



European
Commission

EU-Asia academic cooperation through Erasmus+:

What is Erasmus+ ?

Erasmus+ is the European Union (EU) programme for education, training, youth and sport for the period 2014-2020. Erasmus+ funds academic and youth mobility and cooperation between Europe and other regions in the world, including Asia

Erasmus+ supports activities that are closely matched with the EU's priorities for cooperation policy with these regions.

Asian countries can take part in Erasmus+ as Partner Countries in four types of projects in the higher education sector, and in youth cooperation projects. This brochure looks at the involvement of Asian countries covered by EU policy and funding for development cooperation (DCI instrument): Afghanistan, Bangladesh, Bhutan, Cambodia, China, Kazakhstan, DPR Korea, Kyrgyzstan, India, Indonesia, Iran, Iraq, Laos, Malaysia, Maldives, Mongolia, Myanmar, Nepal, Pakistan, Philippines, Sri Lanka, Tajikistan, Thailand, Turkmenistan, Uzbekistan, Vietnam and Yemen.

Student and staff mobility, 2015-2017

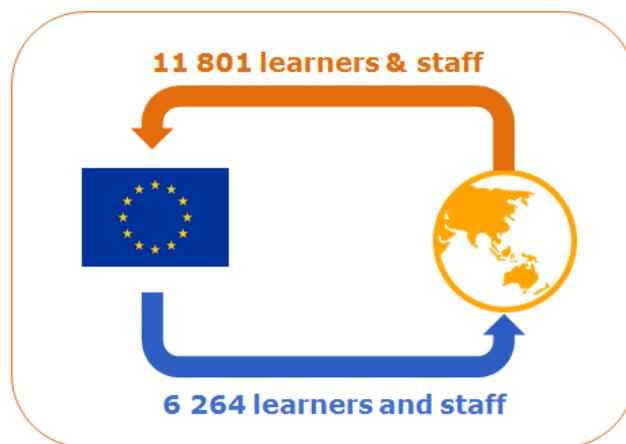
In 2017 we celebrated 30 years since the first students moved between European universities in the Erasmus programme. With Erasmus+ this type of short-term mobility for students, researchers, and staff has also been extended to cooperation beyond Europe allowing students to study in a foreign university for 3-12 months and obtain credits which are then recognised at the sending institution as part of their degree. A grant for staff mobility is also possible for 5-60 days.

There are distinct budgets for different regions of the world that are divided between all the European countries. European institutions make up bilateral partnerships with Asian universities and apply on behalf of their partners.

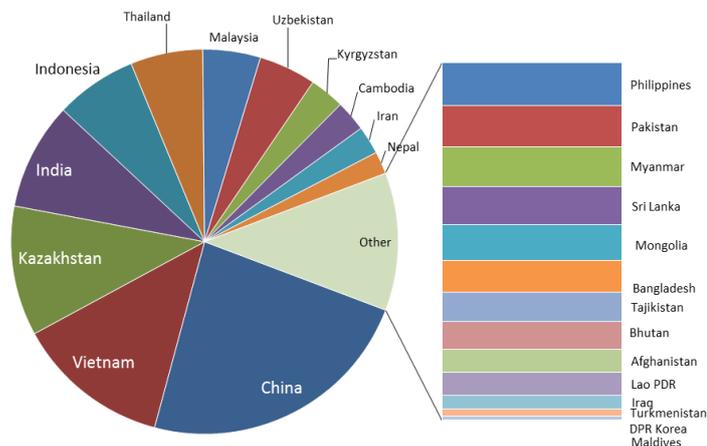
The budget for Asia makes up **some 20% of the entire international mobility budget** and so far has allowed establishing 1 375 projects for bilateral partnerships that organise **mobility for over 18 000 students, researchers, and staff**.

The Ca' Foscari University of Venice (UNIVE), Italy, has an agreement (IIA) with the University of Hanoi (HANU) in Vietnam. Under the agreement, 8 students and 5 staff members have travelled to study, to teach and train at Ca' Foscari and 2 staff members have travelled from Ca' Foscari to Vietnam. The agreement focused on mobility in the area of languages, management and tourism.

Erasmus+ student and staff mobility between Europe and Asia countries: 1 375 projects, some 18 000 people moving



Asia – mobility per country:



Erasmus Mundus Joint Master Degrees

Erasmus Mundus Joint Master Degrees (EMJMDs) award full-degree scholarships to Master students from around the world covering tuition, travel, and a living allowance. The programmes last from one to two years during which students study in at least two different European countries. Upon graduation, they are awarded a joint or double degree, or multiple degrees.

Students can apply to these programmes even if the university where they studied is not involved in any of them. They have to look for the available programmes in the EMJMD Catalogue and apply directly to the programme coordinator: https://eacea.ec.europa.eu/erasmus-plus/library/emjmd-catalogue_en
Asian institutions can also be part of the consortia that deliver these programmes, as Full Partners, which means they officially

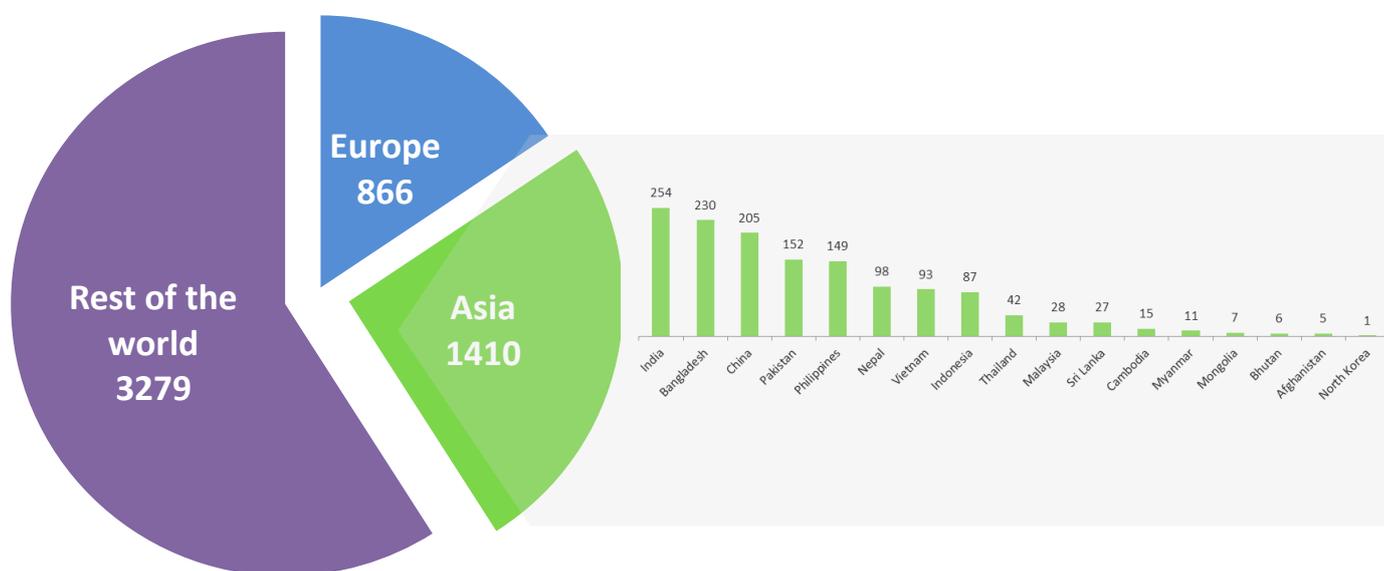
award degrees, or as Associated Partners, where they participate in the programme in some kind of capacity, but do not award the actual joint degree.

Asian partners

From 2014 to 2017, **85 institutions from Asia were involved in 41 of the 108 selected EMJMDs**. Of these, 77 Asian institutions took part as associated partners in 38 of the EMJMDs, and 11 Asian universities as full partners in 7 of the projects.

Countries with the highest rate of participation in EMJMD programmes were India, China and Indonesia. Top participating institutions were: Gadjah Mada University (Indonesia), Tongji University (China) and Jawaharlal Nehru University (India) – each of them involved in three EMJMDs.

Erasmus Mundus scholarships awarded to Master students, 2014-2017



International Master of Science in Environmental Technology and Engineering - IMETE +

The programme trains people to apply and develop environmental technologies, with a strong focus on multidisciplinary and problem-based technology development. It offers a wide range of optional study fields in an international environment.

Thesis research can be conducted at one of the partner institutions, or in cooperation with associated partners from all over the world. Among them there are Asian institutions such as the Institute of Urban Environment at the Chinese Academy of Science and the Zhejiang University in China, the Institute of Environmental Science and Technology in Vietnam and the Asian Institute of Technology in Thailand.

Erasmus Mundus and Asia, 2014-2017



1410 scholarships for Asian Master students



85 organisations from Asia involved

EUROAQUAE +

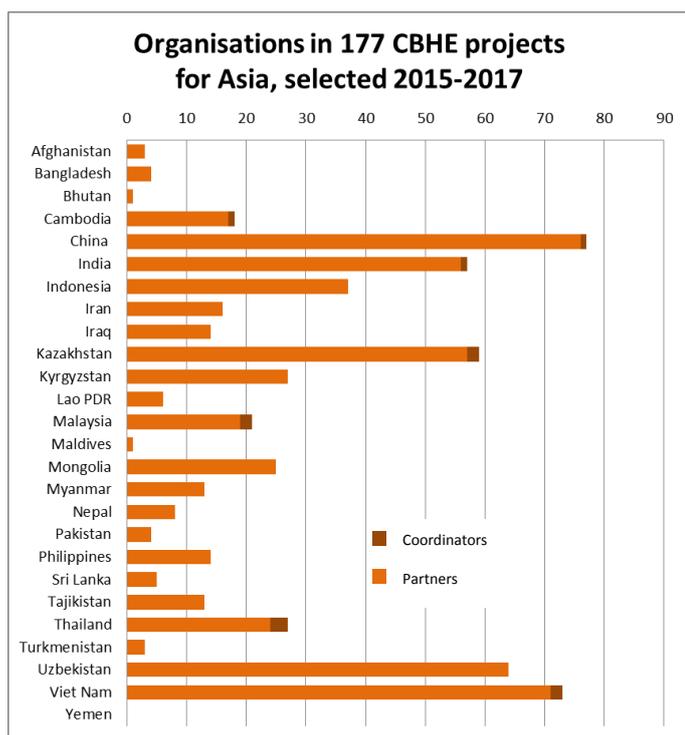
The programme is dedicated to international participants interested to develop their professional life within the water sector. The consortium is coordinated by the University Nice Sophia Antipolis and is offered in cooperation with 14 leading international universities, including the North China University of Water Resources and Electric Power, the Howai University in China and the Indian Institute of Technology Madras. 27 world leading companies and organisations from the water and IT domains cooperate as well as associated partners.

In semester 4, participants conduct their master thesis either as an internship with an industrial partner or with an academic partner of EuroAqua+ consortium.

Capacity Building in Higher Education

There are two types of Capacity Building in Higher Education (CBHE) projects, which all last from two to three years. Joint projects are aimed at modernising and reforming higher education institutions, developing new curricula, improving governance, and building relationships between higher education institutions and enterprises. Structural projects can also tackle policy topics and issues, preparing the ground for higher education reform, in cooperation with national authorities.

Capacity building projects can be addressed to a group of Asian countries or a single country and they can also be cross-regional and include partners both from different Asian regions. So far, 177 projects are focused on Asia:



OPALET: Online Platform for Academic TEaching and Learning in Iraq and Iran

OPATEL is setting up and developing centres in Iranian and Iraqi universities to train staff and students by using an Online Platform for TEaching and learning. This will also act as a hub for using best practices of ICT in education, as well as raising competencies of lecturers and teachers by enhancing learning processes of students. Three HEIs from Iran and five from Iraq form a partnership with universities from Germany, Greece and Portugal.

Curriculum development for Sustainable Seafood and Nutrition

This project creates an MSC curriculum that provides integrated and badly-needed know-how on sustainable seafood nutrition security, covering aspects from production and safety to processing and promotion of seafood. It will also develop tailor-made VET courses to cover the immediate personnel training needs of the local and regional businesses. AIT, a Thai HEI, coordinates this project which involves partners from Thailand, Vietnam, Indonesia, Greece, Norway and the UK

Capacity-building projects 2014-2017



177 projects



584 organisations

from Asia involved

Furthering the Quality of Doctoral Education at Higher Education Institutions in Uzbekistan.

This structural project accompanies ongoing reforms to Uzbekistan's style of doctoral education, which is moving away from a Soviet-style system to one more in line with the European higher education area. The Uzbek ministry joins six Uzbek and four European HEIs in a project that tackles four critical reform issues: institutional support, quality assurance, human resources and links with business and industry.

Jean Monnet Activities

Jean Monnet (JM) activities aim to develop EU studies worldwide. For over 25 years they have been supporting Modules, Chairs, and Centres of Excellence to promote excellence in teaching and research on the European integration process at higher education level. The programme also supports policy debate with the academic world and a number of associations in the domain of EU studies.

Asia

Out of a total of 966 successful applications to Jean Monnet between 2014 and 2017, 21 are Asian projects managed by institutions from Cambodia, South Korea, Indonesia, Malaysia, Philippines, Thailand, Kazakhstan, Uzbekistan and Iran. Although a JM Institution and JM Project have yet to be established in the region, there have been **5 JM Chairs, 10 JM Modules, 5 Centres of Excellence** and **1 JM Network**.

JEAN MONNET PROJECT

Malaysia – Jean Monnet Centre of Excellence – Prof. Hashim AZIRAH
The JM Centre of Excellence entitled “ASEAN-EU in Dialogue, Learning from One Another” builds on the existing infrastructure at the Asia-Europe Institute (AEI) at University of Malaya. The proposed objectives are to promote ASEAN-EU studies and to foster a ASEAN-EU policy discourse in Malaysia that translate into policy recommendation. It also aims to build capacity for and among the next generation of students and young researches in the field of comparative regionalism and EU studies. The JM Centre of Excellence lends from the three ASEAN Community pillars: the ASEAN Political Security Community, the ASEAN Economic Community and ASEAN Socio-Cultural Community.

Capacity Building in the Field of Youth

Capacity Building projects in the Field of Youth cover a range of activities that encourage cooperation between organisations active in youth empowerment, education of youth, youth training, and other relevant socioeconomic sectors in Programme and Partner Countries from different regions of the world. The projects aim to recognize and improve youth work, non-formal learning, and volunteering, and consequently link this to education systems and the labour market.

“The Young side of the Moon”

Asian partners from India and Vietnam

The project prepares youth workers to take on leadership roles in their local and global communities as agents and multipliers for sustainable co-development and growth. The subject areas of the project were addressed according to a creative approach experimented by PRISM, which links topics with song themes on the classic rock album "The Dark Side of the Moon". by Pink Floyd. Economic Crisis (*Money*), Crisis of cultural values (*On the run / breathe*), Migrations and Inclusion (*Us and them*), Environment (*Eclipse*). The project included different mobility activities of youth workers and among them some job-shadowing activities. The activities were seen as a reciprocal opportunity for practical learning experience, exchange good practice, acquire key competences and build long-term partnerships.

During the selection periods between 2014 and 2017, **153 projects in Asia** have been approved. 15 Asian countries are covered and from Afghanistan to Vietnam. Around 5.300 young people and youth workers from EU Member States, Asian countries and Non EU programme countries are involved. Projects are varied in subject-matter, ranging from topics like **human rights to social inclusion, gender equality, sustainable development, leadership, entrepreneurship and technology.**

Youth Capacity Building projects for Asia, 2014-2017



153 projects



143 organisations

from Asia involved

“Advocacy for Street based Youth work and networking Action”

Asian partners from Cambodia, Philippines, Vietnam:

The project proposes support for marginalized groups in each country through the Social Street Work, approach based on educational relations and non-formal educational action. By meeting youngsters in their on their own life area, Social Street Work builds up an educational relationship based on trust that favours emancipation and citizenship.

Facing the Gap

Asian partner: Drama (Beijing) Education Consulting Co. Ltd, China

The project aimed to develop and advocate the use of drama and theatre in youth work. The project built on the importance of opening spaces through artistic creation where young people have the freedom to face the burning problems of our times and reach new understandings, to take responsibility for their thoughts and action. The project partners worked with young people on artistic initiatives based on a play written specifically for the project.

More information:

Erasmus+ website: http://ec.europa.eu/programmes/erasmus-plus/node_en

Erasmus+ projects & results: <http://ec.europa.eu/programmes/erasmus-plus/projects/>

Erasmus+ funding opportunities: http://eacea.ec.europa.eu/erasmus-plus/funding_en

Erasmus Mundus Students and Alumni Association: www.em-a.eu

Study in Europe: <http://ec.europa.eu/education/study-in-europe/>