



Education and Culture DG

Lifelong Learning Programme



ERASMUS

Mobility creates opportunities

EUROPEAN SUCCESS STORIES



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Erasmus stimulates mobility for teachers and students

Until recently, people generally associated learning with the education they received at school and university. Today, Europe is undergoing a major transformation to become a world-leading knowledge based society. This means that knowledge, and the innovation it sparks, are the EU's most valuable assets. The Lifelong Learning Programme (LLP) supports individuals at all stages of their lives to pursue stimulating opportunities for learning across Europe.

A range of mobility activities within the Programme offers pupils, students, trainees, adults, professionals, professors and teachers a unique chance to obtain education, training and work experience in another European country. Thus, they acquire new expertise and professional skills and in addition develop their capacities to adapt to new environments. Mobility activities are supported in all of the four sectoral programmes of the Lifelong Learning Programme, i. e. Comenius, Erasmus, Leonardo da Vinci and Grundtvig.

Erasmus is a prime example of how Europe creates opportunities for its citizens. Students and teachers move to other countries and come back with a bag full of experience. Apart from knowledge in new subjects or in teaching methods, in better organisational skills and in intercultural understanding, they acquire an improved command of other languages and deeper insights into the host countries.

I am pleased to present in this brochure higher education institutions across Europe that stood out in organising mobility actions for teachers and students within the Erasmus programme. These institutions have demonstrated the positive effects of mobility and can be a source of inspiration to those in charge of mobility actions and projects.

These success stories should encourage all European citizens to seize the opportunities that mobility in Europe has to offer to improve their knowledge and skills, to enlarge their horizons and to make new friends and colleagues throughout Europe.



Ján Figel'

Member of the European Commission responsible for Education, Training, Culture and Youth

A handwritten signature in black ink that reads "Jan Figel". The signature is written in a cursive style with a horizontal line above the name.

Countries participating in the Erasmus Programme



Country	Outgoing teachers 1997–2006	Incoming teachers 1997–2006	Intensive programmes* 2000–2006	Country	Outgoing teachers 1997–2006	Incoming teachers 1997–2006	Intensive programmes* 2000–2006
Austria	3 569	3 408	444	Liechtenstein	26	25	13
Belgium	5 271	4 270	769	Lithuania	2 399	1 493	187
Bulgaria	1 644	1 088	91	Luxembourg	2	42	3
Cyprus	166	249	18	Malta	254	267	39
Czech Republic	6 087	3 488	314	Netherlands	3 918	3 257	668
Denmark	1 784	1 941	245	Norway	1 481	1 291	214
Estonia	802	714	155	Poland	6 444	4 767	383
Finland	5 227	6 328	562	Portugal	3 117	4 587	414
France	11 445	12 607	860	Romania	4 607	3 667	273
Germany	14 253	1 4116	1057	Slovakia	1 164	1 069	122
Greece	2 106	3 399	365	Slovenia	556	674	149
Hungary	2 999	3 016	316	Spain	10 908	9 950	860
Ireland	1 002	1361	191	Sweden	2 680	2 788	485
Iceland	262	247	43	Turkey	920	658	89
Italy	5 994	10 380	697	United Kingdom	8 112	8 048	776
Latvia	694	772	113				

*number of coordinators and/or partners in the particular country

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Erasmus

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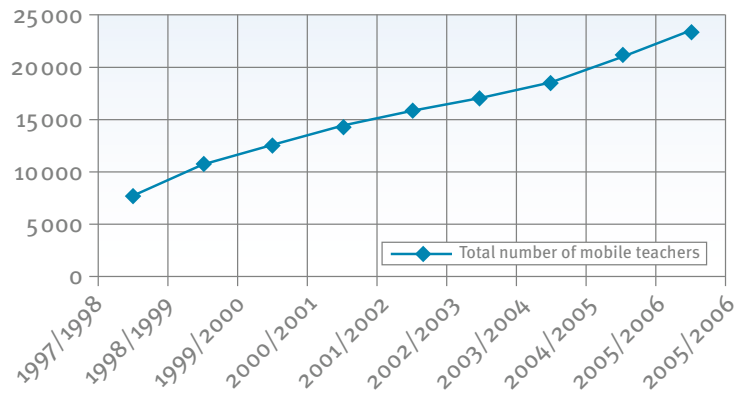
Erasmus, the European Union’s flagship mobility programme in the field of education and training was established in 1987. Since 2007, Erasmus is a subprogramme of the EU’s Lifelong Learning Programme with an overall budget of approx. € 3 114 million.

It is named after the philosopher, theologian and humanist **Erasmus of Rotterdam** (1465–1536). Erasmus lived and worked in several parts of Europe, in quest of the knowledge, experience and insights which only such contacts with other countries could bring. By leaving his fortune to the University of Basel, he became a precursor of mobility grants.

The Erasmus programme aims at enhancing the quality and reinforcing the European dimension of higher education as well as at increasing student and staff mobility. It enriches not only the students’ lives in the academic field but also in the acquisition of intercultural skills and self-reliance. Staff exchanges also have beneficial effects both on the persons concerned and on the institutions involved.

	Total number of mobile teachers	Average stay (days)
1997/1998	7 797	n/a
1998/1999	10 605	n/a
1999/2000	12 465	n/a
2000/2001	14 356	6,9
2001/2002	15 872	6,8
2002/2003	16 934	6,7
2003/2004	18 496	6,4
2004/2005	20 877	6,2
2005/2006	23 462	6,4
Total	140 864	6,6

Erasmus teacher mobility 1997/98–2005/06



Currently more than 3 100 higher education institutions in 31 countries in Europe participate in the Erasmus programme. With its 1.7 million students so far supported and an annual exchange of around 170 000 students, a number still growing, few if any programmes launched by the European Union have had a similar outreach into families Europe-wide. Given the high degree of satisfaction with the programme, confirmed in many evaluation studies over the years, Erasmus will have given “Europe” concrete meaning in hundreds of thousands of families for whom it would otherwise have remained a vague and theoretical concept. 80% of Erasmus students so far were the first members of their family to study abroad.

The 2008 focus on teaching mobility and intensive programmes

The Erasmus programme now covers many activities, e.g. student mobility, teacher and other staff mobility, intensive programmes, multilateral projects, thematic networks, inten-

sive language courses etc. Of these the present brochure highlights 2008 Erasmus success stories in the fields of teacher mobility and intensive programmes chosen by competition.

Erasmus teacher mobility started in 1997/98 with 7 797 mobile professors and lecturers and enables today around 25 000 professors and lecturers per year to teach abroad, totalling 140 864 over the past nine years. The objectives of these Erasmus teaching assignments are:

- to allow students who are not able to participate in a mobility scheme, to benefit from knowledge and expertise of academic staff from higher education institutions in other European countries;
- to promote exchange of expertise and experience on pedagogical methods and to encourage higher education institutions to broaden and enrich the range and content of courses they offer.

An **Erasmus intensive programme** is a short study programme of 2 to 6 weeks which brings together students and staff from higher education institutions in at least three participating countries in order:

- to encourage efficient and multinational teaching of specialist topics which might otherwise not be taught at all, or only in a very restricted number of universities;

- to enable students and teachers to work together in multinational groups and so benefit from special learning and teaching conditions not available in a single institution, and to gain new perspectives on the topic being studied;

- to allow members of the teaching staff to exchange views on teaching content and new curricula approaches and to test teaching methods in

an international classroom environment.

An intensive programme should provide something new in terms of learning opportunities, skills development and access to information for the participating teachers and students.

Intensive Programmes (2000–2005)

Country	2000	2001	2002	2003	2004	2005	Total
Austria	19	21	15	15	19	21	110
Belgium	32	34	30	33	37	35	201
Bulgaria		1	1	1	1		4
Cyprus							0
Czech Republic	6	4	5	3	5	4	27
Denmark	6	3	3	1	2	2	17
Estonia	1		1	3	6	4	15
Finland	13	18	14	11	12	9	77
France	26	31	27	20	17	21	142
Germany	28	32	25	17	19	16	137
Greece	8	10	11	8	6	4	47
Hungary	5	4	3	3	5	5	25
Ireland							0
Iceland		1	2	1	2	1	7
Italy	8	7	11	9	12	11	58
Latvia	1	1		1	1	1	5
Liechtenstein	2	2	2	2	2	2	12
Lithuania	2	1	1	1	2	2	9
Luxembourg							0
Malta	1						1
Netherlands	18	17	14	21	18	13	101
Norway				1	2		3
Poland	3	3			5	1	12
Portugal	8	8	5	3	3	3	30
Romania	5	6	3		1	1	16
Slovakia	1	1	1				3
Slovenia		1		1	2	1	5
Spain	11	7	10	8	7	6	49
Sweden	6	4	9	6	5	2	32
Turkey					1	2	3
United Kingdom	12	15	9	9	11	7	63

The competition for 2008 Erasmus success stories

6 | **Competition criteria.** As it is rather difficult to measure success in individual mobility, the European Commission wanted to award the impact, which Erasmus teacher mobility and intensive programmes had on the higher education institutions.

In the field of **teacher mobility** the institutions had to meet the following quality criteria (counting up to 50 points):

- broad coverage, e.g. wide spectrum of departments/faculties involved;
- measures to disseminate the results of the mobility in terms of methodology and curriculum content by the home institution when mobile teaching staff return from abroad;

- development of joint degrees or other permanent joint activities resulting from the teaching staff mobility;
- production of common methods of teaching and specific joint materials for the students;
- mutual publications of the results of teaching mobility assignments on websites or in appropriate publications;
- impact of the teaching staff mobility in terms of changing the mentality at the institution, e.g. mobility having become an integrated part of academic courses and a strong pillar in the policy of the institution.

Up to 50 points could also be obtained on quantity, e.g. the ratio of mobile Erasmus teachers from 2000 to 2006 as compared to the full number of academic

staff as well as the number of bilateral agreements with partner universities.

In the field of **intensive programmes** the emphasis of the criteria for quality (0–75 points) lay on:

- how and to what extent the institution's intensive programmes have improved academic teaching or learning in the subjects concerned;
- to what extent students were given academic credit or recognition for their participation in or contribution to the intensive programmes;
- what spin-off effects the intensive programmes have given rise to as regards other forms of European or international cooperation, e.g. a larger curriculum development project or thematic network, research collaboration etc.;

Overview Teacher Mobility

Home institutions (Teacher mobility)	Number of teaching staff 2006/07	Outgoing Teacher mobility 2000–2006	Incoming Teacher mobility 2000–2006	Total Teacher mobility 2000–2006	Number bilateral agreements
Private University College of Education of the Diocese of Linz, Austria	194	171	84	255	44
Brno University of Technology, Czech Republic	1239	723	194	917	257
Humboldt University of Berlin, Germany	2162	648	340	988	185
Tallinn Health College, Estonia	76	48	41	89	34
University of Szeged, Hungary	2243	545	200	745	226
Technical University of Turin, Italy	873	182	96	278	60
Vilnius Gediminas Technical University, Lithuania	876	493	235	728	187
Transilvania University of Brasov, Romania	866	486	71	557	279
Jönköping University, Sweden	405			131	186
University of Joensuu, Finland	614	338	244	582	258

Organising institutions (Intensive Programmes)	Number of IPs 2000–2006	Number of partner institutions	Teaching staff	Students	Total partici- pants 2000–2006
University of Applied Sciences Campus Vienna, Austria	7	11	51	357	408
Lessius Higher Education Institute Antwerp, Belgium	6	18	212	597	809
University of Applied Sciences Stralsund, Germany	11	13	136	293	429
University of Southern Denmark, Denmark	4	21	80	200	280
Estonian Academy of Music and Theatre, Estonia	2	6	29	101	130
AgroParisTech, France	1	11	12	26	38
Technological Educational Institute of Patras, Greece	3	10	45	110	155
Polytechnic Institute of Tomar, Portugal	9	15	157	1944	2 101
University of Jyväskylä, Finland	15	46	175	480	655
University of Maribor, Slovenia	2	20	40	106	146

- what strategy the institution has adopted to promote intensive programmes, e.g. produced an attractive website or publications;
- how systematically the institution uses intensive programmes as an instrument for academic quality enhancement;
- how cost-effective the institution's intensive programmes have been.

The criteria for quantity (0–25 points) were the number of intensive programmes from 2000 to 2006, the

number of professors and students involved in the intensive programmes and the number of partner institutions.

Competition procedure. The European Commission invited all higher education institutions holding an Erasmus University Charter to apply for the competition for Erasmus success stories on teacher mobility and intensive programmes. The institutions interested in participating submitted their applications to their respective national agencies. The national agencies held a pre-selection before passing the shortlisted applications on to

the European Commission. Twenty-one countries participated in the selection round, namely Austria, Belgium, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Italy, Latvia, Lithuania, Netherlands, Poland, Portugal, Romania, Slovenia, Spain, Sweden and Turkey. 76 applications were pre-selected, 36 for teacher mobility and 40 for intensive programmes. Three independent experts evaluated the applications resulting in the 20 success stories presented in this brochure.

Private University College of Education of the Diocese of Linz, Austria

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The Pädagogische Hochschule der Diözese Linz is situated in the countryside at the foot of Freiberg, a 15-minute walk from the centre of Linz, Austria. In October 2007, the institution became a consortium comprised of the former Teacher Training College of the Diocese of Linz, the Religious Education Teacher Training College and the Religious Education Pedagogical Institute of the Diocese of Linz. The curricula were reviewed during the transition from college to university and now a wide range of teachers and students have access to programmes abroad.

Educational exchange is an integral part of the School's life and the importance of having cross-border relationships is laid down in the mission statement. Insights gained through exchange are used in classes and enhance both the quality and scope of teaching.

Academic staff at partner institutions catering for primary, lower-secondary and special schools, as well as religious schools, all participate in the exchange programme. The institution has created networks with partner institutions and incorporates a multicultural dimension into its teaching methods. All teachers who wish to participate in teaching staff exchange are given the opportunity to do so. The positive impact of this strategy is reflected in the increasing number of students and faculty staff choosing to work abroad.

INSTITUTION

PRIVATE PÄDAGOGISCHE HOCHSCHULE
DER DIÖZESE LINZ

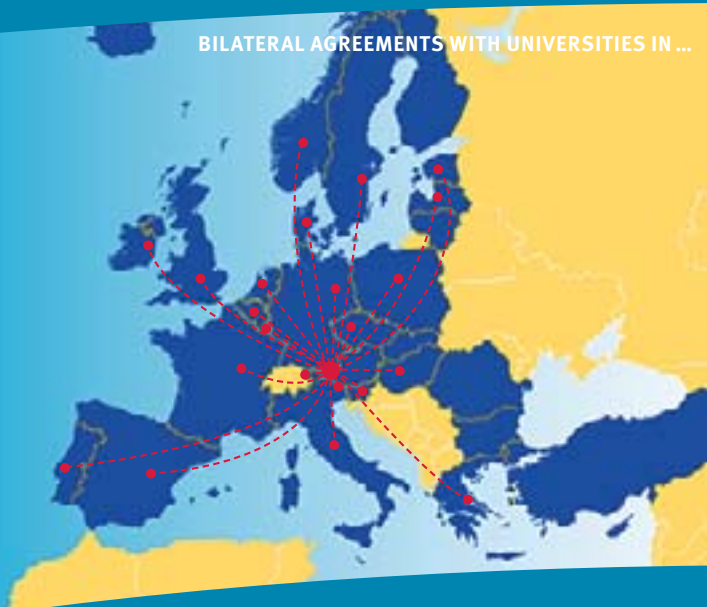
WEBSITE

<http://www.ph-linz.at>

ADDRESS

Salesianumweg 3
A-4020 Linz

BILATERAL AGREEMENTS WITH UNIVERSITIES IN ...



“My Erasmus visit at Riga Teacher Training & Educational Management Academy in Latvia was very encouraging. I gained first-hand teaching experience leading lecturers and workshops for local music students and I also took part in an international creativity conference. This week of teaching, discussing and getting cultural insights into the Latvian way of teaching and living has probably been the most crucial point so far in my teaching career. Not only because of the wonderful people with whom I became acquainted and the fact that I could experience a cross-cultural dimension to education, but because I've also started to develop a new seminar programme.”

Albin Waid, Music Department

Brno University of Technology, Czech Republic

The Brno University of Technology in the Czech Republic is a technical institution with eight faculties offering a wide range of engineering programmes as well as business, art and engineering-related studies. It provides an ideal environment for interdisciplinary programmes such as mechatronics, materials engineering, mathematical engineering, physical engineering, biomedical engineering, industrial design, as well as programmes combining subjects, such as engineering and business or information sciences and business studies. At present, 19 000 students are enrolled at the university, including approximately 2 000 at postgraduate level. The large student body is testimony to the strong relationship between education and research at the Brno University of Technology.

Teaching mobility has seen significant and progressive growth in recent years, especially through the support and enthusiasm of young faculty members who have the choice of several one and two-week programmes.

Educational fields for study and teaching abroad 2006/2007: Engineering, Technology – Mechanical, Electrical, Chemical and Civil Engineering – Telecommunications – Business Studies and Management Sciences – Architecture, Urban and Regional Planning – Fine Art – Geodesy – Mathematics, Computer Sciences – Natural Sciences – Physics – Chemistry – Microbiology, Biotechnology – Linguistic and Philological Sciences



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INSTITUTION

VYSOKÉ UČENÍ TECHNICKÉ V BRNĚ

WEBSITE

<http://www.vutbr.cz>

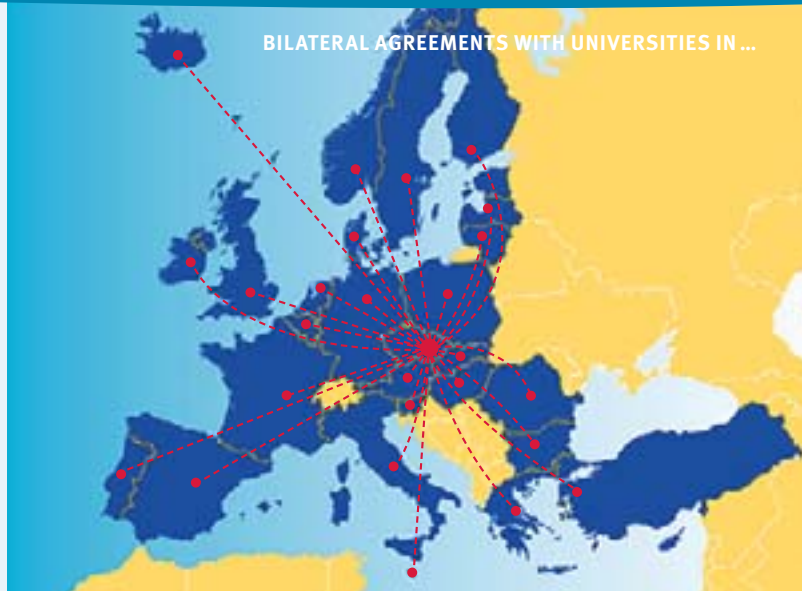
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Antonínská 548/1
CZ-601 90 Brno

“Faculty exchange increases awareness and cooperation between international colleagues both in teaching and in day-to-day university life. Personal contact is fundamental for identifying common ground in the ever changing fields of architecture and design, it ensures programme compatibility and inspires synergetic development in areas of common interest. In my experience, our faculty’s technical approach to teaching has nicely complemented our English partner’s approach of combining practical experience and conceptual creativity. As an educator, I am now aware of the need for both approaches. Thanks to teaching staff mobility, I have practical experience which I am able to pass on.”

Jiri Palacky, Assistant Dean for internal and international relations – Faculty of Architecture

BILATERAL AGREEMENTS WITH UNIVERSITIES IN ...



Humboldt University of Berlin, Germany

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The Humboldt University in Berlin was established in 1810 and is Berlin's oldest university.

Between 2000 and 2006 the university has participated in approximately 1000 Erasmus university teaching exchanges. In addition to enriching the existing curricula and introducing new teaching methods, both students and staff have benefited from experiencing new approaches to educational fields and have been encouraged to study and teach abroad.

The language centre, the Museum of Natural History and 10 faculties have participated in programmes teaching abroad. The faculties of humanities, language studies, educational sciences, law, natural sciences, mathematics, computer sciences, psychology, geography and agricultural sciences were particularly active in exchanges. In 2006, the university supported a total of 333 exchanges, 185 of which were solely for teaching staff.

Lecturers have come to better understand the teaching philosophies of universities abroad, which has benefited curricular and educational criteria at home. This has also resulted in students at Humboldt becoming more informed about programmes abroad and has motivated many to take advantage of the great opportunities on offer.

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HUMBOLDT-UNIVERSITÄT ZU BERLIN

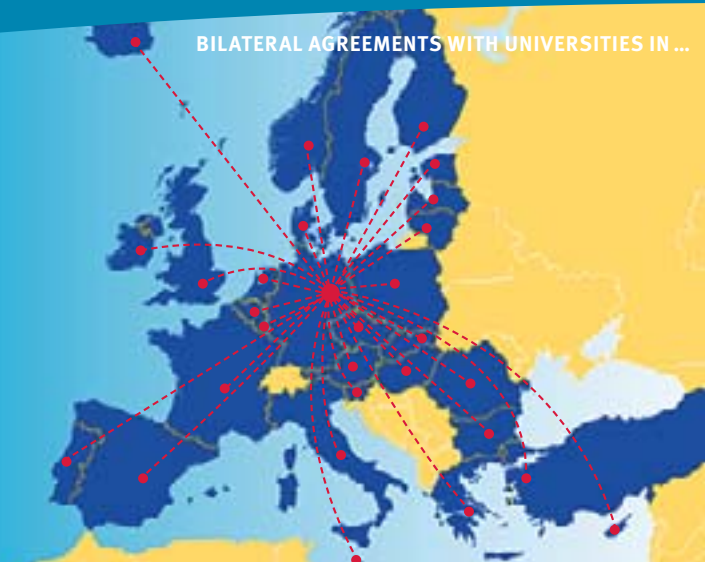
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Unter den Linden 6
D-10099 Berlin

BILATERAL AGREEMENTS WITH UNIVERSITIES IN ...



“Partnerships characterised by an active exchange of teachers and students are being built between universities throughout the continent in such places as Odense, Bilbao, Caen, Istanbul, Krakow, Santiago and Thessaloniki. Also part of these ambitious collaborations are cooperative research projects, the support of scientific junior staff and a common curricular strategy. Most importantly, students are motivated to take a semester abroad over the course of their studies. Only in this way can we reach the goal of having trained graduates, with high professional, intercultural and linguistic skills, who can compete on the European job market.”

Prof. Dr. phil. Norbert Fries, Institute for German Language and Linguistic

Tallinn Health College, Estonia

Tallinn Health College was established in 1940 and has operated under its current name since 1964. Today, it is a higher vocational education institution providing professional training for nurses, midwives, pharmacists, optometrists, dental technicians, occupational therapists and health care specialists.

Faculty exchange has played an important role, both in the development of curricula and in the enhancement of lecturers' professional skills, resulting in academic relationships with more than 30 educational institutions in Finland, the Czech Republic, Portugal, Spain, Greece, Lithuania, Latvia, Poland, Denmark, Sweden and Belgium.

Faculty exchange helps Tallinn Health College to develop ideas for new and better teaching methods while offering the opportunity to enrich curricula, which has contributed greatly to the overall evolution of the institution. Erasmus exchanges have made it possible for staff to take placements in other European hospitals and clinics where they have had the chance to study new technology and methods.

On a global level, Erasmus provides the Tallinn Health College with opportunities to widen cross-border cooperation by promoting mobility, improving transparency and academic recognition of studies and qualifications throughout Europe. The partnerships have also provided inspiration to maintain and expand contacts abroad, among highly specialised vocational training institutions.



INSTITUTION

TALLINNA TERVISHOIU KÕRGGKOL

WEBSITE

<http://www.ttk.ee>

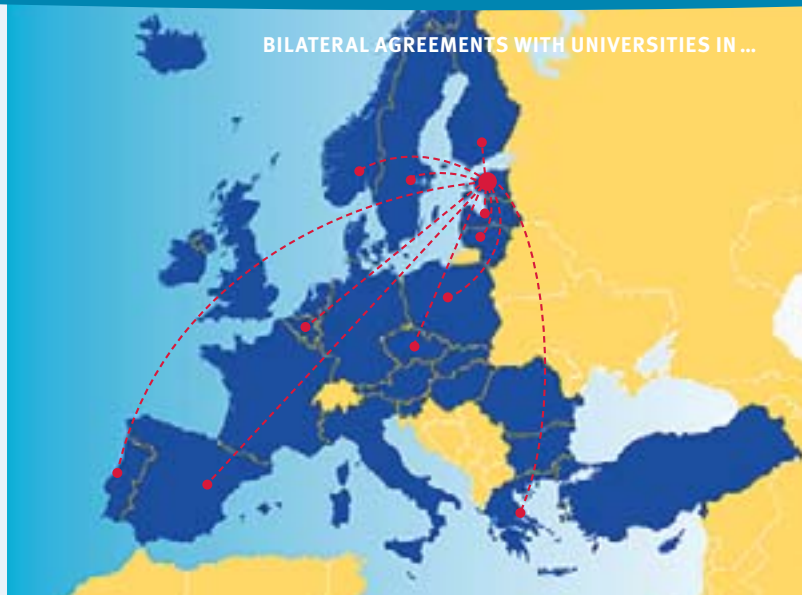
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Kännu 67
EE-13418 Tallinn

"In 2006, my visit to the Ostrava Nursing Institute in the Czech Republic left a deep impression because I hadn't realised how positive the Czech reforms were in current educational programmes and health care systems. Although I had some information from an earlier visit by the rector of the Ostrava Nursing Institute, who had introduced reforms in health care systems and training, I was surprised by its in-house developments as compared to other Estonian institutions. I also had the valuable experience of giving a speech as a guest lecturer at an international symposium organised by the school in Ostrava."

Anne Ehasalu, lecturer at the chair of nursing

BILATERAL AGREEMENTS WITH UNIVERSITIES IN ...



University of Szeged, Hungary

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The history of the University of Szeged dates back to the late 16th century. In 2000, József Attila University, Szent-Györgyi Albert Medical University and Juhász Gyula Teacher Training College were incorporated into

the University of Szeged. The university has 12 faculties, 30 000 students and 7 000 staff, including 2 243 professors and 98 researchers.

The university is committed to high-quality teaching and research and counts Nobel Laureate Professor Albert Szent-Györgyi, among its many renowned staff. The university has three research centres and cooperates closely with the Biological Research Centre of the Hungarian Academy of Sciences.

Getting involved with institutions abroad is at the cornerstone of the University of Szeged's strategy for internationalisation. At present, the university operates 440 bilateral agreements with 250 universities in 205 cities under Erasmus.

During the academic year 2007–2008, the university will have 330 outgoing and 91 incoming Erasmus students, as well as 140 outgoing and 50 incoming Erasmus lecturers, in addition to a global, 30-strong twin-university network and research cooperation project. Erasmus student and teaching exchange plays a central role in 60 of the university's 108 institutes and departments.

Foreign language courses, intensive programmes, development of joint curricula and joint degree programmes also reflect this university's international character.

INSTITUTION

SZEGEDI TUDOMÁNYEGYETEM

WEBSITE

<http://www.u-szeged.hu/erasmus/>

ADDRESS

Dugonics tér 13
H-6720 Szeged

BILATERAL AGREEMENTS WITH UNIVERSITIES IN ...



“For almost 10 years our Erasmus student and faculty programme, along with the University of Huelva, has been one of our most productive international contacts in academic exchange, research cooperation, conference organisation, interdisciplinary curriculum development and European networking. Our students earn credit for their performance in host institutions and we have also established ways for our visiting scholars to teach full courses in their respective departments. In this way, while students collect credit for lectures and seminars taught by visiting faculty, teachers can participate in the Bachelor of Arts, Master’s and Doctorate level programmes, contributing to the curricula and development of the university’s education.”

Attila Kiss, Ph.D., Associate Professor, Head of the English Department

Technical University of Turin, Italy



The Technical University of Turin (Polito) is the oldest technical university in Italy. It was founded in 1859 as the *Scuola di Applicazione per gli Ingegneri* and merged with the *Museo Industriale Italiano* in 1906 to give birth to the *Regio Politecnico di Torino*. Thanks to its geographical position in the capital of northern Italy's Piedmont, Polito has been able to rely on close relationships with global organisations such as Fiat, Alenia and General Motors.

Polito has four engineering and two architecture schools on campuses all over the Piedmont region and offers courses at all levels in accordance with the Bologna system (3+2+3 scheme). It has also adopted the European Credit Transfer System and the diploma supplement, which allow students to earn credits for studies abroad.

International exchanges such as the Lifelong Learning Programme, in particular in Erasmus and other EU mobility programmes are central to the university's educational philosophy. International activities are structured through bilateral contacts with universities, institutions of higher education and research bodies. In all, Polito has entered into 81 agreements with institutions around the European Union. Students and professors receive administrative and practical support from the International Affairs Department and cultural counsellors to ensure the most comprehensive educational experience possible.



INSTITUTION

POLITECNICO DI TORINO

WEBSITE

<http://www.polito.it>

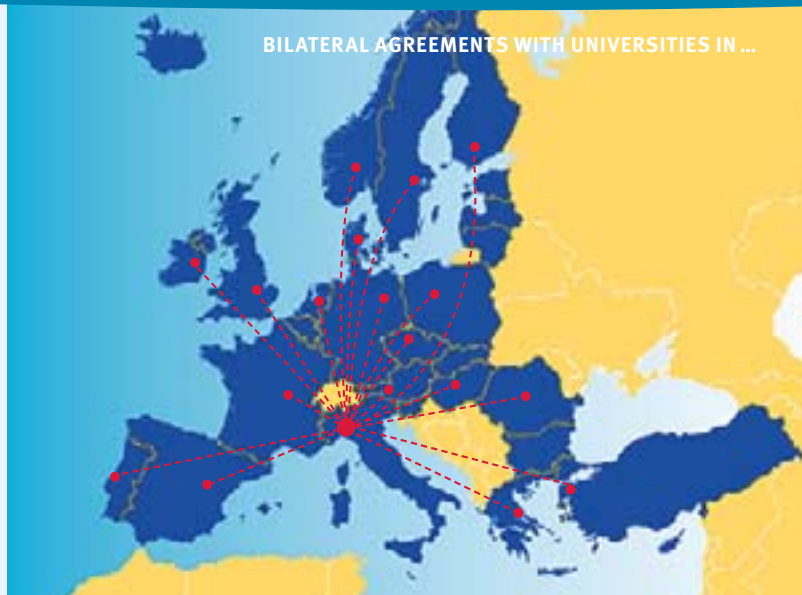
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C.so Duca degli Abruzzi 24
I-10129 Torino

"I was given the opportunity to lecture undergraduate and master degree students on spaceflight dynamics at the Aerospace Engineering Department at the University of Glasgow. In addition, in 2006 Erasmus allowed me to take advantage of an invitation by the École d'Ingénieurs en Modélisation Mathématique et Mécanique, Université Bordeaux 1, where I taught a short course on satellite attitude dynamics and control. Thanks to these experiences, my courses in Italy are no longer the same. I have learned a lot as a teacher, having encountered different approaches to teaching and hope to have contributed at least as much as I have learned to the institutions that offered me such a unique and professionally satisfying experience."

Prof. Giulio Avanzini

BILATERAL AGREEMENTS WITH UNIVERSITIES IN ...



Vilnius Gediminas Technical University, Lithuania

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Vilnius Gediminas Technical University is a public higher education institution established in 1956. It strives to further scientific knowledge and support economic growth, social welfare and peace in Lithuania. The university achieves this by providing high-level specialist education in line with the needs of the labour market and society. Applied scientific research also constitutes an important part of their activity and lecturers and students are encouraged to develop humanitarian and ethical education.

The university has 876 teaching staff. Exchange programmes are strongly supported and considered an important way of enhancing international relations. The university offers administrative and financial support in order to attract incoming lecturers, who bring a new educational dimension for students and help to develop innovative curricular and teaching methods. And exchanges involving outgoing placements to countries and universities with fewer mobility programmes are particularly encouraged.

INSTITUTION

VILNIAUS GEDIMINO TECHNIKOS
UNIVERSITETAS

WEBSITE

<http://www.vgtu.lt>

ADDRESS

Saulėtekio str. 11
LT-10223 Vilnius

BILATERAL AGREEMENTS WITH UNIVERSITIES IN ...



“Participation in teaching staff mobility programmes is exciting, challenging and requires originality to prepare lectures for foreign students. My experience started in 2002 when I visited the Vitus Bering Higher Education Centre in Denmark. It was great to see other students’ and teachers’ methods of working in laboratory facilities. This inspired me to participate in further teaching staff visits at different destinations: Madrid, Braunschweig, Marseille, Lisbon. During all of my stays, I was welcomed with hospitality by both my host university and my colleagues. We collaborated on common scientific projects and created more opportunities for exchange study placement. All of these great experiences are thanks to the existing and growing Erasmus programme.”

Associate Professor Vytautas Bučinskas, Faculty of Mechanics

Transilvania University of Brasov, Romania

The Transilvania University of Brasov is one of the largest universities in Romania and is an autonomous public university specialising in technical and engineering studies, economics, law and social and health sciences. The university develops equipment and methods for educational and scientific research and is a leading European university in its field. Cross-border collaboration includes partnerships with several scientific communities and exchanges involving both staff and students. The university has 866 teaching staff and with a total of 486 outgoing and 71 incoming exchange participants. The university's involvement with studies abroad has helped create a network with German universities in which joint teaching programmes are delivered and curricular development projects undertaken, a master's degree programme and applied computer science education.



15



INSTITUTION

UNIVERSITATEA TRANSILVANIA DIN BRASOV

WEBSITE

<http://www.unitbv.ro>

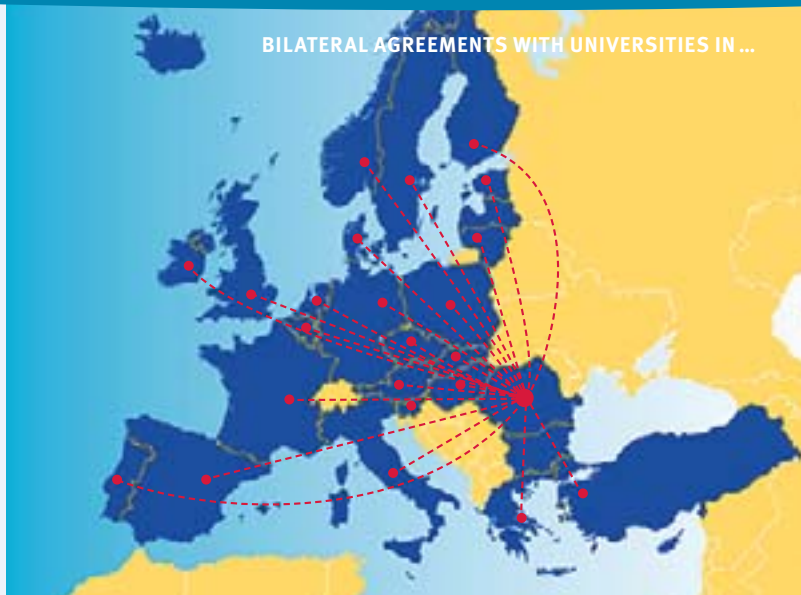
ADDRESS

29 Eroilor Street
RO-500036 Brasov

"I introduced the Erasmus Programme to our university in 1998 to strengthen our university's curricula and, over the past ten years, this goal has been achieved in more ways than initially expected. Beyond the student and faculty exchanges, Erasmus supported our strategy for restructuring our educational systems and prepared us for the Bologna process. Because of our experience working with other institutions, we launched, for the first time in Romania, new first-cycle programmes such as industrial design and engineering of renewable energy resources. We also developed Master of Science degrees that have been very successful. All of these activities have truly fulfilled their objective to integrate European higher education."

Prof. Dr. Eng. Ion Visa

BILATERAL AGREEMENTS WITH UNIVERSITIES IN ...



Jönköping University, Sweden

16 |



Jönköping University consists of four independent schools: the International Business School, the School of Education & Communication, the School of Engineering and the School of Health Sciences. The university tries to incorporate an international dimension into all of its activities. All four schools are active in the Erasmus programme with 186 programmes in 24 European countries.

Exchanges are viewed as vital to enhancing teaching methods and academic development and the university helps faculty members and students on many levels, including through financial and administrative support.

The Schools promote collaboration with institutions outside Sweden and a significant number of their lecturers are involved in programmes abroad. For example, at the Department of Nursing Science, each lecturer has their own project with an external partner institution. Incoming teaching staff take part in academic, as well as social life, and are integrated into all activities at the departments, from staff meetings to lectures. By involving incoming lecturers in compulsory courses, Jönköping University exposes all students to a diverse and multicultural environment. The mutual exchange of incoming and outgoing teaching staff strengthens relationships between institutions and is a foundation for collaborating with other institutions on joint projects and research.

INSTITUTION

STIFTELSEN HÖGSKOLAN I JÖNKÖPING

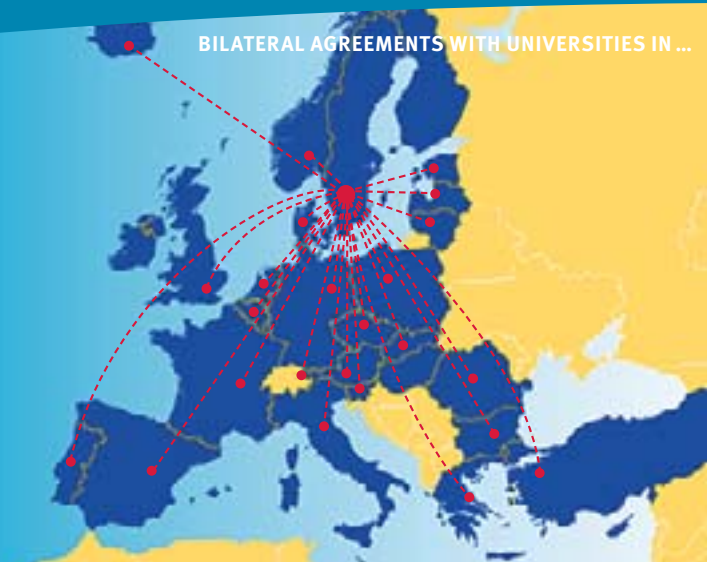
WEBSITE

<http://www.hj.se>

ADDRESS

Gjuterigatan 5
S-551 11 Jönköping

BILATERAL AGREEMENTS WITH UNIVERSITIES IN ...



The international profile of the School of Health Sciences is mainly due to the atmosphere created by visiting staff and students. Professor Gerd Ahlström emphasises the importance of having the institutional support lent by Erasmus teachers. She believes that in order to increase and improve teacher exchanges, it is important that the administration is active and encouraging. The School of Health Sciences is a case in point, where Erasmus exchanges are common within educational programmes, and where the number of teacher exchanges is the highest in Sweden.

University of Joensuu, Finland

The University of Joensuu is a public research university in Eastern Finland with campuses in Joensuu and Savonlinna. In 2006, the University had 8 524 students and 1 253 staff spread across its eight faculties: Biosciences, Education, Forestry, Humanities, Law, Economics and Business Administration, Science, Humanities and Regional Studies and Theology.

In total 614 staff members are involved in research and teaching. Since the Socrates programme began in 2000, all faculties at the University of Joensuu have been actively involved in Erasmus teaching staff exchanges.

The university seeks to give teaching staff the opportunity to develop personally and professionally by entering into partnerships with universities abroad, bringing in guest lecturers, and improving the quality of teaching through international cooperation.

The university strongly believes that developing teaching staff exchanges also improves the quality of student exchanges. Teachers learn the curricula of partner universities and are inspired to enhance their own curriculum and establish joint projects in a multicultural environment.



17



INSTITUTION

JOENSUUN YLIOPISTO

WEBSITE

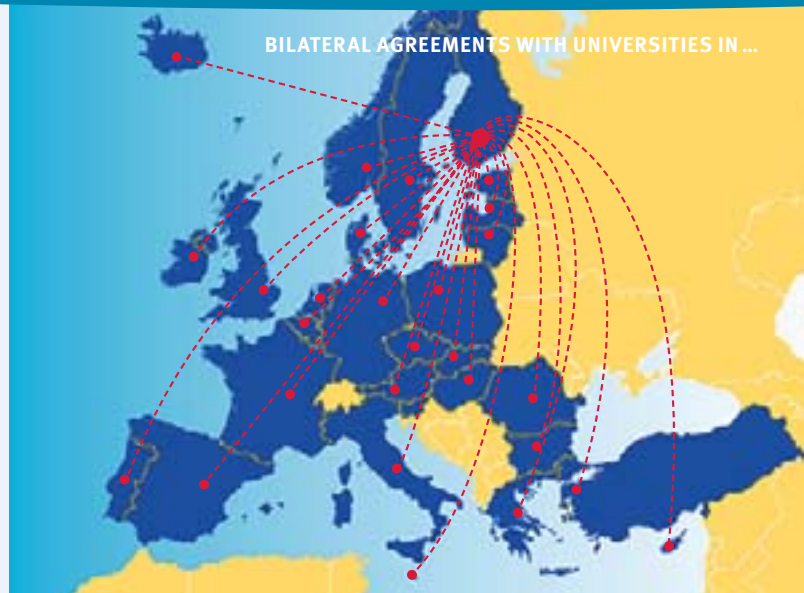
<http://www.joensuu.fi>

ADDRESS

P.O. Box 111
FI-80101 Joensuu

“Brno, Lleida, Prague, Uppsala and Vienna – the Erasmus teaching exchange programme has been a wonderful learning experience over the past 10 years, providing me with the opportunity to teach about energy dendromass resources and their uses, which is a new field with a high demand for information on the latest technological developments. It is both challenging and inspiring to work with students and colleagues from all over Europe to develop forestry education. Our SILVA network of more than 40 European universities offers degree programmes in forestry and has published two textbooks and a teacher’s manual. Our Erasmus Mundus Master of Science European Forestry programme started in 2004 and focuses on sustainable forest management.”

Prof. Paavo Pelkonen



University of Applied Sciences Campus Vienna, Austria

18 |



The University of Applied Sciences, FH Campus Wien, is a higher education institution with Bachelors, Master and Doctoral degrees in technology and management, health care and social work.

The intensive programmes at FH Campus Wien create case studies and carry out research on methods of social work, as well as analysing past and present social situations of different target groups. Important areas of social work in need of study include poverty, trafficking of women, homelessness and unemployment. The university has been happy to see several countries take part in the programmes, including Austria, France, Germany, Hungary, Italy, Lithuania, the Netherlands, Slovakia, Turkey and the United Kingdom.

Participants in the programme prepare research at their home institutions and then get together to share their results in working groups composed of students, lecturers, social workers and journalists. After the intensive programme, students write articles which are published in a book containing the conclusions of their work, and some also draw upon their experiences in the programme to complete thesis work.

The 12-day intensive programme provides an opportunity for presenting, discussing and developing different ways of problem-solving which have led to several new collaborative projects in social work. Through cross-border and interdisciplinary methods, the programme has helped advance student-teacher interaction.

INSTITUTION
FH CAMPUS WIEN

WEBSITE
<http://www.fh-campuswien.ac.at/>

ADDRESS
Daumegasse 3
A-1100 Wien

IP PARTNERS IN ...

Statements from intensive programme participants:

- *“The intensive programme provides an opportunity to feel ‘the international spirit’ at a high-profile conference, while improving communication and language skills.”*
- *“Students realised that social work needs bilateral and intercultural cooperation.”*
- *“This project is an excellent instrument to promote comparative academic work between students and lecturers on innovative topics.”*
- *“Independent learning methods and a wonderful atmosphere motivated students to demonstrate their real skills!”*
- *“... an excellent opportunity to start making professional relationships while doing research.”*

Lessius Higher Education Institute Antwerp, Belgium

Since 1980, Lessius “Hogeschool” has been an active participant in exchange programmes and has led curriculum development that supports study in an international and academic environment. In line with the Bologna Objectives, the university has been able to remove curricular content barriers and create new opportunities for its staff and students, such as courses taught in multiple languages. The institution has also teamed up with the Katholieke Universiteit Leuven, which has strong partnerships developed through Erasmus, Erasmus Mundus and the Lifelong Learning Programme.

The Speech Therapy and Audiology Department at Lessius “Hogeschool” has been running a successful intensive programme for over 14 years, which has seen the participation of 212 lecturers and 597 students, representing 18 partners from 11 European Union countries. Another project developed by the intensive programme partners sought to integrate European energy networks and create cross-border development and participation between Member States, and was supported through Interreg II.



INSTITUTION

LESSIUS HOGESCHOOL ANTWERPEN

WEBSITE

<http://www.lessius-ho.be>

ADDRESS

Jozef De Bomstraat 11
B-2018 Antwerpen

“It was an honour to participate in the speech and language therapy intensive programmes. Students, lecturers and speech-language philologists from different universities and educational backgrounds all got together making for a unique academic setting and invaluable experience. This kind of collaboration greatly enhances the quality and educational profile of academic institutions. The positive impact of the intensive programmes is clear: it has allowed students and staff to work all over Europe and has established a strong network of 18 departments and curricular development projects. I strongly believe that the intensive programme is the jewel in the crown of the Erasmus programme.”

Helen Grech, Ph.D., head of the Communication Therapy Division and senior lecturer at the University of Malta



IP PARTNERS IN ...

University of Applied Sciences Stralsund, Germany

20 |



Two years after the creation of the University of Applied Sciences Stralsund in 1991, the School of Electrical Engineering and Computer Sciences established an international programme with the assistance of the German Academic Exchange Service. Cooperation with foreign partners within the Erasmus network has encouraged the university to establish a “spring school”, which has offered intensive programmes every year since, and has hosted more than 40 participants from 8 universities and 7 countries.

During these Spring Schools participants work to acquire skills in the field of renewable energies and hydrogen technology as well as improving their communication skills. All of the participating universities agree on the benefit of intensive programmes to enhance European education on a cultural, personal and scientific level.

Following the intensive programme, institutions have been motivated to take their learning further. One such example is the fuel cell projects at the University of Valencia in Spain, and at Naresuan University in Thailand which offers a Master of Science in Renewable Energy. Due to increasing demand, an additional summer school will be held in 2008, which will use models developed in the original Erasmus intensive programme.

INSTITUTION
FACHHOCHSCHULE STRALSUND

WEBSITE
<http://www.fh-stralsund.de>

ADDRESS
Zur Schwedenschance 15
D-18435 Stralsund

IP PARTNERS IN ...

“The intensive programmes gave us the opportunity to anchor our university in the European higher educational landscape. Stimulated by the spring school, students of our partner universities have taken on additional studies with emphasis on deepening their knowledge of regenerative energies. Common research projects have been initiated and implemented and several professors and students used the opportunity to study, teach and research abroad. The international team spirit radiates not only to the German students and professors of our university, but has also supported the establishment of our Master of Science programme in Renewable Energies.”

Prof. Hans-Friedrich Bauch and Prof. Thomas Luschtinetz

University of Southern Denmark, Odense, Denmark

The University of Southern Denmark's intensive programmes have supported master-level students in the theoretical and applied areas of child health and fitness. The content of the programmes is focused on the educational rationale and benefits of teaching fitness and other related health issues, such as nutrition.

The programme compiled scientific data on the physiological, psychological and social factors related to child health. Students and teachers were able to use practical research methods and had the opportunity to examine different EU countries' health policies in a cross-cultural atmosphere.

Materials were based on research, including results from European epidemiological and intervention studies. Academic staff from different European countries and educational backgrounds created interdisciplinary coursework and students' participation was maximised with workgroups and discussions on new ideas for future academic and public health-related initiatives. Participants and instructors have given very positive feedback and appreciated the integration of technology in the coursework. It was valuable for teachers and students to work in an active environment with their counterparts from different countries.



INSTITUTION
SYDDANSK UNIVERSITET

WEBSITE
<http://www.sdu.dk>

ADDRESS
Campusvej 55
DK-5230 Odense M

“The department of Physical Activity and Health at Hanze University, in Groningen, is characteristic of the innovation brought about by Erasmus programmes. This is especially true of the intensive programme “Children and Physical Activity – relations to Obesity and Health”, coordinated by the University of Southern Denmark. Inspired by the content in the intensive programme, a new project has been developed, which allows our students to participate in the European Master in Health and Physical Activity. An important contribution to international and intercultural awareness is the interaction between students and professors hailing from different countries. Erasmus provides just this opportunity.”

Bart Dikkeboer, Hanze University Groningen



Estonian Academy of Music and Theatre, Tallinn, Estonia

22 |



The Estonian Academy of Music and Theatre (EAMT) is a public university that co-ordinated two Erasmus intensive programmes between 2000 and 2006. EAMT offers Bachelors, Masters and Doctoral degrees in music and theatre studies. It has ten departments, two institutes, a continuing education centre and a drama school with 673 students and 150 faculty members.

The first intensive programme *“Crossing Borders in Interpretation of classical Music and Jazz”* took place in August 2005 and presented students with new ways of seeing intersections between jazz and classical theory and history. The second intensive programme *“Crossing Interpretation Borders Again: Improvisation and Contemporary Music”* which took place in August 2006, introduced classical and jazz students to current trends in music improvisation.

In 2005 and 2006, the intensive programmes at EAMT developed four new courses in classical, jazz, contemporary music and improvisation. Students not only took part in lectures, but also put on concerts and hosted improvisation and jam sessions. In the future, the project hopes to introduce a regular summer term for music students and teachers at institutions all around the Baltic Sea.

INSTITUTION

EESTI MUUSIKA-JA TEATRIAKADEEMIA

WEBSITE

<http://www.ema.edu.ee/>

ADDRESS

Rävala pst 16
EE-10143 Tallinn

IP PARTNERS IN ...

“For me it was a great pleasure to teach such talented classical and jazz students from the participating music academies. Regardless of their musical field, most of the students progressed very quickly in their ability to improvise which, as an educator, was great to see. The most exciting experience was conducting the improvisational orchestra, in which classical and jazz musicians contributed their unique artistic perspectives to the mix. The final concerts of all three years were great successes and fascinating musical events. It was also fabulous to collaborate with 28 top professional musicians who came to teach at the summer courses. Many of them have already committed to doing further projects with us in the future.”

Anto Pett, Professor of Improvisation

Paris Institute of Technology for Life, Food and Environmental Sciences, France

AgroParisTech is part of the Paris Institute of Technology, a consortium made up of 10 French science and engineering graduate institutes known as ParisTech. AgroParisTech has 2000 students, 450 doctoral candidates, and 530 teaching and research staff members.

The interdisciplinary Math & Bio intensive programme helps familiarise students of biology with mathematics and is integrated into a network of European graduate schools.

Common educational materials were produced for students who came from many different countries. This in itself presented a great opportunity for students to learn about diverse educational experiences and backgrounds. Participants made use of resources from their own institutions that allowed for an exchange of technical and scientific skills. Since the programme began, faculty members have developed a new Mathematics and Biology Masters degree.



INSTITUTION

AgroParisTech – INSTITUT DES SCIENCES ET INDUSTRIES DU VIVANT ET DE L'ENVIRONNEMENT

WEBSITE

<http://www.agroparistech.fr/>

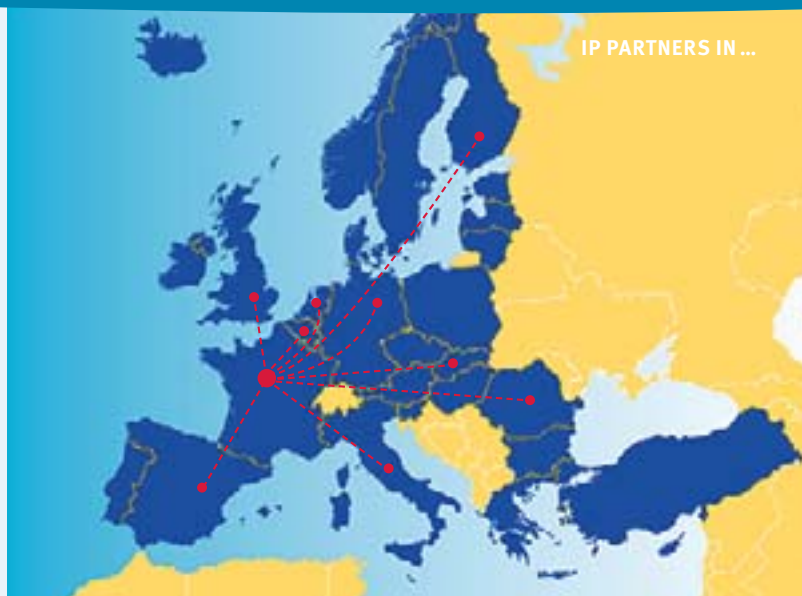
ADDRESS

19 Avenue du Maine
F-75732 Paris cedex 15

“To have organised and participated in this intensive programme has been a culturally and scientifically enriching experience!”

“Bringing together young Europeans from 10 different countries, with varying backgrounds and disciplines, who speak different languages and have the same goal in a dynamic, scientific atmosphere, was a challenging task mastered by this intensive programme.”

“It was excellent to see the close participation of young scientists in the field working together with teachers and university administration... We're looking forward to the next session!”



Technological Educational Institute of Patras, Greece

24 |



The Technological Educational Institute of Patras is a higher education institution focusing on applied research and technology. It provides scientific and technological advice to businesses and social organisations, and also participates in research and development.

In 2003, the Institute organised an intensive three-year programme in which 45 teachers and 110 students representing 10 European Union countries participated. The programme brought students up to date on new research in photovoltaic systems and adopted a teaching methodology which made extensive use of communication technologies and learning tools. Students used the Internet to share their findings with other organisations and to create a platform for collaboration in different technological fields. Undergraduate and postgraduate students earned credits for participation in the programme, which offered training in an international learning environment. The programme has resulted in the creation of joint projects and teaching materials in partner institutions throughout Europe.

INSTITUTION

ΤΕΧΝΟΛΟΓΙΚΟ ΕΚΠΑΙΔΕΥΤΙΚΟ ΙΔΡΥΜΑ
ΠΑΤΡΑΣ

WEBSITE

<http://www.teipat.gr/>

ADDRESS

M. Alexandrou 1
GR-263 34 Koukouli, Patras

IP PARTNERS IN ...



“Since 2003, Professor Socrates Kaplanis has co-ordinated the intensive programme ‘ICT Tools in PV Systems Engineering: Teaching & Learning’. It has become a source of inspiration for staff and students from many different European universities. Each year approximately 40 students and 15 staff members from Greece, Bulgaria, Belgium, Cyprus, the Czech Republic, Germany, Spain, France, Poland, Romania and Israel join the innovative course on photovoltaic systems. New teaching and learning approaches and e-tools have been extensively used. The aim has been to enhance students’ study, research and professional skills in a multicultural community, all powered by Erasmus. A pool of expertise has been created from which all partners and non-partners can benefit.”
Prof. Vitezslav Benda, Czech Technical University

Polytechnic Institute of Tomar, Portugal

The Polytechnic Institute of Tomar was set up in 1973 by a ministerial decree. In 1986, the first bachelor's degrees began. Permanent status as an independent higher education institution was secured in 1997 with the formation of three schools: the School of Technology and the School of Management in Tomar and the School of Technology in Abrantes.

With around 4 000 students, the institute offers 21 higher education degrees in subjects ranging from human sciences and communications to engineering and information technologies.

The Polytechnic Institute of Tomar is in the process of launching intensive programmes that will become structural elements and testing platforms for innovation. Courses in archaeology and European prehistoric art are also being developed, for which students can earn an Erasmus Mundus master's degree. The most recent intensive programme: *"Total Quality Heritage Management"* has introduced studies in quality management and the dissemination of European cultural heritage.

More than 4 000 students and 100 lecturers from 15 European countries have studied and taught in Tomar since the first programme was launched in the mid-nineties. The programme's success is further illustrated by the number of leading positions in prehistoric art currently occupied by former students.



INSTITUTION

INSTITUTO POLITÉCNICO DE TOMAR

WEBSITE

<http://www.ipt.pt>

ADDRESS

Av. Cândido Madureira 13
P-2300-531 Tomar

"The Tomar intensive programmes have created the foundation for many innovations in our institute and are vital to our academic departments. They are open and flexible and have helped us make improvements within the framework of the Bologna Process. The prehistoric art and cultural heritage management intensive programmes have seen over 4 000 students and 100 visiting lecturers from 15 European countries. Some former students are now colleagues of mine and working all around Europe. The research centre in Mação, where we run the current intensive programme, is also a result of the European consortium that we've built over the years. It is a collective and demanding task, which would be impossible without Erasmus."

Prof. Luiz Oosterbeek, IPT



University of Jyväskylä, Finland

26 |



UNIVERSITY OF JYVÄSKYLÄ

The University of Jyväskylä is one of the largest research universities in Finland with over 16 000 students, including international students from some 70 countries. Its core fields of research and education are natural sciences and mathematics, human-centred sciences, sport and health sciences, and education. The staff and students of the university are its most valuable resource and through them the university is able to successfully respond to European and international challenges and remain at the forefront in its field.

Since 1997, the University of Jyväskylä has coordinated intensive programmes on a wide range of subjects. Programmes have received positive feedback from students and academic staff alike. Curricula have been enriched, helping students to improve their team working and communication skills and further their careers. Students were able to receive credit for their work through the European Credit Transfer System and the 12 annual intensive programmes resulted in the student-created alumni organisation: The European Network of Young Specialists in Sport Psychology (ENYSSP).

INSTITUTION

JYVÄSKYLÄN YLIOPISTO

WEBSITE

<http://www.jyu.fi>

ADDRESS

P.O. Box 35
FI-40014 Jyväskylä

IP PARTNERS IN ...



After serving as a teacher and coordinator of curricular development for three years in the intensive programmes, my perception of European scholarship has greatly appreciated. As our student participants say: *“If I had the chance to attend the intensive programme again, I would do so without hesitation. The only disadvantage was that we only had 15 days for this wonderful experience”. “It was great to get insight into the professional world of researchers in applied sport psychology. The intensive programme gave me an idea of what to expect in my own career after university. Most importantly, I met great people whom I can imagine becoming lifelong contacts working in the same field. The intensive programme has been the highlight of my academic career so far.”*

Professor Taru Lintunen

University of Maribor, Slovenia

The University of Maribor is a dynamic teaching and research institution with approximately 3600 undergraduate and 1750 postgraduate students. It cooperates with many other higher education institutions and academic associations throughout the world and specialises in a variety of research fields.

The university introduced intensive programmes in 2003 to give students and teaching staff the opportunity to work with other institutions in an interdisciplinary environment. A total of 40 lecturers and 106 students, representing 20 institutions and 18 European Union countries, participated in the intensive programme, which focused on alternative forms of agricultural development. Topics included environmental protection, food safety and organic crop production. The coursework led to the development of new curricula and innovative teaching methods, and resulted in the creation of an Erasmus Mundus programme at the university. This was a unique opportunity for students to work closely with professionals in the field of agriculture while receiving credits from their universities.



| 27



INSTITUTION

UNIVERZA V MARIBORU

WEBSITE

<http://www.uni-mb.si/>

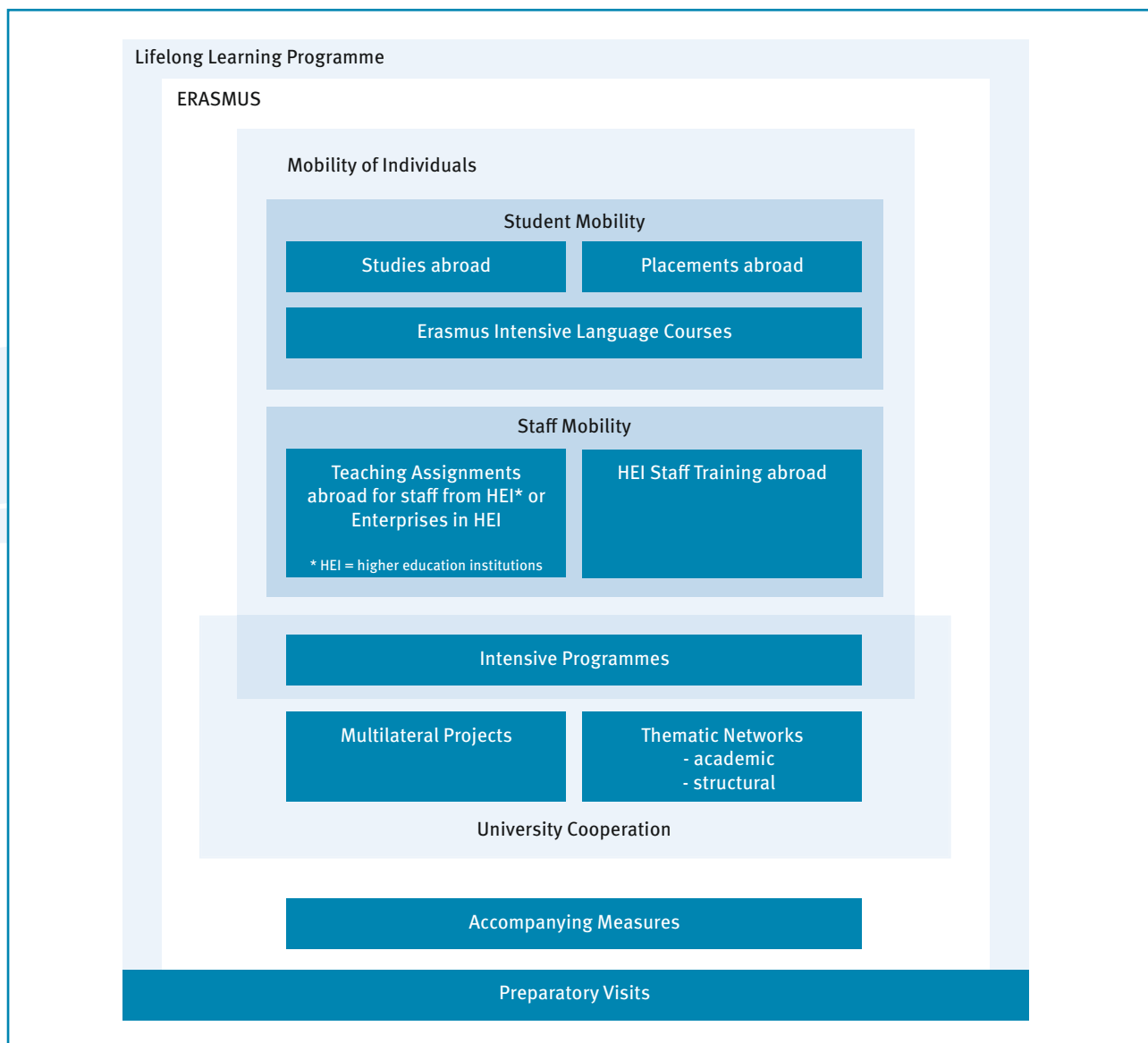
ADDRESS

Slomškovo trgo 15
SI-2000 Maribor

“Erasmus intensive programmes helped us present new research and educational activities dealing with organic agriculture to several organisations and institutions, including ENOAT (European Network of Organic Agriculture Teachers). Getting involved with Erasmus has been beneficial on many levels and has allowed us to exchange ideas and research in a vibrant and diverse community. Using our relationships with other institutions as a foundation, we are creating a double degree programme, and have prepared a proposal for a Master of Science Erasmus Mundus degree. This has also played a role in our publishing a book entitled ‘Organic Production and Use of Alternative Crops’.”

Prof. Dr. Sci. Franc Bavec, professor of field crops and organic agriculture





Three ways to reach Erasmus:

1. International Office of the Higher Education Institutions
2. National Life Long Learning Programme Agencies in Member States
http://ec.europa.eu/education/programmes/llp/national_en.html
3. European Commission
http://ec.europa.eu/education/programmes/llp/erasmus/index_en.html



European Commission

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