



European
Commission



Supporting reform: *the role of Erasmus* in higher education

Education and
Training

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Foreword



Over 3 200 higher education institutions from 33 countries across Europe take part in the Erasmus programme. Many people associate Erasmus only with the well-known and popular student exchanges. But Erasmus is much more. It also supports the exchange and training of academic and other staff, and promotes various forms of cooperation. As a result, Erasmus helps modernise the higher education sector and opens up education within Europe.

The universities and colleges presented in this brochure have been specially selected for what they have brought to – or what they gained from – their active involvement in initiatives such as staff mobility, intensive programmes and cooperation to support the modernisation of higher education in Europe. Each action has a considerable impact on its own higher education institution, as well as on their partner institutions.

Modern, knowledge-based economies require people with higher and more relevant skills – by 2020, 20% more jobs will require higher level skills. The quality of education and the supply of skills have increased worldwide and Europe must continue responding. Strengthening the excellent work that is already happening in the higher education sector is one of the ways that Europe is responding – the Erasmus programme is a key part of this process.

I hope these stories will inspire all higher education institutions to become more involved in these aspects of the Erasmus programme as each activity strengthens our European connections, and makes Europe's universities and colleges even more attractive places for teaching and learning. The Erasmus programme has a wide-reaching impact on our higher education institutions and I am confident that the next generation of our programmes starting in 2014 will deepen and broaden this tradition of supporting our universities and colleges in their quest for excellence.

Androulla Vassiliou

European Commissioner for Education, Culture, Multilingualism, Youth and Sport

Overview

Erasmus, the European Union's flagship mobility and cooperation programme in the field of education and training, was established in 1987. Its objective is to enhance the quality of higher education and strengthen its European dimension, in particular by increasing student and staff mobility. It enriches students' academic experience as well as helping them to develop intercultural skills and self-reliance. Staff exchanges contribute to developing individuals' professional skills and the capacity of the institutions involved to strengthen their international cooperation.

Currently **more than 3 200 higher education institutions** in 33 countries in Europe participate in Erasmus student and staff exchanges. With support for almost **three million students** since 1987 and an annual exchange of over 230 000 students – a number that is still growing – no other European programme has made such an impact. Erasmus has given 'Europe' a concrete meaning for millions of families for whom the EU would otherwise have remained a vague and theoretical concept.

The Erasmus programme covers many activities, from student, teacher and other staff mobility, to intensive programmes, multilateral projects, thematic networks and intensive language courses. This brochure highlights success stories in the fields of staff mobility, intensive programmes and modernisation projects.

Erasmus Staff Mobility

Staff mobility, which focuses on teaching, has become very popular since its introduction in 1997. With the creation of the Lifelong Learning Programme in 2007, staff mobility was extended to include training, as well as the possibility of higher education institutions inviting staff from companies to teach at their institutions. Training now accounts for around 26% of the staff mobility in the Erasmus programme.

Staff mobility enriches the experience of participants, contributes to their professional skills – and to the internationalisation and modernisation of higher education through cooperation between institutions. It also encourages student mobility. Over **300 000 staff exchanges** for teaching and training have been supported so far, representing approximately 7% of the Erasmus budget.

Statistics on Erasmus Staff Mobility

Academic year	Number of staff completing a teaching assignment	Average number of days abroad	Average grant for each period of mobility (€)	Number of staff completing a training assignment	Average number of days abroad	Average grant for each period of mobility (€)
1997-98	7 797	n/a	n/a			
1998-99	10 605	n/a	n/a			
1999-00	12 465	n/a	n/a			
2000-01	14 356	6.9	615			
2001-02	15 872	7.2	594			
2002-03	16 932	6.7	594			
2003-04	18 414	6.4	578			
2004-05	20 873	6.2	577			
2005-06	23 446	6.4	597			
2006-07	25 804	6.3	583			
2007-08	27 157	5.5	648	4 831	6.5	734.5
2008-09	28 615	5.6	666	7 774	6.5	751.1
2009-10	29 031	5.6	654	8 745	6.3	735.5
2010-11	31 620	5.6	645	11 197	6.2	707.9
Total	282 987			32 547		

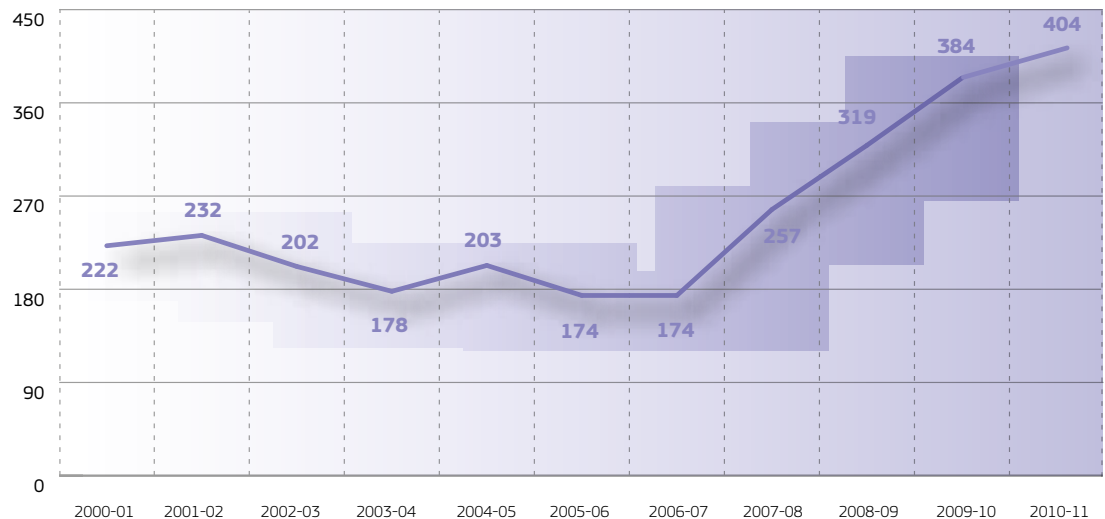
Erasmus Intensive Programmes (IPs)

Erasmus also funds **Intensive Programmes (IPs)** – these are short, subject-related programmes of study (lasting between 10 days and six weeks), which bring together students and teaching staff from higher education institutions from at least three European countries. These short study programmes:

- encourage the multinational learning of specialist topics;
- provide students with access to academic knowledge that is not available in just one higher education institution;
- allow teachers to gain different insights into course content and new pedagogic approaches; and
- test teaching methods in an international classroom environment.

Since 2007-08, IPs have been managed by the countries that participate in the Lifelong Learning Programme. In 2010-11, **404 IPs were organised in 30 countries** – an increase of more than **5%** compared to the previous year.

Number of Erasmus Intensive Programmes from 2000-01 to 2010-11



Competition procedure and assessment in 2012

The European Commission invited all higher education institutions holding an Erasmus University Charter to enter the competition on staff mobility and intensive programmes. The institutions submitted their applications to their National Agencies. Each National Agency held a pre-selection exercise before passing the shortlisted applications to the European Commission. Some 25 countries participated in the competition and 84 applications were sent to the European Commission (see annex).

The applications were assessed by independent experts, who were impressed by the high quality of the applications received. They also noted that these higher education institutions were fully committed to the fundamental principles of the Erasmus University Charter and had established proactive modernisation strategies.

Criteria for evaluating Erasmus Staff Mobility

- How has staff mobility (teaching assignments and/or staff training) been strategically used at the university as a mean of achieving academic quality (e.g. change in ways of teaching, etc.), and how has it led to new cooperation with higher education institutions abroad?
- In which way has Erasmus staff mobility been part of an integrated modernisation strategy?
- How broad has the coverage of staff mobility in the institution been (i.e. wide spectrum of departments/faculties involved)?
- How are staff members supported, and how is the participation in staff mobility recognised?

Institutions selected for their Erasmus Staff Mobility project

Country (*)	Institution	Number of academic staff in total	Number of outgoing staff involved in:		Number of incoming staff involved in:	
			Teaching Mobility 1997-2011	Training Mobility 2007-2011	Teaching Mobility 1997-2011	Training Mobility 2007-2011
Belgium	Haute École Albert Jacquard, Namur	250	2	4	11	0
Germany	Rheinische Friedrich-Wilhelms-Universität Bonn	3674	./.	24	./.	./.
Spain	Universitat Politècnica de València	2717	1186	134	641	137
Italy	Conservatorio di Verona 'E. F. Dall'Abaco'	72	52	4	85	4
Latvia	Vidzemes Augstskola	63	43	91	36	21
Hungary	Óbudai Egyetem	300	295	40	270	22
Netherlands	Hanzehogeschool Groningen	2700	581	28	./.	107
Slovenia	Lesarska šola Maribor	30	8	17	2	0
Finland	Jyväskylän ammattikorkeakoulu	289	480	103	569	98

(*) Protocol order

Criteria for evaluating the Erasmus Intensive Programmes

- How have IPs been strategically used at the university as a means of fostering academic quality and leading to new cooperation with higher education institutions and with the labour market?
- In what way has Erasmus been part of a modernisation strategy?
- How broad has the coverage in the institution been (i.e. several departments/faculties involved)?
- What 'spin-off' effects did the IPs have – e.g. large curriculum development projects or academic networks, research collaboration, Erasmus Mundus Master's courses, etc. – and how does the collaboration continue?
- In which ways have IPs developed the competences and international cooperation activities of the participating teachers?
- In which ways have IPs led to experimentation with new teaching methods?
- How has the participation in an IP developed the subject-related and generic competences of participating students, especially as compared to the classical Erasmus mobility actions?

Institutions selected for their Erasmus Intensive Programmes (2000–2011)

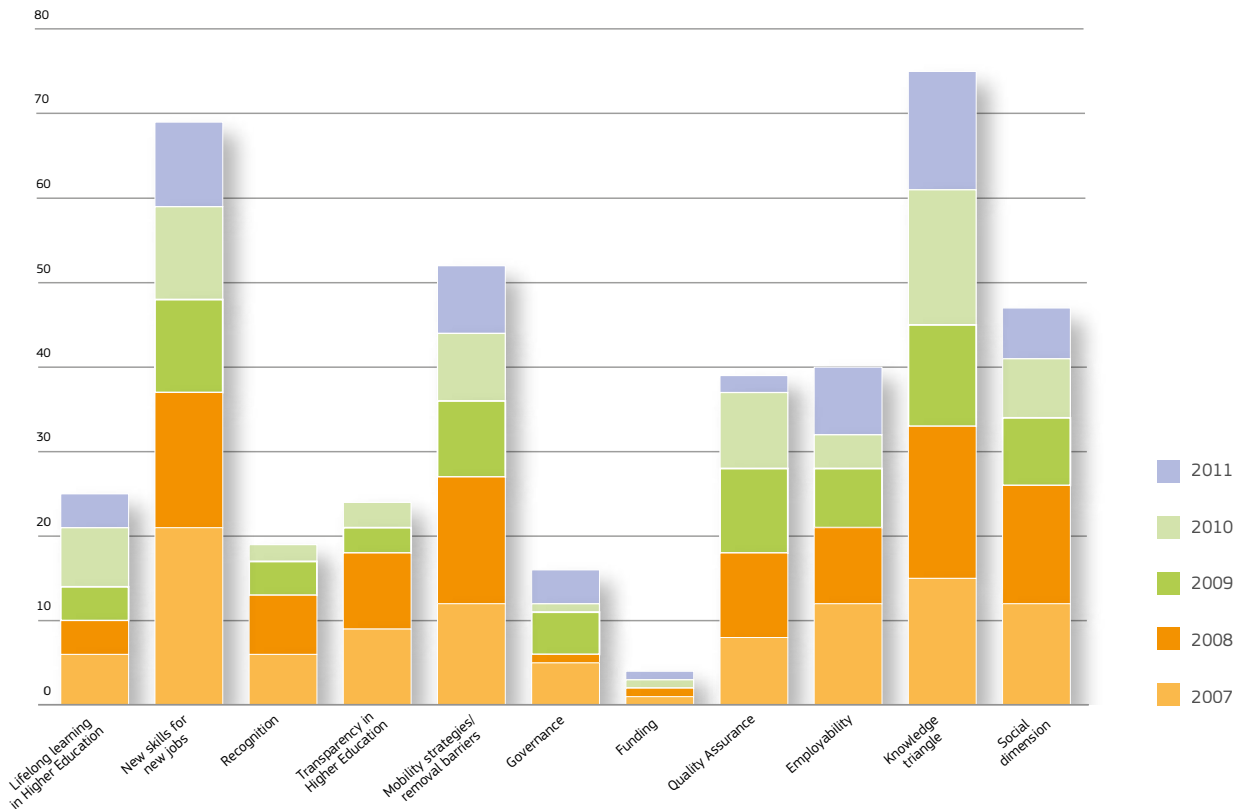
Country (*)	Institution	Number of IPs as the coordinator	Number of outgoing staff involved in:		Number of incoming staff involved in:	
			Number of IPs as a partner institution	Number of students involved when coordinating the IP	Number of staff involved when coordinating the IP	Total number of participants
Belgium	Howest, Hogeschool West-Vlaanderen	4	22	648	77	725
Estonia	Tartu Ülikool	16	0	367	141	508
Ireland	Trinity College Dublin	3	3	219	72	291
Greece	Technologiko Ekpaideytiko Idrima Kritis	22	8	918	287	1205
France	Institut National des Sciences et Techniques Nucléaires	5	9	132	92	224
Austria	Paris Lodron Universität Salzburg	5	100	550	175	725
Slovakia	Slovenská poľnohospodárska univerzita v Nitre	4	29	211	112	323
Finland	Metropolia Ammattikorkeakoulu	21	50	1257	235	1492
Turkey	Yaşar Üniversitesi	11	5	406	100	506

(*) Protocol order

Erasmus Modernisation Projects

With regard to **Erasmus centralised activities** the Education, Audiovisual and Culture Executive Agency (EACEA) identified 22 projects whose final reports had been externally evaluated and assessed as excellent. These projects were then reviewed by the same experts who had assessed the staff mobility and intensive programmes. They selected the top two projects that focus on the modernisation of higher education, and university-enterprise cooperation.

Higher Education policy priorities addressed by Erasmus Cooperation Projects from 2007 to 2011



General overview on the countries participating in Erasmus Staff Mobility and Intensive Programmes

Country (*)	Number of staff involved in:				Number of intensive programmes coordinated 2007-08 2010-11
	Outgoing teaching mobility 2000-01 2010-11	Incoming teaching mobility 2000-01 2010-11	Outgoing training mobility 2007-08 2010-11	Incoming training mobility 2007-08 2010-11	
Belgium	10455	8 825	517	999	82
Bulgaria	4542	3 155	454	238	13
Czech Republic	15 542	9619	1672	1050	32
Denmark	3468	4137	299	884	26
Germany	28223	28871	1929	3387	128
Estonia	2209	2335	696	372	20
Ireland	1930	2540	127	582	3
Greece	4481	6689	567	608	54
Spain	25222	23079	3225	3542	60
France	23678	25459	1517	2298	130
Italy	13762	23631	1286	2379	133
Cyprus	464	751	164	212	2
Latvia	2665	2734	1705	233	13
Lithuania	6797	4931	854	751	28
Luxembourg	11	74	3	16	1
Hungary	7241	7108	1099	794	29
Malta	458	749	44	320	3
Netherlands	7375	6938	506	1246	84
Austria	7417	7502	638	1114	98
Poland	20357	13305	5224	1014	65
Portugal	6875	11011	545	1362	56
Romania	9936	8283	1504	395	13
Slovenia	1769	2187	430	339	28
Slovakia	4082	5030	526	409	27
Finland	10635	12806	2529	1468	76
Sweden	5263	5739	541	994	38
United Kingdom	15736	15210	1007	3601	52
Croatia	96	n/a	80	n/a	n/a
Iceland	555	640	118	373	4
Turkey	7614	5611	2083	799	39
Liechtenstein	60	50	15	32	5
Norway	3202	3194	695	776	22

(*) Protocol order

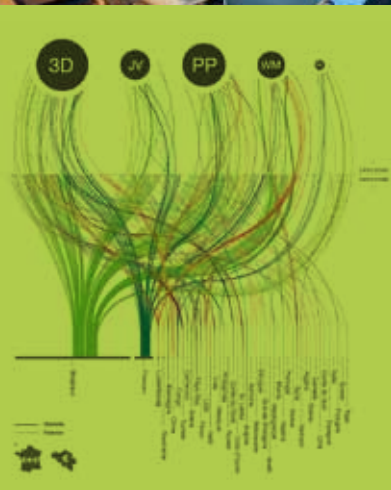
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'Getting closer to the labour market'

The Albert Jacquard Higher Education Institution, Namur

The Albert Jacquard Higher Education Institution specialises in business studies, pedagogy and computer graphics, providing its 2500 students with access to industry experts from across Europe. Visiting specialists have run practical workshops in all three departments at the College. This has helped students to gain access to world-class expertise and prepare them for the world of work in a fast-moving industrial environment.

Being close to the labour market is an important aspect of higher education and training. Véronique Van Cauter, Coordinator of International Services at the Albert Jacquard Higher Education Institution, explains how *'the private sector's involvement began in the field of computer graphics, which is characterised by rapid development. Our staff wanted their students to be aware of the latest thinking and as we cannot always go to the experts, we invited them to Belgium.'*

Véronique emphasises that *'once you make a start, things can move quickly. It is not too hard to organise and it isn't too expensive. You just need the right contacts and you need to prepare the experts so they can work with students.'*

'Experts from industries across Europe add real value to our students' experience, they improve the quality of our programmes and they help students to recognise the rate of change at work.' The use of workshops rather than lectures is popular as this reflects the realities of employment. *'The involvement of the private sector has changed the pedagogic approach of the whole college. It has improved our professional networks, provided students with more opportunities for employment and brought us closer to industry. Everyone has benefitted and we have started to use this workshop approach to learning in other departments.'*

Véronique Van Cauter

Coordinator of International Services

‘Internationalisation is not just for academics; it is important for all staff’

University of Bonn

The University of Bonn’s international strategy includes the development of a manageable number of close relationships with partner institutions. For Professor Christa E. Müller, the Vice-Rector for Public and International Relations, *‘this involves a series of deep relationships which cover all aspects of university provision – teaching; research; and the exchange of young scientists, students and administrative staff.’*

For Susanne Maraizu, the University’s Erasmus Institutional Coordinator, staff mobility is *‘part of our human resource strategy, which ensures that the learning from the experience is shared and other staff are motivated to become more involved in international work.’* Staff attend workshops before and after their mobility programme as *‘this creates a network of participants who can support each other. It also gives them a good overview of the whole university, which is useful during the one or two weeks that they spend abroad.’*

Prof. Christa E. Müller notices the difference it makes to individuals’ work – *‘on their return, staff are more motivated; the quality of their work improves; they recognise how the University is helping them to develop their career; they are able to work more effectively with international students and academics; and they bring new ideas which are of benefit to their faculty or the central administrative team.’*

Susanne Maraizu

Erasmus Institutional Coordinator and
Assistant Director for the International Office

Prof. Christa E. Müller

Vice-Rector for the University of Bonn

The University of Bonn is a very large, internationally-focussed research university with more than 30 000 students. As with many universities in Germany, the international strategy covers all aspects of work, including participation in the Erasmus staff mobility scheme. Before their stay abroad, staff members attend pre-departure workshops and complete mandatory intercultural and some of them language training. This is accompanied by workshops for staff members to reflect on their experience – acknowledged by the award of a Certificate of International Competence – and to provide feedback.

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'All 13 of our faculties and schools participate in the staff mobility scheme'

Universitat Politècnica de València

The Universitat Politècnica de València is a 45-year-old technical university with 13 schools and faculties on three campuses. Last year it was involved in 190 staff mobility actions. With more than 35 000 students and 2 660 academic staff, monitoring the quality of exchange programmes is important. This helps to ensure that lecturers' experiences support the University's mission to be international, benefit students and enhance the University's joint teaching and research projects.

Getting involved in the Erasmus staff mobility programme has affected all parts of the institution. For Juan Miguel Martínez Rubio, the Vice-Rector for International Relations and Cooperation, and María Boquera Matarredona, the Director of International Academic Exchanges at the Universitat Politècnica de València *'the mobility programme has led to the development of international joint projects in teaching and research, including an increase in double degrees and in Erasmus intensive programmes. Academics who are mobile also encourage their students and colleagues to work or study abroad.'*

'The University uses an "academic activity index" to measure any action that has a direct impact on the improvement of teaching. Erasmus mobility actions are part of this and they are assessed and taken into consideration for promotion. With the development of Master's-level degrees in English at home and abroad, academics are more motivated to learn or practice foreign languages.'

The University's Erasmus staff mobility scheme is the fifth largest in Europe. Ensuring quality is a critical aspect to maximise the impact and benefits of the scheme. The University *'measures teachers' levels of satisfaction and how well the mobility was organised. Using our own internationalisation index we work with partner institutions to systematically compare each school and faculty's mobility programme in terms of quality and administrative arrangements.'*

Juan Miguel Martínez Rubio

Vice-Rector for International Relations and Cooperation

María Boquera Matarredona

Director of International Academic Exchanges

'Getting involved in Erasmus means getting involved in institutional reform'

Verona Conservatory 'E. F. Dall'Abaco'

'Getting students to be mobile was difficult – the expense and commitment creates barriers for many. However, we thought we could encourage students by focusing on staff mobility and creating the right culture and environment,' explains Professor Hugh Ward-Perkins, Director of the Verona Conservatory. Reform and internationalisation were gradual, but the strategy has worked: *'Initially, we had to approach students to persuade them to travel; now they approach us.'*

Looking back, Prof. Ward-Perkins can identify three stages of the Conservatory's international development. *'At the start, we encouraged as many teachers and students as possible to come to the Conservatory. Now we are encouraging every department to create their own international initiatives. And finally, we will get structural change where international activity is part of every degree course and integrated in all that we do.'*

Erasmus has been one aspect of the Conservatory's reform process; it has encouraged curriculum development, new approaches to assessment and it is valued by staff. *'While it was not really a plan, the open-minded philosophy of the Erasmus programme has helped to reform the institution. I can see no bad points to any aspect of the programme.'*

Prof. Hugh Ward-Perkins

Director

The Verona Conservatory is a small, specialist institution with 200 students on higher education programmes. Over the past 10 years, a culture of innovation and reform has been supported by staff mobility through Erasmus. From the early days when academic and administrative staff saw little value in international work, staff and student mobility has become the norm. The Conservatory is now one of the top-10 institutions in Italy for incoming and outgoing Erasmus teaching staff in relation to its student population.

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*'Staff visits are a chance to learn –
and they create many more opportunities'*

Vidzeme University of Applied Sciences

The Vidzeme University of Applied Sciences was established in 1996 and today has 1 100 students. As a relatively new institution, the Erasmus mobility programme has helped staff members to find out how things are done in other universities. The initial staff exchanges have led to many joint projects and a joint degree at Master's level with universities in five countries.

For Iveta Putniņa, Head of Academic Studies and International Relations, *'staff mobility is important for teachers' professional development because their experiences bring change to our institutional practices, improve efficiency and lead to new ideas. Getting staff involved is also the first step in encouraging students to be more mobile.'*

Every faculty is involved in international work and staff mobility provides the platform for additional projects. Two examples illustrate how things can develop: *'What began in 2006 with a visit from two academics grew over the years into an exchange programme for students and teachers. This partnership continued to expand as the University developed an interdisciplinary approach to training teachers. A Leonardo da Vinci project increased the cooperation further and the project now includes entrepreneurs and staff from four other countries.'*

'In another faculty, initial staff exchanges in 2008 led to joint research work and the development of a joint Master's degree. This is the first Erasmus multilateral project that has been approved for the University. No-one would have dreamt of this outcome when we first started to work together through the Erasmus staff mobility scheme.'

Iveta Putniņa

Head of Academic Studies and International Relations

'If the lecturers value mobility, then the students also get involved'

Óbuda University

'Strategically we knew we wanted to be an international university; Erasmus gave us the means to achieve this. By using a step-by-step approach, we were able to develop our contacts and strengthen our involvement in joint projects,' says Mária Dudás, Óbuda University's Erasmus Coordinator. 'Since we became involved in Erasmus, the number of outgoing lecturers has risen 700% and the number of lecturers coming to our university has risen at least ten-fold.'

None of the development was accidental – it was all planned and managed. Key to success was the need to support and encourage lecturers. *'As part of the university's policy, lecturers wishing to be promoted had to teach some classes in English. They are allocated extra time for this work as we know it is not easy. We also have to think about their personal motivation for getting involved – joint research projects, intensive programmes and opportunities to encourage students are all important for our staff.'*

A key part of the university's internationalisation strategy is the ability to offer incoming and local students a curriculum in English. *'To help to achieve this, most of our incoming professors teach in English and these lectures are incorporated into our degree courses. This helps our students become familiar with an international context and encourages them to be part of an Erasmus mobility scheme.'*

Mária Dudás

Erasmus Coordinator

Óbuda University first became involved in Erasmus in 1998. What was initially seen as a chance to teach abroad has developed into an international strategy that includes a double-degree programme, membership of European-wide thematic networks, participation in a virtual campus, 17 intensive programmes and degree courses using the English language. For the staff and 12 000 students, mobility has become an everyday part of university life.

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‘Erasmus helped us to get every department on board’

Hanze University of Applied Sciences, Groningen

Hanze University of Applied Sciences, Groningen, founded in 1798, has over 26 000 students and extensive links with international partners. As part of its internationalisation programme, all teaching staff are invited to use an international competence matrix to monitor professional development. Since 2009, the University has also run mobility programmes for non-teaching staff members. These one-week courses have looked at human resource management, international cooperation, student counselling and knowledge management.

‘All the degrees have been designed to help students work in an international environment,’ explains Dr. Els van der Werf, the University’s Senior Policy Advisor on International Relations. *‘This is part of the University’s internationalisation strategy, which emphasises the role of the staff.’*

To support teaching staff, the University uses an international competence matrix. *‘All managers use the matrix each year as a way of discussing with teaching staff the development of skills and competences needed to work with international students and in an international context. This helps to create a common language and approach across the University.’*

Staff mobility is a key part of the strategy – including the mobility of administrative and technical staff members. Prior to creating the mobility programme, the University found *‘it was often difficult to manage one-off requests to visit or shadow one of the non-teaching teams. Our one-week courses for colleagues from the University’s Erasmus partnerships have provided an effective structure for this type of mobility. Each year, a different administrative department is involved; they select the topics and organise the events in partnership with the University’s international office. This helps to develop a culture which supports all staff to understand and value the benefits of internationalisation and it contributes to the University’s international strategy.’*

Dr. Els van der Werf

Senior Policy Advisor on International Relations

‘Erasmus helped us to build stronger professional relationships between staff and students’

Wood Technology School Maribor, Higher Vocational College (*)

‘Traditionally staff and students lacked interest and were not motivated by mobility schemes,’ explains Ždenka Steblovnik Zupan, the College’s Principal. *‘Many staff thought mobility was not for them because of language issues and uncertainty associated with a new environment.’*

To counter these concerns, the College organised a group mobility scheme. *‘Staff from all the professional disciplines applied. Each prepared a development plan and embarked on a joint venture. As well as helping everyone to see new ways of working, new models of the curriculum and new technologies, the experience also encouraged staff to promote the idea of mobility to their students.’*

For Zdenka, this was just the start: *‘With strong professional relationships between different generations of specialists, our students are encouraged to participate in mobility schemes. In addition, new connections and partnerships are being created all the time, and the idea of mobility is being promoted to other specialist institutions in Slovenia through the National Association of Higher Vocational Colleges.’*

‘With only 300 higher education students, the number of students and staff involved will always be small. However, the impact on the curriculum and the life of the College can still be large.’

Ždenka Steblovnik Zupan

Principal

The Wood Technology School in Maribor is a small specialist college with 30 members of staff. It offers two short-cycle higher education programmes worth 120 credits under the European Credit Transfer and Accumulation System (ECTS). Its success is based on a student-centred approach to learning that is dependent on the quality of the professional relationships between staff and students. To encourage more student mobility, the College focused on staff and encouraged them to go abroad to visit another organisation. This has proved to be an effective team-building exercise with positive side-effects.

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Lesarska ul. 2
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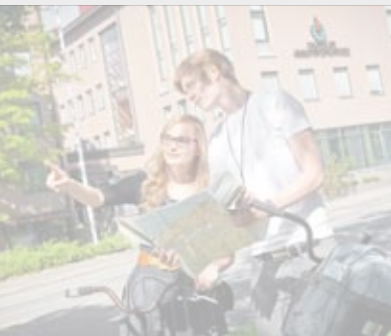
(*) School Centre Maribor, Higher Vocational College

(**) Šolski center Maribor, Višja strokovna šola

INSTITUTION
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'You need a proper marketing campaign in your institution to get the best from mobility'

JAMK University of Applied Sciences

Internationalisation is one of three strategic priorities for the JAMK University of Applied Sciences and its 8 000 students. This includes a high level of mobility with over 70 % of staff going abroad on a yearly basis.

The staff exchanges are monitored using internal performance and national indicators. Their impact has included the development of intensive programmes, double-degree cooperation and the creation of online projects with partner institutions.

Internationalisation, the promotion of entrepreneurship and improving the quality of learning are the three strategic pillars supporting the work of the JAMK University of Applied Sciences. For Nina Björn, the University's International Relations Manager, *'it is important to focus on the quality of the mobility experience. It has to be planned, it has to be part of an individual's personal development programme and it has to support the aims and objectives of the university.'*

To encourage more staff to become involved, the University's international office ran its own marketing campaign in 2010. *'We ensured our teachers and other staff knew what was possible. We organised events, published brochures and used social media to promote staff exchanges. This significantly increased the number of participants in the Erasmus programme. In a recent international audit by the Finnish Higher Education Evaluation Council and Ministry of Education and Culture, the role and importance of Erasmus was recognised as supporting our internationalisation strategy.'*

When staff members return from abroad *'they each write a report that is published on the staff Intranet. Information from these reports is included in an electronic database – and this can be analysed and used for personal and institutional purposes. This system enables us to monitor staff mobility, specifically Erasmus mobility, its development and impact.'*

Nina Björn

International Relations Manager

Maarit Sinikangas

International Relations Planner

'Intensive programmes reduce the barriers facing students who wish to be mobile'

Howest University College West Flanders

Since 2005, intensive programmes have been part of Howest's international strategy. As Isabelle Pertry, Policy Advisor for Internationalisation explains, 'students take part in international days in the first year of their degree. In their second year, they can attend intensive programmes or take part in other short-term mobility schemes. This encourages less-adventurous students to participate in a long-term mobility scheme such as an Erasmus study exchange or placements in their final semesters. This structured approach is particularly effective in encouraging students from less-privileged backgrounds to become involved.'

'For small departments and institutions, the intensive programmes are a good way to get started; they help you to find partner organisations and encourage more staff to think about international issues.' They have also supported innovation and strengthened the role of business and industry in the life of the University College. 'The "Ecommotive" project, for example, brought together students, lecturers and industrialists from communication, marketing and automotive engineering disciplines in seven countries to develop media strategies for ecological innovations. IPs have led to the development of new modules that became part of a degree programme. In addition, staff and students are more motivated because of the real-world, multidisciplinary approach used in the intensive programmes.'

Isabelle Pertry

Policy Advisor for Internationalisation

This year, Howest University College West Flanders is involved in eight intensive programmes (IPs) funded through Erasmus. They play an important role in the international strategy of an institution that focuses on innovative, application-oriented higher education for more than 6 000 students. Each multidisciplinary intensive programme is integrated into a degree course and this encourages all students, including those from less-privileged backgrounds, to participate and to consider longer periods of mobility.

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howest
HOGESCHOOL WEST-VLAANDEREN
UNIVERSITY COLLEGE WEST-VLAANDEREN



INSTITUTION
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 UNIVERSITY of TARTU



'Small focused steps help you to become international'

University of Tartu

The University of Tartu is the largest university in Estonia and has approximately 750 Erasmus bilateral agreements with 64 partner institutions in 24 countries. The intensive programmes provided the first steps on this road to internationalisation as they helped to develop confidence and trust in partner institutions. They led to more collaboration and the award of double degrees, underpinned by the European Credit Transfer and Accumulation System (ECTS) and the Diploma Supplement. The University also has a good balance between the number of students going abroad and foreign exchange students coming to the institution.

According to Ülle Tensing, Senior Specialist for International Studies at the University of Tartu, the real value of intensive programmes is *'the ability to start with small activities that can be part of a comprehensive international strategy. Enabling institutions to see what others teach, how they teach it, and how they assess creates trust and builds confidence for the future.'*

Intensive programmes appeal to students unable to commit to longer term mobility projects, particularly those combining part-time employment with study. *'Students like the workshop nature of the programme, the multidisciplinary approach and the ability to strengthen their softer skills such as project management, teamwork and time management. They know how important these skills are to future employers.'* The benefits for staff are different: *'They value an opportunity to look at new pedagogic approaches, explore new ideas with colleagues and develop bilateral arrangements with partner institutions.'*

'Aiming for large-scale strategic projects, before you get the basics in place, is risky for the higher education sector. By focusing on the first steps you can gain support from your organisation's leadership team and begin the process of internationalisation with much more confidence.'

Ülle Tensing

Senior Specialist for International Studies

'The Erasmus intensive programmes are an integral part of the Master's degree'

Trinity College Dublin

'The intensive programmes have given students and academics the opportunity to meet and engage with questions of theological concern around Europe's increasing multicultural and interreligious identity,' says Professor Norbert Hintersteiner from the School of Religions, Theology, and Ecumenics. 'A key aspect of the programme was time for students to be exposed to cross-cultural and inter-religious experience and share their research with established experts in the field.'

Participants engaged with scholars from several religions and different university disciplines. *'The programmes explored new fields of study which are gaining momentum across Europe. They provided a platform for universities to engage and access the professional academic network of the European Society for Inter-cultural Theology and Inter-religious Studies. The programme participants now attend the society's conferences and publish articles in their peer-reviewed journal. One outcome from the programme has been the publication of a new resource book on inter-religious encounters.'*

For Trinity College Dublin the programme is part of its Global Relations Strategy, which includes opening offices in New York, New Delhi and Shanghai. Trinity intends *'to strengthen its participation in European Erasmus programmes and, with others, use this experience for an application to the Erasmus Mundus programme, which will open up further opportunities to study and collaborate globally.'*

Prof. Norbert Hintersteiner

School of Religions, Theology, and Ecumenics

Trinity College Dublin, founded in 1592, is among the world's leading universities and is committed to excellence in research and teaching. Its Master's degree in Inter-cultural Theology and Inter-religious Studies has included European intensive programmes on 'Translating God(s)' in Dublin, Istanbul and Constanta. Alongside 20 professors from 18-20 universities, 60 Master's and PhD students follow an intensive two-week programme based on cross-cultural and inter-religious theological learning.

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'The intensive programmes helped to fast-track our internationalisation'

Technological Educational Institute of Crete

The Technological Educational Institute has over 15 000 students who are taught in six cities throughout Crete. Since 2005, the Institute's 22 intensive programmes have provided a realistic and manageable approach to inter-nationalisation. They have included links with local industry as well as world-leading institutions such as the University of Oxford and Imperial College in the UK. This has led to a greater international dimension to the degree programmes and helped academics from across Europe get to know the Institute's work and staff members.

To get started, everyone needs support. For Dr. Gareth Owens, the Erasmus Coordinator at the Technological Educational Institute of Crete, this was gained through an agreement to develop summer schools. *'With very strong support from our Institute's President, we set out to make us well-connected in Europe. We knew it was important to link all the European initiatives together in order to get a real multiplier effect. The intensive programmes – our summer schools – were a perfect vehicle to use to start this process. They were small steps, which helped us to build on our existing achievements. And they led to many other opportunities.'*

Making connections was just the start. The process of becoming international takes time, since it affects the way students and staff think about their academic work. *'The intensive programmes have been an important part of this process as they have led to European research projects, post-graduate study and new approaches to the curriculum. From areas as diverse as cross-cultural management to plasma physics, the intensive programmes have opened up new opportunities for our staff and students. They have also helped us to apply for an Erasmus Mundus Master's course.'*

'Education is an international affair – and an opportunity. It is especially important for small and new institutions to get involved. Erasmus helps you to do this – and the more you stick with it, the greater the benefits.'

Dr. Gareth Owens
Erasmus Coordinator

‘Erasmus has created European professional networks for staff and students’

National Institute for Nuclear Science and Technology

‘Erasmus enabled us to invite academics and industry experts from across Europe to present new ideas to our students,’ explains Dr. Vivienne Fardeau, Training Manager and European Project Manager at the National Institute for Nuclear Science and Technology.

‘Thanks to this European funding, we have developed two modules for our Master’s degree in Molecular Imaging. By bringing together Master’s and PhD students from across Europe, we were able to attract researchers and developers to present their latest thinking and techniques. As part of the programme, we assessed students’ practical and academic abilities, as well as their skills in relation to scientific communication.’ The lectures from these modules are available online, which ensures the learning from the intensive programmes continues to be available to future students.

Dr. Fardeau believes that this is just the start of what is possible: *‘The intensive programmes provide our students with many contacts and opportunities for internships. They led to our application to the Lifelong Learning Programme Multilateral Project to create a PhD programme in this multi-disciplinary field. They also helped to establish professional networks between industry and researchers, which are particularly important in such a fast-moving sector such as Molecular Imaging.’*

Dr. Vivienne Fardeau

Training Manager and European Project Manager

As a part of the CEA (French Atomic Energy and Alternative Energies Commission), the National Institute for Nuclear Science and Technology is a higher education institution under the joint supervision of the Ministry of Ecology, Sustainable Development and Energy, the Ministry of Industry and the Ministry of Higher Education and Research. With 950 students, it is small but highly specialised in the field of nuclear sciences.

The Erasmus intensive programme has raised its European profile, including through the development of a multi-disciplinary PhD programme in Molecular Imaging that will enable students to spend six months studying in a partner institution.

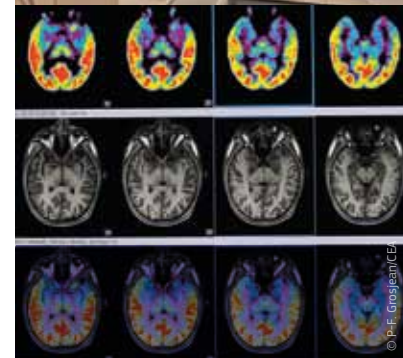
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UNIVERSITÄT
SALZBURG



‘Erasmus is helping us to develop a European legal culture’

University of Salzburg

The University of Salzburg currently has 18 000 students and, since its re-establishment in 1962, has been known for high standards of teaching and research. Its Faculty of Law has established one of the largest cooperative programmes in Europe. With over 50 European partners, hundreds of Erasmus agreements have been developed over the past 20 years. The intensive programmes have led to a virtual European Faculty of Law that involves more than 50 professors.

For Professor Michael Rainer from the Faculty of Law at the University of Salzburg, *‘the intensive programmes have changed our approach to legal studies. Law used to be seen as solely national, now it has a European focus and students get the chance to understand our common European legal culture.’*

With support from the central leadership team and all the Deans in the Faculty of Law, the University has created a network that is helping young lawyers from across Europe to understand and value the European dimension to law. *‘By involving judges, notaries, lawyers and academics, we can offer students and staff opportunities to participate in leading-edge workshops and seminars. We also organise the intensive programmes in English, French, German, Italian and Spanish to strengthen specialist language skills and recognise the diversity of legal traditions.’*

‘Developing this type of European network could not be done without the support of the European Union. The emerging Erasmus generation includes hundreds of students who have attended our programmes. They continue to meet and support each other. And this is helping to create a truly European view of the legal system.’

Prof. Michael Rainer

Faculty of Law

‘Without Erasmus it is much harder to create a European higher education sector’

Slovak University of Agriculture in Nitra

For Professor Elena Horská, Vice-Rector for International and Public Relations, *‘getting involved in intensive programmes is one of the first steps towards internationalisation as they encourage hesitant students to think about going abroad. It is the easiest way to show students what it can be like when they study in another university. They also lead to stronger institutional partnerships and the development of joint research initiatives.’*

‘For the University, the intensive programmes have enhanced the quality of the existing degrees because of their multidisciplinary approach to specific topics. This has helped us to create new courses, develop new teaching materials in the English language and modify existing study programmes in Nitra. When a student attends an intensive programme, they receive ECTS points, which can substitute a comparable module in their study programme.’

An example shows what can be done: An intensive programme on ecology systems and organic farming *‘brought together experts from eight countries and this developed students’ soft skills and multiculturalism through group work, field trips, and social and sporting activities. The materials and lectures that were developed have been included in the curriculum of the partner universities and now form a new course.’*

Prof. Elena Horská

Vice-Rector for International and Public Relations

Over the past 15 years the Slovak University of Agriculture in Nitra has participated in over 40 intensive programmes. They have made an important contribution to the internationalisation of the university, given some of the 10 000 students the chance to study abroad and enriched the experience of those who do not participate in an exchange programme.

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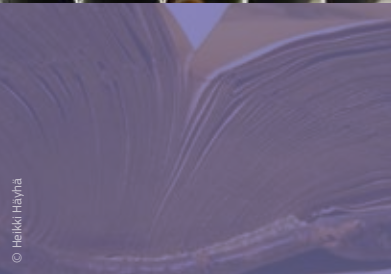
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University of Applied Sciences



'Meeting the national need for an international higher education community'

Helsinki Metropolia University of Applied Sciences

Helsinki Metropolia University of Applied Sciences (UAS) is Finland's largest university of applied sciences, with 16000 students of whom 900 are from other countries. This year it will coordinate four intensive programmes and participate in a further 11. Each intensive programme uses modern technologies and approaches to learning, including the involvement of local industry, the use of Internet-based tools for project communication and meetings, and websites, which are maintained by students.

'Since not everyone can go abroad, intensive programmes offer a different type of international opportunity for both staff and students,' says Päivi Hellén, the Erasmus Institutional Coordinator for Helsinki Metropolia UAS. 'Getting involved in intensive programmes can encourage students to think about completing a longer period of mobility. But even when this does not happen, intensive programmes are an important part of the international activities of any institution.'

'Involvement in the programmes helps staff to develop language skills, promote multilateral cooperation, develop new approaches and explore the most recent areas of knowledge in their subject. They also offer opportunities to benchmark performance and participate in innovative approaches to education across borders.' This is helping the institution to play its part in creating an international higher education community in Finland.

The involvement of students, academics and professionals from industry ensures a multidisciplinary environment where people can learn from each other and improve their international and intercultural competences. *'With students and staff from many countries working collaboratively in mixed teams, new perspectives are opened up. And intensive programmes can inspire other colleagues to get involved. At their best they combine the international focus of cooperation with the benefits of intensive study and learning.'*

Päivi Hellén

Erasmus Institutional Coordinator

'A lot can be done on a small budget'

Yasar University

Yasar's success with intensive programmes has led to major changes in the University. As Dr. Ayselin Yildiz, Director of the European Union Centre, explains – *'these programmes help staff and students to see Turkey differently. They also help us to realise the value of becoming an internationally-focused university which only uses ECTS and systems that align with the Bologna process. Internationalisation is a key part of our strategic planning – and this has led to more than 40 new partnerships with universities within the Erasmus intensive programme.'*

With a wide range of projects, including multidisciplinary studies in music, security in an information society, sustainable energy, social responsibility, 'green' logistics management, underwater photography and computer security, the intensive programmes have a central role in many degrees. *'Internationalisation, responding to local needs and active learning are the foundations of our University's work. Annually, each academic department analyses its performance and success in each area and intensive programmes are an important part of that progress.'*

Alongside the academic benefits to over 100 staff and 400 students involved in an intensive programme, *'travelling abroad has a social dimension that helps to support cultural understanding and challenge stereotypes. For each intensive programme, students volunteer to support our visitors – many of whom have come to Turkey for the first time. This encourages students to think about participating in a mobility project of their own.'*

Dr. Ayselin Yildiz

Director of the European Union Centre

Yasar University is one of Turkey's most active participants in the Erasmus intensive programme. Since 2007, it has coordinated 11 projects and participated in a further five. As a new university with 5000 students, Yasar found Erasmus an ideal way to build strategic partnerships and promote international mobility for staff and students. The University has more than 170 agreements with partner universities and assists other Turkish universities in organising their Erasmus intensive programmes.

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The project team comprised:

- EUE-NET / MAC Team Association (Belgium)
- JEUNE – Jeunes Entrepreneurs de l'Union européenne (Belgium)
- Leonardo-Büro Thüringen (Germany)
- Tallinna Tehnikaülikool (Estonia)
- MY-XML S.A. (Luxembourg)
- AIESEC Brasov (Romania)
- Siemens Program and System Engineering srl Brasov (Romania)
- Universitatea din Bucuresti (Romania) and
- Universitatea 'Transilvania' din Brasov (Romania)

'Industry's top criterion for employing graduates is international practical experience'

Karlsruhe University of Applied Sciences

The Erasmus project 'A model for Quality of trans-national student PLacemeNts in EnTerprises (Q-PlaNet)' was coordinated by the Karlsruhe University of Applied Sciences. The partnership has developed quality standards for placements and designed criteria for reviewing the effectiveness of enterprises in supporting students. In addition, a series of quality assurance centres across Europe have been set up to assess local enterprises to identify whether they can offer high quality work placements. For each member of the network this is very important as every year hundreds of their students complete a placement abroad.

The higher education sector and employers want students to complete placements abroad. Edmund Zirra, Managing Director for the Alumni and Career Services at the Karlsruhe University of Applied Sciences explains that *'before it takes place, it is difficult for the home institution to know about the quality of a student placement in every region of Europe. To overcome this problem, the project developed a collaborative approach that relies on assessments from partner organisations.'*

The higher education sector has created a *'pilot network of quality reference centres (Q-PlaNet)*. Each member of the network checks the quality of local placements and puts the information on a website. This helps students to select suitable placements and gives universities confidence about their students' experiences.' This quality assurance process *'enhances the value of work placements and contributes to improving the employability of graduates across Europe.'*

After establishing the approach in five countries, the network agreed a European standard and process for recognising employers that offered high-quality placements. Now that the system is in operation, new partners are joining and greater use is made of the Internet to simplify and improve the processes. *'Our vision is for a consortium of members whose placements are fully integrated into every student's curriculum and most have the opportunity to undertake a placement abroad.'*

Edmund Zirra

Managing Director for the Alumni and Career Services

'All universities need to respond to the demand for more flexible education'

European Association of Distance Teaching Universities (EADTU)

Increasingly, students are looking for more flexible ways to learn – universities and other education providers need to work out how they will respond. For George Ubachs, Project Coordinator and Managing Director at the European Association of Distance Teaching Universities, part of the solution involves *'bringing together universities that already have a strategy for lifelong learning. This is helping to identify what more can be done and how we can support each other to develop effective business models which work in many contexts.'*

In an environment where content is often free, education organisations are looking at how *'they can add value and continue to attract students who are interested in formal, non-formal and informal learning. This is not something that just affects mature students who want to update their skills – it matters to all students irrespective of whether they want an academic course, vocational training or something else. To succeed, every institution will need its own financially-sound business model.'*

By working with universities and organisations in their network, EADTU has been learning lessons from those who are already beginning to succeed. *'Our project gives universities a chance to talk about the issues and support each other. It also provides clarity about the available options and helps us to disseminate some of the emerging strategic approaches.'*

George Ubachs

Managing Director of EADTU

The Erasmus project 'University Strategies and Business Models for Lifelong Learning in Higher Education' was coordinated by the European Association of Distance Teaching Universities. It has helped universities to develop business models that support lifelong learning in an environment where students seek more flexible and more open forms of higher education. Established in January 1987, EADTU is a European network of institutions offering open and flexible higher education. Over 200 universities that offer courses to three million students are members of EADTU.

ORGANISATION
European Association
of Distance Teaching
Universities (EADTU)

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www.eadtu.eu/

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The following partners were involved in the project:

- The Open University (United Kingdom)
- FernUniversität in Hagen (Germany)
- Universidade Aberta (Portugal)
- Universidad Nacional de Educación a Distancia, UNED (Spain)
- Università Telematica Internazionale, UNINETTUNO (Italy)
- Open Universiteit Nederland (The Netherlands)
- Katholieke Universiteit Leuven (Belgium)
- Aarhus University (Denmark)
- Linköping Universitet (Sweden)
- Lunds Universitet (Sweden)
- Anadolu Üniversitesi (Turkey)
- Moskovskiy Gosudarstvenniy Universitet Ekonomiki, Statistiki i Informatiki, MESI (Russia)
- Fernstudien Schweiz (Switzerland)

Pre-selected Erasmus success stories (*)

		Erasmus Staff Mobility	Erasmus Intensive Programmes
	Belgium		Universiteit Hasselt Arteveldehogeschool
	Czech Republic	Masarykova univerzita	Mendelova univerzita v Brně
	Denmark	Professionshøjskolen UCC, University College Capital	Syddansk Universitet VIA University College
	Germany	Friedrich-Alexander-Universität Erlangen-Nürnberg	Evangelische Hochschule Ludwigsburg
	Estonia	Tartu Kõrgem Kunstikool	Tallinna Tervishoiu Kõrgkool
	Ireland	Institiúid Teicneolaíochta Chorcaí (Cork Institute of Technology)	
	Greece		Πανεπιστήμιο Ιωαννίνων (University of Ioannina) Αλεξάνδρειο Τεχνολογικό εκπαιδευτικό Ίδρυμα Θεσσαλονίκης (Alexander Technological Educational Institution of Thessaloniki)
	Spain	Universidad de Extremadura Universidad de Granada	Universidad del País Vasco / Euskal Herriko Unibertsitatea
	France	Université Lille 1 Université de Poitiers	Université d'Artois École Nationale Supérieure d'Architecture de Montpellier
	Italy	Conservatorio di Musica "Lorenzo Perosi" di Campobasso Conservatorio di Musica Alfredo Casella Università degli Studi di Roma "La Sapienza" Università degli Studi di Trieste	Università degli Studi di Foggia Università degli Studi di Milano Politecnico di Milano Università di Sassari Università Ca' Foscari Venezia
	Cyprus	Πανεπιστήμιο Λευκωσίας (University of Nicosia)	Πανεπιστήμιο Λευκωσίας (University of Nicosia)
	Latvia		Rīgas Tehniskā universitāte
	Lithuania		Lietuvos kūno kultūros akademija Mykolo Romerio universitetas Vilniaus kolegija
	Hungary	Eötvös Loránd Tudományegyetem	Óbudai Egyetem Szent István Egyetem
	Malta	Universita Ta' Malta Malta College of Arts, Science and Technology	
	Netherlands		Hogeschool van Arnhem en Nijmegen Hogeschool Zuyd Hogeschool voor de Kunsten Den Haag – Koninklijk Conservatorium
	Austria		Joseph Haydn Konservatorium Technische Universität Graz FH JOANNEUM Gesellschaft mbH Universität für Musik und darstellende Kunst Wien
	Poland	Politechnika Gdańska Uniwersytet Warszawski Szkoła Główna Handlowa w Warszawie	Uniwersytet Ekonomiczny w Krakowie
	Romania	Universitatea "POLITEHNICA" din Bucuresti Universitatea din Craiova	Universitatea din Pitești
	Slovenia	Univerza v Ljubljani	Univerza na Primorskem
	Finland	Lapin yliopisto	Lahden ammattikorkeakoulu
	Sweden	Stockholms universitet	Göteborgs universitet
	Croatia	Sveučilište Josipa Jurja Strossmayera u Osijeku Sveučilište u Zagrebu	
	Turkey	Anadolu Üniversitesi	Akdeniz Üniversitesi Adnan Menderes Üniversitesi Anadolu Üniversitesi

(*) Higher education institutions proposed by the National Agencies but not considered under the top 18.

European Commission

Supporting reform: the role of Erasmus in higher education

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