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How can Erasmus+ best support Swiss education institutions' international endeavours?

A recipe to international success

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"Education is the key to unlocking the golden door of freedom"

George Washington Carver (1918)

Words from the authors

Brussels, 29 April 2014

This report was written from September 2013 to February 2014. Following the adoption of the initiative against mass immigration on 9 February 2014, the negotiations towards the association of Switzerland to Erasmus+ were suspended and the European Commission informed on 26 February that Switzerland will have the status of 'partner country', i.e. third country, in the programme until further notice. On 16 April, the Federal Council approved the interim solution drafted by the State Secretariat for Education, Research and Innovation for the indirect participation of the Swiss institutions in Erasmus+ throughout 2014.

This report partially takes these developments into account. In the last chapter, under 'recommendations' (see 4.2), we have added comments in red when they are specifically linked to the indirect participation of Switzerland in Erasmus+. With a view on the future association of Switzerland to Erasmus+, this report would still provide inputs on how the programme can best be used to support Swiss education institutions' international endeavours.

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Florence Balthasar & Philip Menzi

Executive summary

The Swiss education institutions have manifold internationalisation strategies and corresponding objectives. How to pursue and realise those objectives varies from one education sector to another as well as from institution to institution. However, what all institutions have in common is the access to a specific range of funding opportunities (instruments) offered by the new European Union's programme for Education, Training, Youth and Sport 'Erasmus+', which started on 1 January 2014 and will last until 2020. Each institution should therefore make sure it optimises the use of these funding opportunities to support its international objectives. This report gives answers on how to do so, by providing **recommendations for three distinct sectors**: higher education (4.2.1), vocational education and training (4.2.2) and secondary school education (4.2.3).

An institution can choose to engage internationally at different scales of intensity. There are of course nuances between the three education sectors examined in this report, but the following **generic observations** on the strategic use of Erasmus+ were extracted from the conclusions and recommendations in this report.

A first option is to use Erasmus+ on an *ad-hoc* basis and not as a coordinated approach. This entails the possible engaging in mobility and cooperation projects. Already existing cooperation is continued and, if not yet funded with European money, could be turned into an Erasmus+ project. This rather bottom-up approach is often chosen if the institution does not have a centralised internationalisation strategy and objectives. Looking at our internationalisation model, it means that an institution has no clear answer on objectives pursued in any of the four dimensions, i.e. core missions, recruitment, mobility, cooperation. Nevertheless, it can very well be that an institution is active in one or the other dimension, but without having any underlying overall vision of internationalisation.

A second option is to institutionalise internationalisation at the institution expressed in the form of a clear set of international objectives. The use of Erasmus+ then feeds directly into achieving those objectives. As the report shows, one instrument of Erasmus+ can serve several objectives. For example, Erasmus+ is used to enhance the international reputation of an institution or offering an attractive and international learning and working environment. In terms of our internationalisation model, an institution is able to give clear answers on objectives pursued in the four dimensions. The answers still vary from sector to sector, i.e. mobility is explicit in higher education, but not necessarily in vocational education and training. International cooperation is anyhow a priority in one or the other way. For that purpose, Strategic Partnerships, which are a very flexible cooperation instrument of Erasmus+, can be used to work with partners sharing similar interest and goals or bringing a complementary approach to a common issue. In all sectors, Erasmus+ is used to support the international objectives pursued by the institution in a coordinated manner, i.e. with a top-down support from the level of direction.

A third option builds up on the second approach, but in addition makes internationalisation an integrated aspect in an institution's overall strategy. Internationalisation then is not a goal in itself, but directly contributes to the realisation of the goals and objectives of the overall institutional strategy: the participation in Erasmus+ is a strategic mean to reach objectives also in other areas. In the light of our internationalisation model, an institution has clear answers as to what its objectives in the four dimensions are and which dimension are used to serve which objectives. Any instrument in Erasmus+ is thus used strategically. One crucial aspect of this approach is to select a number of partner institutions abroad to cooperate with on a stronger, strategic level and in more than just one area of an

institution. The question of with whom and why an institution engages with partners abroad and the ideas of complementarity and clear coordination move into the spotlight in this approach. For example, in higher education, Joint Master degrees can offer an institution the possibility to exploit complementarities with other institutions abroad: uniting resources in areas of studies where the number of students is limited allows to create a pool of talented students, thus feeding into the long-term goal of attracting and retaining talents for doctoral education and early-stage research. The Knowledge Alliances, aimed at cooperation amongst higher education institutions and businesses, are used to support the promotion of innovation and entrepreneurship, and developing the skills that are relevant for the institution and its students. The same can be said for the Sector Skills Alliances in Vocational Education and Training. These three types of instruments in Erasmus+ have a strategic aspect, where the goal is to reach long-term sustainable international engagement. For this last option even more than for the second one, the involvement and activeness of an institution's direction is highly important in order to promote internationalisation in such an integrated way.

List of abbreviations

Abbreviation	Meaning
BENEFRI	Bern Neuchâtel Fribourg Network
CEDEFOP	European Centre for the Development of Vocational Training
COHEP	Swiss Conference of Rectors of Universities of Teacher Education
CREPUQ	*Conférence des Recteurs et des Principaux des Universités du Québec*
CRUS	Rectors' Conference of the Swiss Universities
DCI	Development Cooperation Instrument
EACEA	Education, Audiovisual and Culture Executive Agency
EAIA	European Association for International Education
EC	European Commission
ECHE	Erasmus Charter for Higher Education
ECTS	European Credit Transfer and Accumulation System
ECVET	European Credit Transfer System for Vocational Education and Training
EDK	Swiss Conference of Cantonal Ministers of Education
EEA	European Economic Area
EFFA	European Federation of Farriers Associations
EHEA	European Higher Education Area
EIF	European Investment Fund
EMU	European Metal Union
ENI	European Neighbourhood Instrument
EQAVET	European Quality Assurance in Vocational Education and Training
EQF	European Qualifications Framework
ERI	Education, Research and Innovation
ESCO	European Classification of Skills/Competences, Qualifications and Occupations
ET	Education and Training
EU	European Union
EUA	European University Association
FYROM	Former Yugoslav Republic of Macedonia
HE	Higher Education
HEI	Higher Education Institution
HEP Vaud	University of Teacher Education Vaud
HES-SO	University of Applied Sciences and Arts Western Switzerland
ICT	Information and Communication Technology
IPA	Instrument for Pre-accession Assistance
KFH	Rectors' Conference of the Swiss Universities of Applied Sciences
LLP	Lifelong Learning Programme
MFF	Multi-annual Financial Framework
NA	National Agency
ODA	Organisations of the Working World/Professional Organisations
OECD	Organisation for Economic Co-operation and Development
OER	Open Educational Resources
PET	Professional Education and Training
PI	Partnership Instrument for cooperation with third countries
PISA	Programme for International Student Assessment
SCCRE	Swiss Coordination Centre for Research in Education
SDC	Swiss Agency for Development and Cooperation
SECO	State Secretariat for Economic Affairs
SERI	State Secretariat for Education, Research and Innovation

SMU	*Schweizerische Metall-Union*
SSA	Sector Skills Alliances
TOI	Transfer of Innovation
UAS	University of Applied Sciences
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNIBAS	University of Basel
UNIFR	University of Fribourg
VET	Vocational Education and Training
YiA	Youth in Action

1. Erasmus+ 'baking off'

Like a cake cannot be baked without a cake pan, a public funding programme cannot be conceived without policy framing it. The European Programme for Education, Training, Youth and Sport 'Erasmus+' (EC, 2011) from 2014 to 2020 has been **designed within a complex policy framework**. Not only were European policies issued over the last years in all education sectors tackled by the programme, but also the high rate of youth unemployment deriving from the economic crisis has recently given a strong policy twist towards the importance of delivering skills that are needed on the labour market.

First, **Erasmus+ should contribute to creating jobs and boosting economic growth** the context of the so-called **Europe 2020 strategy** agreed upon by the European Council (EU, 2010a). It derived out of the wish of the European Union (EU) to improve its competitiveness on the global stage and to combat the economic crisis. It is directed towards making Europe a **smart, sustainable and inclusive economy** delivering high levels of employment, productivity and social cohesion, while simultaneously reacting to various long-term societal and global challenges. **Education plays a central role in this strategy**. Two of the five proposed headline targets to be achieved by 2020 are directly linked to education: the rate of early school leaving should be under 10% and at least 40% of 30-34–year-olds should complete third level education. Moreover, two of the seven flagship initiatives, i.e. more detailed documents supporting the realisation of the strategy, directly tackle education. The first one, 'Youth on the Move' (EU, 2010b) is all about **improving young people's education, mobility and employability**. The second one, 'An Agenda for New Skills and Jobs' (EC, 2010) focuses on skills development, i.e. **equipping people with the right skills for tomorrow's labour market**.

Second, **EU Education and Training (ET) 2020** (EU, 2009), which focuses on all sectors of education - i.e. Higher Education (HE), school education, Vocational Education and Training (VET) and adult education - sets fourfold objectives: making lifelong learning and mobility a reality; improving the quality and efficiency of education and training; promoting equity, social cohesion and active citizenship; enhancing creativity and innovation, including entrepreneurship, at all levels of education and training. In a nutshell, **lifelong learning, mobility, quality, efficiency, equity, creativity and innovation are the European crucial ingredients**, which are reflected on the one hand in the various policy documents addressing the different education sectors and on the other hand in the designing of the new European education programme, Erasmus+.

Third, by now the 47 signatory countries of the European Cultural Convention (from Iceland to Russia) have committed to building up the **European Higher Education Area (EHEA)** through the so-called **inter-ministerial Bologna process** launched in 1999 (Bologna Education Ministers, 1999). The Bologna process reformed the European HE dramatically, e.g. through the introduction of a system of three cycles (bachelor, master and PhD) and the European Credit Transfer and Accumulation System (ECTS). In 2012 in Bucharest, the Education Ministers set a target that **20% of students in the EHEA should undertake a mobility period abroad** (Bologna Education Ministers, 2012b). In the Bucharest Communiqué they moreover stated that making quality HE, quality assurance in HE and mobility for students at European level are the key issues for the years to come (Bologna Education Ministers, 2012a). Moreover, the EU set out a '**Higher Education Modernisation Agenda'** (EU, 2011a) in September 2011 with the objective to increase attainment levels, improve the quality and relevance of HE, strengthen quality through mobility and cross-border co-operation, make the knowledge exchange between education, research and businesses work, and increase investment in HE in Europe. Also in mid-

2013, the EC issued a communication on **'European Higher Education in the World'** (EU, 2013b) appealing to the member states and its Higher Education Institutions (HEI) to develop comprehensive **extra-European strategies** thereby promoting the international mobility of students and staff, promoting internationalisation and digital learning, and strengthening strategic cooperation, partnerships and capacity building.

Fourth, the EU initiated the so-called **Copenhagen-process** in 2002 directed towards enhanced European cooperation in **VET** (EU, 2002) (Copenhagen Education Ministers, EC, 2002). In 2010, 35 countries set the priorities from 2011 to 2020 in the **Bruges Communiqué** (Copenhagen Education Ministers, 2010). The main strategic objectives for VET include improving the **quality and efficiency of VET and enhancing its attractiveness** and relevance, making lifelong learning and mobility a reality for VET, enhancing creativity, innovation and entrepreneurship and promoting equity, social cohesion and active citizenship. This includes **making VET a viable alternative to HE** and enhancing the quality and relevance of both initial VET and continuing VET in order to in that way respond to the needs of the labour market. In the course of the economic crisis it became clear that education systems providing **skills matching the needs of the labour market** were essential and the **benefits of dual VET systems** - like in Switzerland, Austria or Germany - were put under spotlight on the European stage. The European Alliance for Apprenticeships (EC, 2013b) launched in July 2013 derives from the need to **reinforce apprenticeship systems in Europe** with the objective to foster the exchange and transfer of best practices on that topic.

Fifth, the EU also agreed to address the **school education sector** (EU, 2008) based on the EC communication on '**Improving competences for the 21st century: an agenda for European cooperation on schools**' (EC, 2008). The goals circle around the main idea of preparing young people for the 21st century and equipping them accordingly with the necessary skills, particularly literacy and numeracy skills. The EU wishes to enhance the essential role, which schools play in promoting inclusive societies and strengthening social cohesion, by ensuring high-quality education for all pupils. Another priority remains to **promote teaching** as a profession and to improve initial and in-service **training for teaching staff and school leaders**.

Sixth, the EU stated in the 2011 '**Renewed European agenda for adult learning'** (EU, 2011b), that adult learning can make a significant contribution to meeting the Europe 2020 goals of **reducing early leaving from education and training to below 10%**. The key issues addressed for adult learning include increasing participation of adults in lifelong learning in response to the agreed EU target of 15 % adult-learning participation. Moreover, the agenda addresses further key issues such as improving the quality and efficiency of education and training, promoting equity, social cohesion and active citizenship, enhancing the creativity and innovation of adults and their learning environments and improving the knowledge base on adult learning as well as monitoring the adult learning sector. **Addressing adult education enables a full European perspective on lifelong learning**.

Finally, the EU complemented its **complete coverage of lifelong learning** with a **stronger focus on skills**. In April 2010 the European Centre for the Development of Vocational Training (CEDEFOP) presented a **medium-term forecast of skills supply and demand in Europe up to 2020** (CEDEFOP, 2010). It sets the scene for anticipating future trends with the goal of providing policy-makers, employers, skills providers, employment services and individual learners with better information to make more informed decisions. In November 2012 the EC in its communication **'Rethinking Education: Investing in skills for better socio-economic outcomes'** already acknowledged the benefits of dual VET systems, describing them

as being **'VET efficient'**. Based on this communication, the EU agreed upon a higher pace in implementing reforms in the national education systems in order to provide the **skills necessary for the 21st century** (EU, 2013a). And since talking about 21st century's skills cannot go without addressing digital skills, the EC published in September 2013 a communication on 'Opening up Education' (EC, 2013c) in which a broader **access and use of digital tools and Information and Communication Technology (ICT) for teaching and learning** is demanded.

Paying tribute to lifelong learning, **Erasmus+ is the EU's main instrument implementing these policies. It incorporates all fields of education**, **youth and sport**. Moreover, Erasmus+ acknowledges the **importance of extra-European cooperation** in the field of HE. Concretely, it brings together the Lifelong Learning Programme (LLP) and the Youth in Action (YiA) programme as well as five programmes supporting extra-European cooperation in the field of HE, i.e. Erasmus Mundus, Tempus, Alfa, Edulink and a cooperation programme with industrialised countries, which all ran from 2007 to 2013. **For each sector** – HE (branded 'Erasmus'), extra-European HE (branded 'Erasmus Mundus'), VET (branded 'Leonardo da Vinci'), school education (branded 'Comenius'), adult education (branded 'Grundtvig'), youth (branded 'Youth in Action') –, different types of actions can be executed and funded under three **main Key Actions**, i.e. Key Action 1 'learning mobility of individuals', Key Action 2 'cooperation for innovation and the exchange of good practices' and Key Action 3 'policy support'. In all these Key Actions, there are centralised and decentralised actions. The Education, Audiovisual and Culture Executive Agency (EACEA) administers the centralised actions centrally at European level, and the National Agency (NA) of the respective country administers the decentralised actions. As it was the case under the LLP, **mobility actions will remain a substantial part in Erasmus+**. **Joint and double Masters** and a **new Student Loan Guarantee Facility** to support students completing a Master abroad should also contribute to reaching the 20% EHEA mobility target. Furthermore, Erasmus+ contains some **new instruments** that particularly aim at **skills development and labour market responsiveness** directly feeding into the policy priorities described previously. These are the **Knowledge Alliances** and the **Sector Skills Alliances (SSA)**.

1.1 Heating up the oven

After having described the European policy context framing Erasmus+ and the main objectives of this programme, the following paragraphs explain why Erasmus+ is of importance for Swiss education institutions and what questions are linked to the new programme from a Swiss perspective.

A central element of Swiss international cooperation in the field of education is the participation – even if not always direct – in European education, training and youth programmes for more than 20 years now. The agreement for full Swiss participation in Erasmus and Comett (former VET programme), both predecessors of today's EU education programmes, could not be renewed after the Swiss vote against joining the European Economic Area (EEA) on 6 December 1992 and with the launch of new EU programmes as of 1995. In the following 15 years, education institutions from Switzerland could only participate indirectly, resulting in disadvantages like the lack of legal coverage, not being included in strategic dialogues and the strongly limited means of participation for the Swiss institutions (Swiss Federal Council, 2013). But on 15 February 2010, Switzerland signed an agreement for full association to the LLP and YiA as of 1 January 2011 and already in the beginning of 2012 expressed its interest in being associated to Erasmus+.

To date, negotiations towards Swiss association to Erasmus+ have been suspended until further notice as a consequence of the adoption of the initiative against mass immigration on 9 February 2014. For the call for proposals 2014, it means that Swiss institutions will have the status of 'partner country', i.e. third country, and will be able to benefit from the instruments offered by the new programme only in a limited way. An interim solution was adopted for the indirect participation in 2014 (Swiss Federal Council, 2014)**. Moreover, a full association to the programme at a later stage remains the objective.** Therefore, the question remains whether Swiss institutions will be able to fully grasp these opportunities in realising their international strategies? Due to the still rather recent full participation of Swiss institutions in LLP and YiA, they do not yet benefit from a solid experience in dealing with the centralised European education funding instruments. This factor, combined with the fact that Erasmus+ contains new instruments, gives the answer: **Swiss institutions might want to follow a recipe in order to fully grasp the opportunities offered by Erasmus+**. Like with baking, having all ingredients at one's disposal is not the guarantee for the success of the cake! To build on the cooking metaphor, the ingredients in this context are the instruments of Erasmus+, the cake pan is the international strategy or objectives of a Swiss education institution and the cake is the realisation of this strategy making best use of the European ingredients.

The cooks elaborating the recipe are Philip Menzi (Student Trainee from September 2013 to February 2014) and Florence Balthasar (European Advisor for Education). In agreement with our co-funder, the State Secretariat for Education, Research and Innovation (SERI), and with the Swiss National Agency ch Foundation, we have worked on a research project for six months, aimed at answering the following main question:

How can Swiss education institutions best use the funding instruments of Erasmus+ to realise their international strategies?

In order to answer this question, the following chapters will provide answers on the following sub-questions:
– How do the instruments of Erasmus+ work?
– How can these instruments contribute to international strategies of education institutions?
– What is the Swiss political and legal framework supporting the internationalisation of education?
– How have Swiss institutions used European funding instruments within their international strategies so far?
– What could they do better or differently in order to best realise their international strategies?

In agreement with SERI, we have decided to focus on the three following education sectors: **HE**, **school education** and **VET,** excluding the adult education and youth sectors, as well as sport. HE and VET are the two sectors enjoying the highest budget share within Erasmus+ and containing the largest share of new instruments. Furthermore, from a Swiss point of view, these two sectors are the ones with the biggest potential and needs of internationalisation, as shown by the Education, Research and Innovation (ERI) International Strategy of the Swiss Confederation (Swiss Federal Council, 2010). As for school education, this sector is worth examining because secondary schools have so far not made an optimal use of the opportunities offered by the LLP.

In agreement with ch Foundation, we decided to examine particularly the new instruments of Erasmus+. But also the mobility instruments, which still constitute the core of the programme,

will be looked at. For the three sectors selected, this means that the following instruments are analysed and described in dedicated factsheets (see Annex I):

HE	VET	SCHOOL EDUCATION
– Strategic Partnerships – Joint Master degrees – Master Loan Guarantee Facility – Capacity Building Projects – Knowledge Alliances – Mobility of staff and students – International mobility of staff and students	– Strategic Partnerships – Sector Skills Alliances – Mobility of staff and students	– Strategic Partnerships – Mobility of staff

Table 1: Overview of selected education funding instruments

1.2 Methodology

The following methodology was used to conduct this research project:

- **desktop research** for the European policy context, the instruments of Erasmus+, the Swiss political and legal framework, the development of the 'internationalisation model' describing to what dimension of an international strategy Erasmus+ instruments can contribute to and statistics of the use so far of the LLP by Swiss institutions;
- **semi-structured interviews** at Swiss political level **verifying** the desktop research on the Swiss political and legal framework;
- **semi-structured interviews** at Swiss operational level **verifying** the desktop research on the use so far of the LLP by Swiss institutions;
- **fact finding interviews** at Swiss operational level (case studies with selected institutions) to **find out** what the international endeavours of Swiss education institutions are and how they use European funding instruments to realise their objectives.

A list of all interviewees is provided in Annex II.

1.3 Definitions

The following definitions apply throughout this report:

- When we speak of **HE** we refer to the Organisation for Economic Co-operation and Development (OECD) definition of **tertiary-type A education** which is a theory-based programme designed to provide sufficient qualifications for entry to advanced research programmes and professions with high skill requirements (OECD, 2013) as well as to **tertiary-type B** education, which focus on practical, technical or occupational skills. **In the Swiss context**, it means that we refer to the cantonal universities, the federal polytechnic institutes, the Universities of Applied Sciences (UAS), the universities of teacher education as well as to Professional Education and Training (PET). However, for simplicity purposes, we decided to **focus on tertiary A** when developing our internationalisation model and conducting our case studies.
- **'Student'** is used to refer to a person enrolled in a HEI.
- When we speak of **VET** we refer to the OECD definitions of both **'combined work and school-based programmes'**, as well as only **'school-based programmes'**. For combined work and school-based programmes instruction is shared between school and the workplace, and there is a combination of work and education in which periods of both form part of an integrated, formal education or training activity. In school-based programmes, instruction takes place in educational institutions which includes special training centres for

VET run by public or private authorities or enterprise-based special training centres (OECD, 2013). **In Switzerland**, approximately 85% of Swiss VET programs follow a dual-track approach that combines practice with theory.

– **'Apprentice'** is used to refer to a person enrolled in VET.

– When we speak of **school education** we refer to the OECD definitions **'lower secondary education'** and **'upper secondary education'**. That means it covers the education period that continues the basic programmes of the primary level and ends with the completion of upper secondary education in which instruction is often more subject-specific and can be either **terminal** (direct entry into working life) and/or **preparatory** (preparing for tertiary education) (OECD, 2013). We exclude primary education.

– **'Pupil'** is used to refer to a person enrolled in school education.

– When we speak of an '**education institution'** or **'organisation'**, we refer to the OECD definition of **educational institution**, which is defined as a (public or private) entity that provides instructional services to individuals or education-related services to individuals and other educational institutions (OECD, 2013).

– When we speak of '**international'**, we refer to **Erasmus+ programme countries** as well as **partner countries**. The Erasmus+ programme countries are the 28 EU member states plus Norway, Iceland, Lichtenstein, the Former Yugoslavian Republic of Macedonia (FYROM), Turkey and Switzerland. Partner countries are the rest of the world.

– When we speak of '**internationalisation'**, we refer to Jane Knight's definition of **'the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of education'** (Knight, 2006). We are aware that the objectives for internationalisation are not the same for each education sector examined. For simplicity purposes, we will however use the term 'internationalisation strategy' and one simplified 'internationalisation model' for all sectors. We also used the adjective '**international'** when used to talk about 'objectives', which are part of the internationalisation process.

– '**Instruments'** and '**actions'** are used interchangeably. Within Erasmus+, actions are grouped within the three Key Actions mentioned in chapter 1. **Activities** are what can be done within an action. A **project** is the concretisation of an action and contains several activities.

– When we speak of an '**education funding instrument'**, we mean any instrument or action that provides funding in the form of grants, loans, scholarships etc. to education institutions active in HE, VET and/or school education.

1.4 Factsheet indicators

This section introduces the indicators used to describe the instruments in factsheets (see Annex 1) and explains them briefly. After that we introduce the 'internationalisation model', which will be used as the last indicator for our factsheets.

1.4.1 Overall indicators

The factsheet indicators rely on the indicators used for factsheets for the Framework Programme for Research and Innovation Horizon 2020, created by Martin Müller of SwissCore (Müller, 2013). However, where necessary and in accordance with ch Foundation, we added certain dimensions leaning on the formal description of the instruments in the 2014 annual Work Programme for the implementation of Erasmus+, as well as the Erasmus+ Programme Guide (EC, 2013d) (EC, 2013e).

As a result, each instrument is assessed along the following indicators:

– **legal framework**, i.e. reference to corresponding EU regulation;

– **structure and budget line**, i.e. under which Key Action can the instrument be found, which education sector does it belong to and what is the budget line;

– **policy context**, i.e. what is the context framing the respective instrument and has it existed before;

– **objective,** i.e. what does the instrument aim at;

– **activities supported**, i.e. what are the possible activities and projects supported by the respective instrument;

– **eligible countries**, i.e. what are the eligible countries;

– **expected results**, i.e. how many projects/persons are expected to be funded and what should be the long term impact;

– **use of results**, i.e. how will the results of a project be used and disseminated by the EC and/or the NA;

– **duration**, i.e. how long can a project or mobility activities within a project last;

– **size of overall budget**, i.e. how much money is available for the respective instrument;

– **size of budget per project**, i.e. how much funding can one project receive and what are the funding rules;

– **eligible applicants and partners**, i.e. who can take part, apply and profit of the funding;

– **possible participating individuals**, i.e. who are the possible individuals (not organisations) that can participate within a project;

– **application procedure**, i.e. who applies and does the application have to be submitted to the EACEA or the NA;

– **selection procedure**, i.e. how are projects evaluated and on the basis of what criteria are they selected;

– **tips for a good application** (not added for mobility actions and student loan guarantee facility), i.e. what should be kept in mind for writing a successful application;

– **management**, i.e. who is in charge of the project;

– **example of projects**, i.e. if existent, reference to past, ongoing or pilot projects;

– **position within international strategy**, i.e. the indicator is explained in detail in the following section.

1.4.2 Internationalisation strategy model

This section provides an answer to the generic theoretical question of '**how can education institutions internationalise?**' To that end, we have developed a model describing and categorising the different dimensions of institutions' internationalisation, which should together build up the institutional 'internationalisation strategy'.

At this point it is important to mention the fact that when searching for literature on internationalisation strategies of education institutions, the **internationalisation of HE is a very developed topic**. This is less the case for VET and for school education. Thus, the model we have developed is based on **two different existing approaches** applying to the HE sector. In order to best incorporate school education and VET, we have kept the model rather general.

We first used the **U-Map classification** (CHEPS, 2005) as a basis for our model. The U-Map classification tool is the result of a project conducted by the Center for Higher Education Policy Studies since 2005. The project aims at better understanding the mission and profiles of HEI in order not to compare 'apples with pears' like it is the case in well-known global rankings such as the Shanghai Ranking or the Times Higher Education. The U-Map classification is based on six dimensions: teaching and learning profile; student profile; research involvement; involvement in knowledge exchange; **international orientation**; regional engagement. The international orientation dimension is based on five sub-dimensions, of which we could retain the following four for our model:

- **Foreign students** are students enrolled at an institution abroad completing a full degree (i.e. degree mobility).
- **Foreign staff** are members of foreign staff working at an institution.
- **Students sent out in international exchange programmes** are students which are temporarily abroad for a part of their study time (i.e. credit mobility).
- **Incoming students in international exchange programmes**, are students which are temporarily visiting from abroad for a part of their study time (i.e. credit mobility).

The second approach we took into account for the development of our mode is a cluster-approach used in a research paper of the Center for Studies in Higher Education at the University of Berkeley (California) titled '**Comprehending the international initiatives of universities: a taxonomy of modes of engagement and institutional logics**' (Edelstein & Douglass, 2012). It describes and categorises a range of actions and logics that are associated with efforts to develop the international dimension of universities. The clusters and dimensions of this approach can be found in figure 1:

Clusters and Modes of Engagement

Cluster 1 – Individual Faculty Initiatives
- Research Collaboration
- Teaching and Curriculum Development
- Academic Program Leadership
- Sanctioning Authority

Cluster 2 – Managing Institutional Demography
- International Student Recruitment
- Recruitment of Foreign Academic and Administrative Staff
- Visiting Scholars and Lecturers
- Short Courses, Conferences and Visiting Delegations
- Summer Sessions, Extension Programs and Language Acquisition Programs

Cluster 3 – Mobility Initiatives
- Exchange and Mobility Programs
- Study Abroad Programs, Internships, Service Learning, Research Projects and Practicums

Cluster 4 – Curricular and Pedagogical Change
- Incremental Curricular Change
- Foreign Language and Culture
- Cross-Cultural Communication and Inter-Cultural Competence
- New Pedagogies and Learning Technologies
- Extra-Curricular and Student Initiated Activities

Cluster 5 – Transnational Engagements
- Collaboration and Partnerships with Foreign Institutions
- Dual, Double and Joint Degrees
- Multi-site Joint Degrees
- Articulation Agreements, Twinning, Franchising
- Research Intensive Partnerships
- Strategic Alliances
- Branch Campuses, Satellite Offices and Gateways

Cluster 6 – Network Building
- Academic and Scholarly Networks
- Consortia
- Alumni Networks

Cluster 7 – Campus Culture, Ethos, and Symbolic Action
- An International Ethos: Changing Campus Culture
- Engaged Leadership

Figure 1: Clusters and Modes of Engagement

From this cluster approach, we picked the elements that could complement the U-Map approach, i.e. activities beyond the mobility of individuals:

- **Research intensive partnerships** are long-term partnerships focusing on research and advancement in key areas of research and scholarship;
- **Research projects** constitute research collaboration only on a project basis with different partners.
- **Development of curricula** includes change of the content that is taught.
- **Development of new/innovative teaching/training methods** includes a change in the way the content is delivered.
- **Partnerships and collaboration with foreign institutions** can include a broad range of partners, either public or private, and also cross-sectoral, cooperating in a certain field.
- **Strategic alliances** can be thought of as partnerships that evolve into more strategic and intensive collaborations across numerous activities or functions.
- **Networks and consortia** (including joint degrees) can be treated as a vehicle for building relationships with institutions abroad and gaining access to information and markets. A network or consortium can range from a minimal commitment of funds or other resources to more intensive and focused on some sets of objectives. Some can be more proactive in encouraging common projects and activities while others are limited to annual meetings of forums for networking.

Taking into account these two approaches, we came up with the following four dimensions for our model:

- **recruitment**, i.e. having foreign students and staff not at the institution for a mobility period, but studying a full degree (degree mobility) or working there on a contractual basis.
- **mobility**, i.e. all incoming and outgoing mobility of students for learning or internships (credit mobility), and staff for teaching and training. It can also include mobility in the context of a joint degree programme (for HE), but not full degree mobility.
- **cooperation**, i.e. international partnerships and cooperation, international strategic alliances as well as international consortia and networks.
- **core mission**, i.e. paying particular attention to each education sector by adding the core missions that institutions in the respective sector pursue. So in fact, this dimension will be named differently depending if we are looking at a HEI, at a VET institution or at a school. The core missions are the following:
  - for HE: **Teaching & Research**
  - for VET: **Teaching & Training**
  - for school education: **Teaching**

During the semi-structured interviews at Swiss political level and the fact-finding interviews with institutions, we presented our model to the interviewees, who considered it representative of the internationalisation elements of their institutions. We however realised that we had to be more precise regarding the stakeholders involved in the development of these elements. This is why we have added further stakeholders than only the institutions for school education, where cantons play a role in defining (harmonising) the curricula, and for VET, which is based on cooperation between the confederation, the cantons and the professional organisations (ODA). You can find the finalised model below in figure 2.
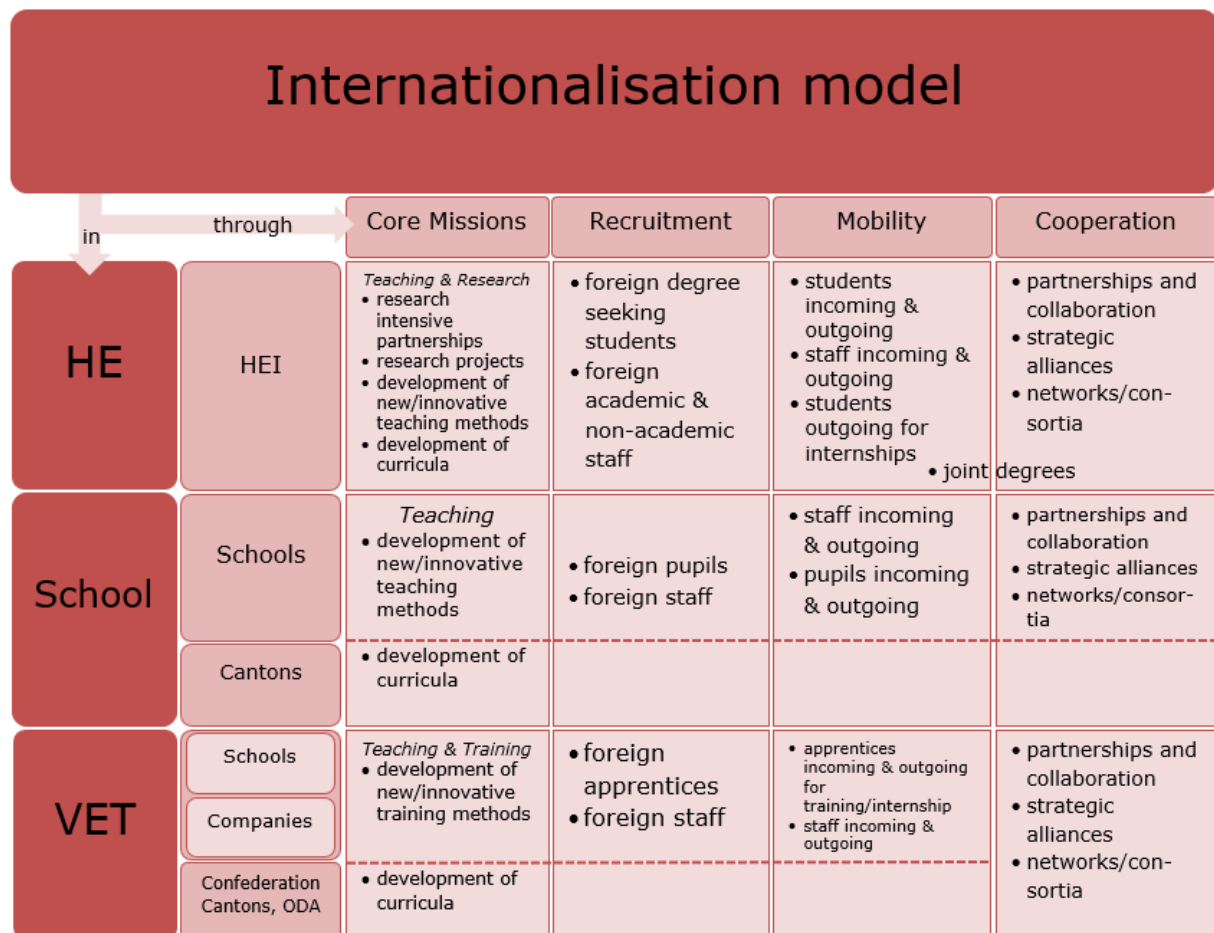
Figure 2: Internationalisation model

One remark that has to be made at this point is that the sub dimensions 'research intensive partnerships' and 'research projects' cannot be supported by Erasmus+, but rather by the European Framework Programme for Research and Innovation 'Horizon 2020', also running from 2014 to 2020. Nevertheless, we include it in our model because research does constitute a core mission of a HEI and also constitutes a possibility for HEI to engage internationally.

For each factsheet, a miniature of this model is introduced as a last indicator, with the element/s which is/are supported by the funding instrument highlighted in bold. An explanation on how this is done is provided in the next chapter.

In this first chapter we looked at the policy context framing Erasmus+ and also why it is interesting from a Swiss perspective. We then laid out the scope of this report, defining the instruments to be looked at. Later we explained how the research is conducted and clarified key concepts and definitions. In a last step, the indicators chosen for the factsheets were explained and a model for institutions' internationalisation was introduced.

2. Erasmus+ ingredients

This chapter introduces the instruments that will be looked into in the report. First the difference between centralised and decentralised actions is explained (2.1), then the instruments are grouped and explained along Key Action 1 (2.2) and Key Action 2 (2.3).

2.1 Centralised and decentralised actions

As already briefly mentioned in chapter 1, the Erasmus+ instruments will not only be grouped into three Key Actions, but there is also a distinction between centralised and decentralised actions, which actually indicates **who is in charge of the administration and implementation of that instrument**.

2.1.1 Centralised actions

Centralised actions are those actions of Erasmus+ that are **fully managed by the EACEA at European level**. Furthermore, it is in charge of the management of the complete life-cycle of these projects, from the promotion of the programme, the analysis of the grant requests, the monitoring of projects on the spot up to the dissemination of the project and programme results (EC, 2013e). For Swiss institutions this means that they have to apply directly at European level and will be in competition with applicants from all 34 programme countries.

2.1.2 Decentralised actions

Decentralised actions are those actions of Erasmus+ that are **managed by the national agencies in the different programme countries**. The rationale of this approach is to bring Erasmus+ as close as possible to its beneficiaries and to adapt to the diversity of national education, training and youth systems. For this purpose, each programme country has appointed one or several national agencies that promote and implement the programme at national level and act as the link between the EC and participating organisations at national, regional and local level. They are the ones to provide appropriate information on the Erasmus+ programme and will be responsible for the evaluation and selection of project proposals, as well as the monitoring and supporting of projects (EC, 2013e). **For Switzerland, the ch Foundation in Solothurn is responsible for all decentralised actions**.

2.2 Mobility

The following instruments make part of **Key Action 1**, i.e. **'Learning mobility of individuals'** and **mainly concern cross-border mobility actions**. This Key Action constitutes the major part of Erasmus+ with 63% of the programmes' budget dedicated to it. The activities supported under this Key Action are expected to bring positive and long-lasting effects on the participants (students & staff) and participating organisations involved, as well as on the policy systems in which such activities are framed. In the long run, the combined effect of the several projects supported under this Key Action is expected to have a systemic impact on the systems of education, training and youth in the programme countries, thus stimulating policy reforms and attracting new resources for mobility opportunities in Europe and beyond.

In a nutshell, these are the instruments of Key Action 1 examined in this report:
- **HE staff and student mobility** (decentralised) includes sending abroad (programme countries) and receiving from abroad (programme countries) students for internship or study purposes and staff for teaching or training purposes, as known until now under the sub-programme 'Erasmus' of the LLP.

– **HE international staff and student mobility** (decentralised) includes sending abroad (partner countries) and receiving from abroad (partner countries) students for study purposes and staff for teaching or training purposes, as known until now under the 'Erasmus Mundus' programme.

– **Joint Master degrees** (centralised) aim at (at least) three HEI from three different countries designing a joint study programme and delivering a joint degree for master students. A student participating in such a programme either receives a single degree certificate (joint) issued by the university consortium, or separate degree certificates (double or multiple) from each institution of the consortium. The target goal is awarding 75% of scholarships to students from partner countries, hence making European HE attractive to the world.

– **The Student Loan Guarantee Facility** (centralised) aims at facilitating the financing of students wishing to complete a Master degree in a programme country, other than the one in which their Bachelor degree was obtained. Students profit from loans up to € 12'000 (for a 1-year Master) and € 18'000 (for a 2-year Master), including favourable repayment conditions. The participating banks or financial intermediaries are fully in charge of distributing and managing the loans. The European Investment Fund (EIF) is in charge of monitoring the participating banks and at the same time acts as guarantor in case of loan default.

– **VET staff and student mobility** (decentralised) includes sending abroad (programme countries) and receiving from abroad (programme countries) apprentices or VET students for internships purposes or staff for teaching or training purposes, as known until now under the sub-programme 'Leonardo da Vinci' of the LLP.

– **School education staff mobility** (decentralised) includes sending abroad (programme countries) and receiving from abroad (programme countries) of staff for teaching or training purposes, as known until now under the sub-programme 'Comenius' of the LLP.

2.3 Cooperation

The following instruments make part of **Key Action 2**, i.e. **'cooperation for innovation and the exchange of good practices'** and **mainly include collaborative actions between various stakeholders in the field of education**. Those actions are expected to bring positive and long-lasting effects to the participating organisations, to the policy systems in which they are located in as well as to the persons directly or indirectly involved in the organised activities. They are also expected to result in the development, transfer and/or implementation of innovative practices at organisational, local, regional, national or European level.

In a nutshell, these are the instruments of Key Action 2 examined in this report:
– **Strategic Partnerships** (decentralised) focus on **sectoral or cross-sectoral cooperation between organisations** in **HE, VET and school education** on a topic of common interest. This can include developing joint curricula or study programmes, developing new pedagogical approaches and methodologies, introducing new forms of learning through the use of ICT, Open Educational Resources (OER) or virtual mobility, exchanging good practices or engaging with national/regional authorities and other stakeholders. Mobility can also be supported if it contributes to the projects' objectives. A Strategic Partnership project can last from two to three years and must include at least three different organisations from at least three programme countries. Organisations from partner countries can only take part if their participation brings a clear added-value to the project.

– **Knowledge Alliances** (centralised) have the goal to promote, develop and implement **long-lasting structured partnerships between HEI and businesses** to strengthen

Europe's innovation capacity. This can include the development of new learning and teaching methods, structured mobility, fostering entrepreneurial skills and attitudes and stimulating the exchange of knowledge. Mobility can also be supported if it contributes to the projects' objectives. A Knowledge Alliance project can last from two to three years and must include at least six different organisations from at least three different programme countries, of which at least two must be HEI and two must be businesses. Organisations from partner countries can only take part if their participation brings a clear added-value to the project.

- **Sector Skills Alliances (SSA)** (centralised) aim at bringing together three categories of partners: the world of education and training (VET providers), sector-specific expertise, and bodies involved in education and training systems, with the goal of **enhancing the responsiveness of initial and continuing VET systems to specific labour market needs**. Activities can include the delivery of updated curricula and qualifications responding to the labour market, defining skills needs and changing the way in which VET content is delivered, e.g. by using ICT and OER. A SSA must either concern a sector that has constituted a European Sector Skills Council or a sector with skills imbalances. A SSA project can last from two to three years and must include at least nine partner organisations established in at least three programme countries (at least one organisation from each of the three categories mentioned above must participate per country), including in two EU member states. Organisations from partner countries can only take part if their participation brings a clear added-value to the project.

- **Capacity Building Projects** (centralised) with partner countries are directed towards the **modernisation of the international HE landscape and creating an area of cooperation between partner- and developing countries**. Capacity building can be realised through joint projects or structural projects. Joint projects focus on cooperation of HEI whereas structural projects also involve national/regional authorities and aim at having a more systemic impact. A capacity building project can last from two to three years and must involve partners from at least three different countries, of which at least one must be from a programme country and one from an eligible partner country (all countries except for industrialised ones, e.g. Japan, USA etc.).

A thorough description of all the instruments being looked at can be found in the factsheets provided in Annex I, where they are described along the indicators explained in chapter 1.4.

2.4 Linking instruments with the internationalisation model

In this last paragraph, we link each Erasmus+ instrument (described above) to our internationalisation model described in chapter 1.4. We thereby answer to the question of **'what dimension(s) of an international strategy can the particular instruments support best'?** We are aware that one instrument can contribute to different dimensions in a long-term perspective. Student incoming mobility for example could hypothetically result in the student going back to the host institution abroad to work there as foreign staff after graduating. As such, it would support staff recruiting too. However, since this is purely hypothetical and a long-term outlook, we only focus on short-term predictable impact(s) (can be one or more dimensions in our model), in accordance with the factsheet descriptions, which are closely linked to the EC objectives mentioned in the 2014 annual work-programme (EC, 2013d) as well as in the Erasmus+ Programme Guide (EC, 2013e).

For a better understanding of this linking process we shall give an **example**, looking at a HE Strategic Partnership and a SSA. The objective of a **Strategic Partnership** is to foster sectoral and cross-sectoral cooperation between organisations active in the field of education, training

and youth. Activities can include developing joint study programmes, curricula, introducing new forms of learning, etc. Subsequently, a Strategic Partnership in the field of HE can support the development of new/innovative teaching methods, the development of curricula and serves as well as a means for partnership and collaboration. These dimensions are highlighted in red in our model as shown below in figure 3:

	Core Missions	Recruitment	Mobility	Cooperation
HEI	*Teaching & Research* • research intensive partnerships • research projects • **development of new/innovative teaching methods** • **development of curricula**	• foreign degree seeking students • foreign academic & non-academic staff	• students incoming & outgoing • staff incoming & outgoing • students outgoing for internships • joint degrees	• **partnerships and collaboration** • strategic alliances • **networks/consortia**

Figure 3: Strategic Partnerships for HE: supported dimensions

A **SSA** is a cooperation alliance between three categories of partners: the world of education and training (VET providers), sector-specific experts and bodies involved in education and training systems. They aim at enhancing the responsiveness of VET systems to specific labour market needs by designing and delivering joint curricula, defining competence standards etc. Subsequently, a SSA can support the development of new/innovative training methods, the development of curricula and serves as well as a means for building up a strategic alliance. These dimensions are highlighted in red in our model as shown below in figure 4:

	Core Missions	Recruitment	Mobility	Cooperation
Schools Companies	*Teaching & Training* • **development of new/innovative training methods**	• foreign apprentices • foreign staff	• apprentices incoming & outgoing for training/internship • staff incoming & outgoing	• partnerships and collaboration • **strategic alliances** • **networks/consortia**
Confederation Cantons, ODA	• **development of curricula**			

Figure 4: Sector Skills Alliances: supported dimensions

The same procedure will be followed in assigning all the other instruments being looked at. A miniature of the model is inserted into each factsheet under the indicator 'support to international strategy'. As already mentioned, the complete factsheets for all instruments being looked at can be found in Annex I. As a conclusion for our second chapter and in order to give you a simple and understandable overview of this linking process, we listed all the instruments in a table and highlighted the dimensions and sub-dimensions of our model that the respective instruments can support. You can find the table below.

DIMENSION:	CORE MISSIONS	RECRUITMENT	MOBILITY	COOPERATION
POSSIBLE SUB-DIMENSIONS (ALL SECTORS)	• research intensive partnerships • research projects • development of new/innovative teaching methods • development of new/innovative training methods • development of curricula	• foreign degree seeking students • foreign academic & non-academic staff • foreign pupils • foreign staff • foreign apprentices	• students incoming & outgoing • staff incoming & outgoing • students outgoing for internships • pupils incoming & outgoing • apprentices incoming & outgoing for training/internship • joint degrees	• partnerships and collaboration • strategic alliances • networks/consortia • joint degrees
HE				
MOBILITY OF STAFF AND STUDENTS FOR HE			• students incoming & outgoing • staff incoming & outgoing • students outgoing for internships	
STUDENT LOAN GUARANTEE FACILITY		• foreign degree seeking students		
JOINT MASTER DEGREES	• development of curricula	• foreign degree seeking students	• joint degrees	• strategic alliances • networks/consortia • joint degrees
STRATEGIC PARTNERSHIPS FOR HE	• development of new/innovative teaching methods • development of curricula			• partnerships and collaboration • networks/consortia
KNOWLEDGE ALLIANCES	• development of new/innovative teaching methods • development of curricula		• students outgoing for internships	• networks/consortia • strategic alliances
HE international				
INTERNATIONAL MOBILITY OF STAFF AND STUDENTS			• students incoming & outgoing • staff incoming & outgoing	
CAPACITY BUILDING PROJECTS	• development of new/innovative teaching methods			• partnerships and collaboration • networks/consortia

	• development of curricula			
VET				
MOBILITY OF VET STAFF AND APPRENTICES			• apprentices incoming and outgoing for training/internship • staff incoming & outgoing	
STRATEGIG PARTNERSHIPS FOR VET	• development of new/innovative training methods • development of curricula			• partnerships and collaboration • networks/consortia
SECTOR SKILLS ALLIANCES	• development of new/innovative training methods • development of curricula		• apprentices incoming & outgoing for training/internship	• strategic alliances • networks/consortia
School				
MOBILITY OF SCHOOL STAFF			• staff incoming and outgoing	
STRATEGIC PARTNERSHIPS FOR SCHOOL EDUCATION	• development of new/innovative teaching methods • development of curricula		• pupils incoming & outgoing	• partnerships and collaboration • networks/consortia

Table 2: How Erasmus+ can support international objectives

In this chapter 2 we described the ingredients that are provided by Erasmus+, what their characteristics are and under what baking methods they can fully develop their taste. Moreover, we provided an answer on how specific instruments can in theory contribute to institutions' internationalisation objectives. In a next step we want to find out what recipes exist already, how they have been implemented by Swiss institutions so far as well as where challenges exist.

3. From a Swiss perspective

This chapter provides an overview of the Swiss political context supporting HE, VET and secondary school education's internationalisation (3.1), provides statistics on the use of the LLP by HEI, VET stakeholders and secondary schools so far (3.2) and finally elaborates on cases studies representing the three sectors (3.3.).

3.1 Swiss political context

In Switzerland, education is a shared competence between the Confederation and the Cantons. When it comes to internationalisation, one can differentiate between 'foreign relations' and 'international cooperation'. On the one hand, as stated in article 54 of the federal constitution, **foreign relations** are the responsibility of the Confederation. However, the Cantons, as indicated in article 55 of the federal constitution, shall be consulted on foreign policy decisions that affect their powers or their essential interests (Swiss Confederation, 2013). A concrete example is the current negotiation on Switzerland's association to Erasmus+, where SERI has the lead and the Cantons are represented in the negotiation delegation by the Swiss Conference of Cantonal Ministers of Education (EDK). On the other hand, **international cooperation**, i.e. all matters where state sovereignty is not concerned, fall within the competences of the Cantons. Moreover, the institutions themselves are free to pursue their own international strategy and maintain international contacts.

3.1.1 Overarching Swiss strategies

The Swiss Federal Council considers Education, Research and Innovation (ERI) as a top priority policy sector. In the **ERI Dispatch 2013-2016**, the Federal Council, in agreement with the 26 Cantons, has set eight priorities in the field of education, **of which three** directly touch upon the internationalisation of the Swiss education system (Swiss Federal Council, 2012):

1. ensure the high quality and solid **international reputation** of the Swiss HE sector, particularly by creating appropriate professor-student ratios;
2. consolidate the national and **international position of VET/PET** by giving equal value to general education and VET/PET pathways, as required by the federal constitution;
3. ensure that the education system is **open to the rest of the world** by encouraging the **international mobility** of VET learners, baccalaureate students, university students and teaching staff.

As stated in the ERI Dispatch "*les coopérations internationales dans le domaine de l'éducation et de la formation revêtent une importance toujours plus grande et leur nombre ne cesse de croître*" (Swiss Federal Council, 2012). The main forms of cooperation are **bilateral** as well as **multilateral networking**, which involves e.g. the involvement of Switzerland in organisations such as the United Nations Educational, Scientific and Cultural Organisation (UNESCO) or the OECD and the participation in European programmes and the related opening to European bodies.

We will come back to the Swiss participation in European programmes in the next section (3.2). For now, attention should be paid to the **first long-term international ERI strategy** of the Confederation, which was adopted in 2010 (Swiss Federal Council, 2010). School education, adult education and informal and non-formal learning are not addressed by the strategy, which **only covers HE and VET**. The primary focus **is placed on the EU**. Concretely, the following priorities are stressed for education:

– **further involvement in the Bologna Process**, in which Switzerland has participated from the beginning and that led to greater transparency and recognition of HE qualifications;

– **stronger involvement in the Copenhagen Process** in order to achieve a better positioning of VET and PET and recognition of qualifications;
– **further participation in European programmes**;
– **cooperation via the framework credit** for Switzerland's contribution to EU enlargement.

When looking at **international cooperation** (with Europe and the rest of the world), priority is given to:
– strengthening and expanding **international networks** (e.g. OECD);
– encouraging the **exporting of education** and the **importing of talents** to reinforce Switzerland's position as a major location;
– **bilateral cooperation with prioritised countries** as stated in the 2008-2011 ERI Dispatch and confirmed again in the 2013-2016 ERI Dispatch, i.e. China, India, Japan, Russia, South Africa, South Korea, Brazil and Chile.

This 2010 international ERI strategy is still valid today for HE and VET. However, international objectives in VET are currently being specified within an international VET strategy of SERI, which can be understood as the concretisation of the broad objectives laid down in 2010. Furthermore, SERI, the State Secretariat for Economic Affairs (SECO), the Swiss Agency for Development and Cooperation (SDC) and the Directorate of Political Affairs of the Federal Department of Foreign Affairs are jointly discussing the overarching objectives and the coordination between offices of the Confederation in the field of international VET cooperation. This process has identified three overarching and complementary objectives of Switzerland in this field:
1. strengthen VET at global level via an increased international recognition of diploma, enhanced mobility and international competences of individuals, transfer of VET specific expertise to interested partners and quality assurance measures;
2. use VET as a means to support the sustainable economic and social development of individuals and systems in partner countries;
3. strengthen Switzerland's position on an international level through the reliable and competent offer of VET-expertise in bilateral and multilateral cooperation (especially cooperation with neighbouring countries with a dual VET system, i.e. Germany, Austria and Liechtenstein, should be reinforced).

Certain industry sectors, as illustrated later in one of our case studies (3.3.4), suffer from a **lack of qualified workforce**. Can that be solved by attracting foreigners to complete an apprenticeship in Switzerland? The question was recently addressed during the process of drafting the international VET strategy by SERI, together with the Cantons and the ODA, and it was decided to **first focus on better exploiting the potential for apprentices in Switzerland**.

3.1.2 Cantonal strategies

As already mentioned, education is a shared competence between the Confederation and the Cantons, which enjoy a great deal of autonomy particularly for school education. However, the EDK, a political body formed by the 26 Cantonal Ministers of Education, plays an important role in **coordinating education policy**. The work of the EDK is based on legally binding inter-cantonal agreements known as '*concordats*'. For example, an important *concordat* **in the field of compulsory school education is HarmoS**, which amongst other things aims at ensuring the quality of education by fixing standards to be attained by pupils in languages, mathematics and science at the end of the 4th, 8th and 11th year of their studies. On that basis, the French-speaking Cantons have developed a common curriculum named '*Plan d'études romand*' and the German-speaking Cantons the '*Lehrplan 21*'.

Those common curricula define **three types of competences**: disciplinary (e.g. languages), general knowledge (e.g. media and ICT) and transversal skills (e.g. communication). An international dimension is not mentioned *per se*. The EDK does not have a formal international strategy, but nevertheless they highlight the necessity for Switzerland to **take part in international comparisons** like the Programme for International Student Assessment (PISA) of the OECD and to **be associated in the European education programmes**.

Furthermore, the EDK and the Swiss Confederation agreed in 2011 on common objectives for the education system focused on **quality and permeability** (Swiss Federal Council, 2011). One instrument serving that purpose is the '*Bildungsmonitoring Schweiz*', joint responsibility of the Federal Department of Economic Affairs, Education and Research, the Federal Department of Home Affairs and the EDK, and carried out by the Swiss Coordination Centre for Research in Education (SCCRE). The first Swiss Education Report was published in 2010 (SCCRE, 2010) followed by the Swiss Education Report 2014 (SCCRE, 2014). It especially highlights an ongoing structural change in VET, consisting of a higher degree of internationalisation of VET-providers due to globalisation. For HE the Education Report 2014 shows that, with regards to mobility, the Bologna target of at least 20% of students being mobile has been reached at Master level (currently 28%), whereas at Bachelor level, Swiss HEI do not yet reach the target (currently 16%). With regards to international aspects in the 2011 common objectives, the need to **increase the international recognition and comparability of PET diploma** is explicitly mentioned.

Finally, the EDK considers the participation of Switzerland in **Erasmus+** as positive and as a means for the young generation to enrich their education, to open up towards Europe as well as to strengthen their foreign language skills. The EDK also insists on the importance for Switzerland to keep contributing to the **Eurydice database** in order to present the specificities of the Swiss education system. However, it also acknowledges that the participation in Erasmus+ poses a **challenge for the Swiss institutions**. The **administrative burden** that European projects entail has proven difficult to overcome in the past, especially for schools and VET organisations, which, unlike universities, do not have an International Office. For school education, this administrative barrier could be partly diminished through the provision of information to teachers-in-training about European funding opportunities by the **Universities of Teacher Education**.

3.1.3 Institutional strategies

Even though overarching strategies exist, education institutions remain free to pursue their own internationalisation strategy. In the field of HE, the **three coordinating bodies** – Rectors' Conference of the Swiss Universities (CRUS), Rectors' Conference of the Swiss Universities of Applied Sciences (KFH) and Swiss Conference of Rectors of Universities of Teacher Education (COHEP) – can also play a role **supporting internationalisation**. For example, the KFH receives funding in the framework of the 2013-2016 ERI Dispatch with the aim of conducting several projects to profile UAS abroad. As of 1 January 2015, CRUS, KFH and COHEP will officially merge into a joint national rectors' conference under the brand name of '**swissuniversities**'. It should gradually take more and more mandates from SERI in the area of international collaboration as well as in the promotion of the international mobility of students, teachers and researchers of all HEI (Swissuniversities, 2014).

3.2 Use of LLP instruments by Swiss institutions

With regards to Swiss participation in the LLP in general, there has been an **important increase in realised projects** since the official direct association of Switzerland on 1 January

2011. Whereas the projects funded during the indirect participation in the LLP, i.e. between 2007 and 2010, amounted to an overall total of €6 million, the overall volume of funding increased from €11.5 million in 2011 to €12.7 million in 2013. Let us now look at statistics for each of the three sectors addressed in this report and draw generic conclusions on the challenges and opportunities lying ahead.

3.2.1 HE

For the Erasmus programme, the number of projects is increasing since 2011. Universities have been rather stable contributors to these numbers. There has been an **increased participation of UAS as well as PET institutions** over the last three years. However, the participation of PET institutions remains limited and focuses mainly on mobility for internships. When looking at mobility projects in particular, universities are the most active for student mobility for studies, followed by UAS. Universities of Teacher Education are also quite active in relation to their number of students. For student mobility for traineeships, the participation of UAS and universities is almost balanced. Staff mobility has slightly increased since the official participation in the LLP, but there is **room for improvement**. Erasmus Intensive Programmes have been successful and increased from zero in 2011, to four applications in 2012 and seven in 2013. When it comes to centralised actions (multilateral projects and networks), the number of project funded has been stable on a decent level between 2011 and 2013, with only few Swiss institutions acting as coordinators.

Erasmus+ will bring its lot of challenges and opportunities for the HE sector. The Strategic Partnerships offer a new opportunity to profit from, offering the possibility of sector-specific partnerships and/or cross-sector partnerships. The **Knowledge Alliances** (centralised) offer interesting opportunities for universities to cooperate with businesses. Another opportunity will be the **Joint Master Degrees**. Taking into account that Switzerland will, at least for the call for proposals 2014, be considered as 'Partner Country', the challenges faced by Swiss institutions will be different than initially described. The last chapter (recommendations) provides insight about these challenges.

3.2.2 VET

For VET there has been a significant increase in mobility projects as well as of partnerships between 2011 and 2013. However, there have been only few Swiss coordinators in the partnership projects. For Transfer of Innovation (TOI), the number of project applications has been relatively high from the very beginning of the official participation; the number of projects funded went down from 8 in 2011 to 4 in 2013 due to the quality of the proposals. When it comes to centralised actions, there has been a slight increase of VET projects with Swiss institutions mostly only acting as partners, not as coordinators.

The VET sector has seen a significant increase in mobility and a **challenge is to keep the growth upright**. Under the LLP, Leonardo da Vinci also funded mobility for people on the labour market, i.e. for VET and HE graduates as well as for job seekers. It will be different under Erasmus+, since HE graduates (up to one year after graduation) will be funded from the HE budget line and only VET graduates (also up to one year after graduation) will be funded from the VET budget line. Other job seekers will not be funded by the programme anymore.

As is the case for HE, the Strategic Partnerships offer a good opportunity to engage in cross-sectoral projects. A new instrument for the VET sector will be the **Sector Skills Alliances** (centralised) that will offer the opportunity to bring together different bodies from the VET sector to develop new ideas. Taking into account that Switzerland will, at least for the call for

proposals 2014, be considered as 'Partner Country', the challenges faced by Swiss institutions will be different than initially described. The last chapter (recommendations) provides insight about these challenges.

3.2.3 School education

For Comenius there has been an increase in projects between 2011 and 2013, but it is **still far away from what was initially planned**. The school sector has been the most hesitant to make full use of the LLP so far. Less than half the budget that was planned for Comenius in 2013 (decentralised actions) was actually used for Comenius projects in the end. With regards to centralised actions, participation has been low overall and there was one Swiss coordinating institution in 2012.

The funding available for school actions has so far not been fully exploited. The changes brought by Erasmus+, i.e. no more applications at individual level like it was the case with the in-service trainings, the assistantships and the individual pupil mobility, will bring its lot of challenges and will require the full involvement of the institutions. **Getting the teachers and school leaders on board will be crucial.** Taking into account that Switzerland will, at least for the call for proposals 2014, be considered as 'Partner Country', the challenges faced by Swiss institutions will be different than initially described. The last chapter (recommendations) provides insight about these challenges.

3.3 Case studies

In this paragraph, we present the case studies conducted in Switzerland with institutions from the sectors of HE, VET and school education. We asked questions about **general institutional features** and then went more into detail in order to find out if the institutions have an **internationalisation strategy or corresponding objectives**. We also asked **how the respective institutions have been doing so far in different areas**, e.g. mobility, joint degrees, partnerships, etc. In a last part we talked about the **future of each institution, including the expected benefits of Erasmus+ and the challenges and opportunities** that the respective institution faces. We have devoted one separate paragraph to each one of the institutions interviewed, i.e. the University of Fribourg (UNIFR), the University of Basel (UNIBAS) and the University of Applied Sciences and Arts Western Switzerland (HES-SO) for HE, the *Schweizerische Metallunion* (SMU) for VET and the *Collège et Ecole de Commerce Emilie-Gourd* (CEC Emilie-Gourd) for school education.

Both the universities of Fribourg and Basel were selected because of their different approaches to internationalisation: while UNIFR does not have an internationalisation strategy *per se* and a bottom-up way of working, UNIBAS relies on a more coordinated approach and is currently developing an overall internationalisation strategy. The other institutions in the VET and school sector were selected because of their past performances using the LLP and in order to ensure a fair geographical balance between French and German-speaking cantons.

We did not conduct a proper case study with a University of Teacher Education. However, we gained useful insight when advising the **University of Teacher Education of the canton of Vaud** (HEP *Vaud*) on Erasmus+ funding opportunities. Since 2010, HEP Vaud increased their efforts to participate more actively in international projects. For example, a project named '*Projets d'étudiants et d'enseignants-chercheurs en réseaux sociaux'* (PEERS) was launched. It aims at offering students and professors the possibility of working together with students and

professors from an institution abroad on a common topic. The international office has recently grown and they strive towards making a meaningful use of Erasmus+.

Each case study is described along the following logic, including three parts: **setting**, **international priorities**, **future opportunities and challenges.**

3.3.1 UNIFR

Founded in 1889, UNIFR has a long tradition of internationalisation. Through the engagement of the Dominican order, the faculty of theology brought an early international reputation to the institution, which today considers **'internationalisation' as fully embedded in its mission**. All five faculties – theology, law, philosophy, mathematics and natural sciences, economic and social sciences – are autonomous and can therefore define how they want to develop themselves internationally. However, the overall strategy of the institution 'Horizon 2020' (University of Fribourg, 2009) sets generic guidelines on what are the priorities in internationalisation, which is clearly considered a **transversal axis of the institution's overall strategy**.

The strategy's third transversal objective directly addresses internationalisation: «*densifier et développer le réseau international de l'Université de Fribourg aussi bien dans la recherche scientifique que dans les collaborations d'enseignement et la mobilité des étudiant-e-s. Le réseau international de l'Université doit être vu* **sur le plan mondial et non seulement européen**». More specifically, the strategy outlines the following priorities:
- **Mobility of students and staff is a priority**, with the improvement of services delivered to outgoing and incoming staff and students (there is a balance between outgoing and incoming students, with incoming coming mostly for the law faculty), and the provision of **interesting and diversified funding opportunities**. Erasmus has so far extensively been used for students and should in the future be used more for staff as well.
- A strategic development of agreements and relations with other universities is important. There is a need to sort out partners and define more **strategic alliances with select partners**.
- **Summer schools** and other programmes **attracting an international audience** are to be further developed.

Moreover, it is essential to take into account the following areas of development:
- **The recruitment of foreign academic staff is an objective of UNIFR**, which already enjoys a big presence of foreign staff (almost 1/3). Recruiting foreign staff is essential for occupying job positions with the most qualified profiles. It is also a need because UNIFR is bilingual (or even trilingual, with English) and approximately 19.5% of students are foreign (mainly German, French and Italian).
- The **development of English courses** are faculty initiatives. All mathematics and natural sciences Masters are only held in English, whereas economic and social sciences and law increasingly offer English classes.
- There are **Joint Master degree initiatives already** (delivering multiple – not joint – degrees) e.g. law with France, the United Kingdom (UK) and Germany are underway. However, UNIFR does **not use joint Master degrees for extra-European recruitment** (like it is the goal in Erasmus+). The goal is to cooperate with direct neighbours with which one also has strong economic ties.
- **Membership in networks** is important for an exchange of knowledge. At institutional level, UNIFR is e.g. member of European University Association (EUA), *Agence Universitaire de la Francophonie*, Compostela Group of Universities, and also a member in the Berne,

Neuchâtel, Fribourg Network (BENEFRI). It also counts plenty of faculty-specific memberships in networks.

– The **cooperation with countries outside of Europe** will be fostered in the future, especially with Asia, where there has been a clear increase in relations over the past seven years. However, the most important still remains the **cooperation and involvement within the EU and with neighbouring countries**.

– **Cooperation projects** are important and, in the future, better use of European funds and opportunities should be made (e.g. via Key Action 2 of Erasmus+). Since 2011, UNIFR has participated in five Erasmus centralised project, never as a coordinator. For cooperation projects, partners should be the ones defined as **selected and strategic partners**.

For the future, following opportunities and challenges can be identified:

– A **general challenge** remains to make all international initiatives, projects and happenings visible to everyone at UNIFR. A better overview of all UNIFR international activities would be needed.

– When it comes to **Erasmus+**, the challenge is participation in Key Action 2. Whereas mobility projects already run smoothly, even if **staff mobility should be better promoted**, the **possibilities offered by cooperation projects are not well advertised**.

– The **role of swissuniversities** will be crucial. On the one hand, they should support the valorisations of all Swiss universities on the international arena. On the other hand, there is a need to integrate the 'human dimension' into the internationalisation debate and to better support the students in working in a multi-cultural environment.

3.3.2 UNIBAS

Founded in 1460, UNIBAS is the oldest university in Switzerland. Its location bordering France and Germany brings ideal conditions for international exchanges and cooperation. The overall institution's strategy '*Strategie 2014*', which covers the periods 2014-2017 and 2018-2021, aims at strengthening the regional as well as international profile of UNIBAS. An **internationalisation strategy named 'Meeting the World in Basel'** is currently being developed to specify **how** exactly the institution wants to position itself internationally and, more importantly, **why**.

This future strategy, which should be launched mid-2014, follows a **mix of a bottom-up and top-down approach**. The top-down process from the rectorate contains elements of internationalisation at home and abroad and determines **enhanced cooperation with a small group of (3 to 5) preferred partners abroad**. The bottom-up process (faculty initiatives and projects) should in no case be hampered by the top-down process, but slightly influenced by it.

For the future strategy, it is essential to take into account the following areas of development:

– As shown by a recent survey amongst students, **mobility for traineeship purposes** is very interesting for students. This should therefore be developed.

– **Summer schools** should be further elaborated, since they provide a good opportunity for students to gain additional knowledge and skills during the summer break, hence not losing time in their studies.

– Staff mobility has already been used by academic and non-academic staff and the aim is to further **increase the number of staff mobilities**.

– When it comes to recruitment, the aim is not to attract foreign students and staff, but the **most talented students and staff**.

– **Joint Master degrees** are **not easy to coordinate** because of organisational issues such as varying semester dates between different universities.

- Cooperation with institutions outside Europe should be pursued and the possibility to **fund bilateral mobility to partner countries** (i.e. outside the 34 Erasmus+ programme countries) via Erasmus+ will be highly valuable.
- **Networks and consortia** are important for UNIBAS, which is e.g. a member of the European Association for International Education (EAIA) and the EUA. It is considered a reliable means to identify potential partners.
- UNIBAS is also member of EUCOR, a consortium between universities in **Strasbourg, Basel, Freiburg, Mulhouse-Colmar, and Karlsruhe**. A reflection is taking place on whether to use this existing network to initiate Erasmus+ cooperation projects.
- The **Institute for European Global Studies** of UNIBAS will pay special attention to the funding opportunities offered by Erasmus+ and try to engage in cooperation projects.
- **Cooperation actions** (Key Action 2) of Erasmus+ will be an interesting means of cooperation for UNIBAS, especially to **build up stronger ties** with the **preferred selected institutions**.

For the future, following opportunities and challenges can be identified:
- It is essential to make sure that the **administrative effort related to European projects are diminished**. The broader use of lump sums for Erasmus+ is highly welcomed.
- A **better coordination of all international activities and funding opportunities** is essential. So far, numerous offices have an international role (e.g. Erasmus coordinators in every faculty, Global Affairs, Mobility Office, Euresearch, Welcome Center). The future strategy proposes **one 'International Office'** which will be under the management of one Vice-Rector. The International Office will coordinate the various existing offices and tasks will be redistributed among them to ensure the best coordination possible.

3.3.3 HES-SO

With approximately 19'000 students and 27 schools located in seven cantons and six fields of study, HES-SO is the largest UAS of Switzerland and the second largest HEI in Switzerland. As UAS, the core mission of HES-SO is to **respond to the needs of the local labour market** and its core business is to prepare Bachelor students for the world of work. Master degrees are more specialised and students are selected upon application. Doctoral degrees are not delivered due to a lack of a legal basis for UAS to do so. But HES-SO conducts research and hosts doctorate students within partnerships with other Swiss and foreign universities.

The four missions of HES-SO are therefore: Bachelor education, Master education, research, and internationalisation, of which the latter is a **transversal issue touching upon all fields**. HES-SO does not have a internationalisation strategy in writing, but lays out **seven axes of internationalisation**:
- **Mobility**, **mainly of outgoing students**, is a clear priority. Since the first year of Switzerland's official participation in the LLP, there has been a mobility directive to foster the use of Erasmus mobility actions.
- **Involvement in Joint Master degrees** is considered as an *ad hoc* opportunity. HES-SO participates in several Joint Masters (for which double or multiple – not joint – degrees are delivered) and in Joint Bachelor degrees, e.g. triple Bachelor in engineering between Germany, France and Switzerland.
- **The cooperation within the *francophonie* must be extended, in particular within the *Agence Universitaire de la Francophonie***, in which HES-SO is a member, should be strengthened. Also, the exchange of students with the *Conférence des Recteurs et des Principaux des Universités du Québec* (CREPUQ) could be strengthened in the framework of the agreement signed between HES-SO and CREPUQ.

– **Cooperation with foreign UAS showing similarities to Swiss ones** (e.g. Germany, Austria, Scandinavian countries, Ireland) should be strengthened.
– A stronger **regional logic** focusing on neighbouring France because of geographical proximity and language considerations should be pursued. The INTERREG programme has already supported regional cross-border cooperation.
– Continuing the good participation in **European research programmes** is considered crucial. The HES-SO has participated in around 30 projects in the EU's Seventh Framework Programme for Research (FP7) and has been a coordinator in a number of them.
– **The development of a summer school**, thanks to cantonal initiatives, like in engineering and in social work with the United States (US), India and Australia, is a success.

Moreover, it is essential to take into account the following areas of development:
– The **recruitment of foreign staff and students is not necessarily a priority**. The HES-SO positions itself as a regional institution, thus it is hard to find staff that fits the criteria (mainly language criteria) of the school because of this regional dimension.
– **Mobility for internship purposes**, which accounts for 1/3 of mobilities, has posed a challenge due to the minimum period of three months for an internship under the LLP, since certain domains of studies require shorter internship durations. The fact that the minimum period will be shortened under Erasmus+ is perceived as positive by the HES-SO.
– The HES-SO is/was a partner in around ten LLP **cooperation projects**, mostly in the field of economics and '*ingénieurie de la formation*', but **never acted as a coordinator** in any of them.
– **Joint Master degrees already exist**, e.g. at the moment there is a multiple Executive Master of Business Administration (4 institutions) in '*innovation touristique*', which started as an INTERREG project.
– The HES-SO has a lot of partnerships (approx. involved with 400 institutions) and wants to **evolve the interaction with selected partners to develop more intensive strategic alliances**. For those, the involvement and support of the rectorate (top-down) is crucial.

For the future, following opportunities and challenges can be identified:
– There is a need to better inform the different schools and professors on the opportunities offered by **cooperation projects** (Key Action 2), which can be used to forge strategic alliances. International relations and research should be better interlaced with each other, especially for the promotion of cooperation projects.
– The mobility of staff and students should increase. **Especially staff mobility should be further developed** with special regards to the fact that also non-academic staff can contribute actively to internationalisation.
– Participation in **Knowledge Alliances** (more cooperation with enterprises) must be ensured.
– The **extra-European dimension** of Erasmus+ must be exploited.
– There are already **Joint Master degrees** (delivering double or multiple – not joint – degrees) at and it is a domain that will be increasingly interesting in the future. However, if Joint Master degrees providing **real joint degrees** are favoured under Erasmus+, it can be a challenge because Swiss law does not take that into account.

3.3.4 SMU

As an employer association and professional branch organisation in the field of VET, SMU represents enterprises active in production, services and trade in the fields of **metal construction, agricultural machinery mechanics and farriers**, representing approximately 1'860 firms in Switzerland. SMU's core objective is to provide the labour market with up-to-date and market-compliant education- and continuing education offers.

SMU does not have a written internationalisation strategy. However, following priorities can be identified:

– **Attracting and recruiting skilled workers from abroad is a priority** for two reasons. On the one hand, the field of metal construction is **open to the global world** and Swiss firms in that field have strong ties with the EU. Thus, approx. 40% of the metal constructors are foreign workers and international staff recruitment is essential. On the other hand, in the field of agricultural machinery mechanics there is a **lack of skilled workers** in Switzerland. 400 persons are trained in that field per year, but they do not always stay in it after completing their training. It is therefore important to be able to recruit skilled workers in this field, be them from Switzerland or from abroad. The SMU stresses, that this is not primarily its task, but it is rather in charge of offering a platform and setting the basic conditions in order for their members to be able to recruit foreign staff.

– **Mobility of staff** is important and should be fostered. Unlike mobility of apprentices (see below), there are realistic chances for it to be successful.

– The **development of curriculum and new/innovative teaching methods** are important and will become even more important in the future.

Moreover, it is essential to take into account the following areas of development:

– **Mobility of VET graduates** is easier to support than apprentice mobility. A good time to get an experience abroad is e.g. right between the end of the apprenticeship and the start of military service. It is useful for metal construction graduates to gain a work experience in an English-speaking environment. So far however, SMU has not used Leonardo da Vinci money to that end.

– **Partnerships and collaboration** are not that important for enterprises, but **fundamental for SMU as a branch organisation** in order to secure contacts, exchange and obtain knowledge and foster innovation. The project 'eHoof', an online portal for farriers offering interactive teaching material, is a good example for a cooperation project (Transfer of Innovation) funded by Leonardo da Vinci. The Swiss partners are SMU and the University of Zurich (UZH); on the European side the European Federation of Farriers Associations (EFFA) was involved. This project is valuable for the international marketing of the teaching material initially developed by SMU together with UZH.

– **Consortia and networks are most-valuable** because they contribute to opening up to a global world. To be a member in a European organisation e.g. EFFA enables the exchange of views and knowledge in specific fields and makes the search for project partners easier.

– **There is a need for greater transparency of skills** needed in the fields of metal construction, agricultural machinery mechanics and farriers. Since 2011 the 'European Metal Union (EMU) Pass', developed together with a number of other European countries, describes basic skills that a person working in the respective field must obtain. The goal is to facilitate the exchange of staff. However, this tool is rarely used and a successor project 'Q4Europe' has been launched, aimed at getting the firms to participate in a quality assurance effort and equip their staff and apprentices with the skills agreed upon.

For the future, following opportunities and challenges can be identified:

– The **mobility of apprentices is desirable but not always realistic**. In most enterprises, apprentice mobility is not an option because of capacity reasons. Only large enterprises with sufficient human and financial resources can afford to send away their apprentices.

– There is a **need for better information about EU funding opportunities**. The members of branch organisations, i.e. the enterprises, are badly informed about the opportunities offered by EU (and in general even Swiss) funding.

– In order to foster the **mobility of graduates**, a **contact point** should be created for all SMU enterprises. This body would basically apply for and manage a project under 'VET student mobility (for recent graduates)'. Unless administrative procedures are simplified, SMU cannot assume the role of this contact point.

3.3.5 CEC Emilie-Gourd

CEC Emilie-Gourd is a post compulsory general education (*maturité gymnasiale*) and VET school (*Certificat Fédéral de Capacité 'gestionnaires du commerce de détail', Attestation Fédérale 'assistants du commerce de détail', CFC 'assistants en pharmacie'*) located in Geneva. The core mission of an upper-secondary school is not internationalisation *per se*. However, since 10% of graduates of CEC Emilie-Gourd continue their studies abroad, the institution is aware that there is a **need of providing an international environment and related opportunities already at this level of education**.

CEC Emilie-Gourd has no internationalisation strategy in writing but pursues a bottom-up approach based on needs. Concretely, the following international activities are supported:
– Since two years, CEC Emilie-Gourd has been **hosting Comenius assistants** (staff incoming mobility) and has successfully worked with ch Foundation to that end.
– With regards to **staff outgoing mobility**, continuing training abroad is encouraged, but Comenius has so far not been used to support it.
– **Pupil outgoing mobility** occurs above all in the framework of the **bilingual *maturité*** (model with a period abroad, including around ten pupils a year). So far destinations have been the US, New Zealand, the UK, Germany, and the German-speaking part of Switzerland. **Comenius has not yet been used to fund these exchanges** because most of them took place in English speaking countries outside Europe. Moreover, due to the fact that CEC Emilie-Gourd is located in a rather well-off area of Geneva and that cantonal grants to fund pupils exchanges exist, there was no real demand for additional European funding.
– Recruiting international staff is not an objective *per se* but almost all language teachers are native speakers and more and more **bilingual teachers** are recruited for general branches because of the bilingual *maturité*.
– **Through the development cooperation project '*La Liane*'**, supported by SDC, 20 to 25 pupils per year have the opportunity to go to Benin to help with the building of schools.
– **Cooperation with selected countries** is being intensified. For example the Director of CEC Emilie-Gourd recently participated in a delegation trip to China to establish pupil exchanges with Chinese schools. The long-term objective would be to offer Mandarin as an '*option spécifique*'.

For the future, following opportunities and challenges can be identified:
– CEC Emilie-Gourd wishes to continue the good cooperation with ch Foundation. Since every project application entails a high administrative effort, the best way to intensify and ease this cooperation is to have **one teacher** (or a group of teachers) per school responsible for European programmes and the contact to ch Foundation. A **centralised solution** per Canton (e.g. via the person responsible for school exchanges in every Canton) **is not advisable** because it is too impersonal and not tailored to fit the specific needs of every school.
– Teachers are not sufficiently informed about European funding opportunities. Therefore, **universities of teacher education** should play a role in informing teachers-in-training about them.
– No **European cooperation project** has been realised so far, but CEC Emilie-Gourd would be open to engage in such projects. **'European-wide subjects'** (e.g. geography, history) might be good branches to initiate cooperation projects. Moreover, **'European relevant**

issues' responding to common European challenges (e.g. the promotion of scientific careers at school or ICT in education) are also topics where cooperation at European level is of importance. Finally, **existing cooperation projects** at national level, e.g. with the Swiss Academy of Engineering Science to promote science at school, could serve as a starting point for European cooperation projects.

– A challenge that the Swiss school education system definitely faces when it comes to international cooperation is its broad **diversity and related complexity** for outsiders. Projects aimed at explaining its characteristics would certainly be helpful.

– In the future, CEC Emilie-Gourd wishes to take more time to think about opening up to the world and establishing that as a **non-negotiable part of the schools objectives**.

After looking at the Swiss political context supporting internationalisation and elaborating on the use of the LLP so far and the institutions' objectives, goals and challenges, we can now start tailoring our recipe according to the institutions' preferences of taste and flavour, using all the ingredients in the appropriate way.

4. The recipe

Based on the analysis of the instruments of Erasmus+, in particular the way they can support internationalisation strategies as shown by the 'internationalisation model' and the findings of chapter 3, chapter 4 presents conclusions and recommendations for the different education sectors. **This last chapter finally answers our main question, i.e. how can Erasmus+ best support Swiss education institutions' international endeavours?**

For the purpose of easing the reading, comments linked to the current status of Switzerland in Erasmus+ (partner country) are added in dedicated frames in the section 'recommendations' (4.2).

Throughout this chapter, you will see that Erasmus+ has a lot to offer to Swiss education institutions to support the achievement of their international objectives. The most evident is the **exchange** of students, apprentices, pupils and staff to a wide range of countries, thus enabling them to gain an international experience and providing the involved institutions with an international dimension/reputation. But Erasmus+ has more to offer: it supports **cooperation** between education institutions across borders **with different degrees of intensity**, thus allowing them to work together on topics of common interest, to exploit complementarities where needed and to forge strategic alliances with select partners. Depending on the education sector examined, Erasmus+ **serves different needs** and addresses different challenges the respective sector faces. First, in the conclusions we highlight the needs, opportunities and challenges of the different sectors and in the recommendations we then explain how those needs, opportunities and challenges can be concretely addressed using Erasmus+.

4.1 Conclusions

This section sums up our key findings per sector examined, based on the case studies and the generic observations in chapter 3.1. **We are aware that the case studies conducted cannot be considered as being representative for all Swiss education institutions in the respective sectors**. However, serving the goals of this report, we allow ourselves to provide generic conclusions applicable to institutions all over Switzerland.

Our conclusions start with generic remarks per sector followed by summaries **structured along the four dimensions of our internationalisation model**, i.e. mobility, cooperation, core missions, recruitment. We end with generic conclusions on what Erasmus+ can offer to the respective sector.

Generally speaking, the status of internationalisation in the three sectors examined can be summarised as shown below in Figure 5.

HE	VET	School
internationalisation goes without saying	internationalisation is first and foremost based on needs and becoming more important	internationalisation is not a core mission but international activities are conducted on an ad-hoc basis

Figure 5: Internationalisation status per sector

4.1.1   HE

As seen in the case studies, internationalisation is a non-negotiable part in all fields of operation of a HEI, be it a classic research university or a UAS. It is an ongoing process, which enjoys increasing attention in the strategic planning of HEI, as shown in the case of UNIBAS. The Bologna Process on the one hand contributed to greater transparency and recognition of HE qualifications and hence stronger integration of Swiss HEI into the European HE landscape. The further involvement of Switzerland in the Bologna Process directly feeds into the goals of the Swiss Confederation's first long-term international ERI strategy (Swiss Federal Council, 2010). As highlighted in all case studies, international cooperation goes beyond cooperation with the 47 signatory countries of the Bologna Process, thus also including other countries all over the world. If there is a geographical priority, it seems often to be that of proximity and/or of common language, especially for UAS, which preserve a regional logic. Of course cooperation with non-EU partners also exists and focused on specific regions according to the institution (e.g. UNIFR with Asia), but none of the interviewed institutions mentioned focus on a specific country outside of Europe.

Mobility is a main priority for Swiss HEI, if not even the most important one. The following conclusions can be drawn for mobility:
- As mentioned in all of our case studies for HEI, **staff mobility** is either already a priority or is something HEI want to develop and improve in the future.
- The same can be said for **student mobility for traineeships**, for which there is an increasing demand amongst students, as showcased for example by a student survey conducted at UNIBAS. This likely reflects the overall sentiment of Swiss students, since future employers often consider work experience (abroad) as an added value.
- **Student mobility** is an area in which HEI are experienced in. Therefore, it is not a problem, but of course the institutions want to continue their participation and keep up the numbers.

With regards to **cooperation**, we saw that all interviewed HEI are involved in international cooperation. All of them mentioned the following points:
- They wish to sort out partners and to **engage in more strategic cooperation** with a rather more limited number of select partners, mostly those with which they have had good cooperation in the past already.
- Being a member of **networks or university consortia** is essential for HEI in order to exchange knowledge and best practices and in order to find potential partners.
- All interviewees cited **summer schools as a successfully means** to cooperate with partners abroad.
- **Joint Master degrees** are interesting, but there are **lots of obstacles**. First, the administrative effort that the setting up of a Joint Master degree entails is not to be neglected. The different semester starting dates e.g. pose a problem as shown in the case of UNIBAS. Second, Swiss law **does not contain clear regulation** on the issuing of 'real joint degrees' (i.e. neither double nor multiple). If Erasmus+ increasingly favours real joint degrees as opposed to double or multiple, this could pose a barrier for Swiss institutions. Finally, the aims and objectives pursued by Swiss HEI in currently existing joint degrees are not always in line with what the EU envisages, e.g. Erasmus+ joint master degrees are foreseen to attract a great deal of non-EU students, whereas for Swiss HEI, as shown by the example of UNIFR, the focus is not necessarily primarily on non-EU students.

When it comes to the **core missions** of a HEI, i.e. research and teaching, the following generic conclusions can be drawn from our case studies:
- The **development of curricula and of new and innovative teaching methods** is a reoccurring theme mentioned. HEI more and more use their curricula to profile themselves,

to distinguish themselves from other HEI and to attract students. This is even more the case since the Bologna Process opened the doors for students to practically any university in Europe, thus exposing universities to more competition.

− During our interviews we have experienced an interest in the **separate Jean Monnet programme** of Erasmus+ as well, which aims at promoting excellence in teaching and research in **European studies** worldwide. For HEI with an institute for European studies or related study programmes, Jean Monnet is indeed interesting. That is why we decided to create **additional factsheets for the different instruments of Jean Monnet** (see Annex II).

When talking about **recruitment of foreign students and staff**, we cannot make any generic conclusions applying for the whole Swiss HE landscape, since in our case studies we got very different answers to this question:

− We especially noticed the difference between the answers of research universities and the UAS examined. While UNIFR and UNIBAS are very interested in attracting the best foreign students (especially for Master level), HES-SO mentioned a more regional focus of UAS when recruiting students.

− Attracting **foreign staff** seems to be significant for Swiss universities in order to find the best-qualified people. But it has not proven to be a big difficulty due to the attractiveness of the Swiss HE landscape and living conditions in Switzerland.

We discovered that some Swiss HEI face **organisational and administrative challenges** when it comes to international cooperation. First, it proves to be difficult to have an **overview** of an institution's running international initiatives, especially when there is a rather bottom-up culture. It means that it is hard for the International Office to support the faculties and professors in their international endeavours. Second, the **lack of coordination** between bodies responsible for internationalisation within an institution hampers the efficient use of potential European funding opportunities. Last but not least, all interviewed HEI mentioned the **high administrative effort** that European projects entail.

To conclude, it is obvious that Erasmus+ offers good opportunities for the HE sector. Not only does it support the mobility of staff and students, which is a priority for Swiss HEI, but it also enables them to strengthen their cooperation with select partners, which is a further priority. Moreover, Erasmus+ supports the development of attractive curricula and innovative teaching methods, thus allowing Swiss HEI to profile themselves in the competitive international arena.

4.1.2 VET

It is an objective of the Swiss Confederation to profile the Swiss VET system at global level. As we will see in the recommendations, Erasmus+ can of course contribute to that and can be used to strengthen cooperation with neighbouring countries with a dual VET system, i.e. Germany, Austria and Liechtenstein. We however now want to focus on the case study conducted, i.e. representing the perspective of a VET branch organisation. The **primary focus of this VET branch organisation is the provision of up-to-date and market-compliant education- and continuing education offers**. Internationalisation is not on the top of the priorities-list and has not been institutionalised like it is the case for HE. However, certain economic sectors are more dependent on foreign workforce and more open to the world . For those, internationalisation is increasingly important.

Mobility in VET is interesting above all for VET providers, i.e. enterprises and schools. However, it is not as easy as for HE. Above all the size and availability of human resources of

the training enterprise matters. Our case study on SMU gave us some interesting insights on how things might look for a number of VET providers in Switzerland:

- The **mobility of staff** is essential for enterprises and is also realistic. A further increase is surely desirable.
- The **mobility of VET graduates** is more realistic since they are not contractually bound anymore to an employer.
- The **mobility of apprentices** is rather hard to achieve, since firms (especially small and medium sized enterprises) in Switzerland are reliant on their apprentices and **do not always have sufficient human and financial resources** to absorb the absence of a worker during a longer period.

With regards to **cooperation**, once again the need and necessity to engage in international cooperation can vary from branch to branch. Our case study revealed that international cooperation projects are more relevant for SMU as a branch organisation than for its members:

- Participation in international cooperation projects, like for SMU in the eHoof project, allows to gain expertise and at the same time **visibility**, hence contributing to the above mentioned goal of profiling the Swiss VET system abroad.
- Participation in international projects can also contribute to **enhancing the transparency of skills** via the development of sector specific competence frameworks.
- As is the case for HE, the membership in **networks and consortia** is meaningful, especially for branch organisations. They can serve for building contacts, fostering the exchange of knowledge and can also facilitate the search for potential partners.

When it comes to the **core missions** of VET institutions, i.e. teaching and training, the following generic conclusions can be drawn from our case study:

- The **development of curricula and new and innovative training methods** is valuable to Swiss VET institutions – especially the branch organisations – since they have to offer the apprentices up-to-date curricula and provide them with the right skills and knowledge responding to labour market needs.
- International cooperation projects can contribute to develop or make available **common innovative training materials**, as shown by the eHoof project.

With regards to **foreign staff and apprentice recruitment**, we have seen that some sectors suffer from a lack of qualified workforce and require foreign staff. The recruitment of foreign staff is therefore essential in these branches. However, the recruitment of foreign apprentices was not specifically mentioned as a priority.

The case study also revealed that there might be a need for **better information and coordination on funding opportunities** (European and Swiss) for the VET sector in general.

To conclude, Erasmus+ offers opportunities also for the VET sector. We saw that mobility is not a priority for all VET providers, but there are cases where it is beneficial for the people involved and increases their employability. Erasmus+ can support this mobility. For those VET branch organisations wishing to establish mobility as a part of the curriculum, Erasmus+ can be a door opener. Via its cooperation actions, Erasmus+ can on the one hand enhance the visibility of the Swiss dual system abroad and on the other hand help enhance the transparency of the skills required in specific sectors.

4.1.3 School

First we have to mention that internationalisation is not a core mission for the school education sector and thus internationalisation has not been institutionalised in this sector. However, there

are areas where Swiss schools actively engage in internationalisation, e.g. via the participation in international comparison studies. Moreover, the case study revealed that **international activities take place on an *ad hoc* basis**.

With regards to **mobility**, we draw the following conclusions:
– Our case study has shown that **staff mobility is encouraged in the framework of short or long-term continuing training**. So far, European funding has been used to receive incoming staff (Comenius assistantships), but not to send out staff.
– **Pupil mobility** faces a demand in upper secondary education above all in the framework of the bilingual *maturité*. Our case study revealed that European funding had not been used to that end so far.

Our case study highlighted that international **cooperation** projects at classroom-level remain limited, but it seems that international engagement with key countries is being elaborated at a more strategic level.

With regards to the **core mission** of a school (i.e. teaching), the development of **new and innovative teaching methods** in line with today's technologies was mentioned as a challenge.

With regards to **recruitment** of foreign pupils and staff, two observations are made:
– Due to schools' responsibility to educate pupils in Switzerland, pupils living abroad are not actively recruited.
– The recruitment of foreign staff is not an objective per se, but bilingual teachers are increasingly demanded for the bilingual *maturité*.

Our case study also showed that despite the administrative burden linked to the participation in European projects, there is a **willingness to become more involved** and to pursue a stronger cooperation with ch Foundation.

To conclude, Erasmus+ can offer opportunities for the school sector. Mobility of pupils and staff is not a priority, but does occur already on an *ad hoc* basis. Erasmus+ can support these existing mobility initiatives in addition to encouraging new ones. Via its cooperation actions, Erasmus+ can also support any project responding either to a specific need of a school as a whole or addressing a topic of common interest between classrooms.

4.2 Recommendations

In this final section we provide recommendations per sector, crossing the challenges and opportunities mentioned in section 3.2, the conclusions drawn up in the section above and our table 'How Erasmus+ can support international objectives' (section 2.4). We therewith present to you our **recipe to international success using Erasmus+**. We list our recommendations along three levels:
1. **instrument level**:
    – **practical**: containing recommendations for specific instruments in Erasmus+, i.e. what instrument should be used to serve what objective;
    – **strategic**: containing organisational and strategic recommendations related to making the most efficient use of Erasmus+ instruments and enhancing the success rate of your projects;
    – **project examples and ideas**: containing examples of existing projects and proposals for possible projects that could be realised using specific Erasmus+ instruments.

2. **institutional level**: containing recommendations on how institutions can best internally organise themselves to ensure a meaningful participation in Erasmus+;

3. **framework conditions level**: containing considerations on how the different Swiss stakeholders may best interact to support the implementation of Erasmus+.

Where relevant and in line with the interim solution for 2014 adopted by the Federal Council (Swiss Federal Council, 2014), we added comments linked to the current status of 'partner country' of Switzerland in Erasmus+.

4.2.1 HE

instrument level – practical recommendations

- Mobility is essential for Swiss HEI. Therefore, the Erasmus+ instrument 'mobility of staff and students for HE' should be fully exploited:
  - Student **mobility for studies** has established itself; ensure the growing number for mobility for studies.
  - **Mobility for traineeships faces a growing demand** amongst students and can result in enhanced employability after graduation. Under Erasmus+, traineeship mobility is now possible with a minimum duration of two months, hence not causing the students to lose too much study time. You can also offer your students the possibility for traineeship mobility in the context of a Knowledge Alliance or a Strategic Partnership.
  - **Staff mobility** should be promoted on a stronger basis to both academic and non-academic staff. We come back to this point under the 'strategic recommendations'.

> Comment indirect participation: Swiss HEI are not eligible for this action anymore under Erasmus+. However, the **interim solution gives priority to mobility activities** and adheres as far as possible to the Erasmus+ requirements applicable for all programme countries.

- Our report also highlights that Swiss HEI already engage in extra-European mobility projects and therefore welcome the Erasmus+ instrument '**international mobility of staff and students**'. However, as you can see in the corresponding factsheet, the financial resources available for this instrument are limited compared to the other mobility instruments in Erasmus+. You should therefore **use it focusing on some countries** outside Europe that are key for your HEI.

> Comment indirect participation: **Swiss HEI cannot use this action anymore to fund mobility to 'partner countries'** (since Switzerland is itself considered a partner country). Swiss HEI **cannot use the action neither as coming from a partner country**, because it is limited to those partner countries listed in the four following external instruments: Development Cooperation Instrument (DCI), European Neighbourhood Instrument (ENI), Partnership Instrument for cooperation with third countries (PI) and Instrument for Pre-accession Assistance (IPA). Switzerland is not listed in any of them.

- Our report shows that international Joint Master degrees or similar programmes already exist at Swiss HEI, but to a rather limited extent. The Erasmus+ instrument 'Joint Master degrees' offers the possibility to support such projects, but you should take into account the following points:
  - The aim of an Erasmus+ Joint Master degree is **mainly to attract non-European students**. If your already existing project answers to this objective, it is up to you to decide whether or not to turn it into an Erasmus+ Joint Master degree. If this is not the case, you can think of adding such a dimension as a parallel component to your existing cooperation.
  - Remember that Erasmus+ Joint Master degrees do not necessarily have to provide for a single degree certificate, but may also lead to the delivery of separate degrees. However, evaluators tend to appreciate programmes leading to a real joint degree.

- ☝ Also bear in mind that **only around 10 projects will be selected** in the 2014 call for proposals, because ongoing Joint Masters selected under the former Erasmus Mundus programme will continue to be funded with Erasmus+ money. In the course of the programme, the number of projects to be funded should increase to reach about 40 projects per year.

Comment indirect participation: **Swiss HEI can still participate in this action as 'full partner'** (getting funding from Erasmus+) on top of the minimum number of organisations from programme countries required. They do not have to prove that they bring an 'essential added value to the project'. Of course, there are restrictions in the sense that the study period must take place in at least two of the programme countries represented in the consortium, but additional study periods can take place in other participating organisations from programme or partner countries. **Alternatively, Swiss HEI can also participate as 'associated partner'** (without getting any funding from Erasmus+). In that case, they have the possibility to request money from the Swiss side, but the funding allocated to KA2 and KA3 in the interim solution is much lower than in the case of a direct participation to Erasmus+ and priority is given to Strategic Partnerships. Switzerland has set its own criteria regarding the projects to be funded. The Federal Council awards funding only to excellent projects, which meet the education policy objectives set by the Confederation and the cantons.

- ☝ Our report outlines that **summer schools** are a successful means of international cooperation. To fund any such project you can now use the Erasmus+ instrument 'Strategic Partnerships for HE'. You should keep in mind that your project will have to consist of further cooperation than just a summer school.
- ☝ Our report underlines that cooperation projects in general are eminent for Swiss HEI. To that end, these are the opportunities under Erasmus+ that you should grasp:
  - ☝ **Strategic Partnerships** allow for a broad range of projects and activities. They are the right instrument to include partners from other education sectors to work on a common topic. Cooperation with actors from other socio-economic sectors (e.g. world of work, public bodies) is also possible and even encouraged.
  - ☝ If you however want to concentrate on **cooperation specifically with businesses** and establish an intensive relationship, we would strongly recommend you to engage in a Knowledge Alliance.
  - ☝ If your aim is to support the modernisation of HE in non-European countries, you can apply for **capacity building projects**.

Comment indirect participation: even with the status of partner country, Swiss organisations can participate in Strategic Partnerships, Knowledge Alliances and Capacity Building Projects under certain conditions.

- For Strategic Partnerships and Knowledge Alliances, they can participate as **'full partner'** (getting funding from Erasmus+) on top of the minimum number of organisations from Programme Countries required, under the condition that the project proposal proves that the **Swiss organisation brings an essential added value to the project,** otherwise the whole project is rejected. Alternatively, Swiss HEI can also participate as **'associated partner'** (without getting any funding from Erasmus+). In that case, they have the possibility to request money from the Swiss side, but the funding allocated to KA2 and KA3 in the interim solution is much lower than in the case of a direct participation to Erasmus+ and priority is given to Strategic Partnerships. Switzerland has set its own criteria regarding the projects to be funded. The Federal Council awards funding only to excellent projects, which meet the education policy objectives set by the Confederation and the cantons.
- As for Capacity Building Projects, their focus is on the partner countries. However, like for extra-European mobility, **Switzerland is not a partner country listed in the four following external instruments**: DCI, ENI, PI and IPA. Therefore, the only way is to participate as 'associated partner' (without getting funding from Erasmus+).

- **Recruiting foreign talented students and staff** is a priority for Swiss HEI, especially for research universities. There is no instrument in Erasmus+ that directly supports the recruitment of foreign staff. Of course one could argue that the incoming mobility of staff could be a first step towards it. For what concerns the recruitment of foreign students, the Student Loan Guarantee Facility can directly support it.

> Comment indirect participation: Swiss financial intermediaries are not eligible anymore for this action under Erasmus+. The interim solution will not replace this scheme.

instrument level – strategic recommendations

- Mobility of students for studies or internships is a priority. Not only should the quantity of outgoing students increase, but also the **quality** of the periods abroad, i.e. the recognition of study points. Swiss HEI should therefore make sure they stick to the goals set out in the EHEA Mobility strategy (Bologna Education Ministers, 2012b) and **work with select partners abroad in the framework of quality agreements**.

- Staff mobility has also become a priority for Swiss HEI. However, staff (especially non-academic) is not necessarily aware of the possibilities as is the case for most students.
  - In order to increase the number of **staff mobility** we advise you to **take a more coordinated approach**. Inform your staff about the possibilities or even carry out an annual planning where everyone (academic and non-academic staff) wishing to do an exchange can express his or her wishes (destination, duration, purpose, what time of year).
  - Also consider basing your staff exchange on **reciprocity**, especially when it comes to long-term mobility, in order to fill the vacant position at your institution.

- **Graduate mobility** is not a priority for Swiss HEI as it is not easy for students to interrupt their studies to do a traineeship abroad. Therefore, having the possibility to complete a traineeship abroad after having completed studies is of high interest and is even supported by 'mobility for staff and students for HE' (up to one year after graduation). So when applying for mobility projects, also think of your graduates and inform them properly about this possibility.

- We listed above the technicalities to bear in mind for the realisation of Erasmus+ Joint Master degrees. Let us now look at strategic aspects:
  - Be reminded that Erasmus+ Joint Master degrees will still enjoy the **reputation of the former branding name Erasmus Mundus**, which is a prestigious label outside also Europe. Therefore, if you want to profile your institution or your existing or new cooperation internationally, then an Erasmus+ Joint Master degree is a good opportunity for you to do so.
  - You should consider using Joint Master degrees in specific areas of study where the number of students is limited. By pooling the resources, you can create a **pool of talented students** enrolled in the programme, which you can then possibly recruit for a **PhD at your institution**. This is a good mechanism to attract and retain talent.

- Swiss HEI have so far not coordinated a lot of cooperation projects under the LLP. Thus, the question whether to engage as partner or coordinator in cooperation projects is controversial, but you should use any existing experience gained under the LLP or the former indirect participation to **coordinate projects** in Erasmus+. Moreover, the lead in such projects enhances the reputation of your staff and institution.

> Comment indirect participation: Swiss organisations cannot act as coordinators anymore. They should therefore participate as partners (full partners or associated partners) as much as they can for now, in order to reinforce their experience in European projects and be able to coordinate in the perspective of a future association to Erasmus+.

- ☝ **Partnering with key institutions is a reoccurring theme.** Knowledge Alliances provide for support to strengthening ties with select partners to form strategic alliances (see table 'How Erasmus+ can support international objectives' in section 2.4).
- ☝ Swiss HEI participate widely in European networks. We strongly recommend that you continue **actively participating in networks** such as the EUA, which prove to be useful for finding partners for European projects.

> Comment indirect participation: the new status of Switzerland has also led to the exclusion of Swiss representatives from several EU working groups. It is therefore now more important than ever to actively participate in European networks.

instrument level – project examples and ideas

- ☝ If your institutions has an institute of **European studies** or offers a Bachelor or Master in European-related studies, then you might want to think about applying for a **Jean Monnet module or chair** (see Jean Monnet factsheets in Annex II).

> Comment indirect participation: **all Jean Monnet activities are open to 'any country in the world'. It is therefore a sub-programme, which should be fully exploited by Swiss HEI.**

- ☝ A good example for an existing project which could be successful as a project in Erasmus+, is that of the University of Teacher Education of the Canton of *Vaud* (HEP *Vaud*) named '*projets d'étudiants et d'enseignants-chercheurs en réseaux sociaux*' (PEERS) mentioned in section 3.3 It aims at offering students and professors the possibility of working together with their counterparts from an institution abroad on a common topic, hence fitting perfectly into a Strategic Partnership or a mobility project.

institutional level

- ☝ **Support from the Rectorate** is essential for strategic cooperation with key partners. The International Office can play a bridging role between the faculty members initiating cooperation projects and the Rectorate. This bridging role means enhancing the visibility and transparency of such projects within the HEI and especially towards the Rectorate.
- ☝ A **lack of overview of existing or potential projects** at the institution seems to exist at several institutions – thus making it hard for the International Office to promote and support cooperation projects – as well as a **lack of overview of all funding opportunities**. We give you the following considerations for improving this situation:
  - ☝ **Redistribute tasks** amongst the various bodies dealing with international projects throughout the institution and ensure a better exchange of information between those bodies.
  - ☝ An **additional post at an HEI** within the International Office to manage European cooperation projects (Key Action 2 of Erasmus+) might help as International Offices often are mostly busy with mobility and there is often a lack of resources to actively promote cooperation opportunities, like the Euresearch Regional Offices do for research.
  - ☝ Feeding into the previous point, you might consider to have one person in charge of managing and promoting cooperation projects **per HEI, per group of HEI** (e.g. University of Lausanne, HEP Vaud, EPFL, Lausanne-based HES-SO schools) or **per canton**.
- ☝ The **cooperation among institutions and cantons in Switzerland** can and should also be encouraged, like e.g. the BENEFRI network also serving as a starting point to European or global cooperation.

framework conditions level

- ☝ It is not definitively defined what role swissuniversities will play with regards to Erasmus+. However, its responsibilities in the area of international collaboration as well as in the promotion of the international mobility of students, teachers and researchers of all

universities will keep growing, as indicated in chapter 3.1.3. We therefore hope that the recommendations provided above will prove useful to swissuniversities.

🛡 All Swiss HEI consider the administrative effort involved in European projects as problematic. But Erasmus+ already responds to this problem by e.g. basing funding largely on unit costs (instead of real costs). This will diminish the effort. Nevertheless the **support of the ch Foundation** is crucial when aiding and advising HEI, **especially for the new actions of Erasmus+**.

> Comment indirect participation: in the current situation, consistent advice to Swiss institutions is more important than ever.

🛡 Joint Master degrees delivering a single certificate are appreciated in Erasmus+. Moreover, the Bucharest *Communiqué* of the Bologna Process states that national rules and practices relating to joint programmes and degrees should be changed to **dismantle existing obstacles** (Bologna Education Ministers, 2012a). As Swiss law does not contain clear regulations on the issuing on such degrees a clarification of this matter is desirable.

4.2.2 VET

<div align="center">instrument level – practical recommendations</div>

🛡 **Mobility in VET** is not a primary objective for all stakeholder, but still desirable. In order to enable mobility for **staff** (of enterprises, OdA or schools), **apprentices or VET graduates**, VET providers and OdA should use the Erasmus+ instrument 'Mobility of VET staff and apprentices'.

> Comment indirect participation: Swiss VET institutions are not eligible for this action anymore under Erasmus+. However, the **interim solution gives priority to mobility activities** and adheres as far as possible to the Erasmus+ requirements applicable for all programme countries.

🛡 Erasmus+ focuses strongly on **skills development and labour market responsiveness**. This is where the Swiss VET sector with its proximity to the labour market can provide an added value and profit from a lot of opportunities in Erasmus+. Therefore, you should take following points into consideration:

    🛡 If you are looking to **establish new innovative ways of teaching and training**, then make use of the Erasmus+ instrument 'Strategic Partnerships for VET', which allow for the realisation of practically any project. They are the right instrument to include partners from other education sectors to work on a common topic. Cooperation with actors from other socio-economic sectors (e.g. public bodies) is also possible and encouraged.

    🛡 If you are looking for more **intense and strategic cooperation and for the development of new curricula**, you can use the Sector Skills Alliances (SSA). Their goal is to enhance the labour market responsiveness of VET and address skills-mismatches in specific sectors. For now, those sectors are, as indicated in the factsheets, textile/clothing/leather, commerce, advanced manufacturing, ICT, eco-innovation, or cultural and creative industries.

> Comment indirect participation: Swiss organisations can participate in Strategic Partnerships and SSA as **'full partner'** (getting funding from Erasmus+) on top of the minimum number of organisations from programme countries required, under the condition that the project proposal proves that the **Swiss organisation brings an essential added value to the project,** otherwise the whole project is rejected. Alternatively, Swiss HEI can also participate as **'associated partner'** (without getting any funding from Erasmus+). In that case, they have the possibility to request money from the Swiss side, but the funding allocated to KA2 and KA3 in the interim solution is much lower than in the case of a direct participation to Erasmus+ and priority is given to Strategic Partnerships. Switzerland has set its own criteria regarding the

projects to be funded. The Federal Council awards funding only to excellent projects, which meet the education policy objectives set by the Confederation and the Cantons.

- Recruiting foreign staff can be essential for some sectors. **No instrument in Erasmus+ answers directly to that**, of course staff mobility or the exchanges via cooperation projects could indirectly lead to the recruitment of foreign staff.

| instrument level – strategic recommendations |

- Staff mobility is easier to achieve and **apprentice mobility more difficult**. This is especially the case for small and medium-sized enterprises, which cannot afford to do without their apprentices (sometimes) even for the minimum duration of two weeks allowed by the instrument 'Mobility of VET staff and apprentices'. One solution to that could be to **base the whole process of exchanging apprentices on reciprocity**, meaning that for every apprentice going out there is one coming in from another country. Thus, no firm would have to be afraid of capacity shortages, but could still provide their apprentices with a valuable experience abroad. This of course requires the **branch organisations** in different countries to **work together in a coordinated effort** to make this possible.

- VET apprentices have high chances of finding a job once graduated, be it in the enterprise they completed their training or somewhere else. It does not mean that a mobility period abroad after graduation has no added value for their employability. Especially in sectors with strong international ties where e.g. speaking another language is an asset, **using the slot between graduation and the start of a job (or military service) is ideal**.

- As the goal of a SSA is to enhance the labour market responsiveness of VET and address skills-mismatches in a specific sector, take the following strategic recommendations into account:
  - A SSA project should be sustainable, meaning that the cooperation should go beyond the duration of the project; so **choosing partners strategically** is important. In the Swiss case, it might be advisable to work with countries, which have a dual VET system.
  - With regards to objectives and goals of a SSA project, we strongly advise you not to reinvent the wheel, but to take into account **existing European transparency tools** such as the European Qualification Framework (EQF), the European Classification of Skills/Competences, Qualifications and Occupations (ESCO), the European Quality Assurance in VET (EQAVET) or the European Credit System for VET (ECVET).

Comment indirect participation: there are possibilities to engage in SSA as an organisation from a partner country. As the Federal Council will award funding only to excellent projects, which meet the education policy objectives set by the Confederation and the Cantons,
Swiss organisations should make sure they engage in projects that match the priorities of Switzerland in terms of VET European transparency tools.

| instrument level – project examples and ideas |

- The **transparency of skills and qualifications** across the European VET-landscape is still an issue for Swiss VET stakeholders. Therefore, getting involved in cooperation projects dealing with this issue is recommended:
  - A Strategic Partnership or a SSA fostering the creation and **promotion of sector-specific qualification frameworks** is an efective way to increase the transparencyof qualifications at European level.
  - Another opportunity is to establish a Strategic Partnership or a SSA **testing the applicability of European transparency tools** (e.g. EQF, ESCO, EQAVET, ECVET). A project like this has a real added value for the participating institutions.

institutional level

- ♕ In order to tackle the problem of the lack of information on (European and Swiss) funding opportunities, we would suggest the creation of **one contact point for every branch organisation** which helps its members to apply for and organise projects. We are aware that sufficient resources are not always available in every economic sector, but branch organisations with a high demand for European projects will benefit from in the long run.
- ♕ We strongly recommend Swiss VET branch organisations to **cooperate with their European counterparts** in order to exchange knowledge and find potential partners for projects. The best way to do it is being **part of European sector-specific associations**.

Comment indirect participation: the new status of Switzerland has also led to the exclusion of Swiss representatives from several EU working groups. It is therefore now more important than ever to actively participate in European networks.

framework conditions level

- ♕ One objective of the Swiss Confederation is to strengthen VET at global level via an increased international recognition of diploma, enhanced mobility and international competences of individuals, transfer of VET-specific expertise to interested partners and quality assurance measures. The recommendation at instrument level clearly shows that Erasmus+ contributes to increasing mobility and international competences of individuals and serves for the transfer of VET specific expertise. **SERI should therefore make sure that there is a bridge between their political objectives and the use of Erasmus+ VET instruments**.

4.2.3 School

instrument level – practical recommendations

- ♕ **Mobility of staff or pupils in the school sector** is not a priority, but still happens on an *ad hoc* basis. For pupils, it occurs above all in the framework of the bilingual *maturité*. Erasmus+ explicitly encourages mobility at school level and we therefore **strongly encourage you to use the funding available**:
  - ♕ If your aim is to have **outgoing staff**, then you should typically use the Erasmus+ instrument 'Mobility of school staff'. If you want to **receive incoming staff**, the sending school will have to apply for funding (via the same instrument) at their NA.
  - ♕ If you want to focus on **pupil mobility**, then this has to be done via the Erasmus+ instrument 'Strategic Partnerships for school education'. You will thus need to build up a project where pupil mobility serves the general objectives of the project.

Comment indirect participation: Swiss schools are not eligible for the action 'staff mobility' anymore under Erasmus+. However, the **interim solution gives priority to mobility activities** and adheres as far as possible to the Erasmus+ requirements applicable for all programme countries. When it comes to pupil mobility, it is funded via Strategic Partnerships (see below for comment linked to indirect participation).

instrument level – strategic recommendations

- ♕ Staff and pupil mobility already exists at a number of schools. However, when looking at the statistics from chapter 3.2 we can say that the **mobility instruments of the former Comenius programme under the LLP were not extensively used** to that end. Therefore, if you already have existing mobility projects with schools located in one or the other Erasmus+ eligible programme country, you should really try to get them funded by Erasmus+.

✏ The same can be said for **existing cooperation projects**, where Comenius funding has not been exploited. Under Erasmus+, the 'Strategic Partnerships for schools' allow for the realisation of practically any project and are the right instrument to include partners from other education sectors to work on a common topic. Cooperation with actors from other socio-economic sectors (e.g. world of work or public bodies) is also possible and encouraged.

> Comment indirect participation: Swiss schools can participate in Strategic Partnerships as **'full partner'** (getting funding from Erasmus+) on top of the minimum number of organisations from programme countries required, under the condition that the project proposal proves that the **Swiss organisation brings an essential added value to the project**, otherwise the whole project is rejected. Alternatively, Swiss HEI can also participate as **'associated partner'** (without getting any funding from Erasmus+). In that case, they have the possibility to request money from the Swiss side. The funding allocated to KA2 and KA3 in the interim solution is much lower than in the case of a direct participation to Erasmus+, but priority is given to Strategic Partnerships. Switzerland has set its own criteria regarding the projects to be funded. The Federal Council awards funding only to excellent projects, which meet the education policy objectives set by the Confederation and the Cantons.

instrument level – project examples and ideas

✏ An idea to fund the mobility of **pupils doing a bilingual *maturité*** is to build up a Strategic Partnership with one or more partner schools in countries where the relevant languages are spoken, i.e. the German-speaking countries, the French-speaking countries, the English-speaking countries and Italy. Pupils would do an exchange in the framework of that Strategic Partnerships and would **work on a commonly agreed topic for their *travail de maturité***.

✏ Engage in Strategic Partnerships for topics where a European cooperation will provide an added value, i.e. for **common identified challenges** such as the **use of technology in classrooms**.

✏ For Strategic Partnerships, also think of topics ‚which can be **common to schools and other institutions from other education sectors**. For example, working on a project with a HEI to tackle the issue of the **lack of interest amongst pupil to engage in studies in the field of mathematics, science and technology**.

institutional level

✏ The European funding available for the school sector has so far not extensively been used. Schools run projects, which could be fit for European funding, but do not necessarily use the available funding opportunities. Therefore, we advise schools to hold an **information session on Erasmus+ at the beginning of every school year** to make sure that all projects responding to the eligibility criteria of the instruments 'Mobility of school staff' and 'Strategic Partnerships for school' try to get funding from Erasmus+. Of course, the **support of ch Foundation is essential to that end**.

✏ On top of the external support of ch Foundation, two elements seem essential within a school:

  ✏ On the one hand, there must be a **top-down support from the school leader** as internationalisation is not the core mission of a school and since establishing a general international dimension at schools is desirable. Since it is not part of the daily business of teachers, the need for the **direction to give impulses and support** is all the more important.

  ✏ **One teacher per school as a contact point** for European projects and a relay to ch Foundation can be a good solution. It can prove a useful support for teachers applying for European funding and hence reduce the administrative efforts that European projects

entail. This solution seems to be preferred as opposed to a more 'centralised' solution, where the *Kantonale/r Austauschverantwortliche/r* (person in charge of exchanges in every canton) takes over the role of this contact point.

framework conditions level

- There is a clear **need for a better information** within schools about the available European funding opportunities and how to use them. As shown in the report, one solution would be to **include a module about European education policy and programmes in the curriculum of in-training teachers**. It could either be the initiative of one or several universities of teacher education or it could in the future be handled on a more systemic level.

- Since there are differences between cantons in terms of **possibilities for cantonal funding** for international projects and pupil/staff exchange, EDK might consider **concentrating their promotion efforts** on those cantons, which do not provide such funding.

Annex I: Factsheets

Higher Education

Key Action 1 'Learning Mobility of Individuals'

MOBILITY OF STAFF AND STUDENTS FOR HIGHER EDUCATION	
Legal Framework	Regulation of the European Parliament and of the Council establishing 'Erasmus+' the Union Programme for Education, Training, Youth and Sport.
Structure and budget line	'Mobility of staff and students for Higher Education (HE)' is located under Key Action 1 of Erasmus+, i.e. 'Learning Mobility of Individuals'. The branding name 'Erasmus' can be further used for this action. The budget for this action comes from Heading 1 of the Multiannual Financial Framework 2014-2020.
Policy context	This action is a continuation of the already existing action 'mobility of staff and students' under the sub-programme 'Erasmus' of the Lifelong Learning Programme (LLP), which ran from 2007 to 2013. Mobility contributes to the skills and competencies of HE graduates and staff and is an important tool to reach the Bologna Process target of 20% of graduates having undertaken a mobility period abroad during their studies until 2020. Most relevant policy documents: • Bucharest Communiqué of the Bologna Process and EHEA Mobility Strategy • EC Modernisation Agenda
Objective	The action should increase skills and competencies of HE students and the employability of graduates, as well as the quality and attractiveness of HE in general. Moreover, the action should contribute to the improvement of international skills and competencies of HE staff.
Activities supported	At Higher Education Institution (HEI) level: • sending of students and staff to other HEI of programme countries. At student level: • study period abroad at a HEI of a programme country; • traineeship period abroad in an enterprise or any other relevant workplace of a programme country. At staff (academic and non-academic) level: • teaching period abroad at a HEI of a programme country (getting professionals from the industry to teach at HEI is encouraged); • training period abroad at a HEI of a programme country for professional development (conferences excluded).
Eligible countries	For this action all 33 programme countries, i.e. the 28 European Union (EU) member states, the European Economic Area (EEA) countries as well as Turkey and the Former Yugoslav Republic of Macedonia (FYROM) are eligible. The mobility agreement must be signed **between two HEI**. Partner countries, i.e. the rest of the world, are not eligible.
Expected results	2.145 million HE students and 350'000 staff members are expected to be supported from 2014 to 2020. Overall, it will also strengthen the cooperation between the HEI involved in the mobility projects.
Use of results	All educational materials drawn up with support from Erasmus+ will be available to the public under open licenses. It is encouraged to share any Open Educational Material (OER) developed within an Erasmus+ project on the Open Education Europa portal.
Duration	• Projects: from 16 months to 2 years (must be decided at application stage). • HE students mobility: from 2 months (traineeships) or 3 months (study or traineeships and study combined) to 12 months. • HE staff mobility: from 2 days to 2 months.
Size of overall budget	At least 43% of the Education and Training budget of Erasmus+ (77.5% of overall budget) will be devoted to HE actions, therewith representing 33.3% of the total budget. 63% of the budget will go to Key Action 1.

ERASMUS+								
	77,5%					10%	1,9%	1,8%
Extra-European Higher Educatilon	Higher Education (43%)	Vocational Education and Training (22%)	School education (15%)	Adult learning (5%)	Youth		Jean Monnet	Sport
63%	Key Action 1 'Learning mobility of individuals'							
28%	Key Action 2 'Cooperation for innovation and the exchange of best practices'							
4,2%	Key Action 3 'Policy support'							

For 2014 a total budget of approximately € 42 million for HE staff mobility and approximately € 551.8 million for HE student mobility is planned.

Size of budget per project	The budget allocated per project will depend on the number and duration of mobilities requested by a HEI. Funding is based on unit costs, including following cost categories: • individual support; • travel; • organisational support. Special needs support will be based on real costs. For Swiss HEI, see unit costs amounts here.
Eligible applicants and partners	Individual HEI: • any HEI located in a programme country and awarded with an Erasmus Charter for Higher Education (ECHE). National mobility consortium: • a consortium is built up of at least three organisations established in the same programme country and awarded with a higher education Mobility Consortium Certificate. Organisations that do not hold a valid Mobility Consortium Certificate can apply for this Certificate at the same time of applying for a project.
Possible participating individuals	Student for studies: • any student registered in a HEI of a programme country holding the ECHE and enrolled in studies (at least second year) leading to a recognised degree of tertiary level qualification. Students for traineeships: • any student registered in a HEI of a programme country holding the ECHE and enrolled in studies leading to a recognised degree of tertiary level qualification; • Recent graduates maximum one year after obtaining their degree. Staff: • any member of staff (academic and non-academic) of a HEI in a programme country holding the ECHE.
Application procedure	The application procedure is decentralised, i.e. the applicant HEI or national mobility consortium leader applies at the National Agency (NA) of the country in which it is located, i.e. for Swiss applicants at the ch Foundation. The applicant HEI or national mobility consortium only applies for outgoing mobilities.
Selection procedure	The NA conducts an eligibility check and awards the funding to the applicant organisation, which is then responsible for the sending out of students and staff. For the Mobility Consortium Certificate only, a quality check is undertaken along the following criteria: • relevance of the consortium (maximum 30 points); • quality of the consortium composition and the cooperation arrangements (maximum 20); • quality of the consortium activity design and implementation (maximum 20 points); • impact and dissemination (maximum 30 points).
Management	The applicant organisation receives the funding and is in charge of grant payments, monitoring and recognition related to the mobility period
Example of projects	Swiss Erasmus projects realised from 2011 to 2013

Position within international strategy		Core Missions	Recruitment	Mobility	Cooperation
	HEI	*Teaching & Research* • research intensive partnerships • research projects • development of new/innovative teaching methods • development of curricula	• foreign degree seeking students • foreign academic & non-academic staff	• **students incoming & outgoing** • **staff incoming & outgoing** • **students outgoing for internships** • joint degrees	• partnerships and collaboration • strategic alliances • networks/consortia

STUDENT LOAN GUARANTEE FACILITY	
Legal Framework	Regulation of the European Parliament and of the Council establishing 'Erasmus+' the Union Programme for Education, Training, Youth and Sport.
Structure	The Erasmus Student Loan Guarantee Facility is located under Key Action 1 of Erasmus+, i.e. 'Learning mobility of individuals'. The budget for this action comes from Heading 1 of the Multiannual Financial Framework 2014-2020.
Policy context	This action did not exist under the Lifelong Learning Programme (LLP), which ran from 2007 to 2013. Higher Education (HE) is a driver of growth recognised in the Europe 2020 strategy by the headline target on educational attainment (40% of 30-34 year olds by 2020). Student loan schemes exist in many member states, either at national or regional level, but there is no full coverage across Europe. A student loan facility for cross-border learning mobility has clear added value to address an identified market gap in respect of the availability of financial support for full-programme cross-border studies.
Objective	The Student Loan Guarantee Facility is a guarantee facility to commercial/retail banks and other financial intermediaries to provide loans at favourable conditions to students in a programme country. The objective is to expand opportunities for degree mobility (full Master degree) and support students regardless of their social background.
Activities supported	At financial intermediary level: • European partial guarantee against loan defaults, provided by the European Investment Fund (EIF). At student level: • loan to complete a full Master's degree in a programme country other than the one in which Bachelor's degree was completed.
Eligible countries	For this action, all 33 programme countries, i.e. the 28 European Union (EU) member states, the European Economic Area (EEA) countries as well as Turkey and the Former Yugoslav Republic of Macedonia (FYROM) are eligible. Partner countries, i.e. the rest of the world, are not eligible.
Expected results	330'000 HE students are expected to be supported from 2014 to 2020. Degree mobility should become accessible to students, regardless of their social background. It is expected that the Student Loan Guarantee Facility will be in place to guarantee the first loans to be given for the beginning of the academic year 2014/15.
Project duration	• Project: banks sign a contract with the EIF. • Students: 1 or 2 year Masters programme. Payback continues after Master completion, typically between 5 and 15 years.
Size of overall budget	3.5% of the overall Erasmus+ budget is put aside for this action. The money will be used only if students cannot repay their debts.
Size of budget per project	• Financial intermediaries receive partial guarantee (around 16%) against loan default. The reimbursement rates are not fixed by the EIF. • Students receive loans up to €12'000 (one year Masters) or €18'000 (two year Masters).
Eligible applicants and partners	Financial intermediary: • Any commercial/retail bank or other financial intermediary (e.g. student loan agency) located in a programme country.
Possible participating individuals	HE students: • any HE student completing a full Master's degree in a programme country other than the one in which Bachelor's degree was completed. The students can apply at any financial intermediary, even if it is not in their home country.
Application procedure	The application procedure is centralised. Following a call for expressions of interest launched by the EIF, financial intermediaries will be selected to operate the Student Loan Guarantee Facility.
Selection procedure	The selection will be conducted by the EIF, based upon open and transparent criteria. The financial intermediaries are then responsible to provide the loan based on criteria to be defined in an upcoming call.
Management	The financial intermediary receives a guarantee by the EIF and is then responsible for the selection of HE students and the issuing of the loans.

Position within international strategy		Core Missions	Recruitment	Mobility	Cooperation
	HEI	*Teaching & Research* • research intensive partnerships • research projects • development of new/innovative teaching methods • development of curricula	• **foreign degree seeking students** • foreign academic & non-academic staff	• students incoming & outgoing • staff incoming & outgoing • students outgoing for internships • joint degrees	• partnerships and collaboration • strategic alliances • networks/con-sortia

ANNEX I - FACTSHEETS

JOINT MASTER DEGREES	
Legal Framework	Regulation of the European Parliament and of the Council establishing 'Erasmus+' the Union Programme for Education, Training, Youth and Sport.
Structure and budget line	The action Joint Master Degree is located under Key Action 1 of Erasmus+, i.e. 'Learning mobility of individuals'. The branding name 'Erasmus Mundus' can be further used for this action. The budget for this action comes from Heading 1 of the Multiannual Financial Framework 2014-2020.
Policy context	This action is the continuation of the Joint Master Degrees which existed under the Erasmus Mundus programme, which ran from 2004 to 2008 and from 2009 to 2013. This action directly contributes to the objective of making European Higher Education (HE) more attractive, as stated in the European Commission (EC) communication 'European Higher Education in the world'. Most relevant policy documents: • Bucharest Communiqué of the Bologna Process and EHEA Mobility Strategy • EC Modernisation Agenda • EC communication European HE in the world
Objective	This action aims at boosting graduates mobility and employability on the one hand, by offering them cross-border Master programmes and on the other hand at attracting talented students from partner countries, thereby enhancing the visibility, attractiveness and excellence of European HE.
Activities supported	At Higher Education Institution (HEI) level: • designing of a Joint Master Degree of 60, 90 or 120 European Credit Transfer and Accumulation System points (ECTS) by a consortium of at least three HEI, delivering of scholarships to enrolled students and issuing of a single degree certificate (joint) by all participating HEI or separate degree certificates (double/multiple) from each of the participating HEI. At student level: • enrolment in the joint Master programme, for which the total of ECTS credits required for the Joint Master Degree (60, 90 or 120) must be acquired. Students will have to spend mandatory study periods in at least two programme countries and acquire at least 20 ECTS (for 60 ECTS Joint Master Degrees) or 30 ECTS (for 90 or 120 ECTS Joint Master Degrees) in each period.
Eligible countries	For this action, all 33 programme countries, i.e. the 28 European Union (EU) member states, the European Economic Area (EEA) countries as well as Turkey and the Former Yugoslav Republic of Macedonia (FYROM) are eligible. **At least three HEI from three different programme countries** must form the consortium. Additional organisations from other programme countries as well as from partner countries, i.e. the rest of the world, can also participate (partner countries cannot coordinate). Approximately 75% of the students getting a scholarship to complete the Joint Master Degree must come from partner countries.
Expected results	350 excellent Joint Master Degrees are expected to be ongoing until the end of 2020, with around 2500 university departments and 1000 enterprises involved in their delivery. Around 25'000 individual scholarships are expected to be delivered from 2014 to 2020. For the call for proposals 2014, only around 10 projects are expected to be funded, because ongoing Joint Masters selected under the former Erasmus Mundus programme will continue to be funded with Erasmus+ money. In the future the number of projects to be funded should increase to reach about 40 projects per year.
Use of results	All educational materials drawn up with support from Erasmus+ will be available to the public under open licenses. It is encouraged to share any Open Educational Material (OER) developed within an Erasmus+ project on the Open Education Europa portal.
Duration	• Projects: 4-5 years (1 preparatory year and 3 consecutive student intakes of 1 to 2 academic years). • Student: 1-2 academic years of which at least two study periods must be absolved in two different countries. • After the third student intake, a quality review is conducted for the ongoing Joint Master Degree. If it is positive, it gives access to a second funding period. This second funding is less generous and must be largely co-funded.
Size of overall budget	At least 43% of the Education and Training budget of Erasmus+ (77.5% of overall budget) will be devoted to HE, therewith representing 33.3% of the total budget. 63% of the budget should go to Key Action 1.

For this action, the budget should be of almost €1 billion from 2014 to 2020, of which approx. € 99 million in 2014.

Size of budget per project	The average budget allocated per project is around €2 to 3 million. The budget is divided into two main types of funding: - scholarships for students of maximum €25'000 a year with about 13-20 scholarships per intake (contribution to participation costs up to €9'000 per year for students from partner countries and up to €4'500 per year for students from programme countries, travel costs between €1'000 and €3'000 per year depending on origin, installation costs of €1'000 for students from partner countries, fixed living allowance of €1000 per month); - management: €20'000 for the preparatory year and €50'000 per intake. These are fixed amounts regardless of the number of partners.
Eligible applicants and partners	HEI: any degree awarding HEI located in a programme country and awarded with an Erasmus Charter for Higher Education. Non-academic partners, in particular public and private enterprises are strongly encouraged to be part of the consortium.
Possible participating individuals	Students: students at Master level; approximately 75% of scholarships will be awarded to students from partner countries, but it is up to the consortium to select the students.
Application procedure	The application procedure is centralised, i.e. the coordinating HEI submits the application on behalf of the consortium to the Education, Audiovisual and Culture Executive Agency (EACEA). Students then apply directly for the programme of their choice and are recruited by the consortium.
Selection procedure	The EACEA conducts an eligibility check. A quality check is run by two experts mandated by the EACEA. The evaluation is based on the following criteria: - relevance of the project (maximum 30 points); - quality of the project design and implementation (maximum 30 points); - quality of the project team and the cooperation arrangements (maximum 20 points); - impact and dissemination (maximum 20 points). There might even be face to face interviews conducted after the quality check to come to a final decision.
Tips for a good application	- It is not the more partners the better! - Showing the clear relevance for the labour market is an asset. The participation of public and private enterprise is recommended. - The European added value should be clearly presented (how does the Joint Master Degree provide students with skills they could not acquire otherwise). - Preference to joint degrees is given. If the consortium does not plan to award double or multiple degrees, it should be explained how the partners in the future want to work towards the delivery of a joint degree.
Management	The coordinating HEI receives the funding and is responsible for distributing it among the consortium. Already at application stage, the exact repartition of funding between the partners, as well as the common tuition fee, should be clarified. Each partner must sign a mandate which grants the coordinator to act in his name and for his account during the implementation of the project.
Example of project	List of all Erasmus Mundus Master Courses selected since 2004

Position within international strategy		Core Missions	Recruitment	Mobility	Cooperation
	HEI	*Teaching & Research* • research intensive partnerships • research projects • development of new/innovative teaching methods • **development of curricula**	• **foreign degree seeking students** • foreign academic & non-academic staff	• students incoming & outgoing • staff incoming & outgoing • students outgoing for internships • **joint degrees**	• partnerships and collaboration • **strategic alliances** • **networks/con-sortia**

Key Action 2 'Cooperation for innovation and the exchange of good practices'

STRATEGIC PARTNERSHIPS FOR HE	
Legal Framework	Regulation of the European Parliament and of the Council establishing 'Erasmus+' the Union Programme for Education, Training, Youth and Sport.
Structure and budget line	'Strategic Partnerships for Higher Education (HE)' are located under Key Action 2 of Erasmus+, i.e. 'cooperation for innovation and the exchange of good practices'. The branding name 'Erasmus' can be further used for this action. The budget for this action comes from Heading 1 of the Multiannual Financial Framework 2014-2020.
Policy context	In the field of HE, Strategic Partnerships are the continuation of Intensive Programmes and centralised multilateral projects under the sub-programme 'Erasmus' of the Lifelong Learning Programme (LLP), which ran from 2007 to 2013. Fostering long-term cooperation among Higher Education Institutions (HEI) and key stakeholders from all socio-economic sectors and promoting more cross-sector cooperation between the different educational sectors contributes widely to the objectives of the HE Modernisation Agenda. Most relevant policy documents: • Bucharest Communiqué of the Bologna Process and EHEA Mobility Strategy • EC Modernisation Agenda • EC communication Opening up Education
Objective	Strategic Partnerships focus on sectoral and cross-sectoral cooperation between organisations active in the field of education, training and youth, including from other socio-economic sectors, to implement innovative practices leading to high quality teaching, institutional modernisation and social innovation.
Activities supported	The activities supported within a project are broadly defined: • development of joint study programmes, curricula or common modules; • trans-national collaboration between enterprises and students/staff; • development of new pedagogical approaches and methodologies; • integration of greater variety of study modes through new forms of learning and strategic use of Information and Communication Technology (ICT), Open Educational Resources (OER) and virtual mobility; • cooperation and exchange of practice between staff responsible for support services; • engagement of HEI with local/regional authorities and other stakeholders.
Eligible countries	For this action, all 33 programme countries, i.e. the 28 European Union (EU) member states, the European Economic Area (EEA) countries as well as Turkey and the Former Yugoslav Republic of Macedonia (FYROM) are eligible. **At least three organisations from three different programme countries** must participate. Additional organisations from other programme countries as well as from partner countries, i.e. the rest of the world, can also participate, provided that they bring a real added value to the project. Organisations from partner countries cannot act as coordinator.
Expected results	Over 25'000 Strategic Partnerships (in all education sectors), involving 125'000 institutions are expected to be funded from 2014 to 2020. They should contribute to strengthening the cooperation between the different education sectors, as well as have a real impact on the organisations participating in the project.
Use of results	All educational materials drawn up with support from Erasmus+ will be available to the public under open licenses. It is encouraged to share any OER developed within an Erasmus+ project on the Open Education Europa portal.
Duration	• Projects can last from 2 or 3 years (must be chosen at application stage). • Mobility periods can take place within the project if necessary for the project. Long-term mobilities (teaching and training assignment of staff) can last from 61 days to 12 months. Short-term mobilities (joint staff training events, blended mobility of learners combining short term physical mobility with virtual mobility) can last from 5 days to 60 days.
Size of overall budget	At least 43% of the Education and Training budget of Erasmus+ (77.5% of overall budget) will be devoted to HE, therewith representing 33.3% of the total budget. 28% of the budget should go to Key Action 2.

For 2014 a total budget of approximately € 38.3 million for HE strategic partnerships is planned.

Size of budget per project	The budget allocated per project is maximum 150'000 per year, i.e. maximum 450'000 for a 3-year project. Funding is based on unit-costs with the following categories: • programme management and implementation (grant per organisation per month); • transnational project meetings (grant per participant); • intellectual outputs (grant for staff costs); • multiplier events (grant based on number of participants); • learning, teaching and training, travel (grant per distance band for travel, grant per day per participant for subsistence, grant for linguistic support). Special needs and exceptional costs (e.g. subcontracting and equipment) support will be based on real costs. More detailed information can be found here.
Eligible applicants and partners	• Any public or private organisation active in the field of HE or in other fields of education, training and youth, established in a programme country. Applicant/participating HEI must hold the Erasmus Charter for Higher Education or, if not from a programme country, be committed to the principles of the charter.
Possible participating individuals	• HE students participating in the project must be enrolled in studies in one of the participating HEI. • staff participating in the project must be employed in one of the participating organisations.
Application procedure	The application procedure is decentralised, i.e. the coordinating organisation applies on behalf of the project team to the National Agency (NA) of its country, i.e. in Switzerland the ch Foundation.
Selection procedure	The NA conducts an eligibility check. A quality check is run by two experts mandated by the NA. The evaluation is based on the following criteria: • relevance of the project (maximum 30 points); • quality of the project design and implementation (maximum 20 points); • quality of the project team and the cooperation arrangements (maximum 20 points); • impact and dissemination (maximum 30 points).
Tips for a good application	• Since Strategic Partnerships allow for a very wide range of activities, the application form should be very precise of what the project exactly intends to do, why it is original and innovative, and why it is relevant in the European context. • The participation of public and private enterprises is recommended. • Strategic Partnerships covering more than one education sector are encouraged. The application should nevertheless indicate if it is a HE, Vocational Education and Training (VET), adult education, school education or youth Strategic Partnership, taking into account which sector is represented most prominently. • A Strategic Partnership should not be a 'copy paste' of the 2007-2013 Intensive Programmes, it should go beyond. An Intensive Programme can be one part of a Strategic Partnership.
Management	The coordinating organisation receives the funding and is responsible for the distribution among the partner organisations. Already at application stage, the exact repartition of funding between the partners and their roles should be clarified.
Example of projects	Swiss Erasmus projects realised from 2011 to 2013

Position within international strategy		Core Missions	Recruitment	Mobility	Cooperation
	HEI	*Teaching & Research* • research intensive partnerships • research projects • **development of new/innovative teaching methods** • **development of curricula**	• foreign degree seeking students • foreign academic & non-academic staff	• students incoming & outgoing • staff incoming & outgoing • students outgoing for internships • joint degrees	• **partnerships and collaboration** • strategic alliances • **networks/con-sortia**

KNOWLEDGE ALLIANCES	
Legal Framework	Regulation of the European Parliament and of the Council establishing 'Erasmus+' the Union Programme for Education, Training, Youth and Sport.
Structure and budget line	Knowledge Alliances are located under Key Action 2 of Erasmus+, i.e. 'cooperation for innovation and the exchange of good practices'. The branding name 'Erasmus' can be further used for this action. The budget for this action comes from Heading 1 of the Multiannual Financial Framework 2014-2020.
Policy context	Two pilot calls (2011 and 2012) were run for the Knowledge Alliances. The need to strengthen the cooperation between Higher Education Institutions (HEI) and the labour market has been intensively discussed at European level since the first annual University-Business Cooperation Forum organised in Brussels in 2008. The idea to create the project type 'Knowledge Alliances' came out of the 2010 Forum. The action directly contributes to the objectives of the Higher Education (HE) Modernisation Agenda.
Objective	Knowledge Alliances are structured partnerships aimed at stimulating innovation by bridging the gap between higher education institutions and the labour market. The goal is to promote, develop and implement long-lasting structured partnerships between HEI and businesses to strengthen Europe's innovation capacity. Knowledge Alliances should stimulate entrepreneurship and entrepreneurial competence of students, academics and company staff. Knowledge Alliance are not restricted to specific industry sectors. Most relevant policy documents: • Bucharest Communiqué of the Bologna Process and European Higher Education Area (EHEA) Mobility Strategy • European Commission (EC) Modernisation Agenda • EC communication Opening up Education • EC communication European HE in the world
Activities supported	The range of activities that can be supported within a Knowledge Alliance is broadly defined: • development and implementation of new learning and teaching methods; • development and delivery of new and innovative study programmes; • organisation of continuing educational programmes and activities with and within companies; • schemes of transversals skills learning in cooperation with enterprises; • development of entrepreneurship education and entrepreneurial mindset in any discipline; • study field related activities which are embedded in curricula; • exchange of students, researchers, teaching and company staff.
Eligible countries	For this action, all 33 programme countries, i.e. the 28 European Union (EU) member states, the European Economic Area (EEA) countries as well as Turkey and the Former Yugoslav Republic of Macedonia (FYROM) are eligible. **At least six organisations from three different programme countries** must participate, of which at least two HEI and two public or private enterprises. Additional organisations from partner countries, i.e. the rest of the world, can also participate, provided that they bring a real added value to the project. Organisations from partner countries cannot act as coordinator.
Expected results	Around 200 Knowledge Alliances are expected to be funded from 2014 to 2020. For the call for proposals 2014, between 7 and 10 projects should be selected. The number of selected projects should then grow every year. Knowledge Alliances should strengthen the cooperation between HE and the world of work and hence increase Europe's innovation capacity.
Use of results	All educational materials drawn up with support from Erasmus+ will be available to the public under open licenses. It is encouraged to share any Open Educational Material (OER) developed within an Erasmus+ project on the Open Education Europa portal.
Duration	Projects can last from 2 or 3 years (must be chosen at application stage).
Size of overall budget	At least 43% of the Education and Training budget of Erasmus+ (77.5% of overall budget) will be devoted to HE, therewith representing 33.3% of the total budget. 28% of the budget should go to Key Action 2.

For this action, the budget should be of almost €175 million from 2014 to 2020, of which approx. €6 million for 2014.

Size of budget per project	The maximum budget allocated per project ranges from €700'000 (2-year project) to €1 million (3-year project). Funding is based on unit-costs, with the following categories: • programme management and implementation; • transnational project meetings (grant per participant); • intellectual outputs (grant for staff costs); • dissemination & multiplier events (grant based on number of participants); • travel (depending on travel band distance); • learning, teaching and training (grant per day per participant for subsistence, grant for linguistic support). Special needs and exceptional costs (e.g. subcontracting and equipment) support will be based on real costs.
Eligible applicants and partners	The applicant organisation can be any HEI or enterprise located in a programme country. Applicant/participating HEI must hold the Erasmus Charter for Higher Education or, if not from a programme country, be committed to the principles of the charter. Other participants in the project can be any public or private organisation established in programme or partner country.
Possible participating individuals	• HE students participating in the project must be enrolled in studies in one of the participating HEI. • staff participating in the project must be employed in one of the participating organisations.
Application procedure	The application procedure is centralised, i.e. the coordinating organisation submits the application on behalf of the project team to the Education Audiovisual and Culture Executive Agency (EACEA).
Selection procedure	The EACEA conducts an eligibility check. A quality check is run by two experts mandated by the EACEA. The evaluation is based on the following criteria: • relevance of the proposal (maximum 25 points); • quality of the project design and implementation (maximum 30 points); • quality of the project team and the cooperation arrangements (maximum 25 points); • impact and dissemination (maximum 20 points).
Tips for a good application	• Projects where quality assurance is evaluated by an external expert are often appreciated. • There should be a faire balance between the involvement of HEI and the industry. • Knowledge Alliances are ambitious projects with an impact going beyond the organisations implied. For smaller projects that also involve HEI and industry, Strategic Partnerships are better suited.
Management	The coordinating organisation receives the funding and is responsible for the distribution among the partner organisations. Already at application stage, the exact repartition of funding between the partners and their roles should be clarified. Partners should contribute actively to the accomplishment of the Knowledge Alliance. Each full partner must sign a mandate by which it grants the coordinator to act in his name during the implementation of the project.
Example of project	2 pilot calls were launched in 2011 and 2012. Altogether, 6 pilot projects were funded. Their description can be found here.

Position within international strategy		Core Missions	Recruitment	Mobility	Cooperation
	HEI	*Teaching & Research* • research intensive partnerships • research projects • **development of new/innovative teaching methods** • **development of curricula**	• foreign degree seeking students • foreign academic & non-academic staff	• students incoming & outgoing • staff incoming & outgoing • **students outgoing for internships** • joint degrees	• partnerships and collaboration • **strategic alliances** • **networks/consortia**

Higher education international

Key Action 1 'Learning Mobility of Individuals'

INTERNATIONAL MOBILITY OF STAFF AND STUDENTS	
Legal Framework	Regulation of the European Parliament and of the Council establishing 'Erasmus+' the Union Programme for Education, Training, Youth and Sport.
Structure	'International Mobility of Higher Education (HE) staff and students' is located under Key Action 1 of Erasmus+, i.e. 'Learning Mobility of Individuals'. The branding name 'Erasmus Mundus' can be further used for this action. The budget for this action comes from Heading 4 of the Multiannual Financial Framework (MFF) 2014-2020.
Policy context	This action is the continuation of the action 'Erasmus Mundus Partnerships between European and third countries', which supported staff and student mobility between 2009 and 2013. As stated in the European Commission (EC) communication 'European HE in the world', there is a need to increase the visibility and the attractiveness of European HE for students from partner countries. Fostering exchanges between Higher Education Institutions (HEI) from programme and partner countries directly contribute to that objective. Most relevant policy documents: • Bucharest Communiqué of the Bologna Process and European Higher Education Areac (EHEA) Mobility Strategy • EC Modernisation Agenda • EC communication European HE in the world
Objective	This action aims at increasing the number of mobility opportunities offered to students and academic staff from partner countries, wishing to study in Europe and European students and academic staff wishing to study in partner countries.
Activities supported	At HEI level: • sending and receiving of students and staff to and from other HEI in partner countries. At student level: • study period abroad at a HEI of a partner country; At staff (academic and non academic) level: • teaching period abroad at a HEI of a partner country (getting professionals from the industry to teach at HEI is encouraged); • training period abroad at a HEI of a partner country for professional development (conferences excluded).
Eligible countries	For this action, all 33 programme countries, i.e. the 28 European Union (EU) member states, the European Economic Area (EEA) countries as well as Turkey and the Former Yugoslav Republic of Macedonia (FYROM) are eligible. The mobility agreement must be signed between two HEI, one from a programme country and one from a partner country, i.e. countries listed in one of the four external actions instruments: Development Cooperation Instrument (DCI), European Neighbourhood Instrument (ENI), Partnership Instrument for cooperation with third countries (PI) and Instrument for Pre-accession Assistance (IPA).
Expected results	135'000 students and staff are expected to be supported from 2014 to 2020. Overall, it will strengthen the cooperation between the HEI involved in the sending and receiving of students and staff.
Use of results	All educational materials drawn up with support from Erasmus+ will be available to the public under open licenses. It is encouraged to share any Open Educational Material (OER) developed within an Erasmus+ project on the Open Education Europa portal.
Duration	• Projects: from 1 to 2 years (must be decided at application stage). • HE students mobility: from 3 months to 12 months. • HE staff mobility: from 5 days to 2 months.
Size of overall budget	The budget for this action comes from a separate budget line (Heading 4 of the MFF), which amounts to around €1.4 billion for all international actions of Erasmus+.
Size of budget per project	The budget allocated per project will depend on the number of mobilities requested by a HEI. Funding is based on unit costs, including following cost categories: • individuals' support; • travel; • organisational support. Special needs support will be based on real costs.

Eligible applicants and partners	Individual HEI: • any HEI located in a programme country and awarded with an Erasmus Charter for Higher Education, or in case of a partner country, any organisation that is devoted to the principles of the charter, is eligible National mobility consortium: • any organisation established in a programme country and awarded with a higher education Mobility Consortium Certificate. Organisations that do not hold a valid Mobility Consortium Certificate can apply for this Certificate at the same time of applying for a project.
Possible participating individuals	Student for studies: • any student registered in a HEI of a programme or partner country and enrolled in studies (at least second year) leading to a recognised degree of tertiary level qualification. Staff: • any member of staff (academic and non-academic) of a HEI in a programme or partner country.
Application procedure	The application procedure is decentralised, i.e. the applicant HEI or national mobility consortium leader applies at the National Agency (NA) of the country in which it is located, i.e. for Swiss applicants at the ch Foundation. The applicant HEI or national mobility consortium applies for both outgoing and incoming mobilities. The call for proposals for this action will be published around **September 2014**.
Selection procedure	The NA conducts an eligibility check and awards the funding to the applicant organisation, which is then responsible for the selection of students and staff.
Management	The applicant organisation (HEI or national mobility consortium leader) receives the funding and is in charge of grant payments, monitoring and recognition related to the mobility period.
Position within international strategy	

	Core Missions	Recruitment	Mobility	Cooperation
HEI	*Teaching & Research* • research intensive partnerships • research projects • development of new/innovative teaching methods • development of curricula	• foreign degree seeking students • foreign academic & non-academic staff	• **students incoming & outgoing** • **staff incoming & outgoing** • students outgoing for internships • joint degrees	• partnerships and collaboration • strategic alliances • networks/con-sortia

Key Action 2 'Cooperation for innovation and the exchange of good practices'

CAPACITY BUILDING PROJECTS	
Legal Framework	Regulation of the European Parliament and of the Council establishing 'Erasmus+' the Union Programme for Education, Training, Youth and Sport.
Structure and budget line	'Capacity Building Projects' are located under Key Action 2 of Erasmus+, i.e. 'cooperation for innovation and the exchange of good practices'. The branding name 'Erasmus Mundus' can be used for this action. The budget for this action comes from Heading 4 of the Multiannual Financial Framework 2014-2020.
Policy context	'Capacity Building Projects' are the continuation of the Tempus, Alfa and Edulink programmes. Capacity building supports the modernisation of Higher Education (HE) and creates an area of cooperation in countries outside of Europe. As such, it directly feeds into the objectives of the HE Modernisation Agenda and the European Commission (EC) communication 'European Higher Education in the world'. Preference will be given to projects with neighbouring countries, which are supported by the European Union (EU) enlargement policy. Most relevant policy documents: • Bucharest Communiqué of the Bologna Process and European Higher Education Agency (EHEA) Mobility Strategy • EC Modernisation Agenda • EC communication European HE in the world
Objective	Capacity Building Projects aim at supporting HE modernisation in partner countries, the ultimate objective being to help develop capacity in these countries and to intensify cooperation with them. Projects can be funded in any academic discipline.
Activities supported	Two types of projects can be funded: • Joint Projects (micro-level): support Higher Education Institutions (HEI) (by transfer of knowledge) modernising their governance and management system and in the development of new curricula, teaching methods and materials • Structural Projects (macro-level): support national authorities in the development of new HE policies. Mobility activities can also be organised for projects with North-Africa, Middle East, Western Balkans and Eastern Europe, in so far as they bring added value in the realisation of the project's objectives.
Eligible countries	For this action, all 33 programme countries, i.e. the 28 European Union (EU) member states, the European Economic Area (EEA) countries as well as Turkey and the Former Yugoslav Republic of Macedonia (FYROM) are eligible. The participation of a partner country (i.e. countries listed in one of the four external actions instruments: Development Cooperation Instrument (DCI), European Neighbourhood Instrument (ENI), Partnership Instrument for cooperation with third countries (PI) and Instrument for Pre-accession Assistance (IPA)) is compulsory for this action. The project must include **minimum three HEI from three different programme countries and minimum two HEI from at least one partner country**. HEI from partner countries can act as coordinator.
Expected results	Around 1'000 projects are expected to be funded from 2014 to 2020. The direct impact is above all for organisations from partner countries, which should benefit from the knowledge transfer operated during the project. All in all, the cooperation between programme and partner countries should intensify.
Use of results	All educational materials drawn up with support from Erasmus+ will be available to the public under open licenses. It is encouraged to share any Open Educational Material (OER) developed within an Erasmus+ project on the Open Education Europa portal.
Duration	Projects can last from 2 to 3 years.
Size of overall budget	The budget for this action comes from a separate budget line, which amounts to around €1.4 billion for all actions with partner countries in Erasmus+. The budget should range from € 92 million in 2014 to € 122 million in 2020.
Size of budget per project	The budget allocated per project ranges from €500'000 to €1 million. Funding is based on unit-costs, with the following categories: • programme management and implementation (grant per organisation per month); • transnational project meetings (grant per participant); • intellectual outputs (grant for staff costs); • multiplier events (grant based on number of participants);

	• learning, teaching and training (grant per distance band for travel, grant per day per participant for subsistence, grant for linguistic support). Special needs and exceptional costs (e.g. subcontracting and equipment) support will be based on real costs.
Eligible applicants and partners	The applicant organisation can be any HEI or association of HEI located in a programme or partner country. Partners can be any public or private organisation. Applicant/participating HEI must hold the Erasmus Charter for Higher Education; HEI from partner countries must be committed to the principles of the charter. National and regional authorities can be involved in projects and can coordinate Structural Projects.
Possible participating individuals	• HE students participating in the project must be enrolled in studies in one of the participating HEI. • staff participating in the project must be employed in one of the participating organisations.
Application procedure	The application procedure is centralised, i.e. the coordinating organisation submits the application on behalf of the project team to the Education Audiovisual and Culture Executive Agency (EACEA). The call for proposals for this action will be published around **September 2014**.
Selection procedure	The EACEA conducts an eligibility check. A quality check is run by two experts mandated by the EACEA. The evaluation is based on the following criteria: • relevance of the project (maximum 20 points); • quality of the project design and implementation (maximum 30 points); • quality of the project team and the cooperation arrangements (maximum 30 points); • impact and dissemination (maximum 20 points). A shortlist of selected projects is then sent to the national authorities in the partner countries, which can decide on the prioritisation of the projects.
Tips for a good application	• The Logical Framework Method (objective oriented projects) should be used to design and describe the projects. • It is important to check in advance if there are similar projects already running and to start with a 'state-of-the-art' study, even though other activities of the project already have to start before the results of the study.
Management	The coordinating organisation receives the funding and is responsible to distribute it among the project team. Already at application stage, the exact repartition of funding between the partners and their roles should be clarified.
Example of projects	Tempus Edulink Alfa
Position within international strategy	

VET

Key Action 1 'Learning Mobility of Individuals'

MOBILITY OF VET STAFF AND APPRENTICES	
Legal Framework	Regulation of the European Parliament and of the Council establishing 'Erasmus+' the Union Programme for Education, Training, Youth and Sport.
Structure and budget line	'Mobility of Vocational Education and Training (VET) staff and students' is located under Key Action 1 of Erasmus+, i.e. 'Learning Mobility of Individuals'. The branding name 'Leonardo da Vinci' can be further used for this action. The budget for this action comes from Heading 1 of the Multiannual Financial Framework 2014-2020.
Policy context	This action is the continuation of the actions Leonardo da Vinci Mobility for 'Initial Vocational Training', for 'VET Professionals' and partly of the action People on the Labour Market under the Lifelong Learning Programme (LLP), which ran from 2007 to 2013. In late 2010 the 'Bruges Communiqué for enhanced European cooperation in vocational education and training' was issued, with objectives to enhance the quality and relevance of VET, as well as the mobility of VET students and staff. In 2012, the European Education Ministers agreed on a benchmark of 6% of VET students having a training experience abroad by 2020.
Objective	The action should increase the skills and competencies of VET students and the employability of graduates, as well as the quality and attractiveness of VET in general. Moreover, the action should contribute to updating and acquiring of knowledge of work practices and/or refreshing pedagogical skills of VET staff. Most relevant policy documents: • Bruges Communiqué of the Copenhagen Process • European Commission (EC) communication Rethinking Education
Activities supported	At organisation level: • sending of VET students and staff to an organisation (company, public organisation, non-governmental organisation, VET school with periods of work-based learning in a company) from another programme country. At student level: • traineeship period abroad in an enterprise or any other relevant workplace of a programme country. At staff level: • teaching assignment at a VET school from a programme country or provide training at a VET company from a programme country; • job observation in a company or any other VET organisation from a programme country.
Eligible countries	For this action, all 33 programme countries, i.e. the 28 European Union (EU) member states, the European Economic Area (EEA) countries as well as Turkey and the Former Yugoslav Republic of Macedonia (FYROM) are eligible. **At least two organisations** (one sending and one receiving) **from two different programme countries** must take part in the project. Partner countries, i.e. the rest of the world, are not eligible.
Expected results	Around 650'000 VET students and 125'000 VET members of staff are expected to be supported from 2014 to 2020. Overall, it should also strengthen the cooperation between the organisations involved in the sending and receiving of students and staff and improve the image of VET.
Use of results	All educational materials drawn up with support from Erasmus+ will be available to the public under open licenses. It is encouraged to share any Open Educational Material (OER) developed within an Erasmus+ project on the Open Education Europa portal.
Duration	• Projects: from 1 or 2 years (must be decided at application stage). • VET students mobility: from 2 weeks up to 12 months; • VET staff mobility: from 2 days up to 2 months (excluding travel).
Size of overall budget	At least 22% of the Education and Training budget of Erasmus+ (77.5% of overall budget) will be devoted to VET actions, therewith representing 17% of the total budget. 63% of the budget will go to Key Action 1.

For 2014 a total budget of approximately € 21.5 million for VET staff mobility and approximately € 261.4 million for VET learner mobility is planned.

Size of budget per project	The budget allocated per project will depend on the number of mobilities included in the project. Funding is based on unit costs, including following cost categories: • travel; • individuals' support; • linguistic support (only if not German, French, Italian, English or Spanish); • organisational support. Special needs support and exceptional costs will be based on real costs. For Swiss project applicants, see unit costs amounts here.
Eligible applicants and partners	Individual organisations: • any public or private organisation active in the field of VET located in a programme country. National mobility consortium: • a consortium is built up of at least three VET organisations established in the same programme country.
Possible participating individuals	VET student: • any student registered in an organisation participating in the project. • recent graduates maximum one year after obtaining their degree. VET staff: • any member of staff working in an organisation participating in the project.
Application procedure	The application procedure is decentralised, i.e. the applicant organisation or national mobility consortium leader applies at the National Agency (NA) of the country in which it is located, i.e. for Swiss applicants at the ch Foundation. The applicant organisation or national mobility consortium only applies for outgoing mobilities.
Selection procedure	The NA conducts an eligibility check. A quality check is run by two experts mandated by the NA. The evaluation is based on the following criteria: • relevance of the project (maximum 30 points); • quality of the project design and implementation (maximum 40 points); • impact and dissemination (maximum 30 points).
Management	The applicant organisation receives the funding and is in charge of grant payments, monitoring and recognition related to the mobility period.
Example of project	Swiss Leonardo projects realised from 2011 to 2013
Position within international strategy	

Key Action 2 'Cooperation for innovation and the exchange of good practices'

STRATEGIC PARTNERSHIPS FOR VET	
Legal Framework	Regulation of the European Parliament and of the Council establishing 'Erasmus+' the Union Programme for Education, Training, Youth and Sport.
Structure and budget line	'Strategic Partnerships for Vocational Education and Training (VET)' are located under Key Action 2 of Erasmus+, i.e. 'cooperation for innovation and the exchange of good practices'. The branding name 'Leonardo da Vinci' can be further used for this action. The budget for this action comes from Heading 1 of the Multiannual Financial Framework 2014-2020.
Policy context	In the field of VET, Strategic Partnerships are the combination Partnerships, Transfer of Innovation Projects (TOI) and centralised Multilateral Projects under the sub-programme 'Leonard da Vinci' of the Lifelong Learning Programme (LLP), which ran from 2007 to 2013. Fostering long-term cooperation among European VET organisations and key stakeholders contributes to the 2010 'Bruges Communiqué for enhanced European cooperation in vocational education and training'. Work-based learning is clearly presented as a feature for an excellent VET system and corresponds to the goals set in the European Commission (EC) communication on 'Rethinking Education'. Most relevant policy documents: • Bruges Communiqué of the Copenhagen Process • EC communication Rethinking Education
Objective	Strategic Partnerships focus on sectoral and cross-sectoral cooperation between organisations active in the field of education, training and youth, including from other socio-economic sectors, to implement innovative practices leading to high quality teaching, institutional modernisation and social innovation. Through Strategic Partnerships, VET providers work together across borders, often with other stakeholders, to deliver high-quality, attractive VET, with a high relevance for the labour market.
Activities supported	Over the lifetime of a project, Strategic Partnerships may typically realise a broad range of activities in the following areas: • exchange of good practice and innovation in VET provision; • development of joint study programmes, curricula or common modules; • trans-national collaboration between enterprises and students/staff; • integration of greater variety of study modes through new forms of learning and strategic use of Information and Communication Technology (ICT), Open Educational Resources (OER) and virtual mobility; • development of new pedagogical approaches and methodologies; • cooperation between VET providers and local/regional business communities; • implementation of the European Credit System for Vocational Education and Training (ECVET) and the European Quality Assurance in Vocational Education and Training (EQAVET). • strategic cooperation with the world of work will be particularly encouraged.
Eligible countries	For this action, all 33 programme countries, i.e. the 28 European Union (EU) member states, the European Economic Area (EEA) countries as well as Turkey and the Former Yugoslav Republic of Macedonia (FYROM) are eligible. **At least three organisations from three different programme countries** must participate. Additional organisation from partner countries, i.e. the rest of the world, can also participate, provided that they bring a real added value to the project. Organisations from partner countries cannot act as coordinator.
Expected results	Over 25'000 Strategic Partnerships (in all education sectors), involving 125'000 institutions are expected to be funded from 2014 to 2020. They should contribute to strengthening the cooperation between the different education sectors, as well as have a real impact on the organisations participating in the project.
Use of results	All educational materials drawn up with support from Erasmus+ will be available to the public under open licenses. It is encouraged to share any OER developed within an Erasmus+ project on the Open Education Europa portal.
Duration	• Projects can last from 2 or 3 years (must be chosen at application stage). • Mobility periods can take place within the project, if necessary for the project. Long-term mobilities (teaching and training assignment of staff) can last from 61 days to 12 months. Short-term mobilities (joint staff training events, blended mobility of learners combining short term physical mobility with virtual mobility) can last from 5 days to 60 days.

Size of overall budget	At least 22% of the Education and Training budget of Erasmus+ (77.5% of overall budget) will be devoted to VET, therewith representing 17% of the total budget. 28% of the budget should go to Key Action 2. For 2014 a total budget of approximately € 94.7 million for VET strategic partnerships is planned.
Size of budget per project	The budget allocated per project is maximum 150'000 per year, i.e. maximum 450'000 for a 3-year project. Funding is based on unit-costs with the following categories: • programme management and implementation (grant per organisation per month); • transnational project meetings (grant per participant); • intellectual outputs (grant for staff costs); • multiplier events (grant based on number of participants); • learning, teaching and training (grant per distance band for travel, grant per day per participant for subsistence, grant for linguistic support). Special needs and exceptional costs (e.g. subcontracting and equipment) support will be based on real costs. More detailed information can be found here.
Eligible applicants and partners	Applicant: • Any public or private organisation active in the field of VET or in other fields of education, training and youth, established in a programme country. Partners • Any public or private organisation active in the field of VET or in other fields of education, training and youth, established in a programme or a partner country.
Possible participating individuals	• Any VET student participating in the project must be enrolled in one of the participating organisation. • staff participating in the project must be employed in one of the participating organisation.
Application procedure	The application procedure is decentralised, i.e. the coordinating organisation applies on behalf of the project team to the National Agency (NA) of its country, i.e. in Switzerland the ch Foundation.
Selection procedure	The NA conducts an eligibility check. A quality check is run by two experts mandated by the NA. The evaluation is based on the following criteria: • relevance of the project (maximum 30 points); • quality of the project design and implementation (maximum 20 points); • quality of the project team and the cooperation arrangements (maximum 20 points); • impact and dissemination (maximum 30 points).
Tips for a good application	• Since Strategic Partnerships allow for a very wide range of activities, the application form should be very precise of what the project exactly intends to do, why it is original and innovative, and why it is relevant in the European context. • The participation of public and private enterprise is recommended. • Strategic Partnerships covering more than one education sector are encouraged. The application should nevertheless indicate if it is a higher education, VET, adult education, school education or youth Strategic Partnership, taking into account which sector is represented most prominently.
Management	The coordinating organisation receives the funding and is responsible for the distribution among the partner organisations. Already at application stage, the exact repartition of funding between the partners and their roles should be clarified.
Example of projects	The list of all Leonardo centralised projects and TOI projects funded between 2007 and 2013 can be found here. The list of all Leonardo Partnerships funded between 2007 and 2013 can be found here.

		Swiss Leonardo projects realised from 2011 to 2013			
Position within international strategy		Core Missions	Recruitment	Mobility	Cooperation
	Schools Companies	Teaching & Training • **development of new/innovative training methods**	• foreign apprentices • foreign staff	• apprentices incoming & outgoing for training/internship • staff incoming & outgoing	• **partnerships and collaboration** • strategic alliances • **networks/consortia**
	Confederation Cantons, ODA	• **development of curricula**			

SECTOR SKILLS ALLIANCES	
Legal Framework	Regulation of the European Parliament and of the Council establishing 'Erasmus+' the Union Programme for Education, Training, Youth and Sport.
Structure and budget line	'Sector Skills Alliances' (SSA) are located are located under Key Action 2 of Erasmus+, i.e. 'cooperation for innovation and the exchange of good practices'. The branding name 'Leonardo da Vinci' can be further used for this action. The budget for this action comes from Heading 1 of the Multiannual Financial Framework 2014-2020.
Policy context	Today shortages of vocational skills have become a serious problem in many economic sectors. Consequently, Europe has to better match demand for and supply of skills. Vocational Education and Training (VET) systems responding better to labour market needs can contribute to reaching the employability benchmark of 82% of young graduates of 20-34 year old being employed no more than three years after they have completed education. Most relevant policy documents: • Bruges Communiqué of the Copenhagen Process • European Commission (EC) communication Rethinking Education
Objective	SSA promote cooperation between three categories of partners: the world of education and training (VET providers), sector-specific experts, and bodies involved in education and training systems responsible for qualifications, certification and/or accreditation. A SSA aims at enhancing the responsiveness of VET systems to specific labour market needs by delivering updated curricula and qualifications. Projects can address the following sectors: • sectors that have constituted a European Sector Skills Councils, namely textile/clothing/leather and commerce; • sectors with skills imbalances, to which current EC policies respond, namely advanced manufacturing, Information and Communication Technology (ICT), eco-innovation, or cultural and creative industries.
Activities supported	Over the lifetime of a project, SSA design, deliver and disseminate joint curricula responding to the needs of the labour market; • define competence standards & identify occupational skills gaps; • bring VET closer to the labour market; • achieve systemic impact on VET in the economic sector concerned.
Eligible countries	For this action, all 33 programme countries, i.e. the 28 European Union (EU) member states, the European Economic Area (EEA) countries as well as Turkey and the Former Yugoslav Republic of Macedonia (FYROM) are eligible. **At least 9 organisations from at least 3 different programme countries, including 2 member states of the EU** must participate. Additional organisations from partner countries, i.e. the rest of the world, can also participate, provided that they bring a real added value to the project. Organisations from partner countries cannot act as coordinator.
Expected results	Around 175 SSA are expected to be supported from 2014 to 2020. They should help better equipping young people with skills that are relevant for the labour market.
Use of results	All educational materials drawn up with support from Erasmus+ will be available to the public under open licenses. It is encouraged to share any Open Educational Material (OER) developed within an Erasmus+ project on the Open Education Europa portal.
Duration	Projects can last from 2 to 3 years (must be chosen at application stage).
Size of overall budget	At least 22% of the Education and Training budget of Erasmus+ (77.5% of overall budget) will be devoted to VET, therewith representing 17% of the total budget. 28% of the budget should go to Key Action 2.

	About €175 million will be devoted to this action from 2014 to 2020, of which approx. €6 million in 2014.
Size of budget per project	The budget allocated per project ranges from €700'000 (2-year project) to €1 million (3-year project). Funding is based on unit-costs, with the following categories: • programme management and implementation (grant per organisation per month); • transnational project meetings (grant per participant); • intellectual outputs (grant for staff costs); • multiplier events (grant based on number of participants); • travel (grant per distance band) • learning, teaching and training (grant per day per participant for subsistence, grant for linguistic support). Special needs and exceptional costs (e.g. subcontracting and equipment) support will be based on real costs.
Eligible applicants and partners	Applicant: • Any public or private organisation established in a programme country. Partners: • For each of the countries involved, at least one organisation from each of the following three categories must be involved: VET providers, sector specific expertise, bodies involved in education and training systems.
Possible participating individuals	• Apprentices participating in the project must be enrolled in one of the participating organisations. • staff participating in the project must be employed in one of the participating organisations.
Application procedure	The application procedure is centralised, i.e. the coordinating organisation submits the application on behalf of the project team to the Education Audiovisual and Culture Executive Agency (EACEA).
Selection procedure	The EACEA conducts an eligibility check. A quality check is run by two experts mandated by the EACEA. The evaluation is based on the following criteria: The project will be assessed against the following criteria: • relevance of the project (maximum 25 points); • quality of the project design and implementation (maximum 30 points); • quality of the project team and the cooperation arrangements (maximum 25 points); • impact and dissemination (maximum 20 points).
Tips for a good application	• SSA are expected to achieve results which are widely transferable within the economic sector concerned. Therefore, SSA need to provide a sound quality management plan. • SSA should also implement expert review processes as an integral part of the project. • If your project includes defining skills needs, then it is advisable to include research bodies.
Management	The coordinating organisation receives the funding and is responsible for the distribution among the partner organisations. Already at application stage, the exact repartition of funding between the partners and their roles should be clarified.
Example of project	Three pilot projects funded in 2013. Their description can be found here.
Position within international strategy	

School education
Key Action 1 'Learning Mobility of Individuals'

MOBILITY OF SCHOOL STAFF	
Legal Framework	Regulation of the European Parliament and of the Council establishing 'Erasmus+' the Union Programme for Education, Training, Youth and Sport.
Structure	'Mobility of staff for school education' is located under Key Action 1 of Erasmus+, i.e. 'Learning Mobility of Individuals'. The branding name 'Comenius' can be further used for this action. The budget for this action comes from Heading 1 of the Multiannual Financial Framework 2014-2020.
Policy context	This action is a continuation of the already existing actions In Service Training and Assistantships under the sub-programme 'Comenius' of the Lifelong Learning Programme (LLP), which ran from 2007 to 2013. The action directly contributes to improving in-service training for teaching staff and school leaders, which is a priority of the European Commission (EC) communication on 'Improving competences for the 21st century: an agenda for European cooperation on schools'. Moreover, it helps making the profession more attractive as wished in the EC communication 'Rethinking education'. Most relevant policy documents: • EC Agenda for European cooperation on schools • EC communication Rethinking Education
Objective	The aim of this action is to support teachers and school leaders in developing their knowledge, skills and competences, including languages and Information and Communication Technology (ICT), by taking part in professional development opportunities abroad, therewith improving the quality of school education from a European perspective.
Activities supported	At school level: • sending of staff to other organisations of programme countries. At staff level: • professional development activities (participation in structured courses or training events or job-shadowing in organisations of programme countries); • teaching or training assignment at another institution from a programme country.
Eligible countries	For this action, all 33 programme countries, i.e. the 28 European Union (EU) member states, the European Economic Area (EEA) countries as well as Turkey and the Former Yugoslav Republic of Macedonia (FYROM) are eligible. The project includes **at least two organisations** (one sending and one receiving) **from two different programme countries**. Partner countries, i.e. the rest of the world, are not eligible.
Expected results	Around 190'000 school staff are expected to be supported from 2014 to 2020. Overall, it should also strengthen the cooperation between the organisations involved in the sending and receiving of staff and strengthen the European cooperation in the field of school education.
Use of results	All educational materials drawn up with support from Erasmus+ will be available to the public under open licenses. It is encouraged to share any Open Educational Material (OER) developed within an Erasmus+ project on the Open Education Europa portal.
Duration	• Projects: from 1 or 2 years (must be decided at application stage). • Staff mobility: from 2 weeks up to 2 months (excluding travel).
Size of overall budget	At least 15% of the Education and Training budget of Erasmus+ (77.5% of overall budget) will be devoted to school education, therewith representing 11.6% of the total budget. 63% of the budget will go to Key Action 1. For 2014 a total budget of approximately € 40 million for school staff mobility is planned.

Size of budget per project	The budget allocated per project will depend on the number of mobilities included in the project. Funding is based on unit costs, including following cost categories: • travel (depending on travel distance bands); • individual support; • organisational support; • course fees. Special needs support will be based on real costs. For Swiss project applicants, see unit costs amounts here.
Eligible applicants and partners	Individual organisations: • any school or any organisation active in the field of school education located in a programme country; (sending organisation must be a school).
Possible participating individuals	Staff: • any teaching and non-teaching member of staff (including school managers, heads, etc.) employed in a participating organisation
Application procedure	The application procedure is decentralised, i.e. the applicant organisation applies at the National Agency (NA) of the country in which it is located, i.e. for Swiss applicants at the ch Foundation. The applicant organisation only applies for outgoing mobilities.
Selection procedure	The NA conducts an eligibility check. A quality check is run by two experts mandated by the NA. The evaluation is based on the following criteria: • relevance of the project (maximum 30 points); • quality of the project design and implementation (maximum 40 points); • impact and dissemination (maximum 30 points).
Management	The applicant organisation receives the funding and is in charge of grant payments, monitoring and recognition related to the mobility period.
Example of project	List of all Swiss In-Service Training and Assistantships Projects supported from 2011 to 2013 Swiss Comenius projects realised from 2011 to 2013
Position within international strategy	

For the "Position within international strategy":

	Core Missions	Recruitment	Mobility	Cooperation
Schools	*Teaching* • development of new/innovative teaching methods	• foreign pupils • foreign staff	• **staff incoming & outgoing** • pupils incoming & outgoing	• partnerships and collaboration • strategic alliances • networks/consortia
Cantons	• development of curricula			

Key Action 2 'Cooperation for innovation and the exchange of good practices'

STRATEGIC PARTNERSHIPS FOR SCHOOL EDUCATION	
Legal Framework	Regulation of the European Parliament and of the Council establishing 'Erasmus+' the Union Programme for Education, Training, Youth and Sport.
Structure and budget line	'Strategic Partnerships for school education' are located under Key Action 2 of Erasmus+, i.e. 'cooperation for innovation and the exchange of good practices'. The branding name 'Comenius' can further be used for this action. The budget for this action comes from Heading 1 of the Multiannual Financial Framework 2014-2020.
Policy context	This action is a continuation of the already existing actions Partnerships, Regional Partnerships and centralised Multilateral Projects under the sub-programme 'Comenius' of the Lifelong Learning Programme (LLP), which ran from 2007 to 2013. This action fosters the European cooperation between schools, hence preparing young people for the 21st century and equipping them accordingly with the necessary skills, as noted in the European Commission (EC) communication on 'Improving competences for the 21st century: an agenda for European cooperation on schools'. Most relevant policy documents: • EC Agenda for European cooperation on schools • EC communication Rethinking Education
Objective	Strategic Partnerships focus on sectoral and cross-sectoral cooperation between organisations active in the field of education, training and youth, including from other socio-economic sectors, to implement innovative practices leading to high quality teaching, institutional modernisation and social innovation. Through Strategic Partnerships, schools work together across borders, often with other stakeholders, such as regional authorities, universities etc.
Activities supported	Over the lifetime of a project, Strategic Partnerships may typically realise a broad range of activities in the following areas: • exchange of good practice on a topic of common interest; • development of learning and teaching methodologies and pedagogical approaches; • integration of greater variety of study modes through new forms of learning and strategic use of Information and Communication Technology (ICT), Open Educational Resources (OER) and virtual mobility; • tools and methods for professionalization and professional development of teachers, trainers and other staff; • joint research, surveys, studies and analyses.
Eligible countries	For this action, all 33 programme countries, i.e. the 28 European Union (EU) member states, the European Economic Area (EEA) countries as well as Turkey and the Former Yugoslav Republic of Macedonia (FYROM) are eligible. **At least two organisations from two different programme countries** must participate. Additional organisations from partner countries, i.e. the rest of the world, can also participate, provided that they bring a real added value to the project. Organisations from partner countries cannot act as coordinator.
Expected results	Over 25'000 Strategic Partnerships (in all education sectors), involving 125'000 institutions are expected to be funded from 2014 to 2020. They should contribute to strengthening the cooperation between the different education sectors, as well as have a real impact on the organisations participating in the project. 35'000 schools in 9'000 partnerships are expected to participate; 5'000 local/regional authorities are expected to be involved.
Use of results	All educational materials drawn up with support from Erasmus+ will be available to the public under open licenses. It is encouraged to share any Open OER developed within an Erasmus+ project on the Open Education Europa portal.
Duration	• Projects can last from 2 or 3 years (must be chosen at application stage). • Mobility periods can take place within the project if necessary for the project. Long-term mobilities (teaching and training assignment of staff) can last from 61 days to 12 months. Short-term mobilities (joint staff training events, blended mobility of learners combining short term physical mobility with virtual mobility) can last from 5 days to 60 days.

Size of overall budget	At least 15% of the Education and Training budget of Erasmus+ (77.5% of overall budget) will be devoted to school education, therewith representing 11.6% of the total budget. 28% of the budget should go to Key Action 2. For 2014 a total budget of approx. €127.8 million for School Strategic Partnerships is foreseen.
Size of budget per project	The budget allocated per project is maximum 150'000 per year, i.e. maximum 450'000 for a 3-year project. Funding is based on unit-costs with the following categories: • programme management and implementation (grant per organisation per month); • transnational project meetings (grant per participant); • intellectual outputs (grant for staff costs); • multiplier events (grant based on number of participants); • travel (grant per distance band) • learning, teaching and training (grant per day per participant for subsistence, grant for linguistic support). Special needs and exceptional costs (e.g. subcontracting and equipment) support will be based on real costs. More detailed information can be found here.
Eligible applicants and partners	Individual organisations: • any school or any organisation active in the field of school education located in a programme country. In the case of projects focusing on cooperation between regions, the applicant must be one of the local/regional school authorities involved in the project. For Switzerland those would be the cantons, the districts, the communes, the Swiss Conference of Cantonal Ministers of Education and its regional conferences.
Possible participating individuals	Pupils and teachers: • any member of staff employed in a participating organisation; • any pupil enrolled in a participating organisation. For short-term pupil mobility, the participant can be of any age but must be accompanied by school staff. Long-term pupil mobility is possible for those aged 14 or older and that are enrolled in full-time education at a participating school.
Application procedure	The application procedure is decentralised, i.e. the coordinating organisation applies on behalf of the project team to the National Agency (NA) of its country, i.e. in Switzerland the ch Foundation. If the partnership is composed of **schools only**, each school applies at the NA of its country.
Selection procedure	The NA conducts an eligibility check. A quality check is run by two experts mandated by the NA. The evaluation is based on the following criteria: • relevance of the project (maximum 30 points); • quality of the project design and implementation (maximum 20 points); • quality of the project team and the cooperation arrangements (maximum 20 points); • impact and dissemination (maximum 30 points).
Tips for a good application	• Since Strategic Partnerships allow for a very wide range of activities, the application form should be very precise of what the project exactly intends to do, why it is original and innovative, and why it is relevant in the European context. • The participation of public and private enterprise is recommended. • Strategic Partnerships covering more than one education sector are encouraged. The application should nevertheless indicate if it is a higher education, vocational

	education & training, adult education, school education or youth Strategic Partnership, taking into account which sector is represented most prominently.
Management	The coordinating organisation receives the funding and is responsible for the distribution among the partner organisations. Already at application stage, the exact repartition of funding between the partners and their roles should be clarified. If the partnership is composed of schools only, every school gets the money directly from its NA.
Example of projects	The list of all Comenius Partnerships funded between 2007 and 2013 can be found here. Swiss Comenius projects realised from 2011 to 2013
Position within international strategy	

	Core Missions	Recruitment	Mobility	Cooperation
Schools	Teaching • development of new/innova-tive teaching methods	• foreign pupils • foreign staff	• staff incoming & outgoing • pupils incoming & outgoing	• partnerships and collaboration • strategic alliances • networks/con-sortia
Cantons	• development of curricula			

Annex II: Jean Monnet factsheets

Jean Monnet

The Jean Monnet actions aim at **promoting excellence in teaching and research in the field of European Union (EU) studies worldwide**. They also aim at fostering the dialogue between the academic world and policy-makers, in particular with the aim of enhancing governance of EU policies. EU studies comprise the **study of Europe in its entirety with particular emphasis on the European integration process** in both its internal and external aspects. The discipline also covers the role of the EU in a globalised world and in **promoting an active European citizenship and dialogue between people and cultures**. Jean Monnet is expected, in the long run, to encourage the promotion and diversification of EU studies worldwide, as well as to enhance and extend the participation of staff from more faculties and departments in EU teaching and research.

In relation to the general objectives of Erasmus+, Jean Monnet aims to:
– promote excellence in teaching and research in EU studies;
– equip students and young professionals with knowledge of EU subjects;
– mainstream and diversify EU-related subjects throughout the curricula proposed by Higher Education (HE) institutions to their students;
– improve the quality of professional training on EU subjects;
– foster the engagement of young academics in teaching and research on European subjects.

The participants directly or indirectly involved in Jean Monnet actions should profit from the following outcomes:
– enhanced employability and improved career prospects for young graduates;
– increased interest in understanding an participating in the EU, leading to more active citizenship;
– support for young researchers and professors who want to carry out research and teaching on EU subjects.

The Jean Monnet activities are also expected to produce the following outcomes on participating organisations:
– increased capacity to teach and research on EU matters;
– more modern, dynamic, committed and professional environment inside the organisation.

Any further information can be found on pages 179-190 in the <u>Erasmus+ Programme Guide</u>.

Jean Monnet Modules

INDICATOR	DESCRIPTION
Legal framework	Regulation of the European Parliament and of the Council establishing 'Erasmus+' the Union Programme for Education, Training, Youth and Sport.
Structure and budget line	The Jean Monnet programme is a separate, transversal programme under Erasmus+. It does therefore not follow the architecture of the rest of the programme, which follows the logic of three Key Actions. The budget for this action comes from Heading 1 of the Multiannual Financial Framework 2014-2020.
Policy context	Jean Monnet is the continuation of the corresponding programme under the Lifelong Learning Programme (LLP), which ran from 2007 to 2013.
Objective	The Jean Monnet Module anchors and mainstreams teaching on EU matters in curricula which so far have included EU-related content only to a limited extent. They also bring facts and knowledge on the EU to a broad spectrum of learners and interested citizens. Following objectives can be identified: • promoting research and first teaching experience for young researchers and scholars and practitioners in EU issues; • fostering the publication and dissemination of the results of academic research; • creating interest in the EU and constituting the basis for future poles of European knowledge; • fostering the introduction of a EU angle into mainly non EU related studies; • delivering tailor-made courses on specific EU issues relevant for graduates in their professional life.
Activities supported	A Jean Monnet Modules is a short teaching programme (or course) in the field of EU studies at a Higher Education Institution (HEI). Each Module has a minimum duration of 40 teaching hours per academic year. A Jean Monnet Module must take one of the following forms: • general or introductory courses on EU issues; • specialised teaching on EU developments; • summer and intensive courses that are fully recognised.
Eligible countries	Any country all over the world is eligible. There is no minimal requirement of partners from specific countries, since this is an action where only one HEI from any country applies.
Use of results	Jean Monnet Modules are required to disseminate and exploit the results of the organised teaching and research activities beyond the scope of the stakeholders directly involved. To increase their impact they should include in their dissemination activities the creation and offer of Open Educational Resources (OER). All coordinators of Jean Monnet Modules will be asked to update their respective section of the Erasmus+ specific online tool where all the information about the Jean Monnet activities will be hosted and are encouraged to use the existing platforms and tools such as the Jean Monnet directory or the Jean Monnet virtual community.
Project duration	The duration of a Jean Monnet Module is three years. A Jean Monnet Module must be taught for a minimum of 40 hours per academic year (for the three consecutive years).
Size of overall budget	The budget for all Jean Monnet activities represents 1.9% of the overall Erasmus+ budget for 2014-2020. For the year 2014, approximately €38 million is planned for Jean Monnet actions.
Size of budget per project	The maximum grant that can be awarded for a Jean Monnet module is €30'000, representing approximately 75% of the co-funding rate. Funding is based on a combination of scales of unit costs and flat-rate financing, including the following cost categories: • Teaching costs (scale of unit cost): the calculated national teaching cost per hour (indicated in Programme Guide pages 175-177) is multiplied by the number of hours required (minimum 120 hours); • Additional costs (flat-rate financing): a 'top-up' percentage of 40% for a Jean Monnet Module is added to the above mentioned costs basis. This top-up percentage takes account of the additional academic activities included in a Module such as staff costs, travel and subsistence costs, dissemination costs, costs for teaching materials and indirect costs, etc.

	Up to 20% of the budget allocated to support Jean Monnet Modules will be granted to projects for which the coordinators (people coordinating the module) are researchers who have obtained a PhD degree in the last five years. This measure will support young researchers starting their academic careers.
Eligible applicants and partners	Any HEI established in any country of the world can apply. HEI established in programme countries must hold a valid Erasmus Charter for Higher Education (ECHE). An ECHE is not required for participating HEI in partner countries.
Possible participating individuals	Anyone working at the participating institution (researchers, scholars, academic and non-academic staff).
Application procedure	The application procedure is centralised, i.e. the HEI applies directly at the Education, Audiovisual and Culture Executive Agency (EACEA).
Selection procedure	The projects will be assessed against the following criteria: • Relevance of the project (maximum 25 points); • Quality of the project design and implementation (maximum 25 points); • Quality of the project team (maximum 25 points); • Impact and dissemination (maximum 25 points).
Example of project	A list of selected projects under the LLP can be found here.

Jean Monnet Chairs

INDICATOR	DESCRIPTION
Legal framework	Regulation of the European Parliament and of the Council establishing 'Erasmus+' the Union Programme for Education, Training, Youth and Sport.
Structure and budget line	The Jean Monnet programme is a separate, transversal programme under Erasmus+. It does therefore not follow the architecture of the rest of the programme, which follows the logic of three Key Actions. The budget for this action comes from Heading 1 of the Multiannual Financial Framework 2014-2020.
Policy context	Jean Monnet is the continuation of the corresponding programme under the Lifelong Learning Programme (LLP), which ran from 2007 to 2013.
Objective	A Jean Monnet Chair is a teaching post with a specialisation in EU studies for university professors or senior lecturers. It must be held by only one professor, who must provide the minimum of 90 teaching hours per academic year.
Activities supported	A Jean Monnet Chair can carry out one or more of the following activities: • deepen teaching in EU studies embodied in an official curriculum of a Higher Education Institution (HEI); • conduct, monitor and supervise research on EU subjects • provide in-depth teaching on EU matters for future professionals in fields which are in increasing demand on the labour market; • encourage, advise and mentor the young generation of teachers and researchers in EU studies subject areas.
Eligible countries	Any country all over the world is eligible. There is no minimal requirement of partners from specific countries, since this is an action where only one HEI from any country applies.
Use of results	Jean Monnet Chairs are required to disseminate and exploit the results of the organised teaching and research activities beyond the scope of the stakeholders directly involved. To increase their impact they should include in their dissemination activities the creation and offer of Open Educational Resources (OER). All coordinators of Jean Monnet Chairs will be asked to update their respective section of the Erasmus+ specific online tool where all the information about the Jean Monnet activities will be hosted and are encouraged to use the existing platforms and tools such as the Jean Monnet directory or the Jean Monnet virtual community.
Project duration	The duration of a Jean Monnet Chair is three years. Jean Monnet Chair holders must teach a minimum of 90 hours per academic year (for the three consecutive years).
Size of overall budget	The budget for all Jean Monnet activities represents 1.9% of the overall Erasmus+ budget for 2014-2020. For the year 2014, approximately €38 million is planned for Jean Monnet actions.
Size of budget per project	The maximum grant that can be awarded for a Jean Monnet module is €50'000, representing approximately 75% of the co-funding rate. Funding is based on a combination of scales of unit costs and flat-rate financing, including the following cost categories: • Teaching costs (scale of unit cost): the calculated national teaching cost per hour (indicated in Programme Guide pages 175-177) is multiplied by the number of hours required (minimum 270 hours); • Additional costs (flat-rate financing): a 'top-up' percentage of 10% for a Jean Monnet Chair is added to the above mentioned costs basis. This top-up percentage takes account of the additional academic activities included in a Module such as staff costs, travel and subsistence costs, dissemination costs, costs for teaching materials and indirect costs, etc.
Eligible applicants and partners	Any HEI established in any country of the world can apply. HEI established in programme countries must hold a valid Erasmus Charter for Higher Education (ECHE). An ECHE is not required for participating HEI in partner countries.
Possible participating individuals	Jean Monnet Chair holders must be permanent staff members at the applicant institution and have the rank of professor/senior lecturer. They may not be a 'visiting professor' at the HEI applying for the grant.
Application procedure	The application procedure is centralised, i.e. the HEI applies directly at the Education Audiovisual and Culture Executive Agency (EACEA).
Selection procedure	The projects will be assessed against the following criteria: • Relevance of the project (maximum 25 points);

	• Quality of the project design and implementation (maximum 25 points); • Quality of the project team (maximum 25 points); • Impact and dissemination (maximum 25 points).
Example of project	A list of selected projects under the LLP can be found here.

Jean Monnet Centres of Excellence

INDICATOR	DESCRIPTION
Legal framework	Regulation of the European Parliament and of the Council establishing 'Erasmus+' the Union Programme for Education, Training, Youth and Sport.
Structure and budget line	The Jean Monnet programme is a separate, transversal programme under Erasmus+. It does therefore not follow the architecture of the rest of the programme, which follows the logic of three Key Actions. The budget for this action comes from Heading 1 of the Multiannual Financial Framework 2014-2020.
Policy context	Jean Monnet is the continuation of the corresponding programme under the Lifelong Learning Programme (LLP), which ran from 2007 to 2013.
Objective	A Jean Monnet Centre of Excellence is a focal point of competence and knowledge on EU subjects. The academic responsibility of a Centre must be assumed by a Jean Monnet Chair holder. A Jean Monnet Centre of Excellence gathers the expertise and competences of high-level experts (including Jean Monnet Chairs and/or Jean Monnet Module coordinators) and aims at developing synergies between the various disciplines and resources in European studies, as well as at creating joint transnational activities. Jean Monnet Centres of Excellence have a major role in reaching out to students from faculties not normally dealing with EU issues as well as to policy makers, civil society and the general public at large.
Activities supported	A jean Monnet Centre of Excellence can carry out one or more of the following activities: • organising and coordinating human and documentary resources related to EU studies; • leading research activities in specific EU subjects; • developing content and tools on EU subjects to update and complement the current courses and curricula • enhancing the debate and exchange of experiences about the EU; • systematic publication of the results of research activities.
Eligible countries	Any country all over the world is eligible. There is no minimal requirement of partners from specific countries, since this is an action where only one Higher Education Institution (HEI) from any country applies.
Use of results	Jean Monnet Centres of Excellence are required to disseminate and exploit the results of the organised teaching and research activities beyond the scope of the stakeholders directly involved. To increase their impact they should include in their dissemination activities the creation and offer of Open Educational Resources (OER). Jean Monnet Centres of Excellence will be asked to update their respective section of the Erasmus+ specific online tool where all the information about the Jean Monnet activities will be hosted and are encouraged to use the existing platforms and tools such as the Jean Monnet directory or the Jean Monnet virtual community.
Project duration	The duration of a Jean Monnet Centre of Excellence is three years.
Size of overall budget	The budget for all Jean Monnet activities represents 1.9% of the overall Erasmus+ budget for 2014-2020. For the year 2014, approximately €38 million is planned for Jean Monnet actions.

Size of budget per project	The maximum grant that can be awarded for a Jean Monnet Centre of Excellence is €100'000, but max. 80% of the total eligible costs. Eligible costs are the following:
	 • activity costs:
	    o direct costs (staff, travel, subsistence, subcontracting, equipment, teaching)
	    o eligible indirect costs (flat-rate amount not exceeding 7% of the eligible direct costs of the project, representing the beneficiary's general administrative costs which can be regarded as chargeable to the project).

Eligible applicants and partners	Any HEI established in any country of the world can apply. HEI established in programme countries must hold a valid Erasmus Charter for Higher Education (ECHE). An ECHE is not required for participating HEI in partner countries. The HEI applying to set up a Centre of Excellence must designate a Jean Monnet Chair holder to assume the academic responsibility of the Centre. Therefore, only HEI that have already been granted a Jean Monnet Chair under a previous call for proposals can apply for a Jean Monnet Centre of Excellence.

Possible participating individuals	Participating individuals should be the best experts available among the teaching and research staff of the applying HEI.
Application procedure	The application procedure is centralised, i.e. the HEI applies directly at the Education Audiovisual and Culture Executive Agency (EACEA).
Selection procedure	The projects will be assessed against the following criteria: • Relevance of the project (maximum 25 points); • Quality of the project design and implementation (maximum 25 points); • Quality of the project team (maximum 25 points); • Impact and dissemination (maximum 25 points).
Example of project	A list of selected projects under the LLP can be found here.

Jean Monnet Support to Institutions and Associations

INDICATOR	DESCRIPTION
Legal framework	Regulation of the European Parliament and of the Council establishing 'Erasmus+' the Union Programme for Education, Training, Youth and Sport.
Structure and budget line	The Jean Monnet programme is a separate, transversal programme under Erasmus+. It does therefore not follow the architecture of the rest of the programme, which follows the logic of three Key Actions. The budget for this action comes from Heading 1 of the Multiannual Financial Framework 2014-2020.
Policy context	Jean Monnet is the continuation of the corresponding programme under the Lifelong Learning Programme (LLP), which ran from 2007 to 2013.
Objective	**Support to institutions**: Jean Monnet supports institutions that enhance teacher and training activities on EU subjects at the postgraduate level and/or for other relevant stakeholders. It also fosters activities aimed at elaborating, analysing and popularising EU subjects and their teaching. **Support to associations**: Jean Monnet supports associations that have as their explicit purpose to contribute to the study of the European integration process. Such associations should be interdisciplinary and open to all interested professors, teachers and researchers specialising in EU issues in the relevant country or region.
Activities supported	**For institutions**: • collect, elaborate, analyse and disseminate EU facts and knowledge; • organise Master level courses on EU issues or professional advanced training for practitioners, civil servants of local and regional authorities. **For associations**: • organise and carry out statutory activities of associations dealing with EU studies and EU issues; • publicise EU facts among a wider public enhancing active citizenship.
Eligible countries	Any country all over the world is eligible. There is no minimal requirement of partners from specific countries, since this is an action where only one Higher Education Institution (HEI) from any country applies.
Use of results	Institutions and associations selected under this action are required to disseminate and exploit the results of the organised teaching and research activities beyond the scope of the stakeholders directly involved. To increase their impact they should include in their dissemination activities the creation and offer of Open Educational Resources (OER). They will be asked to update their respective section of the Erasmus+ specific online tool where all the information about the Jean Monnet activities will be hosted and are encouraged to use the existing platforms and tools such as the Jean Monnet directory or the Jean Monnet virtual community.
Project duration	The duration of Jean Monnet Support to Institutions is three years.
Size of overall budget	The budget for all Jean Monnet activities represents 1.9% of the overall Erasmus+ budget for 2014-2020. For the year 2014, approximately €38 million is planned for Jean Monnet actions.

Size of budget per project	The maximum grant that can be awarded for Jean Monnet Support for institutions and associations is unlimited (support for institutions) and up to €50'000 (support for associations), but max. 80% of the total eligible costs. Eligible costs are the following :
	• activity costs:
	    o direct costs (staff, travel, subsistence, subcontracting, equipment, teaching)
	    o eligible indirect costs (flat-rate amount not exceeding 7% of the eligible direct costs of the project, representing the beneficiary's general administrative costs which can be regarded as chargeable to the project).

Eligible applicants and partners	**Jean Monnet institutions**: institutions active in the EU subject area, established in any country of the world. The designated European institutions pursuing an aim of European interest as well as the HEI that are eligible for a Jean Monnet Centre of Excellence or a Jean Monnet Chair are **not** eligible for this type of support. **Jean Monnet associations**: any association of professors and researchers specialising in EU studies, established in any country of the world. The explicit purpose of the

	association must be to contribute to the study of the European integration process at national or transnational level. The association must have an interdisciplinary character.
Application procedure	The application procedure is centralised, i.e. the HEI applies directly at the Education Audiovisual and Culture Executive Agency (EACEA).
Selection procedure	The projects will be assessed against the following criteria: • Relevance of the project (maximum 25 points); • Quality of the project design and implementation (maximum 25 points); • Quality of the project team (maximum 25 points); • Impact and dissemination (maximum 25 points).
Example of project	A list of selected projects under the LLP can be found here.

Annex III: Interview and feedback list

Swiss political level – interviews

NAME, SURNAME	ORGANISATION	POSITION
Antonelli Laura	SERI	Head of Department for International Education Projects
Bernard Wicht	EDK	Head of Coordination Unit 'culture and society international organisations'

Swiss political level – feedback

NAME, SURNAME	ORGANISATION	POSITION
Lagger Gaétan	SERI	Deputy Head of Department for International Education Projects
Hügli Jérôme	SERI	Responsible for International Education Projects
Meister-Gampert Muriel	SERI	Responsible for International Education Projects

Swiss operational level – interview for case studies

NAME, SURNAME	ORGANISATION	POSITION
Andrist Paul	SMU	Director of Education Center in Aarberg
De Dardel Marielle	UNIFR	Head of International Relations Office
Dutoit Laurent	HES-SO	Teaching consultant
Emery Pascal	CEC Emilie Gourd	Director
Freléchoux Maude	HES-SO	Collaborator specialised in international affairs
Hackländer Nele	UNIBAS	Head of Student Services
Kaiser Hedwig	UNIBAS	Vice Rector for Education

Swiss operational level – feedback

NAME, SURNAME	ORGANISATION	POSITION
Christen Karin	ch Foundation	Head of Erasmus programme
Neher Alain	ch Foundation	Head of Leonardo da Vinci programme
Wahli David	ch Foundation	Head of Comenius programme

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