



Education and Culture DG



## GOOD PRACTICES

# EU Cooperation with US, Canada, Australia, Japan and New Zealand in Higher Education and Training



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# Preface



## Co-operation with industrialised countries a win-win situation

**The European population needs to continuously update its skills in order to meet the challenges posed by globalisation and increasing competition. The EU's policies aim to reform higher education systems, making them more flexible, more coherent and more responsive to the needs of society. Only by doing this can the EU secure its future and continue to set global standards in education and training.**

International dialogue, partnership, mutual learning and competition can be strong drivers in enhancing the quality of education systems. Collaborating with the world's most developed countries and testing educational approaches and standards against each other can contribute to achieve this goal.

With this objective in mind the Commission has had, since 1995, formal agreements with the U.S. and Canada for co-operation in higher education and vocational training. The agreements were renewed in 2006 with increased funding to provide a solid legal framework for transatlantic education cooperation until 2013 and with more emphasis on joint/double degrees. In addition a series of joint Erasmus-like mobility projects are now in place with Australia, Japan, New Zealand and South Korea.

Balanced cooperation – promoting two-way flows of people and ideas – based on partnership with third countries reflects an extension to the wider world of our internal working principle of profiting from 'unity in diversity'. International education through joint study programmes and mobility with countries outside Europe unites people and institutions; it builds understanding and an appreciation of diversity. Promoting international education is among the best ways to fight prejudice. International education also enables our students to acquire skills which they need to face the challenges of the global knowledge-based economy.

This brochure presents 8 joint projects on multilateral academic cooperation and mobility as examples of good practices in our collaborations with the US, Canada, Japan, Australia and New Zealand. I invite all those active in international education to draw upon these examples as a source of inspiration for further advancing partnerships in higher education and training and exchanges beyond the borders of Europe.

**Ján Figel'**

European Commissioner for Education, Training, Culture and Youth



## Introduction

### The cooperation programmes

The EU-US and EU-Canada cooperation programmes in higher education and vocational training have been in existence since 1995. In addition, in 2002 pilot cooperation actions were launched with Japan and Australia, and in 2004 with New Zealand.

The programmes respond to a real need for academic cooperation between a range of industrialised countries and the EU, complementing the various bilateral initiatives that exist and adding value through multilateral consortia of institutions. More than 200 projects have been launched under the programmes, exchanging no less than 7,000 students between the EU and the partner countries.

### Why this brochure?

In 2006 new agreements were made, extending the cooperation programmes with the US and Canada until 2013. 2008 has also seen the Commission launch a new multi-country call for proposals with Australia, Japan, New Zealand and South Korea. To enhance the knowledge of these cooperation programmes and to support eligible consortia to generate successful projects, a good practices study was contracted out to ECOTEC/ECORYS Research and Consulting. This brochure is the end result.

It extracts key learning from eight projects launched in the period 2001-2005, identified as good practices.

### Identification of good practices

Between 2001 and 2005, 88 project applications were approved for programme funding, with a typical duration of three years. The dossiers of all the projects were analysed, making use of an extensive evaluation grid. In addition, an online survey was conducted among the project coordinators and partners. The results of both activities were analysed and assessed on a set of weighted criteria. A selection of eleven projects was finally made for further case study, consisting of site visits and interviews with project coordinators, partners and former participants. Eight projects were chosen for this brochure and all can be found on the website:

<http://europa.eu/education/industrialised-countries>

We hope the brochure provides you with valuable information and recommendations to yield even better outputs and sustainable cooperation in the future, or inspire you to design your own successful cooperation project!



# Practical tips and tricks for designing and

## Introduction

**In this brochure a variety of good project initiatives and designs are presented. We also offer practical tips and tricks to help higher education and training institutions in applying, designing and implementing successful projects in the future or improve your current project. A more elaborated version of this can be found on:**

**<http://ec.europa.eu/education/industrialised-countries>**

## Finding the right partners

**There are some rules of thumb that can be used to facilitate the process of the identification of reliable and suitable partners:**

- Well-performing projects are – in general – based on long-standing institutional partnerships. Therefore draw on your professional network, colleagues, international office and institute to find suitable partners.
- Where existing relationships are weak or absent, find out about the educational and academic culture and atmosphere of possible partner institutions, via internet, printed media, or experiences of colleagues. Take advantage of possibilities to meet up with partners personally to explore cooperation.
- Explore synergies and complementarities between the partners and make them explicit, so that value added for all involved becomes clear at an early stage of the project.

## Writing a successful application

**Although success cannot be guaranteed there are some pitfalls that partners should be aware of in the phase of writing the application.**

- Be aware of possible divergence (and solutions) on issues such as the design of the academic year, the quality of (parts) of curriculum modules and the credit recognition mechanisms between the participating institutions.
- Pay explicit attention to student recruitment strategies, sustainability of project results and dissemination of project outcomes. Incorporating these issues into the application and effectively addressing them in the project are critical success factors for the project. Also, include concrete milestones to keep up with planning.
- Ideally, one person should be appointed to coordinate the planning of all activities. However, to avoid creating a situation where the project's success is dependent upon one individual at each of the participating institutions, it is recommended that a team-based approach to project management be adopted right from the start.
- It is advisable to draw on the knowledge of partners who have been involved in earlier or other international grant programmes.

## Support from management

**For projects to be successful and sustainable it is essential to secure explicit institutional support from top level management structures of your own and your partner institutions. To this end:**

- Get the top level decision makers involved from a very early stage and have the political will on all sides of the partners to allocate budget and resources for participation in the programme.

# implementing your own successful project



- Exemplify the benefits the project can have for the institution. Demonstrate results from other similar projects, give presentations of the plans to possible beneficiaries, or share information from the application itself. Indeed, international cooperation and mobility projects are likely to attract more students, improve the academic reputation and the international standing of the institution and the quality of its educational offer.
- Focus on the benefits for the students, staff, faculty and institution in a comprehensive and attractive fashion.
- Integrate the project into activities of the international office and the internationalisation strategy of the organisation.

## Coping with challenges

**It is essential to create an environment that enhances clear, open and regular communication between the partners, in order to address possible difficulties arising during the course of the project. Therefore it is recommended to:**

- Establish a schedule of regular meetings with all partners, including teleconferencing, videoconferencing and at least two face-to-face team meetings per year.
- Promote flexible working arrangements that can adapt to changing circumstances and solve problems in a pragmatic manner.
- Include enthusiastic and highly committed academic staff in the project. Besides talented students, the project also needs talented staff!

- Establish a communication plan targeting students, faculty, stakeholders and regular reporting to the funding agencies.

## Creating synergies

**The project should focus on a strong central theme in which the partners have a common interest and that allows to exploit synergies and complementarities among the curricula, teaching and research capabilities of the partner institutions.**

- Curriculum development within the mobility projects supported by the Commission does not necessarily involve the creation of new courses. More often partner institution can create added value by putting together a pool of courses/modules in a way to broaden the choice for mobile students around the selected theme.
- Create an attractive project content and create value added for the institution. The teaching staff should have a clear educational perspective on how the project relates to the existing curriculum and how it can help to strengthen this (synergy).

## Recognition of exchange activities

**It is important for the partners to sign a clear and comprehensive agreement on mutual recognition of the study period abroad, prior to the start of exchanges.**

- Institutions participating in the projects have to guarantee full recognition of the activities in the exchange (e.g. study periods, exams, research, courses and work placements undertaken overseas). If students do not receive an adequate number of credits for the courses, then the time

# Practical tips and tricks for designing and

taken to graduate will increase and this will make it less attractive for new students to apply to mobility schemes.

- All exchange students should be informed on how many credits they receive for each course attended overseas before their departure.
- Prior to the exchange, arrange – between each mobile student, the sending institution and the host institution – a learning agreement outlining the study abroad programme and the credits attached to each course/module.

## Effective marketing and recruitment

**In order to attract a diverse group of talented students a proactive recruitment strategy is required. To this end the following activities have proven successful:**

- Developing a project website, project brochures, posters etc.
- Let student counsellors inform students about the project, arrange meetings in which the project is explained.
- Once there are students that have actually gone on an exchange, let these students tell other students about the project and their experiences. This peer-orientated, face-to-face method has proven to be effective for student recruitment. Student testimonials can be used in the campaign materials.
- Provide information on the opportunities of studying abroad to parents of students in their

first year of university/college or even in their last year of high school.

- To increase the impact of the project it is important to make the materials that are produced during the projects also available to other mobile and non-mobile students, for example, as online courses or brochures.

## Preparation in language and culture

**Students that participate in exchanges gain most when they are properly prepared both in terms of language and culture of the host country.**

- Although a large portion of courses will inevitably be in English, both in Europe and in the partner countries, all mobile students should receive some form of training in the language and culture of the host country.
- Language training and learning that focuses on practical subjects and on the terminology of the profession, offered prior to and during the exchange, help the student to get the most out of the exchange.
- The learning experience for the mobile students is maximised when language training is accompanied by specific training on the culture and customs of the host country prior to departure and during the study period overseas.
- During the preparatory period make sure there is a sufficient budget, staff time and adequate levels of communication for the planning and the implementation of the exchange. The procedures (on visa applications), protocols, and the



# implementing your own successful project



preparatory courses and language training should be clear, well developed, and freely accessible.

## Guidance and counselling

**In the field of guidance and counselling there are several aspects that should be paid attention to in order to minimise the chances of returning to the home institution before the end of the exchange period.**

- During the exchange the accommodation should be organised in such a way that the students and/or staff engage with the local residents and culture. This maximises the impact of the exchange.
- Counsel and guide the students, for instance through a buddy or mentoring system.
- Make use of pre-existing orientation programs offered at the host institution. These are potentially an excellent way to introduce new students to the campus and local area, explain services and encourage the development of student networks.
- It should be clear to students who they can contact if they are experiencing personal, financial or academic difficulties during their exchange.

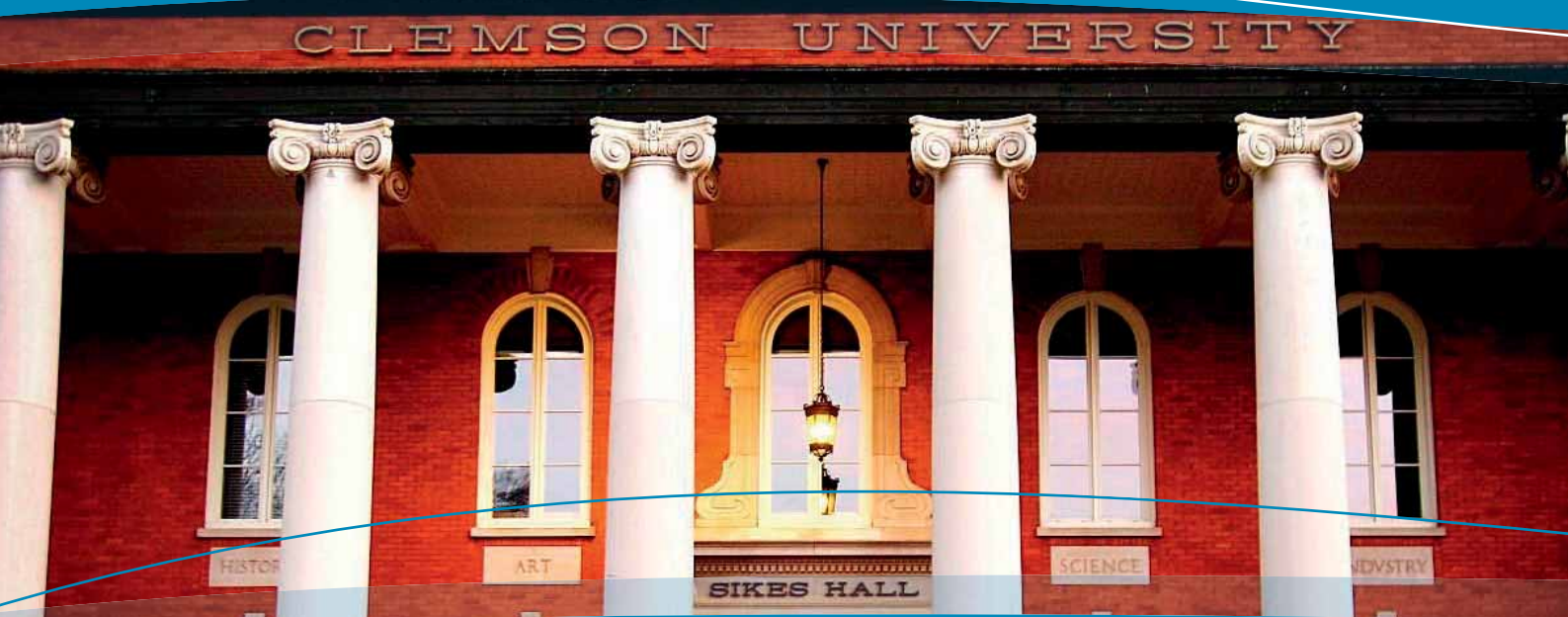
## Sustainability

**A combination of mobility and non-mobility activities improves the prospects of sustainability.**

- As for the different kinds of material that can be produced, capture these results via means of research articles, brochures, books, online

modules, or implement the modules or lessons learned in standard curricula.

- A strategy for dissemination needs to be stated in the application stage.
- To keep on benefiting from the network of the project after termination of the grant, new funds should be made available. Budget building and fund raising activities should begin early on in the planning phase, and continue throughout the student mobility phase. It is recommended to look for alternative sources inside or outside the partner institutions.
- All partners should make the project and its outcomes actively known to others, through a website, press publicity, brochure, newsletter, etc.
- Once the common curricula and the recognition and mobility mechanisms are in place, partner institutions should publicise them to recruit exchanges enabling students to go abroad without a mobility grant or with alternative sources of funding.
- The facilitation of financial support is also enhanced when projects are linked with business opportunities. Industry bodies and large multinationals could be invited to sponsor scholarships for academic excellence in the field.
- Get yourself and the project noticed at an (inter)national level, by participating in international conferences, or at your own organisation, by giving presentations to students and colleagues.



## Small and Medium-sized Enterprises and Entrepreneurship Education (SMEEE)

### Internationalisation a key plus for local business students

The area surrounding Clemson University, South Carolina, is home to many European multinationals and to many local small companies that supply them with goods and services. As a result, the university believed its business students would benefit from European experiences, especially as many of them come from rural areas and have little experience outside the local area. Although internationalisation was already becoming important in entrepreneurship education, it had thus far been limited to theory. The addition of international projects with foreign universities offered the prospect of a significant practical enhancement to the quality of the curriculum.

### Concerted recruitment efforts work

A main concern for the project was how to get American students to participate in the programme given that they tend to be less familiar with the concept of exchanges. By putting a lot of energy into communication activities and by stimulating individual students, more American students were exchanged than planned. Clemson used each cohort of students that came back to recruit others, which proved to be very successful. The project is important for Clemson's ambition to become more international. In addition, not only the students participating in the exchange benefit from

the project as Mark Mcknew, coordinator of the project for Clemson University, highlights:

*"The stay-at-home students also get some 'Europe experience' because of the foreign students taking the same classes. This way they are getting a broader educational experience as well."*

### Interactive education

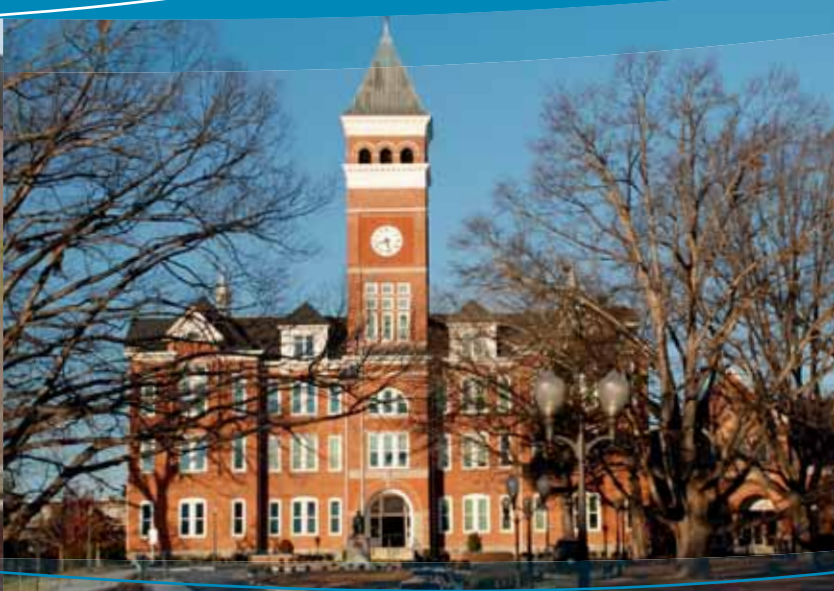
One of the original intentions of the programme was to develop online business games. In the event, these proved to be insufficiently interactive, so instead a common business class was developed which is still in use. Through the class, American and European students followed the same course by means of video-conferences and also cooperated in a mutual project. This enabled them to learn to work together, and to appreciate the cultural differences that can exist in doing business, ranging from differences in legal matters to social behaviour.

*"In the end, they have to make a common presentation. It cannot be more interactive than that," says Frank Janssen, Louvain School of Management.*

The recognition mechanisms in the participating institutions were smooth and simple. Between the partners, bilateral agreements for transferring credit points were made.



Collège des Doyenes, Leuven



Tillman Hall, Clemson University

## ***“Why don’t you start your business internationally”***

### **Selecting the right partners**

The most important factor for the project’s success was selecting the right partners. Not only did they have to be able to deliver the right input, but, in the words of the partners, there also had to be a “click”. A lot of energy was put into social and trust building. The partners tried to meet as often as possible, and exchange officers were themselves exchanged briefly so that they could talk knowledgeably to students on the basis of first hand experience.

### **Successful recruitment of students**

The numbers of students participating in the exchange exceeded those planned. The project partners recognized the recruitment of American students in particular, as one of the major challenges in the project. Besides the language barrier, American students tend to be less familiar with exchange programmes than their European counterparts. Therefore an ‘aggressive’ approach to recruitment was thought out as early as the application phase.

The American partners decided to start a diverse communication campaign, and also to approach students individually. Additionally, academic advisors were invited to attend meetings, enabling them to promote the project amongst suitable students. Presentations and mouth-to-mouth ‘advertising’ by returning students also proved to be of great value to recruiting new students.

### **Sustainable innovation in education**

During the SMEEE project a common business course was developed. After the termination of the project, the partners decided to maintain it and to develop an interactive common business class by means of videoconferencing, alternating local sessions and pairing up American and European students for assignments. This international business class now attracts students with international ambitions and has become a competitive asset to the institutions involved.

#### **US Partners**

- Clemson University (lead institution), Mark McKnew, [mamckn@exchange.clemson.edu](mailto:mamckn@exchange.clemson.edu).
- Appalachian State University.
- Walker College of Business.
- University of North Florida, Coggin College of Business.

#### **EU partners**

- Université Catholique de Louvain, IAG Louvain School of Management, Belgium (lead institution), Frank Janssen, [janssen@poge.ucl.ac.be](mailto:janssen@poge.ucl.ac.be).
- University of Bamberg, Germany.
- University of Alicante, Spain.





## Canada-Europe: Mobilité Etudiante et Commerce (CEMEC)

### Fostering business links and economic redevelopment

The CEMEC project promoted the exchange of students and academics in business, culture and education, in order to enhance business understanding and cooperation between EU and Canada. The project targeted the development of EU connections with the Canadian Maritime provinces. Inclusion of these partners brought fresh insight and enthusiasm to the partner mix. Traditionally less economically active provinces, in comparison to those of central Canada, rely heavily on the exportation of natural resources. New business opportunities are central to the economic redevelopment of the region and the project helped to engage local businesses and young people with European contacts.

### Providing flexible mobility programmes

The project facilitated short-term and long-term placements for undergraduate and graduate students of business disciplines. This cooperation was at an industry level, through apprenticeships and trade missions, as well as between scholars and students. Staff were also mobilised by the project, spreading their unique experience and expertise within new contexts and audiences. These activities were accompanied by the organisation of cultural events at participating institutions.

### Encouraging sustainability

Many placements were student-led. Participants could follow their own business interests, making contacts in an international environment. This led to sustained outcomes. Many participants have ongoing business agreements with their CEMEC contacts and operate at an international level within their business field.

*“CEMEC had a huge impact on personal and professional networks, for staff and students alike.”*

All participants benefited from networking and travel opportunities brought by the project. Extremely strong working relationships were fostered between partner institutions in CEMEC and these have been sustained through the creation of new projects, joint research and sustained student and staff mobility between partners.

*“Careful pre-planning and high level administrative support underpinned all of our achievements.”*

Novel course design and effective project tools were the result of careful planning between partners. Institutions had enough time and joint meetings in the early phases of the project to gain a thorough knowledge of how activities would work and were able to anticipate problems and build in solutions.



University of Moncton



Amiens

## ***“Encouraging friendship and understanding of different cultures for business”***

Co-ordinating staff were able to engage fully in the planning and implementation of the project, as they had delegated administration responsibilities to permanent and experienced project officers.

### **Flexibility was key to success**

The flexibility of the project, built into its design, was a key factor in the success of the project. By offering both long-term and short-term apprenticeships and study periods, the project was able to include a greater diversity of students and reach a wider audience in terms of its impacts. Students who could not commit to a full year abroad due to other commitments could be incorporated into this project via the short-term placements.

### **Student-led design**

Diversity was also encouraged through the student-led design of the placements. For short-term placements there was no set curricular. Rather

students presented a business plan detailing what transatlantic markets they intended to explore. This meant that a wide range of student work could be undertaken within the project. Canadian students were often trainees of the Canadian Embassy with a particular trade mission. European students displayed a range of business interests from social policy provision to the wine industry.

### **Promotional activities**

Ongoing promotion accompanied all project activities. There were several local press releases in both Canadian and European localities. This coverage was seen as a priority for encouraging ongoing cooperation between educational and business actors. The promotion had the added effect of raising the profile and general awareness of the institutions within their regions. The project drew attention to both the applied nature of the institutions' work and to their international reach.

#### **Canadian partners**

- University of Moncton, New Brunswick (lead institution), [Joycelyne Landry, cci@umoncton.ca](mailto:Joycelyne.Landry@umoncton.ca).
- University of Prince Edward Island.
- St. Francis Xavier University, Nova Scotia
- Université de Ste Anne, Nova Scotia

#### **EU partners**

- Amiens Picardy School of Management, France (lead institution), Penny Tirtaine [Penny.tirtaine@supco-amiens.fr](mailto:Penny.tirtaine@supco-amiens.fr)
- Malardalen University, Sweden.
- Helsinki School of Economics (Mikkeli campus), Finland.





Himeji Castle, Japan



# Architecture and Urbanism Student Mobility International Programme (AUSMIP)

## Alternative urban planning and architecture

In the context of the global economy, Japan as well as European countries are thinking about the future of their cities. The AUSMIP consortium and exchange activities provided an opportunity for learning and researching alternative urban planning strategies.

## A pilot project EU-Japan

AUSMIP was a pilot project that organised exchange activities with a view to sustained EU-Japanese student mobility. A consortium of 8 architecture and urbanism programmes offered mobility to 91 of their students. Students participating in exchange activities visited two destinations during their time abroad, which lasted 7 months. They were able to gain experience of learning and researching on alternative urban planning strategies in both the EU and Japan.

## A challenge to talented students

The programme allowed all participating students to gain unique cross-national insights into their discipline, shaping their research interests and future engagement in the field. As noted by project staff, AUSMIP provided a good basis for talented young architects to undertake further research on Japanese and European architecture. Students returned to their host universities to follow up their research projects. A research group on urban

renewal was created involving researchers and professors. This research and knowledge exchange was sustained as the group continued to grow on beyond the life of the project. Publications produced by the group made AUSMIP activities well known amongst other universities. This has enhanced the reputation of participating institutions and led to interest in joining the partnership from several institutions.

## Developing teaching and learning

Methods of teaching architecture were extremely varied between European countries as well as inter-continently. New knowledge and experience of AUSMIP student participants and consortium staff was fed back into the consortium institutions. This had an impact on faculty staff development in terms of broadening course literatures and teaching methods.

## Quality of students

The success of AUSMIP was partially based on the quality of the students selected through a highly competitive selection process. Interviews were carefully designed and students' academic records assessed to ensure the quality of the selection. The resulting enthusiasm and ability of students aided the development of international relationships and academic achievement.



## ***“Creation of a third dimension of academic and institutional cooperation”***

### **Fostering student employability**

AUSMIP focused on researching alternative urban planning strategies in both the EU and Japan. This specific and territorial link attracted interest from outside the academic world and made the mobility exchange an important asset for students who were looking for work. During placements students were confronted with real situations and were truly connected to the architectural and urban planning working environment. The high profile of AUSMIP activities amongst Japanese employers helped to ensure that the Japanese students secured good jobs within the industry. The Belgium participating institution created a PhD programme on the topic of Japan/EU alternative planning strategies. Researchers were predominantly former students from AUSMIP. This practical approach displays AUSMIP's function as

a solid supportive tool for enhancing employability and research prospects.

### **A model for sustainability**

In the project there was a clear focus on the sustainability of activities. Due to the institutional framework and mechanisms in AUSMIP, a solid infrastructure was built which facilitated subsequent exchanges after the finalisation of the project. For instance, after the project grant had finished in the academic year 2006/2007, 20 Japanese students went to Europe and 14 European students participated in the exchange programme in Japan. The Japanese students received scholarships from the Japanese Student Services Organisation. The European students found financial support with the 21st Century Programmes of the University of Tokyo and Kyushu University.

### **Japanese Partners**

- University of Tokyo, TODAI-1: Department of Architecture, Graduate School of Engineering (lead institution). Shuichi Matsumura, [smatsu@buildcon.arch.t.u-tokyo.ac.jp](mailto:smatsu@buildcon.arch.t.u-tokyo.ac.jp).
- University of Tokyo, TODAI-2.
- Kyushu University, KYUDAI.
- Chiba University, CHIBA-DAI.

### **EU Partners**

- Ecole d'Architecture de Paris la Villette, France (lead institution), Marc Bourdier, [marc.bourdier@paris-lavillette.archi.fr](mailto:marc.bourdier@paris-lavillette.archi.fr).
- Hogeschool voor Wetenschap & Kunst, Belgium.
- Technische Universität München, Germany.
- Universidade Técnica de Lisboa, FA-UTL, Spain.

### **Website:**

<http://www.ausnip.de>





University of Melbourne



Princes Bridge, Melbourne



## Exchange Program in International Relations: A European-Australian Asia-Pacific Nexus (EAAPN)

### A new generation of professionals

The vision of the project was to allow a new generation of professionals in academia, government and business, to gain an in-depth knowledge of political, economic and social developments in Australia, the Asia-Pacific and the EU. This knowledge was to be developed through studying modules inter-continently and through programmes of foreign language learning and cultural studies.

### Multidisciplinary curriculum

At the centre of the EAAPN project was the creation of an international multidisciplinary curriculum in International Relations. The curriculum, offered to Master students, covered key themes such as: 'International Relations and International Business', 'History, Culture and Politics in Europe and the Asia-Pacific', and 'Problems of international Security'. Students and faculty staff were mobilised to participate in the teaching and learning of the curriculum. Students also received cultural and language training to compliment their studies.

### Exchange and learning

EAAPN provided a dynamic European/Asia-Pacific university collaboration in the field of postgraduate International Relations. The project offered trans-national placements incorporating a study period at two institutions in either Australia or Europe.

This gave students the opportunity to access a broader academic knowledge and promoted original high quality research.

### Developing long-term relationships

Institutions also made significant gains, developing long-term working relationships with their partners in academic research and administration. As one of the partners put it:

*"The project offered ample opportunities for research and academic networks."*

The project provided significant benefits to exchange students in terms of knowledge development. Students were able to pursue research interests outside of their home institution's areas of expertise. Several Masters students mobilised by EAAPN continued their international interests through PhD research, supervised by their new international contacts.

### Clear division of tasks

Academic and administrative roles and responsibilities were differentiated between partners and co-ordinators and made clear from the outset.

*"Working together successfully was possible due to clear institutional roles from the outset."*



## ***“Building knowledge between the EU - Australia - the Asia Pacific: a multi-disciplinary curriculum in International Relations”***

Besides facilitating the mobility of staff, students and teachers, the project co-ordinators had the specific added task of ensuring complementarity of institutional curricular and inter-operability of the exchange process.

### **Ensuring excellence**

The quality of the project was ensured through a variety of measures. First of all, the selection of partners was central to the success and quality of the project. Selection took place based on several criteria including past successful collaboration, experience in other EU projects, links to industry and government, recognised excellence in teaching and learning, and institutional course offers. The University of Birmingham and the University of Trento are Jean Monnet European Centres of Excellence and both have particular experience of intercontinental exchange through EC programmes. This gave a high quality impulse to the project.

*“Being selective in choosing partners enhanced the quality of the project.”*

Aside quality, partners were selected with complementary course offers, subject specialism and teaching methods. For instance, the University of Queensland had a high level of expertise in case study teaching methods, the University of Birmingham specialised in Comparative Federalism and the University of Trento offered several specialist modules in sociology. All of these qualities were unique for these institutions and thus strengthened the overall EAAPN curricular offer. This also added value in terms of fostering novel research collaborations between institutional staff. The institutions chosen also helped to ensure quality of students, as only leading institutions were selected with high entry requirement for their student intake.

### **Australian partners**

- University of Melbourne (lead institution),  
Dr Philomena Murray,  
[pbmurray@unimelb.edu.au](mailto:pbmurray@unimelb.edu.au).
- University of Queensland.
- Griffith University.

### **EU partners**

- Institut d’Etudes Politique/  
Fondation Nationale des Sciences  
Politiques, France (lead institution),  
Dr David Camroux,  
[david.camroux@sciences-po.fr](mailto:david.camroux@sciences-po.fr).
- University of Birmingham, UK.
- University of Trento, Italy.

### **Website:**

<http://www.griffith.edu.au/school/gbs/eaapn/>





Nottingham, Jubilee Campus



Wanganui School of Design



## Leonardo: A multi-national exploration in Interaction Design Education and Research

### The need for innovation

It is seen as increasingly important to learn about how users of machines (such as computers) experience working with them. The profession that examines this is called Interaction Design. The Leonardo project aimed to combine the centuries-old tradition of design in Europe – which is more and more being applied in this field – with design and interface researchers in New Zealand. Interaction Design in New Zealand is seen as very innovative and creative. It combines computer science with a number of disciplines such as psychology and anthropology, to secure an optimal usability of designs for people who actually use them.

### The future of Interaction Design

The Leonardo project was a collaboration to develop a multi-cultural world-class learning experience in Interaction Technology and Design. In all, around 70 students accompanied by 12 faculty members were exchanged from the EU to New Zealand and vice versa. Students and faculty alike were enabled to combine the richness of the European design tradition with the innovativeness and creativeness of their counterparts in New Zealand.

### The power to innovate within industry

The project enabled institutes to (re)affirm their international position while the students on both

sides were inspired to innovate the Interaction Design profession. Students experienced *the other side of the world – the EU versus New Zealand – but also the other side of the profession*, meaning, the theoretical computer science and the myriad of practical ways in which these computer designs can best be used by people.

### Innovations achieved

The project impacted tremendously at the personal and professional level of the students involved, and thus is likely to impact upon the much needed innovations in the industry. Also the institutes involved, especially the Austrian and New Zealand ones, gained and further established their international ties. As the EU co-ordinator formulated it:

*“For us this was the jump start for internationalisation. First, we had 4 partners and now 30!”*

### Knowing each other's programmes

There were several factors that brought about the success of this project. First of all, all partners already knew each other and were acquainted with each other's study programmes and schedules. This made it possible to create additional value to the regular programmes. Also, it saved time and effort in designing the common curriculum and the exchanges. In addition, all partners were able to respond to





## “Experiencing the other side”

changing situations. This was really a key factor to the success of the project.

### Complementarity of theory and practice

In the project, students and staff were exposed to both theoretical and scientific aspects of the profession as well as practical applications thereof. Europe – from the New Zealand standpoint – occupies a very attractive position as far as the richness of design experience is concerned. New Zealand – in the view of Europe – has a lot to offer in terms of creativity and has a wider range of disciplines involved in the profession. The focus of the project in New Zealand was more on testing and securing the usability of the designs. As the EU lead partner indicates:

*“The laboratory in New Zealand is much more cross-disciplinary. They have – besides computer*

*scientists – psychologists, anthropologists and all kinds of other researchers there.”*

The New Zealand lab appeared to be especially important in ascertaining the usability of the material designed. The lab offered commercial projects and practical applications that students could engage in.

### Preparation of the project

The project was very well prepared. This was due to the efforts of both the EU as well as New Zealand coordinators. They both applied the principle of “first thinking then doing” to the fullest, also in dealing with all kinds of practical issues such as flights, visa, and places to stay for the students. This ensured the smooth running of the student exchanges. No student experienced any significant setback during the exchanges and was able to profit from the experience to the fullest.

#### New Zealand partners

- The University of Canterbury, (lead institute), [mark.billinghurst@canterbury.ac.nz](mailto:mark.billinghurst@canterbury.ac.nz).
- Wanganui School of Design.
- University of Waikato.

#### EU partners

- Upper Austria University of Applied Sciences (lead institute), [diephuis@fh-hagenberg.at](mailto:diephuis@fh-hagenberg.at).
- University of Ljubljana, Slovenia.
- University of Nottingham, UK.
- University of Lancaster, UK.

#### Website:

<http://www.eunz.org/>



## Cross-National Health Care Policy and Leadership

### **The emerging international health care system**

There is a need for health managers of the future to see how and why health care systems on each side of the Atlantic are structured and managed differently. Examining the diversity of the EU and US health care systems provides fertile ground for innovating the health care systems in each continent and for improving quality of care.

### **Valuable opportunities for health care managers of the future**

A total of 27 students were exchanged during the course of this project. The project enabled students from the US universities to gain a unique insight into the health care systems of a number of European countries (Greece, Spain and Germany) and students from the EU to do the same in the US. In the EU, the students from the US followed courses and were placed in various hospitals throughout these countries during the summer semester. EU students, similarly, followed curricula at US universities during the autumn semester and had placements as well.

### **A new perspective on innovating within health care systems**

Students gained considerably as a result of the international experience, both on the EU and US

side. The institutes themselves (re)affirmed their international position while the students on both sides were inspired to introduce innovations within their health care systems.

### **Creating a cohort of innovation-focused professionals**

The project impacted significantly on students. They invariably learned to value another way of thinking and living both in a personal/cultural sense as well as in a professional sense. For their part, the institutes involved gained and (re)established their international ties: the Greek and the American universities have agreed to facilitate students exchanges. Lastly, students on both sides of the Atlantic now try to innovate within the health care systems in which they are currently employed.

### **A project in harmony**

The major achievement of this project was that the project was organised so that all partners were able to meet their specific needs. The US universities were helped through placements in the summer, the EU students by innovative courses and short placements in the autumn.

The project was prepared fully, as the partners knew each other and their influences were balanced. Success was earned and shared equally.



Ermitage Bayreuth



University of Missouri

## *“Educating the health care managers of the future”*

### **The experience of diversity as the impetus for innovation**

Students were exposed to different health care systems in real life situations. One major question that came forward was: how does legislation governing these systems impact on health policy development? Students gained insights into the functioning of public and private health care providers and their effectiveness. Students were exposed to discussions such as patient safety, economic analysis, vulnerable groups, cost containment, labour force issues, patient privacy, and health policy in the post-genomic area – issues that dominate current debates in the field.

Students’ experience of successful innovative approaches and methods during their exchanges inspired them to try and develop innovations themselves in their respective countries. As one student puts it:

*“The very basis of this exchange experience is that you see a system work elsewhere and you start thinking: how can I adapt my own system to make it better following the examples I have seen working elsewhere.”*

### **The Cultural and Language Programme**

The project contained a cultural programme that proved to work well. For all students a tutor was appointed who prepared them for the language and culture of the country they were going to visit. The programme worked in particular very well for Greece, which has a culture and language that is challenging to access and understand. This was solved by (1) a good introduction to the culture and language by the tutor and (2) by providing American students with EU tutors/fellow students as mentors who also spoke fluent English.

#### **US partners**

- University of Missouri, Columbia, Missouri (lead institution), Keith Boles, [bolesk@health.missouri.edu](mailto:bolesk@health.missouri.edu).
- University of Michigan.
- University of North Carolina.

#### **EU partners**

- University Of Bayreuth, Bayreuth, Germany (lead institution), Claudia Seibold, [claudia.seibold@uni-bayreuth.de](mailto:claudia.seibold@uni-bayreuth.de).
- National School in Public Health, Greece.
- University of Valencia, Spain.





Law Faculty Leuven



# Social Justice and Human Rights in an era of Globalisation (GLOBUS)

## Innovation in theory development

Social justice was an innovative degree level subject when the Catholic University of Leuven and the University of Tübingen in 2002 decided to join forces. A successful previous partnership and their complementary competences made them eager partners, whilst Canadian partners were also enthusiastic to take part, leading to the birth of a new transatlantic network. The goal was more than to exchange people: at its core was the exchange of ideas and theoretical frameworks from multi-disciplinary fields in an international setting, with the closing congress in 2006 as a grand finale.

## Rotating international summer course

Students participating in the GLOBUS exchange started with a summer course organised by one of the participating universities, alternately in Canada and Europe. The summer course was an intensive introduction to the study programmes in 3.5 weeks. It also brought students and teachers together before the exchanges started. The summer courses were such a success that they still exist, although the project came to an end some years ago.

## Enthusiastic students

Former students from both sides of the Atlantic placed a lot of value on their experience. Their motives for joining were quite different. For one it was the possibility to be taught by ground breaking professors in the field of Social Justice or Human

Rights, for the other the acquaintance with a foreign country, a different culture and personal development. "It was truly a cultural immersion," said one European participant.

*"The limited number of fellow exchange students makes you connect with Canadians more easily."*

Former participants said that their outlook to the world has broadened substantially, socially as well as professionally.

## Research partnerships

European and Canadian partner institutions experienced long-term positive impacts. Besides connecting with the EU partners inside the project other interesting contacts were made, resulting in research partnerships in different areas. The annual Programme Directors' meetings were helpful in this as well. Another important advantage of these meetings was the possibility to speak to project partners face-to-face. This kind of contact was of utmost importance to the strength of the partnership overall.

## Flexibility of partners: key for success

One of the key success factors was the flexibility of partners to solve problems in a pragmatic manner. For instance, the undergraduate Canadian students participating at the University of Leuven followed mostly higher level graduate courses because they



## *“Learning from theory and practice in a multi-disciplinary setting”*

– unlike the undergraduate courses – were all given in English. The Canadian universities then converted the graduate credits into undergraduate ones.

### **Sustainable outcomes and contacts**

The summer school that was developed in the GLOBUS project is still ongoing, albeit in a different format. It is organised alternately in Canada and in Europe by one of the partner universities. The courses continue to attract both Canadian and European students. Because of the multi-disciplinary character of the summer school, law students are not the only ones interested in the courses: so too are students in criminology, sociology, conflict resolution studies etc. Academics with a variety of specialisations are also attracted and involved.

Besides joint curriculum activities for the summer school, the staff also developed various ideas for joint research, articles and other projects,

contributing to sustainable academic impacts such as in theory development.

### **Transfer of credit points**

All the participating students in GLOBUS received credits for the courses, from their home university. During the preparatory phase the partners agreed that the starting point should be that the exchange should not pose any problems for students in terms of study delay. The participating universities made an overview of available courses related to social justice and human rights, the goals of the courses, the topics to be covered and the language they were available, prior to the exchange period. This allowed the students to discuss their selection of courses with their professors or university teachers at their home university. In most cases, students were able to decide for themselves as the universities participating in the project had agreed to be flexible in transferring the credits.

### **Canadian partners**

- University of Regina (lead institution), James Mulvale, [jim.mulvale@uregina.ca](mailto:jim.mulvale@uregina.ca).
- Menno Simons College.
- University of Winnipeg.
- Simon Fraser University.
- University of Windsor.
- University of Montreal.
- St. Thomas University.
- University of Ottawa.

### **EU partners**

- Catholic University of Leuven (lead institution), Belgium  
Stephan Parmentier, [stephan.parmentier@law.kuleuven.be](mailto:stephan.parmentier@law.kuleuven.be).
- University of Tübingen, Germany.
- University of the Basque Country, Spain.
- University of Greifswald, Germany.
- University of Pau, France.
- University of Sheffield, UK.

### **Website:**

<http://www.globus-socialjustice.org/>





## Music study, Mobility, and Accountability

### Sharing knowledge

The music profession has always had a strong international dimension but recent globalisation trends have made the transnational sharing of knowledge and experience even more important. The partners in this project each had their own specific experiences and know-how, and sought to advance and improve the profession by pooling their knowledge and making it accessible and transferable – not just in Europe and the US, but worldwide.

### Improving educational opportunities

The project consisted of two closely linked parts. One part focused on institutional cooperation and transatlantic student and teacher exchanges. The other part concerned joint curriculum development, quality assurance and enhancements in music training. The analysis, accumulation and dissemination of these experiences provided a foundation for perpetual cooperation and continued innovation among the partners (together the organisations in the project represent over 800 music institutions) and thus improved educational opportunities for students pursuing professional education in Europe and the United States of America.

### Reaching the widest possible audience

The seven partners of the project put in place a working group which gathered and discussed the knowledge on the main issues of music training and education. To make sure this information would reach the widest possible audience of music institutions

in Europe and the US, along with other international and national organisations, presentations were held, newsletters disseminated and a dedicated website was produced. Topics covered included: Why and how professional music training institutions should be involved in international exchange; issues related to quality assurance and accreditation in higher music education; joint courses and curriculum collaboration.

*“The project produced a goldmine of information; all kinds of questions, bumps, obstacles and lack of clarities regarding music education are tackled.”*

The information alone that the project has compiled and made available represents a major achievement in itself and constitutes a major resource that is of wide relevance for teaching in the profession.

### A solid preparation

This project started with a solid, thoroughly thought through and clearly written application. Through the excellent dissemination activities, the knowledge that was laid down in the produced documents became available for over 800 music institutions, creating the opportunity for the enormous potential of this project to come to actual realisation. The success of the project made the coordinator state:

*“This was one of the best projects I have ever done.”*

### Involving stakeholders

The project led to a marked increase in cooperation between the two major associations for music schools



## ***“The possibility for music institutions and the profession to make a leap forward”***

on both sides of the Atlantic, NASM and the AEC. As is stated on the project website, this project is only a beginning. It has created among others a number of documents concerning student and faculty exchanges and provided analyses that promote understanding of curricular expectations, evaluation mechanisms, and definitions of quality and assessment. These are envisaged to be the starting points for the transatlantic efforts between individual schools. The executive director of NASM, S. Hope, formulated it as follows:

*“The programme and the project created a constant working relationship between the US and the EU.”*

Also on the European side there was great enthusiasm about the dissemination of the project outcomes. As the AEC Chief Executive, Martin Prchal put it:

*“Normally, in projects, there is only room for a limited number of organisations who benefit from the project. By including the two big associations, AEC with 248 members and NASM with 610 members, they produced documents that can be widely disseminated amongst the target group.”*

### **Increasing quality of music education**

For the European side, the project also led to enhanced quality assurance and accreditation of music institutions (with criteria, procedures and registers of experts). Teams of ‘critical friends’ now come to review the music institutions, and assist in quality enhancement activities all of which help the institutions to work towards the goals of the Bologna process.

Advice and presentations on accreditation were also provided for other higher education institutions. These wider effects were accomplished through the enormous enthusiasm of the partners.

#### **US partners**

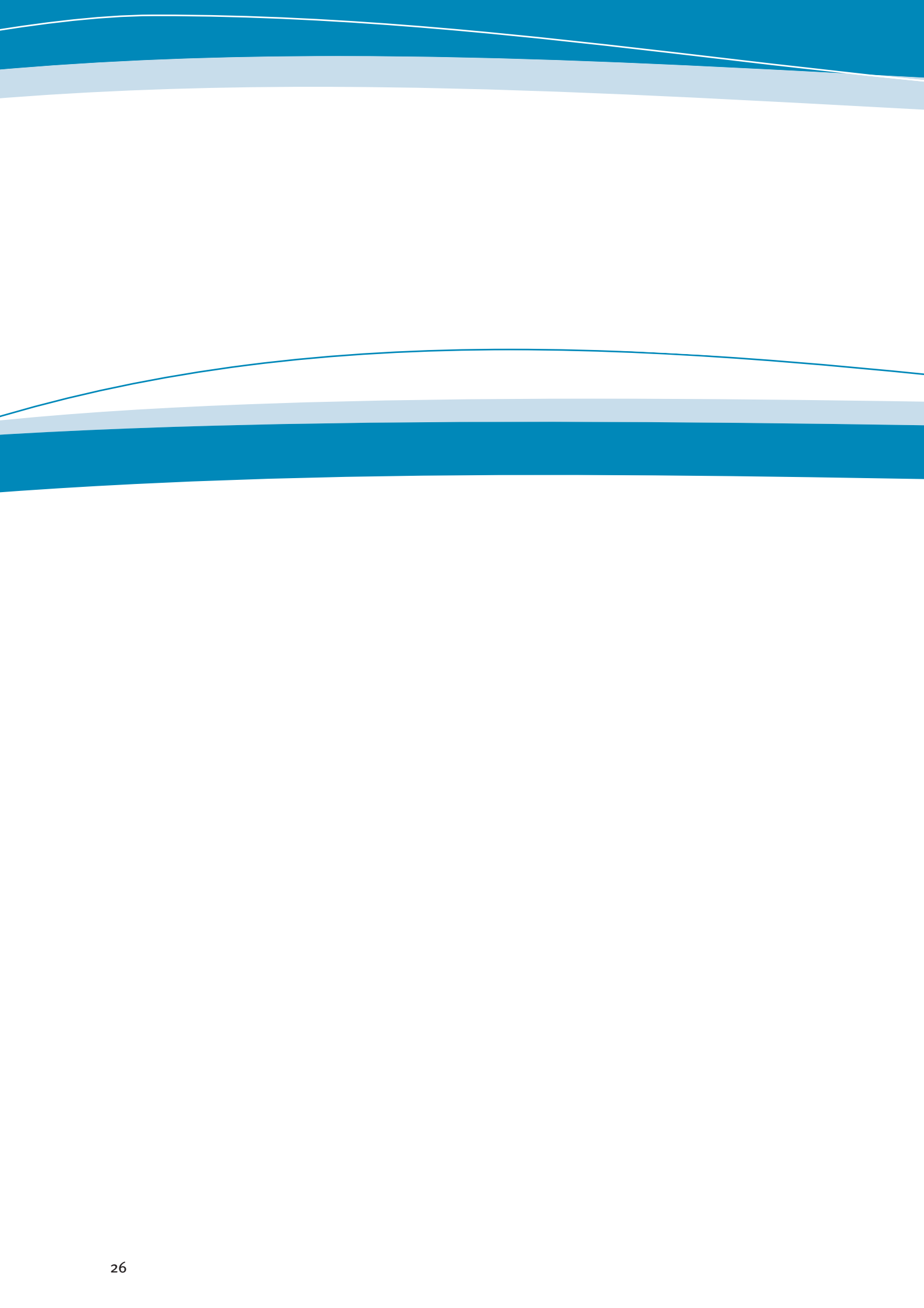
- University of Rochester, Eastman School of Music (lead institution), James Undercofler, [under@mail.rochester.edu](mailto:under@mail.rochester.edu).
- National Association of Schools of Music (NASM).
- University of Houston,
- Moores School of Music.

#### **EU partners**

- Hanzehogeschool Groningen – Noord Nederlands Conservatorium, Netherlands (lead institution), Rineke Smilde, [c.a.smilde@pl.hanze.nl](mailto:c.a.smilde@pl.hanze.nl).
- Association Européenne des Conservatoire, Académies de Musique et Musikhochschulen (AEC), Netherlands.
- Musikhögskolan I Malmö, Sweden.
- Lunds Universiteit (MHM), Sweden.
- Royal College of Music, UK.

#### **Website:**

<http://msma.arts-accredit.org/>



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Education and Culture DG

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