

ERASMUS+ MULTIANNUAL INDICATIVE PROGRAMME FOR DCI 2014-2017

0. EXECUTIVE SUMMARY

Higher education participation and enrolment has expanded considerably, particularly since the late 1970's. The number of students enrolled in higher education by 2030 is forecast to rise from about 100 million in 2000 to 400 million in 2030, with the largest increases in Asia, Latin America and the Caribbean. Tertiary education systems in many partner countries therefore face pressures of quick expansion and enormous infrastructure challenges. With internal high disparities within countries and regions, inclusive education has been an elusive target. The EU policy response needs to focus on strengthening the higher education systems, including developing teaching, research and management capacity, harmonising educational structures to facilitate mobility and comparability, quality assurance, recognition of qualifications and the links to the labour market.

The European Union and its partners have long recognized the importance of higher education for economic and social development. The European Union's development cooperation policies underline the importance of support for quality education to give young people the knowledge and skills to be active members of an evolving society. The exchange of knowledge and the development of capacity to carry out and use the results of research should also be supported. International donors, including the EU, promote a comprehensive and balanced approach to education, building on the gains made in primary and basic education in the last decade. This means extending the focus to secondary, vocational, technical and higher education to provide job opportunities and to meet the demands every country has for higher-order competencies.

The external dimension of Erasmus+ aims to support Partner Countries to deal with the challenges facing their higher education institutions and systems, including those of quality, relevance, equity of access, planning, delivery, management, governance and internationalisation by offering a balanced mix of actions addressing individuals, institutions and higher education systems.

Objectives and principles underlying development cooperation will be ensured, including national ownership, social cohesion, equity, proper geographical balance and diversity. A special attention will be given to the least developed countries as well as to disadvantaged students from poor socio-economic backgrounds and to students with special needs and disabilities.

Through its two types of mobility actions ("credit", ie. mobility between 3 and 12 months to obtain credits in an EU host institution, which are then recognised by the partner country home institution and "degree" mobility, ie. partner country students studying for a full degree in Europe), Erasmus+ will have an impact on the personal development and employability of students but also a structured and sustainable impact on universities. By supporting a range of

projects under its capacity building component, from curriculum development to modern teaching and learning practices, to improving university governance and creating better links between higher education and the world of work, the programme aims at modernizing higher education institutions and systems and ultimately at enhancing sustainable and inclusive socio-economic growth in partner countries. The budget for the DCI is EUR 406.8 million¹ for the period 2014-2017, broken down by regions as follows: Asia EUR 211.7 million; Central Asia EUR 65.5 million; Middle East EUR 15.6 million; Latin America EUR 93.0 million; and South Africa indicative amount EUR 21.0 million².

I. THE OVERALL LINES AND PRIORITIES OF THE EU SUPPORT TO ERASMUS+ IN THE DCI

I.1. THE EXTERNAL POLICY DIMENSION OF ERASMUS+

Education has a positive impact on various facets of social and economic development. Education, the creation and adaptation of information, knowledge, skills and values is a key lever of sustainable development. It is an important catalyst for achieving all development goals and progress in social sectors.

Significant progress has been made toward universal primary education. Between 2000 and 2011, the number of out of school children declined from 102 million to 57 million. However extensive challenges to universal quality education remain, and the on-going global discussions within the framework of post-2015 development agenda emphasizes the need to move beyond primary education and promote a balanced development of the whole education sector from early childhood schooling to vocational and tertiary education. The EU holistic approach ensures that bilateral support focuses on basic education and vocational education, while the Erasmus+ programme will support higher education.

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The nature and intensity of regional shifts in enrolments and higher education participation levels will have profound implications for the way higher education is planned, delivered, funded and quality assured across the globe. Due to the extensive expansion of higher education participation and enrolment, tertiary education systems in many partner countries face pressures of quick expansion and enormous challenges in infrastructure. Dramatic

¹ Note that the grant (indicative amount of EUR 8.938.000) for the Education, Audiovisual and Culture Executive Agency (EACEA) is included in the budget of EUR 406.8 million (period 2014-2017)

² This Multi-annual Indicative Programme does not cover cooperation on higher education with sub-Saharan Africa which will be supported by the European Development Fund.

expansion and the rise of private institutions have put pressure on academic standards. The response needs to focus on strengthening the higher education systems, including financing, retention, training and retraining teachers, harmonisation of educational structures, quality assurance, recognition of qualifications, research capacity and the links to the labour market. With internal high disparities within countries and regions, inclusive education has been an elusive target.

The European Union and its partners have long recognised the importance of higher education for economic and social development³. The Bologna Process and the EU Agenda for the modernisation of higher education have provided a shared framework for national reforms⁴. This has been supplemented at international level by new policy dialogues (exchanges of best practice in higher education policies) at regional level and with strategic partner countries under international higher education programmes like Erasmus Mundus⁵, Tempus⁶ (for the neighbouring countries), Alfa⁷ (Latin America), and Edulink⁸ (ACP countries).

The external dimension of Erasmus+ will continue the work of these earlier programmes and support partner countries in meeting the challenges in their higher education systems via a learning mobility component (Key Action 1) and through the funding of capacity building aimed at modernizing higher education institutions and systems in the partner countries (Key Action 2)⁹.

The actions of the programme are to be carried out in the context of the priorities identified in the communications *“Increasing the impact of EU Development Policy: an Agenda for Change”*¹⁰ and *“European Higher Education in the World”*¹¹.

³ Communication from the European Commission to the European Parliament and the Council on Strengthening cooperation with third countries in the field of Higher education (2001) 385 final.

⁴ *OSupporting growth and jobs – an agenda for the modernisation of Europe’s higher education systems”* Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, Brussels, 20.9.2011, COM(2011) 567 final.

⁵ Decision No 1298/2008/EC of the European Parliament and of the Council establishing the Erasmus Mundus 2009-2013 action programme for the enhancement of quality in higher education and the promotion of intercultural understanding through cooperation with third countries, 16 December 2008

⁶ “TEMPUS @ 20 - A retrospective of the Tempus Programme over the past twenty years, 1990-2010y

⁷ “ALFA III - Supporting social equality and integration between Latin America and the European Union in t

⁸ “ACP-EU Cooperation Programme in Higher Education

⁹ Erasmus+ is the new EU programme for education, training, youth and sport aimed at boosting skills, employability and supporting the modernisation of education, training and youth systems. Regulation (EU) No 1288/2013 of the European Parliament and of the Council of 11 December 2013 establishing 'Erasmus+': the Union programme for education, training, youth and sport and repealing Decisions No 1719/2006/EC, No 1720/2006/EC and No 1298/2008/EC Text with EEA relevance (<http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32013R1288&qid=1395671967554>)

¹⁰ *“Increasing the impact of EU Development Policy: an Agenda for Change”*, Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, Brussels, 13.10.2011, COM(2011) 637 final

The Agenda for Change underlines the importance of supporting inclusive and sustainable growth for human development through support for quality education to give young people the knowledge and skills to be active members of an evolving society. It also refers to the importance of exchange of knowledge and the development of capacity. International donors, including the EU, promote a comprehensive approach to education, a balanced development of the whole sector¹², building on the gains made in primary and basic education in the last decade. This means extending the focus and promoting better opportunities for secondary, vocational, technical and higher education to provide job opportunities and to meet the demands every country has for higher-order competencies. While the principle of differentiation does not specifically apply to DCI Erasmus+ given that it is funded from the regional programmes, the actions implemented through it will pay particular attention to the least developed countries as well as to disadvantaged students from poor socio-economic backgrounds and to students with special needs.

In Partner Countries, Erasmus+ will address the challenges of quality, relevance, equity of access, staff development, access to international networks, by offering a balanced mix of actions addressing individuals, institutions and higher education systems.

Erasmus+ Actions

The three actions of the Erasmus+ programme are the capacity building action and two types of mobility actions: credit and degree mobility.

The capacity building action is an overall priority for DCI as higher education institutions play a key role in fostering knowledge, innovation, growth, and fight against inequality and poverty. They train professionals in all fields relevant to development (teaching, engineering, medical professions...), future political leaders, entrepreneurs and decision-makers who will need to direct the country's path towards inclusive growth and sustainable development. Around 300 capacity building projects are expected to be financed during the programme's lifetime.

The capacity building action will support joint projects based on multilateral partnerships between higher education institutions to fund curriculum development and modernisation, such as new joint/double degrees, or diplomas, modern teaching and learning practices, upgrading of facilities and equipment, improving university governance and creating better links between higher education and the world of work. This action will also finance structural

¹¹ “*European Higher Education in the World*”, Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, Brussels, 11.07.2013 COM(2013) 499 final

¹² Commission Staff Working Document “*More and Better Education in Developing Countries*”, SEC(2010)121 final

projects targeting national systems, through the involvement of national authorities, alongside universities. Both joint and structural projects will aim to enhance sustainable and inclusive socio-economic growth in Partner Countries, including funding for Partner country university staff to obtain masters and doctorate degrees in the EU.

Through its two types of mobility actions ("credit" and "degree" mobility), Erasmus+ will have an impact on the personal development and employability of students but also a structured and sustainable impact on universities.

This is particularly the case of "credit mobility" (short-term Erasmus type mobility) that has an impact not only on individuals, but also on institutions which need to develop better services to send and receive foreign students, compare and upgrade curricula, improve teaching and strengthen their institutional leadership and management to gain international visibility.

Students undertake a short term study period (between 3 and 12 months) abroad in another higher education institution. The study period must be part of their study programme to complete a degree at a short cycle, first cycle (Bachelor or equivalent), second cycle (Master or equivalent) and third or doctoral cycle. Teaching staff undertake short term mobility for teaching periods abroad or for training.

This type of mobility is a vector of internationalisation and is therefore good for the quality of higher education and represents an important catalyst in the reform of higher education systems. Universities participating in Erasmus+ will have an opportunity to open up to new influences and new ways of thinking and functioning.

In the context of the degree mobility, the possibility for partner country students to study for a part of or for a full degree in Europe is important as it can bring high added value from the development perspective. A Joint Master Degree (JMD) is a high-level integrated international study programme of 60, 90 or 120 ECTS, delivered by an international consortium of higher education institutions (HEI). Their specificity lies in their high integration/"jointness"¹³ and the excellent academic content and methodology they offer. Many partner countries have a demand for upgrading academic staff skills through these degrees.

The DCI budget allocated to Erasmus+ for the period 2014-2020 is 707 million euro. In the field of "credit" mobility, it is expected that this will allow to fund up to 29.000 students mobility, a steep increase compared to the 2007/2013 period, when around 20.000 students received support from the previous programmes.

¹³ JMDs are expected to have set up a jointly designed and fully integrated academic curriculum with common implementation procedures, e.g. joint student application, selection, admission and examination rules, as well as with shared quality assurance mechanisms.

Priorities in Latin America

Latin America has already a substantial experience in education higher education programmes through its participation in Alfa, Alban and Erasmus Mundus. Based on this experience and confirmed by the dialogue with partners, it was agreed to continue along the same lines with allocations both to the mobility and capacity building actions.

Latin America's countries range from low middle income – such as Nicaragua and Bolivia - to Organisation for Economic Co-operation and Development (OECD) members such as Chile, Mexico or Brazil. Some of the countries have very dynamic higher education systems and policies whilst others still have major challenges in terms of access to higher education and meeting basic needs in terms of infrastructure and resources. According to The Economic Commission for Latin America and the Caribbean (ECLAC), regional public expenditure on education is 4.7% of gross domestic product and primary school enrolment rate is close to 95%. The enrolment rate when it comes to higher education is around 42% in the region. The situation has notably improved in comparison to previous years in the whole LA region, although, the Central American region has the lowest higher education enrolment rates.

Governments have differed in their policies of expanding the public university system to cope with increased student demands. Chile has kept a closed circle of 25 traditional universities, public and private, eligible for direct federal support. The Brazilian government has embarked on an expansion of federal universities and their branches, to increase access in underserved regions, and has adopted a very proactive internationalisation policy. In both cases, a highly differentiated sector of private providers that includes a significant for-profit segment takes the lead in absorbing demand. Argentina continues to limit the size and growth of the private system, still absorbing only some 20 percent of university undergraduates, while public university expansion proceeds under universities able to determine student intake and by Congressional authorizations to build new public universities despite the lack of an overall plan. Mexico is an example of diversification and regional decentralization of the public system, which now includes many different kinds of universities and technological schools, only a few of them with the status of autonomous, federally funded universities. In the case of the lower middle income countries (LMICs) of Latin America: Bolivia, El Salvador, Guatemala, Honduras and Paraguay, the access to higher education is limited (only 6% to 12% of the students enrolled in relation to the population in the university age).

Many countries in the region have developed in recent years more consistent efforts to increase the international involvement and competitiveness of their higher education programmes, institutions, and systems. They often require a closer collaboration between institutions — public and private — and governments, as well as more active participation of the productive sectors in the life of academic institutions, than what was possible within the traditional university model in Latin America. This is no doubt another crucial dimension of change required by higher education in the region. One common denominator across the different countries however is that the development of higher education is considered as a major instrument contributing to sustainable and inclusive social and economic growth.

The high-level meetings and summits between the EU and the Latin America and Caribbean (LAC) region¹⁴ have underlined the importance of improving the quality of higher education, of innovation and technology for sustainable development and social inclusion, and of continuing efforts to build a Common Higher Education Area between the two regions as well as promoting the integration of the Higher Education systems (through training, mobility, and exchanges of students and staff as well as with academic cooperation) highlighting at the same time the development of a common Higher Education accreditation system.

Latin American countries have been benefitting from credit and degree mobility for several years under the Erasmus Mundus programme. In the period 2008-2013 about 7.800 Latin American individuals came to study in the EU. Special attention was given to enhance the participation of the 6 Lower Middle-Income Countries in Latin America. This resulted in the participation of about 1.100 individuals, contributing to an inclusive and sustainable growth.

Concerning the experience in the capacity building activities in Latin America, the ALFA III programme, 2007-2013 with its 51 projects, is in line with the EU-LA's Common Higher Education Area objective and it follows the evolution of the Latin American societies and its challenges, focusing on their development priorities.

Those programmes successfully enhanced the quality of higher education and promoted dialogue and understanding between people and cultures through cooperation. In addition, they contributed to the development of human capital and the international cooperation capacity of higher education institutions in partner countries by increasing mobility and academic cooperation with the European Union.

In this context, the main challenges for Latin American higher education (2014-2017) are:

- improve the access to and quality of higher education, in particular for the most disadvantaged or vulnerable groups and in the poorest countries in the region;
- work towards growing regional integration and comparability to help mobility for students, staff and researchers and academic cooperation;
- internationalisation, innovation and entrepreneurship in higher education; a stronger link and cooperation among the academic, research and business world will have to be encouraged academic offer should better respond to the needs of the labour market;
- accommodate an exploding demand without compromising quality.

Priorities in Asia

¹⁴ The second EU-LAC Education Ministers Meeting, Mexico, 2005; the 6th EU-LAC Summit, Madrid, 2010; the 1st Latin America, Caribe and EU Academic Summit, Santiago de Chile, 2013.

Asia's allocation for capacity building is higher than for other regions as Asia has not benefited from this type of cooperation in recent years.

Asian countries have been benefiting from credit and degree mobility for several years under the Erasmus Mundus programme. In the period 2008 to 2012, some 7.200 Asian individuals came to study in the EU, of which around 50% were from China and India.

Asia is composed of countries ranging from low income to industrialised countries. The regions covered in this document are South Asia and North and South East Asia as referred to in the DCI Regulation. These regions include countries varying from low and middle income countries to emerging economies such as India, China or Indonesia. Higher education in China is continuously growing, changing and developing. China has established the world's largest education system with over 2,000 universities and colleges, with a total of more than six million enrolments. India has the third largest volume of enrolments in higher education. In China and India, the rapid expansion and the rise of private institutions has led to poor quality of education. Just 9 per cent and 35 per cent of academics in China and India respectively hold doctorates¹⁵. Indonesia is also a huge market for education- with a young population of close to 130 million, the number of new students is staggering.

For countries like India and China, the focus of Erasmus+ funding should be capacity building projects to improve the quality of education in higher education institutions as well as credit mobility for individuals.

In low-income countries and less developed countries (LDCs) with poorly developed tertiary education systems, the focus of Erasmus+ funding should be to improve the quality of education through degree seeking mobility and credit mobility for individuals, as well as capacity building projects. Improving the quality of education and a funding focus on LDCs are priorities of the Communication *"Increasing the impact of EU Development Policy: an Agenda for Change"*¹⁶.

The Asia Link programme for capacity building was stopped in 2006 and since then Asia has not benefitted from other similar actions in the field of higher education.

Priorities in Central Asia

Central Asia has a longstanding history of capacity building activities (Tempus) and more recently of mobility exchanges (Erasmus Mundus). Based on the positive experience in both fields which has been confirmed through dialogue with partners, it was agreed to continue along the same lines with allocations to both the mobility and the capacity building actions.

¹⁵ *"Trends in Global Higher Education: Tracking an Academic Revolution"*, Philip Altbach, report presented to the UNESCO 2009 World Conference on Higher Education

¹⁶ COM (2011) 637

Whilst only Kazakhstan is a formal Member of the European Higher Education Area, all Central Asian countries have been closely following the Bologna Process which has served to drive many national reforms. Central Asian countries have been involved in higher education cooperation with the EU since 1994 when the Tempus programme started in Kazakhstan and Uzbekistan. The programme was extended to Kyrgyzstan in 1995, Turkmenistan in 1997 and Tajikistan in 2004. In recent years, the five Central Asian countries have become more involved in cross-regional Tempus projects involving in particular Russia, Ukraine and Georgia. Tempus has contributed to the modernisation of curricula across a wide range of disciplines ensuring their relevance to the needs of the local labour market whilst upgrading teachers' qualifications, introducing mechanisms for quality assurance and modernising university governance.

Central Asian countries have benefitted from credit and degree mobility for several years under the Erasmus Mundus programme. In the period 2008 to 2010, some 1.000 individuals came to study in the EU of which around 60% came from Kazakhstan and Uzbekistan. There was a strong preference to pursue social sciences/business studies.

The priorities for Central Asia are to improve the quality of education through capacity building, degree mobility and credit mobility building on the positive experience both for capacity building activities and mobility exchanges.

Priorities in the Middle East (Iran, Iraq, Yemen)

The Middle East region has not benefited from capacity building action before, yet given the challenges remaining in the region and given the differences between the three countries in terms of wealth and status of cooperation with the EU, a balanced and tailored-made approach is adopted, with a slight preference for student and staff mobility.

Higher education is a strategic sector for sustainable development and poverty reduction in the Middle East. Even if the political and security situation remains difficult, EU support is highly sought-after by Middle East partner countries, particularly in the form of know-how transfer. There have recently been some hopeful signs of progress on governance issues: the finalisation of the Iraqi National Development Plan, the progress observed in the Yemeni National Dialogue Conference and the election of President Rohani in Iran in June 2013. In the field of higher education, the EU addresses these challenges through a balanced approach between capacity building of higher education institutions and promotion of student mobility.

Priorities in other countries (South Africa)

Although for different reasons and with a different historic background, South Africa and the EU face similar challenges, in terms of attainment rates in higher education institutions, dropout rates in education, match between the skills of graduates and the demand on the labour market and proportion, of graduates from secondary education succeeding in Higher Education

The indicative allocation by action reflects the discussions with South African authorities so far and in particular their willingness to put more emphasis on capacity building (Key Action 2) which they consider to better support their objective of reinforcing weaker higher education institutions in South Africa and the transformation of higher education. Moreover, the proposed split ensures that the number of mobilities offered actually exceeds the numbers provided under the previous programming period.

South Africa's national development policy and strategy is currently articulated as twelve medium-term outcomes, one of which is "A skilled and capable workforce to support an inclusive growth path". A National Development Plan for South Africa to 2030 was adopted in 2012. It indicates that "international exchange partnerships should be pursued and encouraged". It acknowledges the key role of higher education in development and aims to produce by 2030 more than 100 doctoral graduates per million per year, and to increase the percentage of PhD qualified staff within the higher education sector from the current level of approximately 35% to over 75%.

The White Paper for Post-School Education and Training was published in January 2014. For universities, the White Paper's focus is on improving the quality and building appropriate diversity, with a view to provide a range of high-quality options, articulation between (higher education institutions) of the country, and between higher education institutions and other post-school institutions such as the Technical and Vocational Education and Training colleges. The participation rate in universities is expected to grow from 17.3% now to 25% by 2030. Groups whose race, gender or disability status had previously disadvantaged them will receive a particular attention in terms of improvement of access and success, being described as a priority for national policy as well as for higher education institutions. Focus is also on increasing research and innovation, improving the quality of research and building areas of strength as important for national development, in a context where the concern of staffing of universities will require policy attention. The White Paper pays attention to the need for universities to build partnerships with employers to promote workplace training opportunities and better match skills to labour market demand, especially in areas that depend on them for qualifications or professional registration purposes. Attention is also paid to creating a post-school distance education landscape based on open learning principles, including for vocationally oriented programmes.

I.2. SUSTAINABILITY OF POLICIES AND MEDIUM-TERM OUTLOOK

Effective systems of higher education are among the basic prerequisites for social and economic development. They are a powerful lever for achieving internationally agreed development goals and act as catalysts in the construction of sustainable systems of knowledge and innovation in the partner countries. Universities also educate the leaders of tomorrow. Through teaching, research and mentoring, they make crucial contributions towards strengthening all levels of the educational system.

The Erasmus+ programme builds on a demand-driven bottom up approach encouraging ownership by partner country institutions. In order to participate in the programme, institutions must comply with a number of quality requirements embedded in the Erasmus Higher Education Charter and participate in calls for proposals. Erasmus+ is based on cooperation between academic peers. As demonstrated through previous programmes, this type of cooperation between peers often leads to long lasting academic exchanges, staff and student mobility and the development of joint degrees and joint research projects including those financed by the European Framework Programmes for Research and Technological Development, even after the end of EU funding.

Capacity building projects are expected to have a substantial impact on the participating higher education institutions, on the development and modernisation of higher education, to assist them in opening up to society at large, to the labour market and the wider world and to support their capacity for international cooperation. Projects are expected to produce multiplier effects outside the participating organisations at local/regional/national or international level and where relevant, prepare the participating organisations for participation in other EU-funded programmes open to the world.

Under Erasmus+, mobility takes place in the framework of institutional agreements, which ensure a high level of quality both in terms of preparation, mentoring and recognition of the outcomes for the individuals by the institutions involved. Credit mobility builds up the organisations' capacity to manage international cooperation. The simple process of sending partner country students to the EU within an inter-institutional cooperation agreement helps to further the reflection on the recognition of credits initially between universities and ultimately with the world of work. Degree mobility is taking place in the framework of highly integrated joint¹⁷ programmes which offer an excellent academic content and methodology. Mobility promotes the design of internationalisation strategies and has a positive impact on systems (notably through the widespread use of transparency and recognition tools). It can be an important catalyst in the reform of higher education systems.

It is expected that graduates having upgraded their skills through Erasmus+ will contribute to change processes in their countries, applying their new competencies in their professions and provide the foundation for a lasting effect. For this reason the focus of Erasmus+ funding should be degree seeking mobility and credit mobility for individuals in low-income countries and least developed countries (LDCs), and, in the case of Latin America, lower middle income countries (LMICs) with poorly developed higher education systems.

All projects proposals financed by Erasmus+ are expected to offer a convincing mid/long-term development/sustainability strategy with realistic projections for the future (including ways to mobilise other funding sources for scholarships).

¹⁷ JMDs are expected to have set up a jointly designed and fully integrated academic curriculum with common implementation procedures, e.g. joint student application, selection, admission and examination rules, as well as with shared quality assurance mechanisms.

I.3. ERAMUS+ OBJECTIVES, EXPECTED RESULTS AND INDICATORS

The overall objective of the programme's external dimension is to promote people to people contacts, intercultural awareness and understanding, develop capacity and contribute to modernising higher education in partner countries, with particular attention to least developed countries and disadvantaged groups.

Specific objective 1 (mobility actions): Improve the skills and competences of students and staff, and the employability of graduates

The main expected results to be achieved are:

1. Improved and diversified degrees that incorporate studies abroad,
2. Enhanced skills and improved learning performance for students,
3. Improved competences of staff in their field of expertise and understanding of education policies, practices and systems,
4. Improved level of competences and skills of Master graduates,
5. Increased employability and career prospects for students,,
6. Reinforced institutional capacities of higher education institutions,
7. Significant participation of students and staff from the least developed countries/regions of these countries

Indicators

1.1. Number of higher education institutions from partner countries involved and/or associated in Joint Master Degrees

1.2. Number of higher education institutions from partner countries involved in credit and degree mobility schemes

1.3. Number of students with credits (mobility) recognized as part of their home degrees

1.4. The average duration of mobility actions (disaggregated by sending and receiving country, study field, action, gender, and students with special needs and students coming from disadvantaged socio-economic background).

2.1. Number of students with credits (mobility) recognised as part of their home degrees

2.2. The number of graduates who have received a joint Master degree with Erasmus+ support

2.3. Number of higher education institutions from partner countries involved in credit and degree mobility

3.1. Number of partner country staff trained through the mobility actions

3.2. Evidence of Career advancement for staff participating in Erasmus+ (e.g. number of promotions), monitored in the framework of the mid-term evaluation

- 4.1. The number of graduates who have received a joint Master degree with Erasmus+ support
- 4.2. The number of drop outs as a share of the total number of students having received a scholarship for joint Master degrees (disaggregated by sending and receiving country, sector, action, gender, students with special needs and students coming from disadvantaged socio-economic background)
- 5.1. Returnee rate of mobile students back to sending country (as reported on a sample basis through a graduate impact survey)
- 5.2. Employability rate of Erasmus+ students (as reported on a sample basis through a graduate impact survey)
- 6.1. Number of higher education institutions from partner countries involved in credit and degree mobility
- 6.2. Number of inter-institutional agreements signed by partner country institutions and participating in Erasmus+
- 7.1. The number of students and number of staff participating in the Erasmus programme (disaggregated by sending and receiving country, study field, action, gender, students with special needs and students coming from disadvantaged socio-economic background)

Specific objective 2 (capacity building action): Support the modernisation, accessibility and internationalisation of higher education in the Partner Countries

The main expected results to be achieved are:

1. Improved quality and access to higher education and enhanced relevance of higher education programmes for the labour market and society
2. Improved level of competences and skills in higher education institutions through the development of new and innovative education programmes
3. Enhanced management, governance and innovation capacities, as well as the internationalisation of higher education institutions
4. Increased capacities of national authorities to modernise their higher education systems, by supporting the definition, implementation and monitoring of reform policies
5. Regional integration and cooperation across different regions of the world through joint initiatives, sharing of good practices and cooperation

Indicators

- 1.1 The number of higher education institutions (universities) from partner countries that are directly targeted by the capacity building projects (disaggregated by country, including the institutions located in less developed regions and post-conflict countries.)
- 1.2 Number of new or updated curricula developed and running in partner countries universities, supported by Erasmus+;

- 1.3. Number of programmes in the partner countries which have introduced new teaching learning and assessment methods and related materials supported by Erasmus+;
- 1.4 The number of joint projects involving public and private enterprises, professional associations, civil society organizations and governmental entities
- 2.1 Number of staff retrained in the framework of Erasmus+ capacity building projects
- 2.2 Number of programmes in the partner countries which have introduced new teaching learning and assessment methods and related materials supported by Erasmus+;
- 2.3 Number of degree programmes which have introduced practical placements in enterprises as an integral part of the programme
- 3.1 Number of university services/units established as a result of Erasmus+
- 3.2 Number of inter-institutional agreements signed by partner country institutions
- 3.3. Number of new bilateral agreements for cooperation in the field of education and/or research established as a result of cooperation in Erasmus+ monitored on a sample basis in the framework of the mid-term evaluation
- 3.4 Number of structural projects which have introduced new management/organizational processes, practices, procedures and guidelines in partner country universities
- 4.1 Number of structural projects which have introduced /reformed policies at national level for their higher education systems
- 5.1 Number of projects involving partner country institutions (disaggregated by country and region)
- 5.2 Number of projects involving partner country institutions from different regions

I.4. GEOGRAPHICAL BALANCE AND PRIORITIES

Special attention will have to be paid to internal geographical balance in the distribution of funds among partner countries inside the DCI sub-regions, so that there is an equitable use of funds across these sub-regions. The repartition will also follow political priorities formulated under the DCI globally, as well as specific external key action priorities for DCI partner countries and sub-regions. One of the main priorities of the external dimension of DCI Erasmus+ is to ensure the access for least development countries, vulnerable groups and marginalized populations to the programme. The thematic priorities are often defined by universities themselves, within the range of possible priorities announced in the call and in accordance with the needs expressed.

A regular monitoring and adjustment mechanism will ensure geographical balance under all key actions is upheld. Particular attention to geographical balance should be paid under Key Action 1 (mobility), as implemented by EU National Agencies; in this case, monitoring should be done at least each year, and, if required, adjustments made before the beginning of the following academic year.

Systematic monitoring will also gauge the participation of the least developed countries as well as to disadvantaged students from poor socio-economic backgrounds and to students with special needs and disabilities. This will allow for adjustments over the course of the programme life: indicators have been identified measuring to what extent the most vulnerable groups have been included in the programme. If the results are not satisfactory, corrective measures will be taken at the annual review stage.

In order to achieve equity, in a first instance it should be established that academic merit is the primary and essential criterion for selection of the Erasmus students. For disadvantaged groups, the selection of students is based on a criterion of academic merit but for two identical academic profiles, priority will be given to the student coming from a disadvantaged group.

In line with the foreign and development policy priorities of the EU, some positive discrimination, within clearly set and communicated limits towards the EU and towards potential candidates, could be allowed in favour of:

- individuals from the least developed countries, in particular the least developed countries or, in the case of Latin America, lower middle-income countries;
- economically and socially disadvantaged individuals in partner countries, with a view to promoting inclusive development. Based on evaluation, these groups are still vastly under-represented in partner countries among selected students, when taking into account the primary selection criterion of academic excellence;
- gender balance, while taking into account the overall number of active university students of each gender in the partner country;
- disabled people;
- individuals belonging to vulnerable groups in conflict regions/countries, such as internally displaced persons and refugees.

Mechanisms will be provided at different stages to guarantee an inclusive approach, and notably:

At design stage:

- Ring-fencing of funds for least developed countries (LDCs) and, in the case of Latin America, to lower middle-income countries (LMICs)
- Ceilings applied to large countries, such as China, India, Brazil, Mexico (emerging economies (BRICs) and upper middle-income countries (UMICs)).

Information campaigns will be organised both in the EU and in partner countries to promote the programme in order to ensure participation of disadvantaged universities and to encourage European universities to start new partnerships and to involve institutions from less-developed regions and areas.

An important component of the Erasmus+ communication strategy and tools will be aimed at raising awareness of the most disadvantaged people, groups. Social media or the Erasmus Alumni network will be notably solicited as particularly relevant to go further in this inclusive approach in the communication area.

In the framework of the annual calls for proposals, one of the priorities could be to raise awareness and improve minority inclusion in the programme

Similar to the intra-EU Erasmus programme, the international credit mobility action will be managed by a network of national agencies that will receive precise instructions from the Commission on how to allocate the funds during the selection procedures. These instructions will deal in particular with the issue of how to ensure proper participation of marginalized groups and disadvantaged institutions. Clear reporting, monitoring and supervision mechanisms are laid out within the working modalities and annual work programmes between the national agencies and the Commission.

The equity principle will also need to be applied in the context of Key Action 2 (Capacity building) to ensure participation of higher education institutions from poor countries, in particular the least developed countries, and, in the case of Latin America, from lower middle-income countries. Within countries, the participation of higher education institutions from less developed regions should be ensured.

II. OVERALL FINANCIAL OVERVIEW 2014 - 2017

Indicative allocations foreseen

To ensure the predictability of the funds, and in accordance with the legislative provisions, Heading 4 funding, including DCI funding, is made available through 2 multiannual allocations, covering the first 4 years and the remaining 3 years respectively. The second allocation will be determined based on a mid-term review process, including the financial envelopes.

The DCI indicative allocation for Erasmus+ for 2014-2017 is EUR 406.8 million, financed from the regional envelopes, broken down as follows:

Indicative DCI allocation 2014-2017	EUR million
Asia	211.7
Central Asia	65.5
Middle East	15.6
Latin America	93.0
Other countries (South Africa)	21.0

TOTAL	406.8
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II.1. Key Action 1: LEARNING MOBILITY

Specific Objective 1 is implemented through supporting KEY ACTION 1 Learning Mobility, which comprises two types of mobility for students as well as staff mobility.

- CREDIT MOBILITY
- DEGREE MOBILITY / JOINT DEGREES

II.1.1. CREDIT MOBILITY: short-term credit mobility of students and staff from partner countries to the EU

The external dimension of Erasmus+ will fund credit mobility i.e. student mobility between 3 and 12 months to obtain credits in an EU host institution, which are then recognised by the partner country home institution. Credit mobility could also envisage the implementation of traineeships activities. The external dimension of Erasmus+ will also fund staff and postgraduate mobility from partner countries to the EU and from the EU to partner countries since university staff are expected to be agents of change in their home institutions.

For indicative purposes, approximately EUR 104.4 million (25.7% of the indicative budget 2014-2017 for the DCI) shall be reserved for this specific objective.

It will be split between the following sub-regions:

Asia	EUR 61.5 million (of which at least 25% for LDCs, 30% max. for India & China together, 45% rest of Asia)
Central Asia	EUR 17.3 million
Middle East (Iran, Iraq, Yemen)	-
Latin America :	EUR 20.0 million (of which at least 25% for LMICs ¹⁸ , 35% max. for Brazil and Mexico together, 40% rest of Latin America)

¹⁸ Lower Middle Income Countries of LA: Bolivia, El Salvador, Guatemala, Honduras, Nicaragua and Paraguay (DAC List of ODA)

LMICs¹⁹, 35% max. for Brazil and Mexico together, 40% rest of LA)

Other countries (South Africa)

Indicatively 20 to 40% of the indicative EUR 8 million allocated to Erasmus+ Learning mobility (credit and degree mobility)

The "Erasmus+ Joint Master degrees" action will be implemented by the Education, Audiovisual and Culture Executive Agency.

See Annex for a summary table on the indicative allocations by region and by action.

II.2. Key Action 2: CAPACITY BUILDING

Specific Objective 2 is implemented through supporting Key Action 2 of Erasmus+ "Capacity Building". Two categories of Capacity Building projects are supported:

Joint Projects produce outcomes that benefit directly the organisations from partner countries involved in the project. These projects focus on 3 different categories of activities:

- curriculum development
- modernisation of governance, management and functioning of higher education institutions
- strengthening of relations between higher education institutions and the wider economic and social environment

Structural Projects produce an impact on higher education systems and promote reforms at national and/or regional level in the Partner Countries. These projects focus on 2 categories of activities:

- modernisation of policies, governance and management of higher education systems
- strengthening of relations between higher education systems and the wider societal and economic environment.

Partnership requirements should be based on the following principles:

- the number of institutions involved in the partnerships from partner countries should always be equal or higher than the number of institutions from EU Member States; the

¹⁹ Lower Middle Income Countries of LA: Bolivia, El Salvador, Guatemala, Honduras, Nicaragua and Paraguay (DAC List of ODA)

overall number of institutions involved in the partnerships should be kept at a manageable level;

- institutions from partner countries will be allowed to act as lead applicants, so as to increase the programme's impact on the institutional development of higher education institutions from partner countries.

For indicative purposes, approximately EUR 230.5 million (56.7% of the indicative budget 2014-2017 for the DCI) shall be reserved for this specific objective. It will be split between the following sub-regions:

Asia:	EUR 127.0 million
Central Asia:	EUR 37.0 million
Middle East:	EUR 7 million
Latin America:	EUR 46.5 million
Other countries (South Africa): approximately	EUR 13.0 million

The "capacity building" action will be implemented by the Education, Audiovisual and Culture Executive Agency (EACEA).

The grant of EUR 8.938.000 for EACEA's administrative expenses is included in the budget of 406.8 million (period 2014-2017).

See Annex for a summary table on the indicative allocations by region and by action.

Annex

A summary table on the indicative allocations by region and by action

	Budget in EUR MILLIO N	Credit mobility in EUR MILLIO N	% Credit Mobility	Degree Mobility in EUR MILLIO N	% Degree Mobility	Capacity building in EUR MILLIO N	% Capacit y buildin g
Latin Americ	93.0	20.0	22%	26.5	28%	46.5	50%

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Asia	211.7	61.5	29%	23.2	11%	127.0	60%
Central Asia	65.5	17.3	26%	11.2	17%	37.0	56%
Middle East	15.6	0.00	0%	8.6	55%	7	45%
South Africa	21.0	Indicatively 5.6	<u>Indicatively</u> , 60 to 80% of EUR 8 million	Indicatively 2.4	<u>Indicatively</u> 20 to 40% of EUR 8 million	13.0	62%
DCI	406.8*	104.4	25.7%	70.2	17.6%	230.5	56.7%

* A grant of EUR 8.938.000 for EACEA's administrative expenses is included in the budget of 406.8 million.