



IRENE

ERASMUS+ LESSON IN IRENE ADVENTURE

***"Exchange isn't
a year in your
life, it's a life in
a year."***

- Past Erasmus Participant



Co-funded by the
Erasmus+ Programme
of the European Union



tradigenia:



The Erasmus+ lesson in the study section of IRENE project aims to give an insight about the Erasmus+ program of the European Union. In this document you can find more information about the opportunities this program offers, you will read about students' experiences in partner countries who have studied abroad and you will also find information about interesting other projects and publications.

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Co-funded by the
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1. GENERAL INFORMATION ABOUT THE ERASMUS+ PROGRAM

The Erasmus Programme, acronym of European Community Action Scheme for the Mobility of University Students, is a mobility programme addressed to students of the EU, created in 1987.

It offers the possibility to university students in Europe to carry out a study period in a university of another EU country, legally recognised by their origin university. The name of the programme derives from the Dutch humanist and theologian Erasmus from Rotterdam (1466/69-1536), who travelled for several years throughout Europe to understand the different cultures.

From 2014, the programme was given the name ERASMUS PLUS for education, training, youth, and sport, including all the previous existing sectorial programmes, such as Comenius, Leonardo Da Vinci, Grundtvig, etc. The present programme offers the opportunity to European students, trainers, or apprentices to study or carry out an internship in a EU member state for diversified periods, to a maximum of 12 months. Additionally, other European countries, which are not part of the EU, such as Liechtenstein, Iceland, Norway, Northern Macedonia, Turkey, and the UK, are part of the programme.

The grants are proposed through public bids, promoted through the university websites and the promoting institutions (schools, training providers, public administrations, etc.). These institutions also manage the selection procedures and the matching between demand and offer, and they work in cooperation with similar organisations in the host countries.

The ERASMUS project includes a wide and diversified range of activities. Along with the exchange of students and teachers/trainers, it also envisages the development of international intensive study programmes and strategic networks.

For many European youngsters, the Erasmus Plus programme represents the chance to live abroad for the first time in an independent way. For this reason, it has become a sort of cultural phenomenon and it is very popular among European students. The programme not only encourages the knowledge and understanding of a foreign language and a new culture, but also the spread of a sense of community among youngsters and teachers/trainers of different countries. The Erasmus experience is not only considered a period of study, cultural exchange, or internship, but most of all a chance to learn how to live together with different cultures, and a phase in which the youngster starts to assume responsibilities and achieve transversal competences "soft skills" useful to enter the labour market and to become a European citizen.

2. QUOTES BY STUDENTS IN PARTNER COUNTRIES WHO HAVE STUDIED ABROAD

Ireland

"I decided to take part in Erasmus because it is a unique opportunity to live a year in another country and take on the challenges of living far away from Ireland while still having a solid support network from home. I chose Ca' Foscari because of its great reputation for language teaching, especially oriental languages and because if I had gone to China this year, I would not have been able to study Italian and Spanish. And I must say that all the teachers and lecturers that I have had so far are really fanta-stic, I've been very impressed by them.

"I would definitely recommend Erasmus to other students, it's a fantastic opportunity to live in another country and if you manage to settle in and make some good friends it will be a once-in-a-lifetime experience which you will carry in your heart for life."

- **Pádraig Ó Dhonnabháin Università Ca' Foscari of Venice**

"The first days were daunting, which is natural when you move to a new city and throw yourself into a new culture. My first class at Hogeschool Utrecht, Monday, 9am. It was an introduction and bonding session with fellow classmates and professors who were from all over the world. It is very rare to have the opportunity to study alongside such a diverse and international group. Our professors were en-thusiastic, engaging, passionate and eager to get to know us as individuals. The modules were wide-ranging and enjoyable.

For example, we embarked on a class trip to Berlin and were asked to travel Europe for three weeks, not bad eh? It was easy to travel around the continent via train or bus for a low price, one of the ma-ny benefits the European Union has to offer its citizens. Utrecht has such a fantastic student life with weekly parties, trendy bars, small festivals, and daily activities such as cycle routes to explore and boats to rent."

- **Olivia Powell, Utrecht University**

"I think everybody who studies a degree should do an ERASMUS trip!"

- **Maynooth University Alumni David whilst studying Biology at the University of Salamanca.**

"I have had the pleasure of welcoming over 1000 Erasmus students to study in Tralee over the last few years and I can say that almost without exception those students were thrilled with their experiences here and I continue to hear back from many of them that they remember their time in Tralee as one of the best times in their lives. A study abroad experience is one of those life changing experiences that everyone should consider if they can."

- **Eddie Scully International Manager MTU, Tralee, Ireland**

"When I think about the objectives of Erasmus mobility, I conclude that participating in this programme has allowed me to benefit educationally as well as linguistically and culturally from a learning experience in another European country: Ireland. It promotes cooperation between institutions and enriches the educational environment of the host institution. I certainly hope to be doing just that. It also plays a role in the formation of a community of young people and well-qualified future professionals with open minds and international experience. I hope this is the case for me. I am de-lighted to be a part of this programme."

- **Carolina Nogales Arias, Universidad de Salamanca**

Summary: The motivation for doing the Erasmus programme was participants wanting to take on the challenges of living away from Ireland. Overall, the teachers and lecturers were all fantastic and that the experience was heavily recommended and that it is a once in a lifetime experience. Another participant stated the programme allowed them to benefit culturally and linguistically and was a delightful experience. The experiences were positive, and many have stayed in touch with their host university to further express their enjoyment of the program.

Italy

"Erasmus lasts a few months, but you will miss it forever".

- **Past Erasmus Participant**

"Ten months of your exchange student's life will be with you forever".

- **Past Erasmus Participant**

"Erasmus is not a trip or vacation, it's a second life".

- **Past Erasmus Participant**

"Exchange isn't a year in your life, it's a life in a year".

- **Past Erasmus Participant**

Summary: Participants were very happy with Erasmus, citing the experience will stay with them forever and that it's more than a trip or vacation but rather a chance to experience a second life.

Austria

"I am very happy to have had the opportunity to participate in the Erasmus programme, so I had the opportunity to learn a foreign language, make new friends and feel at home in a great city. Personally, I learned a lot through Erasmus and Erasmus+, then and also in my current activities as a project developer and project manager in European projects at the BFI OÖ, in particular the openness to new experiences and situations, improvisation alimony and ingenuity and the joy of discovering something new. My language skills have of course also improved, especially my English, but also my French and a little bit my Spanish.

- **Erasmus Participant**

"The Erasmus programme is one of the EU's greatest achievements for many EU citizens. Austrian educational institutions participating in the Erasmus programme have already been digitally tested through their experience with transnational cooperation. Digitalisation in the form of virtual mobility and blended learning will also play an essential role in the new Erasmus programme from 2021. Digital mobility can thus also bring international experience to all those who cannot or do not want to go abroad. As a result, even more people in Austria will benefit from the added value of the programme and from the educational projects and initiatives."

- **Jakob Calice, Managing Director of OeAD (Austria's Agency for Education and Internationalisation).**

Summary: People in Austria will benefit from the programme as the digitalisation of blended learning will afford learners the ability to gain international experience for those who don't have the means to travel abroad. Participants were happy to participate in the Erasmus programme as it allowed them to learn a foreign language, make new friends and feel at home.

Spain

"I think it is essential to see how they work in other institutions from which one comes, both the work methodology and the new approaches to the object of study. As for the city of Madrid, I had already been before, and there is nothing that I can explain better than a couple of photographs, the destination is incredible. Highly recommended if you want to be in a multicultural city and at the same time feel at home."

- **Miguel Méndez Isla, PhD student in Physics at the University of Cape Town in South Africa, spent a 5-month stay at the Autonomous University of Madrid in spring 2017, carrying out research on indirect detection of dark matter with waves radio.**

"Taking part in Erasmus was truly a move out of my comfort zone. During this experience, I learned how Spanish (and Catalan) people are different from Russians in expressing emotions, in handling difficult issues and in presenting themselves to the world. I became more open-minded after my stay in Barcelona. Concerning my development as an academic, communication with local specialists in my field helped me see the gaps in my PhD-project and understand the answers to some questions I had before I came here. I also advanced a lot in Spanish and Catalan. I would recommend going on mobility to people who want to experience life in another culture and are ready to take risks and responsibility".

- **Antonina Belimova, a PhD-student at the Department of Medieval History at Lomonosov Moscow State University, spent 5 months at UAB (Universitat Autònoma de Barcelona) in autumn-winter 2017 doing research for her doctoral thesis.**

"As a student completing a rotation working visit in the UAB Veterinary Clinic, I feel that I was exposed to elements of the each respective department that I have been taught about in class during my theory lectures in South Africa. I was also able to see what will be expected of me as a working veterinarian in these fields once I have graduated. Therefore, I believe that my knowledge was exercised and increased during my visits. With regards to my competency, I was not given many opportunities to gain practical experience during my rotations through the hospital. Therefore, I would conclude that my visit has allowed me to gain knowledge through observation, but minimal improvement in competency."

- **Megan Swemmer, a Bachelor student in Veterinary Sciences, from University of Pretoria in South Africa, spent 3 months at Universitat Autònoma de Barcelona, completing her practical training at the University's Veterinary Hospital.**

"Networking. The best thing you can do when you are a student or after your graduation. Erasmus program gives you real opportunities to create business connections all over the planet. I live in Russia and after only one semester abroad I have friends in Spain, France, Portugal, Canada, Italy, and a lot of new connections in my home country. If you don't do something, nothing will happen. You can create new start-ups and find people with the same goals. Language. It doesn't matter where you are from. Madrid? Palermo? Rome? Toronto? Penza? Go and study another culture! All of us on this planet live under globalization processes. You need to know the culture of your partner or new friend if you are a pro-active person. Erasmus program can help you in these aspects

Knowledge. At UAB I have communicated with very good people – with my professors. I found that they are more than just teachers, they can give you an advice, provide information you need, have a cup of tea together after classes and discuss the most interesting and important things."

- **Roman Liukshin, a Master student in Economics of the European Union at RANEPA came on Erasmus exchange to Universitat Autònoma de Barcelona, Faculty of Economics and Business in 2016. He currently works as a representative of higher education abroad department at a student travel agency in Russia and dreams about running his own international company.**

"Personally, this experience gave me the opportunity to live independently for the first time and academically/ professionally, the grades I achieved during my mobility were good and will allow me – in conjunction with the international experience I gained – to make more competitive applications to more advanced academic programmes. Taking the trains to towns near Madrid and exploring each one for a day was very worthwhile. The snowfall in late January was also lovely. I didn't expect the spring and summer days to last for so long – up to 10pm at the longest, which was very different to what I was familiar with.

I'd recommend taking part in the mobility programme to those who are comfortable with the language of the destination country and warn others that not knowing the appropriate language will make the mobility challenging (but still, possibly, worth doing). Just a warning to those considering taking part in a mobility: there is a lot of paperwork involved, so you should be on good terms with the staff member at your home institution who does the co-ordination."

- Sam Pothier, a Bachelor student in Pure Mathematics from the University of Cape Town in South Africa, spent a semester abroad at Universidad Autónoma de Madrid in spring 2018.

"After 3 years living in Madrid and with a calendar full of activities, events, talks, classes, trips, it was time to find a place to be calmer during the last year of my degree. I didn't really choose to come to Germany for the country itself, but for the city and for the university. A city of no more than 40,000 inhabitants (Schwäbisch Gmünd) where everyone knows each other (...) favors that friendly relations between Erasmus and German students were forged with abysmal speed and that all international students were fully involved in university life. I have stayed to live in Germany!"

- Ana, Interactive and communications design, Schwäbisch Gmünd, Germany

Summary: Erasmus allowed participants to move outside of their comfort zone and provided them with a chance to become more open-minded. The programme served as a great opportunity for learners to experience life in another culture and to gain knowledge through observation and networking which has made participants more proactive in starting their own businesses.

It also affords students to live independently for the first time and one acknowledged that mobility could be challenging if you don't know the appropriate language of the country, you're in.

Greece

"Before I left, I didn't expect that upon my return I would be confronted with my own development to such a degree. It felt like time had stood still at home while I had taken a huge leap. I hadn't prepared myself at all for this, because you think that going home is different from the other way around."

- University student in Spain

"I studied in the US and Sweden via Erasmus+, and later went to Lithuania and Spain as an educational worker. I find that the more you come into contact with people, the more open your attitude becomes and the more your intercultural communication skills keep developing. Foreign countries continue to attract me and adjusting is no problem for me. During my study trips I learned the most by far from the other Europeans in the group."

- Past Participant

"Being able to gain valuable international work experience in a company abroad, before even finishing my studies in Strategic Product Design at the International Hellenic University, is a crucial first step towards a promising career. The IHU Careers Office helped me with its invaluable insights and tips to prepare all the necessary paperwork and to receive significant financial support, which at first was out of the question. Furthermore, I was thrilled to be given this opportunity to spend several months in a German automotive design company, discovering the secrets of famous designers and dealing with real life situations and problems on a global economy scale. With those vital new skills, I that gained throughout this journey, I feel more equipped, now that I am a recent graduate, to start assertively my professional career at either the local or international level".

- Eleni Pappa - MSc in Strategic Product Design, Silberform AG, Stuttgart (Germany) - Erasmus + Traineeship Placement 2014-15

"At the beginning of my MSc studies I still believed I was too old to participate in the Erasmus Exchange Program and that it would be quite difficult to be trained in new skills. However, a travel to the fascinating country of the Netherlands was rather difficult to ignore.

So, following my application approval by the IHU Erasmus office, I found myself in Leiden University Medical Center, a partner organization in the MSc in Bioeconomy. There, I met extremely friendly people who were willing to assist me with the research at the University as well as suggest me interesting Dutch sights to see during my free time. I had, also, the chance to access laboratories and facilities concerning biotechnology. Despite the fact that this knowledge was not always easily conceivable by me at that time, and I doubted my place in there, I finally realized the importance of such state-of-the-art research in this field.

The project was about gene therapy for a disease and cystic fibrosis was my choice. It concerned the development of an appropriate protocol for the genetic treatment of cystic fibrosis whereas taking into consideration all the regulatory issues over patients, carriers and the environment that derived from its implementation. The project is still in progress. However, I consider my two months staying in Leiden one of a kind experience."

- Maria Zapounidou - MSc in Bioeconomy Law, Regulation and Management

Summary: Participants found they were confronted by their own development upon returning home from the Erasmus programme. Another stated the more you come into contact with people, the more open your attitude becomes. Intercultural communications skills are great to develop making the learner more equipped to start their professional career on either a local or international level. One participant felt worried about embarking on the programme believing they were too old to be trained in new skills. Those worries were quelled as she met extremely friendly people who were willing to assist her with the research at the university as well as suggesting sights to see around the city.

The Netherlands

'I discovered how different each country's culture can be.'

- Anon

"Before I left, I didn't expect that upon my return I would be confronted with my own development to such a degree. It felt like time had stood still at home while I had taken a huge leap. I hadn't prepared myself at all for this, because you think that going home is different from the other way around."

- University student in Spain

'Socializing has become much easier for me. It's become really easy to cope with different cultures, languages, and personalities. Generally speaking, I believe that an exchange allows you to discover who you would really like to be. I want to live my life on the basis of that ideal.'

- Anonymous

'I've become much more self-reliant and better able to cope with different situations.'

- Anonymous

'I'm more aware of what I want and have become more self assured about my professional skills.'

- Anonymous

"It has been a really interesting experience that made me want to work with people even more. It was useful to meet people from all over Europe and to talk in several languages. English but also French and others. It was an opportunity to learn something new and to work with people I didn't know. I encourage you to do the same and to take part in any kind of volunteering experience because it will be great. "

- Volunteer at the European Youth Event in Strasbourg.

"I took part in an Erasmus leadership exchange program, it was between youth, I represented them, and I was one of the leaders. We coexisted with an organization from Portugal, Montijo in the south of Lisbon. I think it was one of the best experiences I have been a part of because I've learned a lot and it gave me a lot to look forward to."

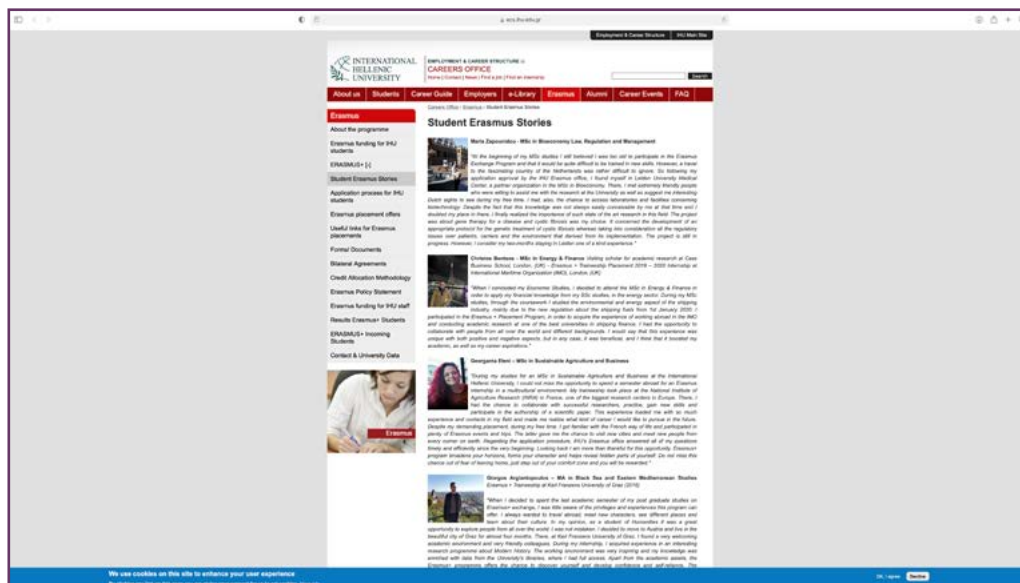
– **Mohammed Omar, Sweden, Sundsvall Municipality**

"During my exchange, I have learned that if things don't go as planned, there are always people willing to help you and you will learn something new. When things get difficult and you are in a different country and don't speak their language, you grow as a person and learn that life is much more than what you are living."

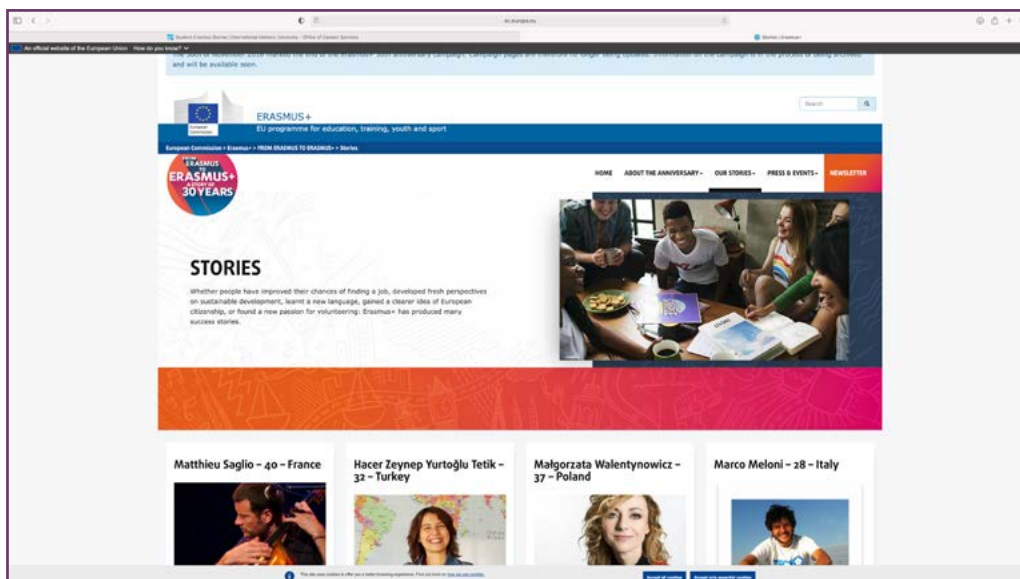
– **Anonymous**

Summary: Participants became more self-reliant, assured in their skillset and aware of what they want from having taken part in the programme. The experience left one student confronted with their own development upon returning home which was unique for them. Socialising had become easier for some as they found it easy to cope with different cultures, languages, and personalities. Others stated it was an opportunity to grow by being in another country without knowing their language. Overall, participants heavily recommend the programme.

3. SUCCESS STORIES ON FOREIGN LANGUAGE LEARNING AND STUDENT EXCHANGE



INTERNATIONAL HELLENIC UNIVERSITY
<https://ecs.ihu.edu.gr/co/erasmus/testimonials>

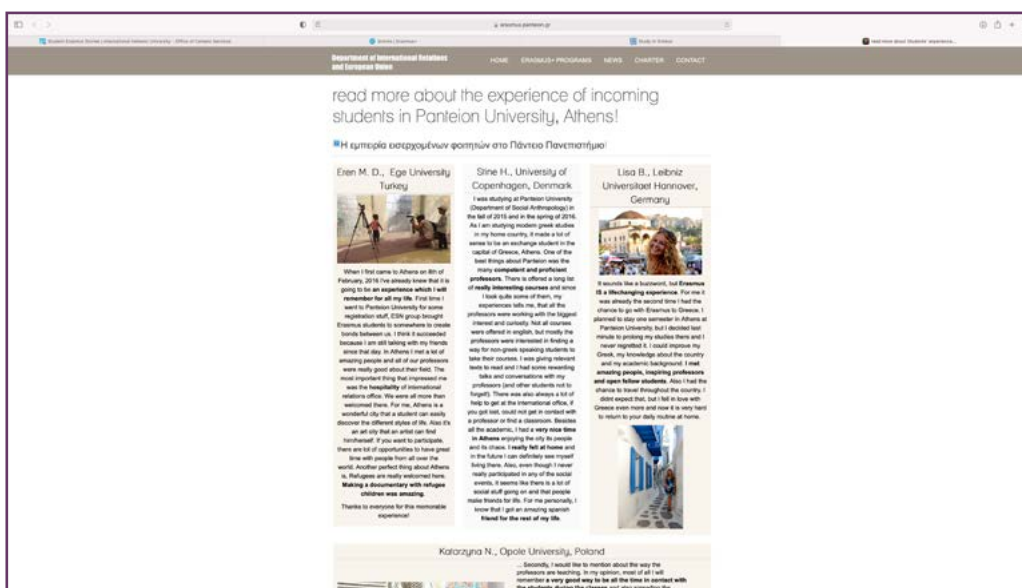


FROM ERASMUS TO ERASMUS+ stories
https://ec.europa.eu/programmes/erasmus-plus/anniversary/all-stories_en



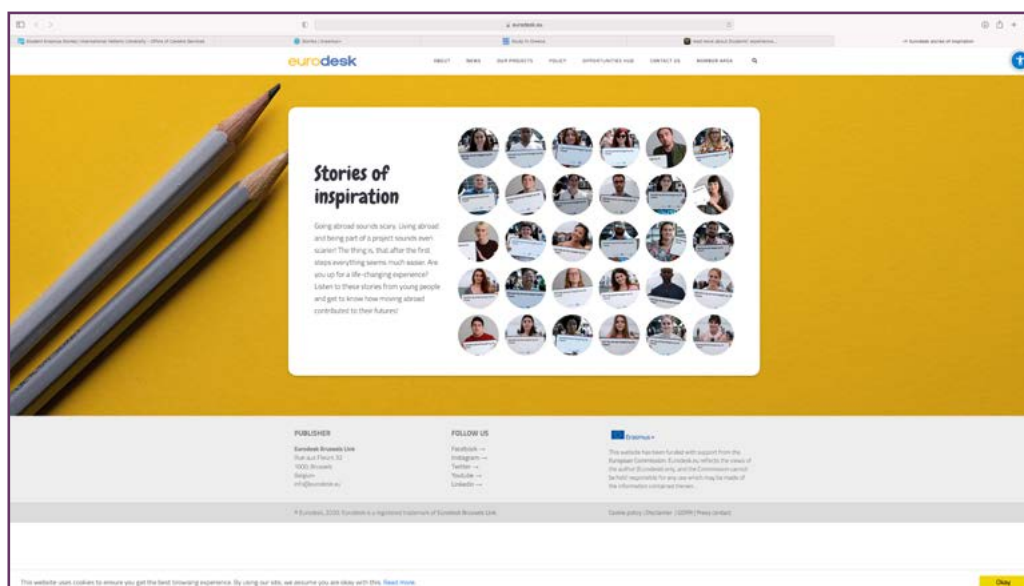
STUDY IN GREECE

<https://studyinggreece.edu.gr/>



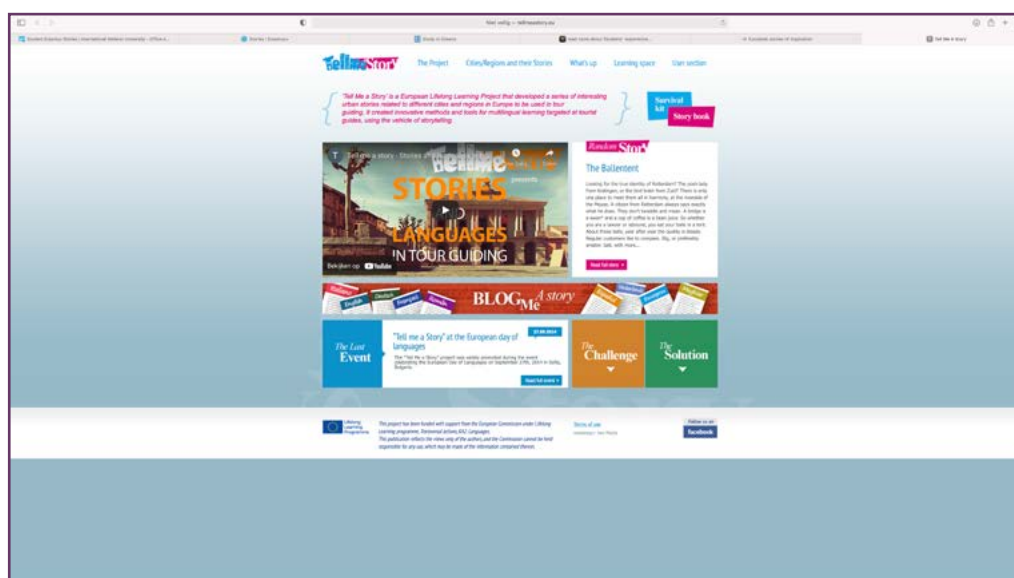
PANTEION UNIVERSITY OF ATHENS

<https://erasmus.panteion.gr/index.php/programs/incoming-students/student-success-stories/read-more-about-students-experience>



EURODESK

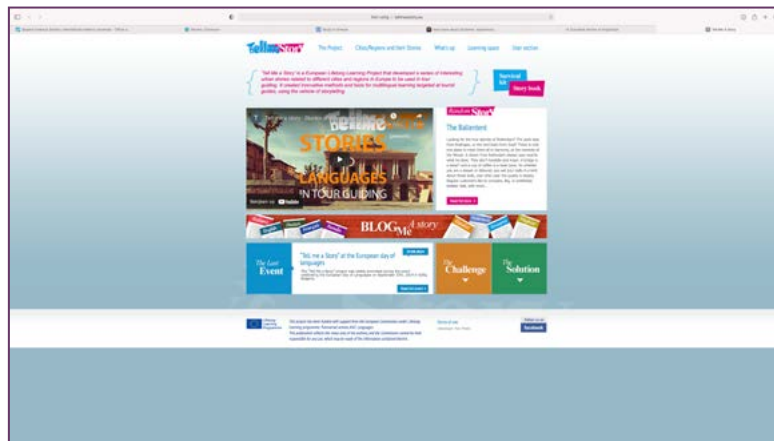
Here you can find stories of inspiration by young people on how learning abroad has changed their life:
<https://eurodesk.eu/stories/>



'TELL ME A STORY' PROJECT

'Tell Me a Story' is a European Lifelong Learning Project that developed a series of interesting urban stories related to different cities and regions in Europe to be used in tour guiding. It created innovative methods and tools for multilingual learning targeted at tourist guides, using the vehicle of storytelling.

On the Learning Space of the website, you can find a self-learning tool with assorted text materials, basic grammar rules and communicative structures and hints, as well as creative interactive materials in Bulgarian, Dutch, French, Hungarian, German, Italian, Romanian, Spanish, adapted to the needs of the professional tour guides, with pertinent cultural input, Common European Framework at Levels A1-A2.



ERASMUS+ PROJECT 'SIGNS' GOES NORTH PROJECT

'Signs' Goes North is an Erasmus+ project that offers innovative ways for refugees and migrants to learn the language, culture and way of life of the city they recently moved in.

Innovative learning takes place using photography of the city to include street signs, restaurants or shops, places of education, leisure or worship and natural or historic heritage. City signs provide an easy, visual and clear way to promote language and culture offering informal learning in 'real life' situations. Five cities are participating in this initiative: Rotterdam in The Netherlands, Soderhamn and Bollnas in Sweden, Vejle in Denmark and Reykjavik in Iceland promoting the learning of Dutch, Swedish, Danish and Icelandic languages respectively.

The learning materials, including language lessons are available via www.signsinthecity.net/signsgoesnorth



ERASMUS+ PROJECT 'WORKIT, JOB LANGUAGE KIT FOR MIGRANTS'

WorkKit is an Erasmus+ project, developing a Job Language Kit for Migrants, along with on- and offline learning tools, which help migrants acquire employment-specific skills in the host country language and offer them on-the-spot language support in their job seeking.

The online tool available on the project website www.workit-project.eu contains:

- Job Seekers' Language: words and phrases necessary to prepare, apply, get and perform a job as well as audio-supported dialogues revealing some communicative structures
- Job Seekers' Route: animated map of the job seeking procedures following the WorkKit Route
- Job Seekers' Tips: communication styles, body language, interview tips, etc.



Adapted Vocational Training Internship in Finland. CPEE “Raquel Payá” Denia (Spain)

The CPEE Raquel Payà in the region of La Marina, in Denia (Alicante), is an educational centre of reference in access to the world of work for people with functional diversity. Thanks to Erasmus+ and its internationalisation strategy, they promote inclusion and improve employability, getting their students of the Basic Qualification Training Programmes of the Hospitality and Tourism family to carry out training practices in workplaces in Finland.

http://sepie.es/doc/newsletter/2021/32/cpee_raquel_paya.pdf

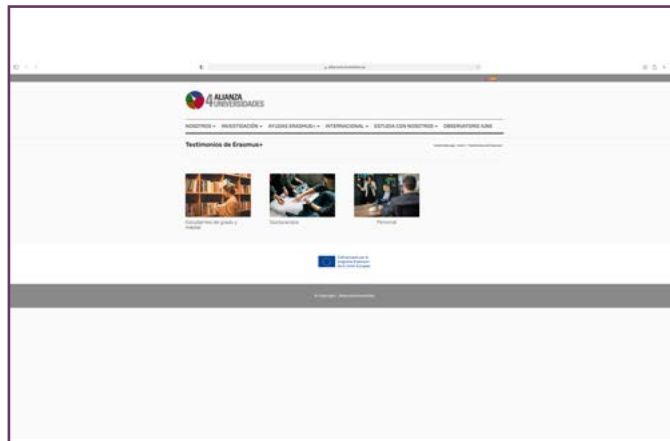


Promotion of Environmental Entrepreneurs 2.0.

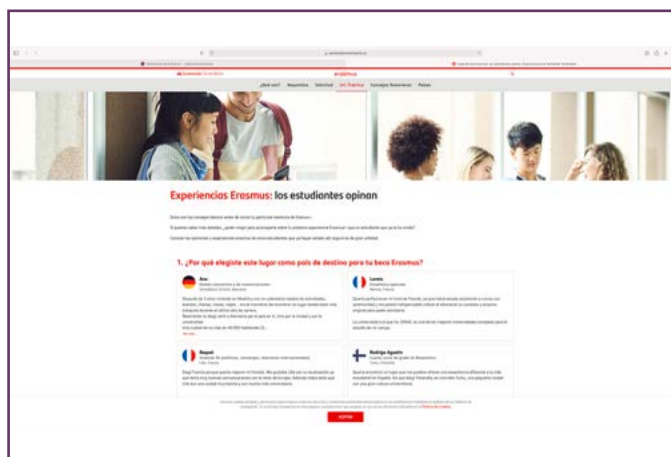
The Escuela Familiar Agraria (EFA) La Malvesía is a centre for rural promotion, whose main purpose is the professional, cultural and social promotion of the agricultural, forestry and rural environment and its people, mainly through training actions with young people and adults, which include the development of regulated education programmes, as well as permanent and occupational training activities.

“Our aim is to make the centre a reference among agricultural training schools in Europe within 10 years, thanks to internationalisation, mobilities and European cooperation”.

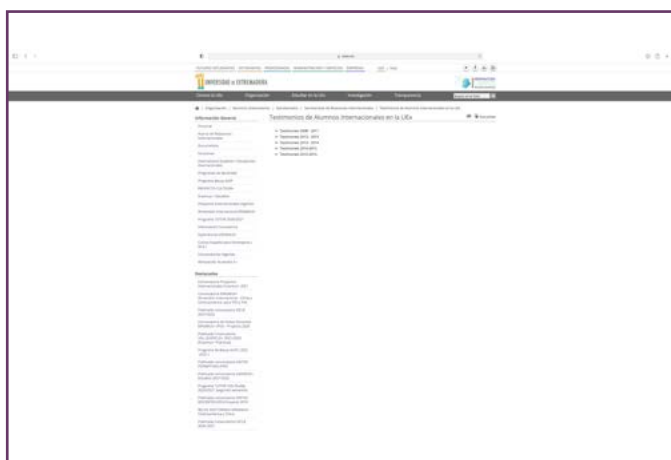
<http://www.sepie.es/doc/newsletter/2020/28/malvesia.pdf>



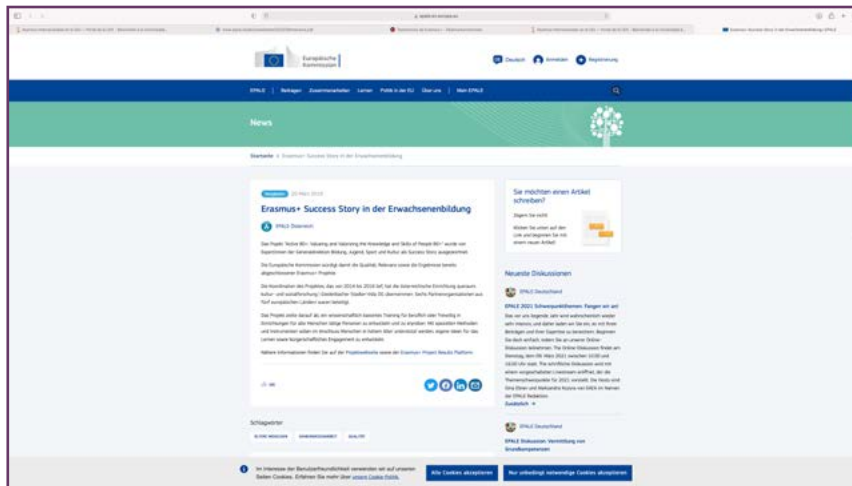
Erasmus + participants Testimo-nials from
Alliance4Universities
<https://alliance4universities.eu/historias-de-erasmus/>



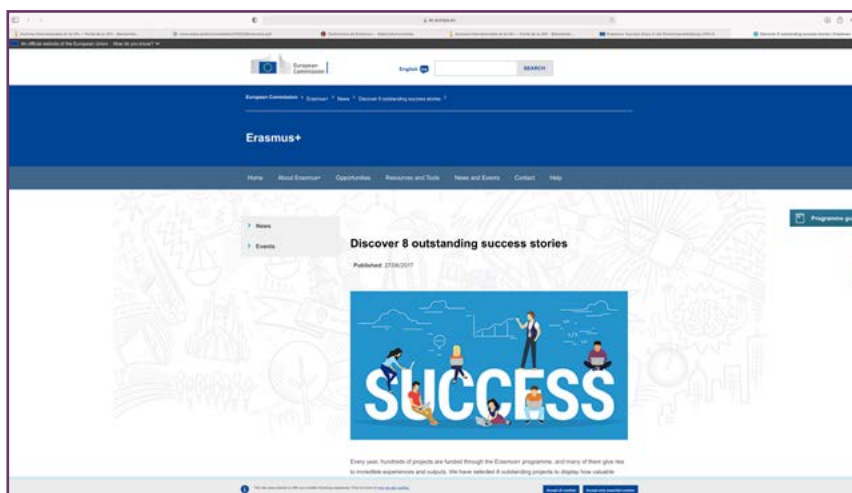
Students participating in Erasmus+ tell about their experience.
Santander Smartbank.
<https://santandersmartbank.es/guia-erasmus/informacion-practica/experiencia-estudiantes>



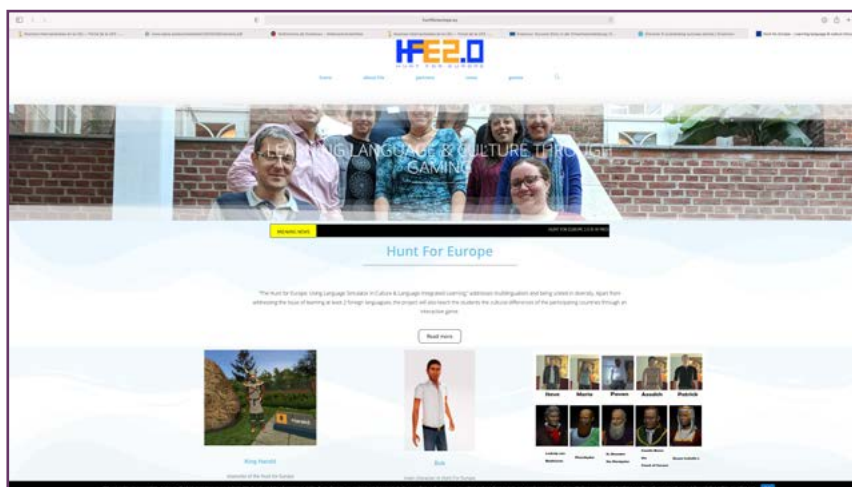
Testimonios de Alumnos Internacionales en la UEx
University of Extremadura
<https://www.unex.es/organizacion/servicios-universitarios/secretariados/sri/testimonio-de-alumnos-internacionales-en-la-uex>



On this link you can find success stories in AUSTRIA:
<https://epale.ec.europa.eu/de/content/erasmus-success-story-der-erwachsenenbildung>

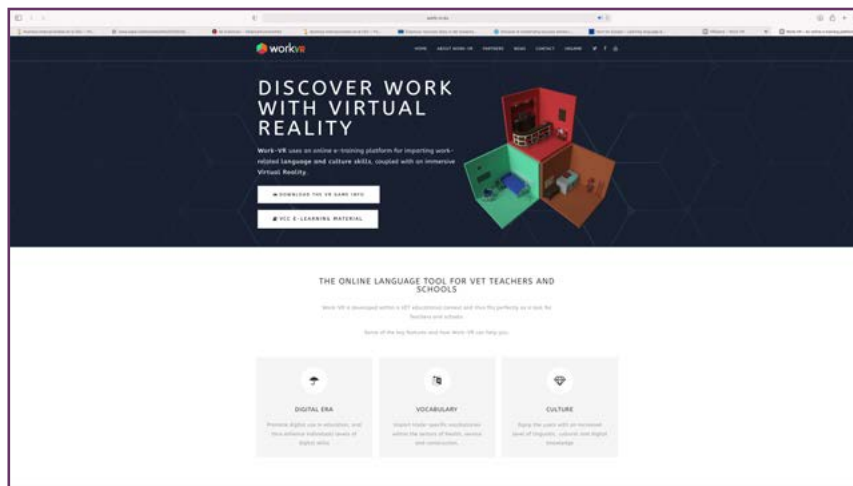


Discover 8 outstanding success stories



Hunt for Europe: Language and Culture Learning

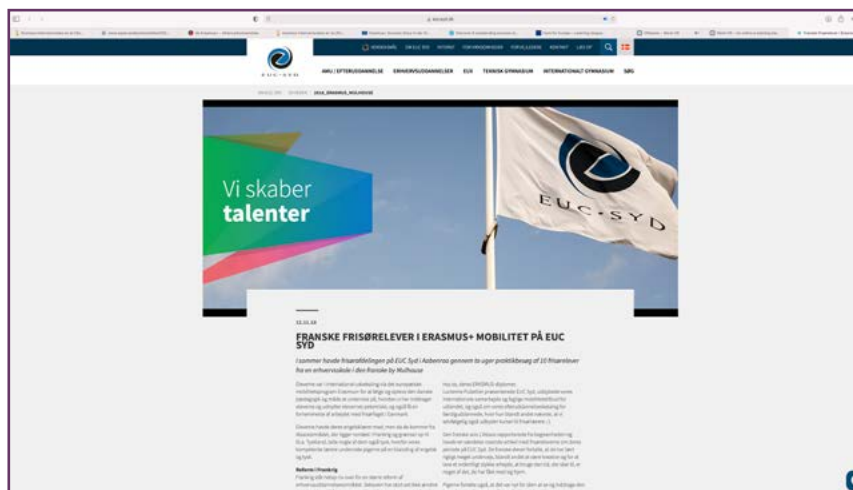
"The Hunt for Europe: Using Language Simulator in Culture & Language Integrated Learning," addresses multilingualism and being united in diversity. Apart from addressing the issue of learning at least 2 foreign languages, the project also teaches the students the cultural differences of the participating countries through an interactive game.



Workplace oriented Language and Culture Learning

Discover work with virtual reality!

Work-VR uses an online e-training platform for imparting work-related language and culture skills, coupled with an immersive Virtual Reality.



French Hairdressers in Erasmus+ mobility at EUC Syd – Denmark

Stories by three participants in SKIP Erasmus+ project



https://youtu.be/u3_bSWrOf8s



<https://youtu.be/Kehz7l3eAO0>



<https://youtu.be/xgWnxoKxiBg>

4. PUBLICATIONS

Erasmus+ Programme Guide

La Mobilità Transnazionale e le Imprese: l'Esperienza di Leonardo da Vinci e di Erasmus Plus – INAPP

The publication collects the results of two surveys conducted by the Erasmus+ INAPP National Agency on the effects produced by transnational mobility projects and on the participation of businesses in the Leonardo da Vinci and Erasmus + VET programs.

Language: Italian

Generazione Erasmus: l'Italia dalle nuove idee, by Franco Angeli

The path of readings and insights opens with a preface by Hywel Ceri Jones, founder of the Erasmus programme: 2 million students, 33 countries (5 candidates), and more than 2,200 participating universities. A challenge is won, and you should start from here to look to the future in a constructive and positive way.

Language: Italian

La Strategia dell'UE per la gioventù: uno sguardo verso il futuro - INDIRE

The study carried out by the EPRS, the European Parliamentary Research Service, was published last February, with a goal to evaluate the implementation of the EU Youth Strategy 2010-2018 and identify the strengths, challenges and the elements to be strengthened for the near future.

Language: Italian

'Erasmus+ Followed and Vlogged, Impact Tracer Study 2019-2020'

The European subsidy programme Erasmus+ enables students and educational staff to go abroad and thus facilitates the collaboration between institutions in various countries. In order to assess the impact of this subsidy programme, the National Agency Erasmus + Education & Training (NA) commissioned Oberon – in collaboration with Qrius and production company Saus! – to carry out a qualitative study into the experiences of students and educational staff while abroad. The experiences of students and educational staff included in this study provide greater insight into the quantitative results of the ongoing multi-annual study (MAS)¹. The focus of this study is on the experiences during the stay abroad, and the participants were interviewed several times during their stay about their experiences, state of mind and development. (<https://www.erasmusplus.nl/english>)

Language: English

A European Perspective in Academic Mobility: A Case of Erasmus Program

ERASMUS is a mobility program that provides its participants with experiences in their fields of study and work by presenting them global trends. This study aims to explore the impact of the Erasmus program from the perspectives of Turkish students. It is concluded that Erasmus has an impact not only on individuals but also on the worldwide labor market with its enlarging scope and comprehensive strategies as well as its challenges by rapid developments in the demands and needs of the new era.

Language: English

Barriers to International Student Mobility: Evidence From the Erasmus Program

In this article, we look at the barriers to international student mobility, with particular reference to the European Erasmus program. Much is known about factors that support or limit student mobility, but very few studies have made comparisons between participants and nonparticipants. Results reveal the overall impact of financial barriers but suggest that it is personal barriers that help us to better differentiate between Erasmus and non-Erasmus students.

Language: English

There are access options

The Socio-Economic Background of Erasmus Students: A Trend Towards Wider Inclusion?

The article focuses on the financial issues and family background of Erasmus students. It examines the costs of Erasmus study periods in the academic year 2004-2005 and the socio-economic background of Erasmus students that year. Results are compared with those of a similar survey undertaken in 1998 to track changes over the last decade. The main question that the article addresses is whether international mobility of higher education students within the Erasmus programme has been expanded to more students from lower socio-economic backgrounds during this period. In spite of still important socio-economic barriers to the take-up of the programme, access has been moderately widened.

Language: English

No free access

Erasmus student motivation: Why and where to go?

Why do participants select to go on a study exchange? Why do participants opt to study in a particular location? The ERASMUS exchange program is considered an important contributor to the tourism industry and higher education within and beyond the European Union (EU). Identified international mobility motives reflect students' needs for professional and personal growth, but evidence also suggests some leisure travel motives. In line with such conceptualization, the present paper identifies the mobility and destination choice motives of 360 ERASMUS students from 26 European countries. One mobility motive (professional and personal growth) and two destination choice motives (infrastructure and image, and lifestyle and commercialization) emerged and are discussed in light of students' personal and situational characteristics. Conclusions are that international study mobility is driven by students' desire to grow personally and professionally while studying abroad, but students' choice of a destination depends on the destinations' general as well as touristic factors.

Language: English

No free access

"I Am Not the Same after My ERASMUS": A Qualitative Research

No data has been found about the influences of the ERASMUS program on Turkish pre-service teachers of English who participated in the ERASMUS Mobility Program. Thus, in this study the researcher aims to evaluate the ERASMUS Mobility Program regarding its contributions to the progress of Turkish pre-service teachers of English and the problems they encountered during the process. The results indicated that the ERASMUS process has some significant benefits to language skills and professional and personal development of the pre-service teachers of English; however, it also brings about some potential problems.
Language: English

"Mit Erasmus durch Europa. Österreichische Studierende berichten über ihren Auslandsaufenthalt. Eine Studie" (Through Europe with Erasmus. Austrian students report on their stay abroad. A study)

This book is a publication devoted to the anniversary of "20 years of Erasmus in Austria" and offers insights into the motivations of the students, but also into the financial and academic framework conditions of an Erasmus stay. It provides information about the diverse experiences, about successful integration in the various host countries and about ways in which difficult situations and major challenges can be mastered. The evaluation and analysis of the reports was carried out by the Institute for Educational Sciences at the University of Vienna. An educational policy contribution shows current developments in the Erasmus program at European and Austrian level.
Language: German

Die Presse is a website with dossiers regarding the Erasmus+ exchange program, and especially with information about the experience of the Erasmus+ program from Vienna's side. You can read there about the development of the exchange program over the past three decades, about its goals and origins, about Austrian pioneers, the personal experiences of "press" editors - and why Austria is also popular as an Erasmus destination.
Language: German

Erasmus+ 2014-2018 in Austria: Here you can find some information about the Erasmus+ program in Austria during the period 2014-2018, through OeAD, Austria's agency for education and internationalization.
Language: German

Articles:

[Erasmus scheme expansion to benefit thousands of Irish students, by Arlene Harris](#)

[Why I'd highly recommend going on Erasmus, by Olivia Powell](#)

[Government to Fund Erasmus Scheme for Students in Northern Ireland, by Sárán Fogarty](#)

["I think everybody who studies a degree should do an ERASMUS trip!" - Maynooth Uni alumni David shares why international experience benefits the scientific field, by Lauren Valentine](#)

["Who decides whether you can study abroad despite the pandemic?", by Theo Anders](#)



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