

FORUM

Discussing international education



WHAT'S NEW IN THE EU?

ERASMUS+: NEWS, VIEWS & INSIGHTS
HORIZON2020: A UNIVERSITY APPROACH
HIGHER EDUCATION IN THE CZECH REPUBLIC

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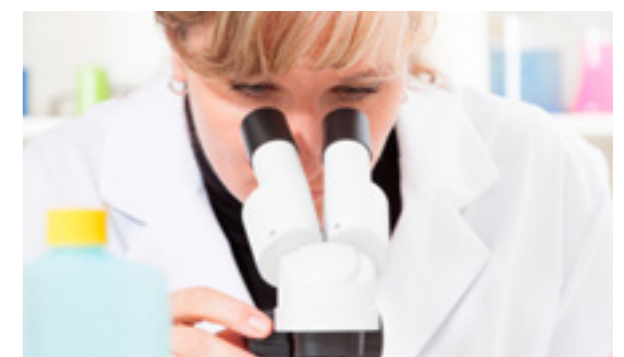
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“For many researchers in Europe, Horizon2020 will be the only way to retain their research funding”

HORIZON2020: A UNIVERSITY APPROACH



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Erratum

On page 33 in *Winter Forum 2013*, the term 'World Englishes' was incorrectly changed by the EAIE to 'World English'. The term 'World Englishes' is in fact a widely accepted concept in Applied Linguistics. The EAIE apologises for this error.

Editorial



In the last several months, a new buzzword has been on the lips of many international educators across Europe: “Erasmus+”. Frequently, however, as soon as the phrase is uttered, a question quickly follows: “Erasmus+... what?” This issue of *Forum* aims to shed light on the new programme launched in January, drawing on insights and opinions from a variety of stakeholders.

After years of consultation, speculation and negotiation, Erasmus+ now stands as the roadmap for the next generation of educational initiatives that will propel the European Union toward 2020. The objectives for this period are ambitious and the anticipated funding notably generous – particularly in a period that has been characterised by such grave financial concerns across Europe and around the world.

As much as the Erasmus programme itself has stood out as a symbol of success in the European context in recent years, so now does Erasmus+ hold considerable promise for the coming period, with its overarching promise to do *more*. For example, Erasmus will continue to offer credit mobility opportunities for students, but with institutions (and their students) from outside the EU being eligible to participate in future activities. The number of Master’s programmes funded under the Erasmus+ precursor initiative, Erasmus Mundus, are intended to be increased by 50%. A clear majority of the Erasmus+ Joint Master Degrees replacing Erasmus Mundus scholarships are expected to go to non-EU students.

Strengthening and expanding European university engagement – both geographically and across key social and economic sectors – is another central aspect of the Erasmus+ agenda. Strategic Partnerships and Knowledge Alliances figure among the guiding concepts of the work to be done

by higher education institutions to increase innovation activities and outputs.

Expansion, innovation, dynamism – wrapped in a sense of general satisfaction with the foundations laid by a quarter century of Erasmus success – these are heady notions, sure to please a broad range of stakeholders. But nearly all change brings with it a new set of challenges, which will require thoughtful adjustments to unexpected consequences. There are already concerns on the horizon, which touch on a broad range of issues. For a start, does ‘bigger’ really mean better, and will smaller organisations and institutions keen to engage with Erasmus+ opportunities face some practical challenges in doing so? How effectively will the expanded roles for National Agencies be handled across the diverse European landscape? Will the new loan guarantee scheme for Master’s student mobility result in a reduction in other kinds of public investment (particularly at the national level) in student mobility grants? Will the vexing problem of incomplete recognition of studies outside the home country finally be eradicated under the Erasmus+ regime?

As Erasmus+ unfolds across the education sector, Horizon2020 now sets the framework for the European research landscape for the coming seven years, with a sharp focus on creative and collaborative approaches to innovation-focused research, and a premium placed on real-world impact. There is considerable excitement about

what may be achieved through the various ‘pillars’ of action supporting Horizon2020, and the planned investment of almost €80 billion. Here, too, however – as with Erasmus+ – there are practical concerns related to implementation. Also important is whether the EU’s monetary investments will make up for research funding that has been cut at the national level in some European countries in recent years, and whether promises to reduce red tape in the funding pipeline will really live up to expectations.

This edition of *Forum* seeks to introduce readers to a wide range of information about ‘what’s new in the EU’, and to make some sense of the many questions that accompany the rollout of these critically important new European initiatives. For now, of course, it is unclear if life under the Erasmus+ and Horizon2020 ‘umbrellas’ will be shady and dry, or buffeted by an uncertain climate of change. In general, however, it seems that there is considerable optimism that much can be achieved thanks to the EU’s sustained commitment to international education and academic engagement, across a variety of important dimensions. The EAIE looks forward to tracking these developments and contributing constructively to the conversations happening at all levels, aimed at making the most of these significant new developments.

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INTERNATIONALIZATION OF HIGHER EDUCATION: GROWING EXPECTATIONS, FUNDAMENTAL VALUES - IAU 4TH GLOBAL SURVEY
IAU, April 2014

This latest edition of the IAU Global Survey drew completed questionnaires from 1336 higher education institutions in 131 countries. The survey, supported by the European Commission, NAFSA: Association of International Educators, the British Council and the EAIE provides unique insights on the internationalisation process, its benefits, drivers and also underlying values. Order your copy from www.iau-aiu.net.

ERASMUS+ PROGRAMME GUIDE
European Commission, January 2014

An in-depth guide to the entire Erasmus+ programme, featuring a general overview of the programme, specific information about each Key Action, procedures for grant applications and selection criteria, plus the financial and administrative provisions linked to the award of an Erasmus+ grant. Download your copy from <http://ec.europa.eu/programmes/erasmus-plus>.

PROMOTING RESEARCH EXCELLENCE: NEW APPROACHES TO FUNDING

OECD, February 2014

This report presents new evidence on how governments steer and fund public research in higher education and public research institutions through research excellence initiatives (REIs). It can help inform discussions on future government policy directions by providing information on how REIs work and on the functioning and characteristics of institutions that host centres of excellence. The findings show some of the benefits to be gained through REIs and the pitfalls to be avoided. Order your copy or read online at www.oecd.org/science/sci-tech/promoting-research-excellence.htm.

HIGHER EDUCATION IN ASIA: EXPANDING OUT, EXPANDING UP. THE RISE OF GRADUATE EDUCATION AND UNIVERSITY RESEARCH

UNESCO Institute for Statistics, 2014

This report presents data and analysis to better understand the factors driving the expansion in undergraduate and graduate education across Asia. By looking at the system as a whole, the authors evaluate the strategies used to respond to current demand but also to build a sustainable system that can continue to grow in terms of quality and reputation. Download your copy for free from www.uis.unesco.org/library.

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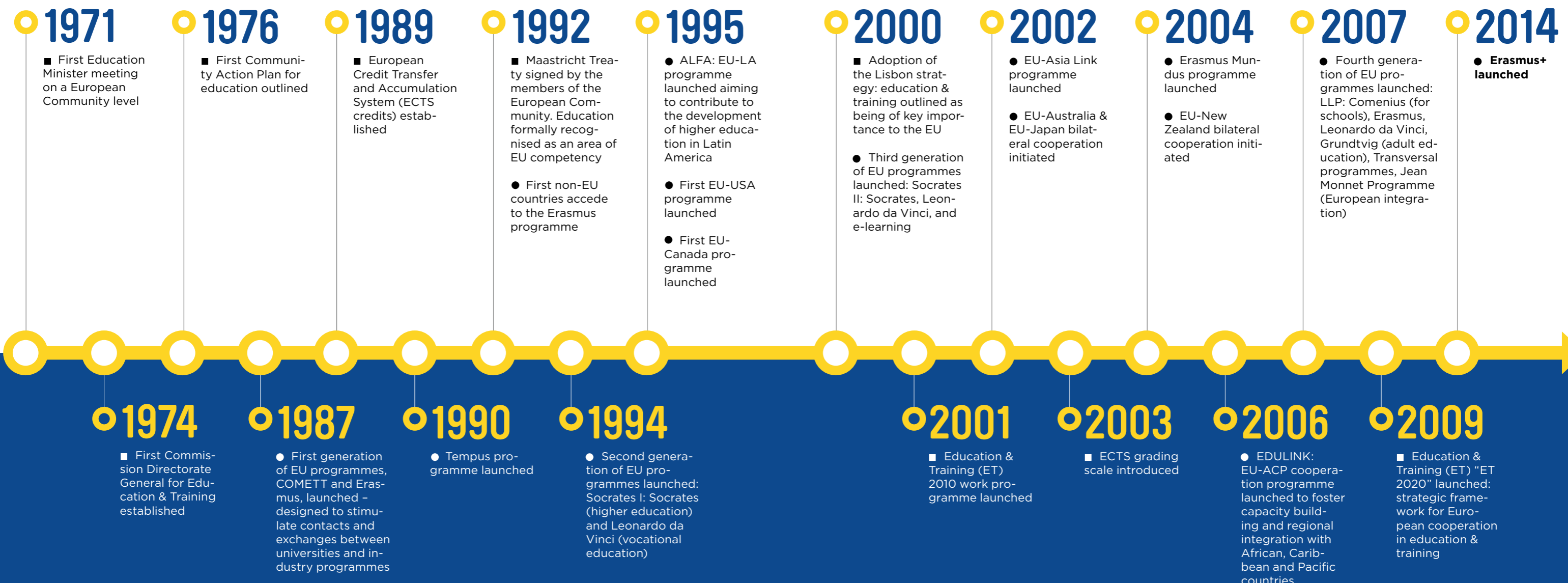
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EU EDUCATION & TRAINING TIMELINE

Since the first EU Education Minister meeting back in 1971, the EU has been on an exciting journey through a range of policy and programme initiatives all geared towards building a more integrated, educated Europe, in addition to broadening Europe's outreach. As the latest programme gets underway, we're taking a quick look back at just how far education and training in Europe has come.



■ Policy initiative
● Programme initiative

ERASMUS+ GOING GLOBAL

The latest EU programme for higher education exhibits some new and innovative features designed to ensure Europe's competitiveness in the years ahead. Here we provide an insider's guide to what's changed in this fundamental new EU programme.

GRAHAM WILKIE
European Commission, Belgium

Higher education is at a crossroads and our ability to respond to today's challenges will be crucial for Europe's future, for our ability to create jobs, economic growth and prosperity in a rapidly globalising world. In an increasingly knowledge-based world, Europe's 4000 higher education institutions (HEIs) need to work more with each other but also work with partners around the world.

STREAMLINING THE MAZE

The Commission's new umbrella programme for education and training, Erasmus+, is explicitly designed to be more global and more integrated than ever before. In the past there were plenty of opportunities for Europe's HEIs to cooperate with partners around the world. We had ALFA for cooperation with Latin America, Edulink for Africa, TEMPUS for neighbouring countries, Erasmus Mundus for joint degrees, bilateral programmes for the USA, Canada, Japan, South Korea, Australia and New Zealand. But this diverse range of schemes had slightly different objectives depending on the region and slightly different rules depending on the programme. All of which made it difficult for European institutions to find their way through the maze. And the oldest and best known of all, the Erasmus programme, was restricted to mobility and cooperation inside Europe's borders.

From January 2014, all of this has changed. The European Union, via Erasmus+, has deliberately streamlined the architecture of its international higher education programmes and EAIE members are probably familiar with the new setup.

INTERNATIONAL PRIORITIES

On the international front, Key Action 1 is for learning mobility of individuals and has two complementary strands. The first strand is credit mobility, the well-known Erasmus programme, which will continue to support student and staff

ERASMUS+ WILL BE OPEN, FOR THE FIRST TIME, TO COOPERATION WITH COUNTRIES AROUND THE WORLD

mobility. The innovation in Erasmus+ is that it will be open, for the first time since its inception in 1987, to cooperation with countries around the world. European HEIs will apply to their National Agencies for funding to exchange students and staff with their partners. The Commission is still putting the finishing touches on the international education budgets, but over and above the €14.7 billion already agreed for Erasmus+ at the end of 2013, a further

€1 billion will be made available to open up Erasmus credit mobility to the world over the next seven years.

The second international strand within Key Action 1 is degree mobility. Here, the overwhelming message that the Commission got from the public consultations on Erasmus+ was "if it ain't broken, don't fix it", and so the very successful Erasmus Mundus Joint Master's courses are being expanded under Erasmus+. In the previous decade, around 16 000 scholarships and fellowships were awarded to the best candidates from around the world and this will be increased by 50% in the new programme to fund 25 000 new Masters. The aim is to keep the programme as international as possible and use the lure of excellent courses to attract talent from around the world to Europe: around three-quarters of the scholarships will be for non-European students. The Joint

THE VERY SUCCESSFUL ERASMUS MUNDUS JOINT MASTER'S COURSES ARE BEING EXPANDED UNDER ERASMUS+

Master's consortia will remain largely European, but with the possibility to add excellent institutions from around the world to the partnership, just as they do currently. The only major change to the Erasmus Mundus Joint Degree programme is the move of the Joint Doctoral

courses from Erasmus Mundus to the Marie Skłodowska-Curie programme where they will join a raft of innovative doctoral training actions with significant amounts of money available from Horizon2020.

FUNDING OPPORTUNITIES

Key Action 2 in Erasmus+ provides funding for cooperation projects between institutions, both between HEIs and with other organisations/enterprises. It opens up cooperation with a range of partners outside Europe, building upon the success of Tempus, ALFA and other Capacity Building programmes.

For Neighbourhood Countries, the Commission listened to the criticism from stakeholders who pointed out that operating Tempus and Erasmus Mundus as separate actions in the past did not always achieve optimum results. To correct

this, Capacity Building will be reinforced and brought together with mobility actions, to ensure that mobility has an impact not only on the individuals benefiting from it, but also on strengthening the international cooperation capacities of the participating HEIs.



ERASMUS+:

KEY ACTIONS IN BRIEF

The action will finance joint projects and promote exchange of knowledge between European and Neighbourhood HEIs. These joint projects will fund curriculum development and modernisation, Joint or Double Degrees, modern teaching and learning practices, upgrading of facilities and equipment, improving university governance and creating better links between higher education and the world of work. All projects will have access to an integrated mobility component that will allow students as well as academic staff to travel both to and from the EU.

CONSORTIA WILL BE JUDGED ON THEIR EUROPEAN ADDED VALUE

This action will also finance projects that aim to have an impact on national systems, by involving national authorities, alongside HEIs. Such projects could, for example, address the introduction of Bologna reforms and the reform of governance structures and systems (qualification frameworks, quality assurance, accreditation, evaluation systems, etc).

WORLDWIDE COOPERATION

For developing countries in Asia, Latin America and African, Caribbean and Pacific countries, a new Capacity Building action will replace Alfa and Edulink and contribute to modernising higher education systems, and building up local

capacity. The action will finance joint projects based on multilateral cooperation partnerships between European HEIs and those from the participating countries. It will be similar to the Neighbourhood Country action described above, except that it will not include the integrated mobility component. Mobility will be limited to HEI staff, and to achieve project objectives.

Credit mobility, Joint Degrees and Capacity Building actions are all aimed fairly and squarely at encouraging European HEIs to develop their partnerships around

the world, support partner countries in developing their capacities and attract the best and brightest to Europe. But it goes without saying that the other actions in Erasmus+ such as the Strategic Partnerships and the Knowledge Alliances in Key Action 2 do not exclude partners from outside Europe. The difference is that these two actions have a strong focus on fostering cross-border cooperation and innovation in higher education within Europe. Consortia will be judged on their European added value so non-European partners will have to work hard to demonstrate that they bring concrete benefits to Europe within the projects.

In spring 2014, the budgets for the world-wide cooperation actions within Erasmus+ will be finalised. It's likely that more than €600 million will be available for Capacity Building actions in Key Action 2, in addition to the €1 billion for credit mobility over the next seven years.

Overall, Erasmus+ will provide funding for more outgoing mobility as well as international partnerships for Capacity Building and staff development in the less developed parts of the world. During the seven-year programme, there will be credit mobility opportunities for at least 135 000 students and staff to and from non-EU countries; Joint Degree scholarships for 25 000 Master's degree students and up to 1000 Capacity Building projects around the world.

Visit http://ec.europa.eu/programmes/erasmus-plus/index_en.htm for the latest information on Erasmus+.



1. MOBILITY OF INDIVIDUALS



2 million
Higher education
students



800 000
Staff



135 000
Student & staff
exchanges



25 000
Scholarships for
Joint Master Degrees



200 000
Master student
loans

Supports:

- Mobility of learners and staff
- Joint Master Degrees
- Master Student Loan Guarantee



2. COOPERATION FOR INNOVATION AND THE EXCHANGE OF GOOD PRACTICES



25 000
Strategic
Partnerships



125 000
Institutions



€38.3 million
Strategic
Partnerships



€6.1 million
Knowledge
Alliances

Supports:

- Transnational Strategic Partnerships
- Knowledge Alliances between higher education institutions and enterprises
- Sector Skills Alliances supporting the design and delivery of joint vocational training curricula, programmes and teaching and training methodologies
- Capacity Building projects supporting cooperation with Partner Countries
- IT support platforms, such as eTwinning, the European Platform for Adult Learning (EPALE) and the European Youth Portal



3. SUPPORT FOR POLICY REFORMS

Supports:

- Knowledge in the fields of education, training and youth for evidence-based policy making
- Initiatives to stimulate innovative policy development and to enable field trials to test the effectiveness of policies
- European policy tools to facilitate transparency and recognition of skills and qualifications, transfer of credits, foster quality assurance, validation of non-formal and informal learning and support to networks that facilitate cross-European exchanges
- Cooperation with international organisations with highly recognised expertise and analytical capacity to strengthen the impact of policies
- Stakeholder dialogue, policy and programme promotion with public authorities, providers and stakeholders

IN CONVERSATION WITH

SEBASTIAAN DEN BAK

In light of all the recent changes emerging from Brussels, we caught up with Dutch policy adviser and candidate for the European Parliament, Sebastiaan den Bak to gain some fresh insights into Erasmus+. What was the most controversial aspect when agreeing on the new programme? Who had the strongest voice in negotiations? And what does Erasmus+ mean for Europe's future success?

SARAH FENCOTT &
ANNA-MALIN SANDSTRÖM
EAIE, the Netherlands

What drew you into the field of European policy advising?

SDB: There has been a continuous thread through my student and working life of representing various bodies and I especially enjoy the responsibility of representing the interests of those in higher education. During my studies I worked on the Board of the Dutch National Student Union (ISO) as President. Being the voice of Dutch students at the level of the Ministry and also the level of Parliament was really inspiring and certainly triggered my desire to go to Brussels to work in the field of higher education. During my time with ISO, I was responsible for international affairs, I attended conferences and workshops of the European Students Union (ESU) all across Europe. During that year I met one of the Policy Advisors of Neth-ER who invited me to apply for an internship in Brussels. After my studies were finished, I worked as a journalist for ScienceGuide and in December 2010 I started as Policy Advisor for Neth-ER. The policy advising I do now is not only about representing the students and institutions, it's a two way process. I'm making sure that the institutions have the right information about the European policies and programmes, which involves organising seminars, giving presentations about opportunities in Horizon2020 and Erasmus+.

You mainly studied in the Netherlands, your home country. Did you ever consider a study abroad programme?

SDB: The Master's study I undertook at Leiden University involved the concept of the international classroom which provided me with an international experience – more than 50% of the students

were international and 10–15% came from outside of the EU. The whole concept of internationalisation at home really worked for me. The Master's course was in English, the professors came from all over Europe, or the world, and they brought their own experiences into the programme, together with the international students. Discussing European governance with someone from the USA and someone from Russia gives you a whole different perspective. Additionally, during my Erasmus internship for Neth-ER, I had the opportunity to go for a week to Washington, DC to do some site visits to lobby institutions, the University of Maryland, the State Department for Education and an American higher education think tank. It was really interesting to hear from them how they viewed the European Higher Education Area, the Bologna Process and how they see it as one whole. When you're in Brussels, or Amsterdam, or Athens, you tend to think more of the differences, so that was quite an eye opener. I also had the opportunity to go to a Council of Europe conference in Moscow, and I worked on the Bologna Expert Team in the Netherlands for four years as a student representative. Twice a year we had a training course in a different European city, and all of these experiences contributed to my international outlook.

What do you see as being the real benefits of Erasmus+ for students?

SDB: The budget for learning mobility has been enlarged from around €10 billion to around €14 billion, and that 40% increase is really unique. The research programme, Horizon2020, has also seen around a 30% increase which is quite

significant, especially since the overall EU budget has actually shrunk. This means that more students and teachers can go abroad, and more strategic operations between universities and businesses can take place. Since the very start in 1987, Erasmus has become a synonym for mobility – students are not ‘going abroad’

SINCE THE VERY START IN 1987, ERASMUS HAS BECOME A SYNONYM FOR MOBILITY

or ‘on an internship’ they are ‘going on Erasmus’ which shows the strength of the programme, and which is one of the reasons the name was continued in the new umbrella programme. I recently read a report saying that employers were very happy with students who took study periods abroad, even short periods of up to a few months, so that supports the idea of spending more money at a European level on these kinds of programmes. Right now, international mobility is an optional extra but in five to ten years’ time, with increased globalisation, I think it will be mainstream for students to have such experiences.

What are the benefits for HEIs?

SDB: HEIs have hundreds of relationships with other HEIs in Europe, but sometimes these are just through personal connections, which aren’t necessarily recognised throughout the institution. In Key Action 2 of Erasmus+, the use of the word ‘strategic’ is really important: the Commission now makes it clear that Strategic Partnerships should be integrated into an institutional strategy, which is really a good thing for all involved.

With properly acknowledged strategic partners, you can really build up your institution’s profile. This new element in the programme is an opportunity for institutions to reach their strategic goals, which is quite a different attitude to simply going for a grant and then seeing what they can do with it.

What are the benefits for Europe?

SDB: Europe needs to become more of an innovation union, and this starts in the education field. Erasmus+ helps to support the dialogue between the world of work and education, and cooperation with businesses in the Knowledge Alliances and Sector Skills Alliances is a new and innovative feature. When companies cooperate with HEIs, very interesting things can happen, for example companies can help to reshape a curriculum to ensure it remains relevant for the sector, and it produces competent graduates. The Commission also asks that the Knowledge Alliances continue when the funding (from the EU) stops, so this ensures that all parties have a strong commitment to the new alliance, and that there will be added value for all in the long term.

EUROPE NEEDS TO BECOME MORE OF AN INNOVATION UNION, AND THIS STARTS IN THE EDUCATION FIELD

Europe’s natural resources are relatively limited and our wages are high so the only way Europe can compete with places like China is with brains. We need smart

people and if we rely on those originating in Europe, this will not be enough. We have to create a climate within the European Higher Education Area which is attractive for others to come here to study and research, and to start up innovative companies. That’s a real challenge, but it will be crucial in order to survive in light of the global competition. Erasmus+ can help to ensure we have the right climate to fulfil this challenge.

What proved to be the most difficult or controversial issue when agreeing on the programme?

SDB: The most controversial discussions revolved around whether to go for a sectoral approach, or just one integrated programme. The Commission really wanted to have an integrated programme. The previous sectoral programmes were much more well known than the overall programme – everyone knows Erasmus or Leonardo da Vinci – those are the brand names. Fewer people know the Lifelong Learning Programme. The Parliament, however, wanted to keep the brand names, with the German representatives having the strongest voice against the integral programme approach. In my opinion, the sum is greater than the parts, especially in higher education and it really makes sense to approach it in terms of

the European programme we now have: a compromise – the new programme is branded as Erasmus+ but the former sectoral names remain under that umbrella.



Photo: Nhu Nguyen

The student loan guarantee was also a little controversial, with the ESU in particular being quite critical. A quantitative approach is better in my opinion: if you only have a limited amount of resources, you can choose to send, say, 1000 students abroad through the use of grants, however with an instrument like the student loan facility, you can send 100 000 students abroad. As long as the quality is appropriately managed, I believe it’s a better solution for all.

Have you come across any negative feedback to Erasmus+ and are there any challenges ahead?

SDB: I’ve heard the argument that Erasmus+ is merely “academic tourism”, and some people say that a short mobility period of two or three months will not have the same effect as a full year abroad, however employer studies show otherwise, with even mobility periods of up to a week being highly valued by employers.

An interesting challenge lying ahead will be how to effectively market Erasmus+ and show it as an integrated programme. There are often multiple National Agencies within the member states and each one promotes its own sector. How successful the programme will be if it remains sectoral is one key question and main concern of the Commission.

The success rates are also something to consider. There will be a budget for seven Knowledge Alliances and seven Skills Alliances in the 2014 call. Over the life of the programme we will have around 250 alliances as the budgets accumulate in the years ahead. If it’s heavily oversubscribed in the first year – which could happen – there may be disappointment with HEIs and some may think that it’s not worth the effort to apply again. This means we will need to carefully manage expectations and persuade institutions to go for the following year’s call.

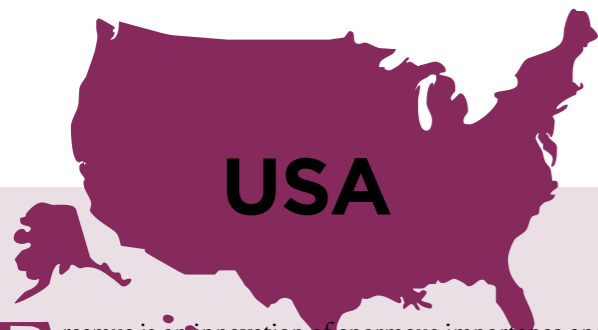
There is also the question of how the student loan facility will work out – if national banks are not interested in funding it, the Commission has a problem. Alternatively, if the banks are on board but no students are taking up the programme, that would also be an issue. Therefore, the whole branding and communication regarding student loans needs to be carefully thought through.

The other potential challenge is that the new programme could stimulate the occurrence of brain drain, where students go from eastern Europe to western Europe to study and do not return. That’s quite a sensitive issue and clearly not an easy one to solve!

Now that Erasmus+ has officially launched, what’s next on the agenda?

SDB: The budget increases for Erasmus+ and Horizon2020 have been a good starting point. What will be crucial in the coming years is that we follow the course and we continue the good work with even more funds dedicated to education and research after 2020. The question is, will the next European Parliament have the right focus to invest in the policy areas of the future? That’s where Europe can make a difference, and everything is interconnected: when the Parliament is chosen, the largest group can elect the next Commission President, who will form his or her team. So it’s really important that people vote in the upcoming elections to have an impact on the long term agenda which will be written between now and 2019. Those in the field of higher education should be asking their local candidates what they really want for the future of Europe regarding higher education, and then vote accordingly! **E**

WHAT DOES ERASMUS+ MEAN FOR OTHER WORLD REGIONS?



Erasmus is an innovation of enormous importance and a model of intra-regional cooperation for others to consider. Named after the Rotterdam wandering scholar, it has brought institutionalised support to individual mobility and other forms of cross-border inter-institutional collaboration. The success of Erasmus+ will depend on achieving its announced goals of “simplification and rationalisation”. In theory, there are advantages to Erasmus+ creating an ‘umbrella programme’ but in keeping with the first two goals, one hopes that the changes don’t merely shift the bureaucratic deck chairs around, but rather, really do simplify.

It is unclear what impact Erasmus+ will have on countries and institutions outside Europe. If the revisions involving simplification and rationalisation also end up improving collaboration with partners outside the EU28, that will be very advantageous. This would be particularly beneficial with respect to graduate degree programmes which in turn would facilitate cross-border research collaborations.

One key question is whether the new framework is flexible enough to support the evolution of models of mobility and inter-institutional collaboration in learning, degrees and research. At the formal inception of Erasmus in 1987, thinking about the forms of cross-border mobility and institutional collaborations was more homogeneous in terms of patterns and models. In the ensuing 25 years, models and patterns have proliferated and are quite likely to continue doing so in the next 25 years.

The on-going success of Erasmus is likely to depend, in part, on its ability to accommodate and support a continuing expansion and evolution of models and options, not only within Europe but between Europe and other regions, and flexibility in how individual institutions access a diversity of options.

JOHN K. HUDZIK
Michigan State University, USA



Over five million students have participated in exchanges in Erasmus programmes since the first programme was unveiled in 1987, first only Europeans, but then, under Erasmus Mundus, growing numbers of non-Europeans. I see Erasmus+ as a logical continuation of Erasmus and Erasmus Mundus and I applaud that, like Erasmus Mundus, it is based on a vision that goes beyond Europe. By providing €14.7 billion, the EU is really ‘putting its money where its mouth is’. We can only dream of commitments of this magnitude to education mobility and cooperation by our governments in the Western hemisphere. I foresee excellent opportunities for higher education institutions from Latin America in participating in the learning mobility and knowledge transfer schemes of Erasmus+, especially considering that 80% of the total budget is designated to education and training, and 43% of this to higher education. Beyond taking advantage of Erasmus+ as an excellent vehicle to provide meaningful and rich study abroad experiences to our students, professors, and staff, we should also look at Erasmus, Erasmus Mundus, and Erasmus+ as an example to be followed, not only in terms of credit recognition schemes and the unification of higher education in the region, but also as a very successful programme to promote regional integration and a sense of belonging among our young people here in Mexico and other regions of the world.

THOMAS BUNTRU
Universidad de Monterrey (UEM), Mexico



Higher education institutions in South Africa welcome the EU’s continued emphasis on internationalisation and on engagement with third countries through the Erasmus+ programme. The new, broader and more coherent framework will allow institutions to build on and expand the linkages established through participation in previous programmes such as Erasmus Mundus and Edulink.

Of the three main actions, learning mobility and cooperation projects are particularly relevant in the South African context. Under Key Action 1, internationalisation efforts at the country’s higher education institutions stand to benefit greatly from further opportunities to send students and staff to Europe and to host European students and staff on South African campuses. While the national framework for joint and double degrees is being developed, South African institutions are also increasingly interested in establishing degree mobility programmes. With regard to Key Action 2, Strategic Partnerships and Knowledge Alliances will receive considerable attention. Furthermore, the Capacity Building component is particularly significant, as it speaks directly to the human and social capital development needs of institutions. The launch of this and other actions supported through funds from the external cooperation instruments will be awaited with much anticipation.

In South Africa, where not all institutions in the higher education sector might actively participate in the programme, it is essential that Erasmus+ projects will have a strong focus on extending their impact by widely disseminating their outcomes and results. Similarly, the programme’s emphasis on promoting open access to materials and documents will contribute significantly to the reach and sustainability of Erasmus+ projects.

SAMIA CHASI
University of the Witwatersrand, South Africa



In East Asia, where the number of outgoing students far exceeds that of their incoming European counterparts, Erasmus+ will serve as a driving force to facilitate inbound student mobility from Europe when its project for international higher education mobility between Programme and Partner Countries is implemented. In this context, the programme may function as an exchange balance generator, making the student flow between two regions more reciprocal.

At Aichi Prefectural University in central Japan, this seemingly upgraded Erasmus+ programme featuring the potential for generating such reciprocity between Europe and East Asia is a fascinating and promising development. Uncharacteristic of typical regional public institutions in Japan, APU enrolls a solid cohort of undergraduates actively seeking study abroad opportunities before they graduate. Many students choose to go to Europe, China and English-speaking countries as their study abroad destinations and their annual number exceeds 200. Compared with the number of outgoing students, there are only a few incoming students from Europe enrolled at APU. With the help of the Erasmus+ programme, together with the Japanese Government’s recent increase of study abroad scholarship fund allocations, we should see more international students from European countries on our campus, which means greater interactions between students and improved L2 language proficiency skills for multilingualism.

AKIRA KUWAMURA
Aichi Prefectural University, Japan

We asked a number of individuals from partner organisations based outside of Europe for their reactions to the new EU programme.

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AMBITIOUS, IMPRESSIVE, PRACTICAL?

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ERASMUS+

EAIE Board Member, Kathleen Van Heule, gives her take on the new EU programme, sharing her concerns over the programme's high expectations and questionable implementation practices.

KATHLEEN VAN HEULE
University College Ghent, Belgium

From a European policy perspective, the design of the new Erasmus+ programme makes sense and puts an even stronger emphasis on education and its role in the global sustainable solution. It has been developed to tackle the so called key challenges Europe is facing: to reduce unemployment and premature school leavers and to increase the number of highly skilled adults and develop more highly educated, knowledgeable citizens. Erasmus+ supports the Programme Countries

training and youth; it retains the names of Comenius, Leonardo, Grundtvig and Youth to clarify the target audience of the different actions. This is a nice gesture for the many of us with a history of working with these signature EU programmes.

Between all the new assets of Erasmus+, it is reassuring to recognise some features that were present in the former European programmes, but some of them have been given a new twist. Tools for recognition and validation of skills and

documents and media produced by Erasmus+ and of course, an international dimension. Rather new is the principle of protection and safety of participants, to be guaranteed by the project organisers and participating organisations.

LIVING UP TO EXPECTATIONS

Although the Erasmus+ programme aims at developing synergies between different education sectors and with the world of work, it is precisely these ambitions and expectations of the programme which worry me. Will the participating institutions of Erasmus+ be able to redeem these high expectations, particularly in the face of short timelines? Not only was the specific and concrete information made available at a fairly late stage (although this has been a constant in most EU programmes from Socrates to the LLP), this time, the extent of programmes seems to be bigger than ever.

Individual applications will vanish in Erasmus+. Trainees, students, pupils, youngsters, teachers and professionals in

**ON FIRST IMPRESSIONS IT REALLY SOUNDS AS IF THE '+'
IN ERASMUS+ STANDS FOR MORE, BIGGER AND BETTER**

(see map on pages 14 and 15) in its efforts to efficiently use the potential of Europe's human and social capital. At the same time it enhances the opportunities for mobility and cooperation with Partner Countries. It is intended to generate opportunities for individual mobility, strategic institutional cooperation and more in depth policy development. On first impressions it really sounds as if the '+' in Erasmus+ stands for more, bigger and better.

OLD NAMES, NEW TWIST

By keeping the name 'Erasmus' in the new programme, Europe acknowledges the strong brand created by the Erasmus programme during its 25 years of existence. It not only brings together seven existing programmes in the field of education,

qualifications¹ will still be present but will certainly evolve during the Erasmus+ lifetime in order to remain fit for purpose. Multilingualism, promoting language learning and linguistic diversity also remain cornerstones of the new programme. However, instead of investing in small European languages as in past European programmes such as Socrates and the

INDIVIDUAL APPLICATIONS WILL VANISH IN ERASMUS+

Lifelong Learning Programme, more emphasis is put on English, French, German, Italian and Spanish. Equity and inclusion remains crucial as well as dissemination and exploitation of project results, open access for educational materials,

the field of education, training, youth and sport can of course participate in Erasmus+ but only through a participating organisation. Not all of these participants have the necessary experience or professional back-up of such an organisation.

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IT SEEMS ALMOST IMPOSSIBLE FOR SMALLER ORGANISATIONS TO GET A PROPOSAL READY IN TIME

Moreover, it seems to be almost impossible for smaller organisations and institutions to get a proposal ready in time according to the quality criteria for funding.

Therefore, and in order to bring Erasmus+ as close as possible to its beneficiaries, the European Commission decided to upgrade the role of the National Agencies in each

life-cycle? Of course, it is not the National Agencies themselves who screen the different project proposals, but experts, to be carefully selected within each programme country. But will all National Agencies be able to attract enough experts? And what kind of framework will all these different selected experts working for the National Agencies use to make the selection?

Although at this moment it is still too early to give detailed predictions on the possible effect of the Erasmus+ programme on international education, there is a profound concern that some of the National Agencies lack the staffing and expertise and because of this, many of the smaller and less experienced institutions will fall behind. However, the excitement for this new programme is still young and strong and the intentions are good. And it

INSTITUTIONS SUPPORTED BY LARGE INTERNATIONAL OFFICES WILL DEFINITELY HAVE AN ADVANTAGE IN ERASMUS+

Institutions and organisations supported by large international offices or specialised project managers will definitely have an advantage in Erasmus+, especially during the first years of the programme. Not just because of the extent of these international or project offices, but because the number of people working in these offices means that there will be more experts for each different action of Erasmus+. The more experienced an institution is, the greater the attraction for other possible partners to cooperate in project proposals (as the chance of a successful application will rise). Could this lead to a vicious circle? Let's hope not for the sake of the diversity in Europe's fields of education, training, youth and sport.

TOO MUCH RESPONSIBILITY?

No doubt, the Erasmus+ programme will have a major impact on the daily lives of all those professionally engaged in (higher) education and training.

programme country. Not only will they continue to implement the budget, provide information and ensure the visibility of the Erasmus+ programme, the National Agencies will receive a larger responsibility in administering the selection process for project applications to be funded in their country. Beside the fact that there is a big difference between the different National Agencies in terms of staff, financial

means and experience, one can question the effect of handling the selection of Key Action 2 projects by the National Agencies. Is it an example of good governance to let the ones who administer the budget decide upon which projects will receive funding while simultaneously monitoring the qualitative implementation of a project

THERE IS A PROFOUND CONCERN THAT SOME OF THE NATIONAL AGENCIES LACK THE STAFFING AND EXPERTISE

is precisely these kinds of initiatives which drive internationalisation of higher education forward. Time will tell how successful this new initiative will be. **E**

1. ECTS, EQF, ECVET, EQAR, ENQA, EQAVET, NARIC, Europass, Youthpass



WHAT ABOUT THE STUDENTS?

Europe's largest non profit student organisation, Erasmus Student Network (ESN), is enthusiastic about the new opportunities Erasmus+ can bring to students wishing to develop their international competences. However, some aspects of the new EU programme – namely credit mobility and student loans – bring cause for concern.

One of the more substantial changes for students in the new Erasmus+ programme is the possibility to participate in exchanges of up to 12 months in every study cycle. Students with an Erasmus experience consider themselves more international and better prepared for the European labour market. Those students would often like to further broaden their horizons. While this new change is a welcome development, it is hoped that students who have not previously received an Erasmus grant will be prioritised.

CONSEQUENCES OF THE NEW LOAN SCHEME

The loan guarantee scheme introduced with the new programme gives 200 000 students the possibility to take out a loan for Master's studies abroad. While it is good to see more students getting a chance to study abroad, there is a concern that member states will see the loan scheme as an alternative to national and regional supplementary mobility grants. This could ultimately lead to a reduction of investment in mobility and threaten the success of the programme. Figures already state that most students consider Erasmus grants clearly insufficient to cover all necessary expenses.¹

Additionally, there is a necessity to inform students about the risks that come along with taking a loan to ensure that young people do not become carelessly indebted.

FOCUS ON LANGUAGE

ESN strongly advocates for the promotion of language learning and linguistic diversity and the new online language courses which provide a better linguistic preparation of Erasmus participants clearly support this aim. The new approach is more cost efficient and uses new technologies to allow the vast majority of students to benefit from language preparation. Linguistic competences are still one of the main barriers for the European project and local languages and cultures are to be an integral part of the integration process that students go through when abroad.

BOOST TO ECONOMIC GROWTH

In a time when we are still suffering from very high youth unemployment it is encouraging to see the new programme so clearly addressing the needs of the European economy. By creating new opportunities for cross-sector collaboration between HEIs and the private sector and in addition investing strongly in Erasmus traineeships, the ground is being set for improving economic growth and a smoother transition from studies to the labour market.

RECOGNITION FEARS

The main obstacle for students to take parts of their studies abroad, whether for credit mobility or a full degree, remains the fear of not getting their studies recognised. In our PRIME² study, we found that only 73% of respondents reported that they got full recognition for their credits when returning home. The new Erasmus+ programme tries to improve the situation by collecting student experiences through the mobility tool which creates the possibility of monitoring HEIs. Hopefully this will help to identify those HEIs which do not follow the Erasmus Charter, ultimately leading to the European Commission withdrawing the Charter from those institutions in case of repeated and substantial violations of its principles. Students, in particular the ones from EU member countries, expect this to work perfectly already. Many of them have no understanding of the risk that their studies – single courses or whole degrees – may not be recognised in another member state.

INCREASING ACCESS

The adaptation of grants to different needs is a great initiative that enables students from disadvantaged backgrounds, students with disabilities and students from remote regions to participate in the programme.

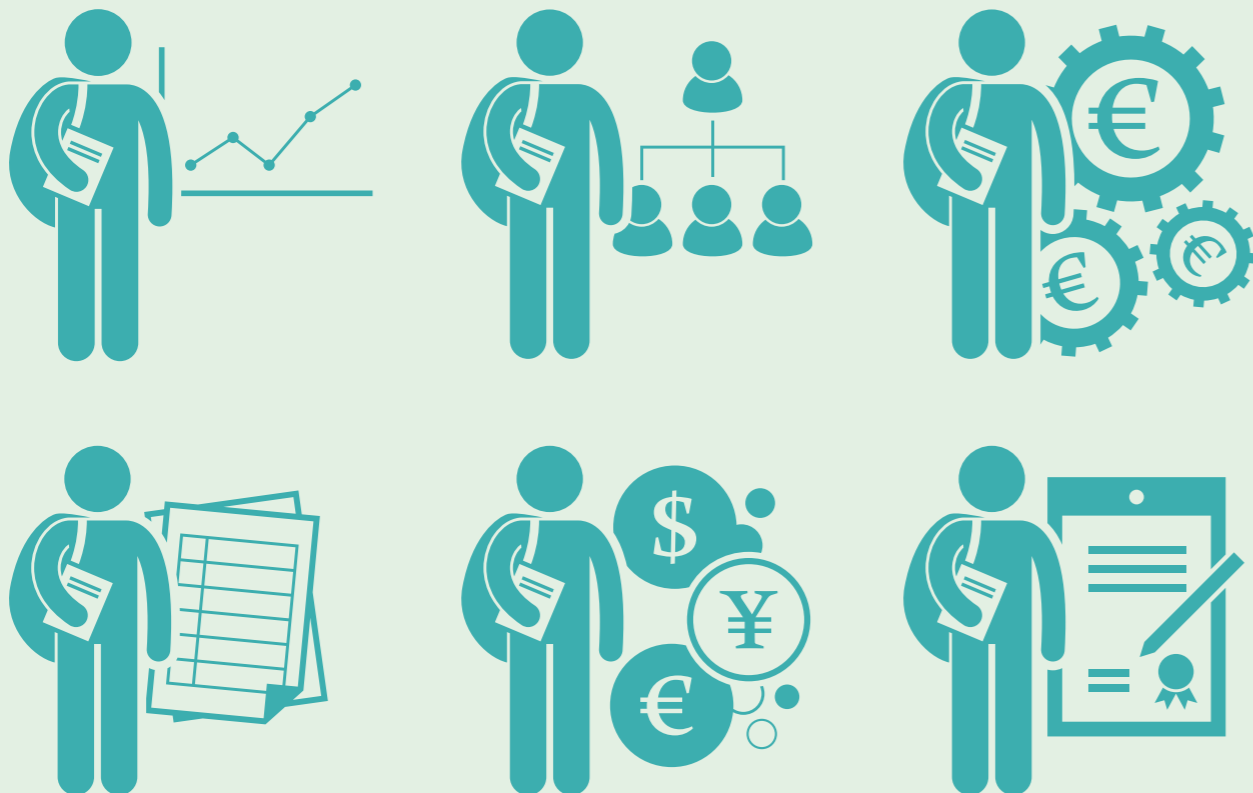
The monetary incentive is a step in the right direction but now HEIs need to take their responsibility. Through the ESN Exchangeability project, ESN is measuring the level of accessibility at HEIs for students with disabilities in an effort to raise awareness about this challenge.

Overall, ESN welcomes the new programme as a great contribution to student mobility. We will closely monitor the implementation and future developments and we hope that all stakeholders in education, including the European Commission, the European Parliament, the National Agencies and all HEIs, will work firmly to solve the aforementioned challenges; only then can European students benefit from the programme to the greatest extent possible. **E**

ESN comprises more than 440 local associations connected to HEIs in 36 European countries and offered its supporting services to over 180 000 international students in 2013. For more information, please visit: www.esn.org.

1. Erasmus Student Network, ESNSurvey (2010), <http://bit.ly/1bRGitS>

2. Erasmus Student Network, PRIME, Problems of Recognition In Making Erasmus (2010), <http://bit.ly/1lNeUd>



THE NEW GATEKEEPERS

National Agencies will see increased responsibilities in Erasmus+, including managing the funds for mobility and Strategic Partnerships which account for 65% of the total Erasmus+ funds.

We asked the German and Finnish National Agencies to share their views on their new elevated positions.

GERMAN ACADEMIC EXCHANGE SERVICE (DAAD), GERMANY

SIEGBERT WUTTIG
DAAD, Germany

The new framework conditions and the expanded funding range of Erasmus+ significantly affect the role of the National Agencies. In decentralised administration of the Mobility and Strategic Partnerships actions, the National Agencies are responsible for the programme management at a national level, from providing information and advice to selecting applications, issuing contracts, allocating funds, monitoring and reviewing reports. Due to the increased budget and new actions and implementation rules, this area alone is larger than in the precursor programme for Lifelong Learning. Added to this are justifiably higher requirements regarding programme evaluation, impact measuring and outcome dissemination. All this has led to a new operational and organisational structure in many National Agencies, DAAD included.

SELECTION PROCESS FOR STRATEGIC PARTNERSHIPS

As in the Lifelong Learning Programme, the National Agencies still receive mobility applications from the universities,

review and select them according to certain criteria and draw up the mobility contracts. However, in the new programme the National Agencies are now responsible for the decentralised Strategic Partnerships. This enables the National

Agencies to take national particularities into account in providing targeted information and advice to applicants and facilitates better linking of European objectives with national or institutional internationalisation strategies. To ensure that submitted projects are selected in a

comparable manner across Europe, the National Agencies are taking particular care to adhere precisely to the selection criteria specified by the Commission and to train external expert reviewers accordingly before the respective selections are made. Appropriate data comparisons are performed in order to exclude multiple applications and grants. This applies also to cross-sectoral partnerships. In Germany, project outcomes are jointly discussed by the agencies and presented to the national Erasmus+ supervisory committee and thereby introduced into educational policy discourse.

National Agency or the Executive Agency in Brussels. All mobility actions must be applied for institutionally by a university or a mobility consortium eligible to participate. Individuals from the successful institutions can then receive Erasmus+ funding for their stay abroad from those

institutions. The institutional approach makes sense, as universities are required to consider mobility a strategic task, and embedding them institutionally is moreover a way to ensure the continuity and sustainability of mobility actions.

The same applies to the new Strategic Partnerships, which must also be applied for by higher education institutions. This action in particular is designed to support the internationalisation strategies of higher education institutions in selected key areas. Initiatives for innovative partnership projects are expected to come, mainly bottom-up, from the faculties and chairs. Because project applications must be signed by the university management, various initiatives can however be combined and individual proposals tied into university strategy. This in many cases constitutes a significant difference to the previous funding of the Erasmus Intensive Programmes and may also be of great significance for the continuation of the projects after EU funding, (granted for a maximum of three years) comes to an end. **E**

NATIONAL AGENCIES ARE TAKING PARTICULAR CARE TO ADHERE TO THE SELECTION CRITERIA SPECIFIED BY THE COMMISSION

NATIONAL AGENCIES ARE NOW RESPONSIBLE FOR THE DECENTRALISED STRATEGIC PARTNERSHIPS

NO DIRECT APPLICATIONS FROM INDIVIDUALS IN ERASMUS+

As in its predecessor programmes, there will be no options in Erasmus+ for students or higher education staff to apply for funding directly to either the

CENTRE FOR INTERNATIONAL MOBILITY (CIMO), FINLAND

ANNE SILTALA
CIMO, Finland

During its 27-year history, Erasmus has been through several programme periods. Every period has meant some changes in the programme rules and the same goes for Erasmus+. In fact, it seems that changes have multiplied this time.

The new budget for Erasmus+ is €14.7 billion euros. When looking at the decentralised funds available for Finland in 2014, the budget for higher education

THE NATIONAL AGENCIES HAVE LESS FLEXIBILITY THAN BEFORE

mobility is €10 million which is only a 7.5% increase from 2013. When allocating these funds to the HEIs, the National Agencies have less flexibility than before. For example, some unit costs such as Organisational Support per capita are fixed at a European level. As a consequence, the Organisational Support share of the total mobility budget will be as high as 20% in Finland. This means that CIMO will only be able to fund 70–75% of the expected staff mobility numbers (approximately 2000). On the positive side, individual staff grants will slightly increase and HEIs will be able to transfer part of their Organisational Support funds to mobility grants. For student mobility, the expected volume is 5500 and student grants will remain approximately at the same level as last year.

BUDGET LIMITATIONS

In 2014, the budget for Strategic Partnerships represents only 6% of the total

Erasmus+ higher education funding. This implies that in higher education, the emphasis is placed on mobility. It is no surprise then that the national strategic partnership budgets are modest – in many small countries the National Agency will be able to fund very few projects. The same goes for Finland where CIMO expects a high number of applications. In the past, Finnish HEIs have been very active in Intensive Programmes and coordinated

the highest number of applications in Europe for the former multilateral Erasmus projects. The budget limitations have been communicated to potential applicants but it is likely that the result will be disappointing for them. But there is some light ahead! As mentioned earlier, in this first year the Erasmus+ budget is set at a moderate level. However, the funding mechanism is built in such a way that the annual budget will grow year by year during the seven-year programme period so that the annual budget will have doubled by 2020.

INCREASED WORKLOAD

Until now, CIMO has been able to give maximum flexibility to Finnish HEIs in using their Erasmus funds. As a result, the use of the national Erasmus budget was very efficient (99.5% in 2012–13). In Erasmus+, there are completely different grant rules and the flexibility at HEI level is very limited. For student mobility there

are limited grant ranges and for staff mobility there are fixed amounts for subsistence and fixed amounts for travel, depending on the host country or the distance. In addition, student grants will be based on the exact number of days spent abroad instead of months. All this will require a lot of additional work both at HEI and National Agency level (checking documents, re-adjusting grant amounts, etc).

These changes in Erasmus mobility will also lead to changes on a broader scale. Erasmus mobility represents over 50% of all outgoing and over 70% of all incoming student mobility in Finland. Erasmus is important due to its volume but also due to the fact that other student mobility arrangements at Finnish HEIs apply the Erasmus rules, grant levels and documents. Therefore, these other student mobility arrangements will need to adapt as well. Luckily, the HEIs benefit from the increased Organisational Support that is aimed at implementing Erasmus+ mobility.

At CIMO we are afraid that the new changes in Erasmus+ may lead to lower cost-efficiency and that the increased budget cannot be used in an optimal way to increase mobility. But we also need to keep in mind that this is the first year of a totally new programme and it will be a learning experience for everybody. The HEIs, National Agencies and the Commission will need to work together to make necessary adjustments so that we can all benefit in the best possible way from this remarkable EU instrument. **E**



DID MUNDUS LOSE ITS MOJO?

What will happen to Erasmus Mundus under the new Erasmus+ umbrella? Those working on the EM-ACE project¹ (funded by the European Commission) which focuses on the promotion of Erasmus Mundus among European students, share their thoughts.

LOUISE SIMPSON
The Knowledge Partnership, UK – on behalf of the EM-ACE Team

In a study carried out by EM-ACE in September 2012 which surveyed over 2300 students and staff across Europe and beyond, it was found that the high quality international postgraduate programmes of Erasmus Mundus were not being well marketed to attract top students, particularly in the EU. While the number of Erasmus Mundus programmes continued to grow, there were still unfilled scholarship places, and a slight decline in applicants. The research also showed that students believed marketing materials were not adequate, and while the web was the most important communications tool, the official Erasmus Mundus website had been mainly written for universities, not for students.

BRAND MANAGEMENT CONCERNS

The survey also suggested a problem with the lack of brand management. There tended to be no central marketing strategy for Erasmus Mundus, universities had few, if any, marketing plans or resources for the scheme, and there was no agreement over key messages or brand. Universities were de-prioritising their own students or EU students over non-EU students, and failed to pass on the message internally about the benefits of international Masters offered by Erasmus Mundus. Although Erasmus Mundus is one of the biggest global scholarship schemes, with the imprimatur of the European Commission (EC), students said that employers had rarely heard of Erasmus Mundus and it had been poorly promoted outside of higher education.

PHASING OUT OF ERASMUS MUNDUS?

The new changes to EU funded programmes in higher education clearly raise the critical question, is the Erasmus Mundus brand going to remain and will there be any sign of stronger promotion? Indications from the EC last autumn were that Erasmus Mundus would stay within the new programme, but the latest guidelines don't give this hope. The Erasmus+ brand is the new dominant brand. It seems Erasmus Mundus will be 'tolerated' to describe Joint Master's programmes, but probably phased out in time. This effectively means that there will be one super-brand of Erasmus (who would notice a little '+' sign?). Talking to international directors, this probably won't matter. It might, however, alienate some Erasmus Mundus alumni

and professors who care passionately about the brand and its quality connotations. As far as stronger promotion is concerned, the marketing strategy for Erasmus+ is not yet fully defined and since the new guidelines are not for students, it's hard to tell how student-friendly the communications will be. Looking at the Erasmus+ website, they have some 'fun' black and white cartoon films with profiles of students to help to illustrate what Erasmus+ means. Will they work, are they condescending, or cool?

The EM-ACE team has put a great deal of effort in the last 18 months to actively engage students in Erasmus Mundus marketing. It is hoped that some of the project recommendations² from EM-ACE will be taken up by the Education, Audiovisual and Culture Executive Agency (EACEA) especially with regard to the development of a fully student-centred website on EU-funded study abroad opportunities. A marketing toolkit to create benchmarks for good international marketing, as well as a comprehensive marketing strategy, adapted to the new Erasmus+ Joint Master's Degree are also among the projects' practical outputs. These are available for free for all universities. Only time will tell if Erasmus Mundus will truly lose its mojo, or if it will be allowed to flourish under the new Erasmus+ umbrella. **E**

1. Promoting Erasmus Mundus Towards European Students: Activate, Communicate, Engage.

2. Project recommendations available from: www.em-ace.eu.

EXPERT COMMUNITY PERSPECTIVE – EDC¹

WHAT'S NEW FOR PARTNERS IN THE GLOBAL SOUTH?

MARIT EGNER
University of Oslo, Norway

The EU is now looking at internationalisation, not simply as European students and researchers cooperating across Europe, but as cooperation with partners outside Europe. A Communication from the European Commission launched in July 2013 focuses on “European higher education in the World”. This strategy document highlights that EU higher education needs to have comprehensive internationalisation strategies enabling students and staff to participate in a globalised world and needs broad partnerships outside Europe. The EU Commission has recently organised a number of strategy meetings with relevant countries and regions in order to exchange views on common challenges and to prepare the groundwork for future academic and research collaboration.

CAPACITY BUILDING OPPORTUNITIES

The European Commission also sees a role for Europe in capacity building in emerging and developing countries. The aims are to contribute to solving global challenges and narrowing development gaps, as well as to build strategic links for the future. As the communication states: “In a rapidly evolving world, opportunities are changing quickly, and today’s developing countries will be the emerging countries of tomorrow.”

Formerly, international cooperation with countries in the Global South was organised in different programmes depending on modality and funding sources. There was TEMPUS for modernisation of higher education in neighbouring countries, EDULINK for capacity building in the Africa, Caribbean and Pacific Group of countries, ALFA for higher education cooperation with Latin America, *etc.* In Erasmus+, European higher education institutions can cooperate with partners outside Europe within international mobility, Joint Degrees, and Strategic

Partnerships, including Capacity Building and staff development in emerging and developing parts of the world. For mobility, students can be received and sent out of Europe in the same programme. This gives new opportunities for balanced exchange between the partners. While the first deadlines for mobility actions are during the spring of this year, the deadlines for capacity building activities will be later.

MAINSTREAMING COOPERATION WITH THE DEVELOPING WORLD

For many European institutions, cooperation with partners in the Global South for capacity building projects has been a separate activity funded by national development cooperation agencies or by the EU Director General Development and Cooperation. With the arrival of Erasmus+, which integrates capacity building, we can hope that much of the cooperation between Europe and the developing world will be more mainstreamed and more compatible with other European cooperation activities. At the same time it is hoped that the priorities of the southern partners will remain in focus, and that aspects of mutual gain and understanding will rather be strengthened than weakened in the new EU programmes.

Of course one should be realistic about the amount of funding involved in Erasmus+. Although in absolute terms these may be impressive amounts, it is quite modest in view of the great ambitions and the number of institutions and students targeted. However, the EU initiatives may set new standards and trigger other funders and educational institutions themselves to invest more in international cooperation around the globe. **E**

1. Educational Cooperation with Developing Countries (EDC)

EXPERT COMMUNITY PERSPECTIVE – MOPILE¹

GOOD INTENTIONS, PRACTICAL CONCERNS

RAIMONDA MARKEVICIENE
Vilnius University, Lithuania

At last it is happening! The long-awaited programme is on its way and higher education institutions as well as National Agencies are in a frenzy to cope with a programme which seems very familiar, yet requires many changes in approaches, working cultures and people-power. The new Erasmus+ has been shaped by many minds and different ideas. It has been discussed, criticised, and defended even without exactly knowing how it will look. Now institutions are at the starting position with the Programme Guide on their tables and re-surfacing doubts and questions in their minds.

The general objectives and declared important features are not disputed by institutions. The real headache starts when one tries to link the objectives and declared rationale of the programme with its operational side.

EU ADDED VALUE

It is not yet clear what new approaches and EU added value the programme will have compared to the Lifelong Learning Programme. On the contrary, the operational side of some of the actions (Strategic Partnerships selected by National Agencies and Knowledge Alliances selected at the European level) point to limited, if not disappearing, EU added value. Putting these activities on different levels, national and European, leads to the implementation of national approaches and interests. Let us keep in mind that the mechanism to ensure originality of projects’ ideas and their validity from an EU perspective is not clear. The aspect of dissemination of results becomes even more delicate, as these results might not be interesting from the EU perspective.

RELEVANCE

This relates to linking policy and programme. Surely the money has to be put where it is needed and the aim to help member states to achieve their objective within the EU policy is commendable, however what about the EU itself? Where is the word ‘Europeanness’ in the whole canvass of operational structure, and how can the pace of national higher education development towards the EU policy be influenced or adjusted?

SIMPLIFICATION

The question – simplification for whom? – has never been answered. Those who have already stepped on the programme implementation road would strongly argue against this ‘virtue’ of the new programme. Neither institutions nor National Agencies can look at the growing programme management bureaucracy with a tolerant smile. The pressure is increasing as more and more operational questions remain unanswered while time flies by. Those who are primary implementers of the programme – the institutions – are excluded from the decisions that would allow for the ease of implementation of the programme and value for money of staff involved.

The launch of any new programme is challenging. There is no doubt that Erasmus+, as all programmes before, will undergo greater or lesser transformations on its operational side with the passing years. The new 2020 cycle will raise a similar discussion. An intelligent person once said: “Time is a cruel teacher. At first it gives a test and then delivers a lecture.” The test has started. We are sure that institutions will pass it. But what will the lecture be and who will listen to it? Time will tell. **E**

1. Management of Programmes in Lifelong Education (MOPILE)



FOREIGN LANGUAGE FOCUS



Photo: hxdbzxy (shutterstock)

Language support is a key component of Erasmus+. What kind of support system will be in place in the new programme, and how will it affect students and staff?

JILL ARCHER
University of Copenhagen, Denmark

Multilingualism has always been a cornerstone of European cooperation and one of the goals of the EU is that all citizens should have the opportunity to learn at least two foreign languages from an early age. The promotion of language learning and linguistic diversity is also a specific objective

of the new Erasmus+ programme. One of the most tangible achievements of Erasmus mobility is the acquisition of a new language and the added cultural insight it gives. It can increase students' employability and prepare them for the challenges

of a global job market. Yet language can also be a barrier to Erasmus mobility. Some students either do not have language skills at a high enough level to reap the full benefits of the mobility experience or may lack the confidence that they do. In Denmark, for example, university students have often had several years of instruction

at school in a European language other than English. Yet while students often feel quite confident about their English skills, some are intimidated by the thought of studying or doing an internship in another language.

LANGUAGE CAN BE A BARRIER TO ERASMUS MOBILITY

GREATER LINGUISTIC SUPPORT
Erasmus+ will provide online linguistic support for participants studying or doing an internship abroad under Key Action 1. The support will begin with a mandatory assessment of competences in the language that will be used during the mobility activity. For students from higher education institutions, the assessment will take place after they have been selected for mobility and before they have signed their learning agreement. The results, which will be communicated to the student and the sending institution, will not prevent students from participating in the mobility activity but rather be used by the institution to assess what further support is needed. If online language courses are

recommended, special licenses¹ to the language support system, when it is available, will be allocated by National Agencies to institutions and by the institutions to the students. It is then the students' responsibility to follow the online course, as described in their learning agreement. Following the mobility activity, students' language competences will be assessed once more to measure progress. The results will again be communicated to the student and the institutions.

DUAL TESTING

Knowing that there is online support based on needs could encourage those students who have had formal instruction but lack confidence in their skills in a language to participate in a mobility activity. For these and other students, the final language assessment might also become a goal as proof of their progress in the language, even though no formal qualifications are granted. The initiative could provide personal benefits for the student and useful evidence for the EU and the institutions.

DANISH LANGUAGE INITIATIVES

It will continue to be important that students have opportunities for language support, for example, from their home institution, in some cases well in advance of their mobility so they can attain a level that allows them to participate fully in the activity. This may include individual university-based initiatives, such as the new strategy 'More languages for more students' at the University of Copenhagen. This initiative includes intensive summer courses in English, French, German, Italian, Spanish and Portuguese as well as a number of content and language integrated courses offered as part of relevant study programmes. Under Key Action 2, Strategic Partnerships within language teaching and learning will also be encouraged.

In a recent action plan for strengthening the internationalisation of higher education in Denmark, the Danish government has expressed an aim of encouraging more Danish students to spend a period abroad studying or doing an internship and more of them to choose a country with an official language other than English. Although there will undoubtedly be administrative challenges and

SOME RECEIVING INSTITUTIONS WILL SURELY CONTINUE TO INSIST ON USING THEIR OWN LANGUAGE TEST REQUIREMENTS

However, the timing of the language assessment will mean that it will not help study abroad coordinators who must be able to assess the students' language skills when they select them for mobility. And some receiving institutions will surely continue to insist on using their own language test requirements. Students may therefore end up doing two assessments – an official test to use in their application and then the online assessment. And there will inevitably be administrative tasks for institutions in connection with the testing and collection of results.

an uncertain time horizon before full implementation, the language testing and support provisions of the Erasmus+ programme may potentially contribute to meeting these goals.^E

¹ Applicants will estimate the need for linguistic support for the languages offered online and for the other languages. National Agencies will then allocate online licences to beneficiary institutions/organisations according to general criteria specified by the Commission.

INDUSTRY-ACADEME

COOPERATION FOR INNOVATION

Increasing collaboration between academe and industry is a crucial element of Key Action 2 in Erasmus+. How can higher education institutions best make use of the new opportunities open to them?

GUDRUN PAULSDOTTIR
EAIE Past-President, Sweden

The opportunities to connect to external partners beside the usual higher education institutions in Key Action 2 of Erasmus+ have really multiplied in the new programme. These opportunities reflect the ambitions outlined in the EU2020 agenda and in the Modernisation agenda: higher education needs to work more closely with society and industry to support regional development. While some institutions are highly familiar with this kind of cooperation, too many are still far from getting it right. Strategic partnerships and employability of graduates are very prominent aspects of the new programme, as well as the transfer of knowledge and skills.

INCENTIVISING COLLABORATION

While the value of cooperation between the labour market and higher education now seems generally recognised, establishing contacts and strong partnerships is not always easy. Erasmus+ offers the framework, conditions and incentives to establish such cooperation, notably through the

Knowledge Alliances, traineeships and staff mobility. One of the expected outcomes is the creation of consortia involving higher education institutions and companies that will work together in a field of their choice to develop new approaches to teaching and learning, stimulating the entrepreneurial skills of students, academics and company staff, and facilitating knowledge exchange. Read about one such knowledge alliance on page 38.

ENSURING SUCCESSFUL PARTNERSHIPS

Now that Erasmus+ has been launched, it is up to the institutions of higher education to act. For institutions that are already working with companies, public sector and other types of organisations, this Key Action provides ample opportunities to broaden their work, use the funding to sustain already existing partnerships, deepen them and create new ones.

For higher education institutions with clear strategies on where they want to go in this area, this is a goldmine to dig into. But, there is considerable work to be done to ensure successful partnerships. Institutions sometimes look at cooperation with external partners purely for funding purposes but not as a cooperation process which includes a dialogue and outcomes that benefit both parties. This is the kind of cooperation that requires sensitivity to each other's needs. Difficulties to communicate due to cultural differences between the academic and private/public sectors are often behind the dilemma that leads to taking the easy way out by just looking for funding.

EFFECTIVE SUPPORT SYSTEM

For institutions which are just starting out in the field it can be difficult to convince faculty of engaging in this kind

of cooperation and they often need some support functions to help reach certain goals. The additional financial support made accessible through Erasmus+ can provide the extra support they need to get going in a stronger fashion and thus create a momentum that can show the benefits more quickly.

IT IS IMPORTANT TO LOOK OUTSIDE OF THE TRADITIONAL COOPERATION PLATFORMS AND TRY NEW POSSIBILITIES

Key Action 2 is also a very good complement to some of the Horizon2020 priorities and could be a support system for researchers and PhD students and thus further support higher education institutions to reach their goals.

BEYOND TRADITIONAL COOPERATION

With opportunities like the ones offered in Erasmus+, it is important to look outside of the traditional cooperation platforms and try new possibilities. Social work and teacher training are two areas

that can easily benefit from this kind of funding. While being heavily regulated as a profession, there are areas within the field of teacher training that would very much benefit from international insight and input. Teaching methodology is one of them. As the classroom becomes increasingly culturally mixed due

to immigration and mobility, a dialogue across borders to understand the differences in teacher training could contribute to making teachers of tomorrow more apt to deal with multicultural challenges. Cooperation between professionally active teachers, students and faculty in teacher education and national authorities in that field could have very positive effects.

This can be done virtually or physically but the funding is available through Erasmus+.

It is hoped that higher education institutions will seize the opportunities that are made available through the new Erasmus+ programme. We all need to contribute to societal development in both the short and long term, make sure that the education we provide leads to the employment of our graduates and ensure that the research conducted at higher education institutions is brought quickly into use through the channels of cooperation between the different actors in society. **E**

IT IS NOW VERY MUCH UP TO THE INSTITUTIONS OF
HIGHER EDUCATION TO ACT

WE ALL NEED TO CONTRIBUTE TO SOCIETAL DEVELOPMENT IN
BOTH THE SHORT AND LONG TERM

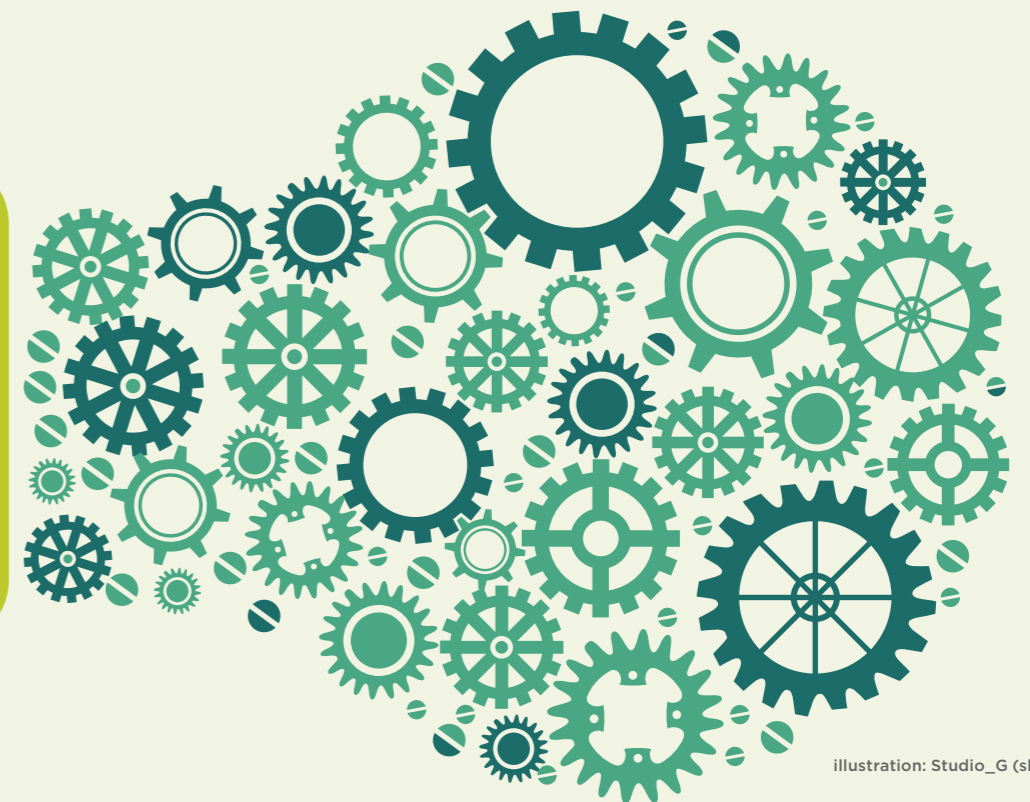


illustration: Studio_G (shutterstock)

LINKING INDUSTRY AND ACADEME

A CASE STUDY

ANNE MARIE HEALY
Trinity College Dublin, Ireland

In order to respond to the learning needs and educational demands posed by the dynamic environment of the pharmaceutical industry, a new project has been initiated through EU funding to better link academe and industry. The project aims to facilitate and strengthen the exchange of experience and ideas between academe and industry and contribute to the development of, not just technical skills, but also problem solving, innovation and entrepreneurial skills in undergraduate and postgraduate students.

The LIAT-Ph consortium brings together five higher education institutions (HEIs) and seven companies from different countries across Europe and has been granted EU funding for a two-year project under the Knowledge Alliances Lifelong Learning Programme. The project is unique in the European context as it will bring together institutions covering both Western and Eastern European regions, as well as SMEs, a large bio/pharmaceutical company and a number of other bodies with specific interest in the pharmaceutical sector and the lifelong learning needs of individuals employed in the sector.

The project aims to:

- Explore the learning needs of pharmacy students (at the undergraduate and postgraduate level) and practising pharmacists
- Develop the curricula (content and teaching/learning methods and educational materials) to ensure the required competencies for industrial pharmacists are covered at an appropriate level
- Develop and deliver joint modules as part of a structured PhD programme and/or continuing professional development courses for industrial pharmacists and other professionals working in the bio/pharmaceutical industry with a focus on bio/pharmaceutical product development and manufacture

It is anticipated that the project will result in proposals for changes to the undergraduate pharmacy curricula in an industry-informed manner. Structured placements will be developed by academe and industry and will be offered by industry partners to PhD postgraduate students or academic staff with a view to up-skilling in defined areas with practical

application to industrial practice. Courses with a focus on innovation in the product development and manufacturing phases of the product life cycle will be developed and delivered to students undertaking PhDs in Schools of Pharmacy in the participant countries and to academic staff as part of an up-skilling process. Courses developed during the project will also be made available to pharmacists currently working in industry. **E**

Further details and updates on the LIAT-Ph project may be found at: www.liatph.com

Additional members of the LIAT-Ph consortium

Jelena Parođić, University of Belgrade, Serbia; Stane Srčić, University of Ljubljana, Slovenia; Anne Juppo, University of Helsinki, Finland; Gavin Andrews, Queen's University Belfast, UK; Nigel McSweeney, Amebis Ltd., Ireland; Brian Glennon, APC Ltd., Ireland; Matevž Luštrik, Brinox inženiring d.o.o, Slovenia; Ian Jones, Innopharma Labs Ltd., Ireland; John Milne, NIBRT, Ireland; Brian Corrigan & Maura Kinnahan, Pfizer Ltd., Ireland; Rosemarie Tully, Sigmoid Pharma Ltd., Ireland



HORIZON2020

A UNIVERSITY APPROACH

For more than 30 years the European Union has financed research and innovation. In the beginning, funding was on a modest scale but starting from this year, the budget increase will result in Horizon2020 being the largest research programme on earth. How did the programme evolve and what does the new programme mean for universities?

ANNA GROENINX VAN ZOELLEN
Leiden University, the Netherlands

Over the past 30 years, the whole process of designing, deciding and implementing the next research programme has become more transparent, open and professional. Considering that the EU consists of 28 member states with 28 different political systems, more than 20 different languages, cultural values and attitudes and countless interest groups, it is an incredible feat that the EU and the Commission are able to create such comprehensive research programmes.



Photo: luchschen (shutterstock)

THE PATH TO HORIZON2020

In 2009, the EU institutions, the governments of EU Member States and stakeholders within the Research & Innovation sector signed the Lund Declaration to "... focus on the grand challenges of our time, moving beyond current rigid thematic approaches". This declaration laid the foundation for the Horizon2020 structure and approach together with two other main criteria: impact and innovation of the research; and simplification of administrative (bureaucratic) procedures. While researchers were writing proposals for the Seventh Framework Programme (FP7, 2007–2013), others became involved in the shaping of Horizon2020: researchers, but also university policy makers, research managers and administrators.

NATIONAL NETWORKS

In the Netherlands an excellent national network of stakeholders in research and innovation exists, consisting of a Horizon2020 based system of national representatives, National Contact Points

(NCPs)¹ and grass roots sounding board members. The group is also connected to the Dutch ministries of Education, Culture and Science and Economic Affairs. Within the group, a constant exchange of information, opinions, and suggestions takes place. The result is that universities in the Netherlands are very well informed and are able to prepare for the things to come. The way this information system is organised is not unique in Europe. Since all member states have NCPs, all member states have an information system in place. Due to shorter communication lines however, the smaller member states (Denmark or Scandinavian countries, for example) tend to have a more bottom-up approach compared to the one in the Netherlands.

EUROPEAN NETWORKS

On the European level, strategic networking among universities is taking place with the League of Research Intensive Universities (LERU)² being a well known example. By creating a European

platform, LERU was able to express common member-university concerns and opinions. This sharing of experiences with the Commission led to them becoming a partner in the process. Other universities in Europe have followed suit and are creating their own European university platforms for Research and Innovation, while other well-established Erasmus university networks are refocusing their objectives.

Over the past four years, researchers, research managers and administrators have been contributing to defining research themes and priorities, Joint Technology initiatives, Joint Programming Initiatives, European Institutes of Technology/Knowledge Innovation Clusters (EIT/KIC), Innovation Programmes (CIP); the structure of the Horizon2020 programme, rules for participation, funding methodologies and the EU budget.



A postage stamp printed in Bosnia-Herzegovina showing an image of the Nobel prize winner Marie Curie. Photo: catwalker (shutterstock)

SHAPING THE UNIVERSITY RESEARCH STRATEGY

All these activities and their related information fed back to our university in Leiden and helped to shape the university research strategy and inform researchers. Undertaking fundamental research is the main objective for universities: the basis for our strategy is strengthening the university's already strong areas with so called 'Research Profile Areas'. Horizon2020 contributes to this core mission with the first pillar of the

makers within the research community with many researchers becoming full professors as a result of gaining ERC grants.

In the other two pillars of Horizon2020, the cooperation between academics and industry is key for innovation and impact. The starting point for Pillar II is the European Key Enabling Technologies and is therefore industry driven. Pillar III: Societal Challenges³ is based on the grand challenges of the Lund Declaration and emphasises collaborative (interdisciplinary)

THE POPULAR INDIVIDUAL GRANTS FROM THE ERC AND THE MARIE SKŁODOWSKA-CURIE ACTIONS WILL BE CONTINUED

programme 'Excellent Science'. This pillar represents the biggest opportunity for universities both in terms of prestige but also finances: the popular individual grants from the European Research Council (ERC) and the Marie Skłodowska-Curie Programme actions will be continued. These programmes are absolute career

research that contributes to the solutions sought in the Societal Challenges. In addition to this, the Dutch government has its own programme to strengthen research and innovation in Dutch top sectors of the economy. All of these external factors were incorporated in to the research strategy of Leiden University.

PREPARING FOR HORIZON2020

Various mapping exercises were performed at different levels within the institution: individual researcher, research institute, faculty, profile research area, university and regional level. Where does the individual researcher fit into Horizon2020? Should we be conducting research that fits into the top sector creative industry? How is the university connected to Smart Cities? Can we nominate a researcher for a position on the scientific board of the Joint Programming Initiative Cultural Heritage?

All kinds of information seminars and training courses have been designed and delivered. The well known Sean McCarthy⁴ must have earned his platinum wings, delivering courses on 'How to get ready for Horizon2020' throughout Europe. The Dutch executive agency, *Agentschapnl*, is now organising information and training meetings on a permanent basis and the EU research offices within the universities and polytechnics organise customised information, consultancy and training, all to become better prepared to compete for the €72 billion in Horizon2020.

And let's not forget, during 2013, researchers started to build the first consortia, making inventories of possible partners inside and outside academe and were hunting for the first draft work programmes to base their first collaborative research projects on.

OPEN FOR PROPOSALS

Since Horizon2020 was launched on 11 December 2013, the harsh reality of research proposal writing has begun.

From the beginning it was stressed that the “impact of research results” is one of the core evaluation criteria and that the call texts would be written in a more bottom-up way, following the Societal Challenge approach.⁵ The two current major challenges for the research community are:

- The interdisciplinary, intersectoral and impact composition of the research proposal
- How to find the correct/successful focus in the proposal against the broadly described call text

The core evaluation focus represents a major change in approach in Horizon2020 and it will have an impact on how the proposals will be evaluated and how the evaluators especially will review the impact part of the proposal. The first call in Horizon2020 will in fact be one big adventure into the unknown.

CONCERNS

Within the different programmes of Horizon2020, the position of social sciences and humanities research is not strong. This needs further strengthening as it is a cross-cutting priority of Horizon2020.

Due to the economic crisis, many national governments have cut national research budgets. For many researchers in Europe, Horizon2020 will be the only way to retain their research funding.



Photo: Zadorozhnyi Viktor (shutterstock)

In the field of Research Management and Administration I'm hesitant to conclude whether the promised simplification will transpire: the commission has outsourced the administration of Horizon2020 to at least five different executive agencies (speaking and interpreting the rules in at least five different ways). What seemed to be a simple financial costing and reimbursement system might prove to be the reverse. Full cost universities might face problems with their indirect costs. Also, the effects of incorporating Open Access/ research data and data management in

involved in the process and that brings me back to one key point: the increasingly transparent and open methods of designing, deciding and implementing the programme and the greater inclusion of all stakeholders in the process. **E**

1. NCP: formal information services for FP7 and H2020 per member state.

2. For more information, visit: www.leru.org/index.php/public/home.

3. Societal Challenges are described by the Commission as follows: "A challenge-based approach will bring together resources and knowledge across different fields, technologies and disciplines, including social sciences and the humanities. This will cover activities from research to market with a new focus on innovation-related activities, such as piloting, demonstration, test-beds, and support for public procurement and market uptake."

4. Sean McCarthy is well known across Europe for his training courses on European research: www.hyperion.ie

5. As opposed to the very top-down focused call texts in FP7.

We can expect heavy oversubscription and lower success rates (at least in the beginning), with frustration and disappointment in the research community.

the daily implementation and management of the project are still to be seen.

However, all these concerns are to be discussed and solved since we are all

**FOR MANY RESEARCHERS IN EUROPE,
HORIZON2020 WILL BE THE ONLY WAY TO RETAIN
THEIR RESEARCH FUNDING**



ON THE WAVES OF INNOVATION

HIGHER EDUCATION IN THE CZECH REPUBLIC

As our attention turns to Prague for the EAIE Conference, we're taking a look at higher education and its evolution in the Czech Republic. Home to one of the oldest universities in Europe, Prague will provide quite a treat for us this September. So why not take a peek into the history books to discover how this landlocked country in the heart of Europe developed its higher education offerings, attracting tens of thousands of foreign students each year.



PRAGUE CONFERENCE 2014



Education in the Czech Republic is deeply embedded and goes far back into the depths of the nation's history. Monastic and cathedral schools emerged during mediaeval times and education was highly valued. Education was also of great importance to the Czech King and Roman Emperor Charles IV: in 1348, this exceptionally wise and educated monarch established a university in Prague, Charles University, the oldest academic institution north of the Alps. By that time, Prague had become an important European centre of education and culture and the university soon gained worldwide recognition. The members of the academic community were Czech and, to a considerable extent, foreign staff and students. A second university was later established on the eastern side of the country, in Olomouc, in 1573.

EARLY PIONEERS

An outstanding personality who played an important role in the development of education was the Czech scholar, philosopher and writer John Amos Comenius. In the 17th century, he laid the foundations for modern pedagogy and in his works the idea of lifelong learning appeared for the first time. The years that followed saw significant developments in education at all levels. Other higher education institutions, especially those focusing on technology and the arts, originated during the 18th and 19th centuries.

CHALLENGING HISTORY

An important milestone in the development of Czech higher education was the establishment of the independent Czechoslovakia in 1918. Over the next 20 years, the independent artistic, commercial, agricultural and veterinary higher education institutions were founded. In the years to come, due to the Second World War and the political circumstances that followed, the situation was not overly favourable for education itself. The Czech higher education system developed further after 1989, in a period of extensive changes. The broken international contacts were gradually renewed, as was scientific collaboration. New opportunities for study abroad emerged for both staff and students. The network of higher education institutions also expanded to include regional and, later, private ones, thus making higher education more accessible. New faculties and study programmes were added to the existing higher education institutions. Following on from the Bologna Process a three-cycle system of higher education – Bachelor's, Master's and Doctoral – was gradually introduced. The European Credit Transfer and Accumulation System (ECTS) and Diploma Supplement (DS) were also implemented.

The number of students studying at higher education institutions in the Czech Republic has grown from 113 000 in 1989 to around 380 000 students today, with

88% of students enrolled at public higher education institutions. There are currently 26 public, 44 private and 2 state higher education institutions. See Figure 1 for the full overview.

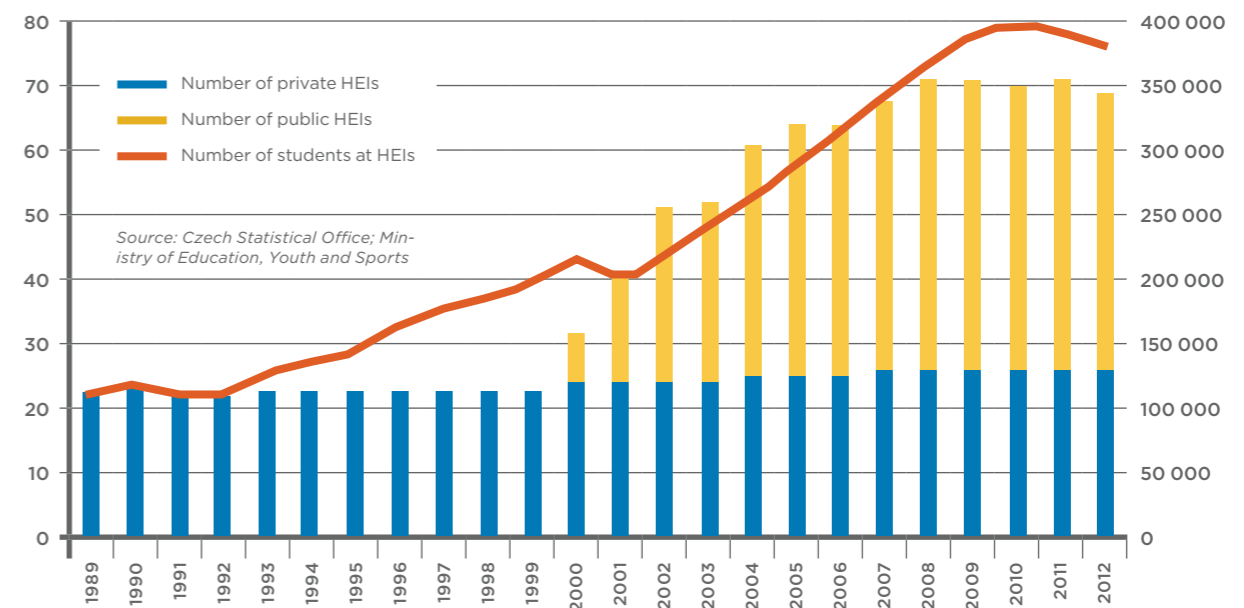
A NEW ERA IN MOBILITY

Higher education institutions strive to develop international collaboration within their activities, in both the joint science projects and also, to a great extent, in the support of mobility of international students and academic staff. The number of foreign students from European and non-European countries studying in the Czech Republic continues to grow; as well as Czech students acquiring new knowledge and experience in foreign higher education institutions. There are currently around 40 000 foreign students studying in the Czech Republic and some 12 000 Czech citizens studying at higher education institutions abroad.

RESEARCH AND DEVELOPMENT

Public higher education institutions play an important role in research and development. Their success in this field can be seen, for example, in new treatments for cancer and haematological and urological diseases, the development of new construction technologies, advanced materials and cooperation on international projects (eg in collaboration with CERN and the Joint Institute for Nuclear Research in

FIGURE 1. BROADENING ACCESS TO HIGHER EDUCATION IN THE CZECH REPUBLIC SINCE 1989



Dubna). The Czech Republic has achieved international recognition in fields such as non-woven nanofibres; the Nanospider, a unique manufacturing facility, is now sold all over the world. European Union funds are also helping to further develop higher education research infrastructure, including the construction of centres of excellence in research focused on the development of laser systems, biomedical and materials science, energy research and complex mathematical modelling in the natural, medical and technical sciences.

Those interested in studying in the Czech Republic are also attracted by the names of famous Czech scientists, such as the Nobel Prize winner and founder of polarography Jaroslav Heyrovský, or Otto Wichterle, the inventor of gel contact lenses. Another prominent figure in Czech science was Antonín Holý, who developed a number of effective antiviral drugs, eg for the treatment of viral type-B hepatitis or HIV.

LITTLE BIG COUNTRY IN THE CENTRE OF EUROPE

The Czech Republic has a strategic position in the very heart of Europe. Although small, it is one of the most attractive countries in Europe. It is home to a number of cultural and historical monuments, twelve of which are in the UNESCO World Heritage List. Of these, the historical centre of Prague deserves a mention.

Prague is the political, economic and cultural centre of the country. It is the seat of the president, parliament, government and other central bodies. It is also home to a number of Czech higher education institutions. This historical centre, as well as other parts of the city, boast a number of remarkable buildings, including Romanesque rotundas, Gothic and Baroque churches, Renaissance palaces and gardens, and Art Nouveau, cubist, functionalist or purely modern buildings. Prague is also associated with a number of famous musicians: Antonín Dvořák and Bedřich Smetana; famous artists: Alfons Mucha; renowned writers: Karel Čapek and Franz Kafka, and established filmmakers: Miloš Forman, Jiří Menzel and Jan Svěrák, to name just a few.

The EAIE Conference in September provides the ideal opportunity for you to explore the higher education offerings of the Czech Republic and Prague itself. Take a look at the various campus tours on offer when the EAIE conference programme goes live in May at www.eaie.org/prague. E

Text and photos courtesy of Jana Halamová, Helena Pavlíková & Sofie Doškářová, Centre for International Cooperation in Education, Czech Republic & Vladimír Vojtěch, Ministry of Education, Youth and Sports, Czech Republic.

FACTS AND FIGURES

10.5 million inhabitants (2014)

26 public, 44 private and 2 state higher education institutions (2013)

381 000 students at higher education institutions, **25 000** of whom are PhD students (2012)

8623 accredited study programmes at higher education institutions (2014)

USEFUL LINKS

Ministry of Education, Youth and Sports: www.msmt.cz

Study in the Czech Republic: www.studyin.cz

Centre for International Cooperation in Education: www.dzs.cz

Eurydice – EURYPEDIA: http://eacea.ec.europa.eu/education/eurydice/eurypedia_en.php

Ministry of Foreign Affairs – Czech Republic: www.czech.cz/en/Education

Information about Prague: www.praguewelcome.cz

EAIE Blog Spot

At your fingertips, a fantastic source of news, views and insights from the EAIE Blog. Grab a coffee and browse some of these online gems!



ETHICS & ECONOMICS IN INTERNATIONAL EDUCATION: IT'S ALL ABOUT THE MONEY

www.eaie.org/blog/25th-anniversary-summary

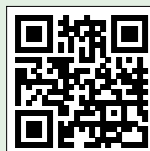
Discover the key issues discussed at a recent EAIE seminar which was held to mark 25 years of the EAIE.



THE FACE OF INTERNATIONALISATION IN EUROPE: BRAND NEW EAIE STUDY UNVEILED

www.eaie.org/blog/eaie-barometer-internationalisation

What are the major trends taking place in internationalisation of higher education in Europe? We unveiled a brand new study in April to find out!



UBUNTU: I AM WHO I AM BECAUSE OF YOU

www.eaie.org/blog/ubuntu

Read about the in-depth discussions which took place at the recent Global Dialogue in South Africa regarding the power relationships that currently drive the internationalisation of higher education.



KEY SKILLS REVEALED FOR FUTURE LEADERS OF INTERNATIONAL EDUCATION

www.eaie.org/blog/key-skills-leaders-of-international-education

What are the key obstacles and pressing needs for future leaders of international education? Read the summary from a recent European-Australian study.



WHAT'S NEW IN THE EU? - BLOG SERIES

www.eaie.org/blog

The discussions in *Forum* magazine don't end here! On the blog we continue to explore the theme of this issue in a week-long series of enlightening posts. Check out the articles and join in the discussion!



Calendar

★ 14 MAY

EAIE Webinar

'Key tactics for marketing your summer programme'

www.eaie.org/webinars

15 TO 16 MAY

24th Annual EURASHE Conference 'Qualifications for the Labour Market'

LOCATION: Yerevan State University, Yerevan, Armenia

INFO: European Association of Institutions in Higher Education, Brussels, Belgium

TEL: +32-221 41 97

E-MAIL: eurashe@eurashe.eu

www.eurashe.eu

★ 21 MAY

EAIE Annual Conference 2014 online registration opens

www.eaie.org/prague

25 TO 30 MAY

NAFSA 2014 Annual Conference & Expo 'Pathways to Global Competence'

LOCATION: San Diego Convention Centre, California, USA

INFO: NAFSA: Association of International Educators, Washington, USA

TEL: +1-202-737 36 99

E-MAIL: conference@nafsa.org

www.nafsa.org/annualconference

2 TO 4 JUNE

The 23rd EAN Annual Conference

'Hidden Potential or Hollow Promise? Can Technologies Deliver Wider Access and Success in Higher Education?'

LOCATION: University of Edinburgh John McIntyre Conference Centre, Scotland, UK

INFO: European Access Network, University of Roehampton, London, UK

TEL: +44-208-392 38 57

E-MAIL: info@ean-edu.org

www.ean-edu.org

★ 5 JUNE

EAIE Webinar

'Playing the detective: spotting fraud in Chinese diplomas'

www.eaie.org/webinars

10 TO 12 JUNE

2nd Arab-Euro Conference on Higher Education

LOCATION: Princess Sumaya University for Technology, Amman, Jordan

INFO: European University Association, Brussels, Belgium

TEL: +962-6-535 99 49

E-MAIL: aeche@psut.edu.jo

<http://aeche.psut.edu.jo>

★ 11 JUNE

EAIE Webinar

'Using Google Analytics to prove the ROI of your university's online marketing'

www.eaie.org/webinars

15 TO 17 JUNE

EFMD 2014 Annual Conference 'The Art of Teaching and Learning'

LOCATION: Vienna University of Economics and Business, Vienna, Austria

INFO: European Foundation for Management Development, Brussels, Belgium

TEL: +32-2-203 62 00

E-MAIL: diana.grote@efmd.org

www.efmd.org

15 TO 17 JUNE

ACA Annual Conference 2014

'Europe in the world. Higher education developments across the globe'

LOCATION: Espace Agora, Talence (Bordeaux), France

INFO: ACA Secretariat, Brussels, Belgium

TEL: +32-2-513 22 41

E-MAIL: info@aca-secretariat.be

www.aca-secretariat.be

★ 18 JUNE

EAIE Webinar

'Creating a social media community that every student wants to join'

www.eaie.org/webinars

19 TO 20 JUNE

7th EUA-CDE Annual Meeting

'Doctoral Education: Thinking globally, acting locally'

LOCATION: University of Liverpool, Liverpool, UK

INFO: European University Association, Brussels, Belgium

TEL: +32-2-230 55 44

E-MAIL: cde-conference@eua.be

★ 23 TO 27 JUNE

EAIE training course

'Getting ready for English-Medium Instruction at your institution'

LOCATION: Glasgow, UK

www.eaie.org/english-courses

★ 25 JUNE

EAIE Annual Conference 2014 early bird deadline

www.eaie.org/prague

★ 30 JUNE TO 4 JULY

EAIE training course

'English in the international workplace'

LOCATION: Dublin, Ireland

www.eaie.org/english-courses



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