



Education and Culture DG

Lifelong Learning Programme



ERASMUS HIGHER EDUCATION

Creativity and Innovation

EUROPEAN SUCCESS STORIES



Contents

3	Preface	17	Erasmus mobility and facilities for special needs: Sabanci University, Istanbul, Turkey
4	Overview	18	Erasmus and training future teachers: Stranmillis University College, Belfast, United Kingdom
7	Bi-lingual facilities for Erasmus mobility: Masaryk University, Brno, Czech Republic	19	An Erasmus network in languages: TNP3-D – a thematic network
8	Erasmus mobility backed by a “buddy system”: Pazmany Peter Catholic University, Budapest, Hungary	20	An Erasmus network in sport science: AEHESIS – a higher education structure in sport science
9	Improving job opportunities with Erasmus: University of Calabria, Arcavacata di Rende, Italy	21	An Erasmus network in history: CLIOHNET – New links for historical perspectives in European Culture
10	Erasmus mobility and assessing skills: University of Limerick, Ireland	22	An Erasmus network in arts: INTER}ARTES – Quality network in Higher Arts Education in Europe
11	Bringing quality control to Erasmus mobility: Radboud University Nijmegen, Netherlands	23	An Erasmus network in citizenship education for young people: CiCe – Children’s Identity and Citizenship in Europe
12	Erasmus mobility with a special orientation period: Luleå University of Technology, Sweden	24	Curriculum development in business culture: RIBA – Raising International Business Awareness
13	Erasmus mobility and multicultural training: HAAGA-HELIA University of Applied Sciences, Helsinki, Finland	25	Curriculum development for language teaching: European Master in Spanish in international contexts
14	An Erasmus focus on teacher mobility: University of Tampere, Finland	26	Curriculum development for online learning: IMM – International Master in Multimedia
15	EU programmes strengthen mobility: University of Economics in Bratislava, Slovak Republic		
16	Erasmus mobility and the Youth in Action Programme: Akdeniz University, Antalya, Turkey		

Erasmus stimulates creativity and innovation through mobility and cooperation in higher education

Europe is undergoing a major transformation to become a world-leading knowledge-based and innovation-driven society. This means that human capital and in particular developing Europe's creative and innovative potential, is key to competitiveness. Through the Lifelong Learning Programme – the umbrella programme for European cooperation in education and training from 2007 until 2013 – the EU supports and encourages individuals, at all stages of their lives, to take up stimulating opportunities to learn by moving across the borders in Europe.

Under the Erasmus Programme, over 2 million students and an increasing number of teachers have been able to travel to another country for learning purposes and return with new skills and experience. In addition to gaining new knowledge, better organisational skills and intercultural understanding, students also acquire an improved command of other languages and a deeper understanding of their host countries. Given all these positive factors, the Commission is convinced that a learning mobility experience should be an opportunity open to all.

I am pleased to present in this brochure higher education institutions, Erasmus networks and projects between institutions across Europe, which have really stood out as creative and dynamic in their efforts to promote, facilitate and encourage mobility. These initiatives have demonstrated the wide-ranging and long-standing positive effects of mobility and cooperation. I think that they can be a source of inspiration and good practice to all those working in the management and implementation of mobility actions and projects.

These success stories should encourage all young Europeans to seize learning mobility opportunities in order to improve their skills and competences, enlarge their horizons and make new friends and colleagues throughout Europe.



A handwritten signature in black ink, consisting of a large 'O' and a stylized 'Q'.

Odile Quintin

*Director General for Education and
Culture of the European Commission*

Overview

4 |

The Erasmus programme

Erasmus is the EU's flagship education and training programme, enabling students to study and to do work placements abroad each year, as well as supporting cooperation actions between higher education institutions across Europe. It caters not only for students, but also for professors, enterprise staff and university staff who appreciate the benefits of being trained abroad.

Studies show that a period spent abroad not only enriches a student's life in the academic field but also in the acquisition of intercultural skills and self-reliance. Staff exchanges have similar beneficial effects, both for the people participating in the exchange and for the home and host institutions.

In addition to mobility actions, the Programme also facilitates cooperation between higher education institutions through intensive programmes, networks and multilateral projects.

Few, if any, programmes launched by the European Union have had a similar Europe-wide reach. Around 90% of European universities in 31 participating countries are currently involved in Erasmus and approximately two million students have participated in study exchanges since the initial launch of the programme in 1987.

The 2009 competition focus on creativity and innovation

In the European Year of Creativity and Innovation, the Erasmus success stories selected for the 2009 edition

show creative and innovative ideas in the field of student mobility, thematic networks and curriculum development projects. The stories demonstrate not only general good practice but also have a unique or distinguishing feature which it is hoped will be of a wider interest and will provide a stimulus for further innovation.

Erasmus student mobility started in 1987 with 3 244 mobile students and now offers around 180 000 students every year the possibility to study or to do a work placement abroad for a period of 3 to 12 months. The objectives of student mobility are:

- to enable students to benefit from an educational, a linguistic and a cultural learning experience in other European countries;
- to promote co-operation between institutions and to enrich the educational environment of host institutions;
- to contribute to the development of a pool of well-qualified, open-minded and internationally experienced young people as future professionals and
- to help students to adapt to the requirements of the EU-wide labour market.

Erasmus networks are designed to promote innovation in a specific discipline, in a set of disciplines or in a multidisciplinary area, e.g. law, literature, economics, etc.

They require the participation of at least 31 institutions from all 31 participating countries and



- contribute to enhancing the quality of teaching in higher education;
- define and develop a European dimension within a given academic discipline;
- further innovation and exchange methodologies and good practices.

This is achieved by means of cooperation within the network between higher education institutions, university faculties and departments and may also involve professional associations and enterprises as well as other associations. Until 2007 these networks were called thematic networks; they are now called Erasmus academic networks and have in general more than 60 partners.

Curriculum development projects are designed to support the process of innovation and upgrading in higher education teaching. They may be proposed in any academic discipline. By combining the expertise and state-of-the-art knowledge of higher education institutions from at least three countries participating in the Lifelong Learning Programme, such projects can make a significant contribution to reinforcing the quality and the European dimension of higher education teaching.

Competition criteria. In the field of student mobility the institutions have to demonstrate the impact of Erasmus in the field of quality assurance and professionalization as well as services, assessing the innovative and creative impact which the mobility programme has had on the institution both as a sender and as a receiver of Erasmus students.

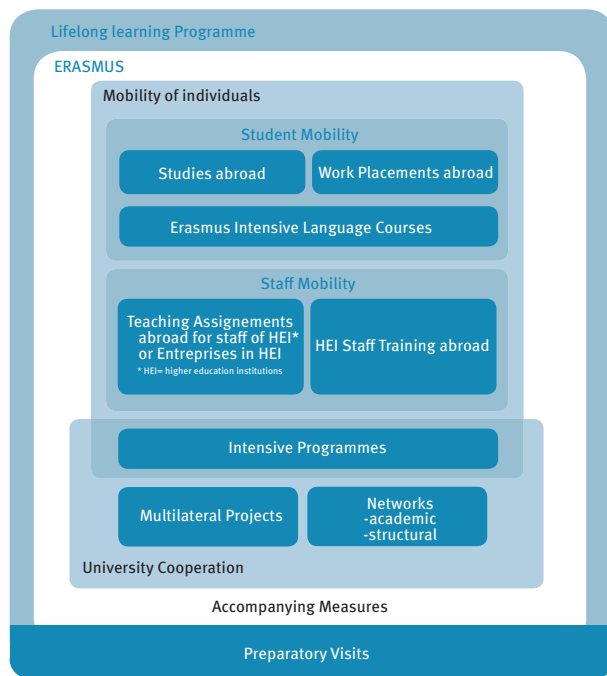
For networks, the emphasis is on their impact; and for curriculum development projects, on their results with a focus on innovation and creativity.

Competition procedure and assessment. The European Commission invited all higher education institutions holding an Erasmus University Charter to apply for the competition of Erasmus success stories on student mobility. The participating institutions 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-three countries participated in the selection round with 67 applications.

All applications were assessed by two independent experts. The assessors were impressed by the high quality of the applications submitted. It is evident that these Higher Education Institutions are fully committed

to the fundamental principles of the Erasmus University Charter and have set up engaged and proactive European/International Offices, staffed by experienced professionals who actively support their students and facilitate mobility. In addition, the range of activities offered by the institutions for outgoing and incoming students, and the general sense of concern for the overall quality of the Erasmus experience, is impressive.

In the field of Erasmus networks and curriculum development projects the Executive Agency for Education, Culture and Audiovisual provided the European Commission with 19 projects which had been running during the Socrates II period (2000–2006) and whose final reports had been qualified as outstanding by external evaluators. 8 projects were selected for this brochure.



Pre-selected mobility success stories*

-  **Belgique/België** – Universiteit Gent
-  **България** – АГРАРЕН УНИВЕРСИТЕТ – ПЛОВДИВ, ТЕХНИЧЕСКИ УНИВЕРСИТЕТ – СОФИЯ
-  **Česká Republika** – Vysoké učení technické v Brně
-  **Danmark** – Handelshøjskolen i København, Syddansk Universitet
-  **Éire/Ireland** – University College Cork/Coláiste na hollscoile Corcaigh
-  **Eesti** – Tartu Kõrgem Kunstikool
-  **Ελλάδα** – ΟΙΚΟΝΟΜΙΚΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΑΘΗΝΩΝ, ΠΑΝΕΠΙΣΤΗΜΙΟ ΔΥΤΙΚΗΣ ΜΑΚΕΔΟΝΙΑΣ, ΤΕΧΝΟΛΟΓΙΚΟ ΕΚΠΑΙΔΕΥΤΙΚΟ ΙΔΡΥΜΑ ΚΡΗΤΗΣ
-  **España** – Universitat de Barcelona, Instituto de Enseñanza Secundaria Benjamín Rúa
-  **France** – Groupe ESA, Université Lumière Lyon 2, Etablissement Public Local d'Enseignement et de Formation Professionnelle Agricole (EPLEFPA) de Saint Lô Thère
-  **Italia** – Accademia di Belle Arti di Catania, Università degli Studi di Perugia, LUISS Libera Università Internazionale degli Studi Sociali Guido Carli, Università degli Studi di Salerno, Università degli Studi di Trento
-  **Lietuva** – Kauno kolegija
-  **Magyarország** – Eötvös Loránd Tudományegyetem, Budapesti Műszaki és Gazdaságtudományi Egyetem, Budapesti Corvinus Egyetem, Szent István Egyetem Gödöllő
-  **Österreich** – Fachhochschule Vorarlberg, Universität Graz, Pädagogische Hochschule Steiermark, Management Center Innsbruck, Fachhochschule Salzburg
-  **Polska** – Politechnika Łódzka, Politechnika Opolska, Uniwersytet im. Adama Mickiewicza w Poznaniu, Szkoła Wyższa Psychologii Społecznej
-  **Portugal** – Universidade de Aveiro, Instituto Politécnico de Leiria, Universidade de Lisboa, Instituto Politécnico de Portalegre, Universidade do Porto
-  **România** – Universitatea Transilvania din Brasov, Universitatea de Artă si Design Cluj-Napoca, Universitatea din Craiova, Universitatea Tehnică “Gheorghe Asachi” din Iași, Universitatea “Lucian Blaga” din Sibiu
-  **Slovenija** – Višja strokovna šola za gostinstvo Maribor
-  **Slovensko** – Univerzita Komenského v Bratislave, Univerzita Konštantína Filozofa v Nitre, Prešovská Univerzita v Prešove, Žilinská univerzita v Žiline
-  **Suomi/Finland** – Turun ammattikorkeakoulu
-  **United Kingdom** – The University of Sheffield
-  **Turkey** – Anadolu Üniversitesi, Marmara Üniversitesi, Ege Üniversitesi

* Higher education institutions proposed by the national agencies but not considered under the top twelve

Bi-lingual facilities for Erasmus mobility

Masaryk University, Brno, Czech Republic

Masaryk University was established in 1919, and comprises nine faculties with more than two hundred departments, institutes and clinics. Its 40 000-plus students make it the second largest university in the country.

It was among the first universities to introduce the ECTS system and the new three-tier degree model of the Bologna Process. Its sophisticated information system has won international awards, and state-of-the-art research and teaching facilities are being created through an ambitious programme for a new campus and the modernisation of old buildings.

To make incoming students feel welcome, the university has created a fully bi-lingual website in Czech and English as well as a language centre. It offers one-week orientation courses, courses in English, an Office for International Studies, accommodation and catering services, and bi-lingual signposts throughout the campus.



My year of literature studies at Masaryk University was one of the most important in my life. International students could take other classes such as cinema and Czech history, or British and American independent films. The teachers were rigorous and the classes challenging, but the university was welcoming and the international office friendly and helpful. Nowadays I work as a photographer; Masaryk gave me the chance to study subjects of importance to my future profession.

Fonseca Teresa Sá, Portugal, Graduate of Universidade do Porto – Faculty of Arts

INSTITUTION

MASARYKOVA UNIVERZITA

WEBSITE

www.muni.cz

ADDRESS

Komenského nám. 2
662 43 Brno
CZECH REPUBLIC



Erasmus mobility backed by a “buddy system”

Pazmany Peter Catholic University, Budapest, Hungary

8

The Pázmány Péter Catholic University was founded in 1635 as a faculty of theology by the archbishop of Esztergom, Péter Pázmány, and the Conference of Hungarian Bishops later created the Faculty of Humanities. In 1993 both faculties were formally accredited as a Hungarian university, and today there are five faculties – Theology, Humanities, Law and Political Science, Information Technology, and the Vitéz János Faculty.

International cooperation developed rapidly as a core element of the university’s strategy, and 117 international inter-institutional agreements are already in place. The university aims to increase its international dimension by introducing a three-cycle structure and thereby facilitating mobility. Erasmus mobility is a clear priority for the university. Erasmus activities are promoted on the bi-lingual web site, and the university’s aim is to ensure full recognition of study periods and qualifications using

ECTS, learning agreements, transcripts of records, and the Diploma Supplement.

Language programmes are available to incoming and outgoing students and teachers, as well as introductions to cultural, language and academic traditions. The “buddy” system provides a student tutor for each incoming student, with contacts before arrival and during the exchange.



INSTITUTION

PÁZMÁNY PÉTER KATOLIKUS
EGYETEM

WEBSITE

www.jak.ppke.hu

ADDRESS

Szentkirályi u. 28.
1088 Budapest
HUNGARY

My apprehensions about the unknowns of Central Europe quickly changed to appreciation as I shared the pleasures of Budapest with international students in the Erasmus programme, Erasmus delivered me into the lives of an eclectic mix of individuals. In classroom debates, on 5am trains to Vienna and over late-night shots of home-made pálinka, we influenced each other’s attitudes, exchanged knowledge and above all shared a university, a city and a culture very different from our own, but as welcoming as home.

Holly Rosenthal, University of Newcastle, UK

Improving job opportunities with Erasmus

University of Calabria, Arcavacata di Rende, Italy

The University of Calabria, founded in 1972, is one of the few campus universities in Italy. It has around 35 000 students in six faculties – Humanities, Economics, Engineering, Mathematics, Physics, Natural Sciences, and Pharmacy. The university attaches great importance to international development in teaching and research activities, and has been a long-standing and active participant in the Erasmus programme.

Against a background of high youth unemployment in Calabria – over fifty per cent – the university has particularly focused on the opportunities for work placements in the Lifelong Learning Programme. The services that the university's International Relations Unit has successfully developed for exchange students are now also helping to promote work placements, and a database has been created for European enterprises, organisations and other intermediaries willing to host students for quality place-

ments. The university is part of a consortium with nine other Italian universities, “Academic Student Placement in Europe”, and within this framework, it will be able to host as well as send many more young people on work placements in the future.

| 9



This new opportunity for training was not only constructive for my career, but also allowed me to gain work experience abroad that was recognised at European level. At the same time I deepened my knowledge of a foreign language, met new people, and partied in a new country.

Student from the Faculty of Economics

INSTITUTION

UNIVERSITÀ DELLA CALABRIA

WEBSITE

www.unical.it

ADDRESS

Via P. Bucci, 1
87036 Arcavacata di Rende
ITALY



University of Limerick, Ireland

10 |

The University of Limerick was established in 1972 as the National Institute for Higher Education, Limerick, and obtained its current status in 1989. It is an independent, internationally-focused university with nearly 11 000 students and more than 1 300 staff. It has already shown innovation in education and excellence in research and scholarship, with particular attention to knowledge relevant to the needs of Ireland's socio-economic development.

A commitment to international education features in the university's strategic plan, and students and staff take part in many international activities. Students are placed for study or work with more than 250 partners and host employers across all the EU countries.

The university has developed a system to measure and assess skills development. Students are required to assess their skills online before they start their placement, and then again once they finish. The aim is to raise awareness about the importance of key transferable skills in the European job market.



INSTITUTION

UNIVERSITY OF LIMERICK

WEBSITE

www.ul.ie

ADDRESS

Castletroy, Limerick
IRELAND

For my Erasmus work placement, I worked with a global electronics company in Munich. I was exposed to plenty of German language and culture. And I got real hands-on experience of my business specialism, Human Resource Management. Erasmus helped develop my confidence, language fluency and some really important survival skills. Yes, it can be challenging. Yes, you have to “dig deep”, but I would say to any European student “go for it – it’s worth it.”

Patrick Beggan, a final-year Business and German student



Radboud University Nijmegen, Netherlands

The Radboud University Nijmegen, in the oldest city in the Netherlands, has nine faculties and more than 17 500 students in 107 study programmes. The university's personal style of teaching allows students to work closely with teachers and fellow students in small seminars, and its research makes full use of the cooperative links and the continuous exchange of ideas across disciplines.

Last year the university had nearly 500 bilateral Erasmus agreements with European universities. Student mobility and staff training are actively promoted. The university encourages students to go abroad, and the facilities for exchange students include guaranteed accommodation and a "buddy" system that offers practical, social and cultural support – as well as excellent sports facilities.

The university operates a monitoring system to ensure effective cooperation with partner institutions. To check the students' performance, it has also developed a quality control system – which has already demonstrated that the use of learning agreements increases the number of credits earned by students.

11

Radboud University Nijmegen



The style of teaching was different from what I was used to in Poland; the theory was presented in a more modern format and more examples were given. I liked the high standards so much that I decided to stay and get my Master's degree at Radboud University. I've now built up my life here; I speak the language, most of my friends are Dutch, and I've found a part-time job.

Michał Karczemski, Uniwersytet Łódzki

INSTITUTION

RADBOUD UNIVERSITEIT
NIJMEGEN

WEBSITE

www.ru.nl

ADDRESS

Postbus 9102
6500 HC Nijmegen
THE NETHERLANDS



Luleå University of Technology, Sweden

12

Luleå University of Technology, the northernmost university of technology in Scandinavia, has Faculties of Engineering, the Arts and Social Sciences. Its research is based on multidisciplinary cooperation within the university and on close contacts with commerce, industry and society, involving both major companies and small enterprises in the region.

The Luleå University Reception Committee is responsible for all student exchange activities. It organises accommodation, establishes a direct contact with every student, and offers orientation programmes that enable students to benefit fully from the unique experience of being so far north – including visits to Santa Claus in nearby Finland. Language courses are available, and academic advisors provide systematic monitoring.

The highly-rated orientation period includes information sessions with the local police, health care services, insurance companies and banks, as well as guided tours of the city centre and lunch with the mayor, and a Swedish for beginners course.



INSTITUTION

LULEÅ TEKNISKA UNIVERSITET

WEBSITE

www.ltu.se

ADDRESS

Porsö campus
971 87 Luleå
SWEDEN

I learned a lot from my time as an exchange student at Luleå University of Technology, and not just academically. My initial plan to stay four months grew to more than five years, since I continued with a Masters degree in e-commerce, and then did a PhD. From the outset I was impressed. Even before I left for Sweden I was contacted by the team of students that operate as the reception committee. Later I got involved with the committee, and was a “buddy” for three exchange students each semester.

Marie-Louise Jung

HAAGA-HELIA University of Applied Sciences, Helsinki, Finland

HAAGA-HELIA University of Applied Sciences already has more than 10 000 students, although it has been in operation only since 2007, following the merger of two well-established private higher education institutions with roots in the 19th century. The university provides professional training in hotel, restaurant and tourism management, information technology, journalism, sports management and vocational education. Courses can be followed in Finnish, Swedish and English, and there are many opportunities for contact with business networks throughout the study period.

A strong internationalisation policy has led to agreements with more than 170 partners around the world, covering mobility for students and staff. The university offers intercultural training programmes, multi-cultural teacher training, and a wide range of language studies, as well as customised language courses for groups.

Special facilities in this multi-cultural study environment include a guide for exchange students, extensive IT support, and an active student organisation that takes care of the needs of incoming students.

13



My Erasmus studies at Haaga-Helia enriched my personal and professional development. My tutor made my arrival week very simple. I was met at the airport, helped with registration and other paperwork, and introduced to new international friends and my new home during special orientation days. I particularly liked the university's focus on teamwork and theme-based team assignments.

Claus Basan, International University of Applied Sciences, Bad Honnef – Bonn, Germany

INSTITUTION

HAAGA-HELIA
AMMATTIKORKEAKOULU

WEBSITE

www.haaga-helia.fi

ADDRESS

Hattulantie 2
00550 Helsinki
FINLAND



University of Tampere, Finland

14 |

The University of Tampere is Finland's largest educational institute in social sciences and related fields, and has inherited a mission to serve society. Its six faculties and nine independent institutes offer extensive teaching and multi-disciplinary research opportunities for its 15 000 students.

Active in the Erasmus Programme since 1992, the university now receives some 300 international students every year, and also takes part in other Erasmus activities. The student union plays a crucial role in organising social activities for the incoming students and, in collaboration with the university, in providing trained "buddies". Regional cooperation also ensures links to other higher education institutions.

The university is aiming to strengthen its international research with extensive cooperation networks, and to further facilitate and encourage the mobility of teaching staff. All the university's teachers are indeed expected to include mobility in their annual plans, and full compensation is provided to them for mobility periods.



INSTITUTION

TAMPEREEN YLIOPISTO

WEBSITE

www.uta.fi

ADDRESS

Kalevantie 4
33014 Tampere
FINLAND

The friendly and helpful staff and students at the University of Tampere create an atmosphere of mutual respect, cooperation and understanding. My Erasmus year there was the best choice I could have made. I met people from all over the world, and learnt to compare different attitudes towards life, studies and career. I prolonged my stay!

Katarzyna Błaszczewicz, University of Łódź, Poland

University of Economics in Bratislava, Slovak Republic

The University of Economics in Bratislava, founded in 1940, is one of Slovakia's most important educational and scientific institutions. More than 14 000 students study at its six faculties – National Economy, Commerce, Economic Informatics, Business Management, International Relations and Business Economics. The ECTS credit system applies to all three levels of study, and many courses are offered in English, French, German or Russian, and soon in Spanish.

The university is heavily involved in international cooperation with other universities, businesses and institutions. It has signed over 170 agreements around the world involving student, academic and university staff exchanges and joint research projects.

The University has successfully taken part in European Union international cooperation programmes, including Erasmus, Leonardo da Vinci, Tempus, Erasmus Mundus and the European Social Fund. Participating students are welcomed even before their exchange starts, through the university's "buddy" system and its international relations office, and exchange students benefit from subsidised accommodation in new dormitories.

| 15



After an Erasmus year at Eberhard-Karls-University in Tübingen during my studies at Bratislava University of Economics, I got involved in the Erasmus Student Network BuddySystem in Slovakia, and my university's International Relations Office. Meeting so many people from different countries and backgrounds has helped me understand their culture. It's really true that Erasmus helps promote intercultural dialogue.

Dipl. Ing. Andrea Mrlianová

INSTITUTION

EKONOMICKÁ UNIVERZITA V
BRATISLAVE

WEBSITE

www.euba.sk

ADDRESS

Dolnozemská cesta 1
852 35 Bratislava
SLOVAKIA



Akdeniz University, Antalya, Turkey

16

Akdeniz University is a campus university established in 1982 in Antalya, which incorporates earlier institutions in and around the city. It has eleven faculties, eight vocational schools, and four graduate schools offering master and doctorate level courses.

It became involved in Erasmus in 2003–2004, as one of the 15 Turkish universities selected for a pilot programme, and it immediately put in place ECTS, learning agreements and ECTS Info Packs. Today the university has undertaken 180 international agreements, offers Turkish language courses, and operates an international relations office to organise the accommodation, reception, registration, and cultural events for incoming students, often assisted by returning students.

A special feature of the university's approach is its link with the European Volunteer Service within the Youth in Action programme. By drawing on the experience and ideas from students who have participated as volunteers, the university has reinforced its European perspective, not only internally, but in many aspects of everyday life outside the university. Coordination between the European Volunteer Service and Erasmus has improved the visibility of both programmes.



AKDENİZ UNIVERSITY



INSTITUTION

AKDENİZ ÜNİVERSİTESİ

WEBSITE

www.akdeniz.edu.tr

ADDRESS

Dumlupınar Boulevard
07058 Campus Antalya
TURKEY

An Erasmus poster in Akdeniz University became my magic wand when I was a student there in 2006. Erasmus transported me to Bonn University for six months. I had never been abroad before, had no passport, no idea about visas, had never flown before. But my Erasmus period was like a fairy tale. And during my time in Bonn I started to work with the European Volunteer Service. With the self-confidence I gained, I am now working as a volunteer in Budapest with young girls with limited opportunities – sharing my magic wand.

Serap Yeter

Erasmus Mobility and facilities for special needs

Sabanci University, Istanbul, Turkey

The Sabanci University is an independent university with a modern campus 40 km from Istanbul, which admitted its first students in 1999. Its three faculties, Engineering and Natural Sciences, Arts and Social Sciences, and Management, operate bilingually in Turkish and English, and have a strong interdisciplinary approach. The University has close links with the state, commerce and industry, non-governmental organisations and other educational institutions, and its inventive programmes have fostered research.

When Turkey joined Erasmus, Sabanci University was one of those selected for the pilot programme. Since then, it has effectively introduced all the tools to facilitate mobility – ECTS, learning agreements, information packages, and a diploma supplement. The university's strategic plan includes an independent international office that organises study and work placements, and all incoming

students are allocated a local mentor and enrolled in a familiarisation programme for culture and lifestyle.

A commitment to equal opportunities has led the university to restructure all campus buildings to accommodate students with disabilities. Specially-designed rooms allow easy access, and note-takers, readers, and appropriate technology and equipment are provided whenever needed. The commitment extends to cultural events and the services of the Centre for Individual and Academic Development.

| 17



My experience with the students at Sabanci University was entirely positive. I met open-minded and welcoming people who were very willing to relate to me, so that the feeling of being a stranger disappeared quickly.
Stefan Cihan Aykut, exchange student from Freie Universität Berlin, Germany

Three things I particularly liked were the kindness and hospitality of the students, the short distance to everything, and the communication facilities and English courses in any field.

Martin Randrup Nielsen, exchange student from Århus University, Denmark

INSTITUTION
SABANCI UNIVERSITESI

WEBSITE
www.sabanciuniv.edu

ADDRESS
Orhanli
34956 Tuzla (Istanbul)
TURKEY



Stranmillis University College, Belfast, United Kingdom

18

Stranmillis University College is a small higher education institution focused on pre-service and in-service teacher education. It sends about a fifth of each year's cohort on an Erasmus study exchange – one of the highest proportions in the UK.

Because of the vital role that teachers play in preparing young people to live in a multi-cultural and international society, the college focuses on developing an outgoing and open-minded approach among its teachers. The college has long recognised the importance of mobility – of both students and teachers – in this process. The difficult history of Northern Ireland has reinforced the attachment to mobility in breaking down barriers and broadening perspectives, both for outgoing students and for students who stay at home but are exposed to incoming Erasmus students.

The college has worked successfully across the Northern Ireland 'divide' with its sister college for aspiring teachers, St Mary's University College. It also offers an innovative module worth 10 ECTS credits on 'Northern Ireland Culture and Education', in response to the interest of incoming Erasmus students, as well as in light of the need for such a course.



INSTITUTION

STRANMILLIS UNIVERSITY
COLLEGE

WEBSITE

www.stran.ac.uk

ADDRESS

Stranmillis Road
Belfast BT9 5DY
UNITED KINGDOM

As a teacher, I have been able to draw on my time as an Erasmus student in Flensburg, Germany. It has allowed me to bring a greater awareness of the outside world into our classroom when I am sharing information about another culture with my pupils. Erasmus has had a tremendous influence on my teaching, and I am certain that it is still helping me to inspire a new generation of primary school children.

**Leigh Davis, McClintock Primary School,
Northern Ireland**

An Erasmus network in languages

TNP3-D – a thematic network

TNP3-D, a partnership of 58 universities and nine European or national organisations across 31 countries, was the last in a series of five thematic and dissemination networks in the area of languages under the Socrates Programme. All five networks had a common core: a transversal, policy-oriented concept of languages, language and language-related degree courses, and teacher training. They also shared a concern for the training of language mediators, for language provision for non-specialists, and for regular adjustment of programmes to meet changing social, professional and economic needs.

In 2003–2006, the predecessor project, TNP3, aimed at improving consultation between universities and specialist stakeholders, and between the non-specialist labour market and other educational sectors. The partners delivered national reports, two European conferences, and Europe-wide online consultations, resulting

in recommendations for structured consultation and collaboration.

In 2006–2007, TNP3-D took the debate to a wider public in an enlarged Union. Academics, students, graduates, employers and organisations were given the opportunity to discuss selected recommendations from TNP3 in dissemination conferences at partner universities in North, East, South and West Europe. The final conference in Brussels featured keynote speeches by two European Commissioners.

| 19



The five networks demonstrated the added value of European cooperation. Joint reflection, exchange of experience, and involvement of non-university stakeholders made it possible to overcome fragmentation among higher education language specialists in Europe, and to link programmes to real needs. TNP3-D's breakthrough was to generate wider impact through the decentralised conferences, promoting the adoption of new ideas by universities and helping communication between universities and stakeholders.

Wolfgang Mackiewicz, Freie Universität Berlin, coordinator

COORDINATOR'S ADDRESS

Mr. Wolfgang Mackiewicz
Freie Universität Berlin
Kaiserswerther Strasse 16–18
14195 Berlin
GERMANY
Tel. +49 3082873211
E-mail: erasmspr@zedat.fu-berlin.de

WEBSITE

www.tnp3-d.org



AEHESIS – a higher education structure in sport science

20

Aligning a European Higher Education Structure in Sport Science is a thematic network that has developed new thinking on curricula for sport science. The work of 86 partner organisations from 29 countries was coordinated by the Institute of European Sport Development & Leisure Studies at the German Sport University Cologne, on behalf of the European Network of Sport Science, Education & Employment.

New collective standards and references for curricula in the sports sector were generated to meet the Lisbon objectives, the Bologna Declaration, the Education & Training Agenda 2010 and the European Qualifications Framework.

One of the main outcomes is a database – a key tool for identifying information to develop common curricula. Curriculum questionnaires were created to gather information on European programmes in the four sport

sectors. Other outcomes include a project concept – “The Six-Step Model” – reflecting the principles of the Bologna Process, based on the tuning methodology. Four sector-specific curriculum models were also developed as references in the sport sector; these cover the identification of key contents, distribution in programmes and modules, related workloads in ECTS terms, training routes and learning paths, and methods and guidelines for quality assurance.



**Deutsche
Sporthochschule Köln**
German Sport University Cologne

COORDINATOR'S ADDRESS

Dr. Karen Petry
Deutsche Sporthochschule
Köln
Carl-Diem-Weg 6
50933 Köln
GERMANY
Tel. +49 22149822310
E-mail: petry@dshs-koeln.de

WEBSITE

www.sophelia.eu

In coordinating the network I learnt from colleagues from the 29 participating countries, and from their scientific and cultural environment. There was ample opportunity for exchange in the 15 project management group meetings, the area group meetings (in sport coaching, physical education, health and fitness, and sport management) and in the four conferences we organised. We are continuing the work with further projects to make a reality of the European Higher Education Area in the sports sector.

**Dr. Karen Petry, German Sport University Cologne,
coordinator**



CLIOHNET – New links for historical perspectives in European culture

Creating Links and Innovative Overviews to Enhance Historical Perspectives in European Culture (CLIOHnet) aims to bring new critical awareness to history academics, to people of all ages learning history, and to European citizens in general.

Since history has a major influence on how ideas are moulded, very selective versions of it can become the foundation for national ideologies. In this process, history is not always an innocent bystander: political violence, racism, xenophobia and other divisive policies are often driven by uncritical and unscrupulous use of “historical facts”.

The European History Network started in the late 1980s as part of the ECTS pilot project. Today its members have unequalled experience and understanding of the different ways history is researched, written, learned and taught in Europe and other continents. CLIOHnet has generated

important initiatives in this context – giving rise notably to a network for research, CLIOHRES.net, with which it has jointly produced an entire library written by historians from many different countries and bringing a new transnational dimension to European history.

21



For the University of Iceland, CLIOHnet offered invaluable inspiration and allowed the exchange of ideas and people, opening the eyes of students and staff to the fact that Iceland's history can be fully understood only in a broad European context. Prof. Guðmundur Hálfðanarson, University of Iceland

In uniting 77 European universities, CLIOHnet has generated contacts around Europe, demonstrated the different national traditions of writing and teaching history, and taught us patience, tolerance and the merits of open communication. Prof. Lud'a Klusáková, Charles University of Prague

COORDINATOR'S ADDRESS

Prof. Ann Katherine Isaacs

Università di Pisa

Piazza Torricelli 3A

56126 Pisa

ITALY

Tel. +39 502215422

E-mail: isaacs@stm.unipi.it

WEBSITE

<http://www.clloh.net>



INTER}ARTES – Quality Network in Higher Arts Education in Europe

22

The Quality Network in Higher Arts Education in Europe (Inter}artes) was created by art teachers. Their 'Bologna journey' began in Ghent in 2001 at the conference *Will Higher Arts Education Survive 2010?* By now it is clear that higher arts education is not only surviving, but is gaining new self-confidence at local and European level.

The partners are committed, critical and productive, developing a European perspective on the basis of local expertise and arts discipline and with an eye to the variety of visions, conditions, traditions and innovations across Europe. They have worked together in four strands: standards, frameworks, tracing vanishing or forgotten practices, and the effects of education on graduates entering professional life. In 2007 at a joint conference in Tallinn entitled *Towards Strong Creative Disciplines in Europe*, the Thematic Networks in Architecture, Arts and Music expressed their shared belief in the values and strengths of higher arts education.

Arts institutions deliver complex high-quality courses that meet the demands of contemporary society, equipping graduates with artistic, professional and personal skills and preparing them for careers in the commercial creative industries, the non-commercial cultural sector and the autonomous arts sector. The expertise that the partners have gained, individually and collectively, will be further developed in the coming years through *artenesnet Europe*.



COORDINATOR'S ADDRESS

Ms. Beata Kowal
Akademia Teatralna im.
Aleksandra Zelwerowicza
Miodowa 22-24
00 246 Warszawa
POLAND
Tel. +48 228319545
E-mail: international@at.edu.pl

WEBSITE

www.artenesnet.eu

We appreciated the high level of discussion and debate about Fine Art as a subject and the chance to reflect on our own systems and teaching practices in this wider context.
Tamiko O'Brien, Wimbledon College of Art, University of the Arts London

Within higher arts education we constantly have to analyse new developments and I am sure that developments in the coming years in China, India, Brazil and Africa will directly affect dance, dance culture and dance education.
Jacques van Meel, Dance Academy, Fontys Hogeschool voor de Kunsten, Tilburg, Netherlands



CiCe – Children's Identity and Citizenship in Europe

Children's Identity and Citizenship in Europe (CiCe) is a network of university and college academics from many disciplines who share an interest in citizenship education for young people, and particularly how young people develop their identities in the context of contemporary Europe. The last decade has seen the debate about multiple identities in Europe extend into the implications for the education of children and young people, and into active citizenship education with a European dimension.

CiCe members design and teach courses in over 100 universities on a variety of issues: teacher education, social pedagogics, social psychology, early childhood professional training, youth work, and related subjects. Their students will have professional responsibilities for the social development and wellbeing of the next generations of Europe's citizens.

The CiCe network provides an exciting environment for lively discussion and detailed development of ideas and teaching about what it means to be a young European. The annual conferences present challenging ideas in a welcoming and friendly forum; the detailed guidelines developed by expert working groups are a valuable and growing resource. Many research and development projects, joint courses and publications have sprung from the 'camadarie' of the network.

Prof. Alistair Ross, London Metropolitan University, coordinator 1998–2008

The network has developed guidance and curricular materials, supported doctoral research training, and built links with social partners and the wider world. The partners are committed to the development of an inclusive and diverse understanding of European citizenship, based on a respect for human rights.

23



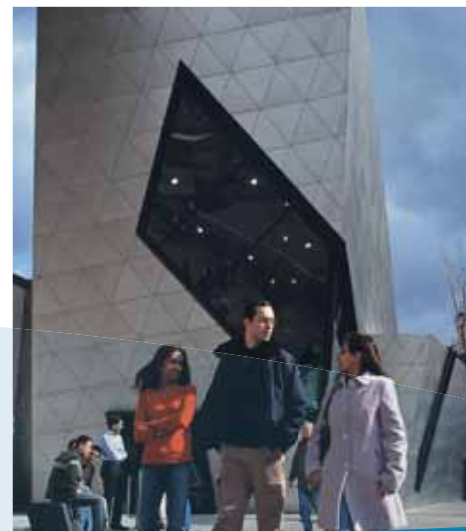
COORDINATOR'S ADDRESS

Mr. Peter Cunningham
London Metropolitan
University
166–220 Holloway Road
London N7 9DB
UNITED KINGDOM
Tel. +44 2071332654

E-mail: cice@londonmet.ac.uk

WEBSITE

<http://cice.londonmet.ac.uk>



RIBA – Raising International Business Awareness

24 |

RIBA – Raising International Business Awareness – is a curriculum development and exchange programme for European students with a background in economics, business or office management. RIBA aims to prepare its students to live and work in a multicultural European environment, by giving them the opportunity to spend a study period in another country.

RIBA was established by institutions with different backgrounds to provide students with a wider understanding of the various business cultures. Coordinated by the Arteveldehogeschool in Ghent, the seven partner schools – including institutions in Lithuania and Turkey – cooperate to develop a curriculum that can meet their respective expectations and goals, providing students with a

wide choice of programmes. Students gain experience of different countries' attitudes to European development, and have the chance to learn about the culture and politics of their host country. Students from partner countries cooperate in real-life projects during their exchange period.



COORDINATOR'S ADDRESS

Ms. Griet Naeyaert
Arteveldehogeschool
Sint-Pietersnieuwstraat 160
9000 Gent
BELGIUM
Tel. +32 92691650
E-mail: Griet.Naeyaert@
arteveldehs.be

WEBSITE

www.riba.eu.com

The major challenge for RIBA was finding a common approach for partners with distinct attitudes to curriculum development and education. From regular six-monthly meetings, constant follow-up, and an agreement on workload and finances, mutual trust was born, and strong professional relationships have been established.

Petra Vijncke, Arteveldehogeschool, coordinator

Curriculum development for language teaching

European Master in Spanish in international contexts

25

The University of Deusto in Bilbao coordinated this curriculum development project with eight other universities – Barcelona, FU-Berlin, Stockholm, Groningen, Pompeu Fabra, Prague, Salerno and Southampton. The aim was to design a 90 ECTS Master programme which combined theory, practice and the intercultural dimension, and also had a focus on research.

The partners jointly created an international programme to meet the growing demand for highly qualified teachers of Spanish as a foreign language. The competences that the programme seeks to develop include teaching Spanish as a foreign language in varied social and intercultural contexts, applying innovative methodologies, conducting research into teaching and learning processes, and creating teaching materials.

The fully accredited programme has a solid academic basis. The study plan, supported by online modules and teacher mobility, includes obligatory and optional courses, portfolio management, field practice, research methods and the final dissertation. The curriculum also provides opportunities to specialise for those who are already teaching.



Coordinating the curriculum development project was highly rewarding. Long debates were needed to reach consensus on key issues, but we all gained new insights into our different traditions of teaching and learning, and into our professional practice and educational research.

Prof. María Luz Suarez, University of Deusto, coordinator

COORDINATOR'S ADDRESS

Prof. María Luz Suarez
Universidad de Deusto
Avda. Universidades, 24
48007 Bilbao
SPAIN
Tel. +34 944139102
E-mail: mlsuarez@
fil.deusto.es

WEBSITE

www.masterele.deusto.es



IMM – International Master in Multimedia

26 |

IMM is the online International Master programme in Multimedia, developed through partnership among universities, companies and individuals from Romania, Hungary, France, United Kingdom, Austria, USA and Lithuania. It provides a comprehensive curriculum for a Master of Science degree in Multimedia, certified by a national awarding body in Romania. Delivered online, it can be adapted to different national requirements while ensuring the same high level of skills. It is the first course of its kind to be accredited, available across Europe and delivered through the internet.

The programme is aimed at young graduates in ICT or media studies who are looking to increase their skills. It also offers an opportunity for unemployed graduates in other disciplines who wish to improve their job prospects or change careers. IMM places emphasis on equal opportunities and access to lifelong learning for all – hence its slogan: “Master your future”.

The curriculum covers design, effective communication and project management, web standards, databases, distributed systems, mobile computing, networking and interactive systems. Students acquire an advanced understanding of multimedia as technologies and applications.



COORDINATOR'S ADDRESS

Prof. Radu Vasiu
Universitatea “Politehnica”
din Timisoara
Bul. V. Parvan 2
300223 Timisoara
ROMANIA
Tel. +40 256403300
E-mail: radu@cm.upt.ro

WEBSITE

www.immaster.net

It was an honour and a privilege to coordinate the IMM curriculum. The result is an innovative and comprehensive curriculum offered by specialists from different fields in different countries, linked by a common desire. Different regulations for online degrees in partner countries do not yet allow the IMM to be awarded as a multiple joint diploma, but this is something we are still working on.

Prof. Radu Vasiu, University “Politehnica” of Timisoara, coordinator



Europe Direct is a service to help you find answers
to your questions about the European Union

Freephone number (*):

00 800 6 7 8 9 10 11

(*) Certain mobile telephone operators do not allow access to 00 800
numbers or these calls may be billed.

More information on the European Union is available on the Internet
(<http://europa.eu>).

Cataloguing data can be found at the end of this publication.

Luxembourg: Office for Official Publications of the European Communities, 2009

© European Communities, 2009

Reproduction is authorised provided the source is acknowledged.

Printed in Belgium

Printed on white chlorine-free paper

European Commission

**Erasmus, higher education: Creativity and Innovation,
European Success Stories**

2009 — 28 pp. — 21.0 × 21.0 cm

ISBN 978-92-79-11540-0

How to obtain EU publications

Publications for sale:

- via EU Bookshop (<http://bookshop.europa.eu>);
- from your bookseller by quoting the title, publisher and/or ISBN number;
- by contacting one of our sales agents directly. You can obtain their contact details on the Internet (<http://bookshop.europa.eu>) or by sending a fax to +352 2929-42758.

Free publications:

- via EU Bookshop (<http://bookshop.europa.eu>);
- at the European Commission's representations or delegations. You can obtain their contact details on the Internet (<http://ec.europa.eu>) or by sending a fax to +352 2929-42758.



NC-80-09-533-EN-C

For further information, please visit the following website of the Lifelong Learning Programme:

<http://ec.europa.eu/llp>



Publications Office

ISBN 978-92-79-11540-0



9 789279 115400