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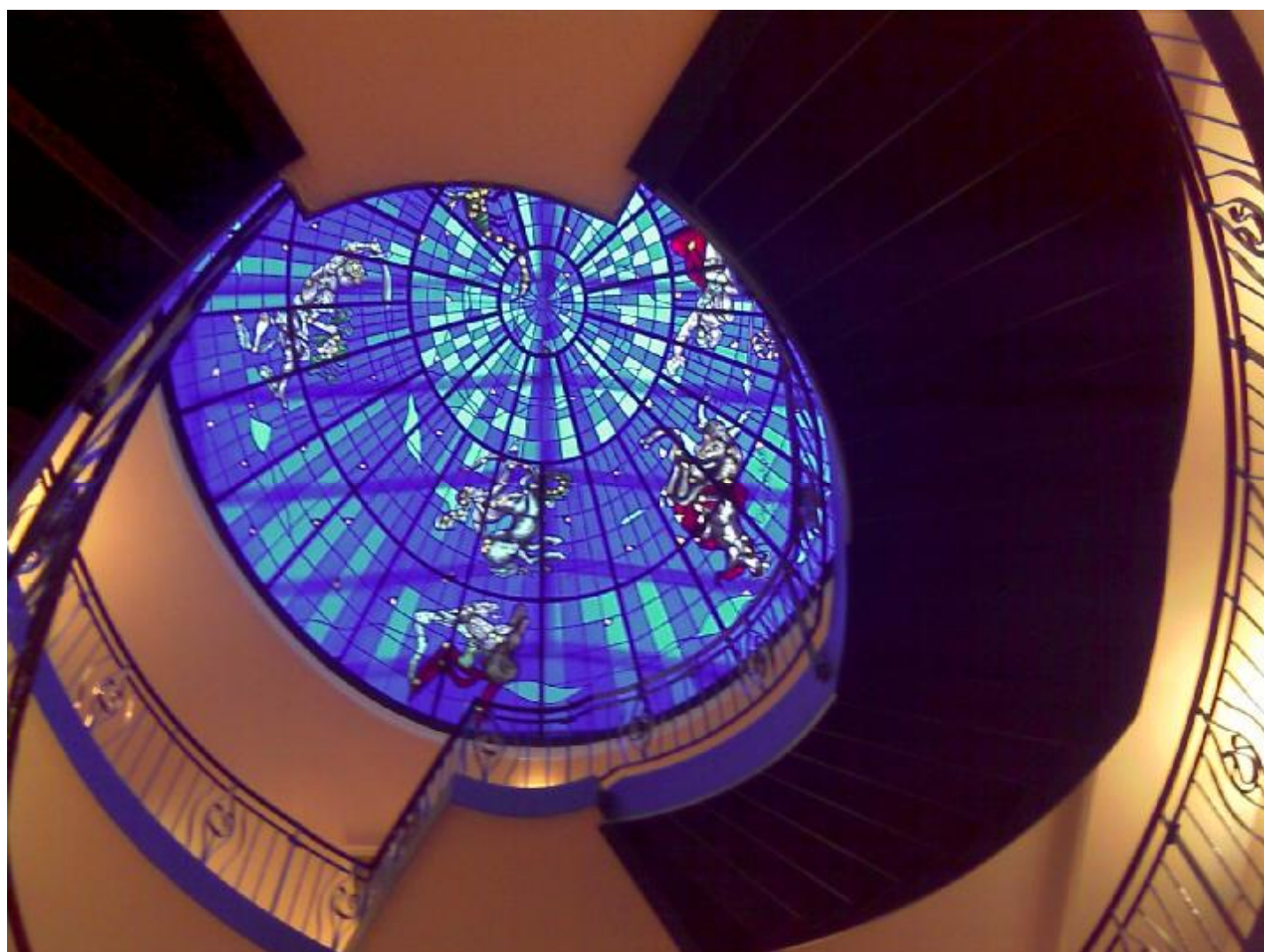
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The Impact of ERASMUS on European Higher Education: Quality, Openness and Internationalisation

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Executive Summary

This study explores the impact of the ERASMUS programme on quality improvement in European higher education in particular in the areas of teaching, research, student services and the openness to society with a focus at the institutional and system level. The study puts an emphasis on the identification of the contribution of ERASMUS to the development of high level strategies in these areas and to the various services higher education delivers. In addition, the study provides recommendations to make the current programme more effective and innovative in spreading internationalisation and quality in European higher education. The study concentrates on ERASMUS before the Lifelong Learning programme (2007-2013) as it is too early to evaluate the impact of the new ERASMUS LLL actions. The research consortium of CHEPS, INCHER and ECOTEC conducted a literature review, surveys among various institutional stakeholders of ERASMUS affiliated higher education institutions and 20 case studies to provide more in depth information on the various ways in which the ERASMUS programme has impacted on the operation of these institutions. The key results of the study are summarised below.

Conceptual framework

To guide this study, we have drawn up a conceptual framework that explains and analyses the impact of ERASMUS at a system and an institutional level. The system level can be subdivided into national and supranational level and the institutional level into the central management and academic department level. Within each level we identified a number of core activity areas that can be influenced by ERASMUS such as teaching and learning, research, openness to society, student services, and institutional management. This study did not directly address the individual level, though its major implications have been explored through a literature review.

Within the core activity areas outlined above a number of basic activities were identified as indicators for quality improvement. These include the design of new curricula or courses, integration of interdisciplinary or international elements in courses, redesigning of degrees, qualifications and competencies, change in the teaching language, set up of joint programmes, creation of international offices, information provision (in English), joint publications, consortia and conference attendance.

The study collected data on whether ERASMUS has triggered or facilitated quality improvement initiatives in higher education that have had an impact on the strategic management level and on the daily operation of higher education institutions.

Data collection

To assess the impact of the ERASMUS programme on quality improvement in higher education in Europe the research consortium used three methods: literature review, surveys and case studies. The literature particularly addressed the most up to date knowledge on the role of ERASMUS at system, institutional and individual level. Surveys were conducted among three types of institutional representatives: institutional leaders (high level management), central ERASMUS coordinators (most of them being part of international offices), and departmental ERASMUS coordinators. In total 2283 institutions in 30 countries were contacted and the response rate for institutional leaders and ERASMUS coordinators was 35% and 42%, respectively. Responses from academic departments were obtained from 60% of the institutions. Based on the survey results, 20 institutions were selected for in-depth case-studies, 15 institutions that reported very high and 5 institutions that reported very low ERASMUS impact on quality improvement. The diversity of institutions was a further main selection criterion so that institutions from different geographical regions and with different missions were represented.

ERASMUS' impact at system level

Internationalisation has shown to be a factor with growing political and societal importance and also in higher education policy making. Our study shows that the ERASMUS programme has had a leading role in internationalisation policies in higher education at national, European and international level. The role can be found in the Bologna Process and many other large-scale developments of recent years.

ERASMUS and the Bologna process

The ERASMUS impact on policy making is most visible in the Bologna Process, aiming at establishing a European Higher Education Area (EHEA) by 2010. ERASMUS' impact on Bologna is visible in terms of agenda setting, infrastructure and content (action lines).

ERASMUS and Bologna agenda setting

The Bologna reform agenda builds to a large extent on the "ERASMUS acquis". Five out of six of the action lines of the Bologna declaration are directly drawn from the ERASMUS programme: easy readable and comparable degrees (diploma supplement), establishment of a credit system (ECTS), promotion of mobility (ERASMUS students), quality assurance (1998 Council Recommendation, ENQA), European dimension (joint and double degrees). Dozens of projects in these areas have been and are being supported through the ERASMUS programme.

The ERASMUS/Bologna impact on reform is not limited to the countries participating in the programme. The Tempus programme supports capacity building in 27 Tempus countries, inside and outside the EHEA. ERASMUS Mundus has opened up double and joint degrees developed under ERASMUS to participants from all over the globe.

ERASMUS and the Bologna process infrastructure

The ERASMUS programme provides many of the building blocks for the Bologna process. ERASMUS grants support the Bologna Stocktaking exercises, the biennial Ministerial Conference, the EUA conventions, EUA Trends reports, the ESU student survey “Bologna With Student Eyes”, and a series of key seminars and projects as described below.

ERASMUS and quality assurance

The impact of ERASMUS supported activities is particularly high in the field of quality assurance. In the nineties, the Commission organized pilot projects to test external quality review of university education, a phenomenon then unknown to most countries. The insights acquired through these Erasmus projects were presented to the Education Ministers, which led to the Council Recommendation on European cooperation in quality assurance in 1998, ultimately leading to the creation of ENQA (the European Network for Quality Assurance in Higher Education) in 2000. The European activities of ENQA are supported through ERASMUS competitive funding.

The spread of systematic quality assurance received a boost from the inclusion of quality assurance in the Bologna process as one of its most prominent action lines. The European Commission supports many activities in this action line through the ERASMUS and Tempus programmes. ERASMUS was also instrumental in supporting the establishment of the European Quality Assurance Register (EQAR) launched in March 2008, based upon the Standards and Guidelines for Quality Assurance in the European Higher Education Area.

Ten years after the adoption of the first EU Recommendation on quality assurance in higher education all 46 Bologna countries now place quality at the heart of their policy and established one or more agencies carrying out systematic external quality assurance reviews, that make the results of their work publicly available on the web. The ERASMUS support has undoubtedly played a significant role (e.g. the ERASMUS supported Crossroads database that provides information on quality assured and accredited higher education in Europe).

European Credit Transfer and Accumulation System (ECTS)

The Europe wide application of ECTS is a very concrete example of the influence of the ERASMUS programme on European and national policy making. Since 1987 the use of the credit system has gradually expanded to more departments and institutions, helped by special ERASMUS grants and assisted by a network of ECTS Counsellors. The use of ECTS has been boosted by its inclusion in the Bologna Process in 1998 as one of the action lines. At present almost all 46 Bologna countries are using of ECTS. A similar development is taking place with relation to the Diploma Supplement, a transparency tool jointly developed by The Council of Europe, the European Commission and UNESCO, which is also seeing widespread increases in its use.

Qualifications frameworks - learning outcomes and competences

A more recent development is the use of learning outcomes and competences to express what a learner knows, understands and can do. These learning outcomes and competences are defined for levels of education and training in “qualifications frameworks” at national, European and sectoral level. The experience with national qualifications frameworks in Ireland and Scotland was shared with other countries in an ERASMUS supported project that led to the inclusion of qualifications frameworks in the Bologna agenda (Berlin Communiqué, September 2003). This fed into other work on a European Qualifications Framework (EQF), which culminates in the 2008 Recommendation on a European Qualifications Framework for lifelong learning by the EU Council and Parliament. This process was further stimulated by the ERASMUS supported project “Tuning Educational Structures in Europe” (started in 2001), in which professors from across Europe are defining the competences of graduates in a series of subject areas. The Tuning descriptors will serve as input for the emerging Sectoral Qualifications Frameworks (in areas as law, engineering, arts). The Tuning approach will be used for the definition of competences for the Assessment of Higher Education Learning Outcomes (AHELO feasibility study of OECD).

Wider impact of ERASMUS

ERASMUS pilot projects are used to test new policies and instruments which feed into highly relevant policy debates. At present an ERASMUS project is influencing the debate on classification and ranking, addressing questions such as: Can universities be categorised (classified) in a meaningful way according to their diverse missions? Can the current mono-dimensional ranking systems be replaced by more comprehensive multi-dimensional mapping (or ‘ranking’) systems?

ERASMUS has also inspired the higher education part of the Lisbon Strategy for Growth and Jobs, as the (Bologna) curricular reforms are an integral part of the modernisation agenda for universities, set out in the Commission Communication of May 2006. Some national and interregional initiatives are directly inspired by the ERASMUS structure, such as the ERASMUS Belgica programme.

Outside Europe, ERASMUS has also gained attention and influence. Countries from other continents are keen on introducing similar type of programmes. The Japanese government has launched a policy to establish an Asian equivalent of the ERASMUS programme including academic credit transfer and accumulation from 2009 onwards. The ECTS model is increasingly seen as an example for higher education systems throughout the world that are in the process of developing a credit transfer system.

ERASMUS’ impact at institution level

The results from this project’s literature review, surveys and case studies provide a consistent picture on the impact of the ERASMUS programme on higher education institutions. For reasons of space, in this section we mainly illustrate our results with

reference to our survey results and, to a lesser extent, project case studies. The project surveys revealed, first, that the three groups of survey respondents – institutional leaders, central ERASMUS coordinators and departmental ERASMUS coordinators – agree on the *relative importance* of different activities and impact areas of the ERASMUS programme although, overall, departmental coordinators are more sceptical and organisational leaders are more positive about the *magnitude* of the impact. For simplicity, in the Executive Summary we report the “average picture” based on the results of ERASMUS coordinators unless otherwise specified. Secondly, larger institutions tend to report a greater impact of the ERASMUS programme in most areas. Thirdly, institutions in the new EU member states reported to have gained more from the ERASMUS programme in terms of quality improvement than the old member states.

Impact on high level institutional management

The effect of ERASMUS is not necessarily limited to the three missions of universities (teaching, research and services) but also reaches institutional management and development more broadly. At more than half of the institutions surveyed, ERASMUS was the trigger for the establishment or further development of institutional internationalisation strategies as well as the improvement of the international visibility and attractiveness of the institution. Impacts on other aspects followed far behind, but are still surprising. At least one fourth of institutions reported the effect of ERASMUS on regular reflection on and evaluation of institutional strategies, improving the national and international visibility and attractiveness of an institution and increasing the tendering for project-related funding. It is also significant that 40% of the central coordinators say the ERASMUS programme played a triggering or important role in professionalising institutional management.

On the whole, small institutions have found ERASMUS to be particularly beneficial in this area. ERASMUS has often been the catalyst in these institutions for the introduction of regular reflection on and evaluation of institutional strategies including the establishment and development of institutional internationalisation strategies, the improvement of the international visibility and attractiveness of the institution and the tendering for (EU) project-related funding.

Openness to society is a broad area of activities and the effect varies greatly in different aspects. The effect of ERASMUS on promoting outgoing and incoming teachers and students is high: respectively 79% and 75% of ERASMUS coordinators see ERASMUS as an initiator of these activities and 71% and 62% find ERASMUS supportive. International networks that the ERASMUS programme helps to create are benefiting the institution more generally. In several case studies it was mentioned that the ERASMUS experience has contributed to new personal and career opportunities for those involved in the programme. ERASMUS helps to build international confidence and experience, and to open the university to international visitors and networks.

One area directly examined in our surveys was “increasing cooperation with the economic sector”, even though this was not an objective under the Socrates programme. As expected, the impact of ERASMUS so far was reported as being quite low in this area. Still, 16% of

universities see ERASMUS as initiating and 14% as supporting these activities. New ERASMUS activities under the Lifelong Learning programme that encourage internships, and cooperation with industry are likely to increase this impact considerably and a great majority of higher education institutions look forward to these activities.

Quality improvement in teaching and learning

Our results indicate that ERASMUS has had a considerable effect on various aspects of teaching and learning in European higher education institutions. The strongest effect was reported on *internationalisation of teaching and learning*. 50% of coordinators suggested that the ERASMUS programme had been a triggering factor and 41% thought that ERASMUS has been supportive in this development. *Development of the “soft skills”* of students was another strength of the programme, with 46% of higher education institutions seeing ERASMUS as a triggering factor and the same number (46%) as supportive factor in this area. The effect on *internationalising the curricular content, setting up English/foreign language programmes and modernising curricula* was reported as somewhat lower. Our case studies show that in some higher education institutions ERASMUS participation led to an institutional strategy to internationalise curricula in all subject fields. Thematic networks, joint degrees and transition to ERASMUS-supported ECTS have triggered modernisation. International ERASMUS students on campus also have an effect on teaching methods and techniques as several universities noted that international student and staff exchanges bring different perspectives to teaching practices, often towards more learner-centred approaches.

The ERASMUS programme is acting as a driver to improve the transparency and transferability of student qualifications at more than half the participating institutions (53%). About half of coordinators reported that the ERASMUS programme triggered language training and intercultural training for teachers. With respect to modernising the learning infrastructure and introducing regular student and/or graduate surveys, however, the central coordinators regarded the role of ERASMUS to be only of marginal relevance.

Quality improvement in research

Although the research activities of higher education institutions are not a primary target area for the ERASMUS programme, some considerable effects can be identified. 39% of coordinators found that ERASMUS had a triggering effect on increasing the participation in international projects and 28% thought that ERASMUS initiated increasing attendance or organization of international conferences by academic staff (30 and 21% respectively reported that ERASMUS is still supportive in these areas). Central coordinators at small institutions saw the triggering effect of the ERASMUS programme significantly higher than their colleagues in mid-size and large institutions: 43% recognized the triggering effect on participation in international projects and 35% recognized the triggering effect on attendance or organisation of international conferences (35%). ERASMUS is also seen as important for strengthening excellence and competition in research by the central coordinators as reported by 35% of the central coordinators.

Case studies brought up additional indirect effects on research. First, ERASMUS contacts have helped universities to benchmark themselves with other institutions and learn from quality standards elsewhere. Secondly, the contacts that academics establish with their international colleagues often lead to joint research projects and publication activities. International experiences also help shape the research agenda and identify new research areas for academic staff. The ERASMUS programme provides international experience and skills and helps to build institutional capacity to enter also other international networks.

Quality improvement in student services

Results indicate that ERASMUS' greatest contribution to quality improvement is in the area of student services. The strongest progress was observed in two sub-areas: a majority of the central coordinators indicated counselling for staff and students interested in study abroad (75%) and improvements in the non-academic support for incoming students (68%). 61% also see that ERASMUS triggered the institutions' efforts to provide course and other information in English. ERASMUS has had a major impact on adapting campuses to the needs of international students. Universities have set up and expanded international offices, provided language training for outgoing and incoming students and provided contact persons at international support offices as a result of their ERASMUS participation. Information provision has also improved, as for example websites for international students and information on health issues. Additional services for students, such as accommodation services, have been created in many occasions. ERASMUS procedures (e.g. learning agreements) are often also extended to other international mobility programs and thus benefit also non-ERASMUS students.

In the area of non-academic support to domestic students a minority (38%) found that ERASMUS had a triggering effect. The focus on the needs of international students has had some spill-over effect on domestic students. For example, faculty members who are responsible for academic supervision of incoming ERASMUS students report increased contacts and collaboration with the Student Union and various student support services. Strengthening these relations has associated benefits not only for ERASMUS students, but also home and other international students.

Challenges and future expectations

Overall respondents mentioned that the bureaucratic costs in terms of time and administrative procedures required during the tendering and participating in centralised actions often are relatively high compared to the benefits of the projects. About one fifth of the institutions consider ERASMUS to be costly and absorbing too many administrative, financial and human resources. At decentralised institutional units one sees a lack of financial means to cover the costs related to participating in the ERASMUS programme, but also many (47%) point at a lack of interest of academic staff in the centralised actions.

For the coming five years, three quarters of the central institutional ERASMUS coordinators and nearly as many members of university leadership expected that the impact of the ERASMUS programme on their institutions will increase. The new

ERASMUS actions (2007-2013) student mobility for placement in enterprises abroad (71%) and modernisation of higher education (70%) are (highly) important for university leaders.

ERASMUS' impact at individual level

At the individual level previous studies indicated that the ERASMUS experience has had an effect on the nature of graduates' careers. However an explicit impact on the success in careers cannot be found. Nevertheless experiences abroad are said to be helpful in getting work after graduation and employers often indicate it as an advantage over other candidates. Students with international experience are more likely to persist in higher education and to develop stronger personal skills as well as better articulated job aspirations. The effect on academic development is detected, but particularly personal development (such as change in values, for example) is recognized by participants.

Mobile staff members also experience a positive impact on their personal development in teaching and research and a broadening of their networks and future career opportunities.

Recommendations for improvement and innovation of ERASMUS

Though quality improvement has not been the primary objective of the ERASMUS programme, the study on the impact of the ERASMUS programme on quality improvement has shown that overall ERASMUS has been very valuable to the development of higher education in Europe, not only in terms of its primary processes in teaching, learning and research, but also in areas such as institutional and organisational development (modernisation), profiling through internationalisation and the development of student services.

Based on the literature review, surveys and case studies this study has generated a number of recommendations for further improvement in the working of the current ERASMUS programme as well as innovative ideas for the next generation of ERASMUS after 2013. These recommendations cover both the system level and the institutional level and are also inspired by the ambitions to further stimulate and expand the number of student and staff mobility as set out by the High Level Expert Forum on Mobility.

The main recommendations can be summarised as follows:

Recommendations and innovations on the European level

- Better promote ERASMUS exchange and mobility through:
 - less bureaucracy in terms of simpler and more uniform forms and less changes over the years.
 - more information about and promotion of the ERASMUS programme and the opportunities for students, staff, institutions and enterprises.

- Increased involvement of higher education institutions and private partners in networks.
- Stimulate participation in the Erasmus centralised projects by reducing the demanding administrative requirements and bureaucracy associated with the participation in the programme.
- Consider shorter more intensive periods abroad for students (including short visits by student groups, exhibitions, research projects in the curricula). A reduction of the average duration of ERASMUS stays abroad – from around 6,5 months on average today closer to 3 months or, if necessary, an academic term– which would free up resources for more mobility grants without making the periods too short to benefit from a true international experience.
- Further strengthen and promote placements in enterprises.
- Increase the identification and dissemination of good/bad practices amongst the national agencies and the institutions.
- Stronger focus on centralised projects such as curriculum development cooperation to strengthen “internationalisation at home” through integrating internationalisation concepts in basic curricula and integrating more foreign staff and guest lecturers.
- Include the objective of “quality improvement” in the ERASMUS programme in terms of language proficiency of staff and students, internationalisation of curricula, improvement of student services, and introduction of satisfaction surveys for mobile students.
- Consider opening up new target groups for the ERASMUS programme such as participants from non-EU countries or students and staff that already have benefited from an ERASMUS grant before.
- Continue to promote awareness among the participating countries on specific challenges like:
 - easy and cheap visas for mobile students and staff
 - portability of grants and loans
 - guidelines for institutions how to support international students
 - language education (in secondary and higher education)

Recommendations and innovations on the level of national authorities and agencies

- Keep internationalisation policies on the policy agenda including removing barriers to mobility such as recognition, visa policies and student accommodation policies.
- Support higher education institutions’ internationalisation processes through coherent national policies in this area.
- Promote the ERASMUS programme more strongly, e.g. through information provision.
- Help to keep the administrative processes as simple and efficient as possible.
- Encourage institutions to take the students’ socio-economic situation into consideration to determine the amount of the ERASMUS grants.
- Support a uniform implementation of ECTS and the Diploma Supplement in higher education institutions.
- Subsidise student unions and initiatives to integrate foreign students into regular student life.

- Increase the identification and dissemination of good/bad internationalisation practices amongst the national agencies and institutions.
- Stimulate internationalisation in secondary education through the integration of internationalisation elements in the curricula and study visits abroad (mutual exchanges of pupils with foreign schools).
- Stimulate language education in secondary education.
- Increase national, regional, and local funding to increase the number of (Erasmus supported) mobility abroad.
- Expand opportunities for the portability of national student financial support, such as grants, loans, family allowances, tax incentives etc. for study abroad.
- Set up guidelines and expectations (benchmarks) for higher education institutions to increase mobility numbers, information provision, student services, etc.

Recommendations and innovations on the institutional level – Central management

- Keep internationalisation policies on the management agenda with a strong emphasis on removing barriers to mobility, such as lack of recognition of study periods abroad.
- Ensure institutional leadership commitment in stimulating mobility.
- An increased promotion of the ERASMUS programme by higher education institutions, rectors, managers, and central coordinators.
- Maintain good international networks but carefully select ERASMUS partner institutions for intensive cooperation.
- Be active in creating a good service infrastructure for student mobility (such as public relations, international offices, professional internationalisation staff) and in providing student accommodation (e.g. use of online booking systems through which mobile students can arrange their accommodation in advance) and other services.
- Provide more language training opportunities for mobile students and staff.
- Search additional funding for mobility and intensive cooperation projects, also from institutions and from the private sector.
- Improve the support for incoming students and ensure that they are aware of specific procedures (e.g. visa, ...).
- Offering internships to attract different types of mobile students.
- Better use of teaching staff mobility as a means to strengthen “internationalisation at home” with international staff to teach non mobile students.
- Provide additional grants on top of ERASMUS grants to cover extra mobility costs.
- Allocate ERASMUS grants on the basis of financial need.
- Recognise and reward staff members (through career incentives) who are active in internationalisation and in the promotion of mobility.

Recommendations and innovations on the institutional level – Academic departments

- Give positive and objective information about student mobility and promote it as a part of the study programmes at an early stage.
- Use mobile student’s feedback (e.g. use Erasmus Ambassadors) to inspire potential new mobile students, e.g. through seminars and information fairs.
- Increase the awareness of centralised actions amongst Erasmus coordinators.

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- Try to remove mobility barriers in areas such as recognition, language training and differences in the academic calendars.
 - Reduce the internal bureaucracy around student mobility and do not add unnecessary complementary information request to EU forms.
 - Intensify cooperation with enterprises for student placements as an alternative way of student mobility and make use of the good practices.
 - Involve more staff in internationalisation and student and staff mobility.
 - Intensify the benefit of mobile teachers for the institution, teachers and students via innovative approaches such as the organisation of “International weeks”.
 - Reward and incentivise academic and support staff actively involved in internationalisation.
 - Increase the international-orientation of study programmes to promote “internationalisation at home”.
 - See the ERASMUS programme as an opportunity to think “outside the box” and use the Intensive programmes and Curriculum development projects to learn from international experiences to initiate improvement processes in the area of curriculum innovation, quality improvement, and internationalisation at home.
 - Further exploit and transfer experiences gained by mobile teachers, staff and students.
 - Stimulate contacts between foreign and local students, e.g. subsidise activities of local student unions that represent mobile students.
 - Try to encourage the integration of foreign students in the classroom using their specific knowledge.
 - Integrate acquisition of transversal competences (such as soft skills and intercultural cooperation) into curricula.
 - Organise enterprise guided projects for international teams of students.

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1 Introduction

A consortium of CHEPS at the University of Twente, INCHER at the University of Kassel and ECOTEC has been invited by the European Commission to conduct a study on the impact of the ERASMUS programme on excellence in higher education in Europe and to formulate recommendations for the future of the ERASMUS programme. The concept of excellence is defined in a broad sense covering all activities that improve higher education quality in terms of teaching, research and openness to society.

This study will explore how and to what extent the ERASMUS programme helps European higher education to excel in their core activities of teaching, research and openness to society. As such one can indicate to what extent European higher education institutions can achieve the expectations that were raised by the Bologna process, the Lisbon strategy and the Modernisation agenda.

As most previous studies have focused on the impact of ERASMUS at the level of individual students and staff, this study particularly focusses on the policy/system and institutional levels. The study, therefore, offers a conceptual framework and a research methodology that allows us to study the impact of the ERASMUS Programme on quality improvements at the system and institutional level in European higher education. At the system level one can make a distinction between the national and supranational level, the latter being predominantly the European level. At the institutional level we focus both on central management level as well as academic departments.

Taking into account these various levels under study one can imagine that a wide range of activity areas will be addressed in order to identify the impact of ERASMUS on quality improvement in European higher education. As such the following core activity areas of higher education systems and institutions will be analysed:

- At **system** level: European and national policies and actions, for example, within the framework of the Bologna process.
- At higher education **institution** level:
 - At **central institutional** level: the mission and profile of institutions, modernisation, internationalisation, quality, staff management and student services.
 - At **academic department** level: teaching and learning activities, research, student services, openness to society and modernisation.

Within these core activity areas one can think of many activities that can serve as indicators to assess the impact of ERASMUS on quality improvement.

The empirical part of this study consists of three components:

- a literature review to map what we already know about the working and impact of ERASMUS. This part will particularly address system, institutional as well as individual level issues;
- a survey of key stakeholders within higher education institutions in order to measure to what extent they have worked on quality improvement in their core activity areas and

the degree to which they believe this is related to ERASMUS. The institutional stakeholders surveyed include central management representatives, institutional ERASMUS coordinators and departmental representatives; and

- 20 case studies allowing in depth study of the potential relationships between ERASMUS and quality improvement within higher education institutions and the potential roles of external stakeholders. The case studies have been developed using document analysis and on-site visits involving interviews and/or focus groups with institutional representatives at various levels who are involved in ERASMUS issues.

Overall, the data collection aimed to provide detailed information on the impact of ERASMUS, indicating what factors and conditions in a university help make full use of the ERASMUS actions, and providing recommendations to other universities and to the ERASMUS programme on how to maximize the effect of ERASMUS. This report consists of six chapters.

- Chapter 1 gives a brief overview of the ERASMUS programme and its actions.
- Chapter 2 presents the scope of the study and the conceptual framework developed to assess the impact of ERASMUS on quality improvement in higher education in Europe.
- Chapter 3 explores existing evidence on the working and impact of ERASMUS based on a literature review.
- Chapter 4 details the results of a survey among university leaders, ERASMUS coordinators at institutional level and representatives at academic department level.
- Chapter 5 presents the outcomes of the 20 case studies.
- Chapter 6 presents the conclusions from the study.

1.1 The ERASMUS programme: basic objectives and developments

The ERASMUS programme is named after the humanist and theologian Desiderius Erasmus of Rotterdam (1465-1536) who used to be a travelling scientist. He left a bequest to the University of Basel to establish mobility grants and as such laid the foundations for the current ambitions of the ERASMUS programme, which places great importance of mobility and scientific career development through learning.

ERASMUS has become the “flagship” educational programme of the European Community (subsequently the European Union) within a short period from its inauguration in 1987. Since its start the programme has enabled over 1.9 million students and 140,000 members of university staff to be mobile within Europe. At present the ERASMUS programme enables around 200,000 students annually to study and work abroad. In addition, it supports close co-operation between higher education institutions across Europe. Around 90% of European higher education institutions (more than 3,100) take part in ERASMUS covering 31 European countries.² Under the current Lifelong

² These 31 countries taking part under the Socrates II programme are:

- The 27 European Union Member States: Austria, Belgium, Bulgaria, Cyprus, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, the Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden and the United Kingdom;
- Four EFTA countries: Iceland, Liechtenstein, Norway; and Turkey

Learning Programme (2007-2013) the annual budget is over €400 million for the 31 participating countries per year.

Objectives, actions and tools of the ERASMUS programme

The general aim of the ERASMUS programme under the Lifelong Learning is to create a European Higher Education Area and foster innovation throughout Europe. More specifically, the ERASMUS programme aims to encourage and support academic cooperation and mobility of higher education students and teachers within the European Union, the European Economic Area (Iceland, Liechtenstein and Norway) as well as candidate countries such as Turkey. In addition, the programme supports higher education institutions to work together through intensive programmes, networks and multilateral projects.

The ERASMUS programme under the Lifelong Learning programme has a number of specific objectives:

1. to improve the quality and volume of student and teaching staff mobility throughout Europe (at least 3 million student exchanges by 2012);
2. to improve the quality and number of multilateral cooperation between higher education institutions in Europe;
3. to improve and increase cooperation between higher education institutions and enterprises; and
4. to spread innovation and new pedagogic practices between universities in Europe.

The European Commission is responsible for the ERASMUS programme's overall implementation and its Directorate-General for Education and Culture coordinates its different actions. The actions within the framework of the ERASMUS programme can be divided into "decentralised" and "centralised" actions. The decentralised actions concern the mobility actions that are run by national agencies in the 31 participating countries. Centralised actions such as networks, multilateral projects and the award of the Erasmus University Charter are managed by the Executive Agency for Education, Audiovisual and Culture based in Brussels.

The actions of the ERASMUS programme under the Lifelong Learning³ programme include:

The following decentralised actions:

- Student mobility for:
 - studying abroad (3 months up to 1 year) based on recognition of credits earned;
 - Student mobility for placements in enterprises, training centres or research centres abroad (3 months up to 1 year as a general rule)*,
- Higher education institution (HEI) staff mobility for:
 - *teaching assignments* through which teachers from foreign higher education institutions or enterprises can be attracted;
 - further *training** in foreign enterprises and higher education institutions*;

³ New Erasmus actions under the Lifelong learning programme are indicated by a *

- Linguistic preparation courses (EILC) with a maximum of 6 weeks and a minimum of 60 teaching hours;
- Intensive programmes to bring together students and staff from at least three participating countries to work or teach together in subject related work for a period of 2-6 weeks (this action was a centralised action under Socrates2 (2000-2006)
- Preparatory visits to help higher education institutions establish contacts with prospective partner institutions with a view to organising new mobility initiatives, inter-institutional agreements; ERASMUS intensive programmes; or ERASMUS student placements.

The following centralised actions:

- Multilateral projects for the development of study programmes, cooperation between universities and enterprises*, modernisation of higher education* and virtual campuses*;
- Academic networks designed to promote innovation in a specific discipline, set of disciplines or multidisciplinary area;
- Structural networks* designed to help improve and modernise a specific aspect of a higher education organisation, management, governance or funding (such as broadening access to higher education, promoting the “knowledge triangle” of education, research and innovation, improving university management, enhancing quality assurance); and
- Accompanying measures to promote the objectives of ERASMUS and to help ensure that the results of ERASMUS-supported activities are brought to the attention of the wider public, for example by information and communication, monitoring activities, development of databases and dissemination of results at conferences

As a general trend actions supporting cooperation between higher education institutions and (foreign) enterprises have gained importance, under the new LLL programme. Enterprises can benefit from:

- student placements;
- having their staff teach in a HEI abroad;
- higher education institutions’ staff receiving training in their enterprise; and
- multilateral projects on university-enterprise cooperation and modernisation.

To further support mobility and cooperation, ERASMUS has also developed a number of tools, these include:

- The European Credit Transfer System (ECTS) that facilitates better recognition and transfer of study credits that are awarded at host institutions. ECTS has later been taken up as one of the main building blocks of the Bologna process;
- The Diploma Supplement (DS), developed in cooperation with the Council of Europe and UNESCO, a document attached to a higher education diploma which aims at improving international ‘transparency’ and facilitating the academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value-judgements, equivalence statements or suggestions about recognition. It

is a flexible non-prescriptive tool which is designed to save time, money and workload. It is capable of adaptation to local circumstances;

- The ERASMUS University Charter (EUC) which aims to guarantee a high level of quality in mobility and cooperation by setting out fundamental principles for all ERASMUS actions that participating institutes must follow. The EUC replaced the previous Institutional Contracts in 2003/2004. Higher education institutions which want to participate in ERASMUS actions must have an EUC;
- The European Policy Statement (EPS) which has been changed under the Lifelong Learning Programme into the ERASMUS Policy Statement which a higher education institution is required to define its internationalisation / European strategy. Institutions need an EPS in order to gain and retain the status of a participating university in the ERASMUS programme;
- Learning agreements are standardised forms in which hosting and home institutions of mobile students agree on the gained study credits for particular course units;
- Transcript of records is a standardised form in which the value of study credits and the marks awarded are defined to facilitate the recognition of the currency of the study period abroad; and
- Training agreements* introduced under the Lifelong Learning Programme for student mobility for placement in an enterprise.

History and development of ERASMUS

After a number of years of pilot student exchanges the ERASMUS programme was proposed by the European Commission in 1986 and adopted in June 1987. The ERASMUS programme, together with a number of other educational programmes, was incorporated into the Socrates Programme in 1995. The Socrates programme was replaced with the Socrates II Programme (2000-2006) on 24 January 2000. There are 31 countries participating in the Socrates II programme and the current Lifelong Learning programme. The wider objectives of the Socrates Programmes were to:

- strengthen the European dimension in education at all levels and to facilitate wide transnational access to education;
- promote a quantitative and qualitative improvement in knowledge of the languages of the European Union,
- promote cooperation and mobility in the field of education, and
- encourage innovation in the development of educational practices and materials including, where appropriate, the use of new technologies, and to explore matters of common policy interest in the field of education.

In 2007 Erasmus became part of the EU's Lifelong Learning Programme (2007-2013) which replaced the Socrates Programme as the overall umbrella. Under the Lifelong Learning Programme ERASMUS expanded to cover new areas such as student placements in enterprises (transferred from the Leonardo da Vinci programme), university staff training and overseas teaching in higher education institutions by enterprise staff.

2 Conceptual framework and scope of the study

2.1 Excellence in European higher education

Higher education institutions in contemporary Europe have an important role to fill. The Lisbon strategy identifies high quality education as a major precondition for a knowledge-based society and economy. The Modernisation Agenda of the European Commission³ identifies a number of specific aspects and challenges that universities and other higher education institutions should keep in mind in order to realise these new expectations. The challenges and recommendations are numerous, for example, including:

- increasing international mobility of students and staff;
- increasing mobility between the higher education and industry sector, both for students and teachers;
- flexible, modernised curricula at all levels which correspond to the needs of the labour market;
- trustworthy quality assurance systems;
- improving university-industry partnerships;
- activating knowledge through interaction with society; and
- achieving research excellence by competition and ability to attract the best academic staff and researchers.

This study has been commissioned to explore the impact of the ERASMUS programme to excellence in higher education in Europe. The term ‘excellence’ can be understood either in a narrow or broad sense. Most commonly ‘excellence’ in higher education refers to cutting-edge research universities that are able to attract the best talent from the entire world. An excellent university is the one that stands out “at the top” in comparison to other universities. The Modernisation Agenda itself uses the term “excellence” in the context of world-class research and competition.

“Excellence” can, however, also be understood more broadly. Universities or higher education institutions all have their own unique characteristics; they have a different mission, and different context and environment. Some universities aim for a break-through in academic knowledge, others are more oriented towards applied research to respond to regional needs, while a third group of universities may have as their primary mission educating people whose competencies match well with specific labour market needs. All these activities are equally important in making Europe a leading knowledge economy and society. The diversity in higher education institutions and missions is regarded as a

³ *Delivering on the Modernisation Agenda for Universities: Education, Research and Innovation.* Communication from the Commission to the Council and the European Parliament. Commission of the European Communities, 2006. [COM (2006) 208 final of 10.05.2006]

particular European strength in the global competition. In order to identify this diversity and to improve the transparency in European higher education, the European Commission has initiated projects to develop well balanced classification and ranking mechanisms that serve the needs of higher education institutions, researchers, students and policy makers in Europe.

From the Terms of Reference it is clear that this study focuses on the impact of ERASMUS on quality in higher education. The motivations for this study stems from the European Commission's communication on the modernisation of universities from 2006 where it clearly establishes a link between "excellence" and mobility. Specifically describing an open and a challenging working environment, flexible, open and transparent procedures, trans- and interdisciplinarity, a strong European dimension and backing from public authorities as well as from industry (EC, 2006).

There are thus two ways to understand an "excellent" university:

1. an excellent university is in the top 10% or 25% of institutions or programmes on the basis of a unique set of indicators, primarily driven on research qualifications.
2. an excellent university maximises its potential to fully contribute to academic, economic and social development.

For the purposes of this study we understand excellence as an inclusive concept in which all institutions can find themselves based on their own specific characteristics and qualities. It is not comparing institutions but more looking at development within institutions and/or programmes to improve their operation and contribution to the quality of teaching, research and openness to society, including internationalisation. This comes close to the definition of excellence as used in the Terms of Reference for this study: *"Excellence" in the context of this study is defined by "quality" and "the degree of openness and of internationalisation"*.

This means that in this study quality is a crucial concept. Quality has been identified in the EC Treaty as the main motivation to involve the Community in higher education.⁴

In order to further operationalise the impact of ERASMUS on excellence in higher education, there is a need to more precisely define the concepts of quality and quality improvement in higher education institutions. This is done in the next section.

⁴ According to Article 149 of the EC Treaty ("Education, Vocational Training and Youth") *the European Community shall contribute to the development of quality education by encouraging cooperation between Member States and, if necessary, by supporting and supplementing their action, while fully respecting the responsibility of the Member States for the content of teaching and the organisation of education systems and their cultural and linguistic diversity. The Community should aim at developing a European dimension in education, at encouraging mobility of students and teachers, at promoting cooperation between educational institutions and at developing exchanges of information and of experiences on issues common to the education systems of Member States.*

2.2 Excellence understood as quality improvement in higher education

From the above it follows that this study understands excellence as a broad and inclusive concept in which higher education achieve high quality in their activities according to their capacities. The next question is what is meant by quality or high quality. Unfortunately, both in the academic and policy debates, quality is a highly contested notion even though there is consensus about the general goals of universities. The three missions of the higher education sector are teaching, research, and more general openness to society. In terms of teaching, higher education institutions are expected to develop the academic competencies of students, prepare them for the labour market, and to contribute to their social and personal development. In terms of research, universities aim to generate new knowledge and store and transfer existing knowledge. Openness to society has to do with the institution's contribution to the region, society, economy and internationalisation. The relative importance of each of these components varies across institutions as their missions may be more directed towards teaching, research, vocational training or personal (moral and value) development. Yet the basic structure of the three missions is in broad terms applicable to all universities.

Given the diversity in missions and profiles of higher education institutions across Europe, this study takes a rather broad and pragmatic approach. We address quality by using the term “quality improvement” and as such adopt the quality definition that is most commonly used by analysts and policy makers – “fitness for purpose”. This approach recognises that universities differ in terms of their mission, goals and objectives and we should not impose the same standard to all universities. Quality is thus judged as the extent to which a higher education institution and system broadly achieves its purpose and mission. In addition, quality improvement, as used in this study, allows us to analyse the changes over time in institutional efforts to become better in their core activity areas such as teaching, research and openness to society. It also provides all institutions that were surveyed the opportunity to judge whether their quality improvement efforts can be linked to the ERASMUS programme. The question then is whether the ERASMUS programme has helped higher education institutions to achieve their objectives and helped to improve their core activity areas.

The core activity areas of higher education systems and institutions are here perceived as teaching, research and openness to society. Though teaching and research are relatively well known and defined concepts, we would like to be a bit more explicit about what is meant with openness to society. In the scope of this study, openness to society not only includes the contribution to the region, the economy and society, but also the contribution to internationalisation, institutional development and modernisation.

2.3 Aims of the study: the impact of ERASMUS on quality improvement

Understanding the basic concepts of this study means the aims of this study can be further defined. Within this broad view of quality improvement this study focuses in on the particular role of the ERASMUS programme on the improvement of the core functions of

higher education: teaching, research and openness to society. Following the Terms of Reference, the overall objectives of this study are:

- to identify the extent and nature of the contribution of the ERASMUS programme and its action programmes to quality improvement in higher education in Europe;
- to verify whether and how ERASMUS has contributed to the modernisation of higher education institutions by organisational reforms, internationalisation and professionalisation in student services⁵ and institutional cooperation;
- to identify the contribution of the ERASMUS programme to the development and innovation of teaching and research, for example, by improving the quality of teaching, creating a more stimulating learning environment for students and establishing academic cooperation and networks; and
- to further identify the contribution of ERASMUS actions to developing a stronger European dimension to higher education in all the 31 countries which participated in the Socrates/ERASMUS programme, with particular attention to the partnership and network effects that have been triggered between higher education institutions and the added value this may have generated.

To these ends the current study achieves the following results:

- the identification and analysis of the different aspects of quality improvement of higher education institutions and the extent these have been influenced by ERASMUS;
- the identification and analysis of the ways in which the Europeanisation / internationalisation and modernisation of higher education institutions have been influenced by ERASMUS;
- the identification of indicators to be used to study the impact of the ERASMUS programme on quality improvement in European higher education over time;
- the formulation of recommendations on how the operation and impact of ERASMUS on quality improvement in higher education in Europe can be maximised in the future.

In the course of this study, these objectives and expected deliverables have been expanded with the notion that we will not only look at the success factors of ERASMUS for quality improvement in European higher education, but that we will also take into account the potential barriers that ERASMUS may raise for quality improvement in the core functions of higher education.

In summary, this study evaluates how the ERASMUS programme has contributed to – or hindered – achieving the teaching, research and openness to society goals of European higher education systems, institutions and departments, and as such has stimulated quality improvement efforts in various core activity areas. The study addresses different aspects of quality improvement in terms of teaching activities, research initiatives, student services, modernisation and internationalisation of higher education institutions' operations, professionalisation of cooperation (strategies) and integrating the European dimension in higher education. To explore their quality improvement activities higher education

⁵ Student services include academic services such as libraries and IT facilities; health care and sports facilities; organisation of administration and activities for international students and staff; extra curricular activities, residential housing, etc. (Pascarella and Taranzini 1991).

institutions were surveyed between March and May 2008 with a reference period of the last 5 years. In order to retrieve reliable and generalisable data, all ERASMUS institutions (around 2,500) have been surveyed from which a minimum response rate of 30% was aimed for with a fair distribution in all 31 ERASMUS countries.

2.4 Analytical framework to measure ERASMUS' impact on quality improvement

The ERASMUS programme contributes to higher education at a variety of levels, both directly and indirectly. Different elements or actions of the ERASMUS programme may have different impacts. For example, the decentralised actions such as student and staff mobility may have a different impact than the centralised actions such as curriculum development projects or thematic networks and intensive programmes. Whereas the decentralised mobility actions influence more directly the behaviour and skills of individual teachers and students, the centralised programmes help higher education modernisation and internationalisation processes at the level of academic units and institutions through a direct impact on teaching and research and their outcomes. Through an integration of internationalisation and modernisation into the “daily life” of programmes, faculties and central management structures, the ERASMUS programme may have an indirect “spill over” effect to the institutions and higher education systems more broadly. Institutions must adjust their structures and practices in order to adapt to internationalisation and mobility as well as learn from international experiences. Whether these assumed links can be found in actual practice is the main focus of this study.

2.4.1 The different impact levels of ERASMUS

The assumed effects of the ERASMUS programme can take place on several organisational levels: at system level, at institutional level and at individual level. In the following paragraphs the various impact levels will be briefly discussed. A systematic review of existing evidence will be provided in the next Chapter.

Individual level: students and staff

The primary impact of the ERASMUS programme is directly on students and staff through its decentralised mobility actions. Various studies have demonstrated the effect of the mobility programmes on personal development, networks and partnerships / relationships. The ERASMUS programme has been also proven to contribute to the competences and careers of mobile students and staff (Bracht *et al.*, 2006).

Institutional level: central management and academic departments

The second impact level of the ERASMUS programme is on higher education institutions. Within higher education institutions, however, we discern two levels, the central management level and the academic departmental level.

The *central management level* activities and policies provide overall direction to an institution, specify standards and thereby facilitate and influence practices at the academic unit level. In the context of the ERASMUS programme universities may have adjusted their structures and policies to accommodate mobile staff and students, to support partnerships and networks with other institutions or to support curriculum development and intensive programmes. Here the question is to what extent higher education institutions internalised modernisation processes, internationalisation, institutional development, professional cooperation with other institutions and openness to society in their daily routines. Within the framework of this study it is possible to see whether higher education institutions did this and to what extent they have been triggered or supported by the ERASMUS programme to become more modern, internationalised and open. The analysis at the institutional level will need to focus on quality improvement that can be attributed to centrally stimulated initiatives or university wide policies and strategies, for example, to formalise European and other international co-operations.

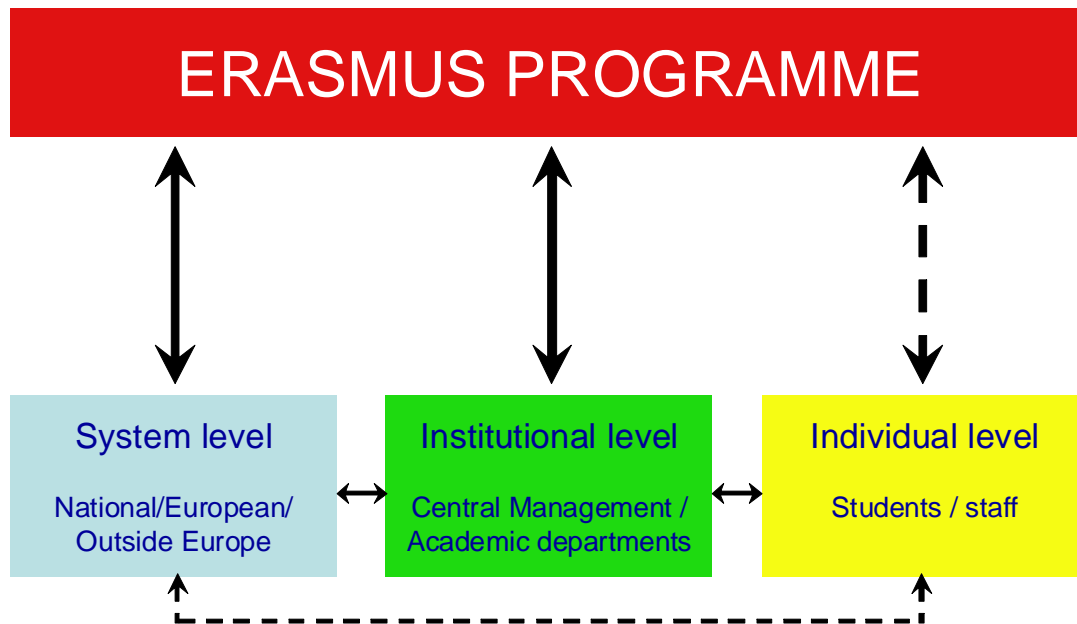
The *academic department level* is most directly involved in the core tasks of higher education institutions of teaching, research and openness to society. ERASMUS is aimed at affecting faculties/departments both directly and indirectly. The direct effect takes place through the centralised actions such as curriculum development, thematic networks, and intensive programmes, contributing directly to teaching and research activities in the unit. Mobility actions also impact on academic units, although indirectly. Mobile teachers can bring in new ideas, experiences and competences; mobile students enrich the classroom experiences. In order to accommodate mobile students and staff, faculties/departments must, however, adjust their academic programmes as well as student facility structures. The current study explores to what extent faculties and departments have been triggered, supported or hindered by ERASMUS to improve the quality of their core activities and services. In a broader sense we explore how academic departments have been facilitated by ERASMUS to develop, modernise and internationalise their core activities to become better at teaching, research and openness to society.

System level: national and supranational level

Though ERASMUS has not been targeted at the national and supranational level specifically, one can imagine that ERASMUS indirectly has affected national and supranational level policies. If institutions and departments start to internationalise more, or governments specify that internationalisation and modernisation is increasingly more important, then different conditions must be created in order to facilitate smooth mobility and international cooperation. Though it may be difficult to establish hard evidence that the ERASMUS programme is the major driver of various (supra)national initiatives, there is an expectation that ERASMUS has significantly contributed to the Bologna process, mutual degree recognition, management of study grants, creation of internationalisation networks and many other initiatives. One of the ways in which this happens is through funding a number of national and supranational initiatives and studies with ERASMUS grant money. There have already been some studies to explore the links between the ERASMUS programme and national and supranational policies (Brakel *et al.*, 2004). This study summarises the major study findings focussing on the impact of ERASMUS on national and supranational level policies.

The ways in which the ERASMUS programme impacts upon higher education is visualised in Figure 1. This also shows that the impact relationships are not assumed to be unidirectional but that the complex interrelationships in higher education systems are more likely to lead to multi directional relationships.

Figure 1: Impact levels of the ERASMUS programme



This study addresses the impact of Erasmus on higher education in Europe via surveys, case studies and a literature review. The impact at system level will mainly, but not exclusively, be explored by the review of existing literature. The impact at individual level will only be addressed through the literature review.

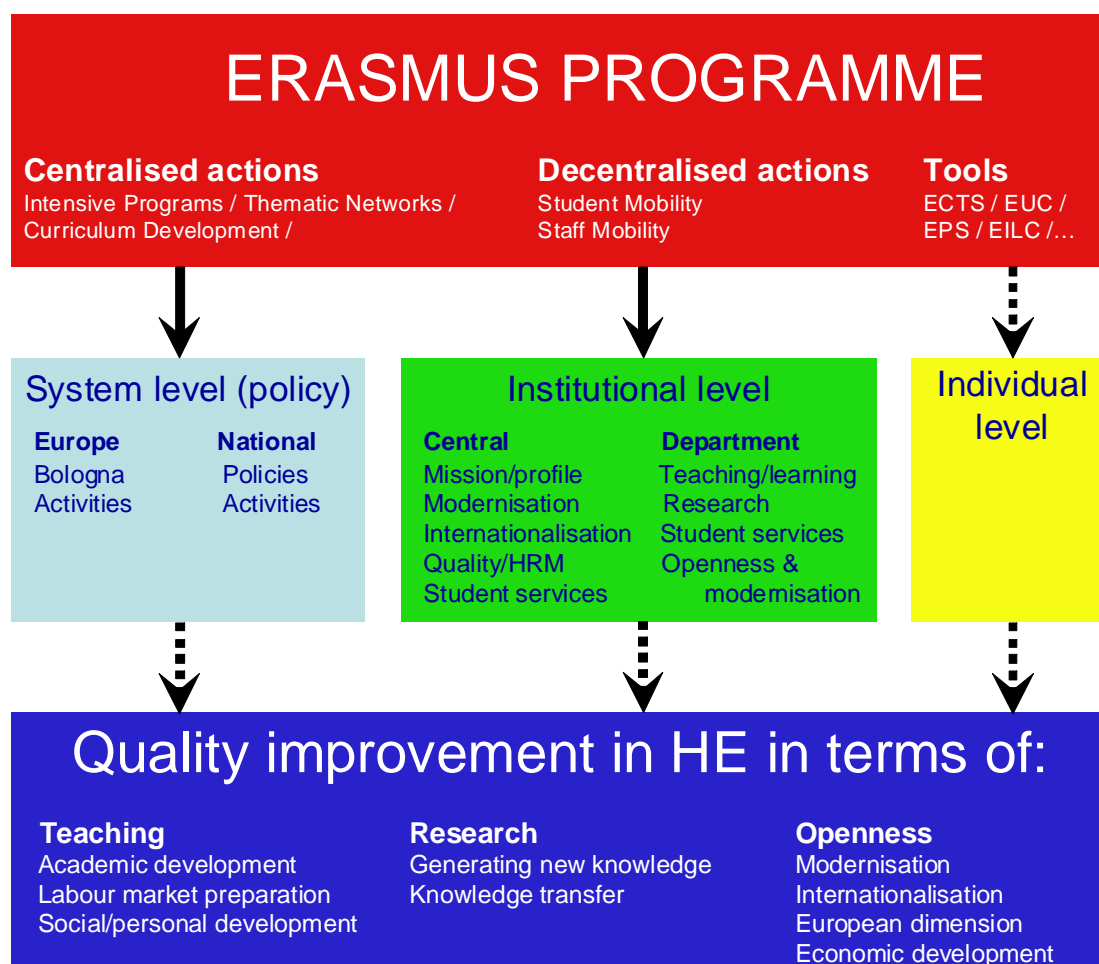
2.4.2 Measuring the impact of ERASMUS

In order to measure the impact of ERASMUS on quality improvement in European higher education, it is necessary to make a further step to operationalise the linkages between ERASMUS and quality improvement in higher education. It is overly ambitious to provide a single holistic framework that specifies causal linkages between ERASMUS and the outcomes of higher education in terms of quality and for example, employability of graduates or research results, at least to measure it in objective terms. Higher education outputs are a result of a combination of many factors and it would be impossible to separately extract the more nuanced contribution of the ERASMUS programme and its centralised and decentralised actions. However, it is possible to map certain academic practices, organisational policies and other factors that are likely to contribute to quality improvement in higher education and in policies at system and institutional level. But rather than measuring objective quality it is a more dynamic process in which units and institutions try to improve the services and products they deliver. Therefore, in operational terms, we identify core activity areas at institutional level (central management and

academic departments) and system level (national/ supranational) which identify and cluster the basic activities taking place at these levels. We can then within those core activity areas explore quality improvement initiatives and the role of ERASMUS therein.

At central institutional level the core activity areas can include the institutional mission and profile, institutional development, modernisation, internationalisation and central student services. At academic department level core activity areas can be defined as the organisation of teaching and research, curriculum developments, teaching and learning, research, quality management, professionalisation of staff and, again, student services. At the system level (national and supranational) core activity areas include system level policies addressing system structures, quality assurance, internationalisation, financial support and mobility measures. With this framework we can explore the role of the ERASMUS programme on quality improvement at various impact levels and in different core activity areas. This is explained in Figure 2.

Figure 2. Operational model for evaluating the impact of ERASMUS programme (under Socrates II) on higher education in Europe



Note: Figure 2 only shows unidirectional relationships. It is intended to show the impact of ERASMUS on various levels and activities, with possible reciprocal influences among the various levels and activities.

The final step in our conceptual framework to analyse the impact of ERASMUS and its various centralised and decentralised action programmes on quality improvement in higher education in Europe is to **identify indicators** that reflect quality improvement in the core activity areas at the different levels. Literature shows examples of how quality and quality improvement can be made explicit. At student level one could think of issues such as **inspiredness** as expressed in study progress, time spent on studying, motivation, dedication and average grades (Van den Broek et al, 2007). At institutional level, one could think of research quality, the research programme, ambitiousness of objectives, “drive” of teachers, teachers’ qualifications, entrance selection and personal tutoring. In addition the linkages with the labour force and the institution's own initiatives to improve teaching, research and service processes are identified to be indicators of high quality (Van den Broek et al, 2007). This latter aspect comes close to the ambitions of this study: to identify primary processes in higher education that can be subject to quality improvement.

This study, therefore, stays close to the primary processes that take place at the various levels, including policies and instruments at system and central institutional management level and basic activities at academic departmental level. Given the interest in quality improvement in higher education, the basic activities and purposes of higher education institutions are important, including: student development (teaching), knowledge generation (research), and openness to society (regional, social and economic contribution). This is reflected in the lower box of our framework in Figure 2. We will therefore use the primary activities of actors at the various levels as the indicators for our study. Those activities are also likely to be influenced by internationalisation and by the ERASMUS programme in particular. As such activities at system and institutional level that can reflect quality improvement and that can be influenced by internationalisation and ERASMUS will also serve as indicators in our study.

At a **system level**, including the national and supranational level, policies shape the environment in which higher education institutions operate and consequently organise their activities. The most important indicators at system level are therefore policies and policy instruments that stimulate higher education institutions to improve. One can think of policy activities in the framework of the Bologna process related to quality assurance, degree recognition, internationalisation, and grant / scholarship mechanisms. The effect of ERASMUS on system level policies will be mainly explored through summarising existing literature.

At the **institutional level** we differentiate between activities of central management and academic departments. The central management activities primarily impact on teaching and research goals through institutional policies and activities in the core activity areas such as mission and profiling, internationalisation, modernisation, institutional development, quality assurance, institutional level teaching organisation and student services. At the academic department level the core academic activities of higher education take place with regard to teaching, research and openness to society. Critical factors at the department level are curriculum development, teaching methods, learning environment, student engagement, quality assurance, research management and also student services.

For indicators of this study, we have broken down the core activity areas at the system and institutional levels into tangible and practical primary activities that are potentially subject to quality improvement and that could be influenced by the ERASMUS programme. Lists of these indicators are presented in separate boxes below and overleaf. They include a rather comprehensive list of indicators per core activity area and provide a rather exhaustive overview. Some indicators at central management and at departmental level are examined through the survey. Box 1 shows the core activity areas and indicators at system level, Box 2 the indicators at central management level and Box 3 at academic department level. The items that are not explicitly explored in surveys or case studies are indicated in italics.

Box 1: The map of core activity areas / indicators at system level (national and supranational)

<u>European level policies & activities</u>	<u>National level policies & activities</u>
<ul style="list-style-type: none"> - Bologna process (undergraduate/graduate structure) - Diploma supplements - ECTS - Quality assurance frameworks - Mobility programmes - ERASMUS/Internationalisation unit in the Ministry - <i>Setting up internationalisation/mobility scholarships</i> - <i>Portability of student loans and grants</i> - <i>Stimulation of clone programs</i> 	<ul style="list-style-type: none"> - Mainstream internationalisation policies and strategies - Degree recognition procedures and offices - <i>National mobility programmes</i> - <i>Internationalisation/ERASMUS networks</i> - <i>Cross-ministry mobility policies (Ministries of Economic, Foreign, Education, Immigration Affairs) (for example. policies related to “knowledge workers” and visa issues)</i> - <i>Monitoring student mobility (databases)</i> - <i>National information platforms</i> - <i>Organisation of conferences</i> - <i>Student organisations for international students</i>

Some of the mentioned activities and policies may have a direct link to the ERASMUS programme, others may have a more indirect relationship.

Box 2: The map of core activity areas /indicators at institutional level (central management)

<p><u>Mission and Profiling</u></p> <ul style="list-style-type: none"> - Institutional mission, profiling and strategy - National marketing and visibility - Benchmarking and reputation management <p><u>Modernisation & openness</u></p> <ul style="list-style-type: none"> - Governance structures - Regional cooperation - Cooperation with industry - <i>Disseminating knowledge to a broader public</i> - <i>Internal financial allocation model</i> <p><u>Internationalisation</u></p> <ul style="list-style-type: none"> - Internationalisation policies - Setting internationalisation objectives and targets - International cooperation strategies - International marketing and visibility - Internationalisation monitoring system (Institutional research) - International office - Degree structure (implementation of Bologna) - Offer foreign language programmes - Offer programs taught in English <p><u>International networks and partnerships</u></p> <ul style="list-style-type: none"> - Initiate and participate in networks at institutional level - Stimulate network activities at academic level - Support / facilitate network activities - Active conference organisation - <i>Development of network strategies</i> - <i>Monitor network activities</i> - <i>Concentrating/reducing partnerships to most suitable ones</i> <p><u>Quality assurance and staff development</u></p> <ul style="list-style-type: none"> - Quality assessment policies, unit and guidelines - <i>Quality assurance officer at the departmental level</i> - <i>Human resource development: staff</i> - <i>Human resource development: administrative staff</i> - <i>International experience/foreign language proficiency of teaching staff</i> 	<p><u>Student services</u></p> <p>Central services</p> <ul style="list-style-type: none"> - Libraries, IT services, housing, international office, student health services, sports facilities and offerings <p>Informational services and orientation</p> <ul style="list-style-type: none"> - Welcome information package and orientation - Information meetings for outgoing and incoming students - Language of information provision - Integration programmes for international students - <i>Student help desk</i> <p>Administration</p> <ul style="list-style-type: none"> - Institutional grants/scholarships to students (incoming / outgoing) - Implementation of ECTS - Implement diploma supplement - Transcript of records - Recognition procedures - Changes in student administration services/systems (course enrolment, course registration) <p>Student life</p> <ul style="list-style-type: none"> - <i>Information on student life</i> - <i>Student activism</i> - <i>Cultural activities</i> - <i>Special events for international students</i> - <i>Space/facilities to student organisations of international students</i>
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Box 3: The map of core activity areas / indicators at institutional level (academic departments)

<p><u>I Teaching and learning</u></p> <p>Curriculum design and content</p> <ul style="list-style-type: none"> - New curricula, modules and courses - Substantial curriculum revision and innovation - Learning outcomes / competencies (Tuning) - Integrate foreign language studies in the curriculum - Integration of international perspective in teaching - Revision of degree qualifications (competencies) - Introduction of communication skills / soft skills - Cultural knowledge and understanding - <i>Internationalisation officer at the faculty/department level</i> - <i>Interdisciplinary elements between programs</i> <p>Teaching methods</p> <ul style="list-style-type: none"> - Language of instruction - Joint programs - Mode of instruction (lectures/laboratory/self work/working groups/problem based learning,...) - Course materials (text books, readers) - Teaching team - New learning technology (blackboard, E-learning, distance learning, etc.) - Modes of examination (multiple choice / open questions / oral / assignments ...) - Grading system and scales - <i>Major / minor structure</i> <p>Quality assurance / professionalisation</p> <ul style="list-style-type: none"> - Course evaluation (teacher evaluation) - Training for teachers (preparation for international classroom) - Seminars to prepare teachers for internationalisations - Foreign language proficiency of teachers - <i>Curriculum review, academic audit</i> - <i>Teaching skills</i> <p>Academic learning environment</p> <ul style="list-style-type: none"> - Academic counselling for students - <i>Accessibility of teaching staff (office hours/ appointment...)</i> - <i>Exposure to international experiences in the class-room</i> - <i>Involvement in extra-curricular activities of students</i> 	<p><u>Student services</u></p> <ul style="list-style-type: none"> - Student counselling - Information meetings for mobile students - Implementation of a diploma supplement - Information availability (study guides, website, syllabi) - Language of information provision <p><u>II Research</u></p> <p>Networks and cooperation</p> <ul style="list-style-type: none"> - Participation in research networks - International cooperation in terms of joint publications, projects, proposals - Conference organisation - Conference attendance <p>Research performance</p> <ul style="list-style-type: none"> - Integrating international perspective in research - Development of new expertise areas - Participation in international research projects - Strengthening the quality of research - Economic and social impact of research - <i>International project acquisition (grant funding)</i> - <i>Orientation towards international publications</i> <p><u>III Openness and modernisation</u></p> <ul style="list-style-type: none"> - Internationalisation policy - Regional cooperation - Cooperation with industry - Disseminating knowledge to a broader public
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Given that quality improvement of basic activities such as teaching, learning, facilitating, policy making cannot be directly observed from the outside, the study has surveyed or interviewed representatives at these various levels about the extent to which they experienced and perceived quality improvement in their basic activities and the potential contribution of ERASMUS in that respect. Thus, to analyse the impact of ERASMUS on quality improvement at institutional level, the study used surveys and case studies which are primarily focusing on the core activity areas and indicators presented in the boxes above. For practical reasons, to keep the surveys and interviews manageable, we focused

on the most crucial indicators with regard to the impact of the ERASMUS programme. The indicators in italics in the boxes were, therefore, left out of the surveys. Furthermore, the surveys and the case studies targeted three different audiences in the higher education institutions:

1. a short questionnaire for respondents at the central administration / governance level of the higher education institutions;
2. a longer questionnaire for the institutional internationalisation officer or ERASMUS coordinator; and
3. a longer questionnaire for the representatives at the academic department level: academics with a high interest in internationalisation or the departmental internationalisation officer.

Based on the findings of the study we will formulate recommendations for the future development of the ERASMUS programme.

3 Literature review on the impact of ERASMUS

The existing literature on the impact of the ERASMUS programme is discussed below in respect of three levels: the effect on staff and students, the effect on higher education institutions (central administration and academic departments), and finally the effect at a system level (national and supranational) policies. Most of the studies are commissioned by the European Commission to monitor the progress of the programme and identify its challenges. There are very few independent studies which examine empirically the effect of ERASMUS on these three levels. Independent publications related to ERASMUS discuss various aspects of the programme, such as changes made to the ERASMUS programme over the years or the living conditions and issues faced by ERASMUS students (Barblan and Teichler, 1998; Burn et al, 1990; Darmody et al, 2005; Teichler, 2004; Krzaklewska and Krupnik, 2006 and 2005; Maiworm, 2001; Monasta, 1991; Papatsiba, 2005). These studies, however, do not generally identify the impact of the programme on participating staff or institutions.

The empirical studies that are analysed below use a variety of methodologies. Most commonly they use surveys of mobile students, staff, ERASMUS coordinators, and institutional leaders, but document analysis, site visits and interviews are also sometimes used. Typically the studies ask respondents to evaluate the effect of the ERASMUS programme on various professional, personal and institutional aspects. Very few studies explore the effect of the ERASMUS programme on students using a control group: i.e. they compare the results of the ERASMUS students with non-ERASMUS students to identify the true impact of the programme. This means that up to now most studies employ a perception-based approach rather than a facts-based approach. This is a logical approach given that ERASMUS is a complex programme with many different actions and that relationships between system level policies, institutional policies, activities at department level and individual behaviour are all influenced by a multitude of factors, in which the ERASMUS programme is only one factor.

In general, the individual level impact is the most studied aspect of the ERASMUS programme. Students and mobile staff have often been studied over the years and some generalisations and time-trends can be identified. Institutional level is studied to a lesser extent although some generalisations can be drawn from the existing studies. The national and supranational impact is the most difficult to study. Particular attention has been given in this report to establish the links between the ERASMUS and the supranational developments.

3.1 Effects at individual level: students and academic staff

3.1.1 Students

The effect of the ERASMUS programme on individual students covers the impact on their career as well as on their academic and personal development.

According to one survey of ERASMUS students, the ERASMUS experience has an effect on the nature of the career but not so clearly on the success of the career. ERASMUS graduates are more likely to have jobs that have visible international reverts, but the jobs are not necessarily higher in status or income (Bracht et al, 2006; Teichler et al, 2001). A study of Engineering and Technology students specifically indicates that ERASMUS has a positive influence on obtaining employment after graduation (Socrates, 2000). Former mobile students are also more likely to report that their position and income corresponds to their level of educational attainments (72%). Yet only 16% of students think that their income is higher than the income of their non-ERASMUS fellow students and even more think that their income is lower. ERASMUS students are also almost twice as likely to continue their studies (about 1/5 of all ERASMUS students). Employers seem to be more positive about the career effect of the ERASMUS than the students themselves. Employers regard internationally experienced students as superior to other graduates and just under a quarter of employers (21%) predict better career opportunities for these students (Bracht et al, 2006). The career effect is, however, not homogenous across the regions. ERASMUS has a stronger effect on the careers of students from Central and Eastern European (CEE) countries compared to students from Western Europe (Bracht et al, 2006). The effect of the ERASMUS programme on careers is also declining over time. Just over half (54%) of former ERASMUS students from the 2000/1 cohort believed that studying abroad was helpful in obtaining their first job, while 66% and 71% of students from 1994/5 and 1988/9 respectively believed this. This may suggest that perhaps students now have more varied opportunities for international experiences than five years ago.

In general, ERASMUS students valued ERASMUS's contribution to personal development more highly than its contribution to academic development. Yet half of the ERASMUS students reported greater academic progress abroad than at home (Teichler et al, 2001). Language improvement is one area where this contribution is clearly identified and better knowledge of the host country is also a benefit of the programme (Bracht et al, 2006; Teichler et al, 2001). A significant proportion of students (65-95%) recognise the effect of the ERASMUS programme on changes in career-related attitudes and aspirations, broadening their general education, developing their personal values and their understanding of people from other cultural and ethnic background and enhancing interpersonal skills and building confidence (Souto Otero and McCoshan, 2006; Socrates, 2000). Studies by Camelli (1999) and Camelli et al (2006) show that ERASMUS graduates are more likely to continue their studies and are more willing to move away from home for work.

Empirical studies are reluctant to estimate the effect of the ERASMUS programme on non-mobile students. Sahlin et al (2005) explicitly states that the effect of curriculum development projects on non-mobile students is difficult to estimate as survey respondents chose not to answer the question. However, the study also notes that in terms of open and

distance learning, ICT has been able to create a form of virtual mobility for academic staff and increases the opportunities for non-mobile students to benefit from teaching delivered at a distance.

3.1.2 Academic staff

The majority of mobile staff (58%) recognises the positive effect of the ERASMUS programme on their professional development. Although the ERASMUS programme is focused on teaching and not on research, the effect on research activities is particularly high. 65% of academic staff reports a general improvement in their research contacts and 60% report broadening their academic knowledge while teaching abroad (Bracht et al, 2006). A substantial proportion of mobile staff recognises the effect of the ERASMUS experience on teaching activities, even though the effect seems to be less than on research cooperation and academic competencies in general. Specifically, 45% improved their teaching in general and 40% developed and implemented new teaching methods. Again, academic staff in the CEE region seems to gain more from participation in the ERASMUS programme, not only with respect to their careers but also professional competencies and network (Bracht et al, 2006).

3.2 Effects at institutional level

The examination of institutional level impacts starts with a wider perspective given a recent study that explored institutional responses to internationalisation, Europeanisation and globalisation (Huisman and Van der Wende, 2005). To respond to internationalisation and to achieve their international ambitions universities have undertaken substantial changes. On the other hand, universities not only respond to internationalisation but actively use internationalisation to achieve their own goals. The reasons why universities develop an international dimension varies by country and type of institution. Some universities use international activities in order to achieve the status of a global player or a “world class” university. Others find this goal either unachievable or undesirable and, while also responding to competition, they instead aim to strengthen their European or regional profile. In some countries, international students have become an important revenue source for universities and internationalisation is sometimes necessary for survival of a faculty or programme. The last group of universities uses internationalisation to help enhance the reputation of the university in the local community or nationally.

The changes that internationalisation brings concern, primarily, the organisational structure and management but also teaching and research. Most prominently, internationalisation as a theme has become more important in universities’ management. International offices and international relations offices have been established, with major growth in 1990s, and these offices often have direct access to the highest level of decision-making. Internationalisation has become a priority across different types of universities, with networks and international cooperation widely perceived to be beneficial to the university. The international dimension has a prominent place in universities’ goals and mission statements. On the other hand, internationalisation is rarely mentioned as part of institution-wide and departmental (financial) planning, budgeting and quality review systems and rarely backed with stable financial resources. Internationalisation also affects

teaching and research. Internationalisation of the curriculum, joint degrees, and in some countries adjustments in the language of instruction, and collaborative research networks affects the academic landscape in European universities.

Programmes and courses delivered in English in countries where English is not a native language are another side-effect of internationalisation. English-taught Bachelor and Masters programmes have grown rapidly, from 700 courses in 2002 to 2 400 in 2007 (Wächter and Maiworm, 2008). Universities are motivated to offer the programmes in order to attract international students (ca 83% of institutions), to prepare domestic students for the global labour market (around 80%) and to raise the profile of the institution (53%). Despite the rapid growth, English-taught programmes are still far from widespread in mainland Europe. Only 2% of the total student population in Europe study on these programmes and of all programmes offered in Europe between 2-7% are taught in English. English-taught programmes are also not homogeneously distributed: Northern Europe (the Netherlands, Germany, Finland, and Sweden being the forerunners) clearly lead compared to Southern Europe. There is also a divide across disciplines and the level of study, with 72% of all English-taught programmes offered in engineering, business and management studies and social sciences. The majority of programmes are offered at Masters level. The majority (65%) of students that study on these programmes are from abroad: mostly from Europe (36%), Asia (34%) and Africa (12%). English-taught programmes seem to have some interesting side-effects for institutions more widely. The marketing of English-taught programmes to both domestic and international audiences has significantly improved in recent years and as a side-effect marketing activities have improved also in traditional programmes. Improvements in student services and more targeted student recruitment are also identified as positive side-effects.

The literature on the effect of the ERASMUS programme on higher education institutions confirms most of these developments. Two recent evaluations (Brakel et al., 2004; Teichler et al., 2001) analyse the impact on the institutional and national policy level. They conclude that the EU view of internationalisation becomes more inclusive, looking further than just promoting the mobility of individuals. EU policies and actions increasingly influence the policies and planning practices of higher education institutions and systems. Examples include the increased funds becoming available, such as through the ERASMUS programme and the Framework Programmes.

The specific effects of the ERASMUS programme on higher education institutions are examined here in four main categories of impact: the impact on internationalisation, on teaching, on research, and on general organisational aspects.

As early as 1996, Maiworm et al refer to the fact that institutions supported by ERASMUS are more European and internationally minded. Institutions that have taken part in the ERASMUS programme since its inauguration particularly tend to have activities strongly related to internationalisation. The effects of the ERASMUS programme can be seen in an institutionalisation of international activities. Teichler and Maiworm (1997) refer to the establishment of international offices, language centres as well as other specialised institutions since the inauguration of ERASMUS. The integration of ERASMUS in the SOCRATES programme did not undermine this, but increased institutions' awareness for

European and international activities (Barblan et al, 2000) and resulted in a reinforcement of institutional policies (Teichler, 2001). Maiworm et al (in Teichler et al, 2002) confirm that most of the higher education institutions that receive SOCRATES support are keen on developing further their international and European activities. Furthermore, those responsible centrally for SOCRATES note “a development or improvement in cooperation and mobility activities” (Teichler et al, 2002). However, in parallel to the positive developments a concern has been articulated that cooperation with institutions from other parts of the world might be weakened due to the SOCRATES programme (Maiworm et al, 2002).

European Policy Statements (EPS) are one aspect that has had a great effect. Brakel et al (2004) refer to the significant effect of EPS on universities’ internationalisation policies. Most universities (67%) agree that the requirement to submit an EPS has helped to increase European awareness and co-operation and only 15-20% of universities consider EPS unimportant or of limited importance for their decisions and initiatives. Most commonly, the EPS emphasise such aspects as qualifications through the ECTS, student and staff mobility, and improving partnership configurations. Moreover, Brakel et al (2004) indicate that some aspects of internationalisation have become more prominent lately, such as Europeanisation of the curricula, the number of incoming and outgoing students, improvements in the quality of teaching and learning for mobile students and quality assurance. There is also a clear trend of institutions moving from ad-hoc strategies for internationalisation to a more centralised strategy, where a large volume of international work is undertaken and the international mission is explicit, followed through with specific goals and procedures.

University leaders see internationalisation of a university as one of the major contributions of the teacher mobility programme, more so than its direct effect on teaching (Bracht et al, 2006). According to a European Commission (2004) study, teacher mobility has in general strengthened the European dimension of universities. The study undertaken by Kreitz and Teichler (1997) specifically addressed the impacts of teacher mobility on universities. A majority of the mobile teachers reported, as a result of their period abroad, an expansion of contacts between the institutions involved, an increase in joint activities between the teacher’s home and host institution as well as changes with regard to the administrative processes. In addition, mobile teachers perceived that their stay abroad had a positive impact on cooperation between the institutions in terms of student mobility. Only a relatively small proportion note that the actual impact of their experience of teaching abroad was not as high as expected.

Other activities such as curriculum development projects had a considerable impact on higher education institutions. The programme seems to have inspired thinking about curriculum and teaching quality and contributed to curricular innovation activities (Teichler, 2001). A study of engineering and technology fields demonstrates that ERASMUS has contributed to discussions and exchange of experiences and case studies between institutions. ERASMUS has led to higher levels of demand, both from students and staff, that in turn led to improvements in all areas of education quality for the participating engineering and technology institutions (Socrates 2000).

Curriculum development projects are seen as the third component in the priority ranking of ERASMUS components. The projects have tangible outcomes: syllabi and teaching materials were developed by almost all projects; newly developed modules and courses were run by a substantial proportion of institutions and project information and course materials were made available via the internet, books, CDs or as video material (Teichler et al, 2001; Sahlin et al, 2005). The majority of projects have modified or adjusted existing programmes instead of establishing new programmes (Sahlin et al, 2005). As a conclusion of the Sahlin et al (2005) study, curriculum development projects were considered to be intellectually stimulating and satisfying for the academics, but the attempts to have the results integrated into an existing regulated framework were less fruitful. Curriculum development projects were implemented in 80% of cases but national constraints existed. The main factor which facilitated integration and ensured full implementation was the recognition of the project's output at the home institution and/or the national system. Academic staff mobility also significantly improved the quality of the piloting and implementation (Sahlin et al, 2005). Overall, the programme was successful in stimulating cooperation and curriculum development. In addition, there was an explicit link between mobility and curriculum development in many projects.

Sahlin et al (2005) report that in respect of curriculum development projects, cooperation with institutions without the Bologna structure (for example Greece and Romania) was often difficult, but participation in these projects provided the opportunity for universities in these countries to develop their internationalisation policies. Curriculum development projects did not contribute considerably to encouraging less widely used and taught languages, but the actions did support wide-range and close cooperation between higher education institutions (Sahlin et al, 2005). The literature reports variations in perceptions among countries. Greek and Central and Eastern European institutions particularly perceived the SOCRATES programme played an important role with regard to the international as well as the European character of the curricula (Maiworm et al in Teichler, 2002).

According to the European Commission (2004), thematic networks have functioned on two levels: firstly, they sought to stimulate and, if necessary, to change disciplinary strategies in higher education institutions, and, secondly, they have contributed to the wider political objective of creating a European society which is culturally, economically and technically comparative. Networks have helped to improve the quality, efficiency and effectiveness of higher education systems. As a weakness, thematic networks are strongly connected to the commitment of individual academics, which makes the participation vulnerable and uncertain (Klemperer in Teichler, 2002).

A more general observation concerns the interconnectedness of the ERASMUS programme. Student mobility has led to a spill-over effect, in terms of research cooperation, staff exchange and partnership arrangements among institutions (Maiworm et al, 1993). The majority of institutions stated that ERASMUS/SOCRATES contributed to a growing interest in student mobility, growing co-operation in teaching and learning, and an improvement in international services (Teichler et al, 2001).

Teichler and Maiworm (1997) refer to two changes in terms of institutional configuration that have emerged since the inauguration of the ERASMUS programme. The first change is an increase in the number of departments per network from three to five and consequently better opportunities for students who participate. The second change is an increase in the number of active partnerships between institutions from less than two to more than eight.

Although ERASMUS/SOCRATES is believed to have had considerable effects on higher education institutions, less than one third of the survey respondents were convinced that SOCRATES contributed to an improvement of the *quality* of teaching and learning (Teichler et al, 2001).

Mobile teachers believe that exchanges between teaching staff are very valuable for individuals, for the home and host mobile students, and for the curriculum in general. Yet, integration of courses held by mobile teachers at the host institution has not improved during the last decade and mobile teachers do as much to support student mobility during their teaching period abroad as they did 10 years ago. Teichler et al (2000) conclude that teaching staff mobility has not become a systematic element of ERASMUS which can serve the needs of non-mobile students. Other studies, however, report that mobile teachers themselves hardly noted any enhancements in terms of teaching methods and curricula as a result of their stay abroad (Kreitz and Teichler, 1997). Still the importance of teacher mobility is underlined by university leaders, who see reputation building as one of the most important effects of the teacher mobility programme (Bracht et al, 2006).

3.3 Effects at system level (national and supranational)

The effect of ERASMUS on national and supranational policies is most difficult to capture. National policies are triggered and influenced by a range of forces and interest groups that affect each other. Brakel et al (2004) attempt to map the effects on these higher levels and admit that policy documents and interviews rarely specify which particular national policies were connected to specific elements of the ERASMUS programme. Yet the traces of the ERASMUS programme can be found in the major higher education policy developments in Europe, such as in the Bologna process, Lisbon strategy, quality assurance system and many others. Therefore, particular attention has been paid here to define and analyze the links between the ERASMUS programme and various initiatives and developments at the national, institutional and even at the world level.

3.3.1 Supranational level

The Bologna process is the major development in the European higher education and its links to the ERASMUS programme are quite evident. The Bologna reform agenda builds to a large extent on the "ERASMUS acquis". Five out of six of the action lines of the Bologna declaration overlap with ERASMUS programma: transparent and comparable degrees (diploma supplement), establishment of a credit system (ECTS), promotion of mobility (ERASMUS students), quality assurance (1998 Council Recommendation, ENQA), and European dimension (joint and double degrees). Dozens of projects in these areas have been and are being supported through the ERASMUS programme.

Moreover, the impact of Bologna process is not limited to the countries participating in the programme. The Tempus programme supports capacity building in 27 Tempus countries, inside and outside the EHEA and ERASMUS Mundus has opened double and joint degrees to participants from all over the globe.

In addition to contributing to the agenda of Bologna process, there is also explicit evidence of the intention to draw on community programmes for the promotion and implementation of the Bologna process. With respect to ECTS and the Diploma supplement in the Bologna agenda, for example, “the importance of the Commission’s Socrates-ERASMUS programme as the “main mechanism” for their introduction” was recognized (Zgaga, 2004: 94, from De Witte, 2006). Moreover, the ERASMUS programme helps to provide the basic infrastructure for the running of the Bologna process. ERASMUS grants supported the Bologna Stocktaking exercise, the biennial Ministerial Conference, the EUA convention, EUA Trends reports, the ESU student survey “Bologna With Student Eyes”, and a series of key seminars and projects.

The Europe wide application of ECTS is a concrete example how the ERASMUS programme contributes to national and supranational policies. ECTS started in 1987 as a pilot project for a limited number of institutions (departments) involved in the ERASMUS programme. The use of the credit system gradually extended to more departments and more institutions. In adopting and developing the credit system, institutions were supported by targeted ERASMUS grants and assisted by a network of ECTS Counsellors. The use of the system got a boost in 1998 when it was included in the Bologna process as one of the action lines. At present almost all 46 Bologna countries have made the use of ECTS and extended its use from mobile students to all students in all institutions and departments. Credits can now also be used to move from Bachelor to Master programs within and between institutions. Furthermore, ECTS can be used to recognize informal and non-formal learning. A similar development has taken place with respect to the Diploma Supplement, a transparency tool developed by The Council of Europe, the European Commission and UNESCO together.

Besides the Bologna process, the impact of ERASMUS supported activities is particularly strong in the field of quality assurance. In the 1990s, the Commission organized pilot projects to test the possibility of external quality review of university education. The insights acquired through these ERASMUS projects were presented to the Education Ministers, which led to the Council Recommendation on European cooperation in quality assurance in higher education in 1998. According to this Recommendation all countries should consider introducing systematic external reviews according to a provided format and exchanging good practice. This Recommendation laid the basis for the creation of ENQA (European Network for Quality Assurance in Higher Education) in the year 2000. The European activities of ENQA are still supported through ERASMUS competitive funding.

Quality assurance is now one of the most prominent action lines in the Bologna process which has further contributed to the spread of systematic quality assurance in the sector. The European Commission supports this action line through the ERASMUS and Tempus

programmes. The program supports external reviews (ENQA and quality labels) as well as internal reviews and collegial benchmarking organized by university associations (such as EUA). ERASMUS was instrumental also for the European Quality Assurance Register (EQAR) launched in March 2008, based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area, adopted by Bologna Ministers in Bergen in May 2005. The Register has the political support of both the Bologna Ministers (London Communiqué, May 2007) and the EU Parliament and Council (Recommendation of February 2006). The ERASMUS programme supported the creation of the Register as well as the first year of its activities. In addition, the ERASMUS programme funds the first three editions of the annual Forum on quality assurance in higher education organized by E4 (ENQA, EUA, EURASHE and ESU) and thereby facilitates the dialogue on quality assurance issues among stakeholders.

Ten years after the adoption of the first EU Recommendation on quality assurance in higher education and nine years after the start of the Bologna process, all 46 Bologna countries have established one or more agencies carrying out systematic external reviews and putting the reports on the web (e.g. the ERASMUS supported Crossroads database). Universities across the continent are now more aware of quality issues and many are engaged in internal and collegial benchmarking exercises. ERASMUS has certainly played a role in this development.

Another European level development where ERASMUS has played a significant part is related to the qualifications framework. A few countries, notably Ireland and Scotland had a longstanding experience with national qualifications frameworks. This experience was shared with others in an ERASMUS supported project, coordinated by ministry official Mogens Berg from Denmark. The seminar he organized eventually led to the inclusion of qualifications frameworks in the Bologna agenda (Berlin Communiqué, September 2003). In May 2005 in Bergen the Bologna Ministers adopted the Framework for Qualifications of the European Higher Education Area. The Commission included the qualifications framework in the Lisbon Agenda for Growth and Jobs (Education and Training 2010 Work programme) in 2004. In April 2008, the Parliament and Council adopted a Recommendation on a European Qualifications Framework for lifelong learning (EQF). All Bologna countries are now working on their National Qualifications Frameworks and attempt to integrate the European references provided by Bologna and the EU.

The role of ERASMUS in these developments was not limited to the initial launching. The programme has supported several subsequent initiatives. Particularly influential in this respect is the ERASMUS supported project “Tuning Educational Structures in Europe” which started in 2001. In this project professors from across Europe define the competences of graduates in a series of subject areas, including both subject specific competences as well as generic competences such as teamwork and intercultural communication. The Tuning descriptors will serve as input for the emerging Sectoral Qualifications Frameworks (in areas such as law, engineering, arts). The Tuning project has expanded to South-East Europe, Russia, Georgia (Tempus), and Latin America (Alfa). Contacts are made also with India and the USA. The Tuning approach will be used for the definition of competences in the Assessment of Higher Education Learning Outcomes (AHELO feasibility study of OECD).

Also currently ERASMUS supports several initiatives that have a potential to become trendsetters for the European higher education in the future. The ERASMUS programme supports the new developments in the area of transparency and comparability in European higher education. The pilot projects test the feasibility of European systems of *classification* and *ranking*, which would do justice to the variety of universities missions as regards education, research, internationalisation and community outreach. Furthermore, ERASMUS supported projects will also contribute to the OECD project to examine the feasibility of a systematic Assessment of Higher Education Learning Outcomes (AHELO) as well as setting up a feasible and sustainable data collection system on higher education institutions.

Furthermore, the effect of the ERASMUS programme exceeds the borders of Europe. There are several examples how ERASMUS has inspired countries also outside of Europe. The Japanese government launched a policy to establish an Asian version of the ERASMUS programme for academic credit transfer and accumulation from 2009 onwards. The aim is to annually involve 5,000 students and lecturers from universities in Japan, China, South Korea and member states of the Association of Southeast Asian Nations (Daily Yomiuri Online, 2008). In addition, the ECTS model is taken as a model for higher education systems in many countries (in Africa and Asia) that are in the process of developing a credit transfer system.

3.3.2 National level

ERASMUS has thus significantly influenced developments in European higher education and these developments have undoubtedly affected national higher education systems. Besides these effects, earlier studies suggest some evidence about the direct impact of ERASMUS on national policy developments.

According to a stakeholder survey, the ERASMUS programme led to a reflection on domestic internationalisation policies (Brakel et al, 2004). Growing internationalisation activities of both students and higher education institutions (connected both to ERASMUS and other internationalisation policies and programmes) increased the awareness of national governments regarding the importance of internationalisation. The ERASMUS programme has helped to make internationalisation a part of mainstream higher education policy. As a specific example, it has influenced the policy of freeing additional mobility funds for students within and outside the ERASMUS programme.

The effect of the programme on internationalisation has been particularly strong in the first years of its existence and in countries where internationalisation was not highly developed. In those countries where internationalisation was already high on the agenda of either the government or the higher education institutions (for example Sweden, Norway, and UK), the impact of ERASMUS was considerably less than in countries where internationalisation was not as visible (Brakel et al, 2004). However, ERASMUS has also had an effect on countries that were quite “internationalised” prior to the launch of the programme. In those countries ERASMUS contributed to a move towards Europe. For example, in Sweden it meant a move from prioritising co-operation with the US; in Ireland the focus was on

other Anglo-Saxon countries; in Portugal many internationalisation activities were geared towards Latin America; and in Liechtenstein the focus used to be on their German-speaking neighbours (Brakel et al, 2004).

ERASMUS has also inspired 'clone programmes or initiatives' at the national level. Some clear examples of the links between ERASMUS and specific national policies can be identified. Cross-border co-operation policy in the Netherlands, Flanders and a few German states and the NORDPLUS initiative of the Scandinavian countries are examples of such clones (Brakel et al, 2004). ERASMUS has also inspired mobility within the regions of the same country. The ERASMUS BELGICA programme in Belgium, for example, aims at encouraging the mobility of students of the Belgian higher education between the three communities of Belgium, applying the general principles of the European ERASMUS programme.

Concerning the internationalisation trends, Brakel et al (2004) notice that the rationale for internationalisation has changed over time: from an educational/ academic reasoning towards economic aims. This new rationale stresses the role of an internationalised higher education system in building a competitive national economy and of higher education as a marketable service. The shift in this rationale can not be connected to the ERASMUS programme as such. It rather seems to be connected to general developments in economic and educational policies. What this shift means for ERASMUS is still to be seen. As indicated by Luijten-Lub (2007), universities that have a strong economic orientation are most active in attracting foreign *degree* students, rather than *exchange* students.

3.4 Conclusion

The ERASMUS programme has had an effect on higher education in Europe at all three levels. At the individual level, it has contributed to international careers and “soft skills” among ERASMUS graduates. Teacher mobility activities have established research networks, increased general academic competencies and, to a lesser extent, contributed to improved academic practices.

At the institutional level existing literature emphasizes the contribution of ERASMUS to general internationalisation agenda in universities. ERASMUS has inspired universities to develop and implement more structured internationalisation policies. Some aspects of internationalisation have become more prominent now, such as Europeanisation of the curricula, the number of incoming and outgoing students, improvements in the quality of teaching and learning for mobile students and quality assurance. Many international offices, languages centres and other specialised units came into being within a few years of the institutions' first involvement in ERASMUS. ERASMUS also helps institutions to build their international profile and thereby strengthen the reputation of the institutions. While survey respondents do not seem to perceive that ERASMUS considerably improves teaching quality in institutions, curriculum development programs and thematic networks have contributed to analysing existing curricula, adopting new study materials and developing new courses and modules.

At the national level, first and foremost, ERASMUS has put internationalisation on the higher education policy agenda. It has also strengthened the European orientation in international higher education. The programme has also inspired clone initiatives at the national level, which borrow either a general idea or specific procedures of ERASMUS for domestic and regional activities. The ERASMUS programme has affected national level developments even more via its effect on European level developments.

At the supranational level, three areas where ERASMUS has made a significant contribution should be pointed out in particular. The ERASMUS programme has influenced the agenda of the Bologna process and contributed considerably to the specific elements in the process, particularly to ECTS and Diploma supplement. ERASMUS has also made a significant contribution to the European developments in quality assurance, through raising the awareness about the importance of the issue as well as supporting specific organisations and initiatives such as ENQA or EQAR. Finally, the qualifications framework is another area where ERASMUS had a substantial role in the most initial phase as well as in the later implementation phase.

While there is evidence on the effect of ERASMUS at the individual, institutional and system level, there are also some gaps in the literature that need to be addressed in this study. This study will particularly focus on the effect of ERASMUS in the context of achieving excellent results in three main missions of higher education institutions: teaching, research and openness to society.

3.5 ERASMUS related studies provided by ERASMUS institutional coordinators

In addition to the regular literature review, the institutional ERASMUS coordinators have been asked whether they had or knew about studies that are related to the ERASMUS programme at national or institutional level. This survey resulted in the following additional sources:

1. Agenzia Nazionale ERASMUS (2008), *National Evaluation Studies*. URL : http://www.programmallp.it/box_elenco.php?id_box=136&id_cnt=66
2. Beckers L., *Evaluating students' mobility within Kastalia network* Master thesis supervised by Prof. Steven Janssens (Katholieke Universiteit Leuven - Faculty of Psychology & Educational Sciences) <http://www.edu.joensuu.fi/kastalia/default.htm>
3. Conradi (1991), *ERASMUS, Comett. Lingua, Tempus; Educazione Permanente e Formazione Universitaria Internazionale*. Torino: Unknown publisher
4. Corradi (1988), *ERASMUS e Comett: Educazione Degli Adulti e Formazione Universitaria Transculturace*. Roma: Bulzoni
5. Consenti (2001) *Gliscambi ERASMUS Come; Educazione Alla Pace*. Torino,: Celid
6. Cortese (1999), *Destinazione Europa. Orientamento ERASMUS*. Torino: Celid 1999
7. Humboldt Universität zu Berlin (2007), *ERASMUS Qualitätsstudie 2005/2006*. Berlin: Humboldt Universität zu Berlin Abteilung Internationales. Paper copy in Kassel.
8. Kløjgård Jensen, P. (January 18th, 2008), *Internationalisation of Higher Education Dynamics and Patterns of Student Mobility*. Aarhus: International Secretariat of the University of Aarhus URL: <http://www.au.dk/da/is/executivesummary>

9. Krupnik and Krzaklewska, E.(2007) *Exchange Students' Rights. Results of ESN Survey 2006*. Bruksela: ERASMUS Students Network
10. Krupnik and Krzaklewska (2006), *Sytuacja studentów Socrates – ERASMUS w Polsce*, Warszawa: *Agencja Narodowa Programu Socrates – ERASMUS*.
11. Krupnik and Krzaklewska (2006), *Experience of Studying Abroad for Exchange Students in Europe*, Brussels: ERASMUS Students Network.
12. Krzaklewska, Boomans, Lanzilotta, Krupnik (2008), *Generation Mobility. Results of ESN Survey 2007*. ERASMUS Student Network: Bruksele.
13. Ministerio de Educacion e Ciencia (2007), *Datos y Cifras del Sistema Universitario – Curso 2006/07*. Madrid: Ministerio de Educacion e Ciencia. Sent as PDF.
14. Parey, M. & Waldinger, F. (2008), *Studying Abroad and the Effect on International Labor Market Mobility: Evidence from the Introduction of ERASMUS*. Bonn: IZA - Institute for Study of Labor. URL: <http://ftp.iza.org/dp3430.pdf>
15. Pirjo Z. (2006) *International Mobility in Finnish Higher Education, Trends and developments in tertiary education 2000-2004*. Helsinki: CIMO Centre for International Mobility URL: http://www.cimo.fi/dman/Document.phx/%7epublic/Julkaisut+ja+tilastot/occasional/occasionalpaper_12006.pdf Available as PDF.
16. Szczurowska, S. & Lapacinski, M. (2007), *Europejski Wymiar Edukacji w swietle projektu OBSER-ERASMUS - Polscy studenci w uczelniach Europy*. Warsaw: Wyzsza Szkola Pedagogiczna
17. University of Aarhus, (2000), *International Student Mobility, The Quality Evaluation Cycle Project 1999/2000*. Aarhus: International Secretariat of the University of Aarhus. URL: <http://www.au.dk/da/is/ism99-00>. Available as PDF.
18. Univeristy of Porto (2007), *Relatório de Internacionalização (RI.0607) Universidade do Porto, Ano lectivo de 2006/2007*. Porto: University of Porto. Available as PDF.

4 Institutional surveys on the impact of ERASMUS

In order to study the institutional impact of the ERASMUS programme, questionnaires were distributed to three types of representatives from European higher education institutions that participate in the ERASMUS programme. These groups represent both the faculty level and management level. Specifically, the three groups are:

1. university internationalisation/ERASMUS coordinators;
2. faculty representatives responsible for the coordination of the ERASMUS programme in decentralised institutional units; and
3. representatives of institutional leadership (legal representatives of institutions);

The questionnaires used are attached in Appendix 1. Overall, they seek to explore with respondents:

- a) the extent to which various quality improvements were realized at the central institutional or decentralised level; and
- b) the relevance of individual ERASMUS tools and actions and the extent to which ERASMUS triggered, facilitated or contributed quality improvement efforts in various areas.

The results of the surveys are described below.

4.1 Survey methodology

Examination of the institutional impact of the ERASMUS programme was primarily addressed through a survey of central programme coordinators. These representatives hold the most comprehensive information about the implementation of the ERASMUS programme at their institutions. Yet, they naturally tend to have a relatively positive view of the programme and cannot be expected to have in-depth insight into the wide range of institutional effects of the programme. Therefore, it was decided to complement their views by additionally requesting the views of the university leadership (the legal representatives of institutions) and programme coordinators in decentralised institutional units.

Different questionnaires were developed for each of the three groups of respondents. The questionnaire for central coordinators was the most comprehensive and served as the key instrument for data collection. The questionnaire for coordinators in decentralised institutional units was largely identical to the questionnaire for central coordinators, whereas the questionnaire for institutional leadership representatives was much shorter. The contact details of central coordinators and legal representatives of institutions were provided by DG EAC. Contact details (names and email addresses) of ERASMUS coordinators in decentralised institutional units, however, had to be requested from central programme coordinators. For this reason and also because of the heterogeneity of the decentralised programme coordinators group, the administration of this survey was more complex.

The central coordinator survey covered all institutions which participated in the programme during the SOCRATES II period, i.e. in 2006/07 at the latest. This covered 2 283 institutions across 30 countries. Luxembourg was the only ERASMUS country which was not included because the University of Luxembourg joined the ERASMUS programme only in 2007. The questionnaire for members of university leadership was sent to those legal representatives who were not at the same time the central ERASMUS coordinators for their institutions (this was the case at 126 institutions).

All surveys were carried out electronically, i.e. its target groups were contacted by email only requesting to fill out an online questionnaire. The online questionnaires were made available via the project website in four languages (English, French, German, and Spanish). To access them, respondents had to enter a personal code which they received by email. In addition, questionnaires were sent out as an email attachment in Word format (in English). That attachment could be completed electronically and emailed back to the project team or printed and returned by post or fax. As a third alternative, respondents could download the questionnaires in four languages from the project website for printout. The printouts were returned by post or fax. The replies that were received as an email attachment or as a paper copy were entered into the online questionnaires manually by the project team. Between 20% (central coordinators) and 30% (coordinators in decentralised institutional units) of valid questionnaires respectively were returned by email. Paper copies were sent by 13% of both central coordinators and university leaders and 8% of decentralised coordinators. Overall, 38% of department coordinators, 37% of leadership people and 33% of central coordinators who took part did not use the online tool. In addition, the online survey for central coordinators registered 194 logins with no entries at all and the department survey 301 such logins, i. e. overall 500 coordinators used their personal code to login to the online tool without then filling anything in.

The instance of invalid email addresses was relatively low. In the cases of undeliverable email messages, an online check was carried out. In most cases, spelling mistakes were corrected easily. In other cases, however, institutional homepages provided the same address as had been contacted so for that reason the failure of email delivery could not be identified and the institutions not contacted at all. This applied to 52 central coordinators and 18 members of university leadership. It should be noted that members of university leadership were often contacted at a general email address for university leadership. After the first contact, central coordinators were reminded four times to fill in the questionnaire and members of university leadership three times.

For all three surveys, the project team received replies from all 30 countries in which ERASMUS institutions were contacted (see the Annex). For the central coordinator survey, the return rates for most countries ranged between 40% and 60%. They were higher for Estonia (71%), Finland (68%) and Bulgaria (67%) and lower for Spain (34%), Poland (34%), Malta (33%), the Netherlands (26%), Ireland (24%), the UK (21%), Cyprus (21%), and Turkey (17%). For the leadership survey, the return rate resulted high for Liechtenstein (100%), Malta (67%) and Greece (59%) and comparatively weak for Ireland (22%), Turkey (23%) and Portugal (24%). As far as the survey of coordinators in decentralised institutional units was concerned, the return rates for contacted institutions were high for

Cyprus (100%), Lithuania (90%), Denmark (86%), Estonia (83%), Ireland (83%) and Turkey (83%) and weak in France (23%), Norway (31%) and Bulgaria (36%).

Understandably, only institutions with a certain minimum number of students have ERASMUS coordinators at the decentralised level. 462 institutions informed the project team that they did not have decentral coordinators and 547 institutions provided contact addresses. In a number of cases, these institutions did not have lists of the decentralised coordinators readily available so that they needed time - in some cases several weeks - to compile such lists specifically for the project. In other cases, for data protection reasons, central ERASMUS coordinators did not want to provide contact details of coordinators in decentralised units. Where this was the case, central coordinators received the necessary number of access codes for the online survey and distributed them at their institution.

Unexpectedly, many institutions had more than 100 coordinators at the level of decentralised units. This high number is due to the fact that decentralised coordinators often have very limited responsibilities so that they can perform them in addition to their regular academic and administrative tasks. Individual coordinators in decentralised units may, for example, be responsible for individual partner countries or institutions only or their responsibilities may be limited to one of the different instruments and tools of the ERASMUS programme (e. g. incoming or outgoing mobility, ECTS). Because of this, the number of decentralised coordinators- addresses increased so much that it was difficult to manage contacts electronically. The send out of emails to several thousand decentralised coordinators brought the technical infrastructure of the University of Kassel to its limits. Therefore, after initially having contacted all available addresses, reminder emails were limited to one person per decentralised unit. The decentralised coordinators who were contacted in the early phase of the survey were reminded twice, whereas those whose addresses were provided rather late were sent only one reminder email. Finally, coordinators from decentralised units of 328 institutions replied to the survey. In 38% of cases, only one questionnaire was returned from a particular institution. In half of the cases, 2 to 5 questionnaires were returned. The maximum number of questionnaires received from a particular institution was 30.

Table 1 summarizes basic response rate information on the three different parts of the survey.

Table 1: Overview of survey participation

	Number of ERASMUS institutions	Number of contacts (contact emails received)	Replies		Reply rate
			Total number	% online	
Central ERASMUS coordinators	2,283	2,231	951*	67%	41.7%
Institutional leaders**	2,157	2,136	752	63%	34.9%
Decentralised ERASMUS coordinators	Could not be determined	6,114 people contacted*** 547 institutions contacted	903**** (people) 328 (institutions)	62%	14,8% (people) 60% (institutions)

* 194 online logins without any entries excluded

** Only legal representatives who were not at the same time the central ERASMUS coordinators for their institutions (this was the case at 126 institutions).

*** Because of technical problems during the send out of 6,114 contact emails, only very few messages confirming receipt of these emails were received by the project team.

Unfortunately, it is therefore impossible to establish how many decentralised coordinators definitively could or could not be contacted.

**** Respondents without ERASMUS experience excluded. 301 logins without any entries excluded.

It must be noted that there was relatively little overlap between the institutions replying to the questionnaire for central coordinators and those replying to the leadership questionnaire or to the department questionnaire. A total of 525 institutions replied exclusively to the questionnaire for central coordinators, 428 only to the leadership survey and 78 only to the department survey. Only 88 institutions answered all three questionnaires. 31% of institutions from which central coordinators replied also returned leadership questionnaires (294 institutions), so that almost three quarters of central coordinator questionnaires were received from institutions which did not reply to the leadership questionnaire. Similarly, among the leadership questionnaires, almost two thirds were returned by institutions from which no questionnaires were received from central coordinators. Partly, both types of questionnaires were returned together by post or email by central coordinators. This, as well as comments received through email contacts, show that a small number of leadership questionnaires were filled in by central coordinators (upon request of leadership people and with their approval of filled questionnaires). Only 30 institutions replied to the leadership questionnaire and to the department questionnaire but not to the questionnaire for central coordinators. Overall, about half of the ERASMUS institutions replied to at least one of the questionnaires for central coordinators, for university leadership or for departments.

4.2 Characteristics of the institutions participating in the survey

The questionnaires for central coordinators and for coordinators in decentralised institutional units requested general institutional information and information about decentralised institutional units. This information is used here to provide a general

overview of participating institutions (this chapter) and decentralised institutional units (in the following chapter). The questionnaire for university leadership did not request institutional information, but some general institutional characteristics are available from other sources. That information will be presented at the end of this chapter.

Among the 951 institutions for which information was received from central coordinators, German and French institutions were most strongly represented with 17% and 16% of replies respectively, followed far behind by Poland and Italy with about 8% of replies each (see Annex). The share of country replies in the survey largely represented the shares of outgoing and incoming ERASMUS students of the individual countries (see the Annex). Only for Spain and Island, was the share of survey replies greatly below the national share of ERASMUS students so that these countries were represented sub-proportionally with respect to their ERASMUS participation. For Bulgaria, Estonia, Italy and Latvia, the share of survey replies was considerably higher than their share of ERASMUS students so that they are over- represented. Overall, about one quarter of the institutions from which central coordinators replied belonged to one of the 12 new EU member states (Bulgaria, Czech Republic, Cyprus, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Romania, Slovenia and Slovakia). Half the institutions awarded PhD degrees. 40% specialised in a certain subject field such as music, teacher training or engineering and about 16% were private institutions. Student numbers reached up to more than 100,000, but 30% of institutions enrolled fewer than 1,000 students.

Table 2: Central coordinator survey: Institutional information by number of students and country (percent; multiple replies)

	Number of students			Country		Total
	<1 000	1 000 - 9 999	>= 10 000	New MS ¹	Other PC ²	
My institution has the legal status of a public institution	79%	88%	95%	83%	88%	87%
My institution awards Master's degrees or equivalent	70%	86%	95%	78%	84%	83%
My institution awards Phd titles	25%	44%	92%	58%	48%	50%
My institution awards only vocational certificates (no Bachelor's or Master's degrees)	4%	2%	0	4%	2%	2%
My institution expects from its academic staff to be involved equally in teaching and research	65%	73%	86%	80%	71%	74%
My institution is specialised on music, arts, teacher training, engineering or any other specific field of study	71%	35%	17%	46%	40%	42%
My institution understands itself as a regional institution (i. e. has not primarily a national or international remit)	15%	18%	14%	20%	15%	16%
Count	254	376	230	231	684	915

Question 1.1: Please provide the following information about your institution.

¹ New MS = New Member States; ² Other PC = Other participating countries.

One third of the institutions from which central coordinators replied joined the ERASMUS programme in the year 2000 or after so that two thirds of the institutions had been participating for more than 8 years. One third of the central coordinators had been involved in the programme for a maximum of 3 years. Over half, however, looked back to more than 5 years of ERASMUS experience.

Table 3: Central coordinator survey: Year of Institution joining the ERASMUS programme (percent)

Year of joining the ERASMUS programme	Number of students			Country		Total
	<1 000	1 000 - 9 999	>= 10 000	New MS	Other PC	
Before 2000	46%	69%	91%	44%	76%	67%
After 2000	54%	31%	9%	56%	24%	33%
Count	246	358	226	225	641	866

Question 1.3: In which year did your institution join the ERASMUS programme?

The following can be said with respect to the degree of Europeanisation of the institutions from which central coordinators replied:

The number of ERASMUS partner institutions goes up to a maximum of 900. However, half of the institutions from which the replies of central coordinators were received had up to 40 ERASMUS partner institutions. Concerning joint activities with partner institutions, half of the responding institutions actively collaborated with up to 60% of their partners and the other half with more than 60%.

ECTS seems to have become every day practice at more than half the institutions covered by the central coordinator survey: At more than half the institutions, all academic departments used ECTS as an internal credit accumulation system. In addition, half the institutions reported having an ECTS catalogue/information package in English.

With respect to centralised projects, the responding institutions were primarily involved in Intensive Programmes. 511 times, responding institutions were IP partners. 168 times, an IP was coordinated by a responding institution. The second relevant type of centralised projects was Thematic Networks. Responding institutions represented 338 partnerships and 45 coordinators. The least important type of centralised projects was Curriculum Development Projects. The responding institutions assumed 134 times the role of partners in these projects and 56 times that of the coordinator.

At least at 30% of the institutions (276), ERASMUS was the only important programme of student/staff exchange and higher education cooperation in which they participated in 2006/07. The more than 500 institutions which participated in other important programmes of student and staff exchange, higher education cooperation etc. could indicate in the questionnaire up to three such programmes and were asked to inform about their particular relevance (attractive grants, high academic requirements, high participation). 124 central coordinators indicated three other programmes than ERASMUS, 148 two other programmes and 258 indicated that they participated in only one other programme than

ERASMUS in the academic year 2006/07. In their replies, LEONARDO⁶ clearly stood out as having been mentioned far more often than any other programme. Over 60% of the central coordinators who mentioned it considered its grants attractive in comparison to ERASMUS. With respect to academic requirements and number of participants, however, less than half the coordinators who mentioned LEONARDO as an important internationalisation programme perceived it as being as strong as ERASMUS. Among the programmes which were under the responsibility of international organisations or groups of countries, NORDPLUS⁷, TEMPUS⁸, ERASMUS MUNDUS⁹, and CEEPUS¹⁰ followed after LEONARDO. In comparison to ERASMUS, particularly ERASMUS MUNDUS, but also NORDPLUS and TEMPUS were seen to provide rather attractive grants and to be characterized by high academic requirements. As far as schemes under national or institutional responsibility were concerned, the programmes of the German DAAD, of the German state of Baden Württemberg, the Franco-Canadian CREPUQ¹¹ programme and bilateral institutional arrangements were mentioned most often – although much less than programmes under international responsibility. DAAD programmes and the scholarships of the German state of Baden Württemberg were considered to offer attractive grants and have a high number of participants. CREPUQ and bilateral institutional arrangements, in turn, were regarded as having high academic requirements.

Replies to the leadership questionnaire were primarily received from French and German institutions (15% and 13% of survey replies respectively). Other individual countries did not represent more than 8% of survey replies.

⁶ LEONARDO is a programme of the European Union supporting transnational cooperation in the area of vocational education. It mainly supports mobility and the transfer of innovative teaching and learning methods in Europe.

⁷ NORDPLUS is the Nordic Council of Ministers' most important programme in the area of lifelong learning supporting mobility, networks and other projects for students, teachers and administrators.

⁸ TEMPUS (The Trans-European mobility scheme for university studies) supports the modernisation of Higher education and creates an area of co-operation in countries surrounding the EU. Established in 1990 after the fall of the Berlin Wall, the scheme now covers 27 countries in the Western Balkans, Eastern Europe and Central Asia, North Africa and the Middle East.

⁹ ERASMUS MUNDUS is a co-operation and mobility programme in the field of higher education which promotes the European Union as a worldwide centre of excellence in learning. It supports European top-quality master's courses and enhances the visibility and attractiveness of European higher education in third countries. It also provides EU-funded scholarships for third-country nationals participating in these master's courses, as well as for EU-nationals studying at partner universities around the world.

¹⁰ CEEPUS (Central European Exchange Program for University Studies) covers mobility grants for students and teachers in the framework of university networks operating joint programs ideally leading to joint degrees. Current member states are Albania, Austria, Bosnia and Herzegovina, Bulgaria, Croatia, the Czech Republic, Hungary, Macedonia, Montenegro, Poland, Romania, Serbia, the Slovak Republic and Slovenia. Prishtina/Kosovo is also participating.

¹¹ CREPUQ (Conférence des Recteurs et des Principaux des Universités du Québec) is a network of all universities in Québec, Canada, that facilitates students in the German federal state of Bavaria who are interested in spending a part of their study at a university in Québec the application procedure and to exempt them from study fees.

Box 4: Main findings of Section 4.2

- Among the 951 institutions for which information was received from central coordinators, German and French institutions were most strongly represented. Also replies to the leadership questionnaire were primarily received from French and German institutions.
- The share of country replies in the survey largely represented the shares of outgoing and incoming ERASMUS students of the individual countries.
- About one quarter of the institutions from which central coordinators replied belonged to one of the 12 new EU member states.
- Two thirds of the institutions from which central coordinators replied had been participating in the ERASMUS programme for more than eight years.
- Half of the institutions from which the replies of central coordinators were received had up to 40 ERASMUS partners and half of them actively collaborated with more than 60% of their partner institutions.
- At more than half of the institutions covered by the central coordinator survey all academic departments used ECTS as an internal credit accumulation system and additionally half of them reported having an ECTS catalogue/information package in English.
- With respect to centralised projects, the responding institutions were primarily involved in Intensive Programmes followed by Thematic Networks. The least important type of centralised projects was Curriculum Development Projects.
- At least at 30% of the institutions, ERASMUS was the only important programme of student/staff exchange and higher education cooperation in which they participated in 2006/07. Institutions that participated in other important programmes most often mentioned LEONARDO.

4.3 Characteristics of decentralised institutional units participating in the survey

Coordinators from 903 decentralised institutional units from 328 different institutions returned a completed questionnaire. The number of contacts of coordinators in decentralised institutional units that were made available was high in comparison to the overall number of institutions in the Slovak Republic (52%) and Portugal (48%), whereas it was low in Austria (10%) and Denmark (11%) and no address was provided for Liechtenstein (see Annex). Of the 903 questionnaires from decentralised institutional units, most were returned from Germany (14%), Portugal (12%) and Turkey (12%). In comparison to the replies of central coordinators, Portugal and Turkey were particularly strongly represented, whereas France was only weakly represented (4%). About one third of decentralised institutional units belonged to institutions in one of the 12 new EU member states.

One quarter of coordinators in decentralised institutional units who participated in the survey belonged to the subject field 'engineering, technology and informatics'. In addition, 16% each belonged to the social or natural sciences. Five subject fields were represented by around 10% of coordinators in decentralised institutional units. Law and 'art and design' were least represented with 4% and 6% of replies respectively. This distribution among subject fields differed from that of ERASMUS students. Most students who participated in the ERASMUS programme in the academic year 2005/06 came from 'business studies' (21%) and 'languages and philological sciences' (15%). The social sciences followed at 11%. The high survey participation of coordinators from the fields of 'engineering, technology, informatics' and 'natural sciences' can partly be explained by the fact that the number of addresses of coordinators in decentralised institutional units that were provided by central coordinators was higher in these subject areas than in others (17% and 13% respectively).

Thus, it was in these subject fields where most coordinators in decentralised institutional units were addressed.

Table 4: Department profile (percent; multiple replies)

	Percent	Count (n)
Engineering, technology, informatics	24%	(204)
Social sciences	16%	(138)
Natural sciences	16%	(137)
Economics, management	11%	(90)
Humanities (without languages)	11%	(94)
Medical sciences	11%	(95)
Education, teacher training	10%	(87)
Languages and philological sciences	10%	(85)
Art and design	6%	(54)
Law	4%	(33)
Other areas of study, please specify*:	16%	(136)
Total	135%	(854)

Question 1.1: Please provide information on the disciplinary profile of your department.

* Other areas of study include for example Agriculture, Architecture, Dentistry, Journalism, Mathematics, Pharmacy, Psychology, Veterinary sciences and more.

The size of decentralised institutional units in terms of student numbers varies considerably: coordinators in the decentralised institutional units indicate a range from zero to 22,000 national students and from zero to 4,000 international students (excl. ERASMUS students) being enrolled in their departments and this means an average number of 1,204 national students and 49 international students. The average number of ERASMUS incoming students is 19 and of ERASMUS outgoing students 20. The number of ERASMUS incoming and outgoing students per decentralised institutional unit is much lower in the new EU countries than in the other ERASMUS countries.

The average number of members of staff involved in teaching in the decentralised institutional units was 65 members. With respect to ERASMUS teacher mobility, the coordinators in the decentralised units reported that they had on average three incoming ERASMUS teachers and three outgoing ERASMUS teachers per year. The number of ERASMUS incoming and outgoing teachers per decentralised institutional unit was higher in the new EU countries than in the other ERASMUS countries.

About half of the decentralised institutional units participating in the survey had been involved in the ERASMUS programme for ten years and longer. About one third of decentralised institutional units started to participate in the ERASMUS programme in the year 2000 or later.

More than two thirds of the coordinators in the decentralised institutional units of the survey had been involved in the organisation of the ERASMUS programme for a maximum of six years, the others were involved in it for up to 21 years.

On average, the coordinators of the decentralised units reported on 19 ERASMUS partner departments with a maximum of 230. They carried out joint activities with up to 170 and on average with ten partner departments in the year 2006/07.

Only 9% of the decentralised institutional units of the survey had not implemented ECTS. In 77% of the cases, ECTS had been implemented for all programmes, in 14% for some programmes. An ECTS course catalogue or information package in English was provided by 61% of the decentralised institutional units of the survey.

Concerning the centralised projects under ERASMUS, the majority of participating decentralised institutional units received no financial support for participation as a partner or co-ordinator.

Only 22% (272) of the coordinators in the decentralised institutional units participating in the survey answered affirmatively to the question if their departments participate in other important programmes of student/staff exchange, higher cooperation etc. apart from ERASMUS in the academic year 2006/07. 31 of the coordinators indicated that their department has participated in three other programmes, 106 mentioned two other programmes and 135 stated that their department has participated in one programme apart from ERASMUS in the academic year 2006/07. Bilateral Agreements (43) and Leonardo (31) are mentioned most often followed by CEEPUS (20). The grants of these programmes are considered as being more attractive than ERASMUS by half of the respondents (CEEPUS), 48% (Leonardo) and 37% (Bilateral agreements). Other programmes are not mentioned more than four (Fulbright) to 15 (NORDPLUS) times. 37 coordinators in decentralised units indicate that their departments have not participated in any other important programme of student or staff exchange or higher education cooperation in 2006/07.

Box 5: Main findings of Section 4.3

- Coordinators from 903 decentralised institutional units from 328 different institutions returned a completed questionnaire. Most questionnaires were returned from Germany, Portugal and Turkey.
- About one third of decentralised institutional units belonged to institutions in one of the 12 new EU member states.
- The distribution among subject fields differed from that of ERASMUS students.
- About half of the decentralised institutional units participating in the survey had been involved in the ERASMUS programme for ten years and longer.
- On average, the coordinators of the decentralised units reported on 19 ERASMUS partner departments and they carried out joint activities with ten partner departments in the year 2006/07.
- In more than three quarters of the decentralised institutional units that participated in the survey ECTS had been implemented for all programmes and almost two thirds provided an ECTS course catalogue or information package in English.

4.4 The impact of the ERASMUS programme on institutional quality

4.4.1 Differentiating ERASMUS impact by type of institution

The terms of reference listed six criteria by which institutions should be classified in order to differentiate the impact of the ERASMUS programme on different types of institutions:

- (Non-) Comprehensive offer of academic disciplines
- Size (student number)
- Type (regional versus non-regional institutions)
- Legal status (public versus private institutions)
- Highest degree awarded (PhD, Master, Bachelor)
- Location in one of the 12 new EU member countries (Bulgaria, Czech Republic, Cyprus, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Romania, Slovenia and Slovakia) or in one of the other ERASMUS countries

Additionally to the six criteria provided by the terms of reference, the project team tested whether the length of participation in the ERASMUS programme (8 years from 2000 to 2007 or more) had any influence on the degree of ERASMUS impact.

Apart from the criterion ‘new EU members/ other ERASMUS countries’, these criteria could only be applied to the survey replies provided by central coordinators because for the institutions from which only members of university leadership or decentralised coordinators replied, the relevant information was not available.

According to data analysis for the seven criteria listed above, ERASMUS impact differed by institutions with different numbers of students and by the location of an institution in one of the new EU member countries or another ERASMUS country. These two criteria will therefore be reflected in the tables presented in the following chapters. The degree of ERASMUS impact was, however, not influenced by the percentages of highest degree awarded by an institution (13% of all institutions awarded Bachelor, 34% Master and 51% PhD as the highest degree). Similarly, no systematic change in ERASMUS impact could be observed if specialized institutions (348) were distinguished from non-specialized ones (540) or private (122) from public institutions (793).

Comparing survey results for regional and non-regional institutions, the impact of the ERASMUS programme differed in that central coordinators of regional institutions more often quoted that ERASMUS initiated activities in the fields of teaching and learning, quality assurance, student service, mobility, networks and cooperation and institutional mission and profiling than coordinators in non-regional institutions (with only three exceptions). However, it must be noted that the number of institutions that classified themselves as ‘regional’ was rather small (148) and that there were no clear criteria to distinguish regional from other institutions. In the following chapters, the difference between the assessment of ERASMUS impact by regional and non-regional institutions will therefore not be considered.

4.4.2 *Relevance of ERASMUS tools and actions and exploitation of experiences*

Among the different ERASMUS actions, central coordinators rated outgoing student mobility as the most important for pursuing an institution's general mission, policies and objectives. Over 92% regarded this as (very) important. The second highest scores were incoming student mobility, ECTS for credit transfer and Learning Agreements (86% to 88% (very) important). A third group of important ERASMUS actions and tools was incoming and outgoing teacher and staff mobility, the Diploma Supplement and the ERASMUS Policy Statement (each being rated (very) important by over 70% of the respondents). Institutional networking was still judged as (very) important by more than 60% of the institutions. The bottom group with respect to relevance for pursuing an institution's general mission, policies and objectives - which was far behind institutional networking - was centralised projects. Of these, Intensive Programmes scored highest (46% (very) important) and Thematic Networks lowest (35% (very) important). Assuming the coordination function in centralised projects was regarded slightly more often as (very) important than participation in Intensive Programmes.

The rating of ERASMUS actions and tools by members of university leadership differed from that of central coordinators in that the members of university leadership rated participation in ERASMUS funded projects for curriculum development and staff from their institution performing coordinating functions in such projects almost twice as often as (very) important as central coordinators. Also, institutional networking under ERASMUS was clearly rated higher (almost three quarters of members of university leadership rated it as (very) important, whereas only about 60% of central coordinators did so). The questionnaire for university leadership included only one general question on the overall relevance of the ERASMUS programme for an institution. According to their replies, the members of university leadership who participated in the survey overwhelmingly (very much) agreed that their institution's participation in the ERASMUS programme supported institutional change and modernisation (92%, in new EU member countries even 98%).

Central coordinators in the new EU member states rated more often all ERASMUS actions as being (very) important for pursuing an institution's general mission, policies and objectives than their colleagues in the other ERASMUS countries. Especially the rating of staff mobility, tools promoting recognition (the Diploma Supplement, Learning Agreements, ECTS) and the ERASMUS Policy Statement was higher than in the other ERASMUS countries. In the new EU member states, centralised projects, especially Intensive Programmes, were considered (very) important by over 10% more respondents than in the other ERASMUS countries.

The rating of all ERASMUS actions and tools systematically increased with the size of institutions in terms of student numbers. Large institutions with more than 10,000 students rated all actions and tools highest and small institutions with less than 1,000 students rated all actions and tools lowest. The rating by large institutions was especially positive concerning incoming student mobility and own staff performing coordinating functions in centralised projects. For these two aspects, the difference between large institutions' ratings and the average rating was particularly high.

Table 5: Central and decentralised coordinator survey: Importance of some ERASMUS actions and tools by institutional size and group of countries (percent (very) important¹)

	Central coordinators						Decentralised coordinators
	Number of students			Country			Total
	<1 000	1 000 - 9 999	>= 10 000	New MS ²	Other PC ³	Total	
Incoming student mobility under ERASMUS	79%	85%	94%	88%	84%	86%	73%
Outgoing student mobility under ERASMUS	87%	91%	97%	98%	89%	91%	86%
Incoming teacher and staff mobility under ERASMUS	66%	72%	75%	90%	65%	71%	64%
Outgoing teacher and staff mobility under ERASMUS	62%	78%	78%	94%	67%	74%	65%
Intensive Programmes	38%	45%	52%	56%	42%	46%	47%
Curriculum Development Projects	35%	42%	47%	51%	39%	42%	49%
Thematic Networks	28%	35%	41%	45%	31%	35%	46%
Institutional networking under ERASMUS	59%	61%	65%	64%	61%	61%	60%
Staff from your institution coordinating centralised projects	44%	45%	58%	58%	45%	49%	49%
ECTS for credit transfer	82%	88%	92%	92%	85%	87%	78%
Learning Agreements	77%	88%	89%	95%	82%	85%	75%
The Diploma Supplement	70%	78%	79%	89%	71%	76%	71%
The ERASMUS Policy Statement	75%	77%	82%	91%	73%	78%	62%
Count	241	365	221	222	646	827	735

Question 2.1: For pursuing your institution's/department's general mission, policies and objectives, how important are - according to your experience - the following ERASMUS actions and tools?

¹ Points four and five on a five-point scale from 1 = "not important at all" to 5 = "very important".

² New MS = New Member States; ³ Other PC = Other participating countries.

Roughly half the central coordinators reported that their institutions made supplementary institutional funds available for ERASMUS mobility, primarily for outgoing teacher mobility (64% of valid cases), but often also for outgoing student mobility (57% of valid cases). In the case of centralised projects, the institutions involved generally reported investing additional institutional funds. New EU member countries invested much more

than others in incoming teacher and staff mobility and in two ERASMUS tools for recognition (ECTS and the Diploma Supplement). However, what was surprising was that they invested less than other countries in institutional networking under ERASMUS.

Coordinators in the decentralised institutional units ranked the different ERASMUS actions and tools very similarly to central coordinators but held a generally more cautious view: the rating given to individual actions and tools was slightly lower than that given by central coordinators. Differentiated by subject field, it hits the eye that all respondents from the 'Natural sciences' – which is strongly represented in the survey and where participation in ERASMUS mobility is generally low - rated outgoing student mobility as a (very) important ERASMUS action. Surprisingly, the field of 'Languages and philological sciences', where still 93% of respondents rated outgoing student mobility as a (very) important ERASMUS action, came only second. In addition, ECTS and Learning agreements were most often rated as (very) important ERASMUS actions by coordinators in the subject field of 'Economics and management' (almost 90%), whereas incoming student mobility was most often considered (very) important in the fields of 'Art and design' (82%) and again 'Natural sciences' (81%) (see table 5).

Concerning the question if supplementary funds are made available in the decentralised units or institutions the coordinators in the decentralised units are by far less optimistic than the central coordinators: Less than one third of the coordinators in the decentralised institutional units reports that their departments make supplementary funds available for ERASMUS activities. Similar to the responses of the central coordinators supplementary departmental funds are primarily made available for outgoing teacher mobility (32%) and for outgoing student mobility (28%). Differentiated by subject field, coordinators in the departments of 'Economics, management' (47%) and in 'Law' (44%) most often report that their departments make supplementary funds available for outgoing teacher mobility and coordinators in the departments of 'Medical sciences' (37%), 'Education, teacher training' (36%) and again 'Economics management' (36%) state that their departments provide supplementary funds for outgoing student mobility.

With only few exceptions, central coordinators reported that their institutions exploited and transferred the experiences gained from all ERASMUS actions and tools in which they participated. Institutional networking scored lowest with 58% of institutions saying that they exploited and transferred experiences. Institutions in new EU member states made particularly strong efforts to exploit and transfer experiences gained from staff mobility, centralised projects, ECTS and the ERASMUS Policy Statement. The rating of coordinators in the decentralised units was again weaker than that of central coordinators. Overall, less than half of the coordinators in the decentralised units reported that they exploited and transferred the experience they gained from the ERASMUS actions and tools. Most of them stated that they exploited and transferred the experience gained from ECTS for international credit transfer (47%) followed by teacher mobility (46%). Thematic networks scored lowest for this survey group with 36%. Differentiated by subject field, coordinators in the field of 'Education and teacher training' most often reported exploiting and transferring the experience gained in most of the ERASMUS actions. The highest rating was given to ERASMUS teacher mobility (63% of respondents in the fields of 'Education and

teacher training’ and ‘Languages and philological sciences’ stated that they exploited and transferred experiences).

Table 6: Central coordinator survey: Exploitation and transfer of ERASMUS actions and tools (percent; multiple replies)

	Number of students			Country		Total
	<1 000	1 000 - 9 999	>= 10 000	New Ms	Other PC	
ERASMUS student mobility	89%	94%	94%	95%	91%	92%
ERASMUS staff mobility	76%	88%	87%	97%	80%	84%
Centralised projects (IP, CD, Thematic Networks)	29%	43%	66%	50%	43%	45%
ECTS for credit transfer	80%	87%	92%	92%	84%	86%
The development and implementation of the ERASMUS Policy Statement	77%	79%	86%	89%	78%	81%
Institutional networking under ERASMUS	47%	56%	76%	56%	59%	58%
Count	212	330	197	192	583	775

Question 2.2: Does your institution exploit and transfer the experiences gained from the following ERASMUS actions and tools for improving its teaching, research, student services or institutional management?

Table 7: Decentralised coordinator survey: Exploitation and transfer of ERASMUS actions and tools by subject field (percent (very) high¹)

	Hum	SoS	Edu	Lan	Eco	Art	Eng	Nat	Law	Med	Total
ERASMUS student mobility	38%	46%	47%	51%	53%	43%	47%	47%	37%	45%	43%
ERASMUS teacher mobility	39%	52%	63%	63%	50%	50%	49%	48%	42%	40%	45%
Intensive Programmes	30%	53%	61%	45%	52%	35%	31%	36%	44%	37%	37%
Curriculum Development Projects	31%	50%	61%	41%	50%	37%	35%	40%	27%	29%	37%
Thematic Networks	28%	47%	47%	38%	44%	21%	35%	35%	20%	37%	36%
ECTS for international credit transfer	45%	57%	58%	52%	39%	37%	51%	48%	43%	44%	46%
The development and implementation of the ERASMUS Policy Statement	35%	40%	48%	44%	39%	44%	42%	38%	24%	35%	37%
Institutional networking under ERASMUS	43%	54%	53%	45%	45%	39%	42%	43%	33%	36%	40%
Count	78	107	74	70	70	44	175	113	27	79	708

Hum: Humanities (without languages); SoS: Social sciences; Edu: Education, teacher training; Lan: Languages and philological sciences; Eco: Economics, management; Art: Art and design; Eng: Engineering, technology, informatics; Nat: Natural sciences; Med: Medical Sciences

Question 2.2: Does your department exploit and transfer the experiences gained from the following ERASMUS actions and tools for improving its teaching, research, student services or management?

¹ Points four and five on a five-point scale from 1 = “not at all” to 5 = “to a high degree”.

Two thirds of central coordinators reported that they analysed the reports of former ERASMUS participants. The information derived from analyses was always discussed at central institutional level and in more than half of the cases also at the level of departments. Around half the institutions (almost three quarters in new EU member states) also organized feedback seminars with former ERASMUS participants or compiled data bases on Europeanisation/internationalisation. The results of feedback seminars were discussed at the level of departments and at central institutional level. In new EU countries, the results of feedback seminars were almost twice as often discussed at the central institutional level than in the other ERASMUS countries. Data bases on Europeanisation / internationalisation were strategically considered above all at central institutional level. It was less common that information derived from them fed into discussions at the level of departments (only at 14% of institutions). Europeanisation/internationalisation reports were published by just over one quarter of institutions. Conclusions of these reports fed into discussions at central institutional level and were only rarely considered at the level of departments (at 8% of institutions).

Ten percent of the coordinators in the departments stated that they don't keep track of the implementation and outcomes of ERASMUS at all. 40% indicated that they don't do it systematically but that teachers and students who participated in ERASMUS bring in their experience in the daily work of the departments. The majority of the coordinators in the decentralised institutional units stated that they analyse the reports of former ERASMUS participants (58%) and 48% of them indicated that they discuss the implementation and outcomes of ERASMUS at committee meetings in the departments. About one fifth of them discuss the results of Intensive Programmes, Curriculum Development Programmes or Thematic Networks in which they participated (17%) or compile data bases on Europeanisation or internationalisation (20%).

4.4.3 ERASMUS contribution to progress in institutional quality

The questionnaires for central coordinators and for coordinators in decentralised institutional units enquired about progress and ERASMUS contribution to that progress in the following five broad fields of institutional quality:

- Student services,
- Teaching and learning (and, in the questionnaire for coordinators in decentralised institutional units, also research),
- Quality assurance/professionalisation,
- Mobility, networks and cooperation,
- Institutional mission and profiling (central coordinator)/management and profiling (coordinators in the departments).

Within each of these fields, respondents were asked to judge the relevance to their respective institutions or departments of a total of 28 individual aspects (central coordinators) and 38 aspects (coordinators in decentralised institutional units). The questionnaire for coordinators in decentralised institutional units contained more aspects in the fields of 'teaching and learning' and 'mobility, networks and cooperation' than the questionnaire for central coordinators. In the questionnaire for coordinators in decentralised institutional units, most aspects were formulated in a more concrete way because it was assumed that these coordinators had a closer insight into them.

The aspects of institutional quality covered by the questionnaires ranged from the immediate objectives of the ERASMUS programme to broader issues of Europeanisation/internationalisation and to more general issues of the modernisation of higher education. At the end of each of the five thematic fields there was a blank space where respondents could add additional aspects. Although several of them made use of that option, the aspects added by them were so specific that it was impossible to analyse them in analogy to the list of aspects provided in the survey. For each individual aspect, the questionnaires enquired how much progress an institution had made with respect to it, whether ERASMUS initiated activities related to it and to what degree ERASMUS was supportive for achieving progress. To indicate the degree of progress achieved and the degree of supportiveness of the ERASMUS programme, respondents were presented a five point answer scale.

The questionnaire for members of university leadership focussed on the impact of the ERASMUS programme in the field of institutional mission and profiling. It did not cover the fields of 'teaching and learning' and 'student services'. From each of the fields 'quality assurance/professionalisation' and 'mobility, networks and cooperation', only three aspects were included in it.

4.4.3.1 Student services

Among the five broad fields of ERASMUS impact, this was the field for which respondents observed the greatest progress and the highest relevance of the ERASMUS programme in terms of initiation and support of progress. For the four aspects of student services covered by the survey, nearly all ERASMUS central coordinators reported at least regular progress. The strongest progress was observed concerning improvements in the counselling for staff and students interested in study abroad and improvements in the non-academic support for incoming students (73% and 70% of central coordinators respectively observed (very) high progress). Progress was particularly often reported to be (very) high for large institutions and particularly few times for small institutions. Remarkably, there was barely any difference in the assessment of progress between central coordinators in new EU countries and their colleagues in other ERASMUS countries (with the exception of increasing student information in foreign language for which (very) high progress was more often reported by central coordinators at institutions in new EU member countries).

Table 8: Central coordinator survey: Progress realized (Student service) by institutional size and group of countries (percent (very) high¹)

	Number of students			Country		Total
	<1 000	1 000 – 9 999	>= 10 000	New MS	Other PC	
Improving the counselling for staff and students interested in study abroad	64%	75%	80%	72%	73%	73%
Improving the non-academic support for incoming students	55%	75%	81%	68%	71%	70%
Improving the non-academic support for your own students	39%	53%	56%	53%	49%	50%
Increasing student information in foreign language	46%	59%	70%	69%	54%	58%
Count	233	352	216	218	618	836

Question 2.3: How much progress has your institution achieved with respect to the following activities? And, according to your perception, what role did your participation in the ERASMUS programme play for the initiation of these activities and their further development at your institution?

¹ Points four and five on a five-point scale from 1 = “none” to 5 = “very high”.

More than 60% of the central coordinators observed that ERASMUS initiated activities helped to improve the counselling for staff and students who were interested in studying abroad (75%), improve the non-academic support for incoming students (69%) and increase student information in foreign language (61%). For the aspect ‘improving the non-academic support for own students’, however, the number of central coordinators who stated that progress was initiated by the ERASMUS programme was comparatively low with respect to the number who reported (very) great progress. Whereas for the first three aspects, large institutions and institutions from new EU countries most often stated ERASMUS initiated relevant activities, for ‘improving the non-academic support for own students’, the central coordinators from small institutions said slightly more often than their colleagues from medium-sized institutions that ERASMUS was the triggering factor. The assessment of that aspect was also exceptional in that institutions in new EU countries had an identical perception to that of institutions in other ERASMUS countries with respect to whether it was initiated by ERASMUS or not.

Table 9: Central coordinator survey: ERASMUS initiated the activity (Student service) by institutional size and group of countries (percent “yes”)

	Number of students			Country		Total
	<1 000	1 000 - 9 999	>= 10 000	New MS	Other PC	
Improving the counselling for staff and students interested in study abroad	73%	75%	78%	83%	72%	75%
Improving the non-academic support for incoming students	60%	71%	75%	77%	65%	68%
Improving the non-academic support for your own students	37%	35%	40%	38%	38%	38%
Increasing student information in foreign language	54%	63%	64%	70%	58%	61%
Count	223	341	203	200	601	801

Question 2.3: How much progress has your institution achieved with respect to the following activities? And, according to your perception, what role did your participation in the ERASMUS programme play for the initiation of these activities and their further development at your institution?

The picture with respect to the overall assessment of the supportiveness of ERASMUS was similar to that of the initiation of activities by ERASMUS. However, for all aspects, the central coordinators thought less often that ERASMUS is/was supportive than ERASMUS initiated relevant activities. Central coordinators from large institutions most often stated that ERASMUS was supportive for achieving progress and those from small institutions least often. The central coordinators at institutions in new EU countries perceived more often that ERASMUS was supportive than those at institutions in other ERASMUS countries.

Overall, progress and ERASMUS impact were strongest with respect to the counselling for own students and staff of ERASMUS institutions who were interested in studying abroad. ERASMUS had, however, also considerable relevance for the set up and extension of non-academic support for own students and of student information in foreign languages. It was not surprising that ERASMUS had a comparatively low impact on the improvement of non-academic support for own students in general.

Table 10: Central coordinator survey: ERASMUS is/was supportive for achieving progress (Student services) by institutional size and group of countries (percent (very) high¹)

	Number of students			Country		Total
	<1 000	1 000 - 9 999	>= 10 000	New MS	Other PC	
Improving the counselling for staff and students interested in study abroad	56%	64%	74%	77%	61%	65%
Improving the non-academic support for incoming students	41%	59%	72%	64%	55%	57%
Improving the non-academic support for your own students	23%	31%	36%	34%	30%	31%
Increasing student information in foreign language	39%	50%	63%	64%	47%	51%
Count	217	328	206	198	587	785

Question 2.3: How much progress has your institution achieved with respect to the following activities? And, according to your perception, what role did your participation in the ERASMUS programme play for the initiation of these activities and their further development at your institution?

¹ Points four and five on a five-point scale from 1 = “not at all” to 5 = “very strongly”.

As for the other four broad fields of the ERASMUS impact covered by the survey, decentralised coordinators observed less progress than central ERASMUS coordinators for student services, but ranked the individual aspects covered by the survey in an identical way. Great progress was observed by respondents from the subject field ‘languages and philological sciences’. Decentralised coordinators in the natural sciences, however, observed below average progress.

Table 11: Decentralised coordinator survey: Progress realized (Student service) by subject field (percent (very) high¹)

	Hum	SoS	Edu	Lan	Eco	Art	Eng	Nat	Law	Med	Total
Improving the academic counselling for staff and students interested in study abroad	71%	68%	62%	72%	71%	62%	67%	59%	62%	65%	64%
Improving the non-academic support for incoming students	58%	50%	53%	62%	57%	58%	51%	46%	56%	48%	52%
Improving the non-academic support for your own students	49%	47%	51%	54%	56%	63%	42%	37%	56%	40%	46%
Increasing student information in foreign language	50%	54%	49%	56%	48%	57%	46%	38%	56%	51%	48%
Count	76	106	70	66	67	44	165	102	27	79	682

Hum: Humanities (without languages); SoS: Social sciences; Edu: Education, teacher training; Lan: Languages and philological sciences; Eco: Economics, management; Art: Art and design; Eng: Engineering, technology, informatics; Nat: Natural sciences; Med: Medical Sciences

Question 2.3: How much progress has your department achieved with respect to the following activities? And, according to your perception, what role did your department's participation in ERASMUS play for the initiation of these activities and the achievement of progress in their implementation?

¹ Points four and five on a five-point scale from 1 = "none" to 5 = "very high".

A strikingly high proportion of the decentralised coordinators – which comes close to that of central coordinators – believed that the ERASMUS programme initiated activities in the field of student services. The subject fields of economics and art stood out as perceiving particularly often that activities for improving student services were initiated by ERASMUS. As far as the aspect 'improving the non-academic support for own students' was concerned, clearly more decentralised coordinators than central coordinators – especially from medicine, art and education – stated that related activities were initiated by ERASMUS. Respondents from the field of law, however, were particularly sceptical about ERASMUS having initiated activities to improve student services. Only for the aspect 'increasing student information in foreign language' did they believe more often than all other subject fields that related activities were initiated by ERASMUS.

Table 12: Decentralised coordinator survey: ERASMUS initiated the activity (Student service) by subject field (percent "yes")

	Hum	SoS	Edu	Lan	Eco	Art	Eng	Nat	Law	Med	Total
Improving the academic counselling for staff and students interested in study abroad	67%	73%	68%	68%	77%	84%	66%	65%	54%	74%	69%
Improving the non-academic support for incoming students	61%	64%	64%	57%	79%	71%	63%	61%	60%	73%	65%
Improving the non-academic support for your own students	48%	41%	50%	42%	51%	52%	47%	40%	42%	52%	47%
Increasing student information in foreign language	51%	55%	57%	52%	67%	62%	58%	56%	69%	67%	58%
Count	65	93	60	54	59	36	156	97	27	70	612

Hum: Humanities (without languages); SoS: Social sciences; Edu: Education, teacher training; Lan: Languages and philological sciences; Eco: Economics, management; Art: Art and design; Eng: Engineering, technology, informatics; Nat: Natural sciences; Med: Medical Sciences

Question 2.3: How much progress has your department achieved with respect to the following activities? And, according to your perception, what role did your department's participation in ERASMUS play for the initiation of these activities and the achievement of progress in their implementation?

Table 12 shows a rather standard picture: fewer decentralised coordinators thought that ERASMUS is/was supportive for achieving progress in the field of student services than that ERASMUS initiated relevant activities, but the assessment of individual aspects in relation to the other aspects was similar to that concerning the initiation of activities. Apart from the assessment of the aspect 'improving the non-academic support for own students', much fewer decentralised than central coordinators thought that ERASMUS supported progress in the field of student services. The aspect 'improving the non-academic support for own students' was assessed similarly by the decentralised and central coordinators.

This means that either central coordinators assessed it particularly highly or decentralised coordinators assessed it particularly low.

Table 13: Decentralised coordinator survey: ERASMUS is/was supportive for achieving progress (Student services) by subject field (percent (very) high¹)

	Hum	SoS	Edu	Lan	Eco	Art	Eng	Nat	Law	Med	Total
Improving the academic counselling for staff and students interested in study abroad	57%	57%	48%	58%	62%	69%	57%	51%	52%	54%	54%
Improving the non-academic support for incoming students	46%	44%	46%	48%	57%	52%	47%	53%	59%	44%	48%
Improving the non-academic support for your own students	30%	26%	26%	31%	43%	50%	37%	33%	45%	25%	34%
Increasing student information in foreign language	40%	44%	35%	41%	48%	59%	42%	38%	42%	41%	41%
Count	66	92	61	52	55	34	148	90	26	70	582

Hum: Humanities (without languages); SoS: Social sciences; Edu: Education, teacher training; Lan: Languages and philological sciences; Eco: Economics, management; Art: Art and design; Eng: Engineering, technology, informatics; Nat: Natural sciences; Med: Medical Sciences

Question 2.3: How much progress has your department achieved with respect to the following activities? And, according to your perception, what role did your department's participation in ERASMUS play for the initiation of these activities and the achievement of progress in their implementation?

¹ Points four and five on a five-point scale from 1 = "not at all" to 5 = "very strongly".

4.4.3.2 Teaching, learning (and research)

The large majority of central coordinators stated that there had been at least regular progress (points 3 to 5 on a 5 point scale) with respect to the different aspects of teaching and learning covered by the central coordinator survey. In addition to the figures in table 4 which represent the sums of ratings '(very) high' (points 4 and 5 on a 5 point scale), between 20% and over 30% of the central coordinators observed regular progress (point 3 on a 5 point scale). The only exception was the most formalized form of internationalisation, i.e. 'introducing joint degrees'. In this case, over half the central coordinators observed little or no progress at all. For the following three aspects, around one third observed little or no progress at all: setting up English/foreign language programmes (37%), internationalising the curricular content (33%) and introducing mandatory foreign language requirements as part of the curriculum (29%).

As table 4 shows, the central coordinators who participated in the survey observed greatest progress with respect to the fostering of soft skills of students, the modernisation of curricula, the introduction of mandatory foreign language requirements as part of the curriculum and the internationalisation of teaching and learning. For these aspects, at least half of the respondents observed (very) great progress. In general, medium-sized institutions (between 1,000 and 9,999 students) reported greater progress than large

institutions. Small institutions reported having achieved least progress. Only with respect to the introduction of joint degrees and the internationalisation of teaching and learning, was greater progress achieved at large institutions with at least 10,000 students. Small institutions remarkably lagged behind with respect to the setting up of English/foreign language programmes, the introduction of joint degrees and the internationalisation of teaching and learning. In the fields with the strongest progress at small institutions (modernising curricula, fostering soft skills of students and introducing mandatory foreign language requirements as part of the curriculum), however, progress was reported to be similar to that achieved by larger institutions.

The central coordinators from one of the 12 new EU member states observed much greater progress than those from other ERASMUS countries concerning the following aspects: introducing mandatory foreign language requirements as part of the curriculum, setting up English/foreign language programmes and internationalising teaching and learning. With respect to the modernisation of curricula, however, progress observed was similar in new EU countries and other ERASMUS countries.

Table 14: Central coordinator survey: Progress realized (Teaching and learning) by institutional size and group of countries (percent (very) high¹)

	Number of students			Country		Total
	<1 000	1 000 – 9 999	>= 10 000	New MS	Other PC	
Modernising curricula	52%	58%	55%	55%	56%	55%
Fostering soft skills of students	59%	65%	64%	67%	61%	63%
Introducing mandatory foreign language requirements as part of the curriculum	47%	50%	50%	60%	45%	49%
Internationalising the curricular content	33%	39%	37%	40%	35%	36%
Setting up English/foreign language programmes	27%	47%	44%	49%	36%	40%
Introducing joint degrees	15%	26%	35%	24%	25%	25%
Internationalising teaching and learning	42%	50%	52%	57%	45%	48%
Count	239	359	214	221	628	849

Question 2.3: How much progress has your institution achieved with respect to the following activities? And, according to your perception, what role did your participation in the ERASMUS programme play for the initiation of these activities and their further development at your institution?

¹ Points four and five on a five-point scale from 1 = “none” to 5 = “very high”.

Overall, the coordinators in decentralised institutional units (academics) judged progress more cautiously than the central coordinators. The fields where they observed most or least progress coincided with those identified by the central coordinators. However, only a maximum of half of the decentralised coordinators who participated in the survey (central coordinators: up to two thirds) observed (very) great progress with respect to the different aspects of teaching and learning listed in the questionnaire. The only two aspects where about half of them observed (very) great progress were “fostering soft skills of students” and “revising curricula substantially”. Differentiated by subject field, respondents in the field of “Economics and management” were most positive about having achieved progress

in most of the aspects, followed by respondents in the field of “Languages and philological sciences”.

Table 15: Decentralised coordinators survey: Progress realized (Teaching, learning and research) by subject field (percent (very) high¹)

	Hum	SoS	Edu	Lan	Eco	Art	Eng	Nat	Law	Med	Total
Revising curricula substantially	42%	51%	50%	57%	58%	49%	51%	49%	32%	42%	49%
Introducing new curricula	42%	51%	46%	43%	55%	51%	50%	42%	29%	39%	46%
Fostering soft skills of students	52%	51%	58%	50%	69%	63%	56%	51%	23%	45%	53%
Introducing mandatory foreign language requirements as part of curricula	35%	43%	31%	48%	49%	21%	37%	33%	35%	38%	37%
Internationalising the curricular content	29%	31%	26%	32%	27%	33%	29%	19%	13%	27%	28%
Setting up English/foreign language programmes	27%	31%	32%	48%	43%	20%	38%	33%	46%	31%	34%
Introducing joint degrees	9%	18%	11%	24%	33%	23%	20%	12%	25%	16%	18%
Internationalising teaching and learning	36%	48%	40%	54%	58%	44%	41%	39%	52%	40%	44%
Introducing mandatory work placements in curricula	25%	31%	33%	33%	43%	24%	30%	20%	22%	25%	26%
Introducing ICT-based learning	22%	27%	40%	47%	31%	24%	34%	19%	22%	24%	28%
Increasing interdisciplinarity between degree programmes	32%	31%	29%	41%	25%	23%	34%	24%	23%	23%	27%
Introducing new types of examinations	24%	29%	32%	31%	28%	16%	25%	15%	21%	29%	24%
Introducing new teaching approaches	40%	36%	42%	38%	45%	35%	36%	24%	33%	30%	34%
Increasing the number of international publications	42%	43%	43%	42%	33%	25%	38%	41%	39%	30%	39%
Integrating an international perspective in national research projects	49%	44%	42%	51%	36%	21%	36%	40%	36%	26%	38%
Increasing the societal relevance and impact of research topics	38%	41%	35%	42%	33%	21%	26%	29%	29%	26%	30%
Strengthening excellence and international competitiveness of research	37%	36%	40%	45%	29%	23%	41%	43%	52%	31%	38%
Count	79	106	73	64	66	46	170	106	26	78	690

Hum: Humanities (without languages); **SoS:** Social sciences; **Edu:** Education, teacher training; **Lan:** Languages and philological sciences; **Eco:** Economics, management; **Art:** Art and design; **Eng:** Engineering, technology, informatics; **Nat:** Natural sciences; **Med:** Medical Sciences

Question 2.3: How much progress has your department achieved with respect to the following activities? And, according to your perception, what role did your department’s participation in ERASMUS play for the initiation of these activities and the achievement of progress in their implementation?

¹ Points four and five on a five-point scale from 1 = “none” to 5 = “very high”.

According to table 15, ERASMUS is regarded as the triggering factor for the internationalisation aspects of teaching and learning at less than a maximum of half of institutions from which the central coordinators replied. The number of central coordinators stating that ERASMUS initiated progress was greatest for the aspects ‘internationalising teaching and learning’, ‘fostering of soft skills of students’, and ‘internationalisation of curricular content’. However, in general, many more central coordinators observed (very) great progress than those who stated ERASMUS initiated

progress so that there must have been other triggering factors in addition to ERASMUS. Only with respect to setting up English/foreign language programmes, internationalising the curricular content and internationalising teaching and learning, was the number of central coordinators state that ERASMUS initiated progress similar to the number of coordinators observing (very) great progress, so that with respect to these aspects, ERASMUS played a particular important role.

The central coordinators from large institutions stated most often that ERASMUS was the triggering factor for progress achieved with respect to a certain aspect. Small institutions tended to regard the ERASMUS programme least often as the triggering factor for progress. Only with respect to ‘fostering soft skills of students’ and ‘modernising curricula’, did medium-sized institutions report even less often that ERASMUS initiated progress.

In one of the 12 new member states, the central coordinators stated much more often that ERASMUS initiated progress. Only concerning ‘fostering soft skills of students’ and ‘introducing joint degrees’, was ERASMUS often regarded as the triggering factor in new EU countries in the same way as in other ERASMUS countries.

Table 16: Central coordinator survey: ERASMUS initiated the activity (Teaching and learning) by institutional size (percent “yes”)

	Number of students			Country		
	<1 000	1 000 - 9 999	>= 10 000	New MS	Other PC	Total
Modernising curricula	36%	33%	38%	51%	30%	35%
Fostering soft skills of students	48%	41%	52%	64%	40%	46%
Introducing mandatory foreign language requirements as part of the curriculum	27%	26%	38%	35%	27%	29%
Internationalising the curricular content	32%	38%	58%	51%	38%	41%
Setting up English/foreign language programmes	32%	41%	49%	52%	36%	40%
Introducing joint degrees	18%	31%	48%	36%	31%	32%
Internationalising teaching and learning	42%	51%	54%	58%	47%	50%
Count	225	350	206	209	607	816

Question 2.3: How much progress has your institution achieved with respect to the following activities?
And, according to your perception, what role did your participation in the ERASMUS programme play for the initiation of these activities and their further development at your institution?

The coordinators in decentralised institutional units were even more sceptical than central coordinators about ERASMUS initiating progress with respect to the different aspects of teaching, learning and research covered by their questionnaire. With the exception of ‘fostering soft skills of students’ (41%) and ‘internationalising teaching and learning’ (45%), only between 20% and 30% of the decentralised coordinators thought that ERASMUS was the triggering factor for related activities. Also, the relation of respondents stating that ERASMUS initiated progress to those who observed (very) great progress was less favourable than for the central coordinators, i.e. for the decentralised coordinators, the difference between the number of respondents stating that ERASMUS initiated progress

and the number of respondents observing (very) great progress was greater than for the central coordinators. Three aspects, however, stood out: For ‘internationalising teaching and learning’ the share of decentralised coordinators saying that related activities were triggered by the ERASMUS programme roughly equalled that of the respondents observing (very) great progress. For ‘internationalising the curricular content’ and ‘introducing joint degrees’, even more decentralised coordinators said that related activities were initiated by ERASMUS than the decentralised coordinators who said that (very) great progress could be achieved. Differentiated by subject field, respondents from the field ‘art and design’ were most positive with respect to ERASMUS triggering progress: 62% thought that ERASMUS initiated the internationalisation of teaching and learning’ and over half thought that ERASMUS initiated the fostering of soft skills of students.

Table 17: Decentralised coordinator survey: ERASMUS initiated the activity (Teaching, learning and research) by subject field (percent “yes”)

	Hum	SoS	Edu	Lan	Eco	Art	Eng	Nat	Law	Med	Total
Revising curricula substantially	16%	25%	14%	16%	15%	16%	18%	23%	20%	34%	21%
Introducing new curricula	12%	27%	17%	17%	18%	27%	21%	17%	18%	29%	22%
Fostering soft skills of students	37%	40%	43%	27%	34%	52%	41%	44%	30%	45%	41%
Introducing mandatory foreign language requirements as part of curricula	19%	31%	20%	14%	24%	31%	25%	27%	37%	40%	28%
Internationalising the curricular content	31%	39%	24%	35%	23%	45%	35%	34%	38%	38%	34%
Setting up English/foreign language programmes	24%	43%	43%	34%	37%	45%	37%	38%	40%	32%	36%
Introducing joint degrees	20%	19%	18%	31%	29%	35%	29%	19%	18%	20%	24%
Internationalising teaching and learning	42%	52%	52%	38%	52%	62%	43%	43%	52%	48%	45%
Introducing mandatory work placements in curricula	15%	13%	13%	7%	7%	24%	13%	12%	11%	20%	14%
Introducing ICT-based learning	12%	11%	7%	10%	7%	17%	6%	10%	7%	19%	11%
Increasing interdisciplinarity between degree programmes	20%	17%	15%	9%	13%	27%	15%	18%	22%	24%	17%
Introducing new types of examinations	23%	13%	15%	13%	19%	22%	18%	12%	42%	24%	19%
Introducing new teaching approaches	26%	24%	23%	9%	20%	31%	22%	21%	30%	33%	23%
Increasing the number of international publications	17%	28%	25%	20%	28%	22%	16%	18%	15%	23%	21%
Integrating an international perspective in national research projects	22%	28%	27%	21%	38%	31%	17%	17%	14%	27%	23%
Increasing the societal relevance and impact of research topics	14%	15%	17%	10%	21%	13%	11%	15%	5%	25%	16%
Strengthening excellence and international competitiveness of research	15%	19%	22%	9%	22%	12%	12%	17%	14%	24%	18%
Count	67	91	66	56	59	42	165	103	26	73	637

Hum: Humanities (without languages); **SoS:** Social sciences; **Edu:** Education, teacher training; **Lan:** Languages and philological sciences; **Eco:** Economics, management; **Art:** Art and design; **Eng:** Engineering, technology, informatics; **Nat:** Natural sciences; **Med:** Medical Sciences

Question 2.3: How much progress has your department achieved with respect to the following activities? And, according to your perception, what role did your department's participation in ERASMUS play for the initiation of these activities and the achievement of progress in their implementation?

As illustrated by table 18, for most aspects of teaching and learning, only between one quarter and one third of the central coordinators stated that ERASMUS was (highly) supportive in achieving progress. The only exceptions were the fostering of soft skills of students (46% of respondents said that ERASMUS was (highly) supportive) and the internationalisation of teaching and learning (41% of respondents said that ERASMUS was (highly) supportive). These were the two aspects which, according to the central coordinators, were also most often initiated by the programme. Between one fifth and one third of the central coordinators stated that ERASMUS was regularly supportive (point 3 on a 5 point scale). Between half and one quarter of the central coordinators stated that ERASMUS was not or was only marginally supportive (50% in the case of introducing joint degrees, and 25% in the case of fostering soft skills of students).

According to the central coordinators' replies, ERASMUS was much more supportive in large institutions. The differences between the replies of the central coordinators in large and at small institutions were rather marked. This was largely due to the fact that the central coordinators in small institutions replied more cautiously for previous questions, whereas the coordinators in large and medium-sized institutions replied positively. The differences between new EU member states and the remaining ERASMUS countries were as pronounced as for the question on the initiation of activities by ERASMUS: In new EU member states, the central coordinators regarded ERASMUS far more often as supportive than in other ERASMUS countries.

Table 18: Central coordinator survey: ERASMUS is/was supportive for achieving progress (Teaching and learning) by institutional size and group of countries (percent (very) high¹)

	Number of students			Country		Total
	<1 000	1 000-9 999	>= 10 000	New MS	Other PC	
Modernising curricula	22%	29%	35%	41%	24%	29%
Fostering soft skills of students	39%	45%	55%	63%	40%	46%
Introducing mandatory foreign language requirements as part of the curriculum	29%	34%	36%	44%	29%	33%
Internationalising the curricular content	21%	33%	46%	42%	29%	32%
Setting up English/foreign language programmes	22%	39%	46%	49%	31%	36%
Introducing joint degrees	9%	26%	41%	30%	24%	26%
Internationalising teaching and learning	32%	43%	46%	55%	36%	41%
Count	222	342	207	208	599	807

Question 2.3: How much progress has your institution achieved with respect to the following activities? And, according to your perception, what role did your participation in the ERASMUS programme play for the initiation of these activities and their further development at your institution?

¹ Points four and five on a five-point scale from 1 = "not at all" to 5 = "very strongly".

The share of coordinators in decentralised institutional units stating that ERASMUS was (highly) supportive for achieving progress was similar to that of the central coordinators. It was roughly in line with or just below the share of those in decentralised institutional units who said that ERASMUS initiated activities that were related to a particular aspect: 38% of respondents agreed that the ERASMUS programme was supportive for ‘internationalising teaching and learning’ and 36% stated that ERASMUS helped to foster students’ soft skills . These were the two aspects which, according to the decentralised coordinators, were also most often initiated by the programme. Concerning all the other activities, less than one third of respondents rated ERASMUS as supportive. The decentralised coordinators in the subject fields ‘education, teacher training’ and ‘medical sciences’ were most reluctant about rating ERASMUS as supportive for most of the activities in the field of teaching, learning and research.

Table 19: Decentralised coordinator survey: ERASMUS is/was supportive for achieving progress (Teaching, learning and research) by subject field (percent (very) high¹)

	Hum	SoS	Edu	Lan	Eco	Art	Eng	Nat	Law	Med	Total
Revising curricula substantially	20%	26%	18%	28%	33%	24%	21%	21%	20%	27%	23%
Introducing new curricula	14%	24%	11%	27%	29%	24%	19%	17%	26%	22%	20%
Fostering soft skills of students	39%	34%	26%	35%	43%	43%	40%	36%	39%	33%	36%
Introducing mandatory foreign language requirements as part of curricula	39%	35%	13%	33%	30%	30%	33%	27%	48%	27%	30%
Internationalising the curricular content	35%	25%	20%	33%	28%	41%	29%	22%	30%	26%	26%
Setting up English/foreign language programmes	27%	28%	15%	36%	42%	24%	36%	28%	42%	21%	29%
Introducing joint degrees	15%	16%	12%	31%	33%	21%	24%	14%	22%	19%	21%
Internationalising teaching and learning	37%	40%	27%	44%	54%	52%	44%	26%	45%	32%	38%
Introducing mandatory work placements in curricula	11%	11%	14%	20%	13%	16%	14%	11%	18%	14%	14%
Introducing ICT-based learning	12%	11%	10%	20%	7%	10%	7%	9%	8%	12%	9%
Increasing interdisciplinarity between degree programmes	14%	16%	11%	18%	11%	23%	10%	8%	13%	16%	13%
Introducing new types of examinations	11%	11%	10%	14%	11%	10%	12%	8%	21%	17%	11%
Introducing new teaching approaches	23%	19%	12%	18%	24%	17%	15%	12%	10%	23%	16%
Increasing the number of international publications	19%	24%	17%	19%	16%	15%	15%	14%	17%	15%	17%
Integrating an international perspective in national research projects	20%	26%	20%	20%	29%	7%	16%	12%	28%	14%	18%
Increasing the societal relevance and impact of research topics	14%	18%	13%	18%	18%	8%	12%	14%	22%	17%	14%
Strengthening excellence and international competitiveness of research	18%	22%	21%	21%	19%	7%	15%	15%	24%	16%	17%
Count	69	93	64	57	59	38	156	98	24	72	614

Hum: Humanities (without languages); **SoS:** Social sciences; **Edu:** Education, teacher training; **Lan:** Languages and philological sciences; **Eco:** Economics, management; **Art:** Art and design; **Eng:** Engineering, technology, informatics; **Nat:** Natural sciences; **Med:** Medical Sciences

Question 2.3: How much progress has your department achieved with respect to the following activities? And, according to your perception, what role did your department's participation in ERASMUS play for the initiation of these activities and the achievement of progress in their implementation?

¹ Points four and five on a five-point scale from 1 = "not at all" to 5 = "very strongly".

4.4.3.3 Quality assurance/professionalisation

Quality assurance is high on the agenda of ERASMUS institutions. In this field, a similarly high share of central coordinators reported as regular progress as in the field of teaching and learning. As table 20 shows, more than half the central coordinators reported that progress was (very) great with respect to improving the transparency and transferability of student qualifications, modernising the learning infrastructure and introducing regular student and/or graduate surveys. For ‘introducing/extending language training and intercultural training for teachers’, however, (very) great progress was reported in only 28% of cases, but additionally, 31% of the central coordinators observed regular progress.

Medium-sized institutions reported the greatest progress and small institutions the lowest. Institutions in new EU member states reported more often that they realized (very) great progress than institutions in the remaining ERASMUS countries.

Table 20: Central coordinator survey: Progress realized (Quality assurance/professionalisation) by institutional size and group of countries (percent (very) high¹)

	Number of students			Country		
	<1 000	1 000-9 999	>= 10 000	New MS	Other PC	Total
Improving the transparency and transferability of student qualifications	58%	61%	61%	67%	57%	60%
Introducing/extending language training and intercultural training for teachers	22%	33%	28%	32%	27%	28%
Introducing regular student and/or graduate surveys on student satisfaction	38%	62%	51%	55%	51%	52%
Modernising the learning infrastructure	47%	62%	57%	60%	54%	56%
Count	231	345	212	217	609	826

Question 2.3: How much progress has your institution achieved with respect to the following activities? And, according to your perception, what role did your participation in the ERASMUS programme play for the initiation of these activities and their further development at your institution?

¹ Points four and five on a five-point scale from 1 = “none” to 5 = “very high”.

The questionnaire for the coordinators in decentralised institutional units included the aspect ‘introducing the regular evaluation of teaching by students’ instead of the aspect ‘modernising the learning infrastructure’. The decentralised coordinators reported (very) great progress less often than the central coordinators with respect to quality assurance/professionalisation. Only with respect to the ‘introduction of the regular evaluation of teaching by students’, did they observe (very) great progress relatively often (54%). The decentralised coordinators from the subject field ‘languages and philological sciences’ reported (very) great progress particularly often. Concerning the introduction and extension of language training and intercultural training for teachers, however, not more than a third observed (very) great progress. This aspect was rated lowest by the respondents in the field of ‘art and design’ (18%).

Table 21: Decentralised coordinator survey: Progress realized (Quality assurance/professionalisation) by subject field (percent (very) high¹)

	Hum	SoS	Edu	Lan	Eco	Art	Eng	Nat	Law	Med	Total
Improving the transparency and transferability of student qualifications	57%	51%	49%	65%	53%	63%	55%	41%	55%	54%	52%
Introducing/extending language training and intercultural training for teachers	25%	22%	32%	37%	33%	18%	28%	20%	46%	26%	27%
Introducing the regular evaluation of teaching by students	55%	56%	49%	57%	52%	31%	58%	49%	44%	53%	54%
Introducing regular graduate surveys	27%	34%	22%	34%	40%	26%	29%	27%	22%	31%	32%
Count	74	103	67	64	66	44	164	103	27	76	674

Hum: Humanities (without languages); **SoS:** Social sciences; **Edu:** Education, teacher training; **Lan:** Languages and philological sciences; **Eco:** Economics, management; **Art:** Art and design; **Eng:** Engineering, technology, informatics; **Nat:** Natural sciences; **Med:** Medical Sciences

Question 2.3: How much progress has your department achieved with respect to the following activities? And, according to your perception, what role did your department's participation in ERASMUS play for the initiation of these activities and the achievement of progress in their implementation?

¹ Points four and five on a five-point scale from 1 = "none" to 5 = "very high".

According to the central coordinators, ERASMUS played an important role in the initiation of activities to improve the transparency and transferability of student qualifications and activities with respect to introducing/extending language training and intercultural training for teachers. The ERASMUS programme initiated activities to improve the transparency and transferability of student qualifications at more than half the participating institutions. In addition, the central coordinators regarded ERASMUS as (highly) supportive for further progress at over 40% of them. With respect to introducing/extending language training and intercultural training for teachers, ERASMUS was reported to have initiated corresponding activities by about half the central coordinators. About one third stated that the programme was (highly) supportive for achieving progress.

With respect to the initiation of the remaining two aspects of quality assurance/professionalisation ('modernising the learning infrastructure' and 'introducing regular student and/or graduate surveys'), however, the central coordinators regarded ERASMUS to be only of marginal relevance. The introduction of regular student and/or graduate surveys was rated even slightly more cautiously by the members of university leadership. As could be expected, according to the replies of the central coordinators, the modernisation of learning infrastructures was initiated by the ERASMUS programme at only a very small number of institutions. However, the central coordinators considered ERASMUS (highly) supportive in this respect at slightly more institutions.

Large and medium-sized institutions reported particularly often that ERASMUS initiated activities in the field of quality assurance/professionalisation, but differences between institutions of different sizes were not very marked. The function of the ERASMUS

programme as a triggering factor was stronger in new EU member states than in other ERASMUS countries with the exception of the aspect of ‘improving the transparency and transferability of student qualifications’. A similar, but in general somewhat lower, assessment could be observed with respect to ERASMUS’ support of activities in the field of quality assurance/professionalisation: large institutions and institutions in new EU countries were most positive. Only for the aspect ‘improving the transparency and transferability of student qualifications’, did institutions in new EU countries and in other ERASMUS countries provide a similar assessment.

Table 22: Central coordinator survey: ERASMUS initiated the activity (Quality assurance/professionalisation) by institutional size and group of countries (percent “yes”)

	Number of students			Country		Total
	<1 000	1 000 - 9 999	>= 10 000	New MS	Other PC	
Improving the transparency and transferability of student qualifications	50%	51%	56%	52%	53%	53%
Introducing/extending language training and intercultural training for teachers	29%	32%	28%	40%	27%	30%
Introducing regular student and/or graduate surveys on student satisfaction	16%	20%	25%	33%	17%	21%
Modernising the learning infrastructure	12%	10%	8%	17%	7%	10%
Count	193	310	186	184	540	724

Question 2.3: How much progress has your institution achieved with respect to the following activities? And, according to your perception, what role did participation in the ERASMUS program play for the initiation of these activities and their further development at your institution?

Table 23: Central coordinator survey: ERASMUS is/was supportive for achieving progress (Quality assurance/professionalisation) by institutional size and group of countries (percent (very) high¹)

	Number of students			Country		Total
	<1 000	1 000 - 9 999	>= 10 000	New MS	Other PC	
Improving the transparency and transferability of student qualifications	38%	40%	50%	42%	42%	42%
Introducing/extending language training and intercultural training for teachers	16%	24%	22%	28%	20%	22%
Introducing regular student and/or graduate surveys on student satisfaction	9%	20%	21%	24%	15%	17%
Modernising the learning infrastructure	10%	12%	13%	17%	9%	12%
Count	208	323	199	200	567	767

Question 2.3: How much progress has your institution achieved with respect to the following activities? And, according to your perception, what role did participation in the ERASMUS program play for the initiation of these activities and their further development at your institution?

¹ Points four and five on a five-point scale from 1 = “not at all” to 5 = “very strongly”.

The questionnaire for members of university leadership included the additional aspect of fostering the regular reflection on and evaluation of institutional strategies. Practically all the respondents observed regular progress, but few of them saw ERASMUS as linked to that. 22% of the members of university leadership had the impression that ERASMUS initiated that process and 18% stated that ERASMUS is/was supportive for achieving progress.

Among the different aspects of quality assurance/professionalisation, the coordinators in the decentralised institutional units had most often - but less often than the central coordinators - the impression that progress concerning 'improving the transparency and transferability of student qualifications' was triggered by ERASMUS (43%). The aspect which was rated second was 'introducing/extending language training and intercultural training for teachers'. According to the replies of the decentralised coordinators, 'introducing/extending language training and intercultural training for teachers' was triggered by ERASMUS in only 24% of the cases, whereas 30% of the central coordinators thought this. For introducing the regular evaluation of teaching by students and the introduction of regular graduate surveys, the decentralised coordinators saw only a marginal relevance of ERASMUS as an initiator. Their ratings varied considerably by subject area. For example, in the humanities 53% reported that ERASMUS initiated the improvement of transparency and transferability of student qualifications, whereas in 'education, teacher training' only 29% agreed that ERASMUS was the triggering factor.

Table 24: Decentralised coordinator survey: ERASMUS initiated the activity (Quality assurance/ professionalisation) by subject field (percent "yes")

	Hum	SoS	Edu	Lan	Eco	Art	Eng	Nat	Law	Med	Total
Improving the transparency and transferability of student qualifications	53%	41%	29%	44%	43%	39%	43%	35%	48%	43%	43%
Introducing/extending language and intercultural training for teachers	21%	29%	20%	21%	25%	36%	25%	23%	29%	20%	24%
Introducing the regular evaluation of teaching by students	14%	19%	11%	7%	9%	20%	10%	17%	19%	22%	14%
Introducing regular graduate surveys	11%	9%	7%	8%	13%	20%	7%	14%	21%	18%	12%
Count	62	89	57	57	60	33	160	100	26	67	607

Hum: Humanities (without languages); SoS: Social sciences; Edu: Education, teacher training; Lan: Languages and philological sciences; Eco: Economics, management; Art: Art and design; Eng: Engineering, technology, informatics; Nat: Natural sciences; Med: Medical Sciences

Question 2.3: How much progress has your department achieved with respect to the following activities? And, according to your perception, what role did your department's participation in ERASMUS play for the initiation of these activities and the achievement of progress in their implementation?

About one third of the respondents in the decentralised institutional units stated that ERASMUS was supportive in improving the transparency and transferability of student qualifications (central coordinators: 42%). For the remaining three aspects of quality assurance/ professionalisation, they rarely observed that ERASMUS is/was supportive. In

comparison to the central coordinators, they regarded ERASMUS as supportive for the introduction of graduate surveys in far fewer cases. Again, the rating varied considerably in the different subject fields, with, for example, a range from 50% of respondents in the field of “Natural sciences” to 24% in “Engineering, technology, informatics”.

Table 25: Decentralised coordinator survey: ERASMUS is/was supportive for achieving progress (Quality assurance/professionalisation) by subject field (percent (very) high¹)

	Hum	SoS	Edu	Lan	Eco	Art	Eng	Nat	Law	Med	Total
Improving the transparency and transferability of student qualifications	45%	34%	33%	47%	33%	44%	34%	24%	50%	32%	34%
Introducing/extending language training and intercultural training for teachers	24%	21%	16%	31%	31%	19%	23%	19%	26%	17%	21%
Introducing the regular evaluation of teaching by students	9%	15%	12%	20%	13%	12%	11%	11%	11%	14%	11%
Introducing regular graduate surveys	11%	9%	7%	14%	14%	9%	8%	6%	13%	10%	9%
Count	61	88	54	51	55	33	142	89	25	66	563

Hum: Humanities (without languages); **SoS:** Social sciences; **Edu:** Education, teacher training; **Lan:** Languages and philological sciences; **Eco:** Economics, management; **Art:** Art and design; **Eng:** Engineering, technology, informatics; **Nat:** Natural sciences; **Med:** Medical Sciences

Question 2.3: How much progress has your department achieved with respect to the following activities? And, according to your perception, what role did your department’s participation in ERASMUS play for the initiation of these activities and the achievement of progress in their implementation?

¹ Points four and five on a five-point scale from 1 = “not at all” to 5 = “very strongly”.

4.4.3.4 Mobility, networks and cooperation

In this field, the central coordinators observed medium progress but a rather high contribution of the ERASMUS programme to that progress. Not surprisingly, almost all the central coordinators reported regular progress (points 3 to 5 on a 5 point scale) in increasing the number of outgoing teachers and students and almost two thirds reported (very) great progress. In the overwhelming majority of cases concerning regular progress, the central coordinators stated that ERASMUS initiated activities that aimed at increasing the number of outgoing teachers and students and that it was also (highly) supportive in achieving progress. Slightly fewer central coordinators reported at least regular progress in increasing the number of incoming teachers and students (more than half the central coordinators reported (very) great progress), but ERASMUS had initiated this progress at almost all of them. What is more, the ERASMUS programme was regarded as (highly) supportive in increasing the number of incoming teachers and students by about two thirds of the central coordinators.

For the remaining five aspects in the field ‘mobility, networks and cooperation’, the central coordinators reported less progress. At the bottom end, with respect to ‘maximizing the effects of international institutional networks’ and ‘increasing the cooperation with the economic sector’, (very) great progress was observed by 35% of the central coordinators.

For the other three aspects (increasing the number of staff with a responsibility for internationalisation (39%), increasing the participation in international projects (44%) and increasing the attendance or organisation of international conferences (41%) , (very) great progress was observed slightly more often.

About two thirds of the central coordinators reported that their institutions had made at least regular progress in increasing the number of staff with a responsibility for internationalisation (39% (very) great progress). Almost two thirds of the central coordinators stated that ERASMUS had initiated relevant activities, and more than 40% regarded ERASMUS as (highly) supportive in achieving progress in increasing the number of staff with a responsibility for internationalisation. With the exception of ‘increasing the cooperation with the economic sector’ and ‘increasing the effects of international institutional networks’, the central coordinators at large institutions and in new EU member states reported (very) great progress.

Table 26: Central coordinator survey: Progress realized (Mobility, networks and cooperation) by institutional size and group of countries (percent (very) high¹)

	Number of students			Country		Total
	<1 000	1 000 - 9 999	>= 10 000	New MS	Other PC	
Increasing the number of outgoing teachers and students	51%	63%	73%	71%	60%	62%
Increasing the number of incoming teachers and students	48%	57%	67%	63%	54%	56%
Increasing the number of staff with a responsibility for internationalisation	31%	38%	48%	46%	36%	39%
Increasing the effects of international institutional networks	32%	37%	36%	33%	36%	35%
Increasing the participation in international projects	36%	42%	54%	48%	42%	44%
Increasing the attendance or organisation of international conferences by your academic staff	34%	40%	51%	51%	37%	41%
Increasing the cooperation with the economic sector	27%	42%	32%	36%	35%	35%
Count	232	354	216	217	621	838

Question 2.3: How much progress has your institution achieved with respect to the following activities? And, according to your perception, what role did your participation in the ERASMUS programme play for the initiation of these activities and their further development at your institution?

¹ Points four and five on a five-point scale from 1 = “none” to 5 = “very high”.

In relation to increasing the number of staff with a responsibility for internationalisation and to increasing the effects of international institutional networks, it meets the eye that – as for incoming and outgoing mobility as well – central coordinators stated that ERASMUS had initiated a large part of the progress (point 3 to 5 on the 5 point scale) they observed and that ERASMUS is/was also (highly) supportive .

As could be expected, the share of institutions where ERASMUS had initiated corresponding activities or was (highly) supportive for further progress was lowest for

increasing cooperation with the economic sector. However, it is still remarkable that ERASMUS initiated this kind of activity at about one quarter of the institutions for which the central coordinators reported at least regular progress (65%) and was (highly) supportive for further progress at nearly the same share of them.

Interestingly, three aspects were more often reported by the central coordinators at small institutions to have been initiated by ERASMUS than by those at medium-sized or large institutions: increasing the participation in international projects (43%), increasing the attendance or organisation of international conferences (35%) and increasing cooperation with the economic sector (18%). Here, ERASMUS had obviously been of particular benefit to small institutions. For all aspects, the central coordinators at institutions in new EU member states observed more often that ERASMUS had initiated relevant activities and is/was supportive than the central coordinators at institutions in other ERASMUS countries.

Table 27: Central coordinator survey: ERASMUS initiated the activity (Mobility, networks and cooperation) by institutional size and group of countries (percent “yes”)

	Number of students			Country		Total
	<1 000	1 000 - 9 999	>= 10 000	New MS	Other PC	
Increasing the number of outgoing teachers and students	74%	80%	82%	82%	78%	79%
Increasing the number of incoming teachers and students	69%	77%	78%	81%	73%	75%
Increasing the number of staff with a responsibility for internationalisation	51%	59%	63%	66%	55%	58%
Increasing the effects of international institutional networks	44%	49%	43%	50%	45%	46%
Increasing the participation in international projects	43%	39%	37%	44%	38%	39%
Increasing the attendance or organisation of international conferences by your academic staff	35%	26%	25%	36%	26%	28%
Increasing the cooperation with the economic sector	18%	15%	17%	24%	14%	16%
Count	183	309	186	176	534	710

Question 2.3: How much progress has your institution achieved with respect to the following activities? And, according to your perception, what role did your participation in the ERASMUS programme play for the initiation of these activities and their further development at your institution?

Table 28: Central coordinator survey: ERASMUS is/was supportive for achieving progress (Mobility, networks and cooperation) by institutional size and group of countries (percent (very) high¹)

	Number of students			Country		Total
	<1 000	1 000 - 9 999	>= 10 000	New MS	Other PC	
Increasing the number of outgoing teachers and students	62%	72%	81%	83%	67%	71%
Increasing the number of incoming teachers and students	51%	64%	71%	73%	59%	62%
Increasing the number of staff with a responsibility for internationalisation	36%	43%	54%	58%	39%	44%
Increasing the effects of international institutional networks	29%	35%	34%	38%	32%	33%
Increasing the participation in international projects	27%	28%	34%	38%	27%	30%
Increasing the attendance or organisation of international conferences by your academic staff	21%	20%	20%	28%	18%	21%
Increasing the cooperation with the economic sector	13%	14%	12%	21%	11%	14%
Count	217	336	204	200	591	791

Question 2.3: How much progress has your institution achieved with respect to the following activities? And, according to your perception, what role did your participation in the ERASMUS programme play for the initiation of these activities and their further development at your institution?

1 Points four and five on a five-point scale from 1 = “not at all” to 5 = “very strongly”.

The members of university leadership who participated in the survey had an even more positive view on progress in the field of networks and cooperation than the central coordinators. Two thirds reported (very) great progress in increasing the participation in international networks and projects (in teaching, research or at the institutional level). Nearly all had the impression that ERASMUS had initiated these activities and was supportive in achieving progress. Also with respect to strengthening cooperation with the economic sector, the members of university leadership rated progress slightly more positively (42% (very) great) than the central coordinators. However, they observed less often that ERASMUS had initiated this process or was supportive in achieving progress. Progress with respect to cooperation with interest groups in their respective university regions and the relevance of the ERASMUS programme to it were assessed in a similar way.

Unlike the questionnaire for central coordinators, the questionnaire for coordinators in the decentralised institutional units covered incoming/outgoing student and teacher mobility in the form of four individual aspects. It was found that - like for the other broad thematic fields included in the survey - the decentralised coordinators held much more cautious views than the central coordinators. They observed (very) great progress most often with respect to increasing the number of outgoing students (52%), increasing the attendance or organisation of international conferences (41%) and increasing the number of incoming students (40%). It must be noted that with respect to increasing the attendance or organisation of international conferences, the assessment of progress by the decentralised

coordinators coincided with that of the central coordinators. Especially the decentralised coordinators from the social sciences and from law observed (very) great progress with respect to the attendance or organisation of international conferences (59% and 50% respectively). Not surprisingly, the decentralised coordinators in the natural sciences (32%) and in ‘engineering, technology and informatics’ (31%) observed relatively often (very) great progress concerning an increase in cooperation with the economic sector. The number of outgoing students had most often increased in the fields of ‘economics, management’ and ‘law’ (65% of decentralised coordinators in each of the fields observed (very) great progress).

Table 29: Decentralise coordinator survey: Progress realized (Mobility, networks and cooperation) by subject field (percent (very) high¹)

	Hum	SoS	Edu	Lan	Eco	Art	Eng	Nat	Law	Med	Total
Increasing the number of outgoing students	50%	59%	49%	52%	65%	57%	57%	46%	65%	49%	52%
Putting teaching periods abroad of your teachers on a regular basis	28%	33%	35%	30%	25%	26%	17%	20%	27%	16%	22%
Increasing the number of incoming students	43%	50%	44%	49%	58%	61%	36%	32%	62%	38%	40%
Putting teacher periods of foreign teachers at your department on a regular basis	21%	30%	23%	30%	25%	32%	19%	16%	27%	11%	20%
Increasing the effects of international networks	30%	29%	28%	32%	38%	31%	28%	24%	42%	29%	27%
Increasing the participation in international projects	29%	30%	33%	37%	32%	16%	34%	31%	35%	24%	31%
Increasing the attendance or organisation of international conferences by your academic staff	47%	59%	44%	47%	32%	41%	39%	43%	50%	35%	41%
Increasing the cooperation with the economic sector	14%	23%	12%	15%	26%	26%	31%	32%	8%	12%	21%
Count	75	106	71	66	68	44	171	108	27	80	692

Hum: Humanities (without languages); **SoS:** Social sciences; **Edu:** Education, teacher training; **Lan:** Languages and philological sciences; **Eco:** Economics, management; **Art:** Art and design; **Eng:** Engineering, technology, informatics; **Nat:** Natural sciences; **Med:** Medical Sciences

Question 2.3: How much progress has your department achieved with respect to the following activities? And, according to your perception, what role did your department’s participation in ERASMUS play for the initiation of these activities and the achievement of progress in their implementation?

¹ Points four and five on a five-point scale from 1 = “none” to 5 = “very high”.

The vast majority of respondents from the departments stated that ERASMUS had initiated the increase of outgoing and incoming students. In addition, more than half the decentralised coordinators said that ERASMUS was the triggering factor for organising teaching periods abroad of own staff and teaching periods of foreign teachers at the own department on a regular basis. In law, almost three quarters of the decentralised coordinators said that ERASMUS had initiated the organising of teaching periods abroad of own teachers on a regular basis. With respect to organising teaching periods of foreign

teachers at the own unit on a regular basis, economics stood out (65% of the coordinators said that this process had been initiated by ERASMUS). Still 42% of the decentralised coordinators related increases in the effects of international networks to ERASMUS (in law, even 61% did so), but only 12% of the decentralised coordinators stated that ERASMUS had initiated stronger cooperation with the economic sector.

Table 30: Decentralised coordinator survey: ERASMUS initiated the activity (Mobility, networks and cooperation) by subject field (percent “yes”)

	Hum	SoS	Edu	Lan	Eco	Art	Eng	Nat	Law	Med	Total
Increasing the number of outgoing students	70%	79%	85%	66%	81%	68%	82%	76%	77%	78%	78%
Putting teaching periods abroad of your teachers on a regular basis	51%	62%	62%	60%	54%	59%	53%	42%	73%	47%	55%
Increasing the number of incoming students	68%	79%	76%	72%	82%	63%	75%	72%	65%	71%	73%
Putting teacher periods of foreign teachers at your department on a regular basis	42%	61%	61%	65%	60%	50%	52%	41%	54%	49%	53%
Increasing the effects of international networks	35%	36%	43%	44%	43%	53%	48%	30%	61%	42%	42%
Increasing the participation in international projects	23%	30%	41%	37%	36%	31%	32%	25%	33%	38%	34%
Increasing the attendance or organisation of international conferences by your academic staff	15%	19%	30%	15%	18%	30%	18%	10%	31%	23%	20%
Increasing the cooperation with the economic sector	4%	11%	11%	13%	11%	14%	13%	10%	18%	13%	12%
Count	64	93	61	58	60	38	163	104	27	74	636

Hum: Humanities (without languages); **SoS:** Social sciences; **Edu:** Education, teacher training; **Lan:** Languages and philological sciences; **Eco:** Economics, management; **Art:** Art and design; **Eng:** Engineering, technology, informatics; **Nat:** Natural sciences; **Med:** Medical Sciences

Question 2.3: How much progress has your department achieved with respect to the following activities? And, according to your perception, what role did your department’s participation in ERASMUS play for the initiation of these activities and the achievement of progress in their implementation?

With respect to the supportiveness of ERASMUS, it came as a surprise that only two thirds of decentralised coordinators stated that ERASMUS is/was (highly) supportive in increasing the number of outgoing students. In the natural sciences and ‘education, teacher training’, there was least confidence in the programme: only 55% and 56% of decentralised coordinators respectively stated that ERASMUS is/was (highly) supportive in increasing the number of outgoing students. In arts, economics and engineering, however, 77% and 72% of decentralised coordinators respectively believed that ERASMUS is/was supportive.

Table 31: Decentralised coordinator survey: ERASMUS is/was supportive for achieving progress (Mobility, networks and cooperation) by subject field (percent (very) high¹)

	Hum	SoS	Edu	Lan	Eco	Art	Eng	Nat	Law	Med	Total
Increasing the number of outgoing students	62%	64%	56%	64%	72%	77%	72%	55%	64%	60%	65%
Putting teaching periods abroad of your teachers on a regular basis	27%	37%	44%	44%	40%	42%	44%	32%	35%	34%	39%
Increasing the number of incoming students	60%	58%	56%	60%	62%	61%	59%	45%	64%	53%	55%
Putting teaching periods of foreign teachers at your department on a regular basis	31%	43%	33%	40%	34%	56%	37%	28%	36%	31%	35%
Increasing the effects of international networks	23%	27%	26%	38%	35%	29%	34%	22%	33%	29%	29%
Increasing the participation in international projects	19%	27%	21%	31%	29%	22%	26%	18%	18%	25%	22%
Increasing the attendance or organisation of international conferences by your academic staff	19%	24%	22%	19%	18%	23%	15%	15%	25%	24%	18%
Increasing the cooperation with the economic sector	11%	12%	9%	10%	13%	4%	10%	9%	0	5%	8%
Count	64	90	62	51	55	35	157	98	26	73	602

Hum: Humanities (without languages); SoS: Social sciences; Edu: Education, teacher training; Lan: Languages and philological sciences; Eco: Economics, management; Art: Art and design; Eng: Engineering, technology, informatics; Nat: Natural sciences; Med: Medical Sciences

Question 2.3: How much progress has your department achieved with respect to the following activities? And, according to your perception, what role did your department's participation in ERASMUS play for the initiation of these activities and the achievement of progress in their implementation?

¹ Points four and five on a five-point scale from 1 = "not at all" to 5 = "very strongly".

4.4.3.5 Institutional mission and profiling

Across all six different aspects in the field 'institutional mission and profiling', progress was widespread. For each individual aspect, a minimum of three quarters of central coordinators observed at least regular progress. With respect to improving the national or international visibility and attractiveness of their institution, almost 90% of the central coordinators observed at least regular progress and more than 60% (very) great progress. With only about three quarters of the central coordinators reporting at least regular progress and over 40% reporting (very) high progress, the aspect 'increasing the tendering for project-related funding' constituted the bottom line. Progress was most often (very) great at large institutions and institutions in new EU countries, and the difference between the shares of large and small institutions and institutions in new EU and other ERASMUS countries observing (very) great progress was substantial.

Table 32: Central coordinator survey: Progress realized (Institutional mission and profiling) by institutional size and group of countries (percent (very) high¹)

	Number of students			Country		Total
	<1 000	1 000 - 9 999	>= 10 000	New MS	Other PC	
Introducing the regular reflection on and evaluation of institutional strategies	44%	50%	55%	56%	47%	49%
Improving the international visibility and attractiveness of the institution	52%	62%	71%	70%	59%	62%
Improving the national visibility and attractiveness of the institution	52%	64%	66%	72%	56%	60%
Increasing the tendering for project-related funding	35%	42%	49%	52%	40%	43%
Professionalizing institutional management	40%	49%	52%	59%	43%	47%
Establishing and developing an institutional internationalisation strategy	46%	61%	68%	68%	55%	58%
Count	227	345	213	214	606	820

Question 2.3: How much progress has your institution achieved with respect to the following activities? And, according to your perception, what role did your participation in the ERASMUS programme play for the initiation of these activities and their further development at your institution?

¹ Points four and five on a five-point scale from 1 = “none” to 5 = “very high”.

Understandably, the number of institutions where ERASMUS initiated activities in the field of institutional mission and profiling was generally moderate (one fifth to one quarter) and by far the highest with respect to the two internationally oriented aspects covered (the establishment and development of institutional internationalisation strategies and the improvement of the international visibility and attractiveness of the institution). For these two aspects, ERASMUS initiated activities at more than half the institutions with at least regular progress. For those aspects of institutional mission and profiling which were not internationally-oriented, ERASMUS was the triggering factor at a remarkably third to quarter of the institutions with at least regular progress.

For four out of the six aspects, it was at small institutions that ERASMUS most often initiated relevant activities: introducing regular reflection on and evaluation of institutional strategies, establishing and developing an institutional internationalisation strategy, improving the international visibility and attractiveness of the institution and increasing the tendering for project-related funding. The differentiation of data by new EU countries and other ERASMUS countries revealed a regular picture: As in other fields, ERASMUS more often initiated activities in the field of institutional mission and profiling in new EU countries than in other ERASMUS countries.

Table 33: Central coordinator survey: ERASMUS initiated the activity (Institutional mission and profiling) by institutional size and group of countries (percent “yes”)

	Number of students			Country		Total
	<1 000	1 000 - 9 999	>= 10 000	New MS	Other PC	
Introducing the regular reflection on and evaluation of institutional strategies	28%	21%	26%	32%	22%	25%
Improving the international visibility and attractiveness of the institution	55%	52%	47%	63%	47%	51%
Improving the national visibility and attractiveness of the institution	24%	26%	23%	38%	20%	25%
Increasing the tendering for project-related funding	30%	19%	25%	31%	21%	24%
Professionalizing institutional management	19%	15%	22%	25%	17%	19%
Establishing and developing an institutional internationalisation strategy	52%	52%	42%	54%	46%	48%
Count	180	304	177	179	508	687

Question 2.3: How much progress has your institution achieved with respect to the following activities? And, according to your perception, what role did your participation in the ERASMUS programme play for the initiation of these activities and their further development at your institution?

With respect to the support of further progress by the ERASMUS programme, the aspect ‘improving the international visibility and attractiveness of the institution’ stood out, with almost half the central coordinators reporting that ERASMUS is/was (highly) supportive. This means that similarly large shares of central coordinators observed that ERASMUS initiated that activity and that ERASMUS is/was (highly) supportive. The aspect with the second highest rating was ‘establishing and developing an institutional internationalisation strategy’, with 38% of central coordinators stating that ERASMUS is/was (highly) supportive. The remaining aspects followed far behind. However, the ERASMUS programme was still considered supportive for achieving progress with respect to these aspects at at least one fourth of institutions with at least regular progress (introducing regular reflection on and evaluation of institutional strategies, professionalizing institutional management, improving the national visibility and attractiveness of an institution and increasing the tendering for project-related funding).

Table 34: Central coordinator survey: ERASMUS is/was supportive for achieving progress (Institutional mission and profiling) by institutional size and group of countries (percent (very) high¹)

	Number of students			Country		Total
	<1 000	1 000 - 9 999	>= 10 000	New MS	Other PC	
Introducing the regular reflection on and evaluation of institutional strategies	15%	22%	27%	31%	17%	21%
Improving the international visibility and attractiveness of the institution	39%	46%	55%	57%	42%	46%
Improving the national visibility and attractiveness of the institution	18%	28%	27%	42%	18%	24%
Increasing the tendering for project-related funding	20%	17%	23%	30%	16%	20%
Professionalizing institutional management	12%	17%	21%	26%	14%	17%
Establishing and developing an institutional internationalisation strategy	33%	40%	42%	48%	35%	38%
Count	204	320	201	194	565	759

Question 2.3: How much progress has your institution achieved with respect to the following activities? And, according to your perception, what role did your participation in the ERASMUS programme play for the initiation of these activities and their further development at your institution?

¹ Points four and five on a five-point scale from 1 = “not at all” to 5 = “very strongly”.

The link between the ERASMUS programme and the field ‘institutional mission and profiling’ was in the focus of the questionnaire for members of university leadership. The replies of members of university leadership were similar to those of the central coordinators for the following three aspects:

- Professionalizing/modernising institutional management
- Enhancing the international visibility and attractiveness of their institution
- Enhancing the national visibility and attractiveness of their institution.

As far as progress in the establishment of an institutional internationalisation strategy was concerned, however, the members of university leadership held a more positive view: 70% stated that (very) great progress had been achieved, whereas less than 60% of the central coordinators did so. Like the central coordinators, half the members of university leadership had the impression that ERASMUS initiated that progress. Half the members of university leadership also stated that ERASMUS was (highly) supportive in achieving progress, whereas this was the case for only 38% of the central coordinators.

The questionnaire for members of university leadership covered the aspect of improving/diversifying the financial basis of an institution which was not the case for the questionnaire for central coordinators. 63% of the members of university leadership observed at least regular progress. In addition, a remarkable 22% stated that ERASMUS initiated the process of improving/diversifying the financial basis of their institution. Yet, more than half had the impression that ERASMUS was at best little supportive in achieving

progress; not more than 15% stated that ERASMUS is/was (very) supportive for improving/diversifying the financial basis of an institution.

The questionnaire for coordinators in the decentralised institutional units covered five aspects instead of six in the questionnaire for central coordinators because the aspect ‘professionalizing institutional management’ was not covered in their questionnaire. The five aspects covered by the questionnaire for the coordinators in decentralised units were identical to the remaining 5 of the questionnaire for the central coordinators.

The coordinators in the decentralised units ranked the individual aspects of management and profiling in a similar way as the central coordinators, but observed far less often (very) great progress: They most often observed (very) great progress with respect to ‘improving the national (47%) and international (45%) visibility and attractiveness of their departments’, whereas over 60% of central coordinators respectively observed (very) great progress. Respondents from the subject field ‘law’ were most positive about progress concerning the improvement of the national and international attractiveness of their units (62% and 56% respectively). Least often was (very) great progress observed by the coordinators in decentralised units with respect to increasing the tendering for project-related funding (29%). Practically no subject field stated much more often than average that (very) great progress could be achieved in that aspect.

Table 35: Decentralised coordinator survey: Progress realized (Management and profiling) by subject field (percent (very) high¹)

	Hum	SoS	Edu	Lan	Eco	Art	Eng	Nat	Law	Med	Total
Introducing an internationalisation strategy for the department	31%	35%	30%	39%	48%	35%	36%	33%	30%	44%	38%
Introducing the regular reflection on and evaluation of the department's activities	33%	41%	38%	35%	42%	27%	36%	28%	24%	31%	34%
Improving the international visibility and attractiveness of the department	48%	47%	51%	54%	42%	49%	43%	43%	56%	49%	45%
Improving the national visibility and attractiveness of the department	44%	47%	48%	45%	40%	59%	53%	53%	62%	38%	47%
Increasing the tendering for project-related funding	28%	31%	27%	24%	23%	28%	29%	31%	21%	30%	29%
Count	74	103	66	65	66	42	165	103	27	77	671

Hum: Humanities (without languages); SoS: Social sciences; Edu: Education, teacher training; Lan: Languages and philological sciences; Eco: Economics, management; Art: Art and design; Eng: Engineering, technology, informatics; Nat: Natural sciences; Med: Medical Sciences

Question 2.3: How much progress has your department achieved with respect to the following activities? And, according to your perception, what role did your department's participation in ERASMUS play for the initiation of these activities and the achievement of progress in their implementation?

¹ Points four and five on a five-point scale from 1 = “none” to 5 = “very high”.

Altogether, less than half the coordinators in the decentralised units thought that ERASMUS initiated progress in any of the aspects of the field of management and profiling. With respect to ‘introducing the regular reflection on and evaluation of the department’s activities’ and ‘improving the national visibility and attractiveness of the department’ however, the share of decentralised coordinators who thought that ERASMUS initiated certain activities was similar to that of the centralised coordinators (who usually more often thought that ERASMUS initiated a particular activity). Among the subject fields, law stood out because more than half the respondents thought that ERASMUS initiated progress in introducing an internationalisation strategy. In addition, in the field of ‘art and design’, 63% of the decentralised coordinators stated that ERASMUS initiated the activity of improving the international visibility and attractiveness of the department.

Table 36: Decentralised coordinator survey: ERASMUS initiated the activity (Management and profiling) by subject field (percent “yes”)

	Hum	SoS	Edu	Lan	Eco	Art	Eng	Nat	Law	Med	Total
Introducing an internationalisation strategy for the department	35%	40%	35%	37%	47%	48%	30%	32%	55%	46%	39%
Introducing the regular reflection on and evaluation of the department’s activities	25%	25%	23%	19%	23%	40%	16%	19%	25%	28%	22%
Improving the international visibility and attractiveness of the department	31%	48%	46%	40%	41%	63%	41%	31%	38%	49%	43%
Improving the national visibility and attractiveness of the department	26%	24%	36%	27%	24%	29%	22%	19%	36%	30%	26%
Increasing the tendering for project-related funding	20%	17%	23%	21%	23%	20%	14%	12%	20%	18%	16%
Count	63	89	54	56	60	36	157	98	26	69	603

Hum: Humanities (without languages); **SoS:** Social sciences; **Edu:** Education, teacher training; **Lan:** Languages and philological sciences; **Eco:** Economics, management; **Art:** Art and design; **Eng:** Engineering, technology, informatics; **Nat:** Natural sciences; **Med:** Medical Sciences

Question 2.3: How much progress has your department achieved with respect to the following activities? And, according to your perception, what role did your department’s participation in ERASMUS play for the initiation of these activities and the achievement of progress in their implementation?

As in other fields of ERASMUS impact, only a small share of the decentralised coordinators perceived ERASMUS as being (highly) supportive in achieving progress in the different aspects of management and profiling. Less than one third thought that ERASMUS is/was (highly) supportive for progress concerning the relevant aspects. The subject field of art stood out because 46% of the respondents from that field thought that the ERASMUS programme is/was highly supportive for introducing internationalisation strategies in decentralised units.

Table 37: Decentralised coordinator survey: ERASMUS is/was supportive for achieving progress (Management and profiling) by subject field (percent (very) high¹)

	Hum	SoS	Edu	Lan	Eco	Art	Eng	Nat	Law	Med	Total
Introducing an internationalisation strategy for the department	29%	33%	21%	32%	35%	46%	29%	32%	33%	34%	30%
Introducing the regular reflection on and evaluation of the department's activities	16%	16%	10%	17%	18%	21%	16%	18%	9%	17%	15%
Improving the international visibility and attractiveness of the department	22%	33%	21%	33%	35%	40%	34%	30%	26%	34%	32%
Improving the national visibility and attractiveness of the department	9%	18%	15%	22%	17%	12%	21%	22%	39%	23%	21%
Increasing the tendering for project-related funding	12%	13%	6%	8%	12%	13%	10%	13%	5%	17%	11%
Count	62	85	55	46	56	31	145	89	23	69	561

Hum: Humanities (without languages); SoS: Social sciences; Edu: Education, teacher training; Lan: Languages and philological sciences; Eco: Economics, management; Art: Art and design; Eng: Engineering, technology, informatics; Nat: Natural sciences; Med: Medical Sciences

Question 2.3: How much progress has your department achieved with respect to the following activities? And, according to your perception, what role did your department's participation in ERASMUS play for the initiation of these activities and the achievement of progress in their implementation?

¹ Points four and five on a five-point scale from 1 = "not at all" to 5 = "very strongly".

4.4.4 Conflicts between ERASMUS and institutional (quality) strategies

Overall, according to the central coordinators, only two aspects of the ERASMUS programme were problematic with respect to (quality) strategies of a relevant number of participating institutions: First, almost one third of the institutions regarded it as (highly) relevant that in relation to the amount of time required for tendering and participating in centralised actions, the benefits of projects were marginal. Second, one fifth of the institutions considered it (highly) relevant that ERASMUS was costly and absorbed too many administrative, financial and human resources. The replies to the questionnaire for university leadership confirmed this picture: 18% of the members of university leadership (very much) agreed that ERASMUS was extremely costly/absorbed too many administrative, financial and human resources (the aspect 'relation of project benefits and the amount of time required for tendering and participating in centralised actions' was not included in the questionnaire for members of university leadership).

Consequently, the resource conflict (time, personnel, funding) between Europeanisation and other institutional objectives could be considered the key challenge for the contribution of ERASMUS to institutional quality. However, this finding was not specific to Europeanisation. Rather, virtually all activities in higher education probably depended to a stronger or lesser degree on successful managing resource conflicts.

From the perspective of central institutional ERASMUS coordinators and members of university leadership as well, academic issues or possible conflicts between European and third country mobility and cooperation, teaching and research or national and international networking were not relevant to their institutions.

About one quarter of the coordinators in the decentralised institutional units considered it as (highly) relevant that in relation to the amount of time required for tendering and participating in centralised actions, the benefits of projects for them were marginal. In addition, almost one fifth of the respondents in the departments thought that it was (highly) relevant that the implementation of ERASMUS required broad international networking, but that they preferred to concentrate on the most fruitful and suitable partners (19%), that the ERASMUS experience at foreign universities may motivate their graduates to take an advanced degree abroad although they would like to retain them (18%) and that ERASMUS absorbed too many administrative, financial and human resources (17%). Differentiated by subject field, more especially coordinators in the field of 'Languages and philological sciences' found it (highly) relevant that in relation to the amount of time required for tendering and participating in centralised actions, the benefits of projects for them were marginal.

Almost half of the coordinators in the decentralised institutional units saw a possible barrier to the implementation of ERASMUS in a lack of financial means to cover the costs related to the programme (48%). Especially coordinators in the subject field of 'Education, teacher training' (63%) thought that this was (highly) relevant followed by respondents in 'Art and design' (58%). Almost half of the respondents in the departments also thought that a lack of interest of academic staff in the centralised actions (47%) constituted barriers to the implementation of the programme. Only few coordinators in the departments stated that the implementation of the Bologna three cycle structure was a barrier for ERASMUS teacher mobility (9%) whereas almost a quarter of the central coordinators thought that this could be a barrier for ERASMUS student mobility (23%).

4.4.5 Expectations and recommendations

For the coming five years, three quarters of the central institutional ERASMUS coordinators and nearly as many members of university leadership expected that the impact of the ERASMUS programme on their institutions would increase (more than one quarter of the central coordinators and just under one quarter of the members of university leadership expected it even to increase significantly). Only 5% of central coordinators and 3% of members of university leadership expected the impact of the ERASMUS programme to decrease in the coming five years. The remaining coordinators in both groups expected that the institutional impact of ERASMUS would remain the same. The expectations of the coordinators in the decentralised institutional units were a bit more cautious than those of the central coordinators: Two thirds of the respondents in the departments thought that the impact of ERASMUS would increase and 28% even thought that it would increase significantly. As for the central coordinators, only 5% of the coordinators in the departments thought that the impact of ERASMUS would decrease. Differentiated by subject field, coordinators in the department "Art and design" were the most optimistic concerning the future development of ERASMUS (78%), whereas respondents in

“Languages and philological sciences” and “Law” were more reluctant in expecting a further increase of the impact of ERASMUS (56% each).

Although this is already a rather positive outlook, expectations with respect to the development of the impact of other internationalisation activities were even more optimistic: The overwhelming majority of central institutional ERASMUS coordinators and members of university leadership (86% and 88% respectively) expected that the impact of other internationalisation activities would increase, more than one third of the central coordinators and 41% of the members of university leadership held the view that programme impact on their institution would even increase significantly. The coordinators in the departments were again less optimistic than the other two survey groups. But still about three quarters expected the impact of other internationalisation activities to increase (76%), 28% thought that it would increase significantly. Only less than 15% of the central coordinators and 11% of the members of university leadership believed that the impact of other internationalisation activities on their institution was not going to change and no respondent expected a decrease. Amongst the coordinators in the departmental institutional units, however, 3% expected a decrease of the impact of other internationalisation activities at their departments. Differentiated by subject field, again most coordinators in the field of “Art and design” thought that the impact of other internationalisation activities would increase (89%). Respondents in the field of “Humanities” were the most reluctant in expecting a further increase of the impact of other internationalisation activities (72%).

Among the new ERASMUS actions for the period 2007-2013, student mobility for placement in enterprises abroad (71%) and modernisation of higher education (70%) were rated as (highly) important by members of university leadership. Cooperation between universities and enterprises as well as staff mobility for training in enterprises or higher education institutions abroad were rated by about 60% of them as (highly) important. The two new actions related to teaching and learning (invitation of staff from foreign enterprises for teaching assignments and virtual campuses) were still considered as (highly) important by about 50%.

Student mobility for placement in enterprises abroad was also the most important new ERASMUS action for the central coordinators: 62% of them indicated that their institution already takes part in it and more than one quarter stated that they have concrete plans to participate in it (26%). One half of the central coordinators indicated that their institution participates in the mobility of academic staff and more than one third reported about plans to participate in it (35%). More than half of the central coordinators (57%) stated that their institutions have no plans to participate in the new ERASMUS action “Projects on Virtual Campuses”.

The coordinators in the departmental institutional units also considered student mobility for placement in enterprises abroad as being the most important new ERASMUS action. Almost two third of these respondents declared that their department already took part or had concrete plans to take part in it. And still more than half reported that they took part or planned to take part in the new ERASMUS actions “Modernisation of higher education projects” (53%) and “Cooperation between universities and enterprises” (57%). More than

one third considered the ERASMUS actions “Invitation of staff from foreign enterprises” (40%) and “Virtual campuses projects” (35%) as being important. Differentiated by subject field, the respondents in the fields of “Art and design” and “Economics, management” most often stated that they participated or had concrete plans to participate in the new ERASMUS activity “Student mobility for placements in enterprises” (78% each), whereas only half of the respondents in “Law” considered this activity as important.

In an open question, more than half the central coordinators and more than half the coordinators in decentralised institutional units made suggestions on how ERASMUS could be made more beneficial for their respective institutions and departments. For the central coordinators, nearly 30% of these suggestions prioritized an increase in funding (for the coordinators in decentralised institutional units, this was the case in 22% of suggestions), i.e. called for more financial support for mobile students, teachers, staff, but also for specific funding for accommodation, trips, language training and network building. Over 20% of the suggestions of the central coordinators and 7% of the suggestions of the coordinators in the departments emphasized the need to reduce formal requirements with respect to programme management (‘bureaucracy’). Procedures (for example online forms) should be simplified and unified for all types of institutions and not be changed from year to year. Reporting requirements should be reduced. An almost equal share of suggestions (just under 20%) referred to the organisation of the ERASMUS programme or to issues concerning the responding institutions or their foreign partners. These suggestions are summarized in the following table. In very few cases were regional and national issues mentioned. For example, it was suggested that academic calendars should be unified.

Table 38: Central coordinators: Suggestions for improving the implementation of the ERASMUS programme to make it more beneficial to participating institutions (excluding issues related to funding and programme management)

<i>Suggestions concerning the organization of the ERASMUS programme</i>	
Countries	- Participation of non EU countries - To make EU countries more attractive for students who prefer to go to the USA or Australia
Exchange Conditions	- Shorter study periods abroad for students and staff - More than one study period abroad - Study abroad from first semester on - New types of activities, for example short visits by student groups, exhibitions, research projects - More flexibility of conditions
Centralised Projects	More funding for curriculum development cooperation
Information and promotion	- To disseminate more information about ERASMUS to: HEI, rectors, managers, and central coordinators - Disseminate information online and through the organization of international meetings (e.g. seminars, events) with the participation of different HEIs (which also helps to build networks) - Promotion of the programme among students, families, academic and non academic staff - Better information on the exchanges by host universities
<i>Suggestions concerning the contribution of participating institutions</i>	
Recognition	To guarantee the quality of study abroad
Courses offered	Home courses should be more internationally-oriented and also taught in English
ECTS	Unified implementation of ECTS and flexibility in the numbers of credits requested
Decentrali- Sation	Decentralization of the Erasmus processes: - Macro: less bureaucracy, more autonomy to HEI. - Institutional: each department has to have its own procedures; that allows reducing tasks for the central coordination office.
Enterprises	- To strengthen the cooperation with enterprises as a strategy to find internships and placements for students. - Networks with industry could also be a way to obtain resources.
Staff involvement	- More involvement of staff: administrative, teachers, coordinators.
Language Training	More language training for students and staff to go abroad.
Networks	To build more networks: more contacts with partner institutions, more bilateral agreements (some institutions are reluctant to sign them), international cooperation projects

The comments of the coordinators in the departments were most often related to the organization of the ERASMUS exchange (28%), e.g.

- greater flexibility concerning the exchange conditions, and
- better information on and promotion of ERASMUS exchanges.

A further 28% of suggestions referred to institutional and departmental issues, such as an extended offer of language courses or measures to find more suitable partner universities. About 60% of the central coordinators and coordinators in the departments commented on the open question about factors that could trigger a further increase in ERASMUS student mobility at their institutions. They mentioned predominantly institutional factors (almost half the replies of the central coordinators and almost 40% of the replies of the coordinators in the departments referred to this field). Within this field, language training, recognition, networking and the internationalisation and harmonisation of curricula are particularly often mentioned as beneficial for a further increase in ERASMUS student mobility. The coordinators in the departments also mentioned that it would be good to better organize

the feedback from previous outgoing students. Apart from institutional issues, 30% of all respondents argued that funding should be increased, effectively used and provisioned by a greater variety of sources. For example, it was said that the private sector should contribute. 17% of the respondents in the departments suggested to better organise ERASMUS exchange by better support for incoming students, more flexibility, easier procedures to obtain visas, more information and the offer of more internships.

Box 6: Main findings of Section 4.4

- The ranking of the decentralised coordinators and the members of university leadership of the impact of ERASMUS on the different activities covered by the survey was similar to that of the central coordinators. The assessments of individual activities by the decentralised coordinators, however, were more cautious than those of the central coordinators whereas members of university leadership tended to judge the impact of the ERASMUS programme slightly more positively than the central coordinators.
- Among the five different fields of institutional quality and modernisation covered by the survey, the ERASMUS coordinators perceived particular progress with respect to the improvement of student services. But also in the four other fields – ‘teaching and learning (and research)’, ‘quality assurance/professionalisation’, ‘mobility, networks and cooperation’ and ‘institutional mission and profiling’, more than half of the coordinators agreed that (very) great progress could be achieved. Concerning the individual aspects for which the central coordinators observed most often (very) great progress, one can conclude that there has been particular progress with respect to activities and developments which are immediately linked to the organisation of academic mobility and with respect to outward mobility itself. Additionally, (very) great progress was perceived in the improvement of the national and international visibility and attractiveness of ERASMUS institutions.
- For all three survey groups outgoing student mobility was by far the most important among the ERASMUS actions and tools. ECTS for credit transfer, learning agreements and incoming student mobility followed closely.
- With respect to the initiation of progress by ERASMUS, again the field of student services stood out, but also mobility within the field ‘mobility, networks and cooperation’. Activities in the fields of ‘institutional mission and profiling’ and ‘quality assurance/professionalisation’ had least often been initiated by the ERASMUS programme.
- In only a few cases - five aspects of student services and mobility - was ERASMUS regarded by more than half the coordinators as (very) supportive for achieving progress with respect to institutional quality and modernisation.
- The coordinators regarded the ERASMUS programme less often as (very) supportive in achieving progress with respect to a certain aspect of institutional quality and modernisation than as having initiated progress with respect to it, i.e. that from an institutional point of view, ERASMUS could be regarded as more relevant for the initiation of activities than for their continuous support.
- In general, the large institutions reported greater progress than the small or medium-sized institutions. Concerning the initiation of progress and its support by ERASMUS, activities for which the large institutions benefited most from the ERASMUS programme could be distinguished from activities where the smaller institutions benefited most.
- Institutions in one of the 12 new member states reported particularly great progress and a particularly high impact of ERASMUS with respect to the initiation and support of progress.
- No clear profile of individual subject fields could be identified from the survey results.
- The only conflict between the ERASMUS programme and institutional quality strategies concerned the amount of financial, human and time resources available.
- A possible barrier to taking maximum advantage from the ERASMUS programme was seen by almost half of the respondents in a lack of interest among the academic staff in the centralised actions or in participating in ERASMUS teacher mobility.
- The majority of central coordinators and less than half the coordinators in the departments reported that they exploited and transferred the experiences gained from all ERASMUS actions and tools in which they participated.
- The large majority of respondents believed that ERASMUS impact would increase in the coming five years and even more coordinators expected that the impact of other internationalisation programmes would increase.
- Suggestions for making the ERASMUS programme more beneficial to participating institutions often referred to an increase in funding. Large groups of respondents also recommended a reduction in formal requirements in programme management and made suggestions about how to reorganize the programme implementation at the policy-level, but also at the level of participating institutions.

ADDENDUM

Table 39: Central Coordinator Survey: reply rate by country, country shares among replies and country shares of total ERASMUS students

Country	Replies			Country shares of total ERASMUS students			
	Absolute number	% of ERASMUS institutions in that country (SOC II)	% of survey replies	% of incoming ERASMUS students	% of outgoing ERASMUS students	Coverage of incoming ERASMUS students ¹⁾ (%)	Coverage of outgoing ERASMUS students ¹⁾ (%)
AT	28	40.0%	2.9%	2.4%	2.6%	54.6%	53.1%
BE	36	43.9%	3.8%	3.3%	3.2%	65.3%	64.5%
BG	24	68.6%	2.5%	0.2%	0.6%	77.6%	74.6%
CY	3	21.4%	0.3%	0.1%	-	8.1%	-
CZ	26	54.2%	2.7%	1.7%	3.1%	67.7%	61.0%
DE	161	58.3%	16.9%	11.6%	15.5%	68.8%	64.3%
DK	28	43.8%	2.9%	2.8%	1.1%	49.6%	54.5%
EE	15	71.4%	1.6%	0.2%	0.3%	59.1%	67.9%
ES	29	34.1%	3.0%	17.2%	14.8%	45.8%	44.7%
FI	32	68.1%	3.4%	3.7%	2.5%	64.5%	54.0%
FR	151	34.8%	15.9%	13.9%	14.6%	38.8%	40.5%
GR	16	44.4%	1.7%	1.2%	1.8%	49.8%	45.0%
HU	20	40.0%	2.1%	1.0%	1.7%	52.6%	62.4%
IE	8	24.2%	0.8%	2.5%	1.0%	29.3%	36.4%
IT	79	53.0%	8.3%	0.2%	0.1%	61.0%	61.0%
IS	4	57.1%	0.4%	9.4%	10.6%	82.8%	85.6%
LI	1	100%	0.1%	0	-	100%	-
LT	24	58.5%	2.5%	0.4%	1.2%	46.2%	53.5%
LV	14	48.3%	1.5%	0.2%	0.4%	53.55	55.7%
MT	1	33.3%	0.1%	0.2%	-	100%	-
NL	14	25.5%	1.5%	4.5%	3.0%	16.7%	16.4%
NO	19	41.3%	2.0%	1.5%	0.9%	38.5%	41.4%
PL	75	33.8%	7.9%	2.0%	6.5%	45.8%	43.7%
PT	37	46.3%	3.9%	2.9%	2.8%	69.0%	67.7%
RO	22	40.0%	2.3%	0.4%	2.1%	31.2%	29.1%
SE	16	42.1%	1.7%	4.6%	1.6%	42.8%	49.6%
SI	3	42.9%	0.3%	0.4%	0.6%	67.4%	75.5%
SK	10	47.6%	1.1%	0.3%	0.8%	63.2%	70.5%
TR	14	17.1%	1.5%	0.5%	1.8%	18.4%	22.4%
UK	32	21.1%	3.4%	10.6%	4.6%	22.6%	22.8%
			100%	100%	100%		
Total	951	41.7%	(n = 951)	(n = 154,219)	(n = 154,219)	47.5%	49.6%

Table 40: Survey of members of university leadership: reply rate by country, country shares among replies and country shares of total ERASMUS students

Country	Replies		Country shares of total ERASMUS students		
	Absolute number	% of ERASMUS institutions contacted in that country (SOC II)	% of survey replies	Country share of total ERASMUS incoming students	Country share of total ERASMUS outgoing students
AT	25	39.7%	3.3%	2.4%	2.6%
BE	25	31.3%	3.3%	3.3%	3.2%
BG	14	40.0%	1.9%	0.2%	0.6%
CY	5	45.5%	0.7%	0.1%	-
CZ	23	52.3%	3.1%	1.7%	3.1%
DE	101	38.3%	13.4%	11.6%	15.5%
DK	32	53.3%	4.3%	2.8%	1.1%
EE	13	57.1%	1.7%	0.2%	0.3%
ES	32	42.1%	4.3%	17.2%	14.8%
FI	23	52.3%	3.1%	3.7%	2.5%
FR	113	28.5%	15.0%	13.9%	14.6%
GR	19	59.4%	2.5%	1.2%	1.8%
HU	26	53.1%	3.5%	1.0%	1.7%
IE	7	21.9%	0.9%	2.5%	1.0%
IS	-	-	-	0.2%	0.1%
IT	30	24.8%	4.0%	9.4%	10.6%
LI	1	100%	0.1%	0	-
LT	13	29.3%	1.7%	0.4%	1.2%
LV	14	53.8%	1.9%	0.2%	0.4%
MT	2	66.7%	0.3%	0.2%	-
NL	16	29.6%	2.1%	4.5%	3.0%
NO	17	37.0%	2.3%	1.5%	0.9%
PL	58	27.5%	7.7%	2.0%	6.5%
PT	17	24.3%	2.3%	2.9%	2.8%
RO	18	33.3%	2.4%	0.4%	2.1%
SE	14	36.8%	1.9%	4.6%	1.6%
SI	4	57.1%	0.5%	0.4%	0.6%
SK	12	57.1%	1.6%	0.3%	0.8%
TR	19	23.2%	2.5%	0.5%	1.8%
UK	42	29.3%	5.6%	10.6%	4.6%
Total	752	34.9%	100% (n = 752)	100% (n = 154,219)	100% (n = 154,219)

Table 41: Survey of coordinators in decentralised institutional units: reply rate by country and country shares among replies

Country	Replies		Institutions				
	Questionnaires	Institutions	Absolute number	% of ERASMUS institutions contacted in that country	% of survey replies	% of ERASMUS institutions in that country (SOC II)	Institutions contacted in relation to all ERASMUS institutions in that country (SOC II) (%)
AT	11	1.1%	5	71.4%	1.5%	7.1%	10.0%
BE	27	3.0%	11	47.8%	3.3%	13.4%	28.0%
BG	9	1.0%	5	35.7%	1.5%	14.3%	40.0%
CY	3	0.3%	2	100%	0.6%	14.3%	14.3%
CZ	49	5.4%	7	58.3%	2.1%	14.6%	25.0%
DE	122	13.5%	49	73.1%	14.8%	17.8%	24.3%
DK	9	1.0%	6	85.7%	1.8%	9.4%	10.9%
EE	6	0.7%	5	83.3%	1.5%	23.8%	28.6%
ES	53	5.9%	19	79.2%	5.7%	22.4%	28.2%
FI	26	2.9%	13	65.0%	3.9%	27.7%	42.5%
FR	37	4.1%	17	23.3%	5.1%	3.9%	16.8%
GR	28	3.1%	9	60.0%	2.7%	25.0%	41.7%
HU	7	0.8%	4	40.0%	1.2%	8.0%	20.0%
IE	10	1.1%	5	83.3%	1.5%	15.2%	18.2%
IS	1	0.1%	1	50.0%	0.3%	14.3%	28.6%
IT	71	7.9%	26	78.8%	7.9%	17.4%	22.1%
LI	0	0	0	0	0	0	0
LT	25	2.8%	9	90.0%	2.7%	22.0%	24.4%
LV	2	0.2%	2	50.0%	0.6%	6.9%	13.8%
MT	3	0.3%	1	100%	0.3%	33.3%	33.3%
NL	4	0.4%	4	44.4%	1.2%	7.3%	16.4%
NO	9	1.0%	4	30.8%	1.2%	8.7%	28.3%
PL	71	7.9%	31	68.9%	9.4%	14.0%	20.3%
PT	109	12.1%	25	65.8%	7.6%	31.3%	47.5%
RO	31	3.4%	15	71.4%	4.5%	27.3%	38.2%
SE	6	0.7%	4	44.4%	1.2%	10.5%	23.7%
SI	15	1.7%	3	100%	0.9%	42.9%	42.9%
SK	11	1.2%	6	54.5%	1.8%	28.6%	52.4%
TR	105	11.6%	25	83.3%	7.6%	30.5%	36.6%
UK	3	4.0%	16	50.0%	4.8%	10.5%	21.1%
Missing	7	0.8%	2	-	0.6%	-	-
Total	903	100%	328	60.5%	100%	14.5%	24.0%

5 Case studies on the impact of ERASMUS

This part of the study reports on the case studies that have been conducted in order to gain in depth knowledge of the role of the ERASMUS programme in higher education institutions with regard to quality improvement of teaching, research, services, modernisation, internationalisation and the openness to society. The case studies particularly provide a reflection on the impact of ERASMUS by respondents at various levels in the higher education institutions selected. In this chapter the following issues with regard to the case studies will be discussed. First of all, Section 5.1 presents the selection procedure and criteria applied. In Section 5.2 a brief expose is given about how the case studies have been structured in order to reach comparable case study reports. Finally, Section 5.3 provides the major outcomes of the case studies.

In the appendices we present the detailed topic guides for the case studies that the consortium developed. We also give an overview of the contacts used per case study. Given that some of the case study reports include some confidential information, they are now presented in a separate document for internal use only.

5.1 Selection of case studies

The proposal for this study provided a large number of possible criteria for the selection of case studies. In this study we concentrate on the aspects mentioned below, and as a result take into consideration more criteria than was initially detailed in the Terms of Reference. The case studies were selected taking into account the following criteria:

- ***Project survey results –using the survey of Institutional ERASMUS Coordinators- (impact of the programme on quality in the institution):***
 - Institutions reporting a high degree of progress thanks to ERASMUS in quality improvement¹²
 - Institutions reporting to have experienced a low degree of progress in those fields which were attributed to ERASMUS/ problems with ERASMUS¹³
- ***Geographical spread***
 - Northern (Sweden Finland Norway United Kingdom Iceland Denmark Ireland)
 - Central (Austria Germany Belgium Netherlands Luxembourg Liechtenstein)

¹² Selection criterion is Q. 2.4: in the third vertical section of the ERASMUS institutional coordinators, boxes 4 or 5 must have been chosen at least 15 times (out of 33 overall item).

¹³ Four institutions report a high number of problems in question 2.4 (boxes 4 or 5 were ticked at least four times) in the questionnaire for central institutional coordinators. One institution was selected that reported high progress in the areas examined but low support from ERASMUS in this progress (it chose at least 15 times (out of 33 items) boxes 4 or 5 (high impact) in question 2.3 first vertical section (“progress...”) and boxes 1 or 2 in question 2.3 fourth version section (“support by ERASMUS”...) of the questionnaire for central institutional coordinators).

- Eastern (Bulgaria Czech Republic Estonia Hungary Latvia Lithuania Poland Romania Slovak Republic, Slovenia)
- Southern (Spain France Portugal Greece Italy Malta Cyprus Turkey)
- ***Type of participation in the programme (the case studies reflected experiences in the following types of activities:)***
 - ERASMUS student mobility
 - ERASMUS staff mobility
 - Intensive Programmes
 - Curriculum Development Projects
 - Thematic Networks
- ***Years of participation in the programme***
 - All institutions selected would have participated in the programme for a minimum of three years
- ***Type of institution***¹⁴
 - Research universities
 - Teaching universities
 - Specialised universities
 - Private universities
- ***Responses from institutional leadership***
 - The case studies included institutions for which we had received responses from the institutional leadership and institutions for which we had not received responses from the institutional leadership

The table below provides the final list of institutions selected for the case studies, some of their basic characteristics and the ERASMUS impact they reported during the survey of ERASMUS coordinators.

¹⁴ The boundary between ‘specialised’ and training institutions is blurred. Some of those institutions that characterise themselves as specialised in the questionnaire were considered as teaching institutions for the selection process.

Case studies

No	IMPACT	Higher Education Institution	Country	Type
1	HIGH	UNIVERSITY OF NANCY	FR	Research
2	HIGH	KAUNO TECHNOLOGIJOS UNIVERSITETAS	LT	Research
3	HIGH	UNIWERSYTET WARMINSKO-MAZURSKI W OLSZTYNIE	PL	Research
4	HIGH	UNIVERSIDAD COMPLUTENSE DE MADRID	ES	Research
5	HIGH	PANEPISTIMIO KRITIS	GR	Research
6	HIGH	SHEFFIELD HALLAM UNIVERSITY	UK	Research
7	HIGH	CENTRAL OSTROBOTHNIA UNIVERSITY OF APPLIED SCIENCES	FI	Teaching
8	HIGH	HØGSKOLEN I AGDER	NO	Teaching
9	HIGH	FACHHOCHSCHULE WIENER NEUSTADT FÜR WIRTSCHAFT UND TECHNIK	AT	Teaching
10	HIGH	HOGESCHOOL GENT	BE	Teaching
11	HIGH	INSTITUTO POLITECNICO DE TOMAR	PT	Teaching
12	HIGH	HOCHSCHULE FUER WIRTSCHAFT UND UMWELT NUERTINGEN-GEISLINGEN	DE	Teaching
13	HIGH	UNIVERSITATEA NATIONALA DE MUZICA DIN BUCURESTI	RO	Specialised
14	HIGH	TALLINNA TERVISHOIU KÕRGKOOL	EE	Specialised
15	HIGH	NOV BULGARSKI UNIVERSITET	BG	Private (teaching)
16	LOW	UNIVERSITY OF KONSTANZ	DE	Research
17	LOW	UNIVERSITY OF PADOVA	IT	Research
18	LOW	LAHTI UNIVERSITY	FI	Teaching
19	LOW	WYZSZA SZKOLA EKONOMICZNO	PL	Private (specialised)
20	LOW	UNIVERSIDAD EUROPEA MIGUEL DE CERVANTES	ES	Private (teaching)

Source: CHEPS/ECOTEC/INCHER

5.2 Structuring of the case studies

In Annex 1 of this report a briefing note is presented which explains in detail how the case studies have been prepared, set up, conducted and reported on. In this section we provide a brief overview of these issues.

The case studies form an important part of this study providing the opportunity to do in-depth analysis of the impact of the ERASMUS programme on quality improvement in European higher education. Using “quality improvement” as the leading concept a rather

pragmatic approach was taken, interpreting quality in the same way as analysts and policy makers – “fitness for purpose”. This approach recognises that universities differ in terms of their mission, goals and objectives and we should not impose the same standard to all universities. Quality improvement looks at the extent to which higher education institutions achieve their purposes but also involves the dynamics over time. The specific objectives of the case studies are to:

- validate findings from the in depth survey and desk research;
- gather data on the impact of ERASMUS on quality improvement in higher education and how various stakeholders view this, for example, in terms of academic, social, economic, operational and service values; and
- gather suggestions to inform recommendations for the future of ERASMUS, higher education policy or higher education institutions with regards to good practice from ERASMUS.

The overriding focus of the case studies is the institutional/faculty/departmental impact of ERASMUS in terms of quality improvement, but reference is made to national impact in a number of the case studies, particularly as institutions embed the outcomes of their involvement into wider developments.

The consortium specified that 20 case studies would be undertaken in the context of this project. The distribution of the case studies between project partners is as follows:

- CHEPS: 4 case studies
- ECOTEC: 12 case studies
- INCHER: 4 case studies

The case studies were conducted between April and June 2008. The various researchers involved participated in a telephone conference to deliver interviewer training in which a “briefing note” developed by ECOTEC was discussed in detail. This briefing note (see Appendix 2) also included a template for the case-study reports to be produced by the researchers/interviewers.

The case studies were based on desk based research and on-site visits in which the researchers interviewed a number of stakeholders at different levels within the higher education institution who could provide good insight into the importance of the ERASMUS programme for their institution. These stakeholders included ERASMUS coordinators, managers, academic staff and students. Interviews took place on an individual face-to-face basis as well as through focus groups.

The results of the desk research and interviews have been written up in case study reports which are structured according to a standardised format, developed by ECOTEC in cooperation with the other consortium members. The following structure served as a guideline for the writing up of case studies:

- national context;
- the experiences of ERASMUS in detail (including driving forces, motives, measures, features, and outcomes);
- the impacts of ERASMUS on quality improvement in different areas; and
- lessons learned.

The full case study reports are treated as confidential as they contain sensitive details in some cases. It is still to be decided whether and how to make the case study reports publicly available.

The following sections provide a synthesis of the results of the case study research.

5.3 Synthesis of case study results

This section summarises and systematises the information collected through the project case studies. A total of 20 case studies were produced for the study, including institutions representing a wide range of countries, different characteristics in terms of their main focus (research, teaching and specialised), funding sources (public and private) and reported impact from the ERASMUS programme (high and low).

The major results from the case studies are reported across the main themes covered in the case study reports, including involvement in the ERASMUS programme, the experience of ERASMUS, the impact of ERASMUS on quality improvement, and lessons learned. The results are discussed in the following sub-sections.

5.3.1 *Involvement in the ERASMUS programme*

With respect to their involvement in the ERASMUS programme, most of the higher education institutions contacted during the case studies visits had taken part in a range of ERASMUS activities, including:

- student and staff mobility;
- intensive programmes;
- curriculum development;
- thematic networks;
- dissemination projects;
- student placements / internships; and
- ERASMUS intensive language courses.

Of all of them, student and staff mobility were the most frequent activities in which higher education institutions had taken part. The volume of student mobility under the programme is well known and currently exceeds 150,000 students per year. Our case studies have also documented examples of higher education institutions where staff mobility is exceptionally high. For example, at the Universidad Europea Miguel de Cervantes around 15% of the academic staff has been undertaking ERASMUS mobility periods each year during the last few years. Indeed, participation in the programme is very high in some of the case study universities (for example, Nov Bulgarski Universitet case study). The Universitea Nationala de Muzica din Bucuresti reported that around 80% of the queries received by the University's Careers Service Office of late were related to mobility and the possibility of studying and working abroad. ERASMUS was a turning point for the University in that respect. Whereas in the beginning most individuals were directed to the

USA, since the University started its participation in ERASMUS, Europe has become the most important destination. Related measures such as “mobility of non-academic staff” and “student mobility for placements in enterprises” were also reported to be in high demand in several case study institutions, and were linked to increasing the internationalisation of higher education institutions “from within” and increasing student employability, although less so for the purpose of quality improvement.

A large number of centralised projects had also been carried out at the case study institutions, although these were concentrated in a small number of institutions –for instance, the Universidad Complutense de Madrid (UCM). Other higher education institutions justified their lack of participation in centralised projects due to their time-consuming character (in terms of application preparation, partnership building, actual delivery and reporting, including accounting procedures) or due to their lack of capacity to do so (for example, they had not yet received the ERASMUS Charter –this was the case at the Universidad Europea Miguel de Cervantes). Higher education institutions in a range of countries (such as Spain, Italy and Germany), also reported that national quality improvement programmes had a more direct influence on their quality and curriculum development activities than ERASMUS and that staff concentrated their time on those at the expense of further participation in ERASMUS centralised measures. Whether these national quality initiatives were enhanced by the ERASMUS programme is unclear. Finally, some higher education institutions reported that they had been interested in participating in additional strands of the programme but they had not been granted ERASMUS funding (their application for participation had not been successful). In some instances, higher education institutions still developed –at least to some extent- their activities using other funding sources. This was demonstrated by the Central Ostrobothnia University of Applied Sciences in terms of curriculum development activities.

As well as having been involved in ERASMUS programme activities a significant majority of the case study higher education institutions actively participate in other components of the Lifelong Learning Programme: Comenius, Minerva, Lingua Leonardo da Vinci and Grundtvig. A relatively high number of higher education institutions, in particular research universities, also reported to be increasingly involved in the ERASMUS Mundus programme. Interestingly this programme was reported to be replacing ERASMUS as the key tool for these universities to take forward curriculum development activities within the context of international collaboration.

A number of higher education institutions reported that they also participate in other international programmes such as Tempus, Interreg, EU-Asia Link, EU-Australia/Canada/USA Cooperation, regional programmes such as NordPlus (for cooperation between Estonia, Latvia, Lithuania, Sweden, Norway, Denmark and Finland) and national cooperation programmes, such as the Finland-Russia cooperation (Lahti University). Several higher education institutions which were involved in a variety of programmes reported strong benefits from participation in ERASMUS in terms of capacity building for participation in other programmes –this is discussed in the subsequent section below on the role of ERASMUS in the development of higher education institutions International Offices. It can be concluded that in many cases ERASMUS has had a strong impact on the internationalisation ambitions and capacities of higher education

institutions. It is worth noting, however, that a small number of higher education institutions did not consider ERASMUS to be the most important international programme in which they participate in terms of student mobility and research. A number of institutions' links with American and Australian universities were considered stronger because these destinations were considered more “exotic and interesting” for students and the same potential language barriers did not exist. For a very small number of institutions, by contrast, ERASMUS was the only international programme in which they participated (for example, Fachhochschule Wiener Neustadt (FVN)).

5.3.2 Experience of ERASMUS

The motivation to get involved in the ERASMUS programme differed from one higher education institution to another. Besides “providing mobility opportunities for staff and students”, the main motivations can be grouped in the following categories which are not presented in order of importance:

- quality improvement;
- course requirements;
- international focus and student demand; and
- external expectations and pressures: Government decisions, the Bologna process, etc.

It is worth highlighting upfront that most higher education institutions did not report to have joined the ERASMUS programme for reasons related to quality improvement. Research institutions that did report their motivations being linked to quality improvement were Kaunas University of Technology (KTU), Tallin Health College and University of Warminsko-Mazurski in Olsztyn. These higher education institutions argued that there is a strong degree of match between participation in the ERASMUS programme and the institution's broader institutional modernisation strategies and structures, and in this respect, the ERASMUS programme could help to improve quality in their institution. In this sense the decision of, for instance, the University of Warminsko-Mazurski in Olsztyn to participate in ERASMUS activities was strongly focused on influencing quality improvement and modernisation of the institution. Some teaching institutions, like the Polytechnic of Tomar, also cited the improvement of teaching methods and associated student performance as their motivation and driver for taking part in the specific activities of the ERASMUS programme.

For most higher education institutions, however, quality improvement has not been a direct motivational factor to get involved in the ERASMUS programme. Thus, for some higher education institutions, such as Sheffield Hallam University, the University of Konstanz (Research University) and Central Ostrobothnia University of Applied Sciences (Teaching University) a significant proportion of student mobility activity occurs as international mobility is compulsory in some of their taught undergraduate programmes (for example, in languages and philology courses). Some higher education institutions reported that in some subjects mobility is not compulsory but is in high demand given its potential for leading to improvements in academic achievement and employability (for instance in the case of languages—as reported, amongst others, by the University of Konstanz).

For other higher education institutions, in particular research universities, it was reported that the decision to take part in ERASMUS was a national expectation rather than an institutional decision. This was the case, for instance, for KTU, as the national policy of Latvia is geared towards stimulating ERASMUS participation. This trend is even more visible in Norway as students are guaranteed the right to study abroad by law (see the case study of the University of Agder (UA), a teaching university).

Finally, a group of higher education institutions reported that their involvement in the ERASMUS programme had primarily been linked to image building at the international level. Higher education institutions such as Konstanz recognised that ERASMUS fits well with their strategy to develop double degree study programmes within the context of the Bologna process. Internationalisation was reported as a major motivation, for instance, by the University of Konstanz, The Hogeschool of Gent, the Hochschule fuer Wirtschaft und Umwelt Nuertingen-Geislingen, the University of Lahti, the Central Ostrobothnia University of Applied Sciences in Finland, UCM, NU and is a motivation, in particular, for private and specialised higher education institutions such as the Universidad Europea Miguel de Cervantes (UEMC) or Wyzsza Szkola Ekonomiczno-Informatyczna (WSEI). Several of these institutions present themselves as international higher education institutions to appeal to local students and participation in ERASMUS is an important component in order to live up to that reputation.

The link to quality seems to have become stronger as higher education institutions have become more involved in the programme and participation has increased. Thus, increasing external pressures for participation, student demand and EU-funding has resulted in increasing numbers of students and teachers taking part in the programme. The sheer number of student exchanges has created significant pressures for higher education institutions to enter into further collaboration in terms of academic development and course requirements (including, notably, credit transfers and subsequent curriculum development), which would result in a more direct impact on quality assurance issues and quality improvement more generally. This was, importantly, enabled by the increased trust and learning nurtured by staff exchanges.

In terms of processes, several stakeholders play an important role in the participation in the ERASMUS programme (international offices, ERASMUS coordinators, students and teachers.). These processes are described in more detail below (see the section on impact on student services). Some of the higher education institutions visited for the case studies also reported that they received strong support for their activities from their National Socrates Agency. The Hogeschool of Gent report illustrates how the University's ERASMUS coordinator saw the involvement of the school in the programme as being linked to the enthusiastic work and support of the National Agency.

Whereas international offices play a key role in mobility measures, participation in other programme strands, such as intensive programmes are generally administered by the faculties themselves. The international office may be asked to share its knowledge during the course of such activities but it is not in a position to initiate the overall processes (see the case study of Agder University).

Staff and student mobility was the core ERASMUS activity in all case study institutions and it is interesting to note at this stage that different models are currently being implemented particularly in terms of staff exchanges. Alongside the traditional model of exchange, whereby individual academic staff complete ERASMUS mobility periods, we could identify in several case studies, a move towards the use of “international weeks” whereby most or all incoming academic staff are received by the host HEI at the same time. This is the approach currently used at SHU, the UEMC, THC and the Central Ostrobothnia University of Applied Sciences. For example, within the Social Work department of SHU several incoming teacher placements are being organised to take place over one week. The week will be a one-off 'International teaching week' for students, the aim of which is to increase the impact of the international teaching environment for students. Rather than spreading the visits across the year, contact with several European academics within a short period is thought to truly engage the students in terms of thinking about their discipline from an international perspective. The event, moreover, has added networking benefits for all staff involved. There will be network meetings designed to enable SHU and other partners to prepare bids for a variety of European funding initiatives. In addition to international teaching activities, events for local practitioners and teachers to meet and share experiences are organised. Student focussed events are also expected to take place, with opportunities for students, especially those in years one and two, to learn more about placements and project work in other countries. Faculty focussed events gather international colleagues to discuss the issues related to student exchanges and the benefits and pitfalls. The UEMC has also started to organise an international week for all incoming academic staff from 2007/08. This enabled the University to organise many related activities such as conferences, seminars and expositions of work. Through this model, visiting academic staff also received a double certification –one for their ERASMUS visit and one related to the international conference attended. This has proved very successful and cost-effective as additional activities could be organised (for example, in terms of explaining what the University does to visitors) and opportunities for networking amongst incoming staff also increased. Previously, the University received a large number of applications for visits in May and June, which interrupted the teaching in some subjects during a traditionally busy period.

ERASMUS has also been perceived to increase higher education institutions' openness to society as it has impacted on the internationalisation (an area in which several HEI had been working for decades whereas others, such as Nancy, reported it to have become of greater importance more recently) and modernisation of higher education institutions, although its effect in terms of establishing links with industry has been much more modest. Various institutions reported that there is a strong link between participation in the ERASMUS programme and the institution's broader institutional modernisation strategies and structures. The aim is to provide new educational opportunities for people from local, national and international communities and develop collaborative relationships with other partners (e.g. KTU, UWM, THC). ERASMUS helps to achieve these goals by developing the international confidence and experience of staff and students, opening up the university to overseas visitors, building networks and increasing exposure to the international community. The quality of the curriculum, for instance, has been enhanced through international projects, mobility and collaborative courses. For example, curriculum developments stemming from ERASMUS activity, such as Thematic Networks, has a

substantial impact on internationalising, as well as modernising the curriculum in particular subject areas (KTU). The adoption of the ECTS system, which has been introduced by ERASMUS, has also represented a key milestone in the modernisation and internationalisation of curricula development at different universities (for example the University of Crete, NBO). Other higher education institutions (Konstanz) reported that ERASMUS has impacted on modernisation in the curriculum through its initiation of the implementation of joint degrees. WSEI also reported an expected impact of ERASMUS in the modernisation of the curricula, although has not been evident at the institution to date. Some higher education institutions, such as Gent, also reported that ERASMUS had helped to modernise the learning infrastructure, given that the growth in incoming students has led to increased expectations which required better infrastructure. Modernisation has also occurred in teaching and learning (see below) and research.

A particular example here is those higher education institutions that perceived participation in ERASMUS as a strong modernisation tool after a time of inward-looking activity after authoritarian (UCM) or communist (UWM) periods. The decision of these institutions to participate in ERASMUS activities was strongly focused on influencing quality and modernisation of the institution. After such periods these higher education institutions felt their systems needed reform in all areas, in order to bring it into line with quality standards in the rest of Europe. UWM, in particular, considered that involvement in international cooperation has been the most effective means of achieving these developments

It is expected that the new ERASMUS programme 2007-2013 will help to further increase cooperation with industry (UCM, Padova), by offering the opportunity for placements with enterprises before completing the HE degrees under the programme. Alongside their links through other LLP Programmes, higher education institutions reported that the main connection with industry to date has been through the training of students to enter the labour market with a profile that is attractive to employers (see the Polytechnic of Tomar).

In general, a high level of satisfaction with the achieved outcomes and impacts from ERASMUS-related international work on quality improvement was reported. These are covered in greater detail in the following section.

5.3.3 The impact of ERASMUS on quality improvement

All of the higher education institutions visited during the case study research agreed that the ERASMUS programme has had an impact on quality improvement, even if quality improvement was not one of initial motivations to join the programme. Several higher education institutions reported a significant impact on quality improvement. This included a small number of higher education institutions which reported it as having had a “low impact” in the project survey (see UEMC case study). In a minority of cases, however, the impact of ERASMUS on quality improvement was considered low. The case studies revealed no clear link between the characteristics of the institutions selected for case studies and the level of quality improvement impact reported by them.¹⁵ There was, however,

¹⁵ For this reason, the two groups are analysed together.

variation in relation to the level of impact of the programme in terms of quality improvement in teaching and learning, research and student services, as explored below in the following sections.

5.3.3.1 Impact on quality improvement in teaching and learning

Overall, the greatest quality improvement impact levels were reported in respect of teaching and learning. Positive changes introduced by the ERASMUS programme which were identified in the case studies included:

- modernisation and internationalisation of the curriculum (including the development of new modules and study programmes in collaboration with international partners);
- introduction of ECTS;
- development of new methods and techniques; and
- improvement in the language skills of students and staff and creation of different courses in English.

These key aspects are examined in more detail below.

In relation to the modernisation and internalisation of the curriculum, the Polytechnic of Tomar reported a strong impact from the ERASMUS programme. Specifically, the Polytechnic reported to have developed a range of PhD programmes as a result of its participation in the ERASMUS programme. The impact of ERASMUS for The Hogeschool of Gent was alternatively mostly associated with teachers' mobility. Those teachers who had been mobile got a new perspective on their subject curricula as a result of the dialogue established with staff based at other higher education institutions. This resulted in changes being made to the curricula, which would not have been implemented without participation in the ERASMUS programme.

A particularly interesting development in terms of curriculum development has been the creation of new modules and study programmes in collaboration with international partners as a result of participation in ERASMUS. For example, the University of Warminsko-Mazurski in Olsztyn is currently negotiating with a Spanish University a joint degree. At Uniwersytet Warminsko-Mazurski w Olsztynie, the European Masters Programme in Aquaculture and Fisheries offers a joint course in collaboration with higher education institutions in five other European countries. Sheffield Hallam University provides an example of a 'doctorate in teaching and teacher training' that was developed by a consortium including Swedish, Austrian, Finnish, Slovenian, German, Czech and Latvian partners, with this collaboration starting within the context of the ERASMUS programme. UWM's collaboration in the Thematic Network 'University Studies of Agricultural Engineering in Europe (USAEE)' has facilitated the development of a core curricula in Agricultural Engineering, recognised at the European level. The network has also established a benchmark that serves as a set of requirements against which any curriculum can be tested to determine whether it meets the criteria for its admission as a programme of Agricultural Engineering studies in Europe.

A related aspect, to which ERASMUS has contributed substantially according to the information collected through the case studies, has been the introduction, development and

harmonisation of ECTS, although the degree of implementation of the ECTS system still varies between and within universities (KTU, AWM, UEMC). The ECTS system was previously only relevant for ERASMUS students, but it is now used for all students and is seen as a key instrument for transparency and coherence (Polytechnic Tomar). KTU reported that at the institutional level ERASMUS participation (particularly student mobility) had enabled a greater understanding of the ECTS system (see also AWM case study) and has facilitated the identification of subject areas in need of review and further support to implement the system. Participation in ERASMUS has also stimulated the production of ECTS catalogues in English. As a result of participation in ERASMUS, more broadly, there is now a formal institutional strategy for the internationalisation of the curriculum in all subject areas. The impact on ECTS development has not only come from the mobility measures of the programme. The work of ERASMUS thematic networks has also impacted internationalisation of the curriculum at SHU. As a member of HERODOT geography network, SHU has been involved in refining the content of their geography curriculum to support the Bologna process. Working alongside over 200 European institutions SHU have created and implemented a set of subject-specific competences and examined and revised ECTS within the geography department. Quality of teaching, learning and assessment has also been informed through HERODOT. Both ERASMUS and ECTS systems are viewed by some higher education institutions (such as UA) as quality marks in themselves as they require certain forms of accountability and transparency. They serve as a benchmark for other international exchange programs in which UA is involved and as a result similar documents/recognition procedures have been deployed in order to improve exchange procedures with universities in USA and Australia. Amongst other institutions, strong impacts were also reported in terms of transparency and transferability more generally (e.g. UCM).

Changes were not only reported in relation to modernisation and internationalisation of the curriculum, but also –and even more strongly– in relation to the way this is delivered, in terms of the use of new methods and techniques. Some higher education institutions visited, like the UA, reported that the impact of ERASMUS on quality in teaching and learning, especially in terms of modernising the curricula, had not been yet observed and that no new modules or programmes had yet been established as a result of ERASMUS. However, the presence of international students (mostly coming to the University through the ERASMUS programme) had – according to the head of education office – led to an improvement in the quality of teaching. They appeared to have a very informal but significant impact on both the content and framework of educational services. The presence of international students requires teaching methods to be revised and the content of programmes reviewed.

The University of Warminsko-Mazurski in addition to other higher education institutions, similarly, reported that participation in the programme played a significant role in the shift from traditional lecture formats to more interactive methods of learning. Another significant output reported by teachers, in terms of the delivery of the curriculum, has been the incorporation of applied case studies in several higher education institutions –such as the European University Miguel de Cervantes. Kaunas University of Technology reported increased use of Information and Communication Technologies (ICT) and e-learning as a specific output of their international cooperation activities within ERASMUS. Some

students also reported that they had been exposed to greater levels of team-work and presentations during their ERASMUS period, which had resulted in development in their learning, maturity and personal development –in particular this seems to have been the case for southern European students, who had spent their period abroad in Germany and the UK.

Finally, in terms of improvements in the language skills of students and staff, the impact of ERASMUS was reported, as could be expected, as high. For instance, the University of Warminsko-Mazurski in Olsztyn’s staff argued that participation in the programme had resulted in a clear improvement in the language skills of their students and staff, which had been significantly linked to the increased use of international cooperation opportunities in teaching and learning –as well as research. This aspect has also been related to curriculum development. The improvement of language skills has also resulted in several higher education institutions creating courses that are delivered in English. Examples of this are evident at the University of Warminsko-Mazurski in Olsztyn, The Hogeschool of Gent and Central Ostrobothnia University of Applied Sciences. In all these higher education institutions academic staff are also provided with the opportunity to receive training in order to be able to effectively teach courses in English. National legal limitations in terms of the delivery of courses in English were, however, noted during some of the visits (e.g. WSEI).

5.3.3.2 Impact on quality improvement in research

The impacts on research have largely come from benchmarking with international institutions and the development of joint research projects as a result of the contacts established through participation in the ERASMUS programme. Indeed, university leadership is clear that staff participating in the programme must organise and timetable their period abroad extensively, build networks for future research work and that new contacts, publications and collaboration in new projects are produced as a result of ERASMUS periods abroad undertaken by staff. This is seen in the example provided by KTU, where academic staff reported to have largely benefited from being exposed to the research quality standards at partner institutions and learning from these to adopt them in their own institution. Also, collaborations in research and the production of articles resulted from ERASMUS related contacts. Staff from the Department of Economics of the University, in particular, highlighted the usefulness of their collaboration with Swedish institutions for improving their academic standards. Other higher education institutions reported benefits in terms of networking from teachers’ mobility, although centralised actions can help to create more stable networks (UCM).

Staff at UWM reported positive outcomes from research collaborations that began as a result of the university's participation in the ERASMUS programme, particularly in relation to the identification of new research areas. For example, the drive to participate in centralised actions at SHU (e.g. thematic networks and intensive projects), came from academic staff at a faculty level who, it was reported, already had international contacts who are involved in European work. ERASMUS project work has thus ensured staff can expand on these pre-existing relationships and contribute to additional projects which are in line with their research interests. ERASMUS thus acts to enhance the sustainability of these relations.

Whilst higher education institutions often try to collaborate with partners to provide synergies in teaching and research, it is worth noting that this is not always possible. When this is the case, higher education institutions seem to have prioritised teaching. For example, the UEMC reported that it currently receives more students than it sends on ERASMUS, which sometimes results in having to set-up a new class group. This has a significant financial impact for a small university. This fact, has forced the University into reviewing its student exchange agreements with certain Universities, sometimes at the expense of good prospective collaborations in research and teaching.

Higher education institutions which perceive themselves as weaker in research terms than some of their partners, also reported using ERASMUS to help them learn from those establishments which are more advanced within their network, not only in terms of the subject matter but also in respect of the structure and organisation of their research activities. The NBU reported to be aware of the fact that there is a gap between Bulgarian universities and those in other European countries. In this context ERASMUS is considered a useful tool to learn from others. This particularly relates to acquiring know-how from different establishments on a variety of issues, including how to run a research department effectively. An illustrative example of this are the developments that have occurred in the Semiotics department of the University, where participating in ERASMUS has brought some fundamental organisational changes. As a result of the learning gained from participation in the ERASMUS programme and the contact with other higher education institutions a NBU international advisory board for the Programme in Semiotics has been set up. Professors at the department noticed that in many ERASMUS partner universities publications and research was coordinated by an advisory council. They reviewed different models identified from their participation in the staff exchanges within the ERASMUS Programme and created one for their department, which is expected to bring coherence, direction and to enhance the quality of their research work.

On a more general note, several higher education institutions reported that they aimed to become globally renowned centres for research. International collaboration was seen as a vital requirement and ERASMUS provided opportunities for international collaborations and networking to achieve this (see for instance the WSEI case study).

Finally, the programme has also had an impact on the research agenda of ERASMUS coordinators in some higher education institutions. For example, staff at the UEMC reported that university staff involved in the coordination of ERASMUS are trying to compensate for the high investment of time in the management of the programme and the associated lack of time for research by reshaping their research agendas and publishing articles on topics related to the ERASMUS programme (such as the employability of ERASMUS students, their profile or impact at the university level).

It is worth highlighting, however, that departmental coordinators at some higher education institutions (such as Gent) argued that ERASMUS had helped the internationalisation of staff involved in both teaching and research more than for teaching staff only, as teachers not engaged in research often lack international contacts and need to rely much more heavily on an institution's international coordinators to organise their periods abroad. ERASMUS coordinators are also working towards building capacity within their higher

education institutions to undertake research using funding from international programmes. Thus, in some higher education institutions such as THC, the ERASMUS institutional coordinator is working towards training academic staff to identify new opportunities for internationally funded research and to implement these projects with minimal support. A small number of higher education institutions, such as HWNG denied any influence on research due to student or staff mobility.

A different approach to research development has been adopted at the teaching institution in Tomar, which has linked its ERASMUS activity to the creation of a new undergraduate Intercultural Research Centre under the coordination of the international relations office and some academic staff members. This will provide a new service devoted to the promotion of Portuguese culture amongst foreign students and similarly the promotion of the cultures of foreign students visiting Tomar. Third year students will be in charge of the development of the project under the coordination of the international relations office and some academic staff members. The centre will also aim to facilitate the integration of foreign students on campus.

5.3.3.3 Impact on quality improvement in student services

The case studies revealed significant impacts on quality improvement in relation to student services as a result of the ERASMUS programme. Most higher education institutions have developed new or improved existing student services as a result of their participation in the ERASMUS programme. The student services most frequently identified as having improved as a result of participation in the ERASMUS programme include:

- setting up and expanding international offices;
- language training for outgoing and incoming students;
- introduction of activities: International Weeks, ERASMUS days, meetings, seminar, introductions to the host city;
- provision of a key contact person at international support offices;
- creation of websites for international students with information about institutional processes, requirements and services;
- creation of international networks of students and students associations;
- additional services for incoming students –such as accommodation services, information on health issues; and
- provision of support to help students to comply with Home Office regulations.

Most higher education institutions visited during the case study research perceived the impact of ERASMUS on student services as having been very high as a wide range of changes were reported to have happened due to the inflow of international students. Staff at some higher education institutions, such as the University of Padova in Italy, declared that in addition to the substantial effect of ERASMUS in improving student services per se, the programme has had an even stronger effect in terms of having created awareness of the additional services for students that should be created in the future.

It is also important to highlight that several higher education institutions, such as the Universidad Europea Miguel de Cervantes, the University of Crete and the Polytechnic of Tomar, created an International Relations management office as a result of their participation in ERASMUS programme. This was principally to cope with the volume of

activity generated by the programme but also reflected the increasing importance of internationalisation for the higher education institutions in recent times. Other universities, however, had established these structures prior to the ERASMUS programme.

One of the crucial organisational developments to cope with the management of increasing participation levels in the programme has been the creation or further development of international offices. These vary from relatively small offices of less than five people in some cases, to larger offices comprising more than 20 staff. Most of these offices have a small number of ERASMUS dedicated staff, for example, one officer and one administrative staff member, although some higher education institutions have larger ERASMUS offices, as reported by the UCM, whose central ERASMUS Office is made up of 6 to 8 people at any one time. This office works in partnership with Departmental Offices (made up of one administrator and an “intern,” normally a former ERASMUS student from UMC), under the supervision of the ERASMUS coordinators, who are in charge of the academic aspects of students' participation in the programme, including the recognition of learning agreements. In most of the institutions visited, international offices also deal with administrative and support aspects of ERASMUS related activities. In addition to the international offices, faculty coordinators play a central role in planning, encouraging and overseeing ERASMUS activity within their own faculties, including the preparation of learning agreements (e.g. University of Nancy -NU-). In some smaller higher education institutions, however, there are no ERASMUS coordinators at the departmental level (FVN) in which case the international office takes on many of the tasks.

Services typically provided by international offices include the provision of support and guidance to staff involved in ERASMUS projects, pre-arrival services for incoming students, an online mentoring scheme (whereby prospective students can make contact with current international students studying at the host institution), airport pick up, provision of help with finding accommodation, the introduction of foreign students to the institution and city and the collection of student feedback either formally or informally. International offices also typically organise detailed orientation programmes in conjunction with other student support services, which concentrate some of the activities outlined above. For example, at the KTU in Kaunas the international office provides a four-day welcome programme for incoming students which includes presentations by academic and administrative staff and former ERASMUS students, tours of the institutions facilities, introductions to leisure opportunities and societies, sight-seeing and social events. The international office also provides a range of materials in different languages, such as course directories. At SHU these also include information on entry clearance and visas, health insurance, downloadable guides on personal safety and pre-arrival and tools to calculate the cost of living in the UK, which all available via the internet. Although many of these tools were developed for ERASMUS students, they today also benefit other international and home students.

The main role of the international office in most higher education institutions, however, is administrative, as they are often in charge of overseeing and supporting applications for participation in the programme from staff and students, as well as checking both qualitative and budgetary aspects of the institutional applications and processing reports.

Finally, international offices also play a key role in identifying partner institutions (UWM) and the negotiation of contracts with partner universities (FWN).

Other services offered to incoming and outgoing students also include language learning support. A wide range of policies have been found in this respect. Some higher education institutions offer free language learning courses while others offer subsidised or full-cost language courses to incoming and/ or outgoing ERASMUS students. For example, AWM provides two-week courses in basic Polish at a reduced rate for incoming ERASMUS students. During the course students can also attend lectures on the history of Poland, Polish literature, theatre, film, culture and the geography of Poland at its “Polish Culture and Language Centre for Foreigners”. The Centre also supports the work of the International Office by providing accommodation advice to its students.

A final support structure for students reported in a number of higher education institutions is the ERASMUS Student Network (ESN). For example, in UWM the ESN is comprised of outgoing ERASMUS students who organise informal meetings where incoming students learn Polish customs and workshops for outgoing students on how to fill in programme forms and other practical aspects. The network also supports departments by helping students with day-to-day problems, subject choices and pre-visit communication. Local ESN organisations in many higher education institutions provide such services to mobile students, often also taking care of the social integration of incoming students. ESN have also been responsible for initiating activities to encourage cohesion in the student community by writing articles for the local press, participating in radio features and preparing a 'Survival Guide' for incoming students, which will also benefit non-ERASMUS students. Higher education institutions have also facilitated direct contact between students in some cases, making use of innovative exchange structures. This is evident in the case of SHU which has developed a pre-arrival service which includes an online mentoring scheme, where prospective students can make contact with current international students studying at SHU.

Besides creating and strengthening these structures, the ERASMUS programme has enhanced joint work within higher education institutions in terms of student services. For example, faculty members, who are responsible for the academic supervision of incoming ERASMUS students report increased contact with the Student Union, International Offices and various other student support services such as student welfare services or languages providers. Strengthening these relationships has associated benefits not just for ERASMUS students but for other incoming international and home students. A greater awareness amongst faculty staff of the services available to students helps to develop a more inclusive and coherent support service across the institution (examples include KTU, UWM).

5.3.3.4 Negative impacts on quality

Vis-à-vis the positive impacts ERASMUS is seen to have had on various aspects of teaching, learning, research and student services, participation in the programme is reported to also have had some marginal negative impacts on quality improvement. These include a reduction in the time for teaching and research, difficulties in terms of recognition of periods abroad and low levels of language proficiency, which affects the teaching and learning process. These aspects are explained in greater detail below.

Staff at a number of higher education institutions reported that ERASMUS had reduced the institution's capacity for teaching and research due to the demanding administrative requirements and bureaucracy associated with participation in the programme (The University of Warminsko-Mazurski in Olsztyn, Lathi University, UEMC provided examples of this). Academic staff involved in the programme are often awarded a reduction in their teaching responsibilities but this does not always compensate for the time that they need to put into the programme. Some of the ERASMUS coordinators interviewed reported that the average daily time inputs put into programme associated activities (including support to host students and home students abroad) is 2 hours. This management workload was accepted as involvement in the programme was a voluntary activity, but it had obvious repercussions in terms of research. Although, as already mentioned, some staff have tried to overcome this problem by redirecting their research agendas towards educationally-related topics. A partial solution would be to provide greater administrative support staff for the programme or try to reduce administrative procedures, for instance by waiving the requirement to obtain two signatures and a university stamp for learning agreements. A suggestion was made that one signature from the department, without the need for an institutional signature, could be accepted; equally, while the requirement to have a learning agreement in place before the start of the period has some advantages, it almost always requires modifications due to changes in the subjects offered at the host university, so the timescales for the agreement could be delayed until the arrival at the host University).

Secondly, staff argued that there had been difficulties in the recognition of courses after an ERASMUS period abroad (TUK), which was linked by staff to the lack of transparency between higher education institutions in Europe. The published information on courses offered by higher education institutions is sometimes irrelevant and/or incomplete, which causes certain problems for both students and academic staff in organising studies programmes abroad.

Thirdly, low levels of language proficiency by exchange staff and students were reported as an aspect that could hinder the positive impacts of the programmes as it makes active participation in the classroom and group-work difficult (The Hogeschool of Gent). Only rarely did staff report that ERASMUS students are “problematic” in the classroom when their proficiency levels are low. Rather, they tended to exclude themselves from active participation in the lectures.

Finally, higher education institution managers argued that it is often difficult to release staff from their domestic duties for participation in ERASMUS (Central Ostrobothnia University of Applied Sciences, UEMC). Releasing staff can have an impact on quality as it is more difficult for students to cope with concentrated lessons (if the department chooses this strategy to make-up for the lessons “lost” during staff periods abroad). Another strategy was to use “covering staff”, but these individuals may not be of the same quality and/ or experience as outgoing staff. All higher education institutions agreed this negative impact was more than offset by the benefits produced by participation in the programme, but that it is very difficult to overcome unless it can be arranged that staff visiting periods take place during holidays (although this may not be feasible for outgoing staff for family reasons, etc.) but not in the student hosting institution.

5.3.4 Lessons learnt

Quality improvement in teaching, research and student services has not been one of the main motivations for higher education institutions to be involved in the ERASMUS programme. National quality improvement programmes and standards are more directly relevant to higher education institutions activities in this area. Yet, it is clear from the case study visits undertaken for this study that, overall, higher education institutions clearly benefit in terms of quality improvement from participation in the ERASMUS programme, as outlined in the previous sections. This has been the case for teaching, research and student services (which have evolved and developed in line with the needs and requirements of the ERASMUS programme, but which often also benefit non-ERASMUS students). Although some negative impacts of the programme on quality were found, these were marginal and far out-weighted by the positive impacts. This is particularly the case for the impacts derived from mobility actions, which have had a wider impact on higher education institutions as a whole than the centralised actions, whose impact has been more focused on particular programmes. Geographically, universities from Eastern Europe seemed to reap the highest benefits in terms of quality improvement from participation in the programme.

Participation in ERASMUS has also opened up higher education institutions to society, although greater benefits are expected in this respect in the future. ERASMUS has strongly aided universities in their internationalisation strategies and in their modernisation, in particular, in relation to the curriculum offered. It has, however, so far only had a limited impact on opening up links between higher education institutions and industry. Indeed, although ERASMUS students were reported to enjoy better employment prospects than non-ERASMUS students, ERASMUS has not help to establish specific institutionalised links with industry. The situation is changing, however, with the opportunities for student placements in companies as part of the programme.

Participation in the programme has also created the administrative capacity and confidence to participate in other international programmes and has developed the organisational structure of international activities in higher education institutions. For example, without ERASMUS there would not have been a need to look into issues such as conversion of ECTS credits or the specification of international collaboration functions to the same extent. One important lesson learnt is the importance of joint work between departments, international offices and the university's leadership in order to make participation in the programme possible and successful. During the course of the interviews undertaken for the different project case studies a number of examples of good practice and lessons learnt were highlighted. These are briefly revisited below.

One of the main lessons learnt by institutions is that the contribution of ERASMUS to quality improvement depends crucially on the selection of the right partners, in terms of their commitment to the programme, student support and their potential for mutual learning and complementarity in both teaching and research. This is particularly clear in terms of teaching as staff in most higher education institutions reported that ERASMUS led to better quality at their institutions because it gave the opportunity to learn new teaching methods at their host higher education institutions. Some higher education institutions saw the potential for a more active role for the Commission in this area, in terms of providing

better organisation of contacts and information given, they reported, in general the knowledge of other higher education institutions is poor amongst students and staff. Higher education institutions argued that it would be an advantage to have a central information source about all higher education institutions in Europe, particularly taking into account that many higher education institutions do not have an English language website. Such a source would ensure a better matching between the interests and knowledge of staff and students and would ensure relevant exchanges which in turn would contribute to quality improvement.

The synergies between ERASMUS and other European initiatives also emerged as a key theme in several visits. For instance, the introduction of ECTS catalogues in English was reported to facilitate the arrival of incoming students (University of Agder and The Hogeschool of Gent). At the same time, ERASMUS has importantly contributed to raising awareness of the need for ECTS systems through its mobility and centralised actions. It has also contributed to the actual development of ECTS systems, for example through curriculum development activities, as identified by a number of case studies. Yet, further work in this area is needed, particularly in the area of credit recognition from study periods abroad.

Indeed, some higher education institutions went on to argue that further guidance should be provided by the ERASMUS programme on the creation of common standards for establishing joint degrees (NBU) It is also worth highlighting, however, that legal problems remained in some countries in relation to the awarding of joint degrees (for example, UWM in Poland). Although, ERASMUS was reported to have increased understanding of these issues and the importance of finding a solution in these countries.

The experience of participating in the ERASMUS programme so far, has also highlighted the benefits of personalised student support, to both incoming and outgoing students, although this normally requires the investment of a substantial amount of time from academic staff, which has a knock-on effect on their research activities. The bureaucracy associated with the programme was also a concern. Although this is more manageable than in other European programmes, it was still perceived as high by academic staff. In this sense the NBU, AU and UEMC, amongst others, recommended a reduction in the bureaucracy and administrative requirements associated with participation in the programme. The Hogeschool of Gent also highlighted the view that the paper work associated with participation should be reduced and made more streamlined to have less knock-on effect on the coordinators' available time for teaching and research. Hochschule für Wirtschaft und Umwelt Nürtingen-Geislingen reported that the bureaucracy of the ERASMUS programme and the effort required to tender for participation, particularly in centralised actions, and undertake ERASMUS activities was too high.

The case studies did, however, show a high degree of creative thinking in terms of attracting international staff and providing them with added-value from the ERASMUS mobility experience. This is best exemplified by the concentration of incoming staff in "International Weeks", which enable a range of other activities such as conferences, networking and joint research work, to take place. Attracting academic staff in this way is particularly important as ERASMUS periods are not recognised to the same level as other

academic activities or longer research periods abroad by National Quality Assurance Agencies for higher education. Equally, it is often difficult for staff to arrange a reduction in their teaching workloads at their home institution to accommodate the additional inputs related to participation in ERASMUS mobility and the work resulting from the learning occurred during the ERASMUS experience –for instance in terms of designing new modules or re-designing existing ones.

Some universities have started to reward their academic staff who are involved in the programme, such as ERASMUS coordinators, as they often have an additional workload in comparison to their peers. An example of this is the NBU which has started to pay ERASMUS co-ordinators a modest amount to support the good work done by academic staff involved in the programme and to reward the professionalism in the undertaking of this task. Other approaches to recognise this role includes reducing the teaching workload of these staff.

Similarly, a number of higher education institutions highlighted that a key factor inhibiting ERASMUS' capacity to contribute to the internationalisation of the curriculum is the low motivation of lecturers to conduct courses in English, unless some kind of incentive is given to them. This could take the form of pay incentives, giving them preference to be sent on an ERASMUS mobility period, or by organising less teaching time for English taught courses. (WSEI). Awareness should also be raised among staff about the importance of internationalisation and the potential for learning lessons from abroad, including from foreign syllabus (WSEI). In this respect, the Hogeschool of Gent reported increasing the volume of courses taught in English will lead, in the longer term, to institutions needing to work closer together to establish common programmes, with positive consequences in terms of quality improvement and the internationalisation of the curriculum.

Creative thinking has led to incentives for the quality improvement of student exchanges. In this respect, the creation of awards to stimulate good quality exchanges can be beneficial –this has been the case, for instance, with the creation of the “Best ERASMUS exchange awards” at the IPT. Other higher education institutions argued that a key point in this respect is that more integration between domestic and host students is necessary to realise the full benefits of the programme (Hogeschool of Gent). In addition, WSEI reported that there is generally little mixing between ERASMUS students and locals, in particular in the early stages of the visit. A higher level of contact would enhance mutual learning and potentially have a positive effect on quality. For this reason, a number of higher education institutions reported to favour exchanges of at least six month in duration. The Universitatea Nationala De Muzica Din Bucurestia proposed an increase in the resources allocated to ERASMUS student committees (or networks, associations), to ensure a high level of integration of students within their host institution. Similarly, the NBU also demanded greater levels of support for the ERASMUS network association recently constituted in Bulgaria. At KTU the introduction of compulsory (for home and visiting students) modules themed around national comparison have proved a good mechanism for facilitating discussion between students and maximising the cultural impact of ERASMUS for both groups, whereas the IPT has established a research centre for students to provide information about different European countries.

In this respect, a lack of language proficiency continues to be perceived as a key obstacle that can limit the quality of ERASMUS exchanges (the Hogeschool of Gent, the University of Crete and the University of Padova). This barrier has been addressed to some extent by a number of higher education institutions, such as the University of Padova, offering free language courses to host students. Teaching quality and results will improve, in the view of some higher education institutions, if students are better prepared in respect of the host language of study.

Monitoring activities are crucial for the continuous quality improvement of the institution and to transfer the lessons learnt from ERASMUS experiences. These activities can be aided by the use of new technologies. Software produced by the Moveonnet network was reported as an extremely useful tool in terms of EU project management and monitoring by a number of higher education institutions. The software was reported to have proved highly beneficial for effective identification of partners, tracking of students, reviewing statistical outcomes from ERASMUS, assistance in application and report writing and communication with partner institutions. Co-ordinators at UWM, for instance, felt that dissemination of this software would be beneficial.

An important learning point is that academic staff not undergoing mobility periods are also key to the success of the programme in terms of quality improvement. Yet, only a small number of universities provide them with training on the assessment of ERASMUS students –to ensure quality and consistency in the assessment of students and to improve the student experience- or feedback on the learning from the programme (a challenging issue according to several higher education institutions, such as WSEI and TUK). In this last respect, the case studies revealed a number of advantages and disadvantages of small institutions vis-à-vis large institutions in terms of quality improvement. The case studies revealed how the issue of transfer of the learning experienced throughout the programme by both staff and students is easier in small institutions (UEMC), as personalised contact and informal channels can complement formal feedback structures (which are not always present in large institutions). In FWN –another small institution- the international office plays a crucial role in the collection of feedback asking both incoming and outgoing students to compare FWN with partner institutions. After this feedback is collected staff from the international office discusses the results with the heads of the study programmes and faculties in order to develop forward strategies. An equivalent feedback structure is in place for teachers' mobility. On the other hand, small institutions find it more onerous to preserve quality of teaching during staff mobility periods, in particular when participation is high, as they lack the infrastructure and resources of large institutions. Transfer of knowledge in larger institutions such as SHU occurs more centrally through the development of institutional standards and practices relating to the delivery of ERASMUS activities. Faculty coordinators meet and are engaged in ongoing communication with each other and in giving feedback to the international office and management committees. Similarly, when outgoing students come back to the UCM; they are asked to fill in a questionnaire with information about their experience of the programme (before, during and after their stay abroad). Due to the high number of incoming and outgoing students, the International Relations Office requested that the National Agency use an on-line questionnaire. The ERASMUS Office at the UCM reviews the information provided by students in the questionnaires, in particular the questions regarding suggestions for

improvements and ideas about how to overcome obstacles or gaps in the services, information or documentation provided to the students to prepare their stay at a host university.

It is also important to note that besides short-term impacts on quality improvement, the impact of the programme can also be perceived overtime as the impact of international relationships is increased through long-standing trust-based relationships (SHU). Indeed, the University of Konstanz reported that the networks created during the late 1980s, when the university started its participation in the programme, were still active and beneficial to the university today.

Finally, it is worth highlighting the ERASMUS allocation was insufficient for staff and student mobility, although higher education institutions did not link this to any effects in terms of quality improvement in teaching, research or student services in their discussions.

6 Conclusions and recommendations for ERASMUS

This study was commissioned by the DG EAC to examine the impact of the ERASMUS programme on quality improvement in European higher education. Though the working and implications of the ERASMUS programme have already been widely studied, this study offers an empirical research of the impact of ERASMUS on the institutional level and analyses its effect on the system level.

More than 20 years after its inception, the ERASMUS programme is widely known in Europe for its decentralised actions such as mobility support for teachers and staff as well as for its centralised actions such as the Intensive Programmes (which were decentralised in 2007), Thematic Networks, Multilateral Projects and the ERASMUS University Charter. In 2008, ERASMUS has already supported 1,9 million mobile students, 140,000 mobile staff, has about 2,300 member institutions and an annual budget over €400 million per year. Among its major achievements are numerous international networks, research projects, education innovation projects and a system with effective tools such as the Erasmus University Charter, the European Policy Statement and ECTS that promote transparency and mobility in European higher education.

This study aims to dig deeper into ERASMUS' achievements by looking at the contribution of the ERASMUS programme to quality improvement and excellence in European higher education. As such this study evaluates how the ERASMUS programme has contributed to – or hindered – achieving the teaching, research and openness to society goals in European higher education and as such stimulated quality improvement efforts in various core activity areas. This study addresses different aspects of quality improvement in terms of teaching activities, research, student services, modernisation and internationalisation of higher education institutions' operations, professionalisation of cooperation (strategies) and integrating the European dimension in higher education. The study examines the effect on two levels: system level (i.e. national and supranational level) and institutional level (i.e. central management and academic departments in higher education institutions).

In order to establish the link between the ERASMUS programme and its impact on teaching, research and openness to society, three data collection tools were used. The literature review analysed existing studies in the field and summarises the main outcomes. Secondly, a survey among higher education institutions' leaders, ERASMUS coordinators and departmental ERASMUS coordinators was conducted in 30 countries. In total more than 2600 people from 2283 institutions responded to the survey. Thirdly, 20 higher education institutions were selected as case studies in order to examine in greater depth the relationships between the ERASMUS programme and its impact on various processes in universities.

6.1 Existing evidence: literature review

Several studies have examined the effect of the ERASMUS programme on students and staff, as well on institutions and national systems. At the individual level, ERASMUS students are more likely to have international careers; the programme has demonstrated an effect on their career related attitudes, personal values, interpersonal skills and confidence. Although the academic contribution of the programme is usually less emphasised, around half of the students still report positive effects on their academic progress, and especially on foreign language skills. Mobile staff reports better career opportunities, positive effects on teaching activities, and a particular effect on research cooperation and academic competencies in general.

ERASMUS has also demonstrated a considerable effect at the institutional level. These effects can be identified primarily in two areas: internationalisation and teaching and research. Since its inception ERASMUS has had a positive impact on establishing international offices and language centres in universities. It has increased the awareness of European and international activities, and improved international cooperation. The programme has also encouraged universities to develop structured internationalisation policies in their institution to replace ad hoc international activities. The European Policy Statement (EPS) is one way to increase the awareness of this. International services were also improved. No existing studies establish evidence on the impact of ERASMUS on higher education institutions in broader terms, outside the areas of internationalisation.

The effect on teaching and research seems to be more indirect. Teacher exchange programmes contribute primarily to international contacts and joint activities, and to a lesser extent to teaching practices. Curriculum development projects have contributed to teaching in the form of curriculum improvement, but the evidence on the impact of the initiative is not conclusive. International contacts that come out of teaching activities had a spill-over effect on research networks. Next to international networks, cooperation and other indirect benefits, the direct effect of ERASMUS on the quality of teaching and learning is estimated as quite low.

The effect of ERASMUS on national and international policies is most difficult to empirically estimate. In general terms, the growing number of mobile staff and students has made internationalisation a part of general higher education policy and the programme has thus helped to influence domestic internationalisation policies. There are also examples of specific international initiatives that have grown out from ERASMUS activities.

ERASMUS has also undoubtedly triggered a series of important developments in higher education. ERASMUS had a considerable impact on the Bologna process in terms of agenda setting, infrastructure and content. Action lines in the Bologna declaration have a clear overlap with the ERASMUS programme (e.g. ECTS, diploma supplement most visibly, but also quality assurance, student mobility and joint degrees). In addition the ERASMUS grants have supported numerous stocktaking exercises and facilitated other overview reports and conventions. ERASMUS's impact has been particularly noticeable in the quality assurance activities. Since the early 1990s ERASMUS has initiated quality review exercises and facilitated the sharing of 'best practices', which culminated in establishing ENQA in 2000. Most recently ERASMUS has supported the establishment of the European Quality

Assurance Register and supports the annual forum on quality assurance issues in higher education.

European Qualifications Framework (EQF) is also closely linked to ERASMUS. ERASMUS projects facilitated the sharing of experiences with national qualifications framework in the early stage, leading to the inclusion of qualifications frameworks in the Bologna agenda. This process was further stimulated by the Erasmus supported project “Tuning Educational Structures in Europe”.

Erasmus has also inspired the higher education part of the Lisbon Strategy for Growth and Jobs, as the (Bologna) curricular reforms are an integral part of the modernisation agenda for universities, defined in the Commission Communication of May 2006. Some national and interregional initiatives take over the ideas and procedures of the ERASMUS, such as the ERASMUS Belgica programme. Outside Europe ERASMUS has also gained attention and influence. The Japanese government launched a policy to establish an Asian equivalent of the ERASMUS programme including an academic credit transfer and accumulation system from 2009 onwards. In addition, the ECTS model is regarded as an example for higher education systems throughout the world that are in the process of developing a credit transfer system.

Ongoing projects such as the recent contribution to the area of classification of European universities as well as assessing higher Education learning outcomes (AHELO with the OECD) have a potential to have a major impact on the European higher education landscape.

6.2 Major survey results

The major tool in measuring the institutional impact of the ERASMUS programme consisted of the three surveys among institutional leaders, central ERASMUS coordinators and departmental coordinators. We surveyed 2283 higher education institutions in 30 European countries. From the central coordinators we received 951 valid responses, from the institutional leaders 752 and from the departmental coordinators 903. The response rate among the central coordinators was 42%, among the institutional leaders 35% and the department coordinators 7% (representing 58% of all contacted institutions.)

Though there is great institutional diversity in the response from the different levels across institutions, German and French institutions are most strongly represented in the results, with 17% and 16% respectively. About 25% of the responses came from the 10 new member states. About 50% of the institutions grant PhD degrees and 40% are monodisciplinary specialised institutions. About 13% of the responses came from private institutions. An interesting characteristic is that many institutions have joint collaborations with around 60% of their partner institutions. ECTS has also become also the internal credit system in more than 50% of the responding institutions. The Intensive Programmes are the most frequently uses decentralised projects (511), followed by Thematic Networks (338) and 134 Curriculum Development Projects. Next to ERASMUS, 66% of the institutions that

answered this question also participate in other programmes such as LEONARDO, NORDPLUS, TEMPUS, ERASMUS MUNDUS and CEEPUS.

Concerning the profiles of the participating departments, a relatively equal distribution of disciplines is represented in the survey responses, ranging from 4% of responses from Law departments up to 24% of engineering departments.

Regarding different types of institutions in relation to size, disciplinarity, regional orientation (or national), legal status, levels of degrees awarded, new or old member states and time of participation in ERASMUS, the impact of ERASMUS only appears to differ according to size of the institution in respect of student numbers and geographical region (old or new member states). Therefore this is chosen as a basis to present many of the results.

Impact of ERASMUS

Overall, the findings of the surveys confirmed the expectations of the project team and corresponded to the logic of the ERASMUS programme. In a nutshell, findings revealed the following picture of the institutional ERASMUS impact:

1. The ranking of the decentralised ERASMUS coordinators (who were mainly academics) and the members of university leadership of the impact of ERASMUS on the different activities covered by the survey was similar to that of the central ERASMUS coordinators. The assessments of individual activities by the decentralised coordinators, however, were more cautious than those of the central coordinators. This meant that the coordinators in the departments generally chose lower points on the 5 point scale used for the survey than the central coordinators. The members of university leadership, in contrast, tended to judge the impact of the ERASMUS programme slightly more positively than the central coordinators.

2. Among the five different fields of institutional quality and modernisation covered by the survey, the ERASMUS coordinators perceived particular progress with respect to the improvement of student services. Here, up to over 70% of the central ERASMUS coordinators and up to 64% of the coordinators in the departments observed (very) great progress. However, in the four other fields – ‘teaching and learning (and research)’, ‘quality assurance / professionalisation’, ‘mobility, networks and cooperation’ and ‘institutional profiling’, progress had also been remarkable: a maximum of just over 60% of the central coordinators and 54% of the coordinators in the departments agreed that (very) great progress could be achieved.

Across the five fields of institutional quality and modernisation, the individual aspects for which the central coordinators observed most often (very) great progress were the following:

- Improving the counselling for staff and students interested in study abroad (73% of the central coordinators observed (very) great progress),
- Improving the non-academic support for incoming students (70% of the central coordinators observed (very) great progress),

- Fostering soft skills of students (63% of the central coordinators observed (very) great progress),
- Increasing the number of outgoing teachers and students (62% of the central coordinators observed (very) great progress),
- Improving the international visibility and attractiveness of the institution (62% of the central coordinators observed (very) great progress),
- Improving the national visibility and attractiveness of the institution (60% of the central coordinators observed (very) great progress),
- Improving the transparency and transferability of student qualifications (60% of the central coordinators observed (very) great progress).

Thus, one can conclude that there has been particular progress with respect to activities and developments which are immediately linked to the organisation of academic mobility and with respect to outward mobility itself. In addition, (very) great progress was perceived in the improvement of the national and international visibility and attractiveness of ERASMUS institutions.

3. Across the different surveys, respondents agreed that, from the institutional or department point of view, outgoing student mobility was by far the most important among the ERASMUS actions and tools. ECTS for credit transfer, learning agreements and incoming student mobility followed closely. This assessment reflects the degree of activity existing with respect to the different ERASMUS tools and actions. ERASMUS coordinators probably ranked student mobility most often as (very) important because it is the most visible element of the ERASMUS programme. Most likely, the coordinators considered the impact of mobility on students to be an institutional impact.

4. With respect to the initiation of progress by ERASMUS, again the field of student services stood out, but also 'mobility' within the field 'mobility, networks and cooperation'. Not surprisingly, ERASMUS had a particularly strong relevance for the initiation of activities in these fields (within 'student services' to a lesser degree for the aspect 'improving the non-academic support for your own students' than for others), whereas activities in the fields of 'institutional mission and profiling' and 'quality assurance / professionalisation' had least often been initiated by the ERASMUS programme. Concerning the fifth field (teaching, learning (and research), for some of the aspects, survey replies led to a specific observation:

Although in a comparatively small number of cases, (very) great progress was reported by the ERASMUS coordinators, the ERASMUS programme initiated a rather substantial part of the progress achieved. In other words: ERASMUS made a substantial contribution to the progress realized so that it can be assumed that other triggering factors were only marginally relevant and that there would only be insignificant progress if ERASMUS did not exist. A larger number of coordinators stated that related activities were initiated by ERASMUS than those who stated that there had been (very) great progress.

Both the central and decentralised coordinators observed that the ERASMUS programme had been especially relevant in initiating progress with respect to:

- the introduction of joint degrees,

- internationalising the curricular content (in the case of the decentralised coordinators less strongly than in the case of the central coordinators),
- setting up English/foreign language programmes and
- internationalising teaching and learning.

The same applied to the following aspects in the field of ‘mobility, networks and cooperation’:

- increasing the number of outgoing teachers and students,
- increasing the number of incoming teachers and students,
- increasing the number of staff with a responsibility for internationalisation (only covered by the central coordinator survey),
- maximizing the effects of international institutional networks,
- increasing participation in international projects.
- organising teaching periods abroad of your teachers on a regular basis (only covered by the department survey)
- organising teaching periods of foreign teachers at your department on a regular basis’(only covered by the department survey).

5. In a limited number of cases, was ERASMUS regarded as (very) supportive for achieving progress with respect to institutional quality and modernisation. Regarding the following five aspects from the fields of student services and mobility did more than half the central or departmental coordinators consider ERASMUS as (very) supportive. For these aspects, the ERASMUS programme was in a great number of cases also relevant as a triggering factor:

- Improving the counselling for staff and students interested in study abroad,
- Improving the non-academic support for incoming students (only the central coordinators),
- Increasing student information in foreign language (only the central coordinators),
- Increasing the number of outgoing teachers and students,
- Increasing the number of incoming teachers and students.

6. For a small number of aspects of institutional quality and modernisation the central or departmental coordinators regarded ERASMUS as (very) supportive. In a more limited number of cases they reported that activities were initiated by ERASMUS:

- Fostering soft skills of students (only the central coordinators),
- Introducing mandatory foreign language requirements as part of the curriculum,
- Revising curricula substantially (only the coordinators in the departments),
- Modernising the learning infrastructure.

Thus, from an institutional point of view, ERASMUS could be regarded as more relevant for the initiation of activities than for their continuous support. This means that every day practice of the ERASMUS programme has been less important for the progress made than the setting up of ERASMUS actions and tools.

7. In general, the large institutions reported greater progress than the small or medium-sized institutions. However, with respect to all the aspects in the field of quality assurance, some aspects of teaching and learning and some aspects of ‘networks and cooperation’, the

central coordinators of medium-sized institutions reported most often (very) great progress/as often (very) great progress as the large institutions.

Concerning the initiation of progress and its support by ERASMUS, activities for which the large institutions benefited most from the ERASMUS programme could be distinguished from activities where the smaller institutions benefited most. This was the case for the following activities:

- Fostering soft skills of students (initiation),
- Modernising the learning infrastructure (initiation),
- Improving the non-academic support for own students (initiation),
- Increasing participation in international projects (initiation),
- Increasing the attendance or organisation of international conferences by own academic staff (initiation),
- Increasing cooperation with the economic sector (initiation),
- Increasing the attendance or organisation of international conferences by your academic staff (supportiveness),
- Introducing regular reflection on and evaluation of institutional strategies (initiation),
- Professionalizing institutional management (initiation),
- Establishing and developing an institutional internationalisation strategy (initiation),
- Improving the international visibility and attractiveness of the institution (initiation),
- Increasing the tendering for project-related funding (initiation and supportiveness).

Medium-sized institutions most often benefited with respect to the following activities:

- Introducing/extending language training and intercultural training for teachers (initiation and supportiveness),
- Increasing the effects of international institutional networks (initiation),
- Increasing cooperation with the economic sector (supportiveness),
- Improving the national visibility and attractiveness of the institution (initiation).

8. Institutions in new EU member countries reported particularly great progress and a particularly high impact of ERASMUS with respect to the initiation and support of progress. However, for the following aspects, the observations of the central coordinators at institutions in new EU member states hardly differed from those of the central coordinators in other ERASMUS countries:

- Modernising curricula,
- Introducing joint degrees,
- Improving the transparency and transferability of student qualifications (initiation of related activities and supportiveness of ERASMUS),
- Improving the non-academic support for own students (initiation),
- Increasing the effects of international institutional networks (progress).

9. No clear profile of individual subject fields could be identified from survey results. But it was interesting to note that the departmental coordinators in the field of economics relatively often thought that ERASMUS triggered progress with respect to research: 38%

thought that ERASMUS initiated activities aiming at integrating an international perspective in national research projects and 28% thought that ERASMUS initiated an increase in the number of international publications (the same share of department coordinators from the social sciences does as well).

10. The only conflict between the ERASMUS programme and institutional quality strategies concerned the amount of financial, human and also time resources available. In addition, one fifth to one quarter of the coordinators in the departments indicated that ERASMUS required broad international networking but that they would prefer to concentrate on the most fruitful and suitable partners and that the ERASMUS experience at foreign universities may motivate their graduates to take an advanced degree abroad although they would like to retain them.

Almost half of the respondents in the departments thought that a lack of interest among the academic staff in the centralised actions or in participating in ERASMUS teacher mobility was a possible barrier to taking maximum advantage from the ERASMUS programme. Only a few coordinators in the departments stated that the implementation of the Bologna three-cycle structure was a barrier for teacher mobility or that recognition of study abroad remained incomplete for returning ERASMUS students.

11. The overwhelming majority of central coordinators but only less than half the coordinators in the departments reported that they exploited and transferred the experiences gained from all ERASMUS actions and tools in which they participated. They mainly analysed the reports of former ERASMUS participants, but many also organized feedback seminars with former ERASMUS participants or compiled data bases on Europeanisation/internationalisation.

12. The expectations of ERASMUS coordinators concerning the future impact of the ERASMUS programme on their institutions were extremely positive. The large majority of respondents believed that ERASMUS impact would increase in the coming five years. At the same time, however, even more ERASMUS coordinators expected that the impact of other internationalisation programmes would increase.

13. Suggestions for making the ERASMUS programme more beneficial to participating institutions often referred to an increase in funding. In addition, large groups of respondents recommended a reduction in formal requirements in programme management and made suggestions about how to reorganize the programme implementation at the policy-level, but also at the level of participating institutions.

6.3 Major case study results

The case studies examined in greater detail the findings that emerged from the survey results. They showed that the motivations for getting involved in the ERASMUS programme vary. One group of universities sees ERASMUS as an opportunity to improve the quality of the institution and to support its modernisation efforts. Others see ERASMUS as an important tool to offer students international study opportunities that may be

required in their course programmes. Yet, some universities see ERASMUS as a way to contribute to their profiling at international level, and in some countries universities face pressure from national policy-makers to get involved. Others indicate their ERASMUS involvement is related to national expectations to get involved in the programme.

In spite of the varied motivations to take part in the programme, the case study visits found evidence that higher education institutions have clearly benefited from their participation in the ERASMUS programme in terms of teaching, learning and students services. ERASMUS has provided universities with an opportunity to improve their institutional structures, internationalisation strategies and modernisation efforts. Key impacts were reported in respect of improvements in teaching and learning. Interesting developments were found primarily in terms of curriculum development. Specifically, new modules and study programmes were set up in collaboration with other international partners and modernisation and internationalisation of the curriculum have occurred. The ways in which education is delivered has also evolved as a result of participation in ERASMUS, leading to the use of new methods and techniques. The introduction, development and harmonisation of ECTS, although varied in its degree of implementation was also reported as a positive impact. Thematic networks, joint degrees and ERASMUS-supported ECTS have triggered modernisation and internationalisation of the curricula. As a result of ERASMUS participation, institutional strategies to internationalise curricula in different subject fields have also been developed. ERASMUS and ECTS are regarded as quality marks by many higher education institutions as they are associated with certain forms of accountability and transparency.

The presence of international students in particular seems to have an effect on teaching methods and quality. Several universities noted that international students require the institution to review their teaching practices. Often the changes made are related to shifting from a lecture format to more interactive teaching approaches, with some higher education institutions increasingly using case studies and student presentations and discussions. In some cases, the use of ICT and e-learning has been greatly developed. In addition, ERASMUS has also contributed to improvements in the language skills of students and staff, which has encouraged international cooperation further.

ERASMUS has impacted not only teaching, but also research activities. Staff mobility programmes as well as other ERASMUS activities that help to create international contacts contribute to this. Firstly, ERASMUS contacts have helped universities to benchmark themselves against international institutions and to benefit from learning in quality standards from elsewhere. Secondly, the contacts that academics establish through their international colleagues has often led to joint research projects and publication activities - some higher education institutions reported outcomes from research collaboration that began with their participation in the programme. Other higher education institutions reported that the programme had an impact on shaping the research agenda of the ERASMUS coordinators and had also contributed to identifying new research areas for other staff. As many universities aim to become globally renowned centres of research, international collaboration is seen as vital to achieve this. As a result, ERASMUS seems to have had an effect on other international activities. It gives international experience and skills which allow the institution to enter other international networks. ERASMUS

procedures have also often been extended to other international mobility programmes, for the benefit of students and staff.

A significant contribution of the ERASMUS programme was identified in all case study reports in relation to improvement in student services. Universities have set up and expanded international offices, provided language training for outgoing and incoming students and identified key contact at international support offices. Higher education institution infrastructure has also improved in most cases, partly as a result of increasing inflows of international students and concerns with the image of the higher education institution abroad. Higher education institutions have also introduced a range of student support activities, such as international weeks, ERASMUS days and introduction to host cities. Information provision has also improved, for example through enhanced websites for international students and expanded provision of information on health and issues. Additional services for students, such as accommodation support, have also often been created.

Besides creating and strengthening these services and structures, it is worth highlighting that the ERASMUS programme has had an interesting side effect in terms of enhanced joint work within the higher education institution. For example, faculty members who are responsible for academic supervision of incoming ERASMUS students report increased contacts and collaboration with the Student Union and various other student support services. Strengthening these relations has associated benefits for not only ERASMUS students, but also home and other international students.

Several higher education institutions reported that the ERASMUS experience contributed to providing new opportunities for individuals from local, national and international communities and other partners. ERASMUS has led to international confidence and experience and by opening up the university to international visitors and networks.

Although some marginal negative side effects of ERASMUS have been identified, these were far out-weighted by the positive impacts evidenced by the case studies. The administrative burden of the programme, difficulties in achieving recognition of periods abroad and low levels of language proficiency are the key difficulties identified in the case study visits.

Overall, the study on the impact of the ERASMUS programme on quality improvement has shown that ERASMUS has been very valuable to the development of higher education in Europe, not only in terms of its primary processes in teaching, learning and research, but also in areas such as institutional and organisational development (modernisation), profiling through internationalisation and the development of student services. However, all activities require additional efforts in terms of administrative, financial and human resources.

6.4 Expectations and recommendations for the future of ERASMUS

The primary objectives of the ERASMUS programme are to strengthen mobility, cooperation and adding an international (European) dimension to higher education and all higher education institutions involved. Looking at the aims of this study, the impact of the ERASMUS programme on quality improvement in European higher education, it is clear that "quality improvement" has so far neither been one of the main objectives of the programme nor a reason for higher education institutions to join it. Quality improvement in teaching, learning, research, student services and openness to society therefore is a secondary effect that may have been aroused by all actions and activities needed to promote the primary objectives of ERASMUS. As such, ERASMUS may have had the unintended but very desired effect of improving higher education in Europe. If the Commission wants the ERASMUS programme to have a stronger role in quality improvement, then this should be made explicit in its communication.

This study has shown that the ERASMUS programme has been quite influential in the further development and quality improvement in higher education in many respects. This is really an enormous accomplishment: being an inspiration and stimulus of change and improvement is such a diverse higher education landscape driven by so many different and sometimes conflicting rationales. But as with most complex policy instruments, there is always room for improvement in the working and or targeting of policies and tools. Our survey results and case studies have provided a rich overview of issues that can be considered if the European Commission and the participants want to improve the working and effectiveness of the ERASMUS programme. Making such suggestions and recommendations is important as our surveys showed that the large majority of people involved expect that the impact of the ERASMUS programme on their institutions will even further increase. Even more respondents believe that the importance of other internationalisation activities will strongly increase.

It was found in our survey that among the new ERASMUS actions for the period 2007-2013, student mobility for placement and staff training in enterprises abroad and modernisation of higher education are rated as (highly) important for higher education institutions. This means that the ERASMUS programme could put more focus on these issues without reducing attention for the longer standing activities. Also the invitation of staff from foreign enterprises as well as virtual campuses is indicated as serious and desired development areas.

Based on the above observations a number of recommendations and potential innovative ideas can be formulated for each of the levels analysed in this study.

6.4.1 Recommendations for the EU Commission

The study leads to a number of recommendations that can be made in the direction of the EU Commission, the supranational level. The surveys showed recommendations that mainly relate to the organization of the ERASMUS exchanges, such as:

- Provide greater flexibility concerning the exchange conditions – such as country of origin, previous ERASMUS grant receiving and duration of stay abroad – to allow larger groups of students to become eligible for ERASMUS grants.
- Provide better information on and promotion of ERASMUS exchanges and centralised actions. Even though ERASMUS is the best known mobility programme, still many students only hear of mobility grants when they decide to become mobile, so it does not have a strong recruiting impact. This may be improved by stronger website use and regular easily accessible information provision to large groups of students through many information channels. Also international seminars and conferences could be organised to widen the ERASMUS networks and to better target promotion information to students, families, academic and non academic staff.
- With regard to the centralised projects more funding is asked to have a better benefit-cost relationship and to develop curriculum development cooperation that supports opportunities for shorter but more intensive stays abroad.
- Further strengthen and promote the placements in enterprises.

In the case studies, some recommendations were made for the EU Commission:

- The EU should continue to strongly push the national debates and policies on internationalisation and student mobility as it was done with the 2008 Mobility Conference in Nancy (4-5 November 2008) which showed that a more structured approach with better defined tasks and responsibilities for different stakeholders (EU, national governments, institutions) could help a lot.
- Analyse, if “quality improvement” is to take a greater role in the programme, how this concept is defined at the national level (e.g. by HE Quality Assurance Agencies) and how Erasmus can best be re-shaped to contribute towards some of its aspects
- Reduce the administrative requirements associated with participation in the centralised actions through simpler forms and less reporting obligations. But also the institutions should not add more requirements to the procedures themselves.
- Provide more information to participating institutions on new themes, in particular the establishment of joint degrees.
- Reduce the average duration of ERASMUS stays abroad – from 6,5 month on average today closer to 3 months – by making them more intensive. This frees up resources for more mobility grants without making the periods too short to benefit from a truly international experience.
- Increase the identification and dissemination of good/bad practices amongst the national agencies and the institutions

Recommendations for the future at EU level

Within the wider context of the new ambitions formulated by the High Level Expert Forum on Mobility to strongly strengthen and expand international student and staff mobility, the European Union could consider a number of innovative actions to further facilitate mobility:

- Request more EU funding to increase the number of (Erasmus supported) mobility and encourage the multiplication of various sources of financing at all levels (such as national, regional, local and institutional).

- Encourage the differentiation of ERASMUS grants by country of origin and country of destination like now in some cases is done at national or institutional level.
- Stimulate more regulated and more intense short mobility periods (3 months up to a semester to maintain the truly international experience) and adapt, if necessary, the curriculum to maintain the integration of ERASMUS students in normal curriculum courses
- Strengthen the focus on centralised projects like curriculum development cooperation to facilitate “internationalisation at home” through integrating internationalisation concepts in basic curricula and integrate more foreign staff and guest lecturers.
- Consider opening up new target groups for the ERASMUS programme such as participants of non-EU countries and students just after secondary education (e.g. in pre-university summer schools).
- Consider new type of actions for example shorter intensive periods abroad for students and staff in the form of short visits by student groups, organisation and visit of exhibitions, etc.
- Include grants for students and staff that already have benefited from an ERASMUS grant.
- Continue to promote awareness among the participating countries on specific challenges like:
 - easy and cheap visas for mobile students and staff
 - portability of grants and loans
 - guidelines for institutions how to support international students
 - language education (in secondary and higher education)
- Make stronger links between ERASMUS and other programmes like COMENIUS.
- Create stronger links with the European voluntary services initiatives, e.g. through combining voluntary work and an Erasmus stay abroad.
- Continue to support ERASMUS awards, e.g. for the most innovative ERASMUS projects, the most innovative student accommodation provider, etc.

6.4.2 Recommendations for national governments and national agencies

With respect to national governments the following issues can be recommended to improve the working of the current ERASMUS programme:

- Develop coherent national internationalisation policies and keep this on the policy agenda including removing barriers to mobility mainly such as recognition, visa policies and student accommodation policies.
- Make EU higher education more attractive for students who now go to the USA or Australia, for example by offering more programmes in English, make student support portable for study in Europe, provide extra scholarships for study in Europe to cover extra costs, keep tuition fees within limits.
- To facilitate higher education institutions to operate within the national internationalisation strategy and to be internationally active.
- To stronger promote the ERASMUS programme and encourage institutions to use ERASMUS actions and tools in a structural, coherent and efficient way.
- Help to keep the administrative processes as simple and efficient as possible.

- Support a uniform implementation of ECTS and Diploma Supplement in higher education institutions.
- Subsidise student unions and initiatives to integrate foreign students into regular student life.
- Increase national, regional, local funding to increase the number of (Erasmus supported) mobility.
- Expand the opportunities for the portability of national student financial support, such as grants, loans, family allowances, tax incentives etc. for study abroad.
- Give priority to other issues supporting European mobility like easy and cheap visas for mobile students and staff.

Recommendations for the future for national authorities and agencies

To generally stimulate international mobility national governments could:

- Stimulate internationalisation in secondary education through integration of internationalisation elements in the curricula and study visits abroad (mutual exchanges of pupils with foreign schools).
- Stimulate language education in secondary and higher education.
- Differentiate mobility grants on the basis of financial need paying also attention to less advantaged group falling out the current support.
- Set up guidelines and expectations (benchmarks) for higher education institutions as to enhance mobility numbers, information provision, student services, etc.

6.4.3 Recommendations for institutions

In the surveys it was suggested that ERASMUS could be made more beneficial for institutions and departments. For the high level management of institutions one could think of the following improvement areas:

- Keep internationalisation policies on the management agenda with a strong emphasis on removing barriers to mobility, such as lack of recognition of study periods abroad.
- Maintain good international networks but carefully select ERASMUS partner institutions for intensive cooperation.
- Be active in creating a good service infrastructure for student mobility (such as public relations, international offices, professional internationalisation staff) and in providing student accommodation (e.g. use of online booking systems through which mobile students can arrange their accommodation in advance) and other services.
- Provide more language training opportunities for mobile students and staff.
- Include leadership commitment in stimulating mobility.
- Funding should be increased for mobility and intensive cooperation projects, also from institutions and from the private sector.
- There should be a stronger promotion of the ERASMUS programme by higher education institutions, rectors, managers, and central coordinators.
- Improve the support for incoming students and ensure that they are aware of specific procedures (e.g. visa, ...).
- Offering more internships and placements to increase student mobility.

- Better use of teaching staff mobility to upgrade the “internationalisation at home” experiences for non mobile students.
- Better recognition and career incentives for teachers involved in Erasmus.

At departmental level the following improvements were suggested.

- Give positive and objective information about student mobility and enable and promote it as a part of the study programmes at an early stage.
- Use mobile student’s feedback (e.g. use Erasmus Ambassadors) to inspire potential new mobile students, e.g. through seminars and information fairs.
- Increase the awareness of centralised actions amongst Erasmus coordinators
- Try to remove mobility barriers such as recognition, language training for mobile students and staff, organising the academic calendar.
- Reduce the internal bureaucracy around student mobility and do not add unnecessary complementary information request to EU forms.
- Intensify cooperation with enterprises for student placements as an alternative way of student mobility and make use of the good practices.
- Involve more staff in internationalisation and student and staff mobility.
- Intensify the benefit of teacher mobility both for the institution, the teacher and the students via innovative approach (e.g. International weeks)
- Reward and compliment academic and support staff actively involved in the programme.
- Increase the international-orientation of study programmes to promote “internationalisation at home”.
- See the ERASMUS programme as an opportunity to think “outside the box” and use the Intensive programmes and Curriculum development projects to learn from international experiences to initiate improvement processes in the area of curriculum innovation, quality improvement, and internationalisation at home.
- Further exploit and transfer experiences gained by mobile teachers, staff, students.
- Stimulate contacts between foreign and local students, e.g. subsidise activities of local student unions that represent mobile students, such as the local branches of AIESEC.
- Try to encourage the integration of foreign students in the classroom using their specific knowledge.
- Integrate acquisition of transversal competences (such as soft skills and intercultural cooperation) into curricula.
- Organise enterprise guided projects for international teams of students.

The case studies generated a number of practical issues and good practices that could help increase the impact of the ERASMUS programme at institutional level:

- Select your partners carefully, to maximise synergies in teaching and research, and continually review existing partnerships. Some higher education institutions had to review their partnerships arrangements after some time of collaboration: this is not negative, just acknowledges that the situation/ interests of the institutions may have changed.
- Be creative in providing stakeholders for enthusiastic participation in the programme (some examples are provided in the case-studies, such as the organisation of international teaching weeks -which provided a good platform for student/staff and staff/staff networking, participation in research activities such as conferences, etc.

within the framework of academic staff exchanges- or the creation of “best exchange awards”).

- Also be open to make the most of the programme and think “outside the box”: quality improvement was not an initial aim or requirement of the programme. Yet, many institutions have taken advantage of the programme to also improve their quality in creative ways.
- Learn from collaboration with other universities by using their experience in areas such as modernisation of curricula, teaching methods, and management of the ERASMUS programme.
- Plan ahead: take into consideration that Erasmus may require substantial organisational change: many higher education institutions have set up international offices partly or totally as a result of their involvement in the programme, joint work between different university units increases (in particular in relation to student services), etc.
- Plan ahead: provide international students with pre-arrival information such as academic courses on offer, health care coverage, accommodation, costs of living, etc. and do it with sufficient time: this will reduce the number of queries from students and make their experience less stressing.
- Take stock: as well as planning ahead it is important to take stock of previous experiences through the establishment of channels for organisational learning through the transfer of lessons from participation in Erasmus (again, the case studies provide some models of how higher education institutions have done this in practice).
- Bring leadership in: leadership commitment will enable the institution to implement the programme creatively to the greatest advantage of the higher education institution.
- Reward academic staff actively involved in the programme as coordinators: as their involvement in the programme can be time consuming and little recognition is given in terms of career development. Time-off teaching and financial rewards have been used in many institutions.
- Do not forget about those members of staff who participate in the programme to a lesser extent: they teach foreign students and are thus a component of the programme; several higher education institutions have organised training for staff on the marking of Erasmus students, to apply common standards across the institution.
- Do not overlook informal and unexpected impacts when taking stock on the participation in the programme: these are a very important component of Erasmus (for instance, in terms of networks created, capacity-building, etc.).
- Encourage the integration and make use of foreign students in the classroom: they bring often valuable knowledge about other contexts and integration will add to the results of the programme.
- Whenever possible, provide students with language teaching, as language continues to be a barrier to make full use of the Erasmus experience.

Innovations for the future at institutional management level

At management level one could think of the following innovative policies regarding internationalisation and ERASMUS:

- Provide satisfactory housing facilities, for example through a central search and booking system that can be entered online by mobile students.
- Provide additional grants on top of ERASMUS grants.
- Allocate ERASMUS grants on the basis of financial need.
- Better organise feedback from previous outgoing and incoming students.
- Improve recognition (procedures) and agreements between sending and receiving institutions.

Innovations for the future at institutional departmental level

At department level the following innovative ideas can be raised:

- Integrate soft skills acquisition and intercultural cooperation into curricula.
- Organise enterprise-guided projects for international teams of students.

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Annex 1a: Briefing note & topics guide for the Case Studies

This Annex presents the approach applied to conduct the case studies and the format developed to come to a similar reporting structure. In the course of the study ECOTEC developed a “topics guide” or briefing note for the interviewers to structure the whole process of conducting 20 case studies across Europe with a relatively large research team. This topics guide as well as the format for the write-up of the case study reports is presented in the following sections.

Briefing note

This briefing note is intended to provide project researchers a structure that allows them to undertake the case studies in line with the aims and objectives of the Study on "ERASMUS and Quality Improvement in Higher Education in Europe".

Next to this topics guide which has been thoroughly with the interviewers during the interviewer training, interviewers were provided with:

- The Terms of Reference for the assignment
- The conceptual paper produced for the assignment, which develops key concepts for this study (such as “Quality”)
- The replies to the surveys received from the institutions they visited.

In the next sub-sections we provide information on the objectives of the project and, more specifically, the case-studies, after which the more practical aspects of these case-studies are discussed.

General Objectives

As reflected in the ToR for this study, the overall objectives of the project are:

- To assess the various ways and means whereby ERASMUS may have contributed to higher education quality improvement in Europe and
- To formulate recommendations on how this contribution could be maximised in the future.

Below we detail the specific objectives of the case studies.

Specific Objectives

Case studies are a key element in this assignment and therefore specific objectives of the case studies are to:

- Validate findings from the in depth survey and desk research

- Gather data on the impact of ERASMUS on quality improvement in HE and how various stakeholders view this, for example in terms of academic, social, economic, operational and service values
- Gather suggestions to inform subsequent recommendations for the future of ERASMUS or Higher Education policy or to higher education institutions with regards to ERASMUS good practices.

As stated in the Terms of Reference, case studies will collect qualitative and descriptive evidence of the impact of the ERASMUS programme – also based on personal experiences and observation – on the modernisation and internationalisation/Europeanisation of the institution.

The overriding subject of the case studies will be the institutional/faculty/ departmental impact of ERASMUS in terms of quality improvement, but reference to national impact is also likely to be covered in a number of the case studies, in particular as institutions embed the description of their developments into references to wider developments.

Case studies will thus provide practical, comprehensive information (and life experiences) about the mechanisms particular institutions have used to improve quality through ERASMUS. Case studies will reflect best practices in different areas in which ERASMUS may have had an effect in terms of quality improvement (cf. conceptual framework for this project). Their aim is not to duplicate the collection of data already undertaken in the project surveys but to provide background information and shed light into the causal processes behind the trends identified there for particular institutions/ departments. They therefore have an explanatory function.

Next we revisit the concept of "Quality" used for the purpose of this study as developed in the conceptual framework produced for the assignment by the research team. The text is indicative only and outdated. As mentioned above in this note, researchers will be provided with a more up to date review of the concept of quality as this conceptual work produces more outputs (which is expected in the next few days).

The concept of "Quality improvement"

This study focuses on "quality improvement" in higher education and how this may be related to the ERASMUS programme. The term "quality improvement" is used instead of quality as "quality" also is a highly contested notion in the higher education sector and has been defined in a variety of ways. For these reasons, in this study we will take a rather broad and pragmatic approach by using the term "quality improvement" and, as such adapt to the quality definition that is most commonly used by analysts and policy makers – "fitness for purpose". This approach recognizes that universities differ in terms of their mission, goals and objectives and we should not impose the same standard to all universities. Quality is thus judged as the extent to which a university and higher education system more broadly achieves its purpose or makes progress to achieve its purposes.

Quality improvement, as used in this study, allows us to analyse the dynamics over time which allows all institutions to show the efforts they made to become better. It also provides all institutions to be surveyed the opportunity to judge whether their quality improvement efforts can be linked to the ERASMUS programme.

Number and distribution of case studies

The consortium specified that 20 case studies would be undertaken in the context of this project. The distribution of the case studies between project partners has been as follows:

- CHEPS: 4 case-studies
- ECOTEC: 12 case-studies
- INCHER:4 case-studies

Interviewer training

A telephone conference for interviewer training has been arranged before the start of the implementation of the case studies (end of April till end of June).

Workload

Case studies have been based on desk based research and site visits. On-site visits consisted of up to four face to face interviews, which could be topped-up with telephone interviews (e.g. to interview different members of a network, other institutions engaged in mobility agreements, etc.). As a minimum, three face to face interviews will be undertaken per case study. In many cases groups interviews were taken in order to increase the number of interviewees to get a broader perspective on the impact of the ERASMUS programme. The desk based research included:

- Review of the initial survey results for the institution (to be provided by Kassel)
- Information regarding the participation on the programme and its impact sent by the subject of the case-study (individual, institution) gathered before and during the visit

The on-site visits included interviews with:

- ERASMUS stakeholders, such as:
 - Institutional ERASMUS Coordinators (the first point of contact to set up the visit)
 - University staff (academic –this can/should include, for at least some case studies, staff –e.g. Heads of Department or equivalent- from departments that do not participate in the programme, to have an understanding of why they do not take part in it. there should also be a range of staff that participate in different measures, such as mobility measures, centralised measures, etc. so as to gather information on their rationale to be involved in some ERASMUS activities and not others)
 - University staff (administrators)
 - Students (current ERASMUS students (home); past ERASMUS students (home); student representative)
- Other external stakeholders, such as:
 - Staff from National or regional HE Quality Assurance institutions (contacts should be obtained by interviewers)
 - Employers (contacts should be provided by ERASMUS Coordinators –directly or via liaison with careers services at the HEI)
 - Policy-makers (contact details should be provided by the ERASMUS Coordinator. Interviewers should also check whether the ERASMUS national agency has any

suggestions –contact details for national agencies can be obtained from Manuel.Souto@ecotec.com or Sonia.Vega@ecotec.com)

Undertaking interviews of staff (academic and administrative staff) was given priority and they typically made up most of the ERASMUS stakeholders interviewees, given the nature of this assignment. One student or a few students were also interviewed per case study. This could be a current or former ERASMUS student or a student representative interested and active in international issues, even if this person has not been an ERASMUS student.

The initial point of contact to set up the on-site visits in most cases was the International Officer of the Higher Education Institution who provided the other contacts for case-study interviews.

The interviews were conducted individually and in focus groups. The interviews will follow the format specified in the topic guides provided below in this annex. The topic guides can be targeted depending on the profile of the interviewee. Throughout the interviews the interviewees were asked to provide concrete examples whenever possible.

Each case study has an associated workload of around three days: one for travelling, one for interviewing (including telephone interviews) and one for writing-up –including response to queries/ editing. Some cases were conducted by teams of two researchers.

Topics guide

A case study template has been developed to write up the findings per case reflecting all information gathered for the production of the case study: documentation, interviews and results of the on-site visit. The following structure served as a guideline for the writing up of case studies:

- national context
- the experiences of ERASMUS in detail (including driving forces, motives, measures, features, and outcomes)
- the impacts of ERASMUS on quality improvement in different areas
- lessons to be learned.

The more detailed template is presented below. Please note that not all points will necessarily be covered in each case study.

National Context

Note for Researchers:

Please provide:

- **A very brief explanation of National higher education policies, with a special focus on:**

context of the Bologna process;

- **An overview of the Institution selected as case study. This overview should cover elements such as:**

education cooperation, etc;

and outside the country;

levels – if applicable (refer to the field of competence: teaching, research and student services);

programme, as well as to other Programmes/initiatives;

relevant

Main information sources:

- **Official documentation on national HE policies gathered (i.e: studies, fact-sheets on website of the Ministry of Education, on the HE institution's website, etc);**
- **Survey results;**
- **Interview answers to Q6-Q8 (Section 2.2 of Questionnaire for ERASMUS Coordinators); Q5 and Q5 (Questionnaire for ERASMUS Stakeholder)**

Length pages: max 2 pages.

The experiences with ERASMUS in detail (including driving forces, motives, measures, features, and outcomes)

Note for Researchers:

Please summarise the main findings of your assessment based on the analysis carried out of the data gathered (in the survey results, interviews and documentation on the HE Institution examined), with reference to issues such as:

- ***Motivations and driving forces for the HE institution to take part in the specific activities of the ERASMUS programme in which they have taken part;***
- ***Degree of match between participation in the ERASMUS programme & the institution's broader institutional strategies and structures;***
- ***Concrete outcomes and results expected by the HE Institution from its participation in the Programme***
- ***Degree of realisation of expected activities and achieved outcomes, in particular with regards to quality (academic, service and operations);***
- ***Implications of the participation in the programme for the modernisation and internationalisation / Europeanisation of the Institution;***
- ***Cooperation between the parties involved***
- ***Factors affecting the effective operation and solutions (including difficulties experienced in the delivery of activities and outputs and solutions found).***

Please include quantitative and descriptive evidence supporting your findings as relevant (including personal experiences and your own observation) and comprehensive practical information about the mechanisms used to improve excellence through ERASMUS.

Main information sources:

- ***Documentation gathered on the HE Institution selected;***
- ***Survey results;***
- ***Interview answers to Q6-Q8 (Section 2.2 of Questionnaire for ERASMUS Coordinator); Q5 (Questionnaire for ERASMUS student/staff) and Q5 (Questionnaire for ERASMUS Stakeholder)***

Length of pages: max 3 pages.

The impacts of ERASMUS on quality improvement in different areas:***Note for Researchers:***

Give a brief and clear assessment of the level of Impact realised by the ERASMUS programme in the HE Institution under study, with particular attention to issues such as:

- ***ERASMUS Actions and Activities that have had a positive impact in the HE Institution examined and their nature;***
- ***ERASMUS Actions Activities that have had a negative impact in the HE Institution examined and their nature***
- ***Any unanticipated impacts reported and the factors contributing to them;***
- ***Implications of the realised impact (positive / negative / unanticipated / non-existent) for the HE Institution regarding:***

(international cooperation) and modernisation;

- ***Transfer of experiences undertaken and its contribution to achieved level of impact***
- ***Utility and sustainability of the realised impact.***

Summarise the main findings of the CCP efficiency on the basis of the analysis of the information gathered.

Main information sources:

- ***Documentation gathered on the HE Institution selected;***
- ***Survey results;***
- ***Interview answers to Q10-Q15 (Section 2.2 of Questionnaire for ERASMUS Coordinator); Q7-Q12 (Questionnaire for ERASMUS student/staff) and Q86-Q8 (Questionnaire for ERASMUS Stakeholder)***

Length of pages: max 3 pages.

Lessons to be learned:**Note for Researchers:**

(a) Summarise the main conclusions stemming from the findings of the analysis in all previous sections

(b) Give a set of clear recommendations linked to the conclusions explained above in relation to the quality improvement of HE in the Institution selected:

research and services (student, administration);

Main information sources:

- Analysis of previous sections;;
- Interview answers to Q16-18 (Section 2.4 of Questionnaire for ERASMUS Coordinator);
Q13-15 (Questionnaire for ERASMUS Students/staff)
Q9-10 (Questionnaire for ERASMUS Stakeholder)

Length of pages: max 2 pages.

Annex 1b: Participants involved in case study visits

UNIVERSITY	POSITION
HIGH IMPACT	
UNIVERSITE NANCY (FR)	
	Departmental ERASMUS coordinator
	International Office member
	Vice President for International relations
	Central ERASMUS coordinator
KAUNO TECHNOLOGIJOS UNIVERSITETAS (LT)	
	Head of the International Office and Institutional Erasmus coordinator
	Vice Dean and exchange coordinator at the Faculty of Humanities
	Assistant to Dean and exchange coordinator at Faculty of Economics and Management
	Erasmus student and member of Student Union
UNIwersytet WARMINSKO-MAZURSKI W OLSZTYNIE (PL)	
	International Relations Officer
	Erasmus coordinator of Faculty of Environmental Management and Agriculture
	Erasmus coordinator for Arts and Social Sciences
	Head of the Office for International Cooperation
	Outgoing Erasmus student
	Outgoing Erasmus student
UNIVERSIDAD COMPLUTENSE DE MADRID (ES)	
	Vice-Rector of international relations
	ERASMUS Coordinator at the Faculty of Chemistry
	Head of the administrative staff of the International Relations Office within the Vice-Rectorate of International Relations of the UCM
	Representative of the administrative staff of the International Relations Office within the Vice-Rectorate of International Relations
	Former ERASMUS student from the Faculty of Sociology

UNIVERSITY	POSITION
	and Political Sciences
PANEPISTIMIO KRITIS (GR)	
	Vice-Rector for Academic Affairs and Personnel, Heraklion Campus
	Head of Department of International Relations and European Programmes, Rethymno Campus
	Assoc. Prof. Pharmacology, ERASMUS Coordinator, Faculty of Medicine
	Administrative staff at the International Student Office within the Faculty of Medicine
	Former ERASMUS students from the Faculty of Teacher Training and the Faculty of Physics, respectively
KESKI-POHJANMAAN AMMATTIKORKEAKOULU – MELLERSTA ÖSTERBOTTENS YRKESHÖGSKOLA (KPAMK – MÖYH) (FI)	
	Senior Lecturer, Head of Degree Programme in Information Technology
	Head of Study Affairs, Institutional ECTS Coordinator
	Senior Lecturer, Head of Degree Programme in Business Management, Departmental International Coordinator
	Head of the Unit for Technology and Business, Head of the Internationalisation Process
	Head of International Relations, Institutional Erasmus Coordinator
	Secretary for International Relations, former outgoing Erasmus exchange student (ESCE Paris, February – June 2005)
	Rector of the University
	Trainee at the International Office, May – September 2008, former incoming Erasmus exchange student at COU (September – December 2007)
HØGSKOLEN I AGDER (NO)	
	Institutional Erasmus Coordinator
	Coordinator, MSc programme in Business Administration, International academic coordinator; Department of Economics and Business Administration)
	Associate professor - department of modern languages and translation
	Administrative staff
	Former Erasmus students

UNIVERSITY	POSITION
FACHHOCHSCHULE WIENER NEUSTADT FÜR WIRTSCHAFT UND TECHNIK (AT)	
	International Office staff
	Central ERASMUS coordinator
HOGESCHOOL GENT (BE)	
	International Relations Coordinator, Faculty of Social Work and Welfare Studies
	International Relations Coordinator, Faculty of Applied Business
	Returning Student (from Norway)
	Exchange student adviser (central administration for incoming and outgoing students)
	institutional Erasmus coordinator
INSTITUTO POLITECNICO DE TOMAR (PT)	
	Institutional Coordinator/ IRO Director
	Erasmus Manager
	Erasmus Teacher
	Erasmus Student
	IPT's President
Hochschule fuer Wirtschaft und Umwelt Nuertingen-Geislingen (DE)	
	Central ERASMUS coordinator
	Staff member of the international office for ERASMUS
	Departmental coordinator in Faculty 1 in Nürtingen (Business Administration (BA); Accounting, Auditing and Taxation (MA); Campus of Finance: International Financial Management (BA), International Financial Management (MA), Finance and Management (MA)) and key coordinator for some partner universities
	Director for International Programmes
	7 former Erasmus students
UNIVERSITATEA NATIONALA DE MUZICA DIN BUCURESTI (RO)	
	Erasmus Institutional coordinator
	Former University rector
	Erasmus Student
	Erasmus exchange professor

UNIVERSITY	POSITION
TALLINNA TEHNIKA KÕRGKOOL or TALLINNA TERVISHOIU KÕRGKOOL (EE)	
	Vice Rector of Development and Foreign Relations, Institutional Erasmus coordinator
	Professor at the Faculty of Nursing
	Professor at the Faculty of Public Health
	Chair and Head of Occupational Therapy. Departmental Erasmus coordinator
	Outgoing Erasmus student
	Outgoing Erasmus student
Sheffield Hallam University (UK)	
	Senior European Officer and Institutional Erasmus coordinator
	Senior Lecturer in Social Work
	Lecturer in Physiotherapy
NOV BULGARSKI UNIVERSITET (BG)	
	Vice Rector for International Relations
	Erasmus student
	Erasmus teacher
	ERASMUS institutional coordinator
	Erasmus expert
LOW IMPACT	
Konstanz (DE)	
	Central ERASMUS coordinator
	Administrative staff member for ERASMUS outgoings
	Vice President for teaching
	Departmental ERASMUS coordinator, Faculty of Politics and Management
	Departmental ERASMUS coordinator, Faculty of History
	Former ERASMUS outgoing student (Ankara, Turkey)
	Former ERASMUS outgoing student (Nantes, France)
	Former ERASMUS outgoing student (Madrid, Spain)
Padova (IT)	
	Rector's Delegate for International Relations of the University of Padova
	ERASMUS Dept Coordinator, Faculty of Philosophy
	ERASMUS Dept Coordinator, Faculty of Engineering, Dept of Electrical Engineering;

UNIVERSITY	POSITION
	Administrative Staff at the International Relations Office
	ERASMUS Student from the Faculty of Economics
	ERASMUS Student from the Univ of Padova (Faculty of Pharmacy) and President of the AEP (ERASMUS Students Association)
	Representatives of ESU (Semi-public organisation supporting the University in providing accommodation services to incoming students)
	Director of SAOS
Lahden (FI)	
	Head of International Relations
	International Coordinator, Faculty of Technology
	International Coordinator, Faculty of Business
	Project Assistant.
WYKSZA SZKOLA EKONOMICZNA (PL)	
	Institutional Erasmus coordinator
	Academic staff member Director of the centre for international scientific cooperation and official government scientific programmes at Wyksza Szkola Ekonomiczna-Informatyczna
	Professor of European Integration at Wyksza Szkola Ekonomiczna-Informatyczna
	Former student
	Returning ERASMUS Student
UNIVERS EUROPEA MIGUEL DE CERVANTES (UEMC) (ES)	
	Director of the Quality Assurance Office
	Vice-Rector, Research and International Relations
	Vice-Rector, European Higher Education Area and Employment
	Director of the International Relations Office
	Returning Erasmus student, Audio-visual communication

Annex 2a: ERASMUS survey on quality improvement: institutional leaders

Dear Sir or Madam,

Please note

- This survey addresses ERASMUS under SOCRATES II and under the Lifelong Learning Programme.
- This survey does not address the ERASMUS MUNDUS programme.
- It takes approximately 15 minutes to answer the questions.
- If you want to answer a question by 'I don't know', please leave the corresponding text field blank or do not tick any of the boxes referring to that part of the question
- Please fill in the questionnaire electronically (by using the "insert" key and marking the relevant boxes with an "X") and email it back to us or print the questionnaire and fax it or send it back by post after having filled it in (see contact details below).

We assure you that any information you provide will be handled in strict accordance with data protection regulations and only made available in an aggregated and anonymous form.

Prof. Dr. Ulrich Teichler, Dr. Ute Lanzendorf

Please return the questionnaire to:

***University of Kassel, International Centre for Higher Education Research (INCHER-Kassel), ERASMUS,
Mönchebergstr. 17, D-34109 Kassel, Germany, Fax: +49 (0)561 / 804 7415***

*Should your require assistance or further information, please turn to Ms Sandra Buerger at INCHER-Kasselt
at Erasmus@incher.uni-kassel.de, Tel.: +49 (0)561 / 804-3020*

6 For pursuing your institution’s general mission, policies and objectives, how important do you expect the following new ERASMUS actions for the period 2007-2013 to become in future?

	Not important at all		Very important		
	1	2	3	4	5
Student mobility for placement in enterprises abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff mobility for training in enterprises/higher education institutions abroad.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The invitation of staff from foreign enterprises for teaching assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>New types of ERASMUS funded projects</i>					
– Co-operation between universities and enterprises.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
– Modernisation of higher education (increasing the overall relevance of curricula, developing lifelong learning strategies, diversifying funding sources and developing internal management systems or quality assurance mechanisms)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
– Virtual Campuses enabling virtual mobility and contributing to the extension of ICT-based learning.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7 What do you suggest for the future of the ERASMUS programme in order to make it more beneficial to your institution?

8 Does your institution experience major institutional or system barriers to the implementation of ERASMUS (i.e. barriers which are beyond the reach of the ERASMUS programme)?

Barriers at the institutional level (for example lack of interest of potential participants etc.) _____

Barriers at the system level (stemming for example from education policy, legislation, the socio-economic situation etc.) _____

No, my institution does not experience major institutional or system barriers to the implementation of the ERASMUS programme.

9 If you have further comments, please specify _____

Thank you very much for your kind co-operation.

Annex 2b: ERASMUS survey on quality improvement: central ERASMUS coordinators

Dear ERASMUS coordinator,

by means of this questionnaire, we would like to ask you to provide information and your view on the impact of the ERASMUS programme on your institution.

Please note

- This survey addresses ERASMUS under SOCRATES II and the Lifelong Learning Programme.
- It does not address the ERASMUS MUNDUS programme.
- If you want to answer a question by 'I don't know', please leave the corresponding text field empty or do not tick any of the boxes referring to that part of a question.
- It takes approximately 45 minutes to answer the questions.

Please fill in the questionnaire electronically (by using the "insert" key and marking the relevant boxes with an "X") and email it back to us or print the questionnaire and fax it or send it back by post after having filled it in (see contact details below).

We assure you that any information you provide will be handled in strict accordance with data protection regulations and only made available in an aggregated and anonymous form.

Prof. Dr. Ulrich Teichler, Dr. Ute Lanzendorf

University of Kassel, International Centre for Higher Education Research (INCHER-Kassel), ERASMUS,
Mönchebergstr. 17, D-34109 Kassel, Germany

Fax: +49 (0)561 804 7415, <http://www.uni-kassel.de/incher>

Should you require assistance or further information, please turn to

Ms Sandra Buerger at INCHER-Kassel at Erasmus@incher.uni-kassel.de, Tel.: +49 (0)561 804 3020.

1.7 Please state the approximate number of your ERASMUS partner institutions and indicate with approximately how many of them you carried out joint activities in 2006/07.

My institution has about _____ ERASMUS partner institutions. There were joint activities with approximately _____ of them in 2006/07.

1.8 For how many centralised projects under ERASMUS did your institution receive support in the academic year 2006/07?

	IP	CD	Thematic Networks
Number of projects supported as partner institution	_____	_____	_____
Number of projects supported as co-ordinating institution	_____	_____	_____

1.9 Did your institution participate in any other important programmes of student/staff exchange, higher education cooperation etc. apart from ERASMUS in the academic year 2006/07?

In comparison to ERASMUS, this programme is characterized by
 attractive grants high academic requirements high number of participants

	Yes	No	Yes	No	Yes	No
Yes, in the programme (please specify).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yes, in the programme (please specify).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yes, in the programme (please specify).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

No, my institution did not participate in any other important programme of student/staff exchange, higher education cooperation etc. in 2006/07.

2. The Institutional Impact of the ERASMUS programme

2.1 For pursuing your institution's general mission, policies and objectives, how important are – according to your experience - the following ERASMUS actions and tools? And does your institution make own funds available for these actions or tools to supplement the ERASMUS grant?

	The action/tool is...					We make supplementary	
	not important at all					institutional funds available	
	1	2	3	4	5	Yes	No
Incoming student mobility under ERASMUS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outgoing student mobility under ERASMUS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incoming teacher and staff mobility under ERASMUS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outgoing teacher and staff mobility under ERASMUS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intensive Programmes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum Development Projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thematic Networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional networking under ERASMUS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff from your institution coordinating centralised projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ECTS for credit transfer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Agreements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Diploma Supplement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ERASMUS Policy Statement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.2 Does your institution exploit and transfer the experiences gained from the following ERASMUS actions and tools for improving its teaching, research, student services or institutional management?

We exploit and transfer experience for improving our teaching, research, student services or institutional management from...

	Yes	No
... ERASMUS student mobility.....	<input type="radio"/>	<input type="radio"/>
... ERASMUS staff mobility.....	<input type="radio"/>	<input type="radio"/>
... centralised projects (IP, CD, Thematic Networks).....	<input type="radio"/>	<input type="radio"/>
... ECTS for credit transfer.....	<input type="radio"/>	<input type="radio"/>
... the development and implementation of the ERASMUS Policy Statement.....	<input type="radio"/>	<input type="radio"/>
... institutional networking under ERASMUS.....	<input type="radio"/>	<input type="radio"/>

2.3 How much progress has your institution achieved with respect to the following activities? And, according to your perception, what role did your participation in the ERASMUS programme play for the initiation of these activities and their further development at your institution?

	Progress realized					ERASMUS initiated the activity		ERASMUS was supportive for achieving progress				
	1 None	2	3	4	5 Very high	Yes	No	1 Not at all	2	3	4	5 Very strongly
Teaching and learning												
Modernising curricula (substantial revision or development of new curricula)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fostering soft skills of students (teamwork, communication, intercultural awareness etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introducing mandatory foreign language requirements as part of the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internationalising the curricular content (incl. joint curricula)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setting up English/foreign language programmes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introducing joint degrees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internationalising teaching and learning (teaching in English by own teachers, inviting foreign lecturers, foreign language books in the university library etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality assurance/professionalisation												
Improving the transparency and transferability of student qualifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modernising the learning infrastructure (classrooms, computers etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introducing /extending language training and intercultural training for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introducing regular student and/or graduate surveys on student satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Progress realized					ERASMUS initiated the activity		ERASMUS was supportive for achieving progress				
	1 None	2	3	4	5 Very high	Yes	No	1 Not at all	2	3	4	5 Very strongly
Student services												
Improving the counselling for staff and students interested in study abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving the non-academic support for incoming students (with respect to grants, accommodation, organisation of leisure activities, visa issuing etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving the non-academic support for your own students (accommodation, organisation of leisure activities etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing student information in foreign language (student guides and university website, foreign language proficiency of administrative staff etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mobility, networks and cooperation												
Increasing the number of outgoing teachers and students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing the number of incoming teachers and students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing the number of staff with a responsibility for internationalisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maximizing the effects of international institutional networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing the participation in international projects (research or teaching-related)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing the attendance or organisation of international conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing the cooperation with the economic sector (industry, services etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional mission and profiling												
Introducing the regular reflection on and evaluation of institutional strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalizing institutional management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing and developing an institutional internationalisation strategy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving the international visibility and attractiveness of the institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving the national visibility and attractiveness of the institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing the tendering for project-related funding (teaching or research)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.4 To what extent are the following problems and conflicts that may occur in the context of the implementation of ERASMUS actions relevant at your institution?

	No problem at all			Very serious problems	
	1	2	3	4	5
Outward mobile students have difficulties to re-integrate into their programme after they return from abroad.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incoming students have little interest in academic learning.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ERASMUS is extremely costly/absorbs too many administrative, financial and human resources.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In relation to the amount of time required to tender for and participate in centralised actions (IP, CD, Thematic Networks) the benefits of projects for your institution are marginal.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The objective of increasing the number of fee paying foreign students is in conflict with the absorption of capacities by incoming ERASMUS students.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The objective of attracting the most excellent international students for degree study is in conflict with the resource requirements of ERASMUS actions.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The objective of increasing the retention of students at your institution for advanced study is in conflict with ERASMUS student mobility.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The objective of intensifying research at your institution is in conflict with your staff spending time for the organisation of ERASMUS.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The objective of focussing academic partnerships to the most fruitful or suitable ones is in conflict with the implementation of ERASMUS actions.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The objective of establishing and enhancing institutional networks in your home country is in conflict with the international networking required to implement ERASMUS actions.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If you have encountered further problems, please specify: _____					

2.5 To what extent are the following possible barriers to the implementation of ERASMUS relevant at your institution?

	Not at all		Highly relevant		
	1	2	3	4	5
Decrease of interest of your students in temporary study abroad.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insufficient foreign language proficiency of students to spend a temporary study period abroad.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insufficient number of grants to support all students interested in ERASMUS mobility.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition of study abroad remains incomplete for your returning ERASMUS students.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of interest among academic staff in participating in ERASMUS teacher mobility.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The implementation of the Bologna three cycle structure is in conflict with ERASMUS student mobility.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The implementation of the Bologna three cycle structure is in conflict with ERASMUS teacher mobility.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The general objective of shortening the study times of degree students is in conflict with ERASMUS student mobility.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too little support of students, teacher or other staff interested in ERASMUS outgoing mobility by the potential host institutions abroad.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of interest among academic staff of your institution in the centralised actions of ERASMUS (IP, CD, Thematic Networks).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of financial means to cover own institutional costs related to ERASMUS.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulties in finding suitable partner institutions for ERASMUS activities.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If there are further barriers to the implementation of ERASMUS at your institution, please specify:					

2.6 Does your institution systematically keep track of the implementation and outcomes of ERASMUS actions? And at which level of your institution does this information feed into discussions and decision-making processes about enhancing the implementation of ERASMUS? (Multiple replies possible)

	This information feeds into discussions	
	at the level of departments	at central institutional level
<input type="radio"/> Yes, we analyse the reports of former ERASMUS participants	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Yes, we organize feedback seminars with former ERASMUS participants	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Yes, we compile data bases on Europeanisation / internationalisation	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Yes, we regularly publish Europeanisation/internationalisation reports	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Other, please specify: _____	<input type="radio"/>	<input type="radio"/>

2.7 How do you expect the impact of ERASMUS and other international activities on your institution to develop in the coming five years?

	Decrease significantly		Remain the same	Increase significantly	
	1	2		3	4
I expect the impact of ERASMUS to.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I expect the impact of other internationalisation activities to.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.8 Do you participate or have concrete plans to participate in the following new ERASMUS actions under the Lifelong Learning Programme?

	We participate	We have concrete plans to participate	No
Student mobility for placements in enterprises.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mobility of non-academic staff.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Projects on Modernisation of higher education.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Projects on co-operation between universities and enterprises.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Projects on Virtual Campuses.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Enhancing the Institutional Impact of the ERASMUS programme

3.1 What would you suggest for the future of ERASMUS in order to make it more beneficial to your institution?

3.2 According to your professional experience, what factors could trigger a further increase of ERASMUS student mobility at your institution?

We would be very pleased if you could provide us information on any institutional, regional or national evaluation studies with reference to the ERASMUS programme known to you. Please use the space below or send an email to ERASMUS@incher.uni-kassel.de

Thank you very much for your kind co-operation.

Annex 2c: ERASMUS survey on quality improvement: decentral ERASMUS coordinators

Dear ERASMUS coordinator,

by means of this questionnaire, we would like to ask you to provide information and your view on the impact of the ERASMUS programme on your department.

Please note

- This survey addresses ERASMUS under SOCRATES II and the Lifelong Learning Programme.
- This survey does not address the ERASMUS MUNDUS programme.
- The term 'department' is used throughout the questionnaire to address departments as well as faculties
- If you want to answer a question by 'I don't know', please leave the corresponding text field empty or do not tick any of the boxes referring to that part of the question.
- It takes approximately 45 minutes to answer the questions.
- Please fill in the questionnaire electronically (by using the "insert" key and marking the relevant boxes with an "X") and email it back to us or print the questionnaire and fax it or send it back by post after having filled it in (see contact details below).

We assure you that any information you provide will be handled in strict accordance with data protection regulations and only made available in an aggregated and anonymous form.

Prof. Dr. Ulrich Teichler, Dr. Ute Lanzendorf

Please return the questionnaire to
University of Kassel, International Centre for Higher Education Research (INCHER-Kassel), ERASMUS,
Mönchebergstr. 17, D-34109 Kassel, Germany,
Fax +49 (0)561 804 7415

Should you require assistance or further information, please turn to
Ms Sandra Buerger at INCHER-Kassel at Erasmus@incher.uni-kassel.de, Tel.: +49 (0)561 804 3020.

You may fill in the questionnaire electronically by using the “insert” key and marking the relevant boxes with an “X” and then email it back to us.

1. The Profile of your Department

1.1 Please provide information on the disciplinary profile of your department in the academic year 2006/07. Please tick the respective boxes

- | | | | |
|---|--|---|--|
| <input type="checkbox"/> Humanities (without languages) | <input type="checkbox"/> Languages and philological sciences | <input type="checkbox"/> Engineering, technology, informatics | <input type="checkbox"/> Medical sciences |
| <input type="checkbox"/> Social sciences | <input type="checkbox"/> Economics, management | <input type="checkbox"/> Natural sciences | <input type="checkbox"/> Other areas of study, please specify: _____ |
| <input type="checkbox"/> Education, teacher training | <input type="checkbox"/> Art and design | <input type="checkbox"/> Law | |

1.2 Please state the approximate number of (international) students enrolled at your department in the academic year 2006/2007

Approximate number of national students (full-time or part-time): _____

Approximate number of international students (excl. ERASMUS): _____

Approximate number of incoming ERASMUS students: _____

Approximate number of outgoing ERASMUS students: _____

1.3 Please state the approximate number of staff involved in teaching at your department and the approximate number of teachers sent and received under ERASMUS in the academic year 2006/2007

Approximate number of teachers in your department (full-time equivalent): _____ Approximate number of incoming ERASMUS teachers: _____

Approximate number of outgoing ERASMUS teachers: _____

1.4 When did your department join the ERASMUS programme?

In the year _____

1.5 How many years have you personally been involved in the organisation of ERASMUS activities at your department?

_____ years

2.3 How much progress has your department achieved with respect to the following activities? And, according to your perception, what role did your department's participation in ERASMUS play for the initiation of these activities and the achievement of progress in their implementation?

	Progress realized					ERASMUS initiated the activity		ERASMUS is/was supportive for achieving progress				
	1	2	3	4	5	Yes	No	1	2	3	4	5
	None				Very high			Not at all				Very strongly
Teaching, learning and research												
Revising curricula substantially	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introducing new curricula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fostering soft skills of students (teamwork, communication, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introducing mandatory foreign language requirements as part of curricula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internationalising curricular content (incl. joint curricula)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setting up English/foreign language programmes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introducing joint degrees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internationalising teaching and learning (teaching in English by own teachers, inviting foreign lecturers, using foreign language literature etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introducing mandatory work placements in curricula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introducing ICT-based learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing interdisciplinarity between degree programmes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introducing new types of examinations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introducing new teaching approaches (problem-oriented learning or similar)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing the number of international publications (with foreign co-authors, foreign editors or in foreign language)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrating an international perspective in national research projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing the societal relevance and impact of research topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strengthening excellence and international competitiveness of research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify:												

	Progress realized					ERASMUS initiated the activity		ERASMUS is/was supportive for achieving progress				
	1	2	3	4	5	Yes	No	1	2	3	4	5
	None				Very high					Not at all		
Quality assurance/professionalization												
Improving the transparency and transferability of student qualifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introducing the regular evaluation of teaching by students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introducing regular graduate surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introducing/extending language training and intercultural training for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify:	_____											

Student services

Improving the academic counselling for staff and students interested in study abroad.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving the non-academic support for incoming students (with respect to grants, accommodation, organisation of leisure activities, visa issuing etc.)....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving the non-academic support for your own students (with respect to grants, accommodation, organisation of leisure activities etc.).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing student information in foreign language (student guides and department website, foreign language proficiency of administrative staff etc.)....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify:	_____											

	Progress realized					ERASMUS initiated the activity		ERASMUS is/was supportive for achieving progress				
	1	2	3	4	5	Yes	No	1	2	3	4	5
	None				Very high			Not at all				
Mobility, networks and cooperation												
Increasing the number of outgoing students.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Putting teaching periods abroad of your teachers on a regular basis.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing the number of incoming students.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Putting teaching periods of foreign teachers at your department on a regular basis.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing the effects of international networks.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing the participation in international projects (relating to teaching or research).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing the attendance or organisation of international conferences by your academic staff.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing the cooperation with the economic sector (industry, services etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify:												

Management and profiling

Introducing an internationalisation strategy for the department.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introducing the regular reflection on and evaluation of the department's activities.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving the international visibility and attractiveness of the department.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving the national visibility and attractiveness of the department.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing the tendering for project-related funding (for teaching or research purposes).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify:												

2.4 To what extent are the following problems and conflicts that may occur in the context of the implementation of ERASMUS actions relevant to your department?

	Not at all relevant		3	Highly relevant		We are not involved
	1	2		4	5	
Outward mobile students have difficulties to re-integrate into their programme after their return	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incoming students have little interest in academic learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ERASMUS is extremely costly/absorbs too many administrative, financial and human resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In relation to the amount of time required to tender for and participate in Intensive Programmes, their benefits for your department are marginal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In relation to the amount of time required to tender for and participate in Curriculum Development Projects, their benefits for your department are marginal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In relation to the amount of time required to tender for and participate in Thematic Networks, their benefits for your department are marginal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incoming ERASMUS students occupy places of potential fee paying foreign students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ERASMUS consumes resources which we would like to use for attracting excellent international students for degree study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ERASMUS experience at foreign universities motivates our graduates to take an advanced degree abroad but we would like to retain them at our institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ERASMUS consumes financial and personnel resources which we would like to use for intensifying research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The implementation of ERASMUS requires broad international networking but we prefer to focus on the most fruitful and suitable academic partnerships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The implementation of ERASMUS requires broad international networking but we prefer to establish and enhance networks in our country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have encountered further problems or conflicts, please specify:

2.5 To what extent are the following possible barriers to the implementation of ERASMUS relevant to your department?

	Not at all relevant		Highly relevant			We are not involved
	1	2	3	4	5	
Decrease of interest of your students in temporary study abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insufficient foreign language proficiency of students to spend a temporary study period abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insufficient number of grants to support all students interested in ERASMUS mobility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition of study abroad remains incomplete for your returning ERASMUS students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of interest among academic staff in participating in ERASMUS teacher mobility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The formalities involved in the mobility of students or teachers deter academic staff from promoting student mobility or becoming involved in teacher mobility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The implementation of the Bologna three cycle structure is in conflict with ERASMUS student mobility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The implementation of the Bologna three cycle structure is in conflict with ERASMUS teacher mobility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The general objective of shortening the study times of degree students is in conflict with ERASMUS student mobility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too little support of students, teacher or other staff interested in ERASMUS outgoing mobility by the potential host departments abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of interest among academic staff in the centralised actions of ERASMUS (IP, CD, Thematic Networks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of financial means to cover own costs related to ERASMUS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If there are further barriers to the implementation of ERASMUS at your department, please specify:						

2.6 Does your department systematically keep track of the implementation and outcomes of ERASMUS? (Multiple replies possible)

- Yes, we analyse the reports of former ERASMUS participants.
- Yes, the implementation and outcomes of ERASMUS are discussed at committee meetings at my department.
- Yes, we discuss the results of Intensive Programmes, Curriculum Development Projects or Thematic Networks in which we participated.
- Yes, we compile data bases on Europeanisation/internationalisation.
- Yes, we compile regular Europeanisation/internationalisation reports.
- Other, please specify: _____
- We do not systematically keep track of the implementation and outcomes of ERASMUS but teachers and students who participated bring in their experience in the daily work of my department.
- No, we do not systematically keep track of the implementation and outcomes of ERASMUS.

2.7 How do you expect the impact of ERASMUS and other international activities for your department to develop in the coming five years?

	decrease significantly		remain the same		increase significantly
	1	2	3	4	5
I expect the impact of ERASMUS to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I expect the impact of other internationalisation activities to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.8 Does your department already participate or have concrete plans to participate in the following new ERASMUS actions under the Lifelong Learning Programme?

	We participate	We have concrete plans to participate	No
Student mobility for placements in enterprises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mobility of non-academic staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modernisation of higher education projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-operation between universities and enterprises projects.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Virtual Campuses projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Enhancing the Impact of the ERASMUS programme

3.1 What would you suggest for the future of ERASMUS in order to make it more beneficial to your department?

3.2 According to your professional experience, what factors could trigger an increase of the proportion of your department's students in ERASMUS mobility?

Could you please give us the title and author or send us a copy of any institutional, regional or national ERASMUS evaluation study known to you?

Could you please enter your PIN (from our email):

--	--	--	--	--	--

Thank you very much for your kind co-operation.

Annex 3: Participation in other programmes

Table A3.1: Central Coordinator Survey: Participation in other programmes than ERASMUS in the academic year 2006/07 (programmes mentioned five times and more)

Programme	Attractiveness of grants higher than ERASMUS			Higher academic requirements than ERASMUS		More participants than ERASMUS	
	Count	Count	%	Count	%	Count	%
Leonardo da Vinci	124	76	61	50	40	56	45
DAAD Programmes	72	44	61	19	26	42	58
NORDPLUS	64	45	70	31	48	20	31
TEMPUS	49	28	57	29	59	14	29
ERASMUS MUNDUS	41	36	88	29	71	14	34
CEEPUS	35	14	40	10	29	4	11
Bilateral Agreements	31	15	48	30	97	15	48
CREPUQ	27	4	15	14	52	10	37
Baden Württemberg Scholarships	20	14	70	5	25	14	70
Comenius	19	9	47	10	53	4	21
Fullbright	13	13	100	6	46	5	38
FIRST	11	6	55	6	55	2	18
Linnaeus Palme	10	9	90	4	40	0	0
DFH	9	8	89	4	44	3	33
Grundtvig	9	6	67	6	67	3	33
BRAFAGRI - BRAFITEC	8	8	100	3	38	4	50
ALBAN	7	7	100	5	71	1	14
USA EU	7	3	43	4	57	3	43
CANADA EU	6	4	67	2	33	0	0
SICUE	6	1	17	3	50	1	17
TIME	6	5	83	4	67	1	17
ALFA	5	2	40	1	20	0	0
Total	579	357		275		216	

Table A3.2: Central Coordinator Survey: Participation in other programmes than ERASMUS in the academic year 2006/07 (programmes mentioned less than five times)

Name of the programme	Count
IAESTE	4
Double Degree	4
Asia Link	4
DRAC (Xarxa Vives d'Universitats)	4
Marie Curie	4
No programme only institutional agreements	4
Worldwide University Newtwork (WUN)	4
ASEM-DUO	3
Australia EU	3
Coimbra Group Scheme	3
Erasmus Belgica	3
Framework Programme	3
Jean Monnet	3
North to North	3
NOVA BOVA University network intensive courses	3
AE3	2
ASEA UNINET	2
AUF	2
Britisch Council	2
California State University Programme	2
COLT	2
CULTURA 2000	2
CUD (Coopération universitaire au Développement)	2
Denmark-Victoria	2
deutsch-französisches Jugendwerk	2
EEA	2
ENM	2
Entr'Ecoles - Culture France	2
GE4	2
HESP	2
Hessische Regionalkooperation (Queensland, Massachusetts, Wisconsin, Louisiana)	2
InWent FH-Programm Praxissemester im Ausland	2
North-South-South	2
OFAJ	2
ORA	2
PPP	2

Table A3.2: Central Coordinator Survey: Participation in other programmes than ERASMUS in the academic year 2006/07 (programmes mentioned less than five times)

Name of the programme	Count
PROFIS	2
Quota program	2
Santander Programme	2
UFA	2
ABAM	1
Accompanying Measures: RIAC-AM	1
AECI	1
AGUAR-PIV	1
AKTION	1
ALPIP	1
AMERICAMPUS	1
ATHENS	1
BECAS MAEC	1
BTU overseas exchanges	1
CALVINO	1
CEAL (exchange of UAM and South-American universities financed by Santander Bank)	1
CEC-DGSANCO \("DOLCETA")	1
CEMS MIM	1
Central European Initiative	1
CIEE - Council on International Educational Exchange	1
CILO	1
CINA	1
Clinipass	1
Copernic	1
DAFNE	1
DANUBIA	1
DESTINO CONVENIO	1
Duo France	1
Ecos Nord, ARCUS, TTN (transatlantique textile network)	1
EE-PUBLIC HEALTH - BUMA	1
EHP / Norway	1
Eiffel / AVF	1
EM-ECW	1
Europrof	1
FACE (échange d'étudiants avec l'U. Wisconsin, USA)	1
Formación Solidaria (Cooperación al Desarrollo)	1

Table A3.2: Central Coordinator Survey: Participation in other programmes than ERASMUS in the academic year 2006/07 (programmes mentioned less than five times)

Name of the programme	Count
FOSFOM	1
GECO GLEN	1
Global Engineering Education GE3	1
Grants Programme Luso-Brasileiras Santander University	1
IDEA League	1
IES	1
IMPREST (5 Participating HEI from Europe)	1
IP transculturelle care	1
JOSZEF	1
LEMS	1
Lingua	1
Magellan	1
Malaysia-Programm des Landes B-W	1
Mercator (programme interne UCL)	1
Micefa	1
Minerva	1
MIRA	1
Mobility programme of Czech Ministry of education	1
NETT (Network of European Teacher Education)	1
NOERPI (USA)	1
NORAD	1
NORDLYS	1
North-South (national programme)	1
ofqj	1
OM	1
Operationsprogramme JPD3	1
Opus XXI, académie de musique de chambre contemporaine	1
PCI	1
PCRDT	1
PEGASUS	1
PIANI (Paraíba Federal University - Brazil)	1
PIM	1
Programa de Bolsas Luso-Brasileiras	1
Programme Italian government calls for internationalisation	1
Quandt Stiftung	1
Research projects Association Universitaire de la Francophonie and Interreg III A projects	1

Table A3.2: Central Coordinator Survey: Participation in other programmes than ERASMUS in the academic year 2006/07 (programmes mentioned less than five times)

Name of the programme	Count
RESEAU CUMULUS	1
Sandwich-Programme	1
Science International	1
Sicne	1
Sicue/ seneca	1
SM	1
STELLA, Compostela group	1
Stipendium Bildungsmin. MV	1
Student grants VLIR-UOS for development co-operation	1
Swedish Institute Visbyprogr	1
SYLFF FMP	1
TASSEP, MAUI, AEN	1
TBA (accueilétudiants anglais)	1
Thalès Academia	1
UCF - Brazil	1
UNITECH	1
VLIR UOS travel grants	1
Vulcanos	1
Vyszehrads Fond	1
WAKE FOREST (USA)	1
Welcome Trust	1
Zukunftsfonds des Landes Steiermark	1
TOTAL	193

Table A3.3: Decentralised Coordinator Survey: Participation in other important programmes than ERASMUS in the academic year 2006/07 (programmes mentioned five times and more)

Programme	Count	Attractivity of grants higher than ERASMUS		Higher academic requirements than ERASMUS		More participants than ERASMUS	
		Count	%	Count	%	Count	%
Bilateral Agreements	103	16	37	23	53	11	26
Leonardo da Vinci	31	15	48	11	35	7	23
CEEPUS	20	10	50	3	15	2	10
NORDPLUS	15	10	67	7	47	6	40
DAAD Programmes	14	8	57	8	57	5	36
TEMPUS	10	5	50	3	30	0	0
SICUE	10	3	30	4	40	2	20
ERASMUS MUNDUS	9	9	100	8	89	2	22
CREPUQ	9	1	11	6	67	4	44
ISEP	8	0	0	5	63	1	13
Comenius	5	3	60	1	20	3	60
FIRST	5	2	40	1	20	0	0
IAESTE	5	4	80	4	80	0	0
Total	244	86		84		43	

Table A3.4: Decentralised Coordinator Survey: Participation in other programmes than ERASMUS in the academic year 2006/07 (programmes mentioned less than five times)¹

Name of the Programme	Count
Fullbright	4
Alban Programme	2
Alpha	2
ALVAR (Programme with Latin America)	2
ATHENS	2
BOVA	2
Campus Europa	2
COIMBRA GROUP	2
Deutsch-Französische Hochschule	2
EFS Equal	2
European business programme	2
European Network of Physiotherapy in Higher Education	2
Florence Network	2
Grundtvig	2
Linnaeus-Palme	2
Marie Curie Early Stage Researcher Program	2
Nordlys	2
North- South-South-programme	2
North2North	2
Visegrad Fund	2
AKTION	1
Arion study visits	1
ASEM-DUO	1
Azione integrata Italia Spagna	1
BOBCATSSS	1
Bolsas Santander	1
Brafitec	1
British Academy Visiting Fellowship	1
British Council/IAESTE	1
CAENTI	1
CAJAL	1
Cedefop	1
CHIEAM	1

CIRRUS	1
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Table A3.4: Decentralised Coordinator Survey: Participation in other programmes than ERASMUS in the academic year 2006/07 (programmes mentioned less than five times)¹

Name of the Programme	Count
CoLab - University of Texas at Austin - Portugal Progr	1
Compostela Group Staff Exchange	1
CooperInt (national program)	1
CREDO - France	1
Destino-Convenio	1
DFG International Reserach Training Groups	1
Disney Programme	1
DZS Ministry of Education, Youth and Sport Czech Republ	1
East-East Partnership Beyond Borders	1
EC-US	1
Educational Initiative for Central and Eastern Europe	1
EGIDE	1
ELearning	1
EMAPS	1
EPM	1
Erasmus Belgica	1
EUMI program Computer Science	1
FM EHP/Norway	1
Francophony	1
GAC (US)	1
GLOBUS	1
GU8	1
HERBERT KVANDT	1
IBL+LIC(BUSINESS AND LANGUAGE+APPLIED LANGUAGES JAPAN+MEXICO)	1
IDEM - Israel	1
IN TIME 36	1
INNOLEC	1
INTERREG	1
Jean Monnet Scholarship	1
Kontakt	1
LANQUA	1
LLP	1

MAGALHAES	1
Mini field studies/ SIDA	1
Ministry of Education, Youth and Sports of the Czech Republic	1

Table A3.4: Decentralised Coordinator Survey: Participation in other programmes than ERASMUS in the academic year 2006/07 (programmes mentioned less than five times)¹

Name of the Programme	Count
MIUR-INTERNATIONALIZATION	1
MOBILE (exchange with Brazilian Partner Universities)	1
NATO program for Science, ARW event (the answers are r	1
PIANI	1
Prins Filip Fonds	1
PROCORA	1
Programme North-South (de CIMO= Centre for Internation	1
PROMOE (UPV)	1
Santande Exchange Program Portugal Brasil	1
Santander Totta Fellowships	1
SIEMENS Sholarships	1
Stella Programma	1
SUNNY	1
TASSEP	1
Tordesilhas	1
Triologue (Flemish and Walloon region)	1
UAB mobility programme	1
USA-Canada / UGR Exchange	1
UTRECHT NETWORK	1
Victoria programme	1
Youth for Europe	1
TOTAL	112

¹ 80 answers were too general and could not be categorised.

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