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Activitatea de cercetare științifică reprezintă o componentă de bază a misiunii Universității Spiru Haret și a activității academice desfășurate de cadrele didactice din universitate.

Conform Strategiei de cercetare științifică în perioada 2014 - 2020, Universitatea Spiru Haret își propune să obțină o poziție cât mai înaltă în rândul universităților din România, să se bucure de recunoaștere națională și internațională urmare a desfășurării activității de cercetare și inovare la standarde europene....

Încă de la înființare, din anul 1991, Universitatea Spiru Haret și-a asumat misiunea de învățământ și cercetare.

Misiunea generală a Universitatea Spiru Haret și a Facultății de Științe Economice București, ca parte componentă a acesteia, este de a genera și a transfera cunoștințe către societate prin:

- formarea inițială și continuă la nivel universitar și postuniversitar;
- cercetare științifică, dezvoltate, inovare și transfer tehnologic prin creație individuală și colectivă precum și prin valorificarea și diseminarea rezultatelor acestora....

Facultatea de Științe Economice București, parte componentă a Universității Spiru Haret, are ca obiectiv principal desfășurarea unei cercetări științifice universitare dinamice și de calitate, în conformitate cu standardele naționale și internaționale.

Strategia de cercetare științifică a Facultății de Științe Economice București pentru perioada 2014-2020 urmărește dobândirea și valorificarea noilor cunoștințe științifice precum și creșterea prestigiului facultății în domeniul științelor economice și a celor înrudite cu acestea. Astfel, dobândirea, diseminarea și valorificarea cunoștințelor și informațiilor de **cercetarea științifică fundamentală și aplicativă** se va face prin participarea cadrelor didactice la proiecte și programe de cercetare atât câștigate prin competiție (cum sunt cele cofinanțate din fondurile structurale și de coeziune) cât și încheiate cu mediul de afaceri, prin accesul la publicații naționale și internaționale în domeniu, prin participarea la diverse manifestări științifice atât în țară cât și în străinătate, prin organizarea de sesiuni de comunicări științifice cu participare națională sau internațională, prin publicarea rezultatelor în reviste de specialitate, anale, proprii sau partenere, indexate în baze de date cu vizibilitate precum și prin activitatea didactică desfășurată cu studenții și masteranzii.

Cercetarea științifică la nivelul Facultății de Științe Economice București se desfășoară atât **individual** (de către fiecare cadru didactic, ca parte a activității didactice și de cercetare) cât și în **colective de cercetare** organizate la nivelul centrului de cercetare al facultății - **Centrul de Cercetări Aplicate în Economie**.

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EDITURA UNIVERSITARĂ

THE ROLE OF THE ERASMUS+ PROGRAMME IN HIGHER EDUCATION AND THE FINANCIAL STRUCTURE OF THE BUDGET

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Abstract.

The Erasmus+ Programme has a significant role in higher education. It encourages and supports the development of academic life, and the international circuit of educational, scientific, or cultural values. This paper seeks to present some aspects of Erasmus+ Programme, the advantages and disadvantages of Erasmus experience, various forms of cooperation between schools and universities, as well as the financial structure of the budget.

Keywords: *budget, higher education, government policy, public policy.*

JEL Classification: H61, I23, I28, J48

1. Introduction

The Erasmus + Programme is built on the achievements of almost 30 years of European programmes in the field of education, and it is associated with the mobility for young people and youth workers, capacity-building projects in the field of youth, and the participation of teachers in international meetings, conferences and events that promote dialogue between young students and decision-makers. At European level, the European Commission is ultimately responsible for the implementation of the Erasmus+ Programme, for managing the budget and setting priorities, targets and criteria for the Programme on an on-going basis.

The Erasmus + Programme has an European dimension, but also an international dimension by supporting the modernisation, the reform processes and the strategies in higher education. In the Partner Countries involved in the Erasmus+ Programme (Western Balkans, Eastern and Southern Mediterranean countries, Russia and Central Asia), the National Teams of Higher Education Reform Experts provide some expertise to local authorities and universities.

There are many Erasmus + projects and the following names may be used for some projects targeting a specific sector, in addition to the common „Erasmus+” brand name, as follows²⁵:

- „Erasmus+: Comenius”, in relation to the activities of the Programme exclusively related to the field of school education;
- „Erasmus+: Erasmus”, in relation to the activities of the Programme exclusively related to the field of higher education and targeting Programme Countries;
- „Erasmus+: Erasmus Mundus”, in relation to the Erasmus Mundus Joint Masters Degrees;
- „Erasmus+: Leonardo da Vinci”, in relation to the activities of the Programme exclusively related to the field of vocational education and training;
- „Erasmus+: Grundtvig”, in relation to the activities of the Programme exclusively related to the field of adult learning;

²⁵ <http://ec.europa.eu/education> - Erasmus+ Programme Guide 2016, p. 8

- „**Erasmus+: Youth in Action**”, in relation to the activities of the Programme exclusively related to the field of youth non-formal and informal learning;
- „**Erasmus+: Jean Monnet**”, in relation to the activities of the Programme exclusively associated with the field of European Union studies;
- „**Erasmus+: Sports**”, in relation to the activities of the Programme exclusively related to the field of sport.

There are many students, teachers and stakeholders involved in Erasmus + projects and various forms of cooperation between EU universities and other non-EU schools, such as: Former Yugoslav Republic of Macedonia and Turkey. According to European official statistics, there are more than 3 200 higher education institutions in 33 countries in Europe, which participate in Erasmus student and staff exchanges.

2. Literature Review

The paper has based its conclusions on the following papers and researches:

Krzaklewska E. and Krupnik S. (2008) presented in their paper „*The Role of the Erasmus Programme in Enhancing Intercultural Dialogue. Presentation of the Results from the Erasmus Student Network Survey 2007*” the importance of Erasmus Programme and the analysis of students’ values and world views about EU projects. They make a clear point about how the mobility of people and resources in higher education has a distinct role in developing the intercultural dialogue within academia. The Erasmus programme is open to the EU Member States, the three EEA countries (Iceland, Liechtenstein and Norway) and to Turkey (as candidate country). This article focus on the students’ opinion and their motivation to go abroad to study. The above mentioned authors wanted to analyze if Erasmus Programme allows people to network and meet and also the importance of the social dimension of the internship. The conclusion of their research was that the effects of the exchange are positive and the students become more open-minded and they developed a global identity.

Hendershot K. and Sperandio J. (2009) are writing about the phenomenon of globalization and the students’ perceptions of the development of their global citizen identity within the international context. They think that „educational leaders must consider that 21st century students have to prepare to live and work in an increasingly complex world. An educated person may need to develop the knowledge base, skills, and attitudes required to function in and contribute to a global society (p.45).” Thus, most of the schools, colleges, and universities in the United States are developing specialized curricula designed to educate students for the global citizenship. However, the experiences with other cultures and places gained through program-organized study abroad were perceived as being the most important element in students’ education.

The Erasmus Impact Study Regional Analysis was published by EU in February 2016 with new information about the effects of the Erasmus on the personality, skills and career of students of European Regions and how the mobility influences European identity and relationships. This new study analyses the regional trends in the effects of student mobility under the Erasmus programme and the results indicate that in Eastern Europe, students primarily choose to go abroad to improve their foreign language skills as well as to broaden their career prospects. In all European regions, more than 80% of the Erasmus students feel that their European attitude has been strengthened by mobility (p.20).

3. Advantages And Disadvantages of the Erasmus+ Programme

There are many **advantages** for students and teachers involved in the Erasmus + Programme, such as:

- The possibility to live abroad and meet new people;
- The wish to meet new people and broaden career prospects in home country;
- The opportunity to develop language and soft skills and broaden career prospects abroad;
- The possibility to receive a grant especially in Eastern Europe;
- The chance to increase employability;

- The improvement of communication skills and team working skills;
- The possibility to improve the future careers and social lives, etc.

The Erasmus experience is important for students for the expression of their personality traits and skills related to employability and also for their personality. According to *The Erasmus Impact Study: Regional Analysis* published by EU in early 2016, the highest percent of Erasmus students who perceived an improvement of their personality traits was observed in Spain, Portugal, Romania, Bulgaria, the United Kingdom and Estonia.

Also, funding is important for young students and Erasmus grants are specifically important for students from Hungary, Estonia, Romania, Poland and the United Kingdom. According to EU official statistics²⁶, the Erasmus grants influenced students' career decisions most frequently in Hungary (71%), Estonia (69%), Romania (68%), Poland (67%) and the United Kingdom (64%), and least often in Denmark, the Netherlands and Germany.

The Disadvantages of the Erasmus + Programme

There are some disadvantages for the Erasmus students, such as: financial issues such as low-value grants, recognition and problems regarding the compatibility of courses and projects within the credit system, the lack of information or support within home institution, insufficient information about the Erasmus programme, terrorist attacks, etc. In the last decades, both teachers and students faced with **the bureaucracy** in EU projects and Erasmus + Programme. Most of the teachers and students observed the bureaucratic elements of application and registration forms, letters and agreements. The Erasmus Impact Study published by EU in 2014 revealed some important aspects of European bureaucracy. In this study, many participants, however, stated that the bureaucracy related to the programme could be improved. The students asked for more money, more job placement opportunities and more integration in the EU job markets and the academic staff asked for more formal recognition and better support for their mobility.

4. The Financial Structure of the Erasmus + Programme Budget

According to the EU Regulation, the Erasmus+ Programme is opened to EU Member States, EFTA/EEA countries, Former Yugoslav Republic of Macedonia and Turkey, but also to partner countries, such as:

- ✓ Western Balkans (Albania, Bosnia and Herzegovina, Kosovo³, Montenegro, Serbia);
- ✓ Eastern Partnership Countries (Armenia, Azerbaijan, Belarus, Georgia, Moldova, Territory of Ukraine as recognised by international law);
- ✓ Russian Federation (Territory of Russia as recognised by international law);
- ✓ South-Mediterranean countries (Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine, Syria, Tunisia).

The total amount of the funds available in 2016 to finance activities supported by the Erasmus+ Programme is 2,229,266,699 € divided between: Education and Training, Youth, Jean Monnet activities and Sport. The structure of the Erasmus+ Budget could be observed in the table below:

Table no. 1: The Financial Structure of the Erasmus + Programme Budget

Revised Budget Erasmus+ 2016	Budget Lines	Total Amount Euro
Education And Training	15 02 01	1,941,976,892
Youth	15 02 01 02	211,850,882
Jean Monnet	15 02 02	41,298,959
Sport	15 02 03	34,139,966
TOTAL		2,229,266,699

Source: http://Ec.Europa.Eu/Dgs/Education_Culture - Amendment of the 2016 Annual Work Programme for the Implementation Of 'Erasmus+': The Union Programme For Education, Training, Youth and Sport, p. 90.

²⁶ <http://ec.europa.eu/education-> The Erasmus Impact Study: Regional Analysis, p. 27

We have noticed from the Erasmus + Programme budget that most of the funds are allocated to the education and training activities and smaller amounts are destined to Jean Monnet or sport activities. The budget allocation per each country is presented in the table below:

Table no. 2: The Budget Country Allocation – Education and Training

Country	Total E&T			Country
	KA 1 2016	KA 2 2016	Total KA1+KA2	
BE	22,722,961	8,066,142	30,789,103	BE
BG	15,451,646	5,612,693	21,064,338	BG
CZ	22,452,875	7,904,163	30,357,038	CZ
DK	12,685,003	4,576,837	17,261,840	DK
DE	111,343,176	38,711,900	150,055,076	DE
EE	7,092,794	3,087,246	10,180,040	EE
EL	21,962,077	8,305,866	30,267,943	EL
ES	85,109,928	29,614,603	114,724,530	ES
FR	91,833,204	32,508,701	124,341,904	FR
HR	7,909,758	3,272,111	11,181,869	HR
IE	11,533,096	4,357,630	15,890,726	IE
IT	86,692,331	31,310,645	118,002,976	IT
CY	4,042,909	2,520,376	6,563,284	CY
LV	9,282,897	3,612,660	12,895,556	LV
LT	12,811,416	4,850,532	17,661,947	LT
LU	2,170,475	2,348,150	4,518,625	LU
HU	20,030,770	7,422,310	27,453,080	HU
MT	2,341,284	2,353,299	4,694,583	MT
NL	30,840,680	10,914,429	41,755,109	NL
AT	18,202,075	6,471,467	24,673,542	AT
PL	67,421,142	23,888,131	91,309,273	PL
PT	22,989,162	8,549,042	31,538,204	PT
RO	33,263,078	12,392,189	45,655,267	RO
SI	8,381,439	3,362,194	11,743,633	SI
SK	13,563,904	5,046,001	18,609,905	SK
FI	15,971,805	5,735,733	21,707,538	FI
SE	18,191,545	6,855,222	25,046,767	SE
UK	78,488,575	29,485,698	107,974,273	UK
IS	2,899,711	2,357,717	5,257,428	IS
LI	651,256	2,331,860	2,983,116	LI
NO	11,451,835	4,346,382	15,798,218	NO
TR	62,417,582	22,953,150	85,370,732	TR
the former Yugoslav Republic of Macedonia	2,448,247	1,812,714	4,260,961	the former Yugoslav Republic of Macedonia
Total	934,650,634	346,937,790	1,281,588,425	Total

Source: http://ec.europa.eu/dgs/education_culture - Amendment of the 2016 Annual Work Programme for the Implementation of 'Erasmus+' Programme, p. 101

Where, the indicators are:

KA1 – The Learning Mobility of the Individuals

KA2 – The Cooperation for Innovation and the Exchange of Good Practices

In our research, we collected the data about the implementation of the different actions within the Erasmus+ Programme. The total Erasmus+ Programme budget is around 14.7 billion € allocated for the period 2014 –2020. According to EU practice, the following codes are applied to indicate the distribution of the budget:

KA1 – Mobility Of Higher Education Students and Staff

KA2 – Other Types Of Mobility (VET, School Education, Adult Education and Youth)
 KA3 – Structured Dialogue Meetings
 Others – Jean Monnet Activities, Sports, etc.

Table no. 3: The Distribution of the Budget According to the Different Actions

MAIN ACTIONS	Percentage (%)
KA1	63
KA2	28
KA3	4
Others	5

Source: EU reports and authors own work

http://ec.europa.eu/dgs/education_culture/more_info/awp/index_en.htm?page=1&mxi=5

We noticed in the table no.3 that most of the funds are allocated to the mobility of teachers and students and little amount for the structured dialogue meetings in the total Erasmus+ Programme budget.

5. Conclusion

In our paper we have presented the impact of the Erasmus programme on students, teachers and the European regions. We consider that Erasmus experience is significant for the entire academic community both at individual and institutional levels. The Erasmus experience is an opportunity for young students to develop their global citizen identity within the international context. The Erasmus + Programme has a significant role in higher education, due to the modern techniques and methodology. It can offer the international experience and the possibility to adapt to and act in new situations. We have found that education and training activities have an important percentage in the total Erasmus+ Programme budget and the indicator KA1 represents around 2/3 of the budget.

Most of the Erasmus students are optimistic regarding the expected improvement of their personality through a mobility experience. We think that the Erasmus students had an advantage over non-mobile students in terms of employability even before going abroad.

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