly after the fall of the Berlin Wall, Tempus has responded to the modernisation needs of higher education in Central and Eastern European countries. Today Tempus covers 27 countries in the Western Balkans, Central Asia, Eastern Europe, Northern Africa and the Middle East¹.

Tempus promotes capacity building activities and the voluntary convergence of higher education systems in the partner countries with EU policies and processes in higher education, including the Bologna Process. In the fourth phase of Tempus (2007-2013) a total of **550 projects** were funded, of which **408** were coordinated by a higher education institution from an EU-country and **142** from a partner country.

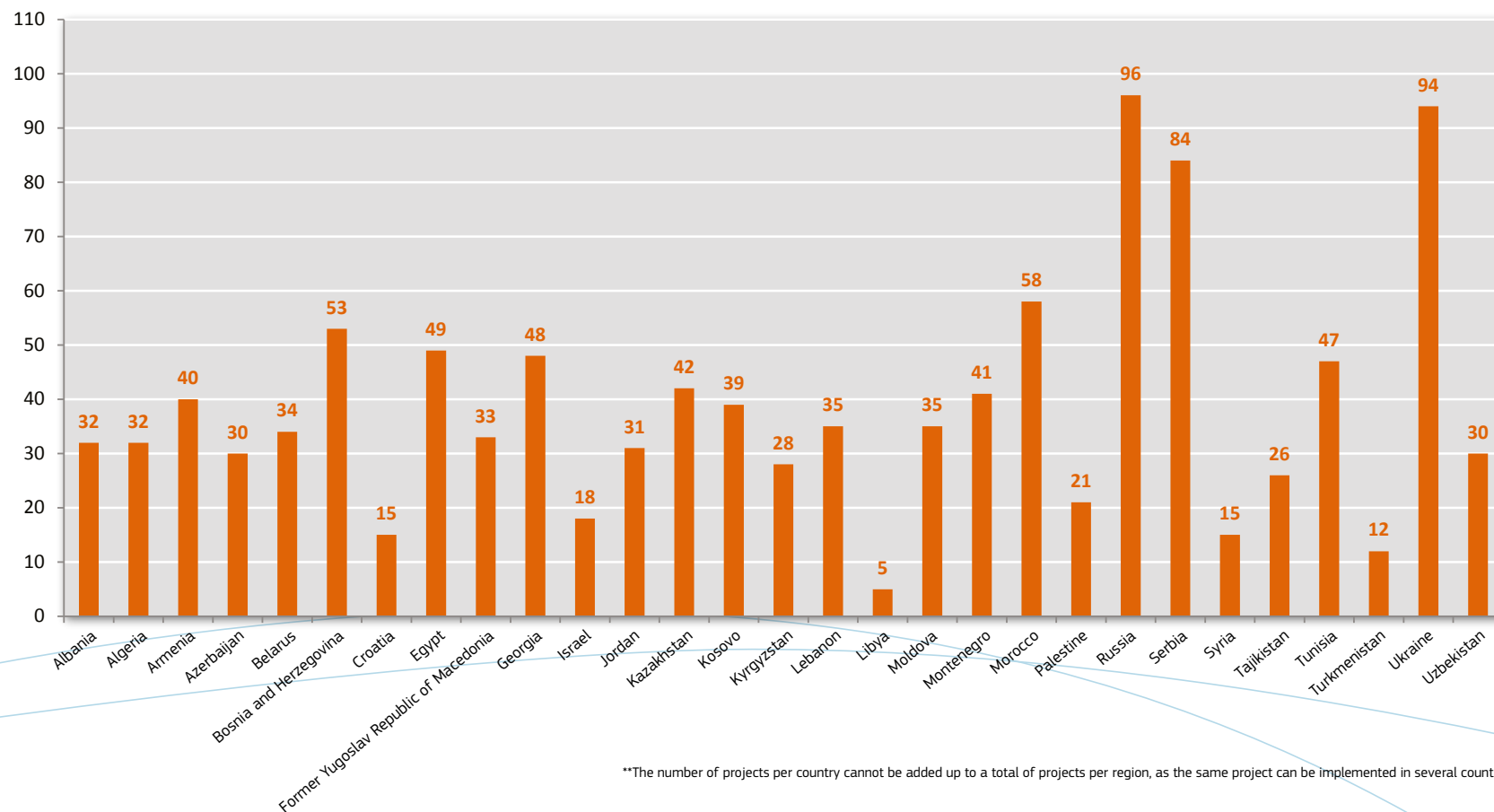
¹Tempus partners (2013): Albania, Algeria, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Egypt, Georgia, Israel, Jordan, Kazakhstan, Kyrgyzstan, Lebanon, Libya, Moldova, Montenegro, Morocco, the occupied Palestinian territory, Russia, Serbia, Syria, Tajikistan, Tunisia, Turkmenistan, Ukraine, Uzbekistan and Kosovo*.

* This designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo declaration of independence.

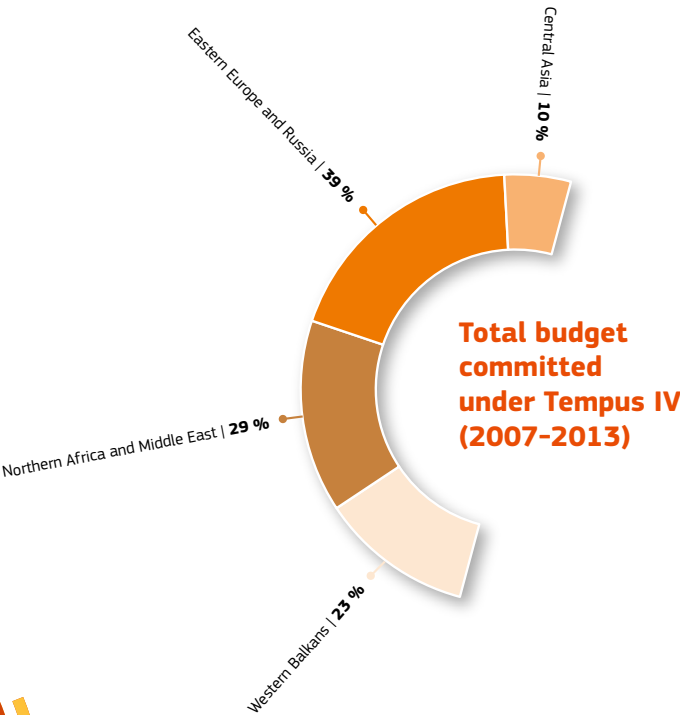


Tempus IV projects by country and by region from 2007 to 2013

● Total number of projects in which HEIs from the country are involved**



The total budget committed under Tempus IV has been **€ 482 million**, distributed among the Regions participating in the programme as follows:



Tempus Regions

	Total number of projects in which HEIs from the region are involved
Eastern Europe and Russia	216
Northern Africa and Middle East	161
Western Balkans	149
Central Asia	74

Under Tempus IV **674 HEIs from EU** Member States participated in the programme. 213 of these organisations were coordinators of one or more projects. **893 HEIs from Partner Countries** have been involved in Tempus. 67 of these organisations were coordinators of one or more projects.

Annexes

Outbound student mobility growth rates between 2007-08 (start of the Lifelong Learning Programme) and 2013-14

In 3 countries the number of student mobility has more than doubled (in decreasing order: HR, CY and TR)

6 countries experienced growth of between 76 % and 100 % (MT, SK, DK, LV, GR and NL)

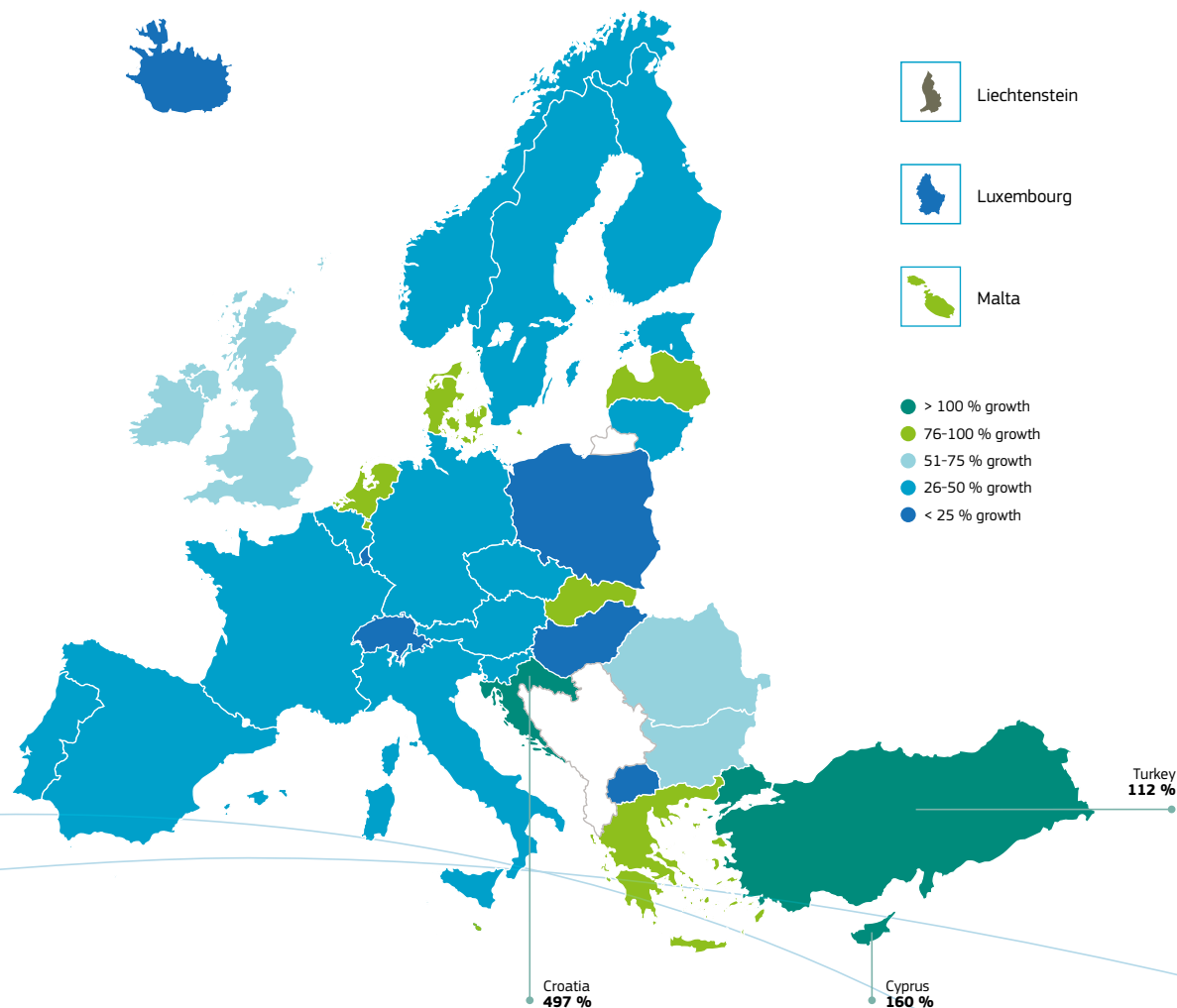
4 countries grew by between 51 % and 75 % (RO, IE, BG and UK)

14 countries grew by between 26 % and 50 % (SI, ES, SE, PT, NO, BE, IT, FR, FI, EE, DE, CZ, LT and AT)

5 countries grew by less than 25 % (PL, LU, IS, CH and HU)

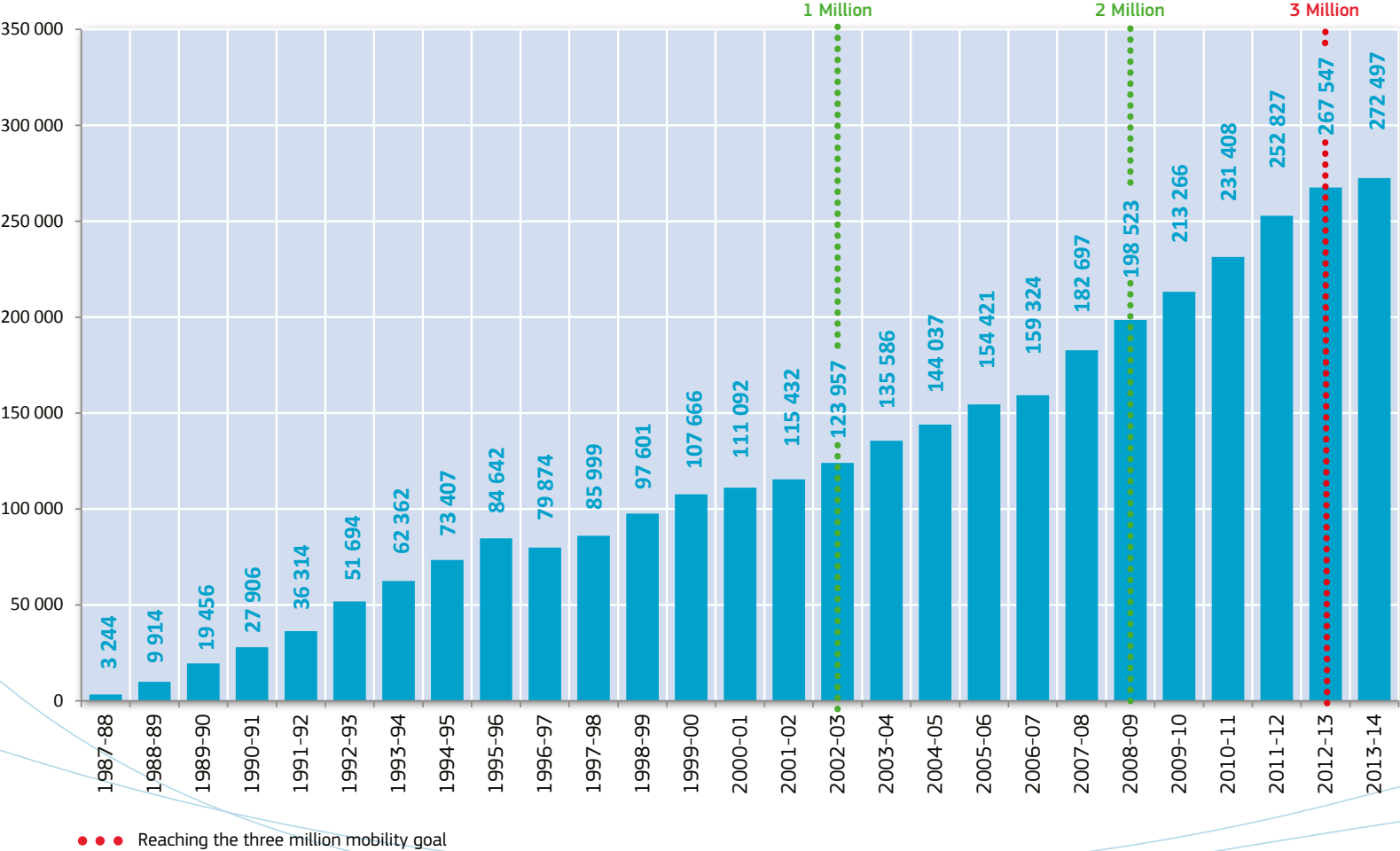
1 country experienced a decrease (LI)

HR joined the Erasmus programme in 2009-10, CH in 2011-12 and MK in 2013-14

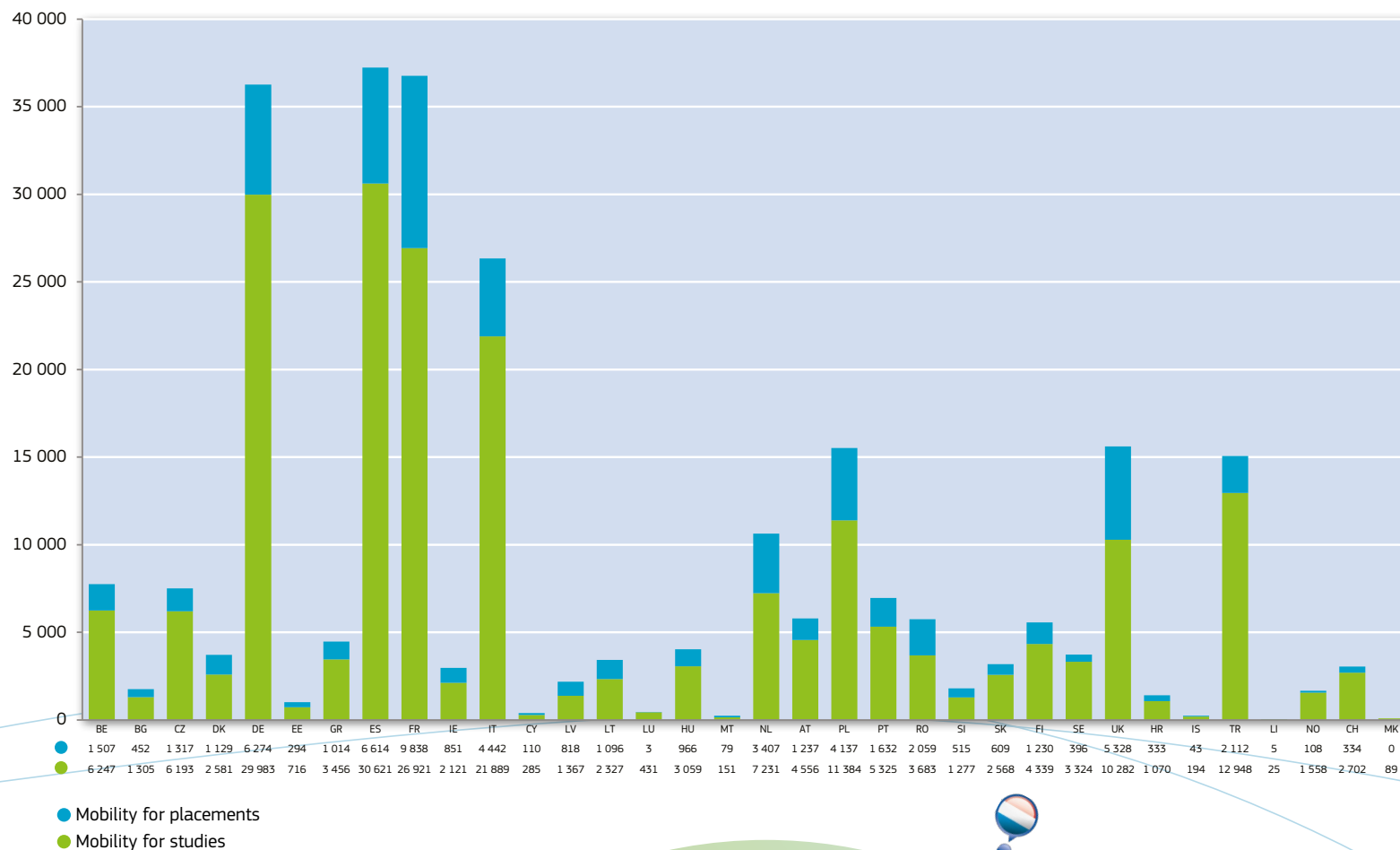


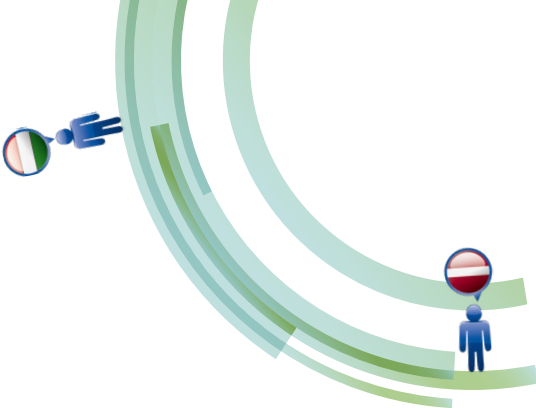


Growth in student mobility since the start of the Erasmus programme

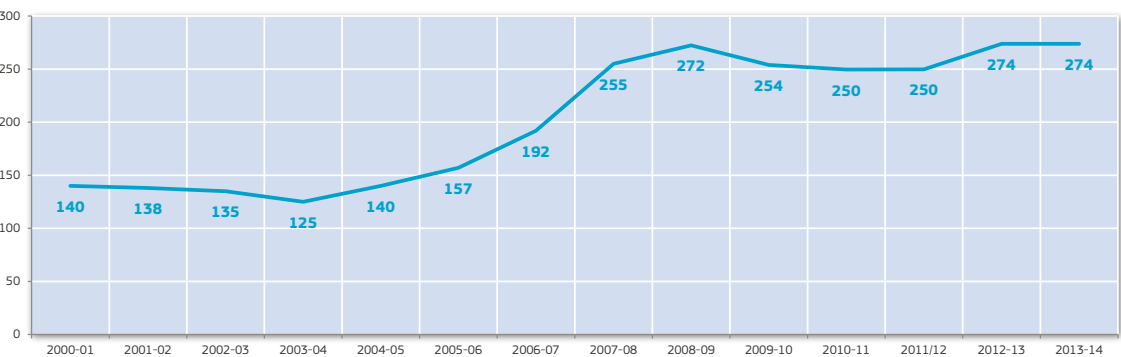


Distribution of outgoing students studying or doing work placements abroad in 2013-14



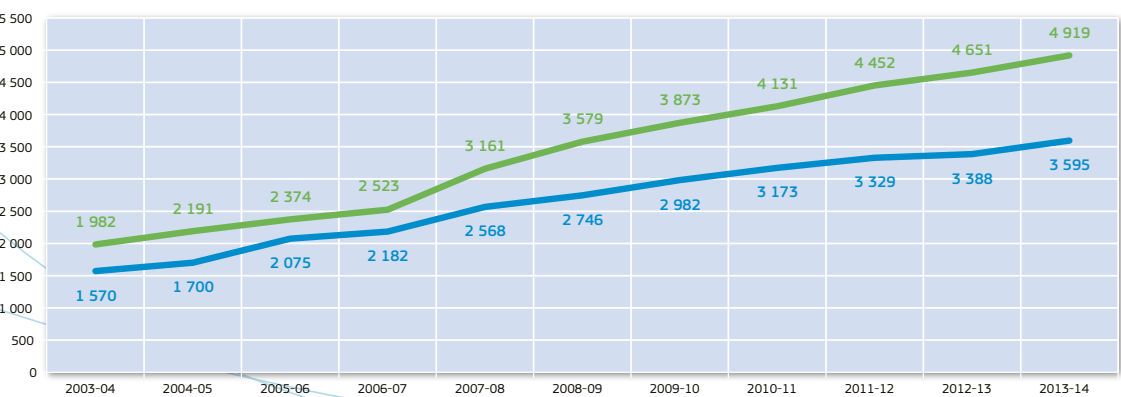


Average monthly EU grant for student mobility (in €) from 2000-01 to 2013-14



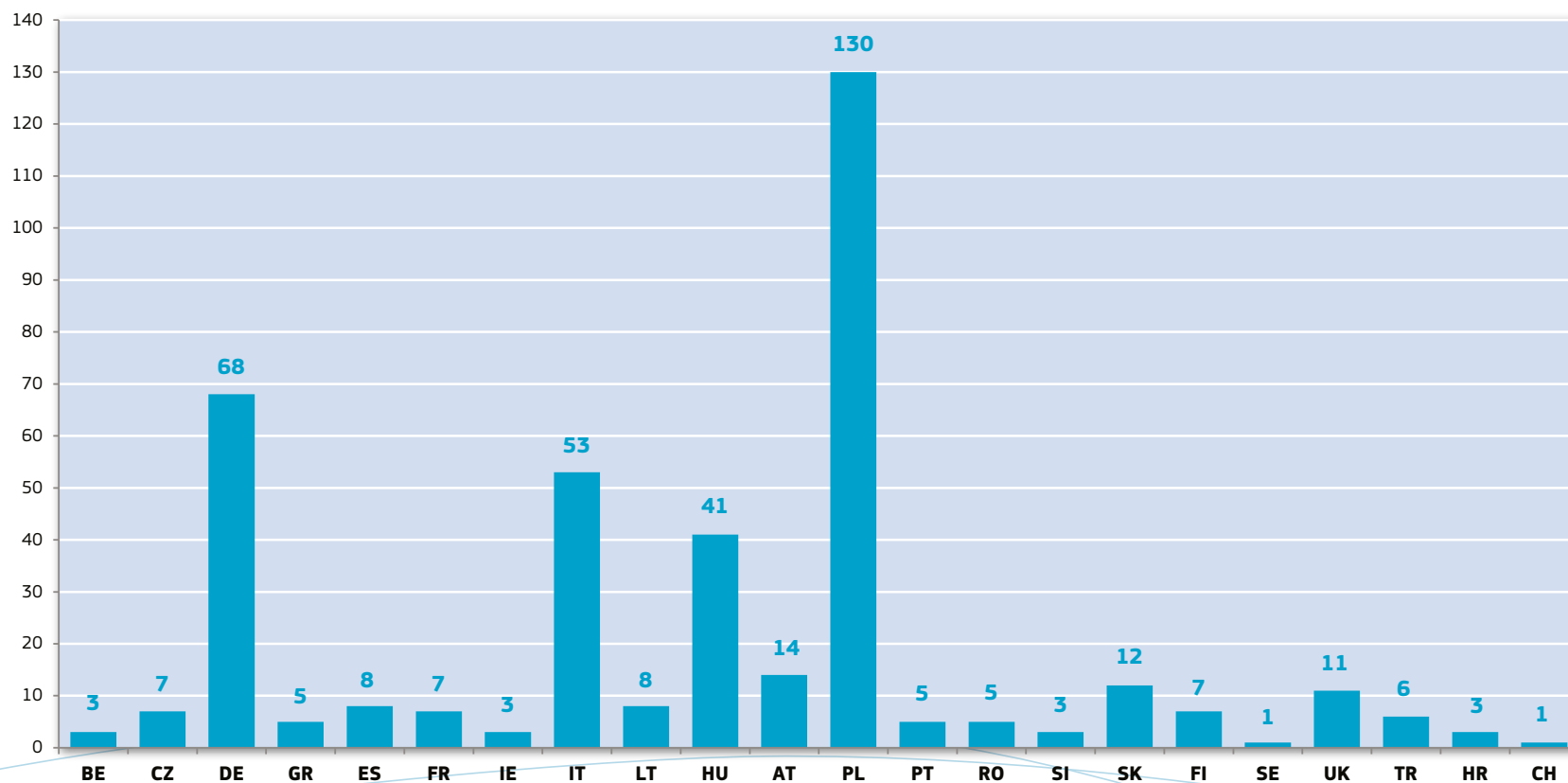
● Average monthly EU grant for student mobility (in €)

Growth of Higher Education institutions active in Erasmus from 2003 to 2014



● Number of Erasmus University Charter (EUC) holders
● Number of higher education institutions sending out students and staff

Number of grants for students with special needs in 2013-14

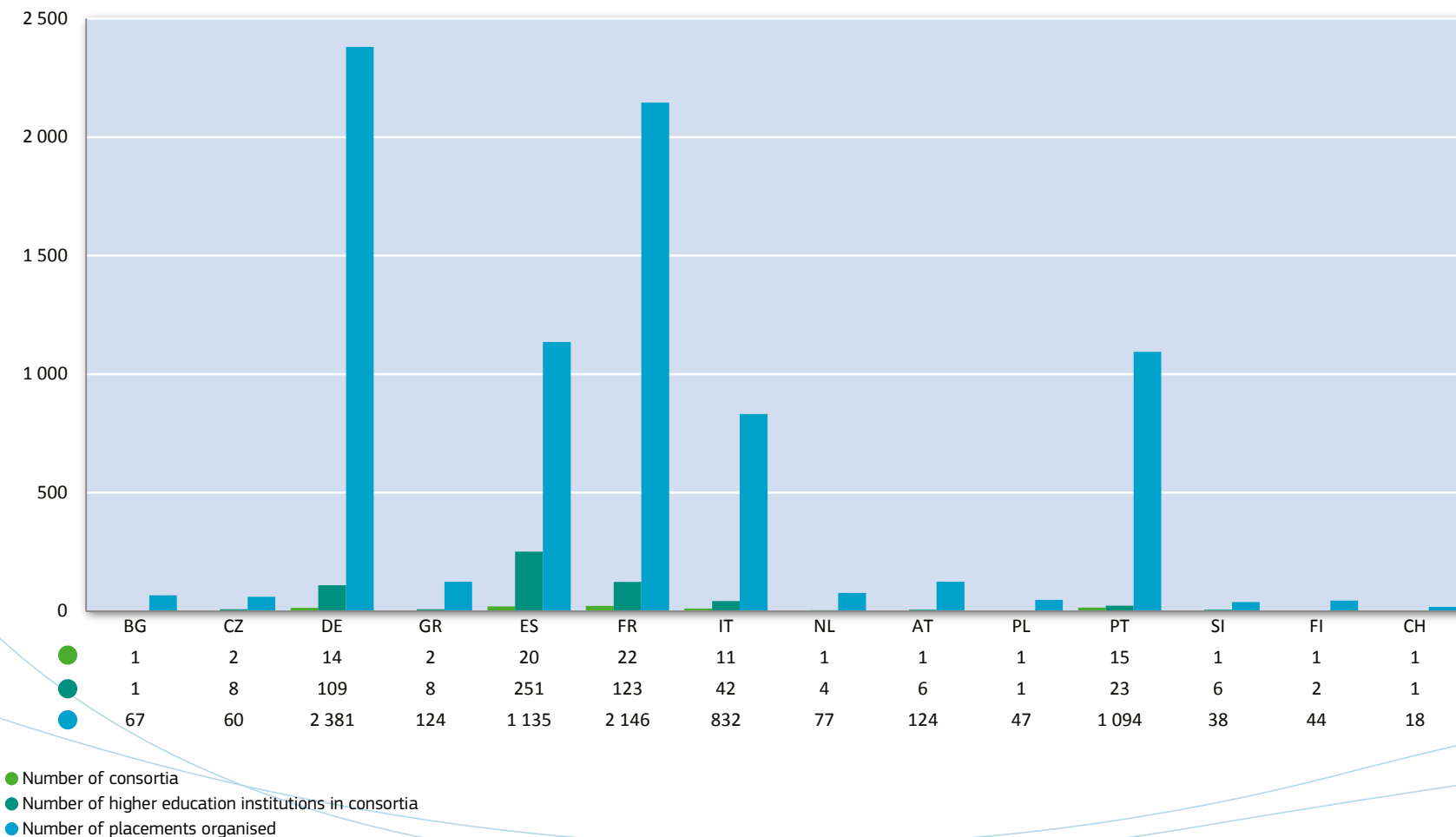


● Number of grants for special needs

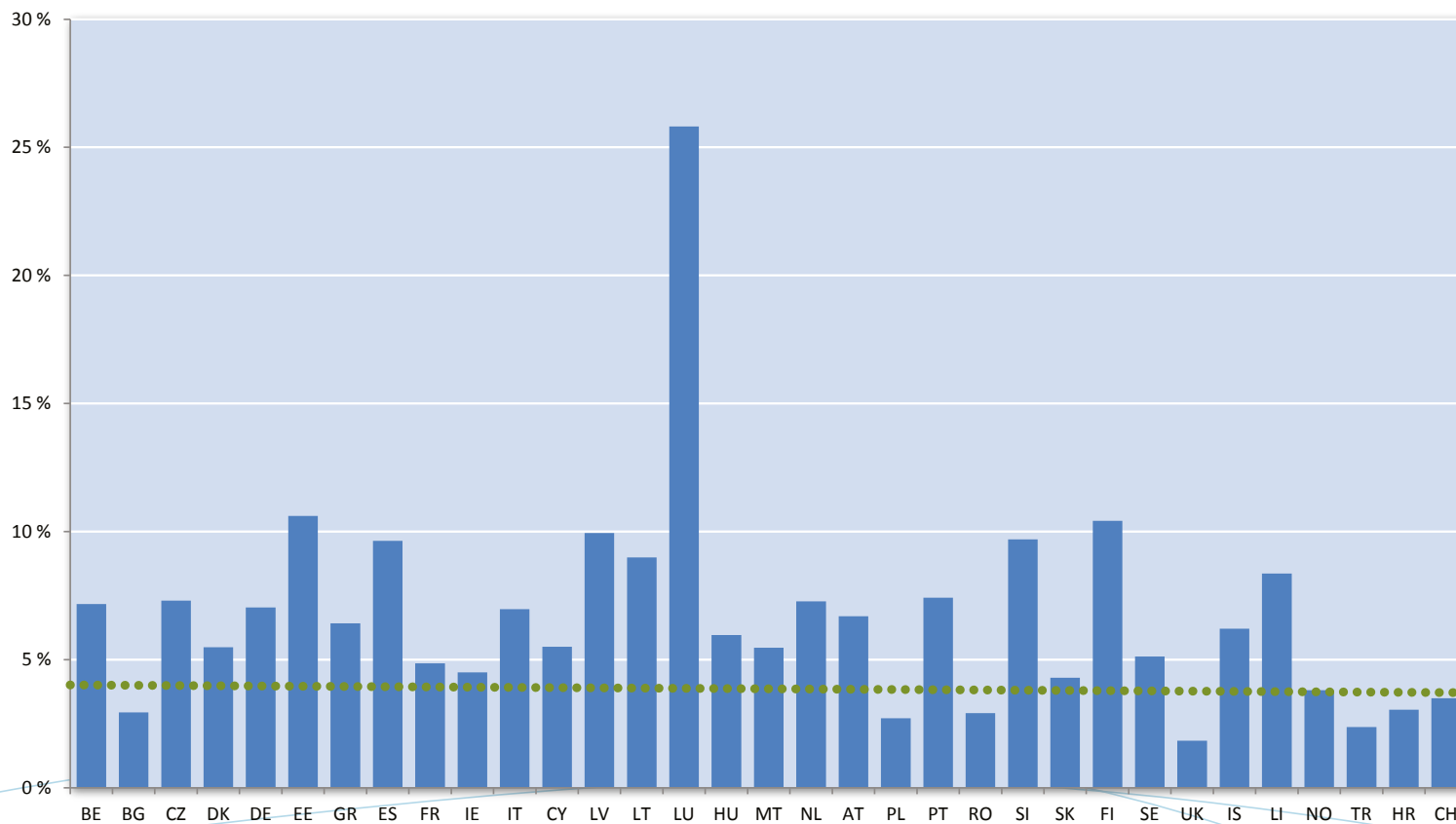
Note: only countries with at least one special needs grant are displayed in the chart



Consortia for work placements per country in 2013-14



Erasmus students as a proportion of graduates in 2012-13 (in %)



● Number of Erasmus students in 2012-13, compared to the total number of graduates of the same year (in %)

● Average: 4.88 %

Data from Eurostat 2013 (Graduate Population: EDUC_GRAD4)

Outbound staff mobility growth rates between 2007-08 (start of the Lifelong Learning Programme) and 2013-14

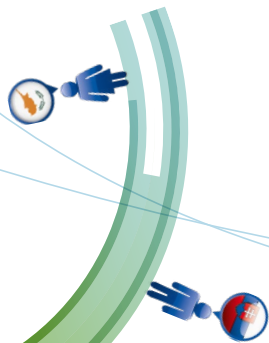
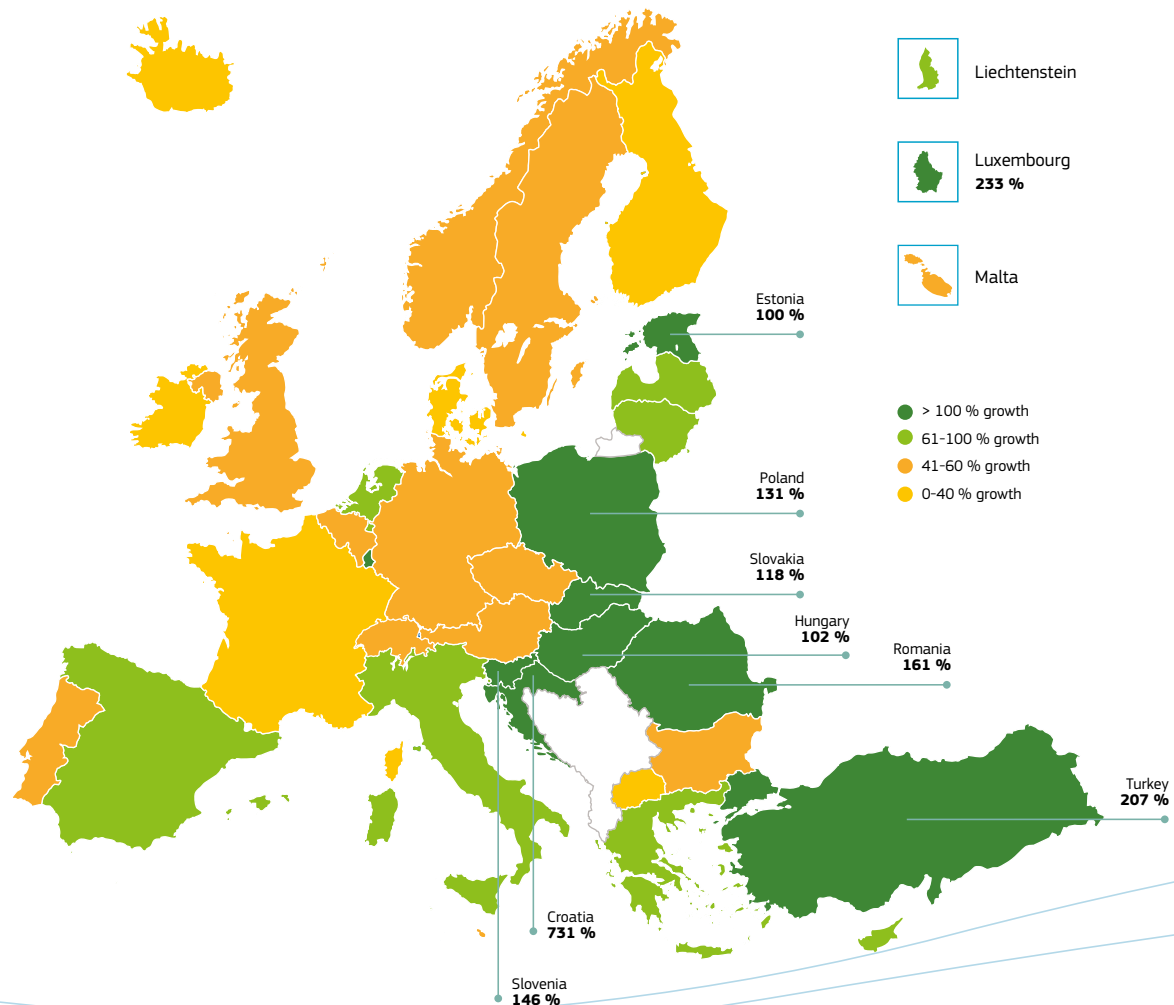
9 countries grew by more than 100 %
(in decreasing order HR, LU, TR, RO, SI, PL, SK, HU and EE)

8 countries grew by between 61 % and 100 %
(ES, GR, LT, NL, LV, LI, CY and IT)

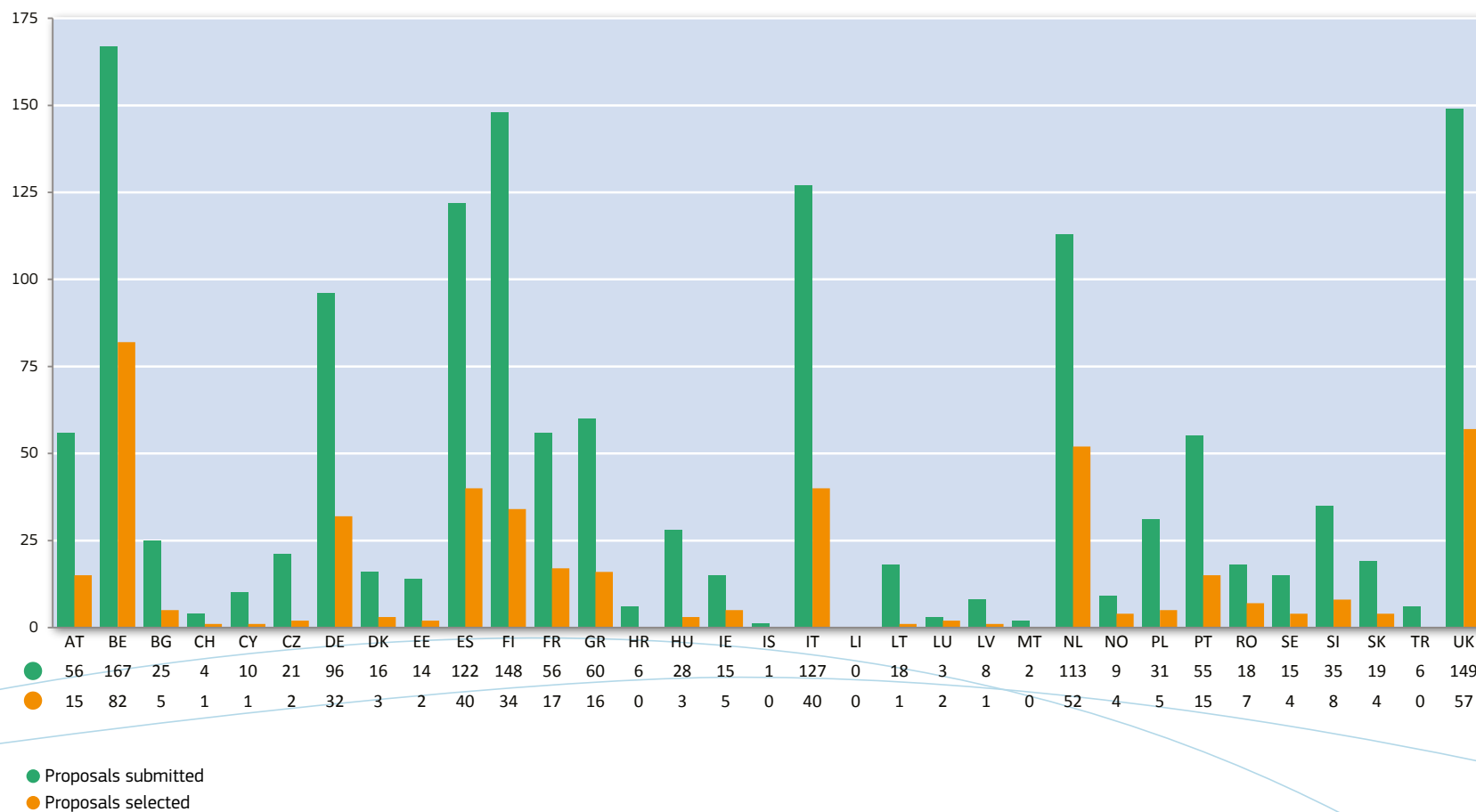
11 countries grew by between 41 % and 60 %
(BG, CH, PT, AT, DE, NO, UK, MT, CZ, BE and SE)

5 countries grew by less than 40 %
(IE, DK, IS, FI and FR)

HR joined the Erasmus programme in 2009-10,
CH in 2011-12 and MK in 2013-14.

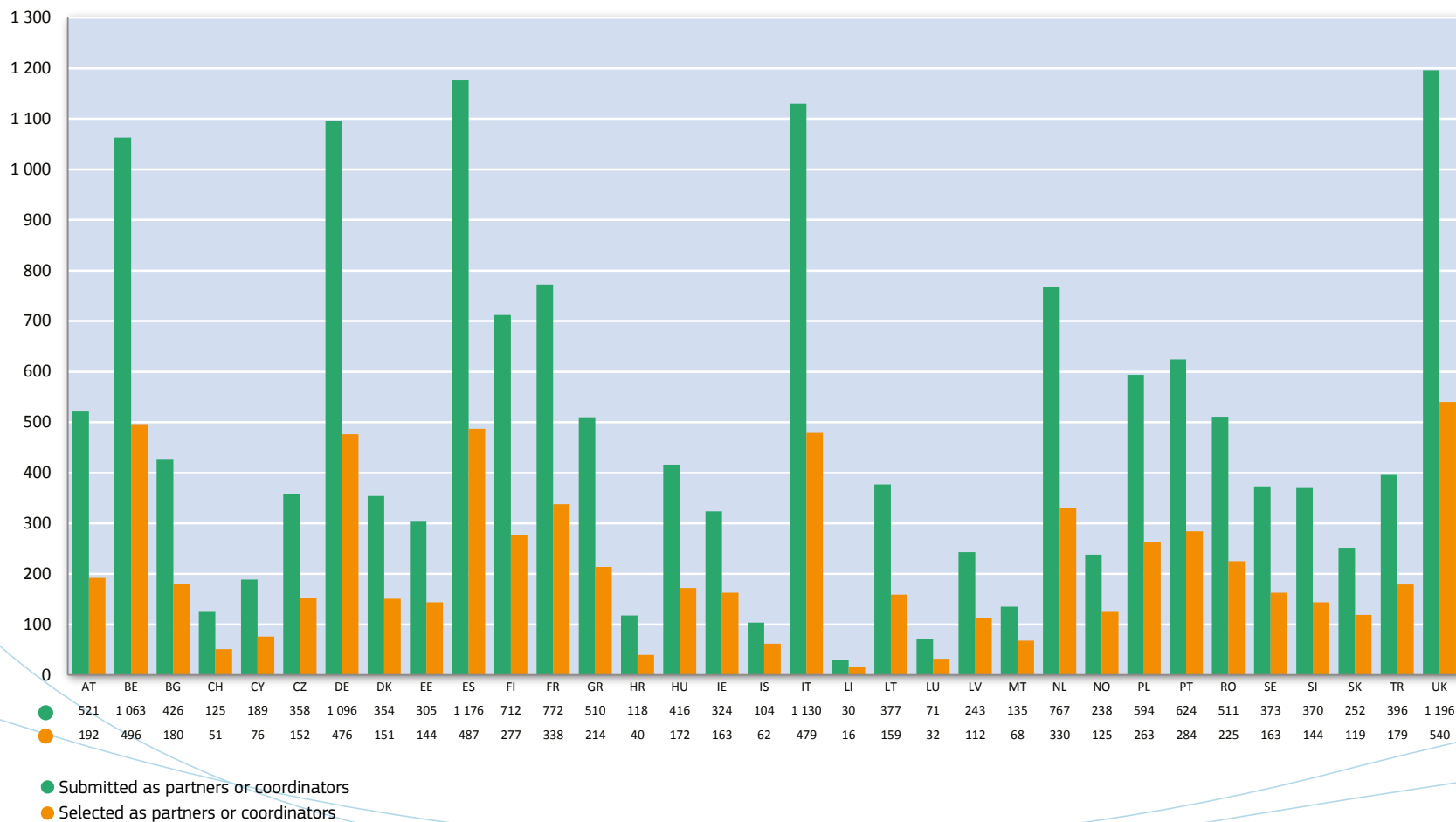


Number of Erasmus Higher Education Cooperation project applications submitted and selected per country (coordinators) from 2007 to 2013





Participation of countries in Erasmus Higher Education Cooperation projects (as coordinators and partners) from 2007 to 2013



European Commission

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