

The European Erasmus Programme

As a central programme of the European Union, making the link between the EU and its citizens, the Erasmus programme is a complex, fruitful and challenged policy.

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ABSTRACT

In this poster, we will introduce the key elements of the Erasmus programme of the European Union.

Started in 1987, it became increasingly important in the development of an European identity. As of 2012, it helped 3 million students to study abroad and its budget is of €26.2 billion for the period 2020-2027.

It is then highly beneficial for many students, allowing them to meet new cultures and languages.

Nevertheless, it has recently been strongly challenged, in particular by the Europe-wide Brexit and Covid-19 crises, but also by the digitization and increased workload.



History of the Erasmus Programme

Voiced in the **1970s** and **1980s** by student's organizations, the issue of a European exchange policy reached the decision-making level at the 1984 EEC Council of Fontainebleau and was approved at the 1985 EEC Council of Milan.

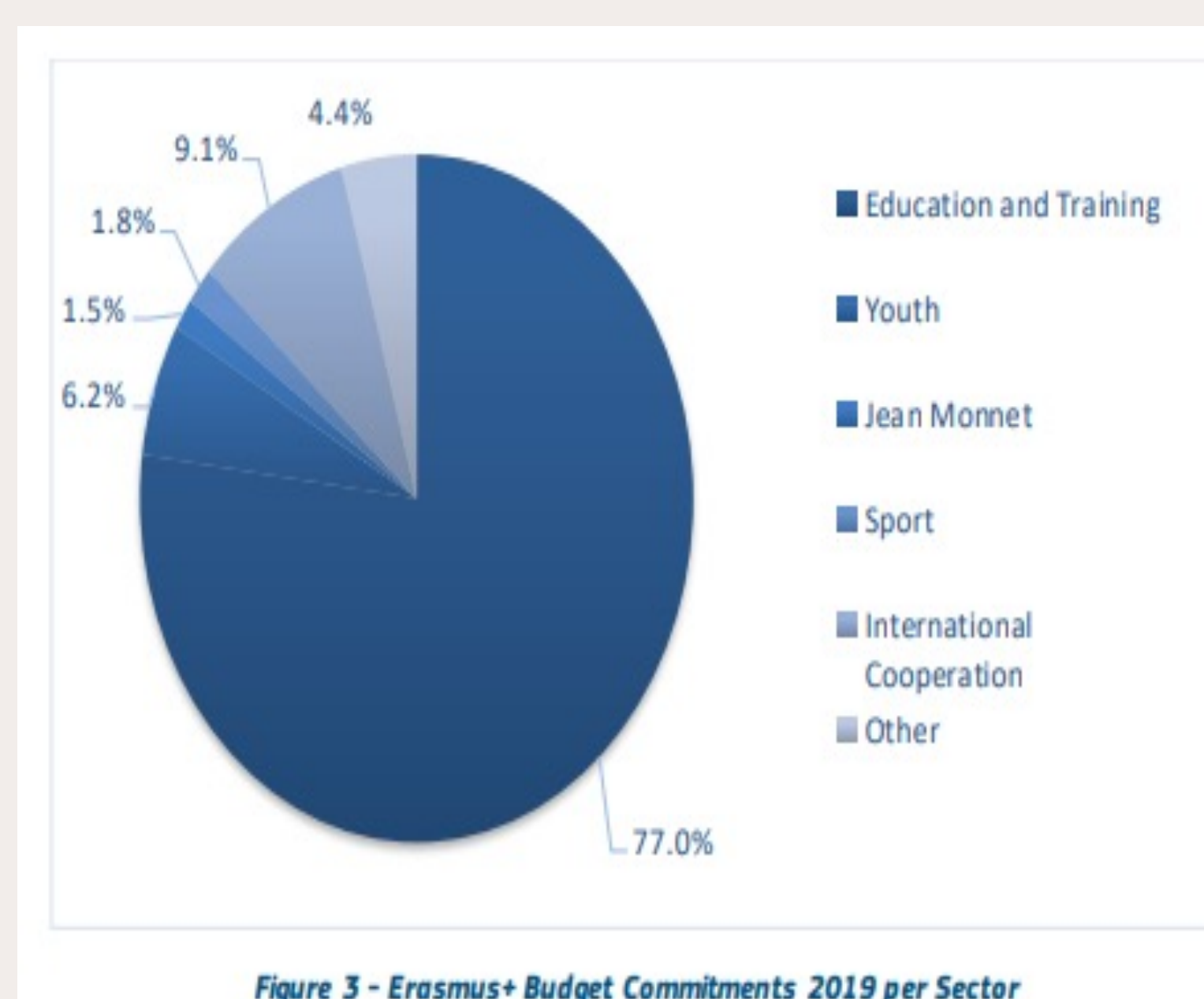
In **1987**, the Erasmus program is created, with an 85 million ECU budget. It is an acronym: **EuRopean Community Action Scheme for the Mobility of University Students**, based on the name of Erasmus (a Dutch figure of humanism and travel in European universities).

In **2014**, it became Erasmus+, a program to support education, training, youth and sport in Europe, broader than exchanges and aiming at creating a "European Education Area" by 2025.

Erasmus+ in 2021

Erasmus+ today links over 4000 higher education institutions across 37 countries, within and outside the European Union.

The 2020-2027 program has an estimated budget of €26.2 billion. This is nearly double the funding compared to its predecessor program (2014-2020).



Erasmus report (2019)

The benefits of studying abroad

Studying abroad may be one of the most beneficial experiences for a college student. By studying abroad, students can take in the customs and culture of a new land. The findings suggest that studying abroad has a positive impact on the perception of university students.

The highest values among Erasmus students in terms of outcomes were attributed to cultural enhancement, personal development and foreign language proficiency.



Studying abroad has, furthermore, a "**Europeanising impact** inasmuch as it affects the self-identity of students". The benefits of studying abroad include the opportunity to see new terrains, natural wonders, museums and landmarks of your host nation.

Another reason you might consider studying abroad is for the chance to experience different styles of education. You will find that completely immersing yourself in the education system of your host country is a great way to really experience and understand the people, its traditions, and its culture.

When you finish your studies abroad and return home, you will return with a new perspective on culture, language skills, a great education, a willingness to learn and a lot of new friends with different backgrounds.

Challenges

1. Brexit

Students and young people from Britain will no longer take part in the Europe-wide Erasmus exchange program, since UK has left EU membership.

This will lead to omission of an Erasmus exchange scheme that offered around 15,000 university students each year. In addition, this will radically reduce number of opportunities for Erasmus+ for example in areas like education, training, youth and sports.



2. Covid-19

The pandemic has affected almost everything and altered the EU student's mobility programs. It's hard since universities will not invite students to their campuses. Restrictions on travelling means fewer students will participate in the exchange program and many will lose interest. Moreover, the crisis has disproportionately affected already disadvantaged students.

3. Increased workload

The current Erasmus+ program is considered over-complicated, and the workflow is often repetitive, inefficient and time-consuming. Studies show that almost 89% of the staff experienced extreme workload.

4. Manual processes

5. Meeting student's expectations

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