



European
Commission

Erasmus+

Building on Experience

Testimonials of Erasmus Mundus Promotion Projects



Erasmus+

Erasmus+

Building on Experience

Testimonials of Erasmus Mundus Promotion Projects

© European Union, 2016

For any use or reproduction of photos which are not under European Union copyright, permission must be sought directly from the copyright holder(s).

© photos: Shutterstock.com (Cover, pgs 32, 33, 34 & 35) & others European Commission

ISBN 978-92-9492-358-5 (paper)

ISBN 978-92-9492-357-8 (digital)

DOI 10.2797/910601 (paper)

DOI 10.2797/330939 (digital)

This report has been produced and prepared by the Education, Audiovisual and Culture Executive Agency (EACEA)

Unit A3 - Erasmus+: Higher Education - Erasmus Mundus Joint Master Degrees

Office address: Rue Colonel Bourg, 135-139 - 1140 Brussels - Belgium

Postal address: Avenue du Bourget, 1 - 1140 Brussels - Belgium

TABLE OF CONTENTS

FOREWORD	5
BACKGROUND	6 - 7
A FIRST-HAND ACCOUNT	8 - 9
EM-ACE	10 - 11
TUBEMATES	12 - 13
JDAZ	14 - 15
ECCE MUNDUS	16 - 17
QACHE	18 - 19
ADDE SALEM	20 - 21
SOCIAL ECONOMY	22 - 25
ASK ASIA	26 - 27
SUSTAIN	28 - 29
EDBKN	30 - 31
COMMON GROUND FOR FUTURE INITIATIVES	32 - 35
USEFUL LINKS FOR MORE INFORMATION	36

FOREWORD

Dear reader,

I would like to take this opportunity to share with you some examples of EU-funded projects which we - the Education, Audiovisual and Culture Executive Agency (EACEA) - have been supporting in recent years. This will give you an insight into the field of international higher education and offer you ideas for the current **Erasmus+** programme, which has been the EU's flagship programme since its launch in 2014.

The European Commission established EACEA in 2006 to implement EU programmes in the fields of education, audiovisual and culture. Over the last 10 years, we have learnt a lot from the projects we have funded, and this gives us valuable input to feed back to the European Commission for the future programme design. Your experiences in managing projects are therefore of great importance to us.

This brochure looks at one of the most diverse actions of the Erasmus Mundus Programme: the Erasmus Mundus Action 3 (EM Action 3). This action promoted Europe as an attractive destination for students and established it as a global centre of excellence in higher education.

My colleagues invited several EM Action 3 project representatives to tell their stories and share their experiences. These testimonials form the core part of this brochure. My special thanks go to all EM Action 3 representatives for their support in turning EU-funded programmes into true success stories. I would like to highlight their contribution in supporting higher education internationally through successful collaboration in Europe and around the world.

I invite you to read about their achievements and to reflect on how these can be used in a new context under Erasmus+. You will discover more about the EM Action 3 projects and their impacts, many of which could be relevant to your own projects.

Feel free to visit our website www.eacea.ec.europa.eu where you can learn more about **Erasmus+** and the other programmes EACEA is managing.

I look forward to continuing working with you or welcoming you as a new partner in the future.



Brian HOLMES
Director
Education, Audiovisual and Culture Executive Agency



BACKGROUND

Erasmus+

Erasmus+ is the European Union programme which supports projects, partnerships, events and mobility in the areas of education, training, youth and sport. The programme, which runs from 2014 to 2020 with a budget of almost EUR 16,5 billion provides funding opportunities for cooperation in all these areas, both among European countries and between European countries and Partner countries throughout the world. It offers a number of opportunities for higher education students, doctoral candidates, staff and higher education institutions from around the world. You will find more information under the chapter 'Common ground for future initiatives'.

Erasmus Mundus

The Erasmus Mundus Programme was launched in 2004 as an EU cooperation and mobility programme in the field of higher education, playing an important role in the worldwide promotion of European Higher Education Area and aiming to establish **the European Union as a centre of excellence in learning. During the period from 2004 to 2013** the Erasmus Mundus (EM) Programme funded 285 Joint programmes, 308 Partnerships and 98 Promotion projects with a total budget of approximately EUR 1.3 billion. The programme funded more than 67.000 scholarships for students and staff. The programme promoted the following main components:

- **higher education institutions** to implement joint programmes at postgraduate (EM Action 1) level or to set-up inter-institutional cooperation partnerships between EU and non-EU universities (EM Action 2);
- **scholarships for students, researchers and university staff** to study/research/teach in the context of a joint programme (EM Action 1) or within partnerships (EM Action 2);
- **organisations active in the field of higher education** to develop projects enhancing the attractiveness, profile, visibility and image of European higher education worldwide (EM Action 3).

Erasmus Mundus Action 3

In the second phase of the Erasmus Mundus programme (2009-2013), promotion projects under EM Action 3 were launched. The European Commission committed an approximate total amount of EUR 11.5 millions for the realisation of EM Action 3 as integral part. In total 44 projects, lasting between 2-3 years, with a wide range of priorities were financed during this phase. A number of projects have been on-going until 2016/17.

This brochure presents mainly a selection of the final generation of projects. A great variety of higher education institutions, public or private organisations, research bodies, NGOs, university associations or networks with significant experience in the field of higher education were involved.

The coordinating institutions had to be located in countries of the European Union. 15 different EU countries were actively involved managing EM Action 3 projects. More than half of them were coordinated by institutions in Belgium and Italy (7 each) as well as Spain and the Netherlands (5 each). It is remarkable that almost all EU countries (25 out of 28) have been represented with institutions involved as partners.

Erasmus+

Erasmus+ is the European Union programme which supports projects, partnerships, events and mobility in the areas of education, training, youth and sport. The programme, which runs from 2014 to 2020 with a budget of almost EUR 16,5 billion provides funding opportunities for cooperation in all these areas, both among European countries and between European countries and Partner countries throughout the world. It offers a number of opportunities for higher education students, doctoral candidates, staff and higher education institutions from around the world. You will find more information under the chapter 'Common ground for future initiatives'.

Erasmus Mundus

The Erasmus Mundus Programme was launched in 2004 as an EU cooperation and mobility programme in the field of higher education, playing an important role in the worldwide promotion of European Higher Education Area and aiming to establish **the European Union as a centre of excellence in learning. During the period from 2004 to 2013** the Erasmus Mundus (EM) Programme funded 285 Joint programmes, 308 Partnerships and 98 Promotion projects with a total budget of approximately EUR 1.3 billion. The programme funded more than 67.000 scholarships for students and staff. The programme promoted the following main components:

- **higher education institutions** to implement joint programmes at postgraduate (EM Action 1) level or to set-up inter-institutional cooperation partnerships between EU and non-EU universities (EM Action 2);
- **scholarships for students, researchers and university staff** to study/research/teach in the context of a joint programme (EM Action 1) or within partnerships (EM Action 2);
- **organisations active in the field of higher education** to develop projects enhancing the attractiveness, profile, visibility and image of European higher education worldwide (EM Action 3).

Erasmus Mundus Action 3

In the second phase of the Erasmus Mundus programme (2009-2013), promotion projects under EM Action 3 were launched. The European Commission committed an approximate total amount of EUR 11.5 millions for the realisation of EM Action 3 as integral part. In total 44 projects, lasting between 2-3 years, with a wide range of priorities were financed during this phase. A number of projects have been on-going until 2016/17.

This brochure presents mainly a selection of the final generation of projects. A great variety of higher education institutions, public or private organisations, research bodies, NGOs, university associations or networks with significant experience in the field of higher education were involved.

The coordinating institutions had to be located in countries of the European Union. 15 different EU countries were actively involved managing EM Action 3 projects. More than half of them were coordinated by institutions

A FIRST-HAND ACCOUNT

The previous section gives some general information on EM Action 3 projects. But to really understand how this particular Erasmus Mundus scheme has worked, it is worth to take a look at concrete examples of project realisation.

This brochure presents a selection of the latest EM Action 3 projects with a good level of sustainability and high importance to activities under **Erasmus+**. Furthermore, the projects selected are good examples to illustrate the wide geographical scope and the manifold subjects of the EM Action 3 projects. They all demonstrate that arrangements for dissemination of results, quality assurance, plans for sustainability and the long-term exploitation of their results were properly addressed.

It should be highlighted that the broad majority of EM Action 3 projects were successfully implemented. The very good results have been achieved to a great extent thanks to the commitment and passion of people directly involved in the projects. The good interaction between the participants has been identified as one of the strong elements of the EM Action 3 projects. Most of the project testimonials reconfirm that the success of their projects depended to a large extent on the good cooperation and communication between all involved partners.

This is why this brochure turns to the project representatives and let them talk about their experiences and observations on a number of questions. You can read their testimonies next to the brief description of the respective project and get inspirations for your on-going or eventually future projects under **Erasmus+**.



1. EM ACE - Promoting Erasmus Mundus towards Students: Activate, Communicate, Engage

EM-ACE worked on increasing the visibility of the Erasmus Mundus/Erasmus+ programmes. Its target groups were students and higher education staff/promoters in Europe. It achieved its aim thanks to a series of promotion activities, analyses and publications. It cooperated with Higher Education Institutions, and students' associations from various countries.



2. TuBeMATES - Boost Erasmus Mundus, European Higher Education and Employability through Video Sharing Community

TuBeMATES promoted academic cooperation under Erasmus Mundus between Europe and the Far East in an original way. It encouraged Erasmus Mundus students to build a video-community to share their academic experience. Students became the main actors for promotion by means of their knowledge and expectations being published in a multimedia contest.



3. JDAZ - Joint Degrees from A to Z

JDAZ responded to a genuine need of Higher Education Institutions and relevant advisory bodies dealing with joint programmes, to create a practical guide providing a comprehensive knowledge about joint programmes. The guide pays special attention to quality assurance and recognition of double degrees. Besides, it includes information about employment perspectives.



4. ECCE MUNDUS - Enhancing Cross-Regional Cooperation with Erasmus Mundus

ECCE MUNDUS focused on facilitating co-operation between higher education institutions in Austria, Hungary and Slovakia and regions outside the EU – Western Balkans, Eastern Europe and Central Asia. Its main goal was to increase the number of participants from those regions by information sharing and training.



5. QACHE - Quality Assurance of Cross-border Higher Education

QACHE originated from a real and perceived need to address, in terms of information and practical support, the quality assurance (QA) of cross-border higher education (CBHE). Its main goal was to reinforce a dialogue within European countries and between Europe and other world regions on QA of CBHE, to provide practical support primarily to QA agencies and to facilitate thus the further development of a European dimension in QA.



6. Adde Salem - Double Degree in Europe, South American Leadership and Employability

Adde Salem analysed to what extent engineering joint degrees' curricula reflected job market needs in the most developed countries of Latin America. Research and analyses made by the project resulted in creating new joint academic courses and in preparing special publications.



7. Social economy - Enhancing the studies and practice of the social economy in higher education

Social economy gained an in-depth knowledge of the nature, origins and practice of a people-centred economic approach (the social economy system). It also gave recommendations on how this system could interact more efficiently with other economic systems to enhance the values of equality, efficiency and reciprocity for human development.



8. ASK Asia - Agriculture, Skills, Knowledge in Asia: Competences and employability of Erasmus Mundus Graduates in Agriculture on the Asian Professional Market

ASK Asia allowed European and Asian universities to identify specific competences and skills in agriculture-related life-sciences. The project aimed to provide Erasmus Mundus Alumni with a comparative advantage in the job market in Asia. Higher education institutions, graduates and employers were involved in the activities. The study was oriented towards six countries: Cambodia, China, Indonesia, Mongolia, Thailand and Vietnam.



9. SUSTAIN - Strengthening higher education in Urban Sustainability and Transitions towards internationalisation of Academic Institutions and Networks

SUSTAIN improved the quality of higher education in Sustainable Urban Development (SUD) in Europe and partner Universities in Asia. The project increased the employability of students and facilitated the access of Asian students to European Higher Education (EHE). Standardised educational modules related to SUD were developed.



10. EDBKN - European DesignBuild Knowledge Network

EDBKN focused on the development of a European DesignBuild Knowledge Network. The project promoted the implementation, distribution, and sustainability of the innovative DesignBuild methodology. This teaching and research model enables students to undertake architectural projects that develop balanced future living environments.



EM-ACE

Promoting Erasmus Mundus towards European Students: Activate, Communicate, Engage

KEY INFORMATION

Coodinator

Sapienza University of Rome, Italy

Institutions/Countries involved

Ghent University, Belgium

Network of Universities from the Capitals of Europe, Belgium

CampusFrance, France

ICUnet.AG, Germany

The Knowledge Partnership, UK Ltd, United Kingdom

The University of Melbourne, Australia

University of Belgrade, Serbia

Geographical focus Worldwide

Year of activity 2012 - 2015

Total budget € 329,585

Grant received € 247,183

Website www.em-ace.eu/en

How can students be attracted to Erasmus Mundus? According to the La Sapienza University of Rome and its international partners, visibility is the key to success. They launched a project which aimed at improving Erasmus Mundus marketing and at increasing the number and quality of applications. In order to reach these objectives, they carried out training and promotion activities across Europe directed to students, International Relations officers, Erasmus Mundus coordinators often in cooperation with the Erasmus Mundus Alumni Association (EMA). They also prepared a [needs analysis](#), a short- and long-term Erasmus Mundus marketing strategy toolkit ([Promoting Erasmus Mundus Joint Master Degrees](#)), as well as various promotional and training materials (for instance the “[Look at me now](#)” campaign, and ‘[guidelines and tips for a successful EM application](#)’).



Alessandra GALLERANO
Project Manager
International Relations
Office, Sapienza
University of Rome

“TOOLS DEVELOPED AND EXPERIENCE ACQUIRED WILL CERTAINLY BE USED IN COMING YEARS”

What is your best project memory?

It is hard to think of just one best memory, since all of us remember this project with a sense of pleasure and pride. But to give just a few examples: we should mention an excellent cooperation between partners and the sense of shared ownership of the project. In addition, great promotional events and training sessions took place at HEIs spread across Europe proving how the work done under the project was of interest to Erasmus Mundus coordinators and students. We also had funny moments while catching buses in the middle of Brussels and trying to find a warm room for a meeting in a freezing Cambridge college.

What was the most important thing you learnt during the implementation of the project?

We’ve understood how important it is to take students’ views into account when developing marketing material and how easily one forgets about it while constantly being involved in the administrative side of the programme. We also now know how much work must still be done to professionalise marketing of international study programmes within European universities.

And what do you like about your project?

The expertise of the EM-ACE consortium members is certainly among the strongest added values of the EM-ACE project. During the proposal preparation phase, partners were carefully selected to bring a mix of competences that could, in synergy, contribute to the development of an effective marketing strategy for Erasmus Mundus. Different organizations, including universities in four different countries (Sapienza, UGhent, UBelgrade, UMelbourne), a HEI network (UNICA), a consultancy company specializing in HE marketing (The Knowledge Partnership), a nation-wide organisation in charge of HE internationalization and promotion (Campus France), and the Erasmus Mundus Student and Alumni Association (EMA) were included in the consortium.

Such a shared coordination of the consortium has proven highly successful. During the project

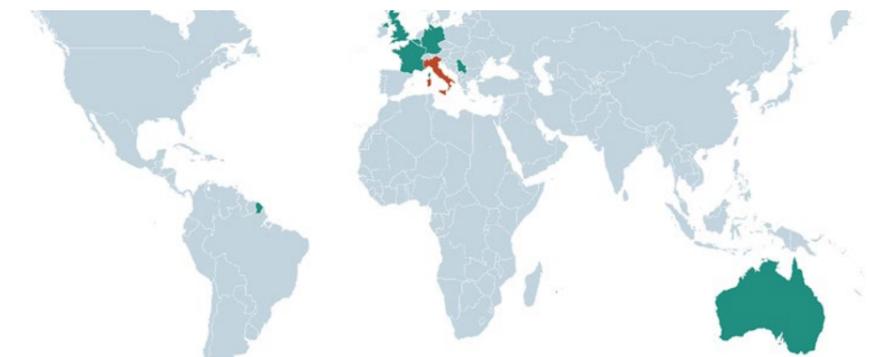
implementation, all partners have brought new ideas to the project (even enlarging the scope of the proposed workplan) as well as ongoing constructive feedback. Moreover, all partners have demonstrated high commitment to the project. This has resulted in a sense of shared ownership, which we consider as the key to EM-ACE’s success.

What was the most difficult moment and how did you cope with it?

The transition from the former Erasmus Mundus to the new Erasmus+ programme has certainly been among the most difficult times the EM-ACE had to cope with. The political context in which the EM-ACE project has first been implemented has, indeed, posed some key challenges in terms of outcomes and first impact. Indeed, without a definite brand it became difficult to develop an effective marketing strategy. Also, in the advent of a new programme, Erasmus Mundus promotion was less valued by some target groups. Some Erasmus Mundus coordinators were not interested in the project outputs as they were already looking for new opportunities under Erasmus+. But despite the above challenges, we worked very hard as a team to ensure that products developed under the first phase of EM-ACE could be easily adapted and used in different contexts. Hence, once the retention of the Erasmus Mundus brand (for the Joint Master programme) under the Erasmus+ programme was announced, the EM-ACE team adjusted the website and material accordingly in a relatively short time. What is more, the uncertainty over the name and brand, moved us to make sure our marketing toolkit could be used to check that any joint degree, whether Erasmus Mundus or not, is being marketed effectively. Now Erasmus Mundus coordinators are looking with strong interest at the material produced by the EM-ACE team, as also demonstrated by the high number of registrations received for the EM-ACE final conference.

Looking from today’s perspective, what would you have improved in the project implementation?

With hindsight we could have tried to have a direct involvement of the HEIs’ marketing units on top of the Erasmus Mundus project coordinators, which are our usual target group.



The reality is that many universities still don’t even have marketing as a function, so it’s been really difficult to do this. Moreover, it would have been interesting (with more time and resources) to complement the EM-ACE marketing strategy with practical advice/suggestions on how to engage different channels for Erasmus Mundus promotion.

Has the EM Action 3 initiative encouraged you to continue the work initiated during the project?

Since we have built a strong partnership, we do hope to continue working both with the project partners and on the project topic in the future. The tools developed under the EM-ACE project, as well as the expertise acquired in the field of joint programme marketing, will be certainly used in the coming years and further adjusted to our institutional context. Moreover, together with some of the EM-ACE partners we are thinking of preparing a follow-up project within the framework of the new Erasmus+ programme.

How and by whom the outcomes of your project will be used in the future? Will students have a particular benefit from the outcome?

The marketing outcomes of the EM-ACE project will be used mostly by Erasmus Mundus Joint Master Coordinators and other university staff involved in the marketing of international study programmes. All products and results are published on EM-ACE website and are easily accessible and downloadable. They can also be adapted to different contexts and languages. We also hope that the strong dissemination and exploitation strategy put in place during the lifetime of the project, as well as the integration of the marketing toolkit within the existing and well-known EMQA platform (www.emqa.eu), will also ensure that the results are known to coordinators and useful to them.

As far as students are concerned, EM-ACE produces a series of products directly targeting students including: the student section of the EM-ACE website, guidelines on how to prepare a successful application, videos, social campaigns, paper cards promoting Erasmus Mundus, etc. Students will mostly access these products online.



TuBeMATES

Boost Erasmus Mundus, European higher education and employability through video Sharing community

KEY INFORMATION

Coordinator

University of Barcelona, Spain

Institutions/Countries involved

University of Graz, Austria

University of Poitiers, France

Open University Guglielmo Marconi, Italy

Aoyama Gakuin University, Japan

Thammasat University, Thailand

Hanoi University Of Science And Technology, Vietnam

Geographical focus South-East Asia

Year of activity 2012 - 2014

Total budget € 348,487

Grant received € 261,365

Website www.tubemates-project.eu

Erasmus Mundus and Erasmus+ programmes have been active in developing new ways of communication with students and academics. The TuBeMates project concentrated on audio-visual productions promoting academic cooperation between Europe and Asia. It created a video sharing community on a [youtube channel](#) which presents numerous testimonies, conference statements and advice on various aspects of the Erasmus Mundus programme. Apart from videos, the project organised events and conferences which were a very good opportunity for information exchange and networking.



Begoña GROS
TuBeMates Project Coordinator and lecturer
University of Barcelona

"WE WOULD LIKE TO EXTEND THE USE OF THE VIDEO SHARING COMMUNITY AND EXPAND THE SCOPE OF EMPLOYABILITY"

What is your best project memory?

For us the most motivating part of the project was to see the outcome of the platform created from the videos of the students who participated during the second year of the project. The use of digital storytelling applied in the videos was very interesting. It allowed us to learn about many unique experiences that reflect the different views and expectations of European and Asian students.

The final conference in Hanoi (Vietnam) was also particularly interesting. Asian students participated and shared experiences. We have identified a major interest from Asian students in participating in the Erasmus Mundus Program, but at the same time they do not have much information about how to get involved. In my view, the dissemination of the outputs of tuBEMATES can help to this promotion.

What was the most important thing you learnt during the implementation of the project?

I would like to highlight three different aspects:

1. Communication. During the project we had three face-to-face meetings but we also had many virtual meetings. In my opinion, the frequent communication among the partners was very important and helped to solve difficulties during the project.
2. Quality assessment. During the project we had internal and external evaluation. The recommendations and constant feedback were very useful and helped us to modify mistakes, problems, etc.
3. Management. At the beginning of the project, coordinators developed a "Management Handbook" using an internal blog. This blog has been continuously updated and allows us to support and control the progress of the work. This tool has been very useful for facilitating the monitoring of the results and the progress made during the project.

And what do you like about your project?

The most pleasant part of the project was the creation of tuBEMATES Video Sharing Community. We liked the videos produced by the partners and EM students and we enjoyed a nice atmosphere of the project. On a more cheerful note, we had a lot of fun trying to cross the crowded streets of Hanoi.

What was the most difficult moment and how did you cope with it?

Our biggest challenge was the creation of the Video Sharing Community because participation in it required maintaining promotion and dissemination efforts through multiple channels: student associations, universities, digital social networks (LinkedIn, Facebook), etc. However, we realised 38 videos, which was a good result given the short lifespan of the contest itself.

During the second year, a lot of effort was made to disseminate the project in order to improve participation in the network and to promote the competition.

Looking from today's perspective, what would you have improved in the project implementation?

Looking from today's perspective and considering that we are satisfied with the results, we should have foreseen more time for the evaluation of videos.

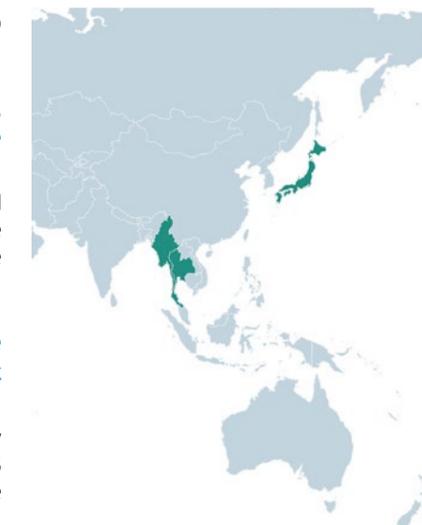
Has the EM Action 3 initiative encouraged you to continue the work initiated during the project?

Yes, definitely. In fact, we have proposed a new project to extend the use of the tuBEMATES Video Sharing Community and expand the scope of employability.

How and by whom the outcomes of your project will be used in the future? Will students have a particular benefit from the outcome?

The outcomes of the project are directly addressed to the students; they are the main target group and users of the network. The tuBEMATES Video Sharing Community is as well a useful tool for the Universities to disseminate ERASMUS Mundus in Asia and Europe.

In future, the network could be used to incorporate new student video materials through the platform.





Joint programmes from A to Z

JDAZ Joint Degrees from A to Z

KEY INFORMATION

Coodinator

Organisation for Internationalisation in Education, Netherlands

Institutions / Countries involved

Austrian Agency for International Cooperation in Education and Research (OeAD), Austria

Centre for International Mobility (Cimo), Finland

Education Exchanges Support Foundation (SMPF), Lithuania

Norwegian Centre for International Cooperation in Education (SIU), Norway

Foundation for the Development of the Education System (FRSE), Poland

Geographical focus Worldwide

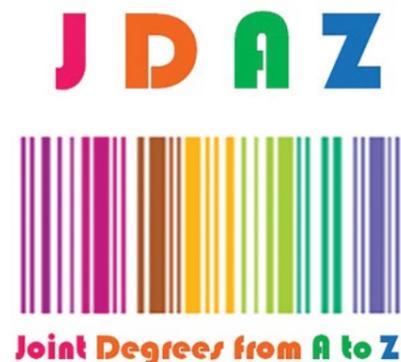
Year of activity 2012 - 2015

Total budget € 96,442

Grant received € 86,798

Website www.nuffic.nl/en/expertise/jdaz

Erasmus Mundus and Erasmus+ programmes are rich in various scholarship opportunities. It is not easy to find one's way in the plethora of initiatives, actions, partnerships and consortia. Fortunately, the Dutch Organisation for Internationalisation in Education and national structures of five other European countries prepared a single, comprehensive reference guide ([JDAZ guide](#)) dealing with all aspects of joint programmes with a special focus on development, quality assurance and degree recognition. In addition, the project organised seminars and conferences, such as 'Practical examples for practical guidelines'.



**Madalena
PEREIRA**

JDAZ coordinator
EP-Nuffic, presently
the National
Agency Erasmus+

*"IT HAS BEEN A VERY ENRICHING
EXPERIENCE AND AN OPPORTUNITY TO
LEARN AND GROW FOR ALL PARTNERS
INVOLVED"*

What is your best project memory?

The final project session was a true celebration of the launching of the JDAZ guide. We presented the project results and set them in a global perspective to make clear how joint programmes are being supported in the EHEA. The celebration was completed with a diner where we made some toasts (with genuine champagne!); here are some of them:

- Prost to the work done and the successful completion of the JDAZ guide. We've made it!
- Prost to having fun!
- Prost to love and life!
- Prost to the capacity of seeing small beautiful things around you!
- Prost to women over 40!

What was the most important thing you learnt during the implementation of the project?

Do not underestimate the amount of research and coordination work needed to implement an EU project (like JDAZ)!

When we started reviewing the available literature and project results, we found ourselves looking at an ocean of information! It was a big challenge to read, select and organise all the information in a complete coherent picture. We have spent a record time discussing:

- the precise definition of the terms: joint degree, joint programme, joint degree programme, joint qualification (is it possible to have a joint programme leading to a qualification that is not a joint qualification? or is the qualification of a joint programme always a joint qualification?).
- the difference between a reference guide and a guide with references.

These differences can have large implications for the project findings and outcomes.

We have succeeded in turning the ocean of information into a practical manual for practitioners working with joint programmes.

After the work done, new information can be easily added to the structure of the JDAZ guide.

Following the "key messages for practitioners" proposed in the JDAZ guide, we can list the following lessons learned:

- base your cooperation in solid knowledge and trust in your partners
- make sure the management at your organisation supports the project and understands its relevance
- be ready to be flexible and learn!

And what do you like about your project?

We appreciate an excellent opportunity to collaborate both internationally and internally within our organisation (colleagues from the department National Agency Erasmus+ and department Expertise & Innovation at EP-Nuffic). A very close collaboration based on a solid mutual trust (professional & personal) enabled us to produce a text that is not a "Frankenstein" and meets the expectations of all its authors. It has been a very enriching experience and an opportunity to learn and grow for all the persons involved.

What was the most difficult moment and how did you cope with it?

You do not realise at first, but a project like this takes three years of your life! In this time we faced several moments of personal trouble which made two members of the core team temporarily stop their work. Fortunately the JDAZ planning was not tight and we could implement all the project actions and finish the guide perfectly on time.

Looking from today's perspective, what would you have improved in the project implementation?

Looking back, we may have spent less time on finding good practice examples, since our experts made us realise that good practices

were specific to a particular context and couldn't be easily generalised. But several things we would have done differently were necessary stages we needed to go through to arrive at better insights.

Has the EM Action 3 initiative encouraged you to continue the work initiated during the project?

Yes, mostly because our guide has been very well received and we have received several invitations from HEIs and advisory bodies to deliver training on joint programmes. Now we face the challenge of how to tackle specific situations of various country/HEI but we find it very encouraging and stimulating. We intend to pick up the moment and come up with ideas for possible further steps.

How and by whom the outcomes of your project will be used in the future? Will students have a particular benefit from the outcome?

The JDAZ guide will serve professionals at HEIs wishing to develop or already working with joint programmes. Furthermore, advisory bodies, National Agencies, Quality assurance bodies, ENICs NARIC, and a broad community involved in higher education can profit from the guide. Besides being available in pdf format www.nuffic.nl/en/expertise/jdaz the guide is also available at ECAPEDIA and very easy to consult at www.ecahe.eu/w/index.php/Portal:Joint_degrees_from_A_to_Z

Even though students are not the first target group, the guide insists on the importance of checking for example the quality or the recognition of the degree, with the view to assure the interest of the student. Therefore the guide will also indirectly benefit the students, by alerting HEIs to all the issues involved in the development of joint programmes that have direct influence on students (from the linkage to the curriculum with the labour market, tuition fees, recognition, professional requirements, etc.).





ECCE-MUNDUS Enhancing Cross-regional Cooperation with Erasmus Mundus

KEY INFORMATION

Coordinator
Tempus Public Foundation, Hungary

Institutions / Countries involved
Austrian Agency for International Cooperation in Education and Research, Austria
Slovak Academic Association for International Cooperation, Slovakia

Geographical focus
Eastern Europe, Western Balkans and Central Asia

Year of activity 2011 - 2014

Total budget € 174,070

Grant received € 156,663

Website www.eccemundus.eu

Naturally, the number of participants in the Erasmus Mundus programme is not exactly equal per country or region. For example, a few years ago higher education institutions from Eastern Europe, Western Balkans and Central Asia as well as the three Central European countries (Austria, Hungary, Slovakia) seemed to be underrepresented. This encouraged the ECCE Mundus team to help increase the number of programme participants by creating an [on-line database](#) collecting information on Erasmus Mundus scholarship opportunities. In addition, they held a series of training seminars (in Vienna, Bratislava, Almaty and twice in Budapest). Thanks to all those activities, representatives of various Higher Education Institutions from the regions concerned got access to practical information (with proper briefings for every institution before and after every seminar) and valuable contacts with potential EU partners. Next to universities, the project tried also to reach Master and PhD students and employers.



**Márton
BEKE**
Coordinator
Tempus Public
Foundation

**“ALMOST THREE QUARTERS OF
SEMINAR PARTICIPANTS DEVELOPED
THEIR IDEAS INTO ACTUAL PROJECT
PROPOSALS”**

What is your best project memory?

The ECCE Mundus project was the best project-related experience in our professional career. The project idea was built on a very clear needs analysis, taking into account Erasmus Mundus participation of all three countries and targeted partner countries involved. The workplan consisted of a series of activities that had already proven to be useful in other projects before, however they had never been combined in one place. So this might be the main success factor of the ECCE Mundus project – a clear needs analysis, clearly identified target groups and activities that fit well the purpose.

But there is more to that. Collaborating closely with colleagues in other countries within a small project team was very encouraging and motivating not only as far as project activities were concerned but it also improved the everyday work of our Erasmus Mundus National Structure and later on of the Erasmus+ National Agency. Getting out of the office and meeting the colleagues in person, producing concrete project outputs together, maintaining intensive communication throughout the year, these are sources of many pleasant memories. Moreover, members of the project team have gathered a number of new skills, useful knowledge and professional experience. And it does not matter whether the backdrop of the scene was one of the capitals in Central Europe, Bratislava, Budapest or Vienna or a distant Almaty in Central Asia! The success of each event and its networking dimension was well supported by good food, like typical Wiener schnitzel in Vienna, goulash in Budapest, various sausages in Bratislava and tasty horse meat dishes in Almaty.

What was the most important thing you learnt during the implementation of the project?

For us the most important thing we've learnt was the discovery that when you are part of a small project team there is no chance to be a "sleeping partner". You must communicate and anything you do (or don't do) has a strong impact on the project, both in a positive as well as in a negative way. But in return you get an amazing feeling of owning the project and extremely close cooperation that you can hardly ever experience in big networks. This is the phenomenon which makes people say "this project is my baby".



**Martina
FRIEDRICH**
Coordinator
Austrian Agency
for International
Cooperation in
Education and
Research

And what do you like about your project?

We are really glad that we have reached a certain level of sustainability in this project. The ECCE Mundus project was meant to increase the participation of higher education institutions in Austria, Hungary and Slovakia and countries in Eastern Europe, Central Asia and Western Balkans in the EU programmes of Erasmus Mundus and Tempus. In the light of the launch of the Erasmus+ programme and its new possibilities for funding, the ECCE Mundus project was more than welcome by the target groups. For many of them it was the first source of information and guidance on the new programme. It also promoted internationalisation of higher education in all its forms. As the final ECCE Mundus impact survey showed, virtually all participants were motivated to continue contacts and cooperation ideas initiated during the seminars, and almost three quarters of ECCE Mundus seminar participants continued to develop their project ideas with new partners into actual project proposals. Moreover, those who experienced the ECCE Mundus project still tend to contact the ex-ECCE Mundus team for information on the Erasmus+ programme. They visit the project website and download the compendia of project ideas as well as search the database of Erasmus Mundus courses offered in AT, HU and SK. This is what we like about the project very much.

What was the most difficult moment and how did you cope with it?

The ECCE Mundus application was submitted in a period when there was minimum information about the next generation of EU programmes in the field of education and training. The original work-plan was based on the Erasmus Mundus and Tempus reality. With the launch of Erasmus+ many elements of the project had to be revised and solutions had to be found in order to keep the project relevant for the target groups. But thanks to a well-working partnership we agreed quickly on a plan B and in the end we implemented the project successfully.

During project implementation we also had some difficulties and major issues which had indirect effects on our agenda and thus, the project started with some delay. Nevertheless, we not only managed to realise the three planned contact seminars but due to efficient use of funds we also organised two additional events.

Looking from today's perspective, what would you have improved in the project implementation?

If you organise an event in an EU country and



**Katarína
ŠMÁLOVÁ**
Coordinator
Slovak Academic
Association for
International
Cooperation

participants from outside the EU, you should take into account that more effort and time will be needed, especially due to visa requirements or simply greater travel distances. The same applies to the workload, which can become surprisingly heavy, if you offer reimbursement of travel and accommodation costs to seminar participants after the event. Given all that, we would probably foresee more time for event organisation.

Has the EM Action 3 initiative encouraged you to continue the work initiated during the project?

Yes, it did. The three partner countries still collaborate with each other and created fruitful synergies. Moreover, we are in touch with a group of alumni of the Mundus courses covered by ECCE: we inform them about our activities and invite them to our events. It is always a great pleasure to meet our past participants during various events like conferences or info days. It happened several times that a person who started as a participant trained by the consortium proved later on to be a successful project manager and became one of our resource persons.

How and by whom the outcomes of your project will be used in the future? Will students have a particular benefit from the outcome?

ECCE Mundus seminars will serve as an example and inspiration for future Erasmus+ National Agencies activities, both in terms of content as well as structure. Results and experiences gained during the implementation of the project will be used in the promotion of the centralised actions of Erasmus+. In-depth knowledge on the joint and double degrees will be disseminated in conferences and training seminars.

The end-users (i.e. representatives of academia) may have permanent access to project outcomes published on the project's website (as compendia of projects). Students interested in joint study programmes can get a quick overview of Erasmus+/Erasmus Mundus joint programmes offered by higher education institutions in Austria, Hungary and Slovakia in an attractive promotion brochure and an online course database.





QACHE

Quality Assurance of Cross-border Higher Education

KEY INFORMATION

Coodinator

European Association for Quality Assurance in Higher Education (ENQA), Belgium

Institutions / Countries involved

High Council for Evaluation of Research and Higher Education (HCERES), France

German Accreditation Council (GAC), Germany
National Agency for Quality Assessment and Accreditation (ANECA), Spain

The Quality Assurance Agency (QAA), United Kingdom
Tertiary Education Quality and Standards Agency (TEQSA), Australia

Asia-Pacific Quality Network (APQN), China

Arab Network for Quality Assurance in Higher Education (ANQAHE), Egypt

Geographical focus Worldwide

Year of activity 2013 - 2016

Total budget € 465,028

Grant received € 348,500

Website www.qache.wordpress.com

The Quality Assurance of Cross-border Higher Education (QACHE) proposal stemmed from a real and perceived need to address, in terms of information and practical support, the Quality Assurance (QA) of cross-border higher education (CBHE). The project looked closely into different ways in which European QA agencies and higher education institutions (HEIs) address the accreditation and quality assurance of the programmes delivered outside of their countries. Based on good practices from Europe, Australia, Asia-Pacific and the Gulf Region, the project elaborated a [toolkit](#) for Quality Assurance Agencies. This toolkit provides practical guidance to quality assurance agencies on how they can improve the sharing of information relating to CBHE and enhance cooperation in its quality assurance. The [final report](#) of the project concludes the main findings, provides good practice cases and a suggestion for further research, and gives policy recommendations to policy makers at national and European levels.



Paula RANNE
Deputy Director
European Association for Quality Assurance in Higher Education

“THE PROJECT HAS MANAGED TO STIMULATE DISCUSSION ABOUT THE TOPIC AMONGST A WIDE COMMUNITY IN HIGHER EDUCATION”

What is your best project memory?

There are many good memories linked with the project. I would say the best ones are related to the regional forums we organised in Manama (Bahrain) and Macao (China). The hospitality and friendliness of the hosting colleagues was overwhelming. Also, while being a long way from our home bases in Europe, the project working group grew to become a close group of colleagues and friends.

In Bahrain, the project delegation was invited to meet with the Minister of Education of Bahrain. It was encouraging to see that he was genuinely interested in the project and could see how it was truly beneficial for the developments of quality assurance (QA) of cross-border higher education (CBHE) in the region. We even made the evening news and the next morning paper of Bahrain with this visit.

The regional forums turned out also to be the best method for gaining knowledge on the current state of the art in the QA of CBHE. Sitting down face to face with colleagues from other regions was a remarkable learning opportunity everybody. It gave accuracy, shape, structure and content for us to be able to identify the most important findings of the project.

What was the most important thing you learnt during the implementation of the project?

The project consortium managed to identify two priorities on how to enhance processes related to the QA of CBHE:

- to address the lack of information and policy dialogue on national approaches to the quality assurance of CBHE among all stakeholders, and thus improve understanding and trust amongst QA agencies;
- to find practical ways in which QA agencies, in sending and receiving countries, can cooperate and share responsibility, so as to facilitate the quality assurance of CBHE and avoid regulatory gaps or duplication.

In addition to these main findings, we have learned that challenges concerning the topic do not differ very much between countries / regions. Although national / regional settings are somewhat different, core challenges remain the same. This supports the idea of further strengthening cooperation between regions.

And what do you like about your project?

The project has managed to stimulate discussion about the topic amongst a wide community in higher education in Europe and in the participating regions (Gulf and Asia-Pacific). It has been genuinely a positive learning experience for all counterparts from each of the participating regions.

What was the most difficult moment and how did you cope with it?

Preparing the regional forum in Macao, China was a little challenging due to different time zones of persons involved in the planning (Brussels, Belgium – Bangalore, India – Shanghai and Macao, China). This was a hectic especially in the last days of the planning before the actual event took place.

The preparations of the final conference were demanding as very small team of staff from ENQA and HCERES were organising a large scale, international event (with some support from partners of course).

Looking from today's perspective, what would you have improved in the project implementation?

Schedule should have been planned better in order to allow more time between regional events. The surveys we prepared for higher education institutions and QA agencies should have been tested beforehand in order to gain more accurate and complete answers (some questions appeared to be too difficult and

detailed for the respondents). Between the final event and the end of the project duration, more time should have been reserved to conclude the findings in the final report.

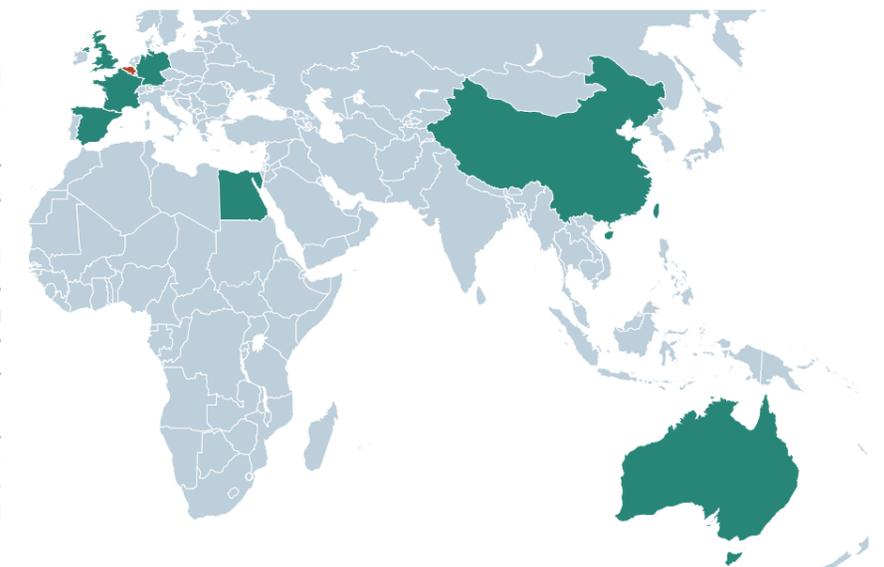
Has the EM Action 3 initiative encouraged you to continue the work initiated during the project?

Yes, indeed, the overall impression among the project partnership is that this project has only been the first step in truly understanding and getting a grasp of the QA of CBHE, and the attempts to make it better. We need to look into ways to take the project further.

How and by whom the outcomes of your project will be used in the future? Will students have a particular benefit from the outcome?

The main output of the project, “Cooperation in cross-border higher education – a toolkit for quality assurance agencies all over the world, helping them in planning and carrying out the QA of CBHE. The project has also put QA of CBHE more prominently on the agenda among regional QA networks.

At the end of the day, students are the main beneficiaries of the project. Although they might not be exposed directly to the findings in the project, the outcomes (enhancement and better coordination of the QA of CBHE) will eventually serve the students in the form of a high quality education provision across borders.





ADDE SALEM

A Double Degree in Europe, South American Leadership and Employability

KEY INFORMATION

Coordinator

Polytechnic University of Milan, Italy

Institutions / Countries involved

Central Graduate school of Lille, France
 Central Graduate school of Nantes, France
 Central Graduate school of Paris, France
 Budapest University of Technology and Economics, Hungary
 Instituto Superior Técnico (IST), Portugal
 Technical University of Madrid, Spain
 Lund University, Sweden
 Austral University, Argentina
 Buenos Aires Institute of Technology, Argentina
 Federal University of Rio de Janeiro, Brazil
 São Paulo University, Brazil
 Federico Santa Maria Technical University, Chile
 Pontifical Catholic University of Chile, Chile
 Javeriana University, Colombia
 University Norte Foundation, Colombia

Geographical focus South America

Year of activity 2011 - 2014

Total budget € 830,825

Grant received € 335,760

Website www.addesalem.org

One of the biggest higher education challenges of today is how to link studies with job market requirements. The Adde Salem project tried to confront this challenge by identifying students' needs and job market requirements relevant to the Erasmus Mundus Joint and Double Degrees in engineering delivered in South America. As a result, it issued a special publication on the basis of its research "[ADDE SALEM: A double degree in Europe South American leadership and employability](#)". The project also contributed to a number of new double degree agreements signed between European and South American institutions and held open conferences, working groups and international seminars.



Giancarlo SPINELLI
 Coordinator
 Polytechnic University of Milan

"WE LIKED THE GREAT SPIRIT OF COLLABORATION AMONG PARTNERS"

What is your best project memory?

Interestingly enough, our best memory is linked with planting a big tree in Baranquilla (Colombia), at UNINORTE, in March 2014. This event was attended by the Rector of Uninorte, Jesús Ferro Bayona, and the coordinator of the project, Giancarlo Spinelli and representatives of the partner institutions. The tree has a plaque dedicated to our project and it will be a reminder of our work in the years to come.

What was the most important thing you learnt during the implementation of the project?

The project made us realise that although joint-master graduates were appreciated by employers, employers' knowledge of the Erasmus Mundus programme (their aims, curricula, acquired skills and competences) was very limited. Through this we learnt that what was really needed was a better promotion of the programme.

And what do you like about your project?

We liked a lot the fact that we managed to set a procedure for partner institutions to continuously get feedback from all the stakeholders involved (professors and administrative staff, alumni, students, employers). Another thing we liked was a great spirit of collaboration among partners and the special links we created between European and Latin American Institutions.

One of the unexpected outcomes was that ADDE SALEM did not only trigger new transatlantic agreements but also agreements between Latin American Universities.

What was the most difficult moment and how did you cope with it?

The most difficult task was collecting material and editing all the chapters of the book which was the final publication. We coped with the deadline thanks to a continuous communication with the authors, their intensive work and the prompt collaboration of all the partners.



Francesca FOGAL
 Project Officer
 International Relations
 Polytechnic University of Milan

Looking from today's perspective, what would you have improved in the project implementation?

We would have involved a greater number of employers, in order to be able to group them by industrial or tertiary sectors and still have a sufficiently wide statistical sample to compare their different needs.

Has the EM Action 3 initiative encouraged you to continue the work initiated during the project?

The above mentioned great spirit of collaboration among partners and the special links we created between European and Latin American Institutions are a guarantee for future successful joint activities. As an example we already used the acquired know-how in a project (FAE- Feedback from Alumni and Employers) of the T.I.M.E. association made up of 55 institutional members from 4 Continents.

The collaboration with some of the Adde Salem partners is also continuing within the Erasmus Mundus Action 2 - Strand 1 project entitled Sustain-T: Technologies for Sustainable Development.

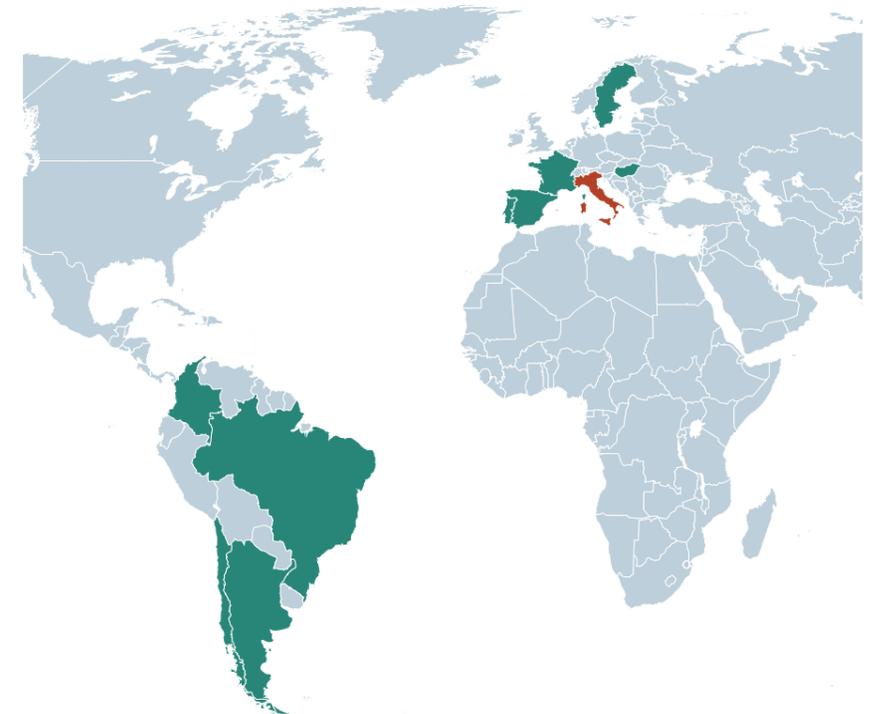


Barbara DEL SOLE
 Project Officer
 EU Projects Office, Polytechnic University of Milan

How and by whom the outcomes of your project will be used in the future? Will students have a particular benefit from the outcome?

The outcomes of the Adde Salem project are addressed to 3 major stakeholders: Higher Education Institutions, companies and students. Higher Education Institutions will be able to develop double degrees which are more oriented toward the industrial needs of the respective countries. Companies will have a clearer picture of the competences and skills acquired by double degree alumni and will be keener to hire them. Furthermore, double degree alumni will benefit of potential employers' increased consciousness when looking for jobs.

Students will be more aware of the opportunities offered by double degrees (in terms of their future professional development for example) and will be able to participate in double degree projects whose curricula will be more responsive towards the industrial world.





SOCIAL ECONOMY

Enhancing Studies and Practice of Social Economy and Social Capital in Higher Education

KEY INFORMATION

Coordinator

York St John University, United Kingdom

Institutions / Countries involved

Centre of African Studies of the University of Oporto, Portugal

Faculty of Business Studies – Mondragon University (MIK), Spain

University of San Simón, Bolivia

National University of San Antonio Abad Del Cusco, Peru

Geographical focus Worldwide

Year of activity 2012 - 2015

Total budget € 334,270

Grant received € 246,770

Website

www.yorks.ac.uk/erasmus-mundus/social-economy.aspx

The economic downturn following the banking crisis of 2008 raised serious questions about how European higher education addresses and perpetuates the limitations of a specific economic model which has proved to be highly unsustainable. The Social Economy project gained an in-depth knowledge of the nature and practice of the people-centred economic approach. One outcome was a 240 pages handbook ([‘Enhancing studies of the social and solidarity economy’](#)) in three languages, which includes values, epistemology, ways of working and social enterprise ecosystems in universities. It contains literature reviews, practical cases from four continents, dialogical models, pedagogical activities and professional competences. The end-of-project conference addressed how the social and solidarity economy could interact more efficiently with the public and private sectors, to enhance equality and reciprocity for human development.



Margaret MEREDITH
Project coordinator
York St John University

“THE DIALOGICAL APPROACH USED ENABLED PARTNERS TO CO-CREATE MODELS AND EXPLANATIONS WHICH REFLECTED DIFFERENT REALITIES”

What is your best project memory?

Probably the most rewarding and emotional moment for us as coordinators was the conference held at York St John University. The delegates included many people who had collaborated with us in an event to mark the end of the project and the launch of the handbook. Academics, students, policy makers and those working in social enterprises from 21 countries participated. It was wonderful to meet people in person that we had worked with via Skype, and to have an event where participants from a great diversity of backgrounds could interact and share knowledge and experiences. The conference was held in two languages: English and Spanish with simultaneous interpretation, in order to enable wider participation and the sharing of knowledge in a truly intercultural dialogue. The other elements of the conference: the round tables, the social economy fair and the parallel sessions enabled a genuine exchange and sharing of ideas which everyone could follow receiving language support as the conversation went between Spanish and English.

This video captures the flavour of the conference: www.youtube.com/watch?v=nea88NM3Lc

What was the most important thing you learnt during the implementation of the project?

When dealing with an issue which touches on the ethos and purpose of the university itself, a huge amount of time needs to be spent meeting with people at both grassroots and senior level within the institution. We have had many meetings in which we have explained the idea of the project and its significance on a one-to-one basis and in small groups, and proposed courses of action towards the transformational change embodied by the project.

Fostering dialogue and collective understanding and action for a review of the institutional ethos requires courage and teamwork across faculties. Given the faculty-based structure of universities, this too has been a big challenge.



Catarina QUIROZ NIÑO
Project coordinator
York St John University

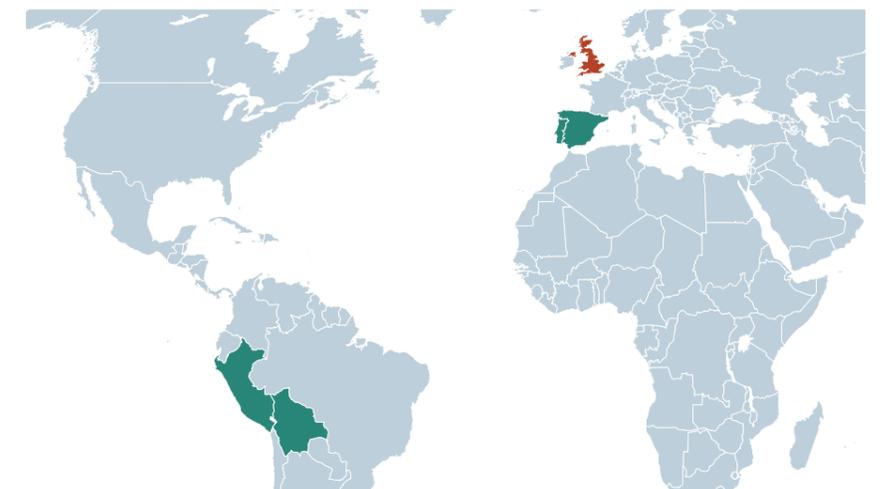
We have also learnt that in spite of different language, subject disciplines, culture and ways of looking at the world, many people in the regions we have worked in have a thirst to be part of a bigger movement to put personal and community well-being ahead of other measures of success, such as financial profit or institutional positioning. This has been very life-affirming.

And what do you like about your project?

We really like many things about it! We have broken some of these down into three categories:

Outcomes: One of the things we are most proud of is the variety of ways that the Consortium has used to capture a multitude of experiences from Africa, Europe and the Americas in the social and solidarity economy and in the three languages of the project: English, Spanish and Portuguese. These include the 240-page project handbook and the use of social media: in particular the project blogs, Facebook and Twitter. The use of social media enabled us to offer a platform for making visible the reflections and activities of university staff and students on the theme of the social and solidarity economy.

Team work: The dialogical approach used when writing the handbook enabled partners to co-create models and explanations which reflected the realities we had studied in the different regions of the project. The multiple perspectives from our interdisciplinary and multicultural team have made the handbook content very rich.



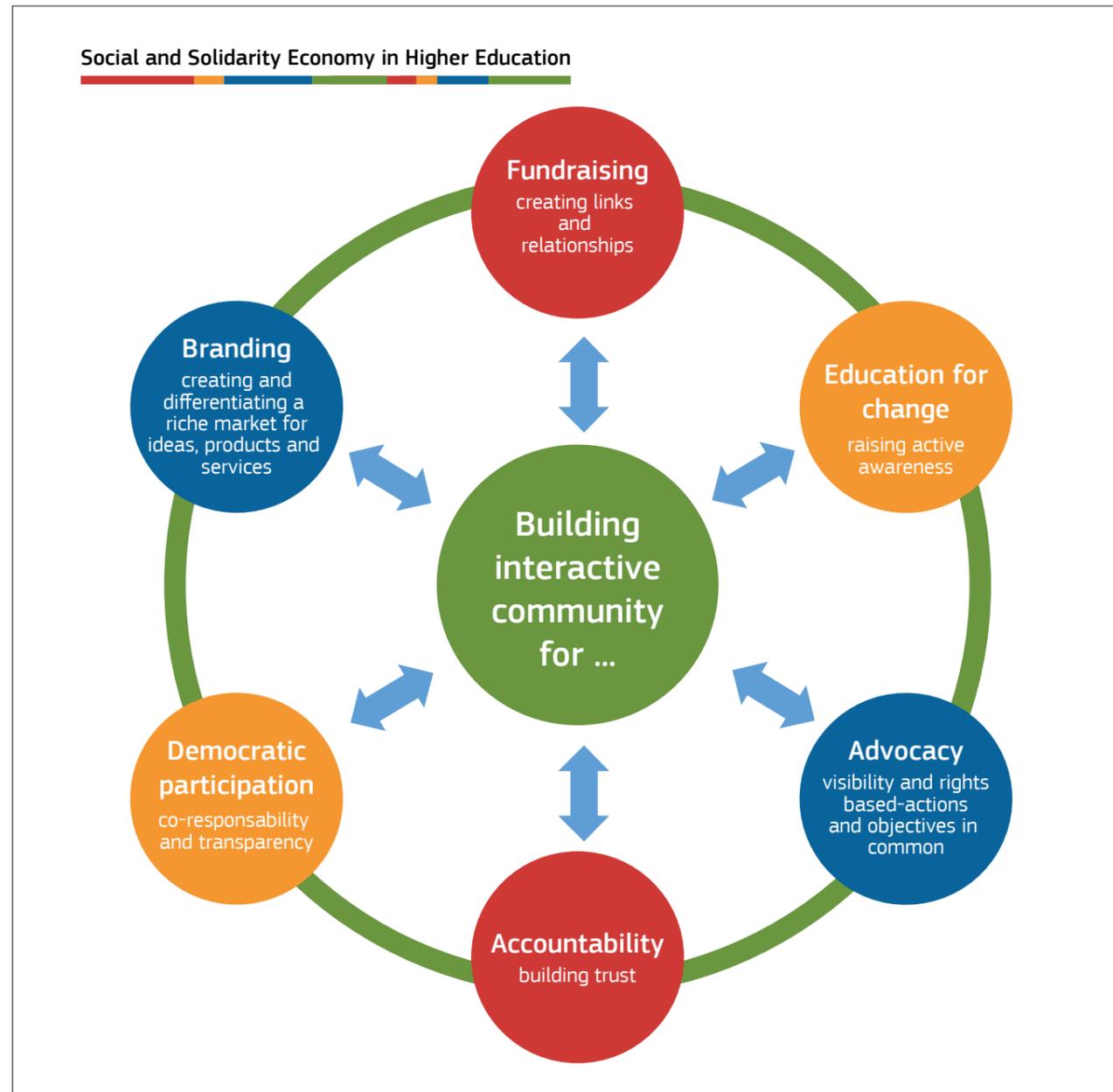
Outreach: The number of delegates at the end-of-project conference from universities and social enterprises demonstrated that the scope of the project had been far greater than originally envisaged. This confirmed the dissemination strategies used in the project had been highly effective. These included delegates from universities, social enterprises and public sector representatives from Argentina, Germany, Cuba, South Africa, Somalia, The Netherlands, Uruguay, the U.S. and Zambia!

What was the most difficult moment and how did you cope with it?

It is difficult to pinpoint just one! Probably the most difficult issue, rather than moment, was dealing with the fact that the co-funding which had been promised didn't arrive when expected and there was a growing possibility it would not materialise at all. This posed a real threat to the project and to the agreements made with partners. As coordinators we spent an inordinate amount of time dealing with this administrative issue and the situation was highly stressful. In consultation with our university we decided to give this issue a cut-off point and then work on the basis that the co-funding agreement would not be honoured. York St John University leadership team made the decision to honour its own commitment to the project and to Erasmus Mundus and underwrite the shortfall in funding, while we sought alternative sources. This meant that the work on the project could continue according to agreed plans.

Looking from today's perspective, what would you have improved in the project implementation?

There were regular Skype meetings between partners. In retrospect we would have considered more face-to-face meetings at the implementation stage in order to accommodate different cultural and working styles.



Has the EM Action 3 initiative encouraged you to continue the work initiated during the project?

The answer to this is a resounding 'yes', both in our university and with the many collaborators and contacts we have made during the project. We are already using the handbook to promote critical thinking about the role and responsibility of our university and other universities. The material in the handbook and project blogs is being used as part of university courses in the Consortium universities and elsewhere. We have plans to continue working with the network of partners and collaborators to further develop this.

York St John University's strategy and action is now focused on making the social economy one of its guiding principles, in line with the university's historic mission to promote social justice. We are collaborating in this endeavour in our own university and with others as they have decided to move forward in the same direction.

How and by whom the outcomes of your project will be used in the future? Will students have a particular benefit from the outcome?

Each of the partners will be implementing processes and findings from the project into their teaching and research. The

practical and values-based curriculum advocated by the handbook will also have positive implications for student engagement in social innovation, social entrepreneurship and employability.

In some of the participating universities, students have been involved in collecting data and have based their own research projects around this. According to their tutors, this process of interacting with local social enterprises and initiatives in their communities has been transformational for the students. We expect this to continue with future cohorts of students internationally. We also hope this link between the university and the community will bring the benefits of educated young people having direct participation within their own

communities, as they gain insights into the variety of social, economic and environmental dimensions of enterprises in the social and solidarity economy.

The handbook is being distributed through international networks: Red de Educación de Economía Social y Solidaria at the Universidad Nacional de Quilmes, Argentina; Universidad Cooperativa de Colombia through their Instituto de Economía Social y Cooperativismo (INDESCO); Intercontinental Network for the Promotion of Social and Solidarity Economy (RIPESS) and its Solidarity Economy Network, USA; Red Española de Estudios del Desarrollo (REEDES), Spain; Rede Portuguesa de Economia Solidária (RedPes), Portugal; Consejo de Educación Popular de América Latina y el Caribe (CEAAL). We have also established a relationship with the British Council Canada-UK and their Students for Social Impact exchange programme which we are seeking to develop in the future.





ASK ASIA

Agriculture, Skills, Knowledge in ASIA: Competences and employability of Erasmus Mundus Graduates in Agriculture on the Asian Professional Market

KEY INFORMATION

Coodinator

Czech University of Life Sciences Prague, Czech Republic

Institutions/Countries involved

BOKU, Austria

Ghent University, Belgium

AGRINATURA, Czech Republic

Agreenium, France

Royal University of Agriculture, Cambodia

Nanjing Agricultural University, China

Tadaluko University, Indonesia

Mongolian University of Life Sciences, Mongolia

Erasmus Mundus Students and Alumni Association, Thailand

Thailand

Prince of Songkla University, Thailand

Hue University, Vietnam

Geographical focus

Asia

Year of activity 2013 - 2015

Total budget € 321,220

Grant received € 233,970

Website www.askasia.culs-prague.eu

Ask Asia succeeded in promoting the Erasmus Mundus programme in Asia and strengthening the links between European and Asian institutions through its focus on employability. The Ask Asia project assessed how the Erasmus Mundus (EM) graduates in Agriculture and related life-sciences perform on the professional job market in Asia. It identified as well specific competences and skills that provide these graduates with a comparative advantage in meeting the expectations of their first destination employers following the education/training period. In order to reach their objectives they carried out an online survey on the totality of the EM students graduated in 6 countries in Asia (Cambodia, China, Indonesia, Mongolia, Thailand and Vietnam), collected primary data and interviewed employers of Erasmus Mundus alumni. The activities also provided a valuable glimpse of how Asian institutions perceive European higher education systems. They prepared seven studies and reports (available [online](#)), and organised six national workshops to discuss face to face comparative skills and competences with selected representatives of alumni and employers.

Agriculture
Skills
Knowledge
Asia



Petra
CHALOUPKOVA

Vice dean for International relations

Faculty of Tropical AgriSciences, Czech University of Life Sciences Prague

“THE RESULTS OF THE PROJECT PROVIDED US WITH THE MATCHING LINK BETWEEN THE STUDY PROGRAMMES AND THE REQUIREMENTS OF THE JOB MARKET”

What is your best project memory?

The best memories are the workshops and in particular the final project workshop held in September 2015 in Prague, where all the results of the research done within the ASK Asia project team were presented. During the workshop, we met with all project partners, representatives of other EU and Asian universities, international organisations and also with students from Asia who study in Europe thanks to the Erasmus Mundus scholarship.

What was the most important thing you learnt during the implementation of the project?

To manage a group of people based in several different countries, with different opinions, skills and expectations was quite challenging, and I learnt a lot from this experience. We learnt the importance of clearly assigning individuals with tasks and deadlines.

Personally, I compare the project with my two years-old daughter, who was born exactly at the beginning of the project. The first months were difficult, I had to take care of her, feed her and balance her requests with my capacities. It was the same with the project coordination. Now after two years my daughter is able to walk, eat by herself, play with other children and be more independent. This is similar to the project: the results of the research are published, disseminated and, hopefully, useful for the EU, Asian universities, the European Commission, students and other stakeholders.

And what do you like about your project?

I appreciated this opportunity that allowed me to work with a strong team within a consortium of people coming from different countries, with different cultures and different professional methods. I also liked the possibility of combining diverse methodologies of data collection, meeting with Asian employers and getting to know non-academic approaches of training assessments. I finally valued the fact that we could look at ourselves in a critical manner.

What was the most difficult moment and how did you cope with it?

It was really challenging to find consultants who were able to communicate in local language and in English, and who could collect data in the country concerned. Thanks to the support and the work of Phd students from the Czech Republic, who also came to Asia to collect data from employers together with the local consultants, we got the relevant results.

One of the most demanding parts of the project was also to finalise the individual country studies which had to be published. As there were six teams of mixed nationalities, each of them working on one country study, as well as many authors involved in the writing and editing process, it really was time consuming to integrate all the comments and suggestions in the final document. However we managed to do it and the report is now done.

Looking from today's perspective, what would you have improved in the project implementation?

I would have specified better the research questions, planned properly the data collection methods and improved the selection of the consultants. From the consortium management point of view, I would have organised a longer Kick off meeting (2-3 days) and would have invited the whole project team in order to explain properly the objective and all the expected activities. Although everything was written in the project proposal, everyone understood it in a different way and looking from today's perspective it is very important to clarify all points, aspects and consequences of the activities since the beginning.

Has the EM Action 3 initiative encouraged you to continue the work initiated during the project?

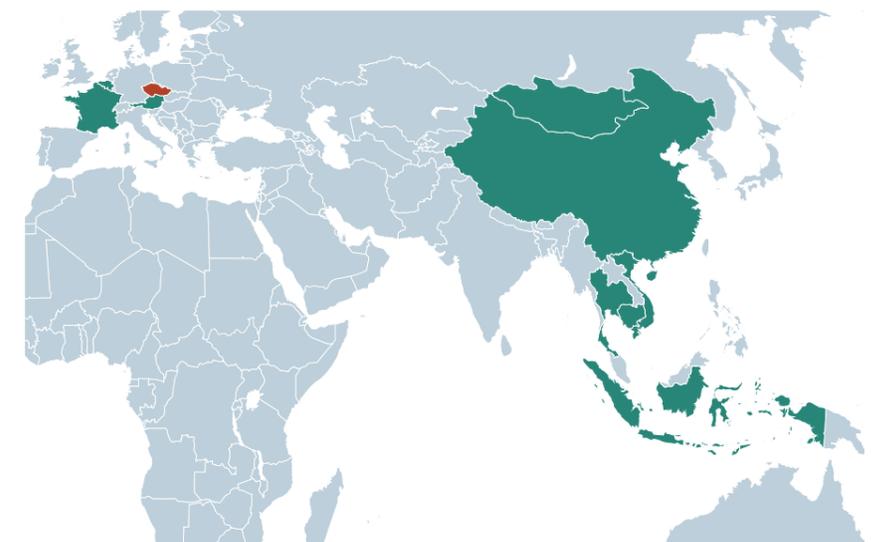
We would like to contribute to institutionalise the interaction between universities and the

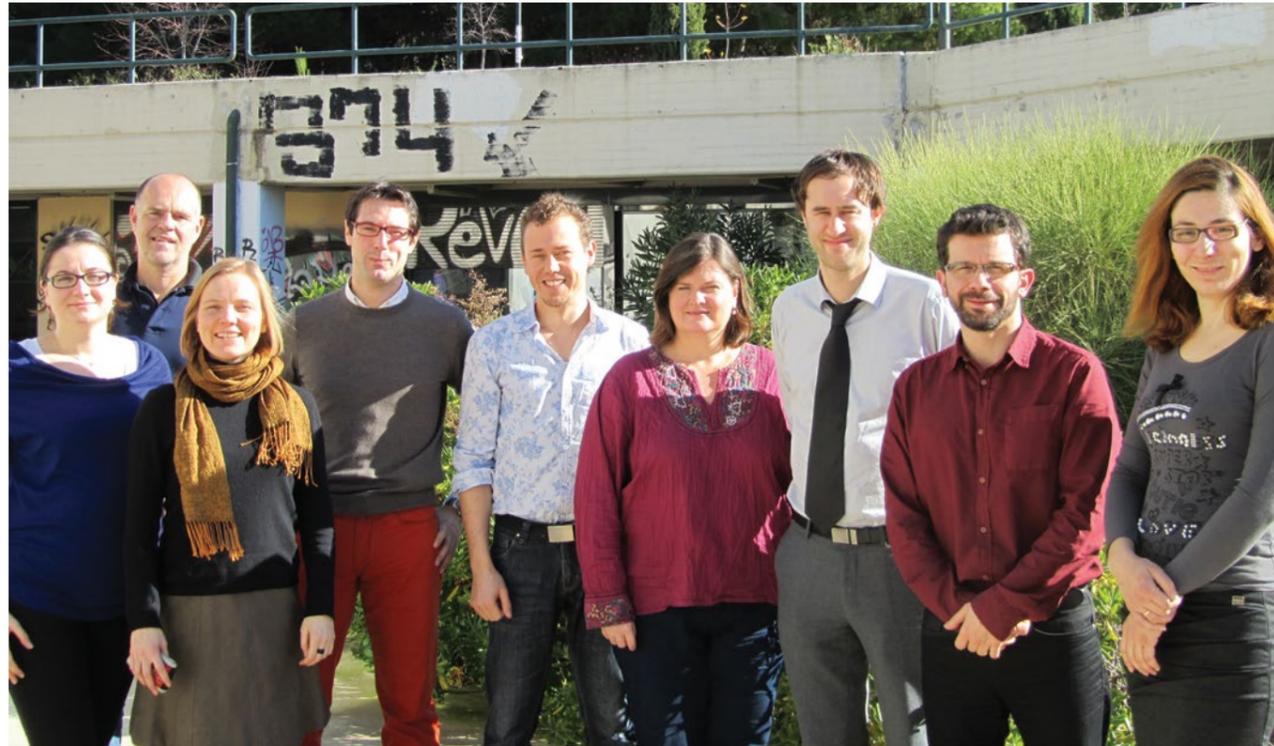
world of work. For example the following methods could be used: facilitating tracer studies, participation of professionals to teaching modules, integration of internships in the curricula, offering incubator services. The conclusions and policy implications obtained by the project contributed to improving both European and Asian higher education (by understanding better the barriers, and the similarity, between the higher education systems).

How and by whom the outcomes of your project will be used in the future? Will students have a particular benefit from the outcome?

The results of the project provided us with the matching link between the study programmes and the requirements of the job market (company, institution).

The project is focused on alumni employability in the field of agriculture, however some outcomes are quite general and can be disseminated to others faculties (internally) as well to other universities (externally). The outcomes of the project are relevant to academic and international relations offices as they will be able to better understand how to promote higher education and cooperate with overseas universities. The students can benefit directly from a wider access to international nobilities and indirectly through the findings that will be adopted in the teaching and education systems.





SUSTAIN

Strengthening higher education in Urban Sustainability and Transitions towards internationalisation of Academic Institutions and Networks

KEY INFORMATION

Coordinator

Erasmus University Rotterdam, Institute for Housing and Urban Development Studies, Netherlands

Institutions / Countries involved

Darmstadt University of Technology, Germany
International Council for Local Environmental Initiatives, Germany

National Technical University of Athens, Greece

Ca' Foscari University of Venice, Italy

European Academy of Bolzano, Italy

Rotterdam School of Management, Erasmus University, Netherlands

The Dutch Research Institute For Transitions, Netherlands

Beijing University of Civil Engineering and Architecture, China

Centre for Environmental Planning and Technology, India

Gadjah Mada University, Indonesia

Geographical focus Asia

Year of activity 2013 - 2016

Total budget € 452,828

Grant received € 339,621

Website www.sustainedu.com

Cities need to develop the capacity and implement the policies that will drive them to the transition to sustainable urban development. Higher education has a significant role to play by educating and training the future urban managers and planners. The Sustain project tried to confront this challenge by improving the quality of higher education in Sustainable Urban Development (SUD) and by promoting international collaboration both in and between European and Asian universities. It developed for example educational modules related to SUD for participants of Erasmus Mundus programmes (for both students and lecturers).

The Sustain team focused as well in increasing the employability of students and the visibility of and access to European Higher Education in Asia in the field of SUD, attracting prospective Asian and international students. The project developed a series of [learning modules and e-learning courses](#) that combine the best knowledge, experience and practices on SUD from Europe and Asia. It has also published a [student guide](#) that covers programmes related to SUD; internship positions and job opportunities in organizations working in the field; and city networks and partnerships. The above information along with further details on workshops/meetings organised for the project partners and promotional seminars for students can be found in the project [website](#).

SUSTAIN



Stelio

GRAFAKOS

Coordinator

Institute for
Housing and Urban
Development
Studies

“THE OUTCOMES OF THE PROJECT CAN BE USED BY LECTURERS, EDUCATORS, EDUCATIONAL PROGRAMME MANAGERS AND STUDENTS IN THE FIELD OF SUSTAINABLE URBAN DEVELOPMENT”

What is your best project memory?

The first e-learning course from the SUSTAIN Project brought together different participants from all around the world. As it is an online environment, the course was designed to ensure interaction between and among lecturers and students. Based on the course evaluation and online interactions with the participants, the e-learning course has met the learning objectives and was received well topic-and-implementation wise. Aside from that, the promotional seminars in Beijing, China and Ahmedabad, India were a venue for us to present the project to students, academics, and practitioners in the field of sustainable urban development. Last but not least, delivering SUSTAIN modules in Japan, in Japanese language, was an exciting moment for the project while at the same time many SUSTAIN modules are expected to be translated in Chinese and delivered by the Chinese partner and other collaborating Universities.

What was the most important thing you learnt during the implementation of the project?

Considering the fact that the project is relatively low budgeted, partners often tend to give priority to other commitments. Therefore it is essential to set the right monitoring mechanisms, set milestones and realistic deadlines agreed by everybody for assuring smooth and timely delivery. Furthermore, regular updates and communication with the partners is deemed necessary for keeping the momentum and assuring that any issues or delays that might occur can be quickly detected.

And what do you like about your project?

We valued the co-design and co-development of the educational modules in sustainable urban development involving not only a diversity of project partners but also external collaborators that in return to the inputs they provide, they can access all the material developed. So there is a self - sustained mechanism in place that stimulates co-creation of knowledge and

value. Furthermore, the diversity of outputs of SUSTAIN project entails innovative and high quality of curriculum development, e-learning development and implementation, development of an informative e-platform and organization of promotional workshops, seminars and conferences.

What was the most difficult moment and how did you cope with it?

Aside from the development of educational modules (and the implementation of e-learning courses) and participation in promotional seminars and workshops, there are multiple outputs from different partners, such as the toolbox for decision making, the development of a lecturer's guidebook, and a handbook on skills and competencies. This requires delegation of tasks, constant coordination and follow-up with project partners to ensure that they provide the deliverables needed. Considering the limited project budget, assurance of inputs delivery by each partner is a priority. Smart ways of continuously motivating and stimulating delivery of project products is a key issue to this challenge. Giving responsibility to specific partners for specific project outcomes, regular coordination/monitoring Skype calls, and synergies with other existing curriculum development activities are some of the ways we coped with the aforementioned challenges.

Looking from today's perspective, what would you have improved in the project implementation?

Continuously motivating SUSTAIN partners and collaborators to keep on providing inputs and meeting deadlines was quite a challenge particularly the first year of the project implementation. Eventually, through a learning by doing project management approach regarding this issue, we introduced regular skype calls in order to better monitor the progress of the project implementation, detect issues and delays and further provide and facilitate support to project partners that were lagging behind. It is also essential in these meetings to consider time differences with non-European partners in order to make sure that the vast majority of the partners are able to attend these coordination skype calls. Having a real face to face meeting

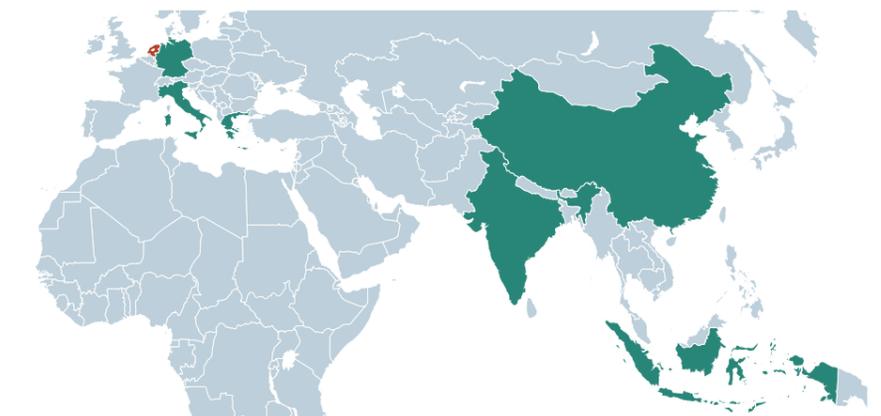
with all partners is also essential for better bonding and understanding of partners views regarding the project and assuring that all partners are on board while sharing a common vision of the project.

Has the EM Action 3 initiative encouraged you to continue the work initiated during the project?

We reflect on how we can further advance the outcomes and results and how we can further expand our network and collaboration with our existing partners. The objective is to continue using the thematic modules, developed by SUSTAIN, in higher educational programmes as widely as possible for maximising further the impact of the project. In addition courses, summer schools, building blocks in Master courses in the field of Sustainable Urban Development could be developed based on SUSTAIN modules and products. Furthermore, the SUSTAIN consortium after the completion of the project aims on publishing a book on the thematic SUSTAIN modules where partners and collaborators could provide inputs in the form of book chapters.

How and by whom the outcomes of your project will be used in the future? Will students have a particular benefit from the outcome?

The outcomes of the SUSTAIN project will benefit lecturers, educators, educational programme managers and students in the field of sustainable urban development. Firstly lecturers and educators can incorporate SUSTAIN educational modules in their own curricula and programmes and benefit the students who are enrolled in these programmes. Secondly, in addition to the opportunities that students will have to get trained through high quality educational modules, they have also the opportunity to enrol in the 3 SUSTAIN e-modules and follow these online courses from anywhere they are without any costs. Thirdly, they can access the SUSTAIN e-platform and get information on European and Asian University programmes in the field of sustainable urban development along with information on fellowships and practical issues for studying in Europe.





EDBKN

European DesignBuild Knowledge Network

KEY INFORMATION

Coordinator

Technical University Berlin,
CoCoon Studio / Habitat Unit, Germany

Institutions/Countries involved

Vienna University of Technology, Austria
Association Archintorno, Italy
Dalhousie University, Canada
German University Cairo, Egypt

Geographical focus Worldwide

Year of activity 2013 - 2016

Total budget € 399,849

Grant received € 297,000

Website www.edbkn.eu

In recent years, DesignBuild-Studios (DBS), a teaching and research model enabling students to take responsibility for developing balanced future living environments, are undertaking architectural projects from design to realisation. They became a new paradigm in architectural education in Europe and all around the world. The focus of the EDBKN project is the development of a European DesignBuild Knowledge Network (EDBKN), which aims to increase the attractiveness of European Institutes of Higher Education towards third countries as well as promoting the implementation, distribution, and sustainability of the innovative DesignBuild methodology. In order to reach that goal, an interactive DesignBuild [web platform](#) has been developed and launched as the most effective tool of the EDBKN. A pilot building project in Egypt was realised and monitored on the web-platform.



Ursula HARTING
Coordinator
Technical
University Berlin,
CoCoon Studio /
Habitat Unit

“STUDENTS WILL BENEFIT FROM THE INCREASING NUMBER OF DESIGNBUILD STUDIOS THAT TRANSFORM ARCHITECTURAL EDUCATION AND GET ENGAGED IN SHAPING FUTURE ENVIRONMENTS”

What is your best project memory?

The EDBKN provided us with the chance to initiate a DesignBuild project on Dahab Island in Cairo as a pilot project for our [web platform designbuildXchange](#). For us as co-ordinators based in Berlin it was difficult to follow all the obstacles and challenges that the team in Cairo was going through in order to get the various permissions to implement the project. A highlight occurred as, against all odds, the project finally achieved completion. The first pictures of local children playing on site were posted on the network platform on one of the first project profiles. Some months later another 150 DesignBuild projects were uploaded - what an overwhelming resonance!

What was the most important thing you learnt during the implementation of the project?

Choose the right people to work with! That is something that we had already learned from our previous DesignBuild projects. Knowing who to collaborate with is an essential part of making a project successful. This was proved once again within this project.

And what do you like about your project?

Through the project we got to know wonderful likeminded people. We also love the unpredictable dynamics that the EDBKN puts us in! Two years ago as we began working on the platform it was focused on the topic of promoting European higher education towards third countries, mainly the MENA region. The DesignBuild projects that we have recently initiated are taking this even further. We are now working on projects with people from the MENA region here in Europe, for example, with the KITCHEN-HUB, a community kitchen for refugees (mostly from the MENA region) and locals in Berlin.

Through the EDBKN we also got to know the amazing DesignBuild communities all over the world especially in North America.



Nina PAWLICKI
Coordinator
Technical
University Berlin,
CoCoon Studio /
Habitat Unit

What was the most difficult moment and how did you cope with it?

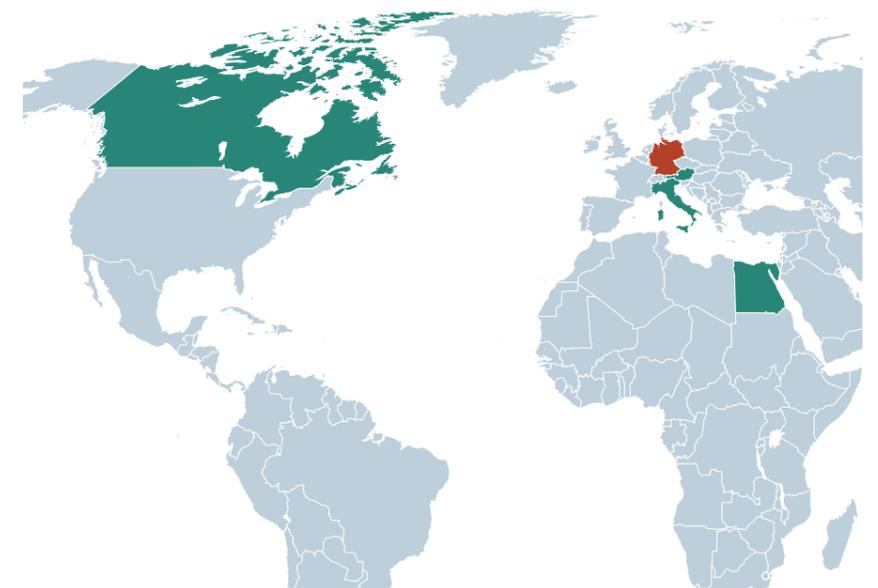
The most difficult moment was when we, the passionate DesignBuilders were confronted with what it actually means to run a web platform and getting a sense of feeling helpless. Team brainstorming and asking the right experts was most helpful in combating this situation.

Looking from today's perspective, what would you have improved in the project implementation?

Looking back, it would have been better if we would have allowed more time for the conceptual development of the web-platform. The first version was developed within a regular study course at the ZIIK – Centre for intercultural and international communication at TU Berlin. Due to logistical reasons related to the students curriculum we were developing the basic concept for the platform parallel to the programming work of the students. It proved impossible to coordinate this phase differently.

Has the EM Action 3 initiative encouraged you to continue the work initiated during the project?

Indeed! We built up the first network promoting European DesignBuild Studios. Thus we made DesignBuild visible for various stakeholders worldwide. Building on all the positive



Simon COLWILL
Coordinator
Technical
University Berlin,
CoCoon Studio /
Habitat Unit

feedback we feel highly encouraged to further sustain and develop it's great potentials.

How and by whom the outcomes of your project will be used in the future? Will students have a particular benefit from the outcome?

The dbXchange platform will be used by different stakeholders such as students, teachers, craftsmen, clients, donors and their related organisations. DesignBuild project participants in particular will benefit from the established network and the knowledge available. Students will also benefit from the increasing number of DesignBuild studios being initiated throughout the world, transforming architectural teaching methods by allowing them to get engaged in shaping future built environments.

COMMON GROUND FOR FUTURE INITIATIVES

The testimonials of the EM Action 3 coordinators highlight elements that are common in all the projects. Furthermore, the coordinators provide recommendations for anyone who wishes to organise a successful project in the field of international higher education.

In the following you can learn more about the projects' results, their benefits for the different target groups, their impact for the concrete field of study or the geographical area.

A solid partnership

The EM Action 3 projects involved versatile partnerships grouping institutions and organisations from several countries or from different regions. The projects benefitted from the involvement of a great variety of higher education institutions and public or private organisations active in the field. In addition some projects also involved research bodies, NGOs, university associations or networks with significant experience in the field of higher education.

The coordinators of the projects emphasised the importance of choosing the right and matching partners. They all strived to create close cooperation based on mutual trust at the initial project phase. They underlined how crucial it is to divide the tasks clearly and set work plans and deadlines. They also made extensive use of the new technologies for project monitoring and communication purposes although they did not undermine the necessity of face-to-face meetings occasionally. Overall they attributed a big part of the success of their projects to their excellent partnership and their strong team of committed collaborators with a participatory approach.



The partners usually complemented each other in terms of capacity, knowledge and expertise. Each partner brought in their distinctive value added in the field, thus increasing the impact of the project activities and their outcomes. Many projects involved professors and administrative staff, while others asked input from decision makers in academia, education advisors or researchers. However, what all participants had in common was their strong commitment to the project and their focus on the quality of the outcomes.

From policy to practice

One of the main objectives of the EM Action 3 was to better promote the European higher education. Similarly, there was an emphasis on creating synergies between the EU policy dialogue at international level and the cooperation projects that are supported by the EU programmes in higher education. EM Action 3 projects represented an interesting opportunity to respond to particular challenges in the field of higher education and to contribute to overcome shortcomings or deficits identified in the EU policy dialogue within the European Higher Education Area and worldwide.

EM Action 3 projects transformed priority needs and policies into practical tools and concrete initiatives.



Through their activities and mainly through their outputs they have translated theory into practice. A representative example of this is the JDAZ project. It produced a comprehensive guide about joint programmes which has become a reference document for project coordinators.

In general EM Action 3 projects acted as ambassadors of European education in the regions they worked on. They set up platforms for collaboration and for exchange of innovative practices. The projects provided the framework to the organisations involved to re-examine their promotion and cooperation modalities and to tackle upcoming challenges. Through this type of joint work, new methodologies of setting up integrated high quality courses emerged and new tools were tested and adopted by the institutions.

From local to global

EM Action 3 projects demonstrated a strong international dimension. Some projects implicated countries with significant student flows while others involved countries or regions that are less represented in international cooperation projects in education. In both cases, EM Action 3 projects produced multiple outputs that were relevant for all the countries and regions involved and had good transferability.

The geographical scope varied greatly from project to project. However, most projects analysed themes that were of common interest to many institutions or organisations despite their geographical location. Many of the challenges found at regional or national settings were relevant to a broader geographical audience and demanded global solutions. EM Action 3 addressed issues that were potentially interesting to European as well as to international societies. They have advanced the dialogue on all aspects of higher education with an international scope.

Most actors in the field of higher education face similar problems related to enhancing cooperation, understanding joint programmes, supporting quality assurance, and facilitating employability. By tackling these issues through their activities, EM Action 3 projects became highly relevant to support policy.

Focus on the students

Students, researchers and doctoral candidates were on the focus of EM Action 3 projects. Interesting and fun outcomes were developed as for example marketing tools, and campaigns targeting only students. The EM-ACE and TuBeMATES projects among others have proposed innovative web-based information platforms and intercultural learning material. Many EM Action 3 projects have worked on methods of making the study courses more accessible and inclusive for students from different geographical or social backgrounds.

In addition, EM Action 3 projects have systematically taken students' views into account when developing material and setting up new services. The members of the Erasmus Mundus Alumni Association collaborated with some of the EM Action 3 projects and gave their input during various activities such as conferences, surveys and development of online tools for students.



USEFUL LINKS FOR MORE INFORMATION

Education, Audiovisual and Culture Executive Agency

http://eacea.ec.europa.eu/index_en.php

All Action 3 projects funded through the Erasmus Mundus programme

http://eacea.ec.europa.eu/erasmus_mundus/results_compendia/selected_projects_en.php

Erasmus Mundus 2009-2013

http://eacea.ec.europa.eu/erasmus_mundus/programme/about_erasmus_mundus_en.php

Erasmus+ general information

http://eacea.ec.europa.eu/erasmus-plus_en

www.ec.europa.eu/programmes/erasmus-plus

Erasmus+ Programme Guide

www.ec.europa.eu/programmes/erasmus-plus/resources_en

Facebook

www.facebook.com/EUErasmusPlusProgramme

Twitter

[#EUErasmusPlus](https://twitter.com/EUErasmusPlus)

Erasmus Mundus Alumni Association

www.em-a.eu

HOW TO OBTAIN EU PUBLICATIONS

Free publications:

- one copy:
via EU Bookshop (<http://bookshop.europa.eu>);
- more than one copy or posters/maps:
from the European Union's representations (http://ec.europa.eu/represent_en.htm);
from the delegations in non-EU countries (http://eeas.europa.eu/delegations/index_en.htm);
by contacting the Europe Direct service (http://europa.eu/europedirect/index_en.htm) or
calling 00 800 6 7 8 9 10 11 (freephone number from anywhere in the EU) (*).

(*). The information given is free, as are most calls (though some operators, phone boxes or hotels may charge you).

Priced publications:

- via EU Bookshop (<http://bookshop.europa.eu>).

Priced subscriptions:

- via one of the sales agents of the Publications Office of the European Union (http://publications.europa.eu/others/agents/index_en.htm).

Erasmus+: Building on Experience

Testimonials of Erasmus Mundus

Promotion Projects

This brochure presents mainly a selection of the final generation of projects. A great variety of higher education institutions, public or private organisations, research bodies, NGOs, university associations or networks with significant experience in the field of higher education were involved.

Contact us

For more information please consult our website

www.eacea.ec.europa.eu

eacea-info@ec.europa.eu

