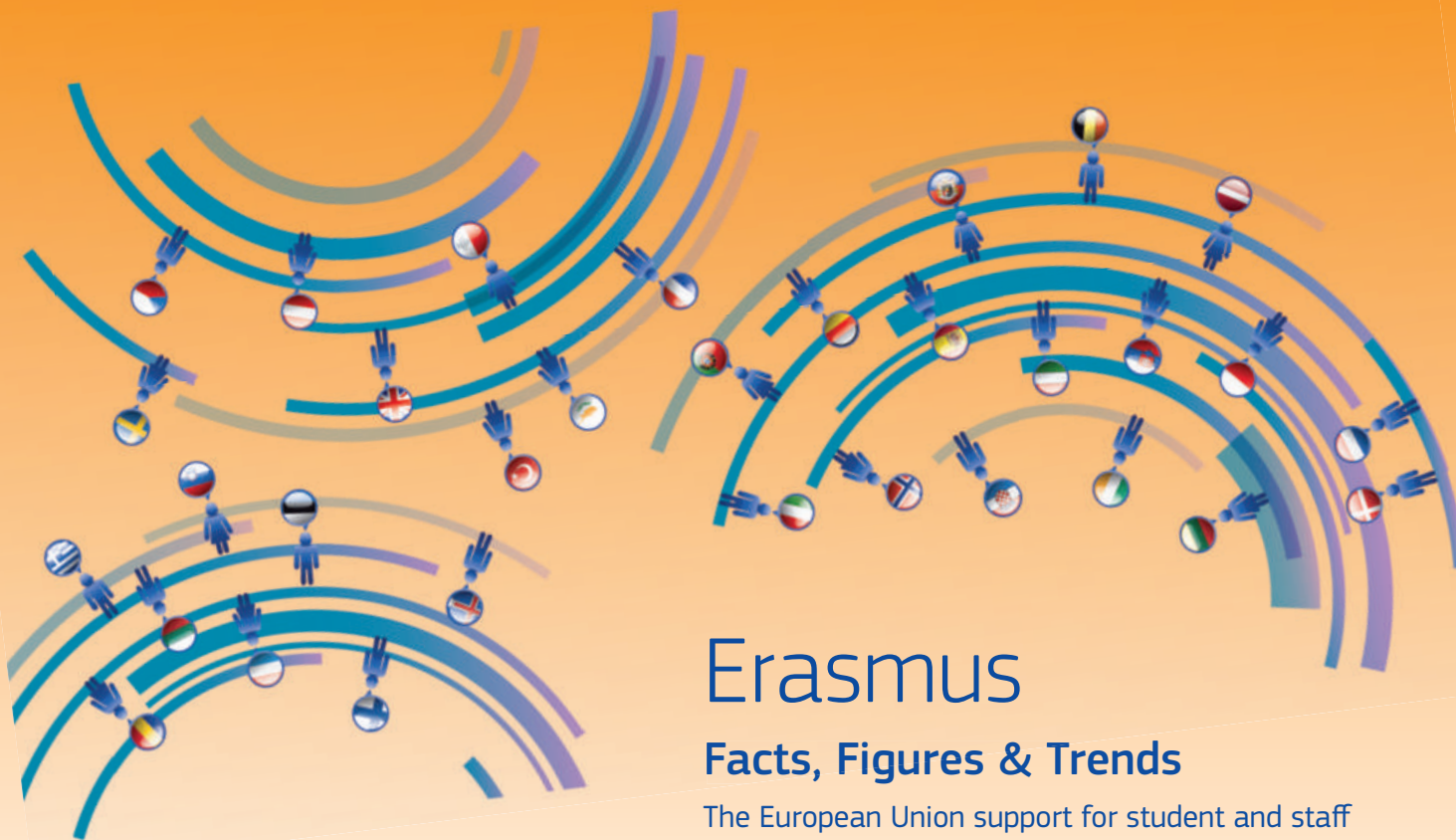




European
Commission



Erasmus

Facts, Figures & Trends

The European Union support for student and staff exchanges and university cooperation in 2012-2013



Acronyms for country names

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

Disclaimer

The sources of the data used in this report are the statistics as submitted by 10 July 2014 by the National Agencies of the 33 countries participating in the Erasmus Programme (Erasmus decentralised actions) and by the Education, Audiovisual and Culture Executive Agency (Erasmus centralised actions) by 10 July 2014. The European Commission makes its best efforts to ensure the accuracy of the data, but cannot be held responsible for any errors the report may nevertheless contain.

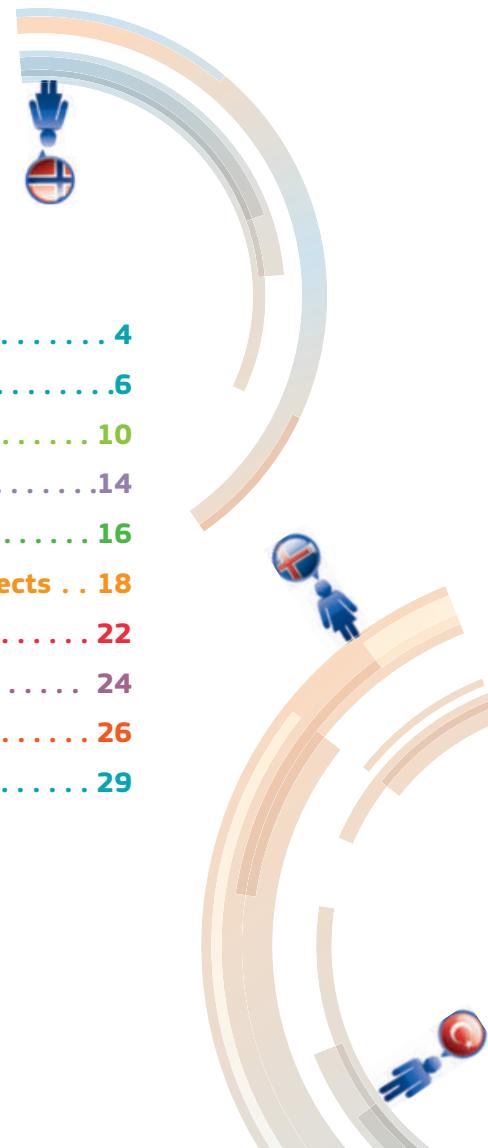
More information on the Erasmus Programme, this report and its annexes can be found at http://ec.europa.eu/education/tools/statistics_en.htm

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Responsible editor: Unit B1 'Higher Education', Directorate-General for Education and Culture, European Commission, Brussels

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The 2012-13 academic year in a nutshell

By the time you read this brochure, Erasmus+ will have already taken its first steps, bringing together a wide range of European support for education, training, youth and sports under one single programme. The new programme builds on the legacy of Erasmus by offering opportunities for a further 4 million students, apprentices, volunteers, teachers, education and training staff and youth workers to develop their competences. More than 2 million higher education students will be able to study or gain work experience abroad, both within and beyond Europe.

This brochure looks at the ongoing Erasmus story during the academic year 2012-13, an exceptional year marked by a key milestone: the **3 millionth student** went abroad with Erasmus this year, and the number of **mobile academic and administrative staff broke the 350 000 barrier**. The brochure also presents the many joint projects, summer schools and network activities which are changing the ways in which higher education is delivered in Europe. And for the first time, the Erasmus results are presented in this brochure alongside those from three other EU-funded programmes in the field of higher education: Tempus, Jean Monnet and Erasmus Mundus. We hope that this gives a more complete view of the complementarity of EU programmes for the development of higher education which are now being brought together in Erasmus+. All these different forms of cooperation are instrumental

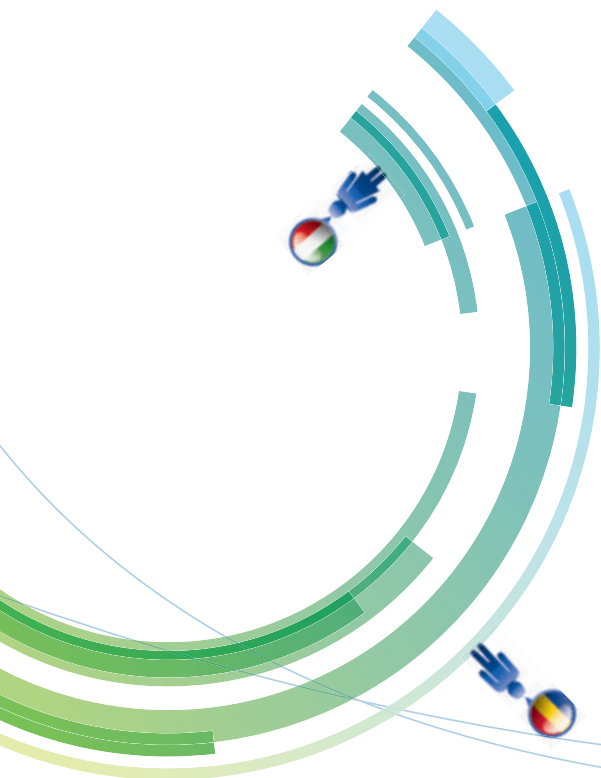
in improving the quality of education, providing learning environments that stimulate creativity and curiosity and opening up our universities and colleges to cooperation with the world.

Erasmus was part of the EU's Lifelong Learning Programme, with a budget of **€ 3.1 billion for the period 2007-13**. During the academic year 2012-13, some 33 countries took part in the Programme: the 27 EU Member States, Croatia, Iceland, Liechtenstein, Norway, Switzerland and Turkey.

In 1987, 3 244 students from 11 countries spent a study period abroad under the Erasmus Programme. In 2012-13 **nearly 270 000 students and more than 52 000 staff** from 33 European countries spent time abroad with an Erasmus grant.

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 activities proposed. Erasmus mobility, with its core focus on skills development, is a central element of the European Commission's strategy to combat youth unemployment, featuring prominently in the Europe 2020 strategy for growth and jobs.

Student mobility contributes to individuals' personal development and equips them with a wide range of competences and skills that are increasingly valued by employers. Students do not only improve their foreign language skills and develop greater intercultural awareness, they also become much



more able to quickly adapt to changes and new situations, solve problems, work in teams, think critically and communicate more efficiently. A study to be published later this year shows that the risk of long-term unemployment is half or even less for mobile students compared to those who stay at home. Mobility boosts job prospects and encourages labour market mobility later in life.

Work placements in companies abroad have been supported through Erasmus since 2007 and have accounted for the largest increases in the number of students in recent years; grants have already been awarded to **more than 210 000 students to undertake placements** and over 30 % of them received a job offer from their hosting enterprise. This growth in the number of work placements is providing more and more young people with practical work experience and helps to strengthen links between higher education and business.

Teachers and other staff, such as university 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 in their institutions. This allows a wider number of students, including those who cannot go abroad, to be exposed to the labour market in an international setting before graduating.

Erasmus not only caters for students and higher education staff, but, by funding transnational

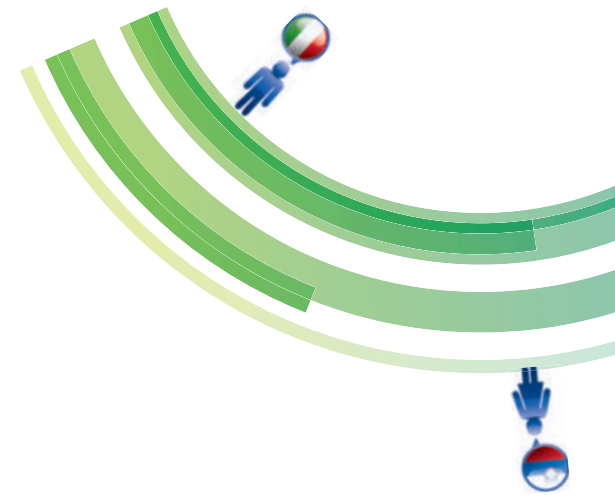
projects and networks, also enables higher education institutions to work together. In 2013, Erasmus counted **over 4 600 higher education institutions** as members. For the vast majority of these institutions, taking part in Erasmus has led them to innovate in key areas such as teaching and learning, recognition of study periods abroad, student support services, cooperation with business, and institutional management.

Mobility supported by Erasmus has thus promoted the internationalisation of the European higher education system, contributed to its modernisation, and paved the way for the Bologna Process. It now supports the Bologna goal that **by 2020 at least 20 % of all graduates** from the European Higher Education Area should have spent a **period of time studying or training abroad**.

Erasmus cooperation projects have led to long-term structural changes and strategic initiatives. These include the European Credit Transfer and Accumulation System that promotes transparency and transferability in European higher education, and the 'tuning' of academic degree programmes based on learning outcomes and the many joint curricula developed over the years.

Every year, the European Commission compiles statistics from the National Agencies that run the Erasmus Programme in the participating countries and publishes an annual statistical overview online, providing an overall picture of the different types

of actions funded under the Programme, with a comparison of this year's results with those of previous years. We hope you will find this information both interesting and useful.



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 2012-13 students accounted for around 80 % of the annual Erasmus budget.

- In the 2012-13 academic year, **268 143** students went to another European country to study or train, which represented a year-on-year increase of **6 %**. With this new record number of student mobility the Erasmus target of supporting three million students by 2012-2013 was reached.
- As in the previous academic year, Spain **sent the most students abroad** with 39 249 students leaving for another country. France supported the second highest number of students going abroad, followed by Germany, Italy and Poland.
- Compared with the latest available data on the size of national student population, in 2011-12 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 40 202 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 **€ 272** – a 9 % increase on the previous year (€ 250).
- The number of **zero EU-grant students** (6 621) represents around **2,5 % of the total number** of student mobility periods. This shows that the Erasmus 'branding' has a leverage effect, since in situations where the national Erasmus budget for an academic year has already been allocated, for example, 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 2012-13, **388** students with special needs received additional funding to participate in Erasmus, a 15 % increase on the previous year. Although this remains a relatively low figure, it reflects the limited low participation rates of students with special needs in higher education in general.

- Some 3 388 European higher education institutions sent students abroad through Erasmus in 2012-13, out of a total of 4 651 institutions holding an Erasmus University Charter (EUC) that year.

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 268 143 Erasmus students in 2012-13, **212 522** student exchanges for studying were supported, representing an increase of **3.8 %** on the previous year.

Student mobility in figures in 2012-2013

	Type of student mobility		Total
	Studies	Work placements (traineeships)	Student mobility
Total number of Erasmus students	212 522	55 621	268 143
Average EU monthly grant (€)	253	376	272
Average duration (months)	6.2	4.7	5.8
Number of special needs students	339	49	388
Top sending countries (absolute numbers)	ES, DE, FR, IT, TR	FR, DE, ES, UK, PL	ES, FR, DE, IT, PL
Top sending countries (% share of the student population)	LU, LI, ES, LT, LV	LV, LI, LT, EE, MT	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 30 % Doctorate 3 % Short-cycle 11 %	Bachelor 67 % Master 29 % Doctorate 1 % Short-cycle 3 %
Average age of students (years)	22.4	22.9	22.5
Number of higher education institutions sending students	2 325	2 675	3 267
Gender balance (% of women)	60.6 %	61.9 %	60.9 %

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 increased by 9.5 % compared to the previous year, to **€ 253**.
- 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 (21.9 %). Students of engineering, manufacturing and construction (15.6 %); science, mathematics and computing (7.6 %); 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 2012-13, grants have already been awarded to more than 210 000 students for this purpose.

Grants enable students to spend a period of 3 to 12 months, or 2 to 12 months in 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.

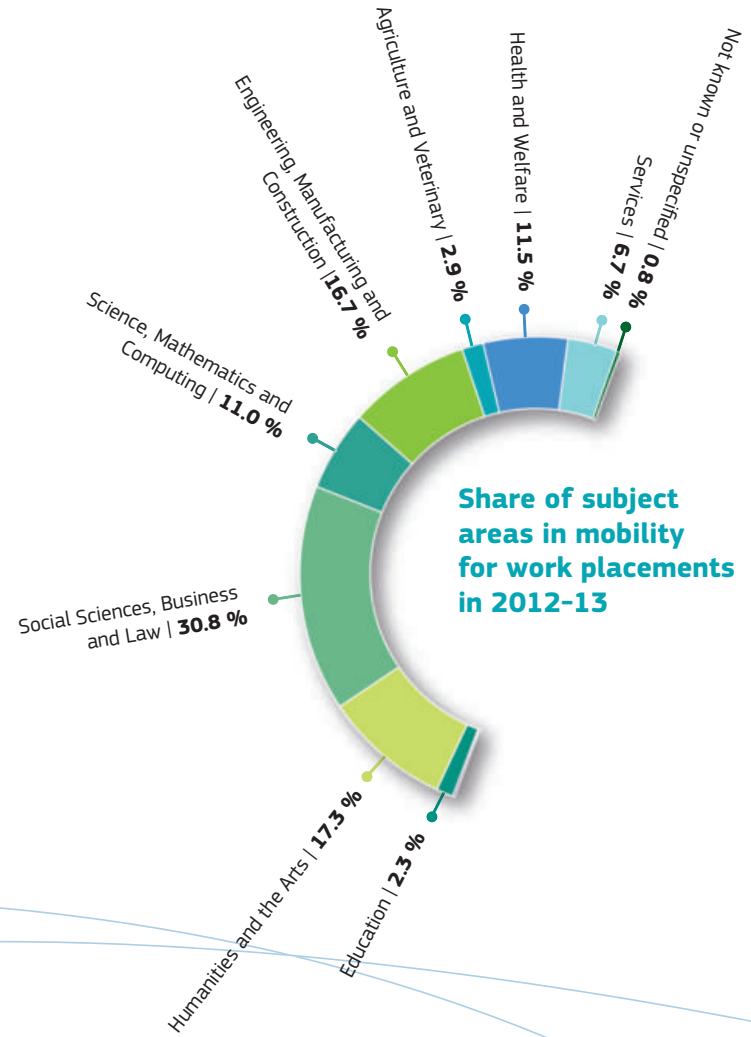
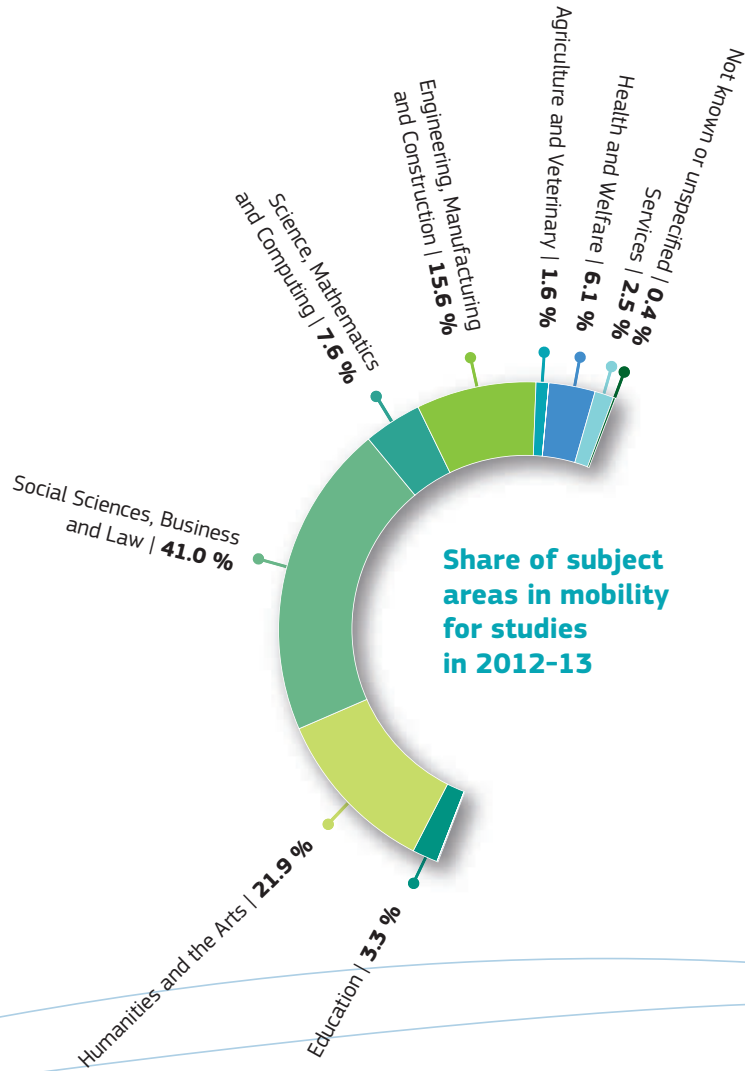
- Out of the 268 143 Erasmus students, **55 621** went on work placements abroad in 2012-13. This represents an annual increase of **over 16 %**. Since its inclusion in the Erasmus Programme, work placements abroad have grown rapidly, and today the annual number of placements is more than four times higher than the number of placements in 2006-07.
- Placements represented a **21 % share of all Erasmus student mobility periods** in 2012-13.
- France **sent the most students abroad** for work placements, followed by Germany, Spain, the United Kingdom and Poland. 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 **4.7 months**, compared to 6.2 months for studies. The average monthly grant for work placements increased by 5 % compared to the previous year, to **€ 376**.

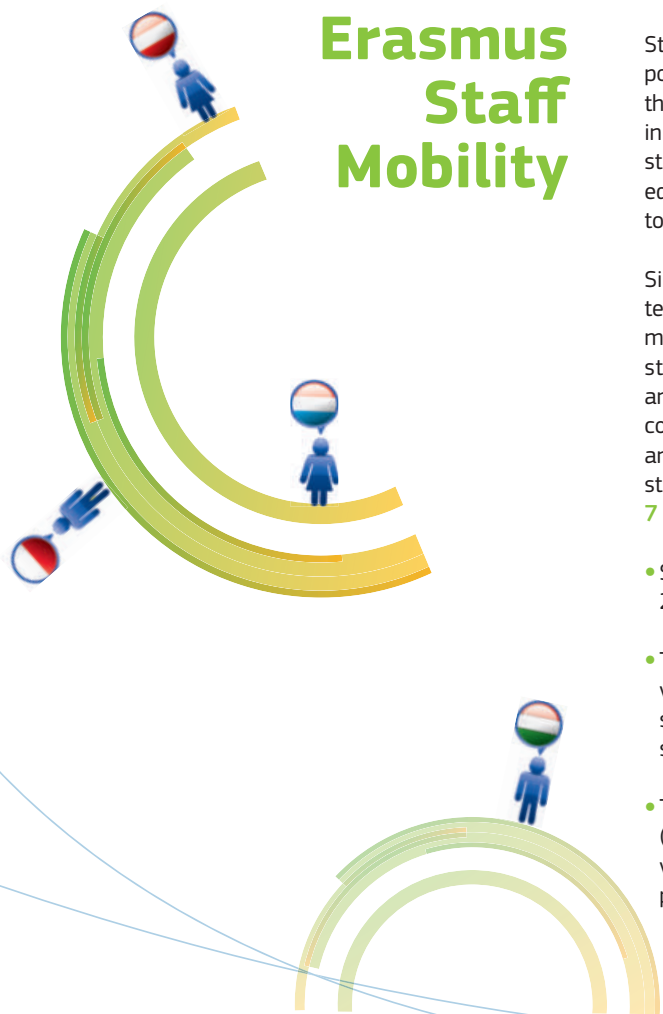
- **A total of 40 480 students did a placement at enterprises** across Europe in 2012-13, a 13.1 % rise (up from 35 785 in the previous year). Around 47 % of the placements were done at small, 32 % at medium-sized and 21 % at large enterprises.

- Students of social sciences, business and law made up the biggest share (30.8 %) of trainees. The second biggest share was that of students of humanities and arts (17.3 %), closely followed by students of engineering, manufacturing and construction, who represented 16.7 % 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 **114 Erasmus Placement Consortia organised 7 968 work placements** in 15 countries during 2012-13. 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 350 000 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 **52 624** staff exchanges were supported in 2012-13, a year-on-year increase of 13.1 %.
- The share of teaching assignments was 68.6 %, while staff training accounted for 31.4 % of all staff exchanges. This latter share has doubled since 2007-08, when it was only 15 %.
- The **average duration** of a staff mobility period (including teaching assignments and staff training) was **5.7 days** and the **average grant** was **€ 725** per staff exchange.

- Poland **sent the most staff abroad**, followed by Spain, Turkey, Germany and France.

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

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 **52 624 staff exchanges**, **36 075** were teaching assignments in 2012-13. This represents an increase of 8.3 % on the previous year.
- On average, teachers taught **8.3 hours** abroad per teaching assignment, which had an **average duration** of **5.6 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 **€ 702**, representing an increase of 3.4 % on the previous year.

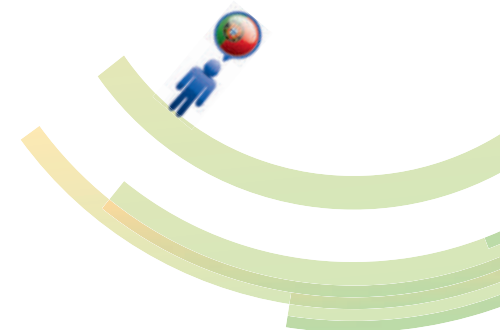
Staff mobility in figures in 2012-2013

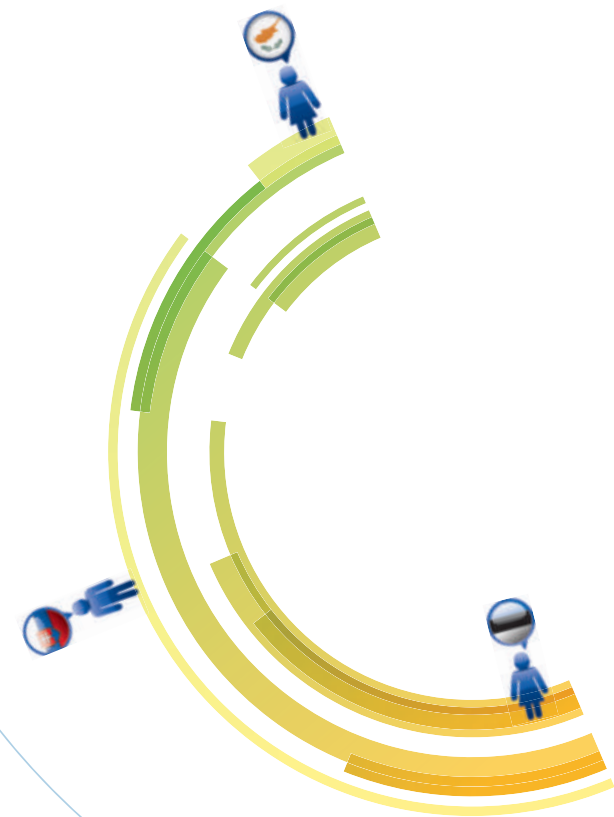
	Type of staff mobility		Total
	Teaching assignments	Training	Staff mobility
Total number of staff mobility periods	36 075	16 549	52 624
Average duration (in days)	5.6	6.1	5.7
Average total EU grant (in €)	702	776	725
Number of staff with special needs	12	16	28
Top sending countries	PL, ES, DE, TR, FR	PL, ES, TR, DE, RO	PL, ES, TR, DE, FR
Top receiving countries	ES, DE, IT, FR, PL	UK, ES, DE, IT, FR	ES, DE, IT, FR, UK
Total number of higher education Institutions sending out staff	2 178	1 882	2 391
Gender balance (% of women)	43.7 %	66.8 %	51 %

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

- **Some 504** teaching assignments were undertaken by staff from companies who were invited to teach at higher education institutions in other European countries. The increase in participation grew by 21 % compared to last year.





Staff Training

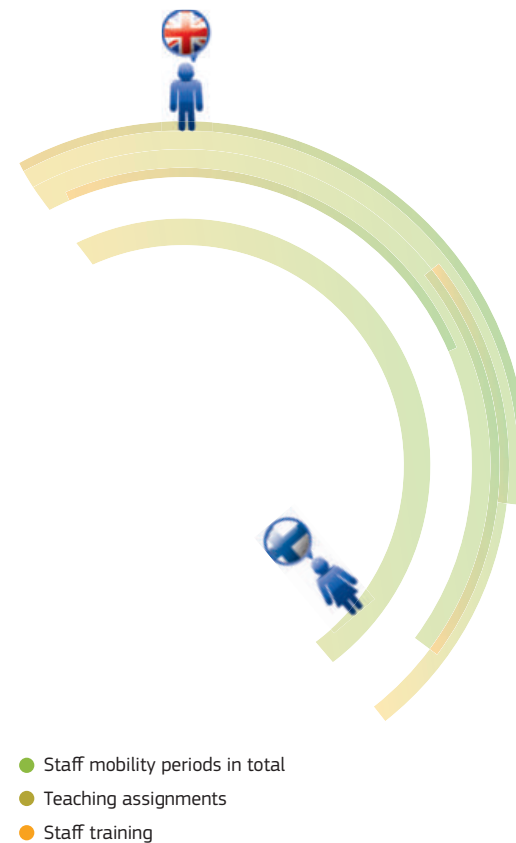
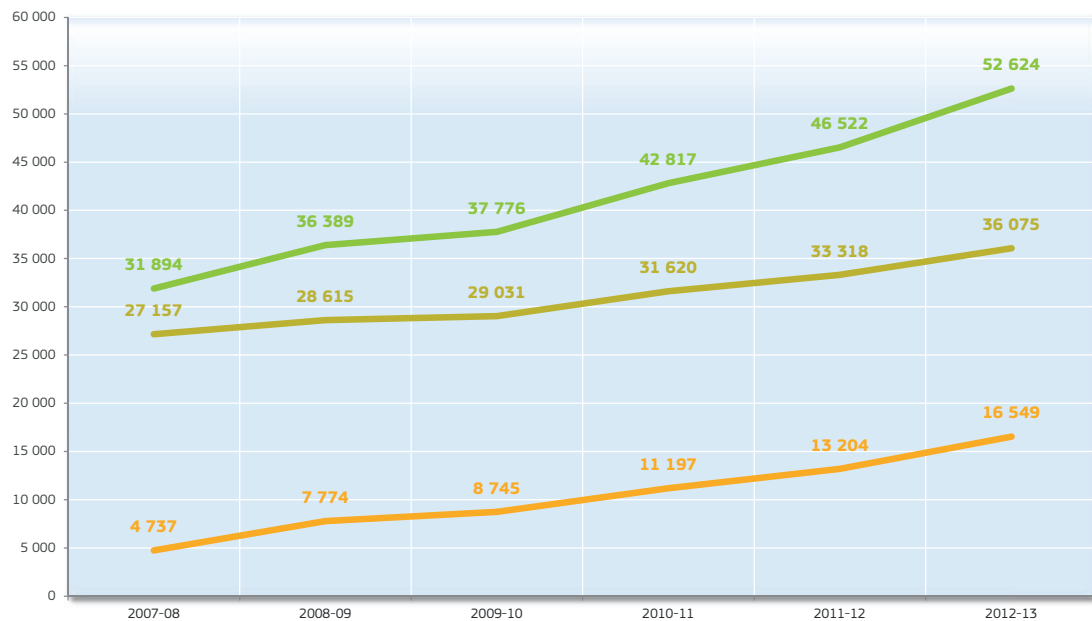
In addition to teaching assignments, the Programme has been opened up to allow both administrative and academic staff to participate in different forms of training abroad, such as job-shadowing or attending job-related workshops and training sessions.

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. Out of the 52 624 staff exchanges **16 549** were staff training periods in 2012-13. This represents a **25.3 %** increase over the previous academic year.
- In 2012-13, **3 640** higher education staff went on training to companies abroad. This represents an increase of **9.1 %** compared to the previous academic year. Training in companies thus constituted 22 % of all Erasmus mobility for staff training.
- Staff went abroad for training for **6.1 days** on average and received an average grant of **€ 776** which is 2.8 % higher than the previous year.

- Most training periods abroad were undertaken by academic staff (41 %), followed by finance staff (24 %), general administrative and technical staff (16. %) and staff from international offices (10 %).
- Most staff received specific training (46 %) abroad, while 25 % of staff went for job-shadowing. Around 16 % of beneficiaries used the action to participate in workshops, while 13 % went abroad for other purposes.
- Staff from Polish higher education institutions spent the **most periods abroad for training** with 2 800 staff training periods supported. They were followed by staff from Spain, Turkey, Germany, and Romania. The five **most popular destinations** for staff training were the United Kingdom, Spain, Germany, Italy and France.

Growth in staff mobility numbers from 2007-08 to 2012-13



Erasmus Intensive Programmes

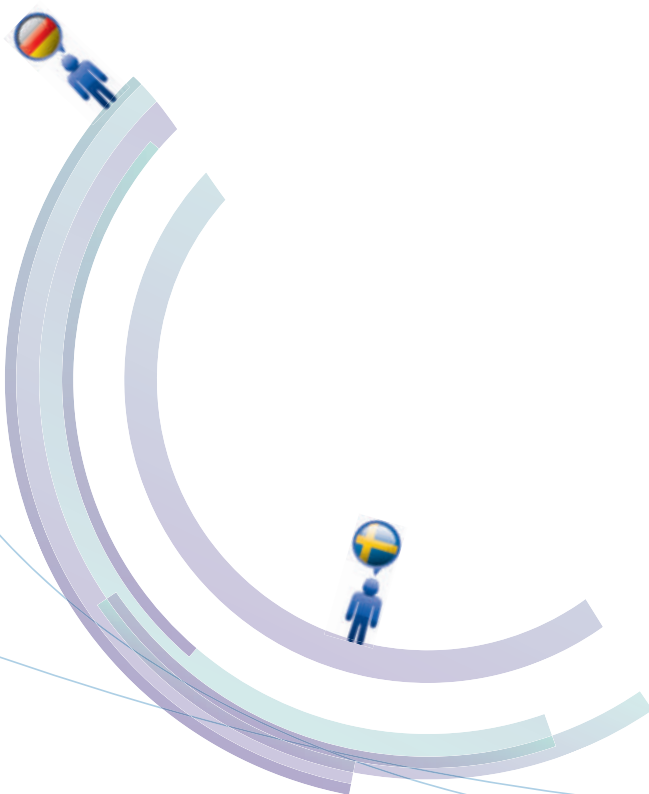
Erasmus also funds Intensive Programmes, which are short subject-related programmes of study (of between 10 days and 6 weeks in length), bringing together students and teaching staff from higher education institutions from at least three European countries. These short study programmes encourage the multinational learning of specialist topics; provide students with access to academic knowledge that is not available in one higher education institution alone; allow teachers to exchange views on course content and new curricula approaches; and to test teaching methods in an international classroom environment.

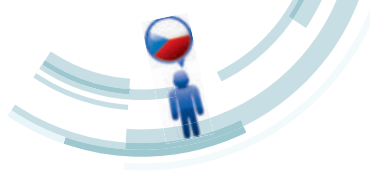
- Since 2007-08 Erasmus Intensive Programmes have been managed individually by the participating countries. They have also experienced strong growth during this time. A total of **538** Intensive Programmes were organised in 32 countries during the academic year 2012-13, which represents a 16 % increase on the previous year.
- Altogether **18 241** students and **6 654** teachers participated in Intensive Programmes in 2012-13.

- The highest number of courses (56) was organised by Italy, which represents 10 % of the total number of courses organised in 2012-13. Germany and the Netherlands organised 43 courses each, followed by France (35) and Poland (30).
- **The most popular subjects** for Intensive Programmes were social sciences, business and law (22 %), humanities and arts (18 %), engineering, manufacturing and construction (17 %), and science, mathematics and computing (16 %).

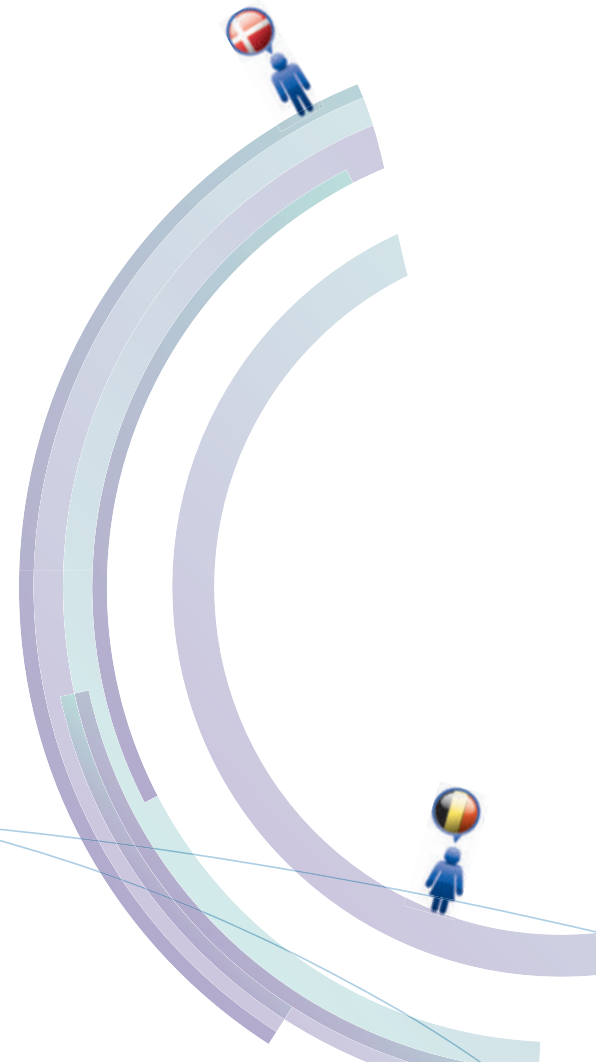
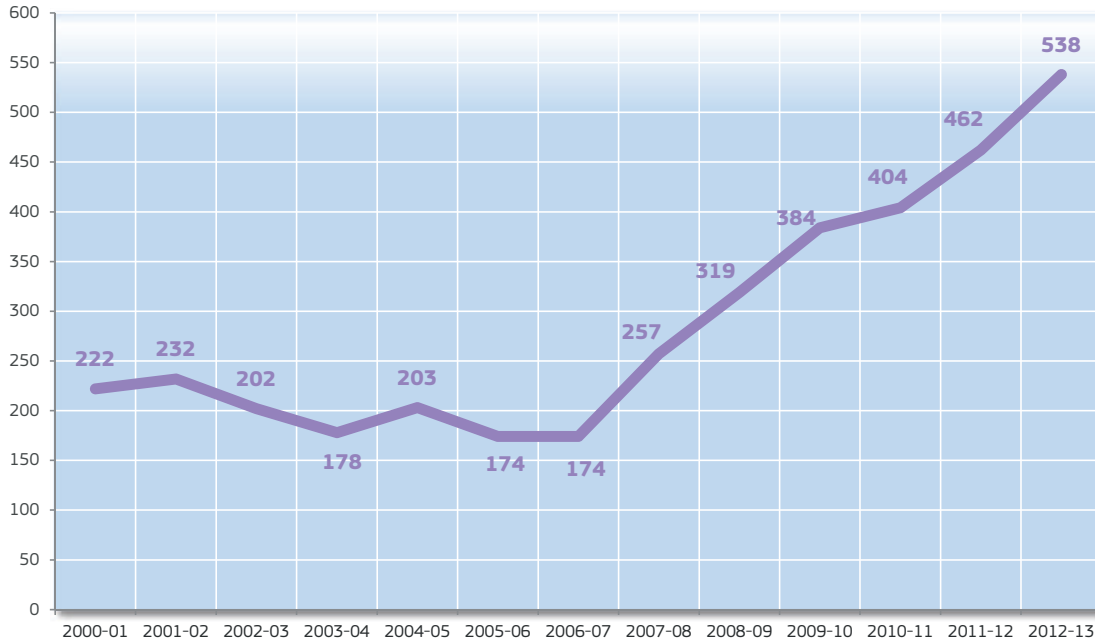
Erasmus Intensive Programmes

Number of Intensive Programmes	538
Total number of participating students	18 241
Total number of participating teachers	6 654
Top five organising countries	IT, DE, NL, FR, PL
Average duration of Intensive Programmes	12.5 days





Number of Erasmus Intensive Programmes from 2000-01 to 2012-13



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).

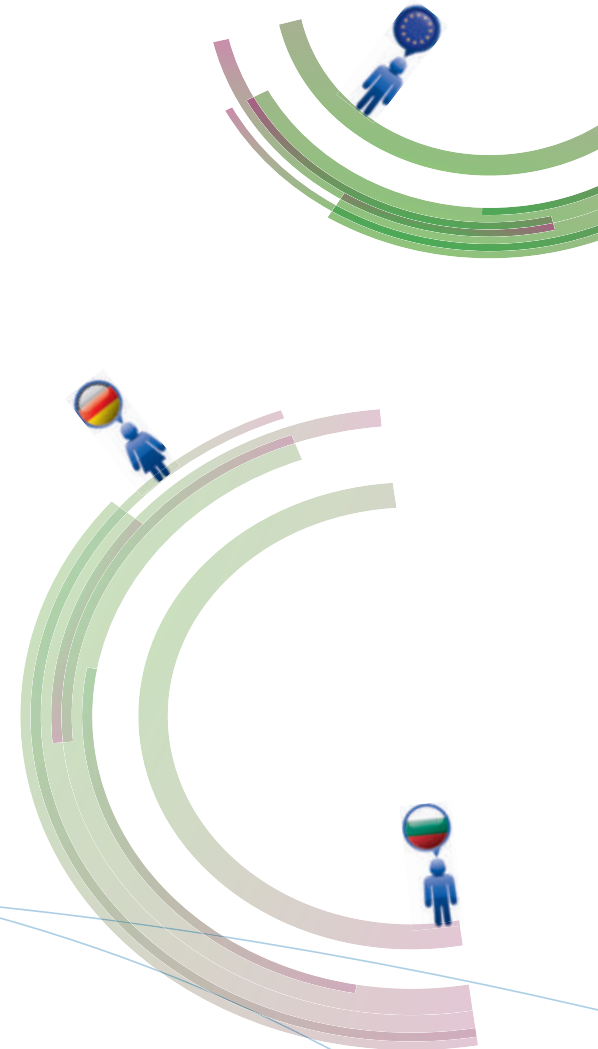
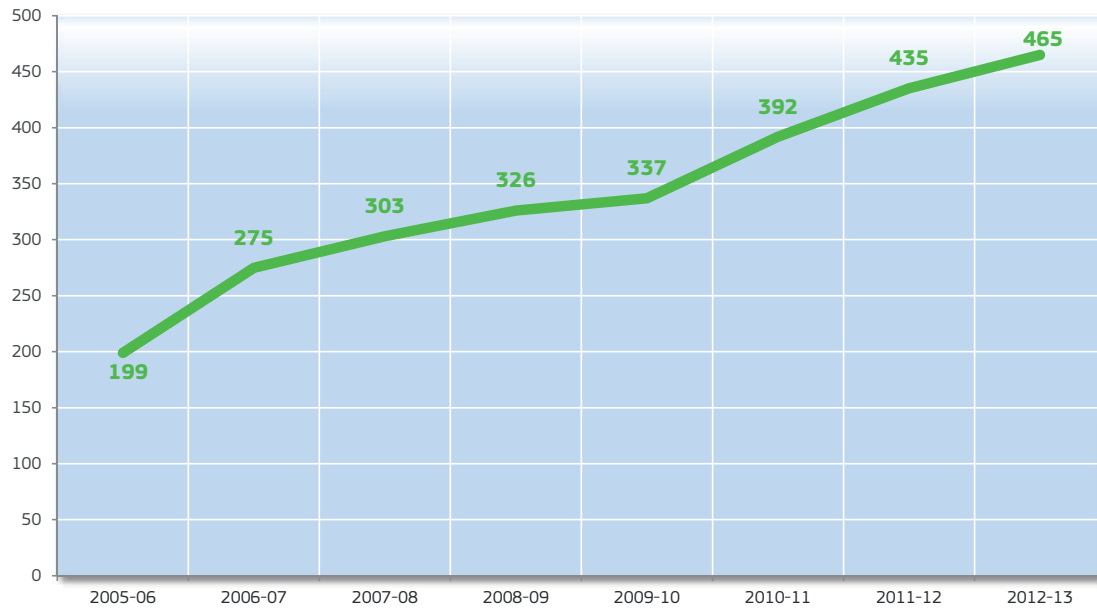
- The number of Intensive Language Courses supported has grown tremendously since their launch. Some **465** courses were organised in 26 participating countries in 2012-13, an increase of 7 % compared to the previous year, and they have more than doubled as compared with 2005-06.
- A total of **nearly 55 000 Erasmus students** have benefited from a language course prior to their study exchange or work placement since 1999. Some **7 247 students** participated in an Intensive Language Course in 2012-13 (up from 6 631 the previous year, representing a 9 % increase). This represents 2.7 % 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 5.6 %.

- The **most popular destination** was Italy with 1 190 participants, followed by Portugal, Poland, Belgium (Dutch-speaking community) and Turkey.
- The **highest proportion of incoming students** participating in a language course remained Slovenia, where 18.5 % of the incoming students took part, followed by Romania (12.9 %). Iceland and Croatia had participation rates of between 12 and 11 %.

Erasmus Intensive Language Courses

Number of courses	465
Total number of students	7 247
Top hosting countries	IT, PT, BE (NL), TR

Number of Erasmus Intensive Language Courses from 2005-06 to 2012-13



Erasmus Higher Education Cooperation Projects



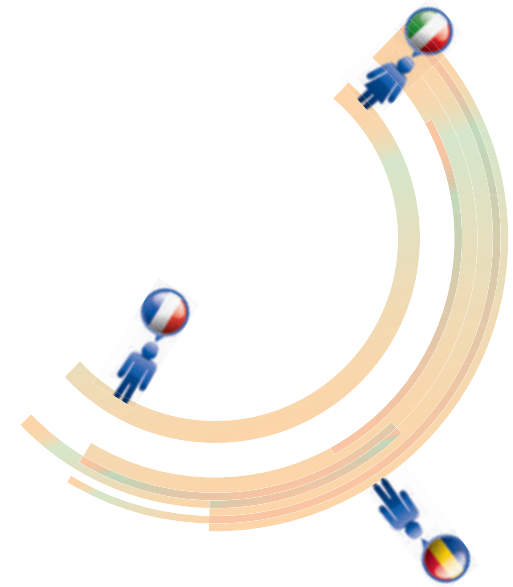
Together with mobility, the Erasmus Programme also fosters the modernisation of European higher education through funding joint projects. These projects, which run from between one and three years, **aim to stimulate policy reforms through transnational cooperation among higher education institutions 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 %

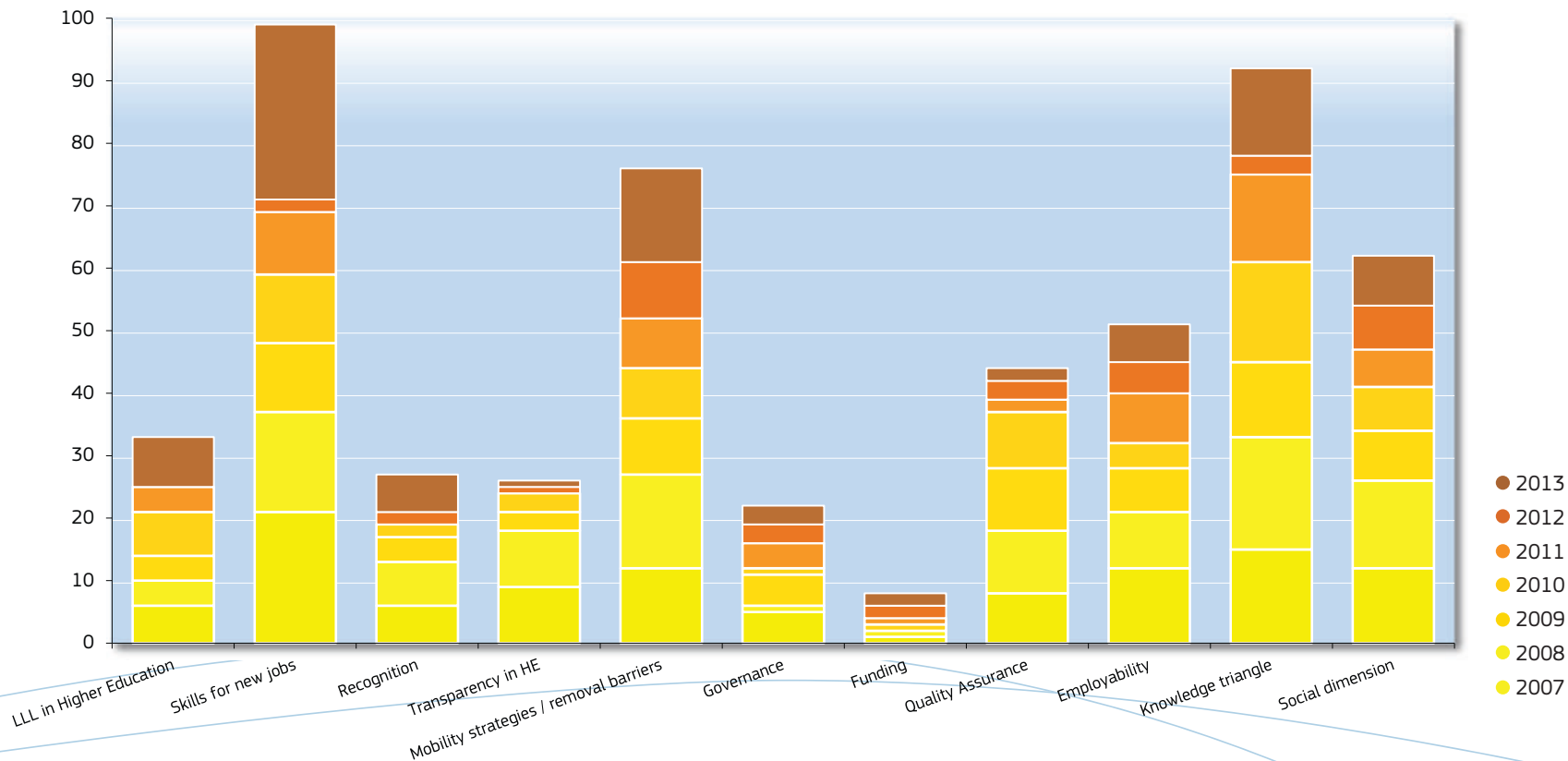


- In 2013, applications received as part of cooperation between higher education institutions and enterprises or with the aim of establishing Knowledge Alliances fostering innovation in higher education and business have experienced strong growth: 134 applications altogether as compared to 67 last year, 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 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 Master and Doctorate studies. There are **138 Masters and 42 Doctorates offering EU-grants for studies** starting during the academic year 2014/2015.

Action 2 – Erasmus Mundus Partnerships

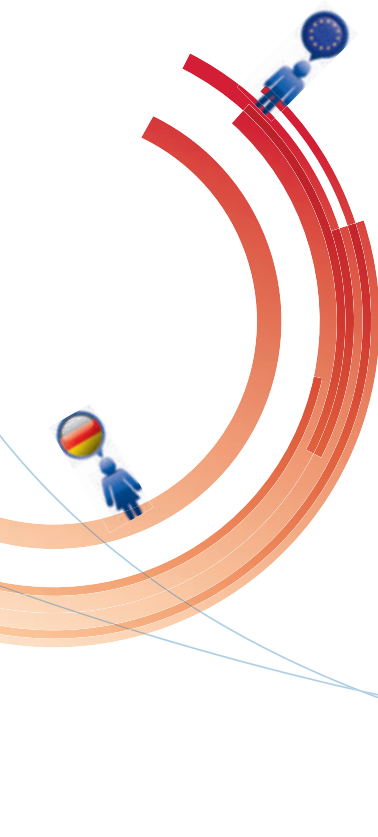
Erasmus Mundus Partnerships bring together higher education institutions from Europe on the one hand and from a particular region in the world on the other hand. The partnerships manage student and staff exchanges between the two regions with EU-funded scholarships at undergraduate, master, doctorate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

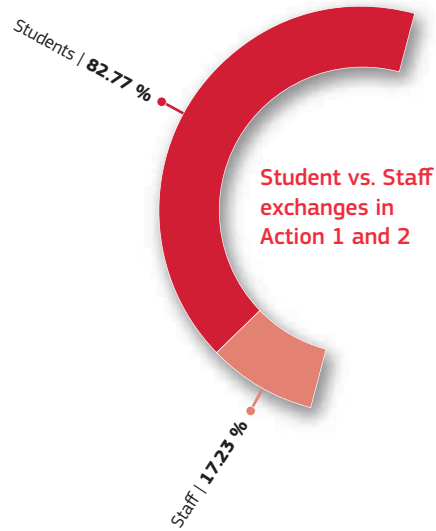
Action 3: Promotion projects

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.

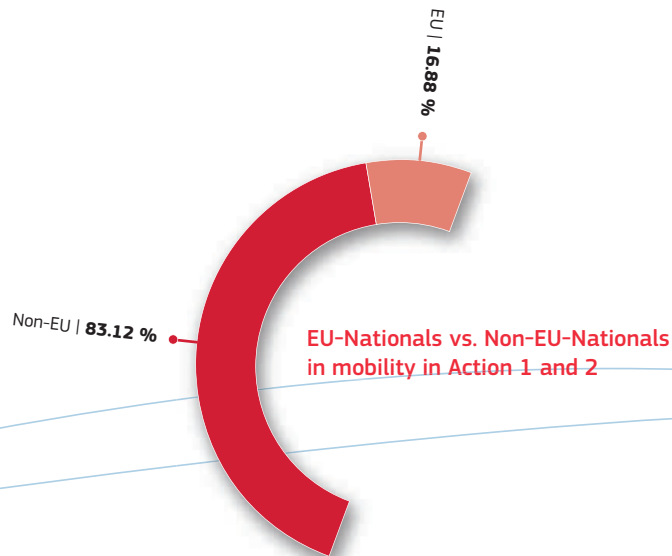
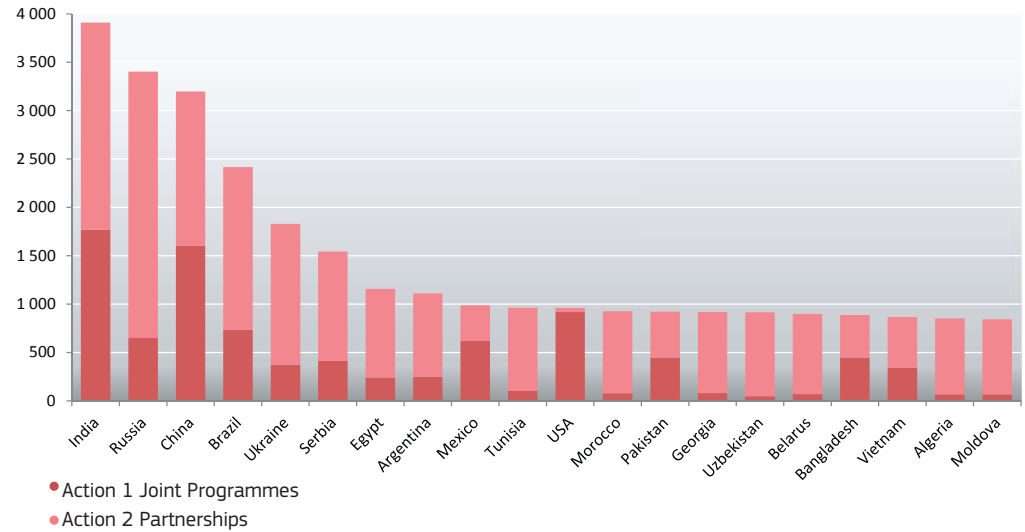
Key figures of Erasmus Mundus 2004-2013

Projects and clusters	662
Joint programmes	285
Partnerships	277
Promotion projects and National Structure information projects	95
Clusters	5
Higher education organisations	2 076
Higher education organisations from EU countries	788
Higher education organisations from countries outside the EU	1 288





Top 20 nationalities: students & staff coming to Europe, 2004-2013



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 programme is to develop EU studies in the Member States and worldwide. It promotes 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).

Jean Monnet constitutes a network of high-level expertise and provides funding for different types of activities.

Over the period 2007-2013, higher education institutions could apply for support for:

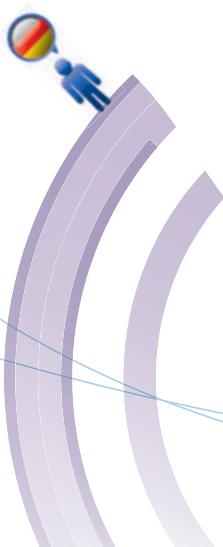
- Teaching and research (Jean Monnet Chairs, Modules and Centres of Excellence);
- Information and research projects including those for developing courses or experimental new methodologies for bringing EU content in primary and secondary education (Learning EU @ School);
- The statutory activities of associations of professors and researchers; and
- Transnational research partnerships.

The Jean Monnet Programme is also part of the high-level policy reflection on European integration. It has created an ongoing debate with the academic world on the political issues of European integration, including the European Union's role in the dialogue between peoples and cultures. In particular the annual Jean Monnet Conference allows decision-makers to benefit from academic reflection and to stimulate new thinking on policy.

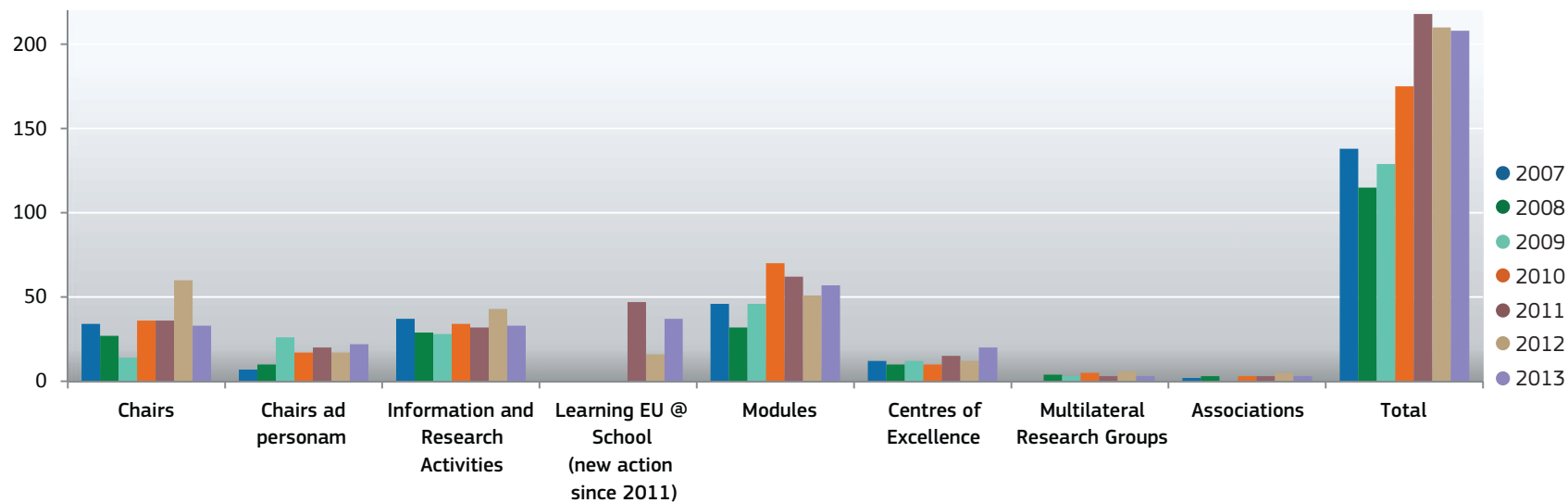
During the programme's life span geographical coverage has grown consistently, and **78 countries** from five continents are involved in Jean Monnet activities. In total, some **78 countries** from five continents were involved in Jean Monnet in 2013 compared to 60 in 2007. In recent years, the biggest growth in participation in European Union studies has been among the Eastern Partnership countries, in particular Ukraine.

In terms of content, the Jean Monnet Programme has also diversified, introducing as a permanent feature in 2012 the "Learning EU @ School" initiative. The traditional disciplines addressing the legal, political, economic and historical aspects of European integration have been expanded 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 programme, which is now covering an important number of subject areas, has been supported by a steadily increasing budget over the seven-year period.



Jean Monnet projects funded by type of activities, 2007-2013



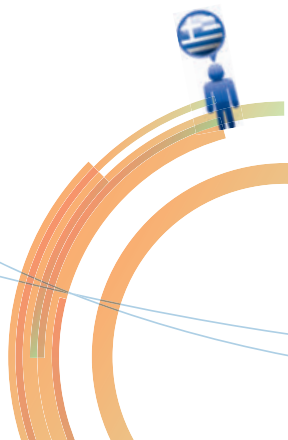
Tempus

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.

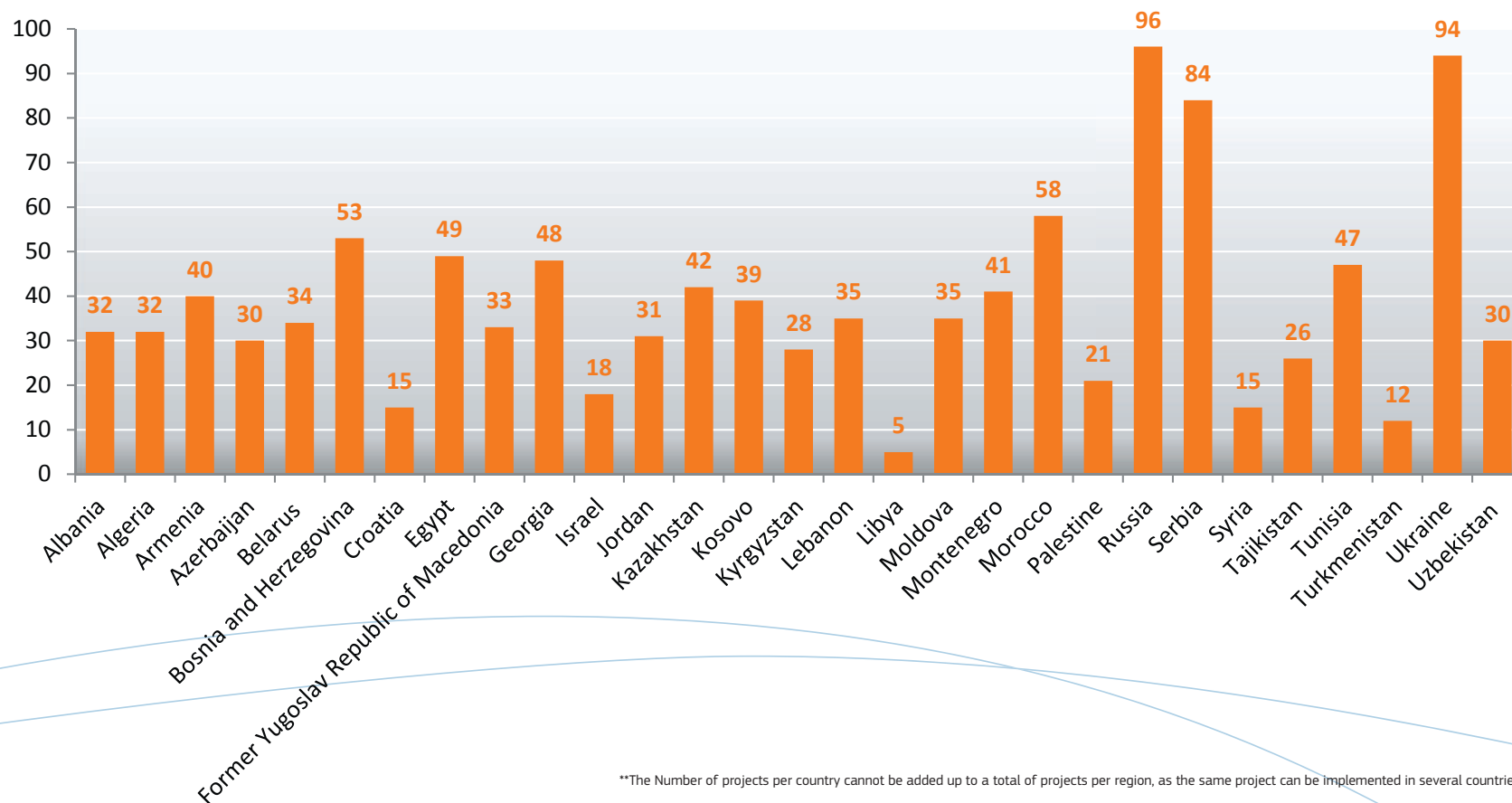
¹Tempus partners (2013): Albania, Algeria, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Egypt, Georgia, Israel, Jordan, Kazakhstan, Kyrgyzstan, Lebanon, Libya, Moldova, Montenegro, Morocco, the occupied Palestinian territory, Russia, Serbia, Syria, Tajikistan, Tunisia, Turkmenistan, Ukraine,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

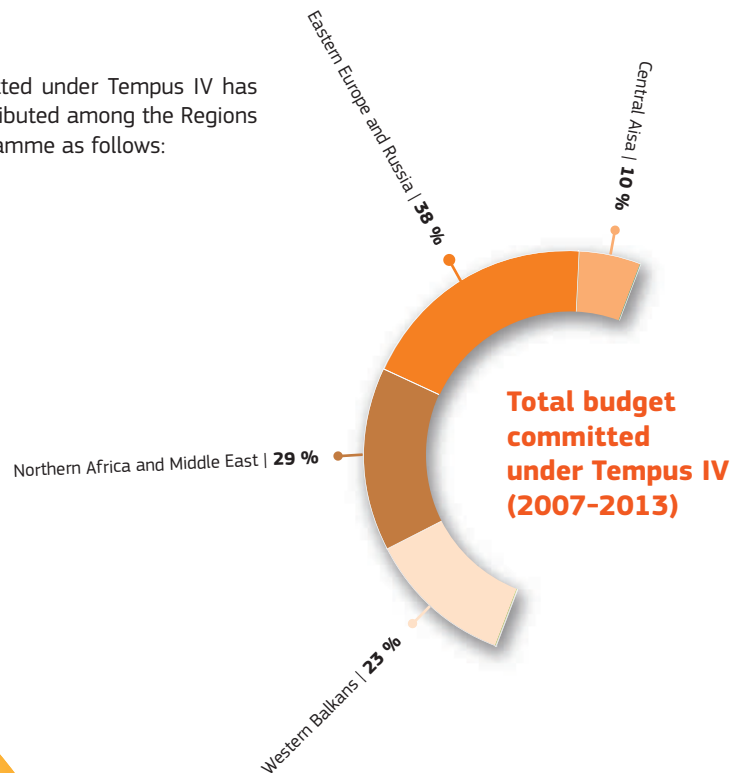


Tempus IV projects by country and by region (2007-2013)

● 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

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 2012-13

In 2 countries the number of student mobility has doubled (CY and TR).

11 countries experienced growth of between 50 % and 85 % (in decreasing order: DK, LV, MT, SK, GR, BG, NL, EE, ES, SI and IE).

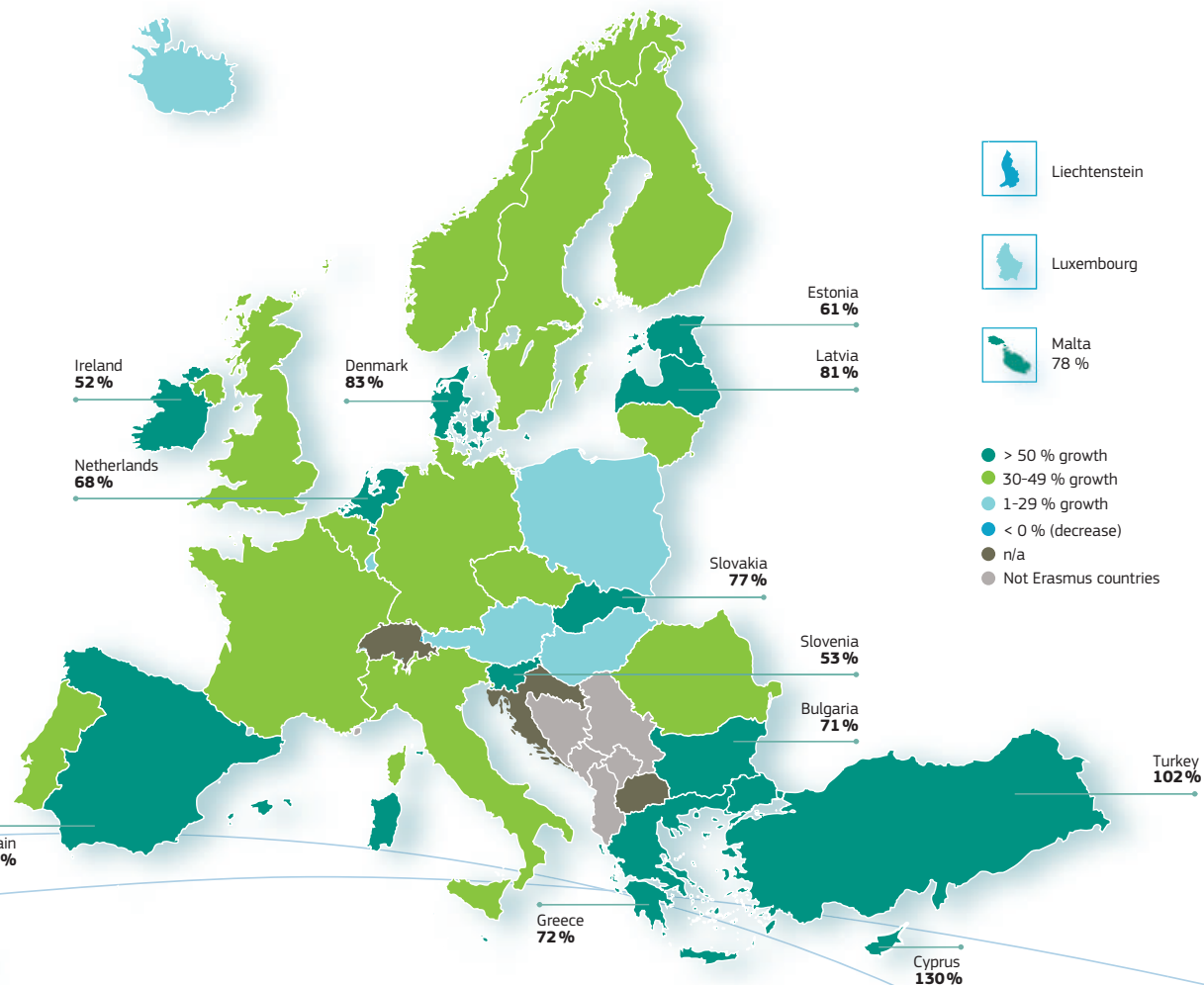
12 countries grew by more than 30 % and 49 % (in decreasing order: RO, PT, NO, SE, BE, UK, IT, FI, FR, LT, DE, CZ).

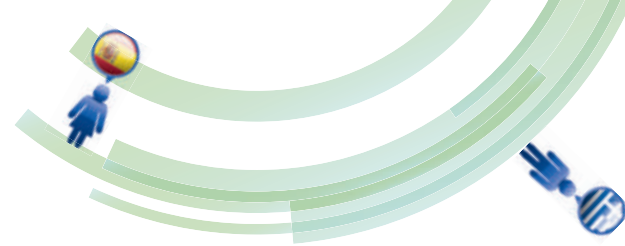
5 countries grew by less than 30 % (in decreasing order: PL, AT, IS, HU and LU).

1 country experienced a decrease (LI).

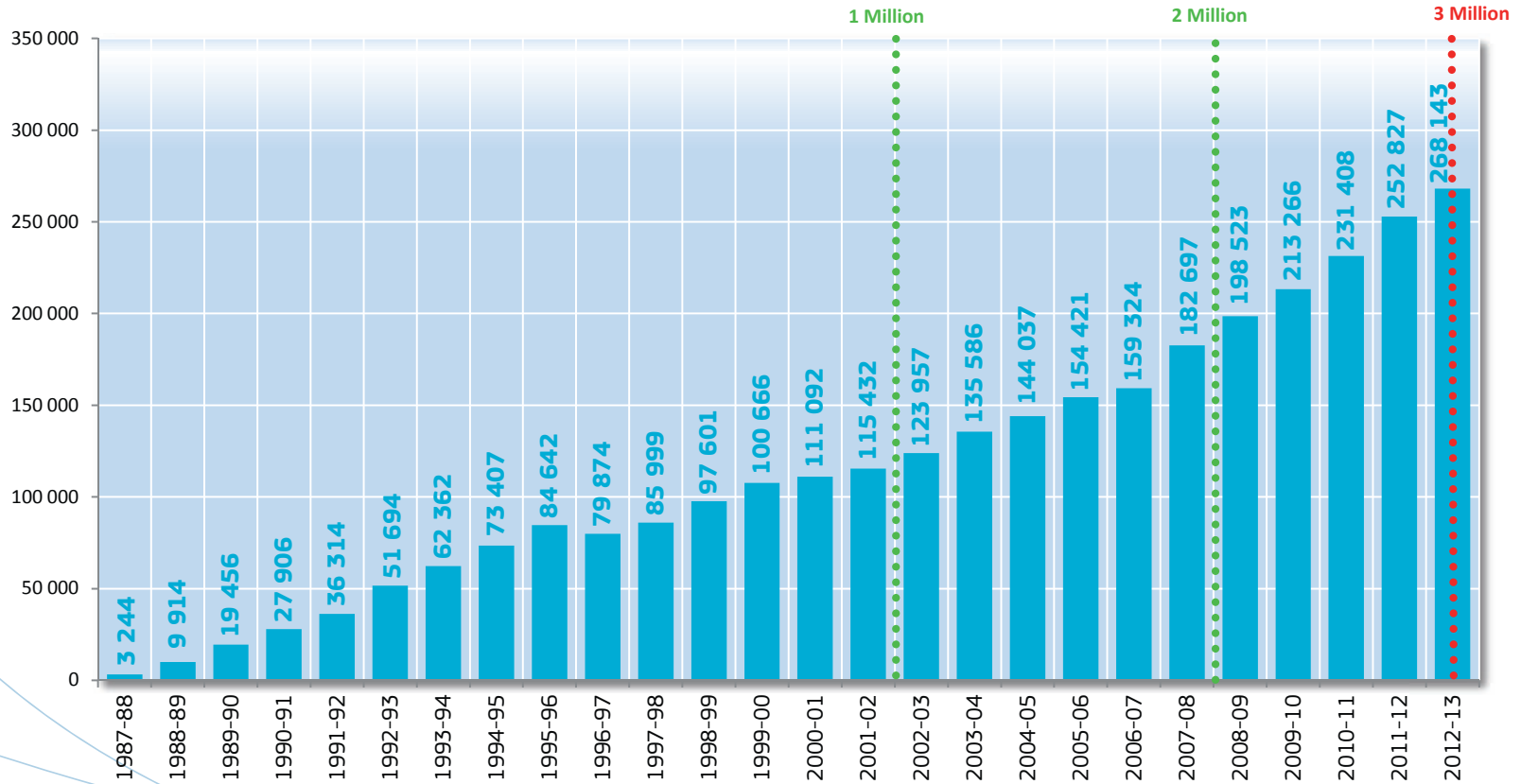
1 country (HR) has only participated in the Programme from 2009-10.

1 country (CH) began participating in the Programme in 2011-2012.



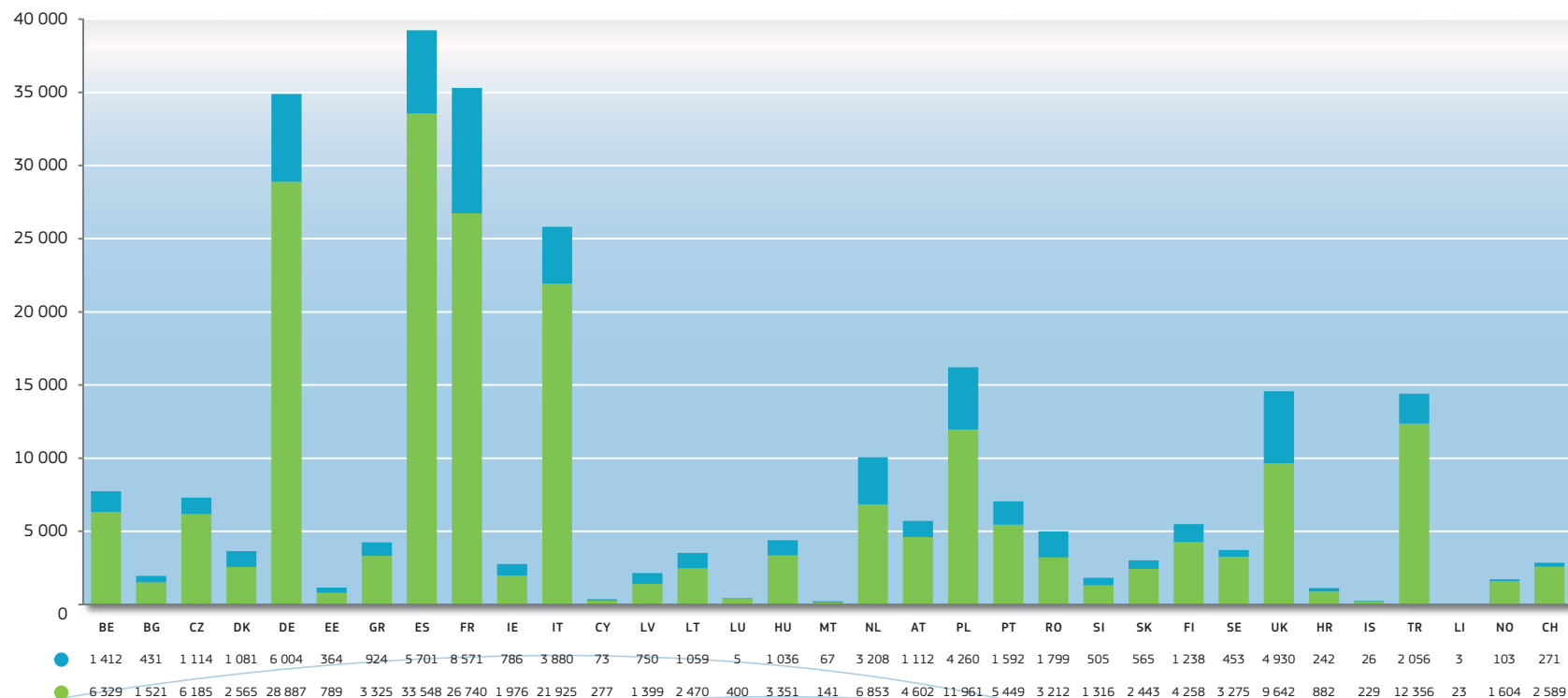


Reaching the three million student mobility target



● ● ● Reaching the three million mobility goal

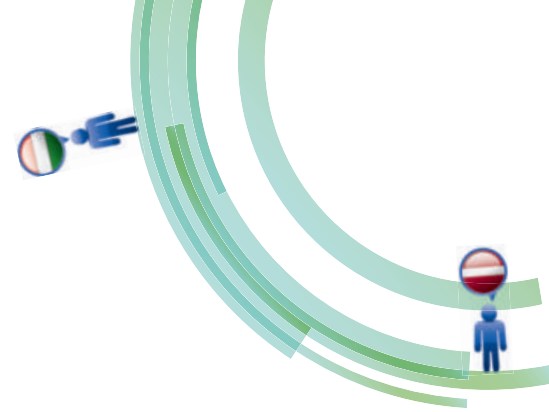
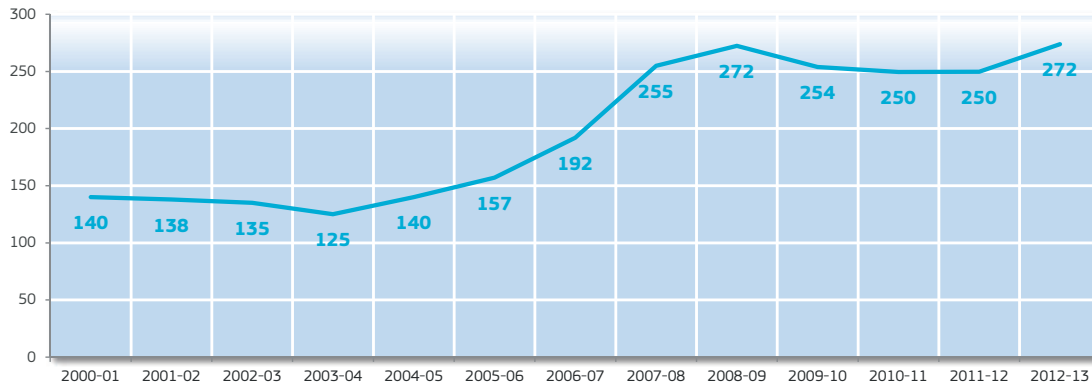
Distribution of outgoing students studying or doing work placements abroad in 2012-13



- Mobility for placements
- Mobility for studies

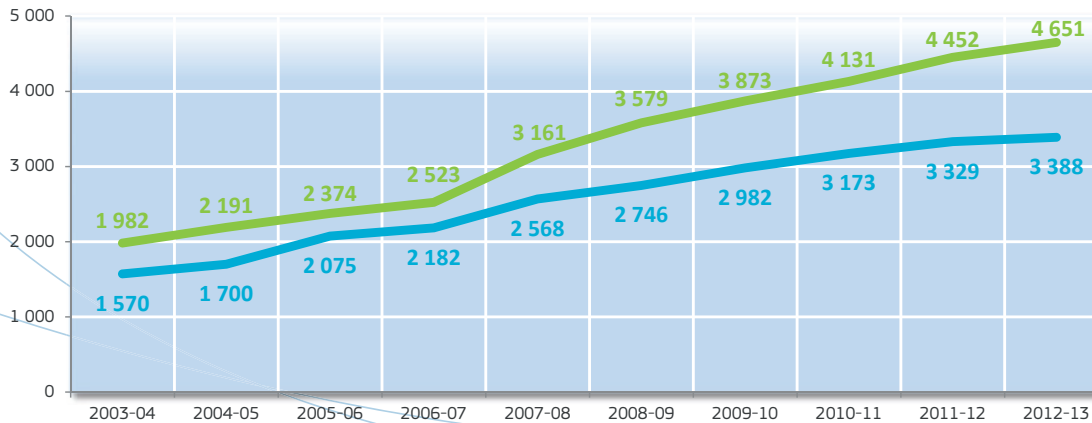


Average monthly EU grant for student mobility (in €) from 2000-01 to 2012-13



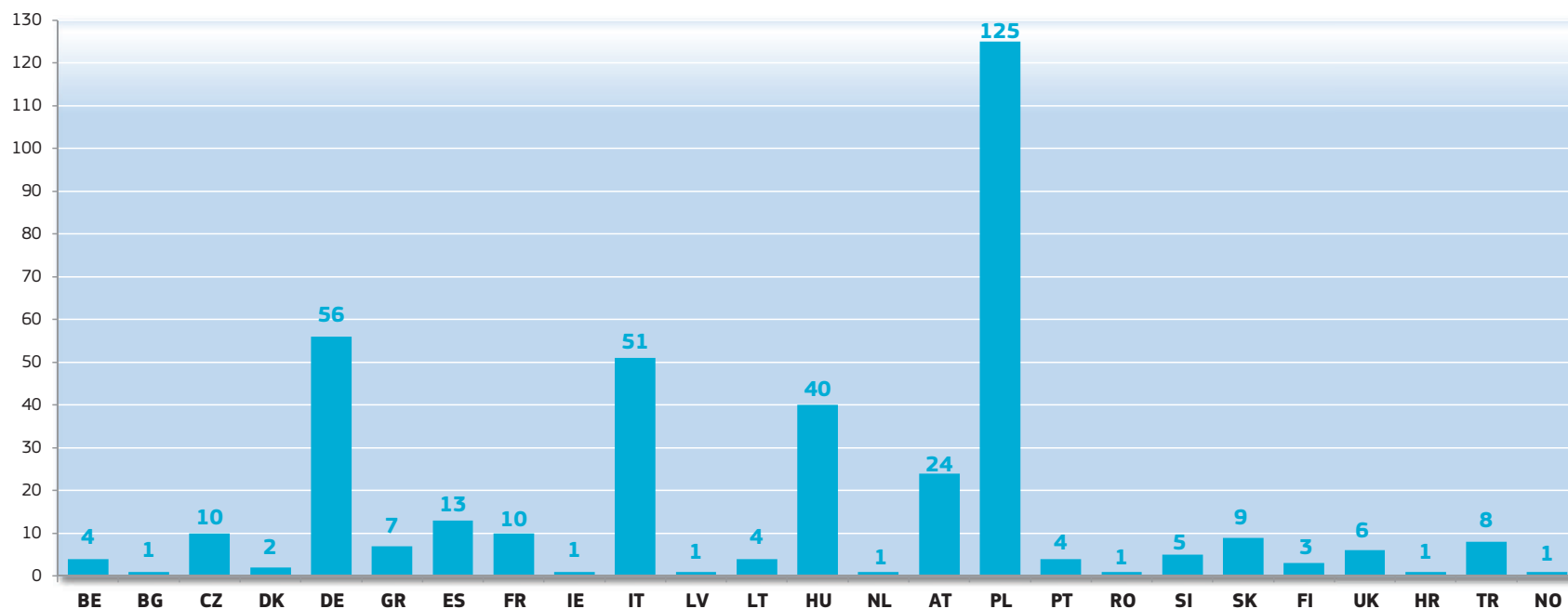
● Average monthly EU grant for student mobility (in €)

Growth of higher education institutions active in Erasmus from 2003 to 2013



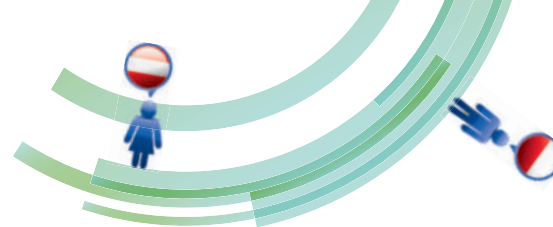
● Number of Erasmus University Charter (EUC) holders
 ● Number of higher education institutions sending out students and staff

Number of students with special needs participating in student mobility in 2012-13

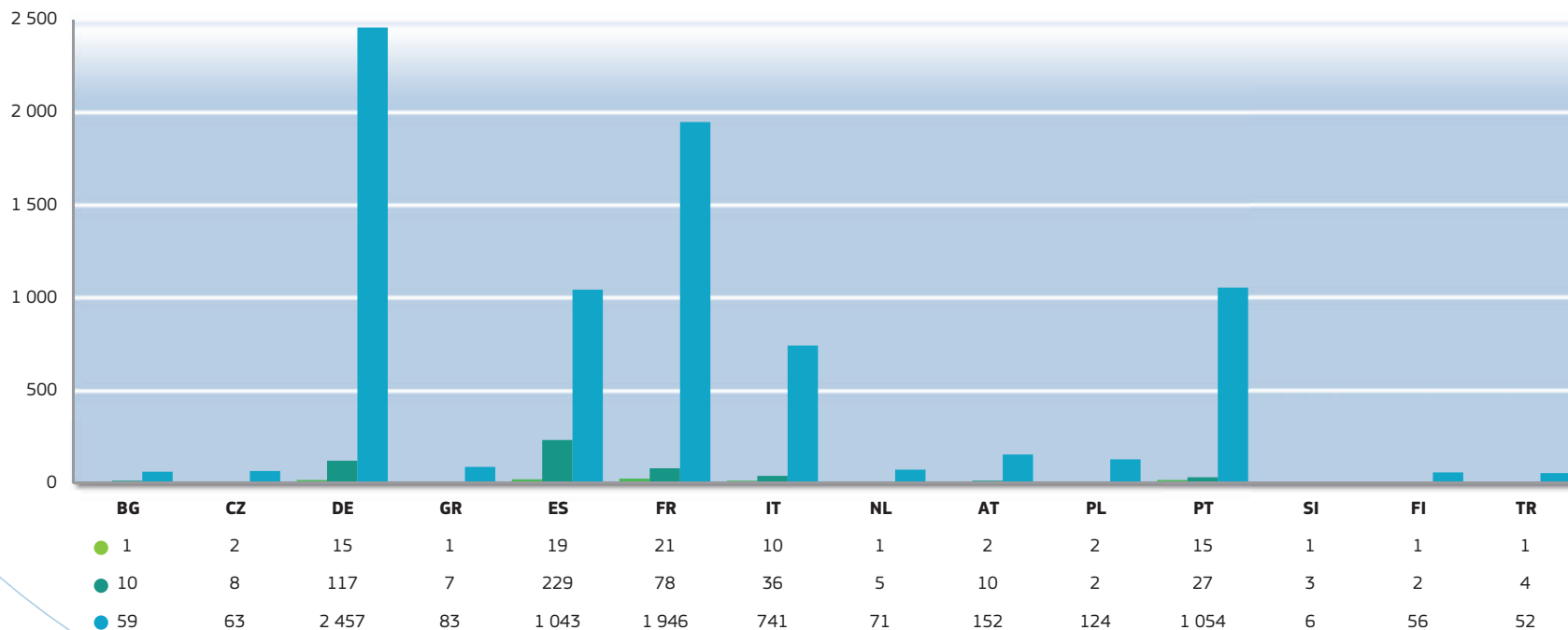


● Number of grants for special needs

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



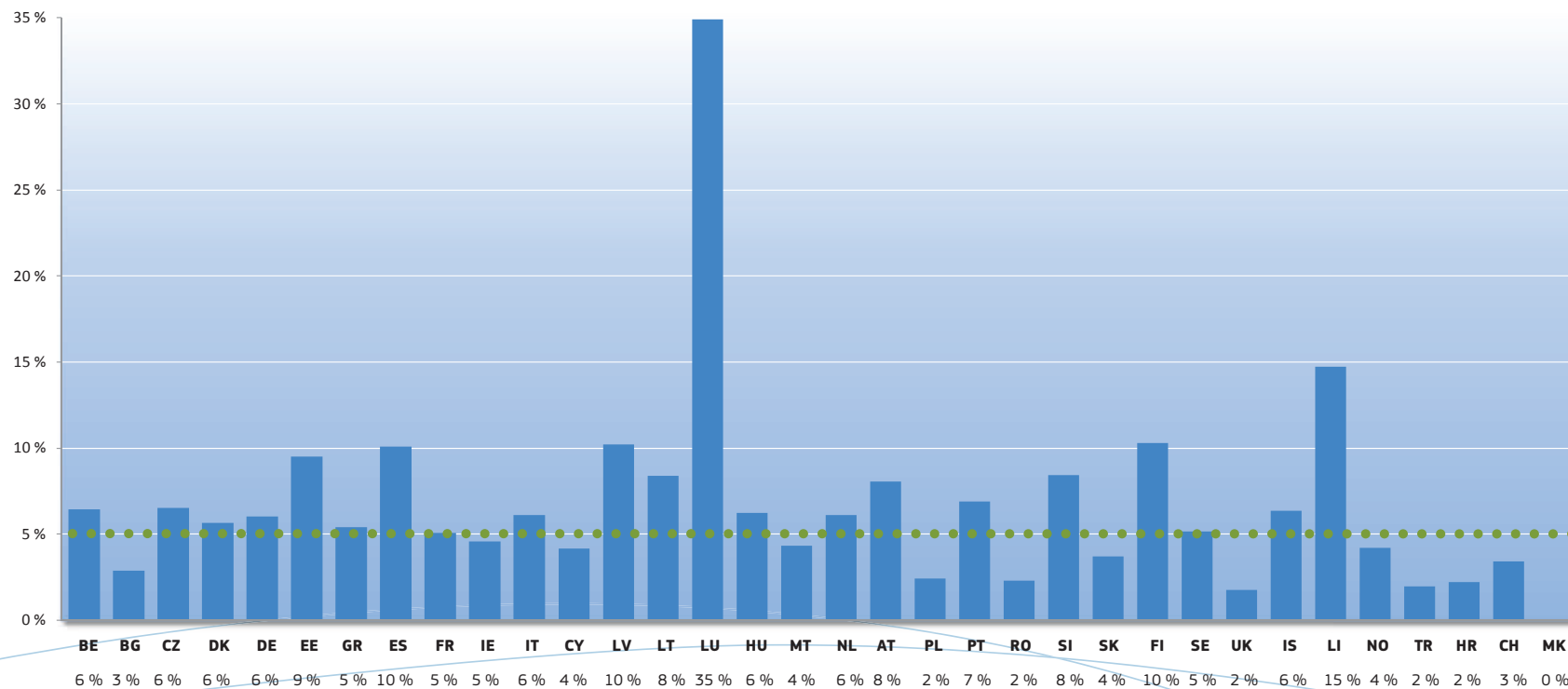
Consortia for work placements per country in 2012-13



- Number of consortia
- Number of higher education institutions in consortia
- Number of placements organised



Erasmus students as proportion of graduates in 2012 (in %)



● Number of Erasmus students in 2011-12, compared to the total number of graduates of the same year (in %)

● Average: 5 %

Data from Eurostat 2012 (Graduate Population: EDUC_GRAD4)

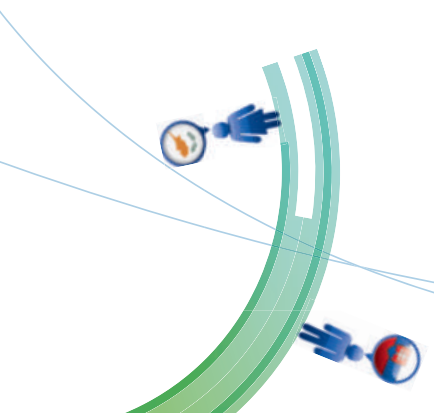
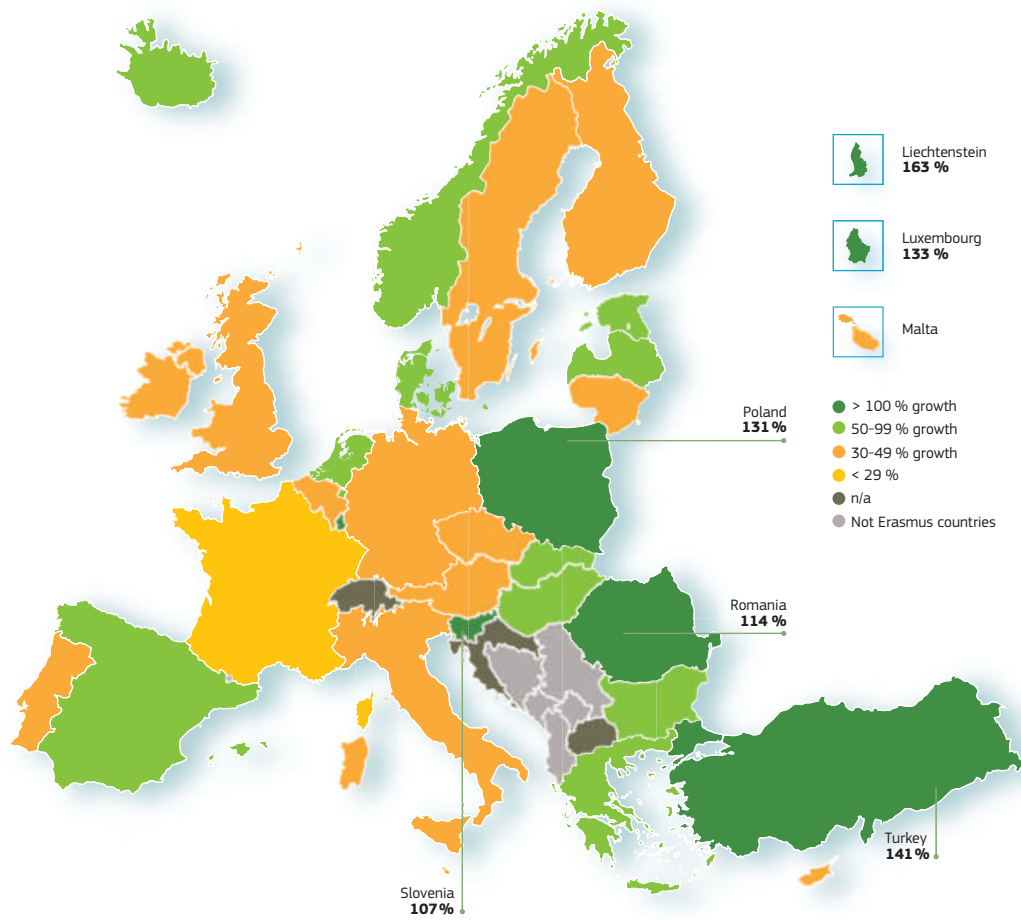
Outbound staff mobility growth rates between 2007-08 (start of the Lifelong Learning Programme) and 2012-13

6 countries grew by more than 100 % (LI, LU, PL, RO, SI and TR)

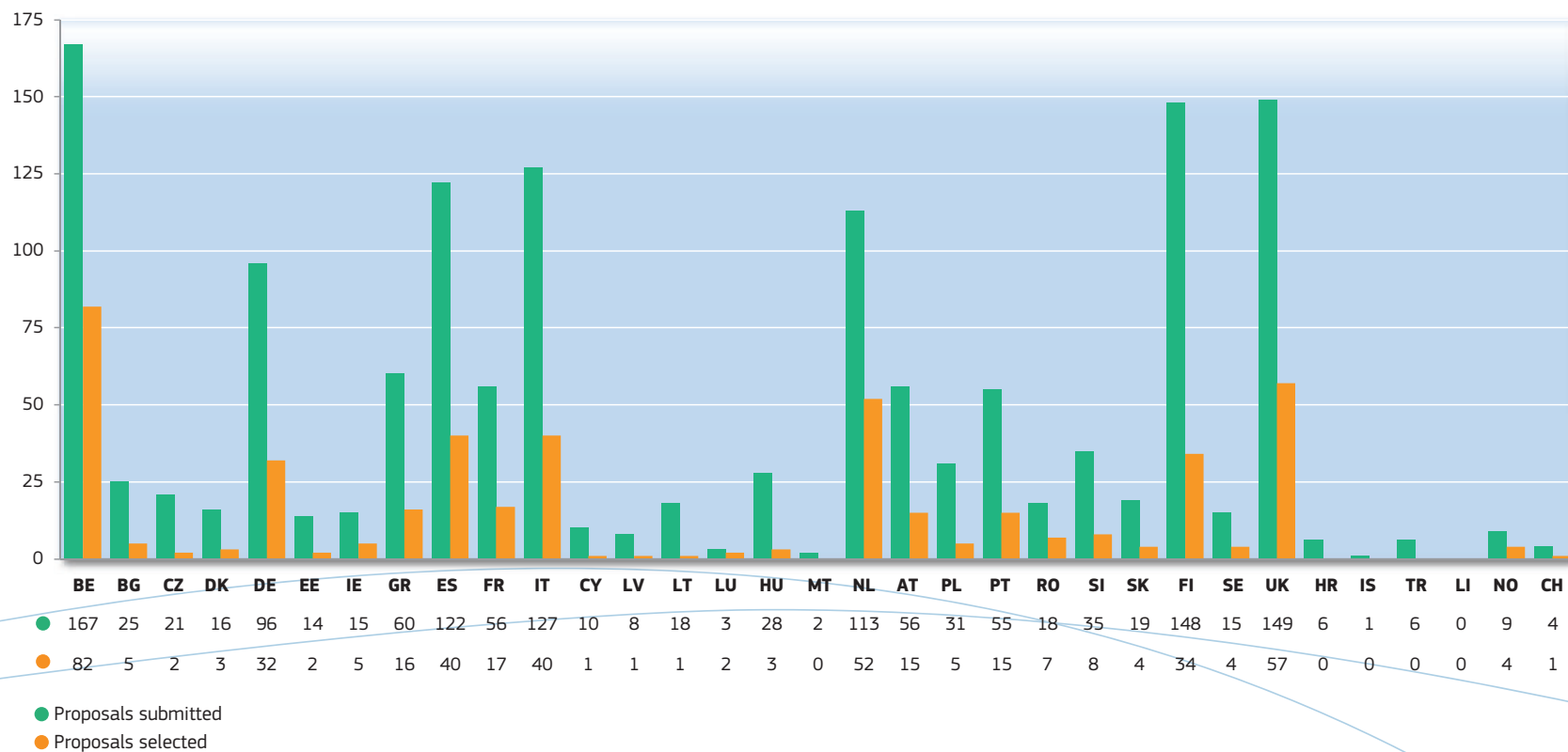
11 countries grew by between 50 % and 95 % (BG, DK, EE, ES, GR, HU, IS, LV, NL, NO and SK)

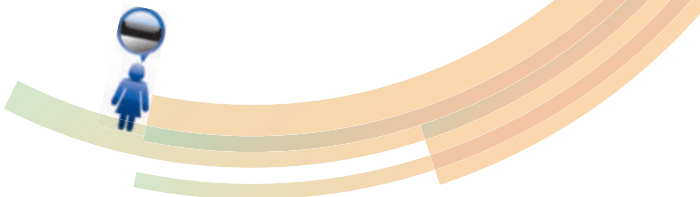
13 countries grew by between 30 % and 47 % (AT, BE, CY, CZ, DE, FI, IE, IT, LT, MT, PT, SE and the UK)

HR has only participated in the Programme from 2009-10, whereas CH from 2011-12

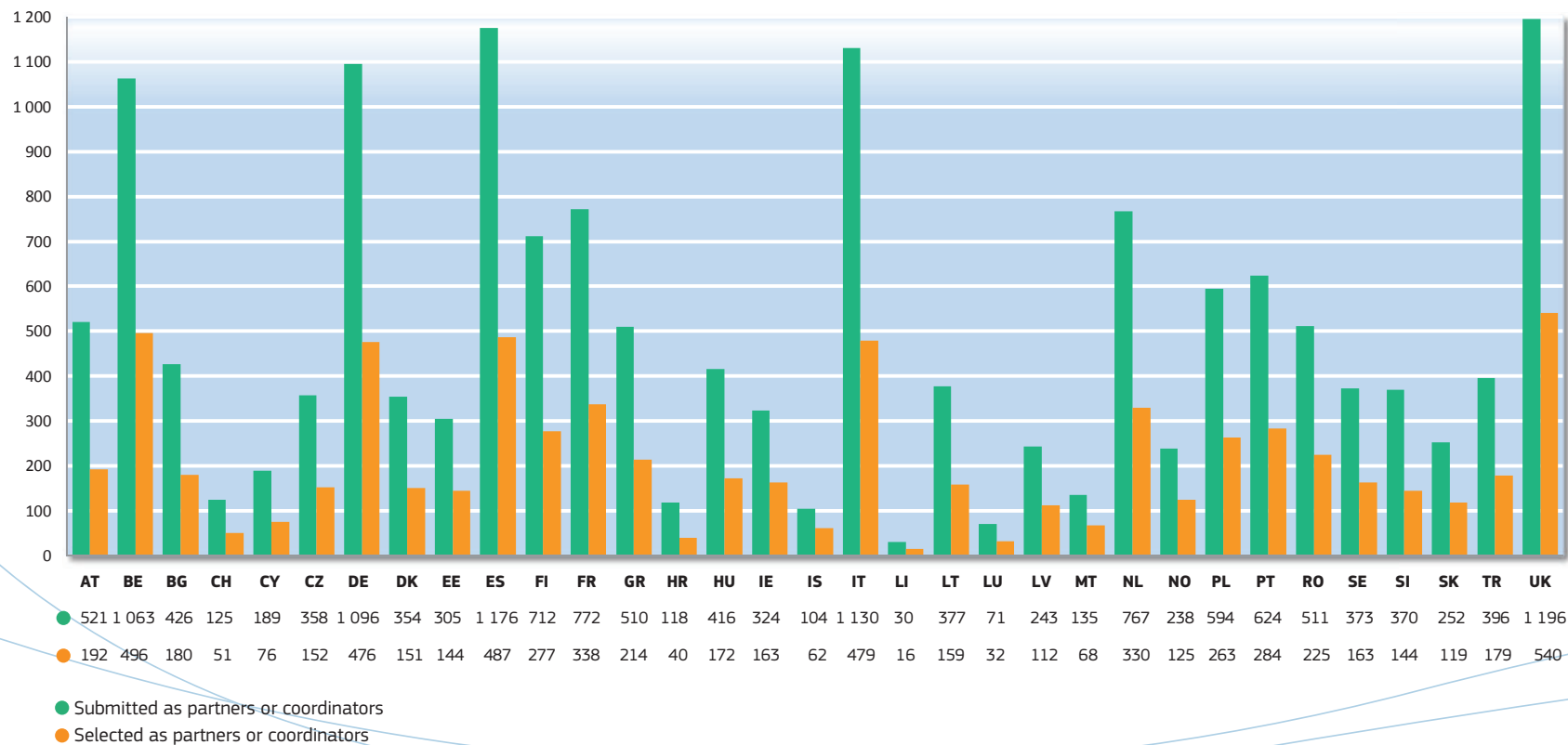


Number of Erasmus Higher Education Cooperation project applications submitted and selected per country (coordinators) from 2007 to 2013





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



European Commission

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