

ERACON 2007 ERASMUS CONFERENCE



Abstracts Booklet

Preface

On behalf of the European Association of ERASMUS Coordinators (EAEC), I would like to thank all the contributors for participating in the ERACON 2007 conference. The ERACON conferences are now well established and their quality is increasing every year. With the view of the new LLP Programme, all the ERASMUS coordinators need better communication and exchange of information. The role of the EAEC Association is expected to be upgraded at the European Level as the role of the ERASMUS coordinators is becoming more and more important for the success of the aims and objectives of the European Commission in LLP.

This conference satisfies one of the aims of the Association in trying to increase communication and cooperation and exchange of information between ERASMUS coordinators. During the conference an Exchange Education Fair is organized between institutions so that the fair acts as a basis for the development of new bilateral agreements, improving existing ones and introducing the new components of staff mobility. At the same time it is expected that the fair will help in the development of communication in order to help the student placements throughout Europe.

The list of Abstracts is the result of this attempt and it provides a short description of what is presented at the conference. Round table discussions and workshops are also organized within the conference. I would like to thank all contributors for their presentation, which I believe will be found useful by all participants.

This is my opportunity to express in writing my personal appreciation to the local organizing committee from Vilnius College of Higher Education, Lithuania for their excellent cooperation and the professional planning for the ERACON2007 conference activities.

Closing, I would like to thank all the partner institutions and representatives and all the ERASMUS community that participated in the ERACON 2007 conference. Special thanks also to the plenary speakers from the European Commission, the Republic of Lithuania and the Executive Agency of the LLP.

Dr Gregory Makrides
President of the EAEC
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INVITED SPEAKER

Mr Ralf RAHDERS
"Education, Audiovisual and Culture" Executive Agency
Head of Unit P2 - Lifelong Learning: Erasmus, Jean Monnet

ABSTRACT

The Education, Audiovisual and Culture Executive Agency is acting under powers delegated by the European Communities and responsible for the implementation of the centralised actions of the Erasmus Programme and the selection procedure for the Erasmus University Charter under the new Lifelong Learning Programme (2007-2013).

Unit P2 "Erasmus, Jean Monnet" of the Executive Agency is managing the whole life cycle of Erasmus centralised projects, including project selection, contractualisation with beneficiaries, financial management and monitoring of projects.

The call for proposals 2006, the selection procedure for proposals set-up by the Executive Agency and the procedure of applying for the Erasmus University Charter will be described. Special attention will also be given to the relationship between the Executive Agency and the European Commission (DG EAC).

LOOKING FOR PREDICTORS - DOES STUDYING ABROAD PREPARE GRADUATES TO WORK IN FOREIGN COUNTRIES?

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ABSTRACT

BACKGROUND: Due to the economic and cultural globalisation, the internationalised job market and increased occupational mobility a sufficient qualification of today's graduates is expected. In all medical professions the ability to work abroad gives graduates an advantage and extends career opportunities.

WORK DONE: A survey 2006 among 455 medical alumni (return rate 58%; n=264) of Witten/Herdecke University (UWH) in cooperation with the Centre for Higher Education Development.

CONCLUSIONS: 82.6 % (218 of 264) of UWH medical alumni partially studied abroad. 30.7% (67) of the 82.6% worked post-graduate six or more months in a foreign country. Out of all students who worked at least six or more months postgraduate abroad, only 1.5% (1) did not spend time in a foreign country during their studies. Those who worked at least six or more months postgraduate abroad had spent significantly ($p < 0.001$) more months studying abroad (mean: 10.9 month), than those who did not work six or more months postgraduate abroad (studied only average 7.6 month in foreign country).

TAKE HOME MESSAGE: Studying abroad is a central element of pregraduate education for UWH students. The duration of residence in a foreign country, as part of the medical studies, correlates with subsequent employment abroad. Studying part of ones medical education abroad appears to be a prerequisite for an international postgraduate employment. The duration of study abroad as a student is a predictor. Further research should give a more detailed picture on the correlation of studying and working abroad.

INTERNATIONAL MOBILITY OF GERMAN MEDICAL STUDENTS

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ABSTRACT

BACKGROUND: The central purpose of the „Bologna-process“ is to harmonize and improve compatibility in European higher education and enable exchange. Most European countries have not changed medical curricula to a Bachelor/Master structure yet. Before medical curricula may be adapted, alumni from all medical schools in Germany were asked, how much time of their studies they had spent abroad.

WORK DONE:

1. In 2004 and 2005/2006 a survey among 38.000 alumni of medicine from state administered schools (response rate 13%=5140) and 452 alumni from Witten/Herdecke University (UWH; response rate 58%=264). Survey results:

duration	mean	range (state administered faculties)	UWH
> 6 months	16,5%	Jena 6,3% - Freiburg 38,5%	43,9%
1-6 months	43,1%	Saarbrücken 26,8% - Hamburg 51,2%	38,6%
No stay	40,4%	Freiburg 24,1% - Jena 57,9%	17,4%

2. An analysis of data from all ERASMUS-Outgoings at the medical faculty of UWH from 2002 – 2006.

CONCLUSION: Only one out of four German medical students spends more than 6 months out of a minimum of a six-year curriculum abroad, whereas 40% spend their entire study time in Germany. There is a wide range among German universities and these numbers differ considerably at UWH. Besides the higher number of UWH alumni who studied abroad, since 2002 the duration of ERASMUS sponsored months of study abroad is rising, while the number of ERASMUS-Outgoings is not increasing.

TAKE HOME MESSAGE: Future studies should focus on motivation, cooperation and potential barriers to international exchange of medical students.

**INSTRUMENTAL TEACHER TRAINING
IN THE EUROPEAN PROCESS OF REFORM
OF MUSIC EDUCATION**

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ABSTRACT

A group of Italian teachers (from the music conservatories of Frosinone, Alessandria and Bologna) went to visit music conservatories in other European nations in order to study methods of training instrumental music teachers in use outside of Italy.

They visited several different kinds of schools and analyzed teacher training methods in England (Royal College of Music, London), in Spain (Escola Superior de Musica de Catalunya, Barcellona) and in Sweden (Malmo Academy of Music, Malmo).

The methods of training were then compared with one another as well as with the Italian programmes.

The positive aspects of each system were then proposed to the Italian conservatories for integration into their teacher training programmes.

The project lasted for 18 months (September 2005 – February 2007) and was financed under the Leonardo da Vinci Programme.

New LLP programmes could extend and amplify our research.

ENSP's ANNUAL INTERNATIONAL FORUM: AN INITIATIVE TO DISSEMINATE THE RESULTS OF STUDENTS PLACEMENTS

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ABSTRACT

The purpose of this paper is to highlight an initiative launched by the Ecole Nationale de la Santé Publique in 2005 in order to give to its students the opportunity to describe the outcomes of their practical placement in a foreign country (mainly in Europe). The international forum is a two-day event which brings together ENSP students, teaching staff and foreign placement tutors to exchange on the benefits of placements for the future jobs of students. It is opened to the School's personnel. The last edition of the forum, which was held at ENSP on March 14th and 15th 2007, has gathered 250 participants, including 30 guests from 20 different countries. Students choose whether they participate in the Forum by submitting an abstract for a communication during one of the workshops, or hold a stand, or create a poster for the poster exhibition. It is also an opportunity for students which have not had the occasion to experience a mobility abroad to learn from other students' experiences and meet professionals as well as teaching staff from other countries who come to that forum. This year also included workshops and an evening conference which focused on the Balkan region, as many of the South Eastern European countries will in time become eligible to Erasmus and other programmes of the European Commission. Those sessions dedicated to a specific European region gathered professionals of the health and social welfare sector, higher education institutions and specialists of the Balkan region.

If the forum's general goal is to meet the participants' expectations by offering them the opportunity to engage a direct and personalized discussion with French and other foreign establishments, within a professional and convivial framework and to pinpoint current topics in public health common to your European counterparts and develop relations with French organizations, its outcomes have reached beyond expectations this year, as several co-operations have been launched with higher education institutions of the region and other countries as well as with organisations such as WHO. The challenge is for ENSP to extend the length of placements, make it recognised within the training courses of the students using ECTS and create links with the new LifeLongLearning sectorial programmes.

***NICE WORK*[©] – AN (ESSENTIALLY) NUMERIC VIEW ON COOPERATION
PROJECTS IN THIS *SMALL WORLD*[©] CALLED EUROPE**

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ABSTRACT

The so-called European Space for Higher Education is built through many different ways. It is built through the implementation of common policies such as the Bologna Declaration. And it is also, or should I say specially, built through the many cooperation activities, projects and the partnerships developed by and with teachers and students across Europe.

It is by means of teachers and students' *Nice Work* that this *Small World* called Europe gains a different perspective and people confront ideas, exchange experiences and build the Europe of people, not the Europe of states or countries.

However, much of what is done by them remains, to a great extent, within the “walls” of partnerships and cooperation networks, and other teachers and students, as well as people in general, know little of what is going on.

It is true that there is a lot of information out there for those who are interested in knowing a bit more. But too much information does not necessarily translate into a lot of knowledge, since only through analysing and crossing information is one able to make sense of it, thus transforming it into knowledge.

The aim of this presentation is precisely to help in this process of knowledge building by means of analysing and discussing data available in various Internet sources in the area of European higher education, namely cooperation projects in the framework of the ERASMUS action of the SOCRATES programme.

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***CHANGING PLACES*[©] – AN (ESSENTIALLY) NUMERIC VIEW ON MOBILITY
IN THIS *SMALL WORLD*[©] CALLED EUROPE**

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ABSTRACT

The so-called European Space for Higher Education is built through many different ways. It is built through the implementation of common policies such as the Bologna Declaration. And it is also, or should I say specially, built through the many cooperation activities, projects and the partnerships developed by and with teachers and students across Europe.

Teachers and students are truly the real protagonists in the common building of the Europe of people, not the Europe of states or countries. When *Changing Places* they do not change places only, they change their perspective of this *Small World* called Europe.

However, much of what is done by them remains, to a great extent, within the “walls” of partnerships and cooperation networks, and other teachers and students, as well as people in general, know little of what is going on.

It is true that there is a lot of information out there for those who are interested in knowing a bit more. But too much information does not necessarily translate into a lot of knowledge, since only through analysing and crossing information is one able to make sense of it, thus transforming it into knowledge.

The aim of this presentation is precisely to help in this process of knowledge building by means of analysing and discussing data available in various Internet sources in the area of European higher education, namely teacher and student’s exchanges and cooperation projects in the framework of the ERASMUS action of the SOCRATES programme.

[©] Title from the David Lodge’s novel

[©] id.

ERASMUS – A WAY TO CONTRIBUTE TO A EUROPEAN CULTURE

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ABSTRACT

A student in his homeland aims to reach the city, a bigger place where he thinks it's possible to broaden his horizons, to obtain better opportunities and to materialize his dreams. A student in his country aims to know other countries where he thinks it's possible to enlarge horizons, to reach better opportunities, to materialize his dreams. A European student aims to discover the world, bigger places where he thinks it's possible to broaden horizons, to obtain better opportunities and to materialize his dreams... because the world is a village. This is, probably, the most important contribution of Erasmus Programme for Europe, in order to increase a European culture and to make its citizens feel the importance of Europe in the world and the importance of each person for the construction of Europe. There are several barriers, like linguistic preparation, higher education systems and national regulations, that don't facilitate the mobility. So, we must go step by step. Nowadays, the Erasmus student isn't seen in many countries as a European citizen but rather as a foreigner who is in another country spending some of his time... This student will be seen, in the near future, in his receiving city or institution, as a European citizen who comes from another region of Europe! And, when the European parliament, the European court and the European institutions are seen as ours, our notion of country will change dramatically. This is the perspective we propose to present in our communication.

Keywords: Employability; Certification; ECTS - European Credit Transfer System; SM - Student Mobility; Linguistic preparation; Erasmus and Life

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DOUBLE DIPLOMA WITH ERASMUS PROGRAMME – IS IT POSSIBLE?

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ABSTRACT

The opening of international labor market and the possibilities of personal career development for technical universities graduates made changes in student point of view. The students are interested not only in spending some time in foreign university or industrial training completing but also in obtaining the diploma of foreign institution. Some ERASMUS students, after a year of study in foreign institution, prolonged individually their stay abroad and prepared degree thesis in host institution. After return, they prepared one another dissertation in their own institution. Such work demanding way to attain the diploma of two universities was possible in the case of Faculty of Environmental Protection or Faculty of Business and Management and very difficult for Civil Engineering or Electrical Engineering. The sanctioned way to get double degree is the double diploma programme (for example, Double Diploma Agreement between Białystok Technical University, Poland and Vitus Bering University College, Denmark). This is the form of student mobility. One of the conditions of obtaining a double degree is completing in host institution three semester studies. In the third semester student has to prepare one degree thesis monitored by supervisors from both institutions. The conditions of obtaining the double diploma and the possibilities of connections with ERASMUS Programme were described in details.

SUCSESSES AND ADVERSITIES IN ERASMUS PROGRAMME EXECUTION IN TECHNICAL UNIVERSITY

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ABSTRACT

The execution of ERASMUS Programme in Technical University needs the solution of many specific educational problems. The problems are connected with differences in the educational systems for professional engineers in different countries and thus, with differences in curricula of study as well as in the course detailed programmes. The courses, required by standard of education in technical area, compose majority in curriculum of study. The exact technical courses are performed in such forms of education as designing (project), laboratories, special workshops. The credit for a course needs contribution to all mentioned forms in active way. Therefore, the students of technical faculties choose rather the universities offering the wide selection of regular courses in English. However, the complicated procedure of technical project performance demands, beside individual work, frequent long-term relations with university and teacher, going beyond the traditional advice. This more and more popular system of work with ERASMUS students has an effect on educational system at the faculty. The effective methods of work with ERASMUS students are widely used in process of education and become standard procedures. For example, students are working in groups and every group has a project to solve; problem-oriented *discussion* became more popular than *lectures*. The problems in ERASMUS execution and suitable methods of solution in Bialystok Technical University are presented in the paper.

Quality assurance in the career counselling services before, during and after students go abroad

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ABSTRACT

Since August 2006, 12 higher Educational institutions from 7 different countries have been partners in a Nordplus Neighbour project, financed by the Nordic Council. The project title is "Quality Assurance in the Career Counselling Services Before, During and After the Students Go Abroad"

The ambition of this Nordplus Neighbour project is to identify the needs of the participating institutions in developing quality measures and tools to improve the process when students go abroad as part of their studies. Going abroad could be studying abroad or doing an internship abroad. As an increasing number of students go abroad the intention of this project is to facilitate the process of the international coordinators when assisting the students in this process. By sharing knowledge, experience and documents, this process can be improved in an on-going quality circle for the institutions and for the benefit of the students.

Previously the EU commission measured mobility success in how many student went abroad and not in the competences, learning outcomes they obtained. Nowadays the focus on quality and outcome for the student is essential as it is no longer just a matter of sending students abroad and get them back alive. There is much more in it for the students and for the institutions and how to deal with this new paradigm and give practical solutions, develop documents and share knowledge, is the focus of this Nordplus Project. The partners have been going through a needs identification, sharing of knowledge and they developed a quality manual/ handbook with a structure that all coordinators can use to increase the quality in the mobility process, including documents from their own institutions that other institutions can be inspired by. The experiences and the developed handbook will be shared and disseminated among all coordinators at the ERAACON conference giving valuable input to the on-going increase in quality measures in the mobility process.

BIGGER ERASMUS FAMILY

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ABSTRACT

Changes that are visible in Europe nowadays concerning enlargement and broaden and deepen internal cooperation, become more and more real issue. Therefore as we can read in the Bologna Declaration in wide academic and political ranges there is an awareness that we should set more competent and more comprehensive Europe, especially by substantiate the intellectual, cultural, social, educational and technological aspects. By joining EU every country received not ready solutions but many chances to take full advantage of.

One of this challenges was students mobility. The major problem for many countries was to adjust study programmes and recognize quality of records. Thanks to the development of mobility within LLP more and more students have had chance to benefit from input of studying in foreign universities, develop their foreign language skills, promote a greater awareness of differences and similarities in geographical problems of EU member states, undertake dissertation work with a European perspective and link studies with practical aspects by taking part in workplacements.

Thanks to the clear structure of recruitment and the process of exchange it is easier to enlarge number of students that are proud members of Erasmus family. Since the creation of Erasmus in 1987, 1.2 million students have benefited of an opportunity to study abroad.

European Union gives many possibilities to develop and to feel equal among other. Students – the future of integrated Europe – should be aware how important is knowledge, experience and courage to discover the new dimentions, to face these challenges.

PROJECT PRESENTATION: ERASMUS COMPLETE – NEW WEB-PORTAL FOR FUTURE ERASMUS STUDENTS

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ABSTRACT

The will of today's students to spend one Erasmus semester abroad can easily be satisfied by almost 2200 institutions taking part in the Life-Long-Learning Erasmus Program. However, these almost unlimited possibilities are accompanied by the problem of choosing the right university: Appropriate information needed to be found, possible partner universities needed to be figured out, the quality of the curriculum needs to be assessed and the city needs to be looked at more closely.

This is exactly what Erasmus Complete is aiming at: Offering valuable student to student information about all Erasmus University Charter holders and their specific offers. In order to be easily accessible and updated, these information will be provided within one major web-portal. By doing so Erasmus Complete aims at improving the mobility of the Student as well as the Erasmus Program in general. (Later on workplacement will be promoted in the same way).

As there are lots of benefits in for different project partners, this project is already supported by three international universities (Tomas Bata University, Zlin, Czech Republic, University of Algarve, Faro, Portugal and University of Paderborn, Germany) as well as by the Erasmus Student Network (ESN) and will be presented to the European Union on 24th of April 2007.

However, as the international offices are daily dealing with the international students we would like to present Erasmus Complete in May during the ERACON in Vilnius.

ESMOS* project as a bridge between "old" and "new" ERASMUS

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ABSTRACT

The ESMOS project (* Enhancing Student Mobility through On-line Support), carried out within SOCRATES-MINERVA scheme between November 2004 and January 2007, created a wide scope of innovative ideas of participants from six European universities (UK – co-ordinator, Austria, Bulgaria, Italy, Lithuania and Poland). Initially the project was to be focused especially on development of a previous British co-ordinator's idea of Virtual Learning Environment as well as enhancement of an Italian SOCRATES Manager on-line support tool for students - but eventually it turned to be a complex new model for complementary support for mobile student on exchange and foreign placements: before, during and after their period spent abroad.

ESMOS created a real platform for exchanging experience, know-how and examples of good practice as well as sharing ways of finding best solutions for different problems connected with students mobility, i.e. their studies abroad (in the framework of SOCRATES-ERASMUS Programme), and their industrial placements (in the framework of LEONARDO DA VINCI Programme). Both theoretical and practical approaches were applied to rich the objectives of the project. Diverse aspects (including organizational, administrative, pedagogical, methodological, and psychological ones) were taken into account while discussing new methods of "better" mobility preparation and implementation.

The current article is to explain to which extend ESMOS has become a solid basis for future ERASMUS and LIFELONG LEARNING (and also E-learning) services development and enhancement, and to which extend its outcomes will help to change from "old" ERASMUS and LEONARDO DA VINCI to the new challenge which we are to face in the "new" educational programmes foreseen for 2007-2013 period. – And what obstacles on the bridge between "old" and "new" ERASMUS are the most difficult ones to fight with and overcome, and why.

New “lifelong learning” and “mobility” culture within career and intercultural dialogue context

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ABSTRACT

Why do people become more and more mobile these days ? Why is it said that an experience gained during a study period or work placement abroad may help people (especially young generation) to have a better, more attractive and challenging career, a well paid and satisfying job, and perhaps in numerous cases also more interesting life in general ? How does that all mobility and lifelong learning business work for higher employability ?

Why is the mobility circle growing all the time ? Why do mobility schemes spread not only all over European Union (like ERASMUS, LEONARDO DA VINCI or YOUTH) but seems to overcome more and more borders barriers to reach and connect people of different cultures and nations all over the world (like ERASMUS-MUNDUS, and ERASMUS-MUNDUS External Window) ?

Why is it often not enough to accomplish certain level of secondary or higher education in order to become a specialist in a certain discipline ? What for does the continuous learning process step into our adult life and stay there for good ? Open Learning, E-learning, Adult Learning, learning by doing, formal and informal learning, Lifelong Learning – are we prepared to learn how to learn and how to make our lifestyle out of the lifelong learning (and mobility) idea ?

You may change the world, beginning with changing yourself, only when you are active: an active citizen, an active participant, an active learner. The “lifelong learning” and “mobility” culture is all about being active, and discovering more and more advantages of being so.

The aim of the current article is to answer the specified above and other questions connected with new “lifelong learning” and “mobility” culture, especially within career and higher employability as well as intercultural dialogue and mutual understanding context.

KAHRAMANMARAS SUTCUIMAM UNIVERSITY

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KSU founded in 1992, is a teaching and research-led university, running undergraduate and post graduate courses in almost all branches. KSU is located in Kahramanmaras, a city in the Mediterranean region of Turkey. KSU operate with 9 Faculties, 3 Institutes, 10 Higher Vocational Schools and 2 Colleges with 587 administrative staff, 770 academic staff and approximately 15,000 registered students.

KSU aims in the context of LLP to contribute to local and regional wealth creation by being a succesfull and growing institution that attracts students, staff and research from home and abroad. KSU has 32 bilateral agreements. Currently we have 81 students in mobility and 7 teaching stably in mobility.

KSU has agreed to use ECTS to facilitate full academic recognition. KSU students have awarded DS in order to provide quality control and to implement the evaluation of participation in European programmes. The curricula is easily accessible on website. The EU office initiates and runs international projects and basic documents, statistics about studies for incoming and outgoing students. The EU Office has an advising programme of liaison with incoming and outgoing students, to include meetings throughout their studying period. The EU office arranges orientation programmes for foreign students at KSU.

In this article we will discuss plans to establish a Herbarium, a Botanical Garden or an Erasmus Forest. We offer to organize Annual Erasmus Student Fairs and Erasmus Student Spring Festivals and also we plan to carry out Erasmus Student Summer School for six languages; English, Turkish, French, Spanish, German and Chinese.

PRACTICAL STEPS TO INTEGRATE ERASMUS PLACEMENTS IN AN INSTITUTION

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ABSTRACTS

This paper aims at showing how a French-speaking institution offering short cycle Marketing, International Trade, Accounting, Law and Information Technology degrees (mainly in French) is approaching the integration of Erasmus placements into the general organisation of the institution's work placement system. It will highlight some difficulties but also mention some steps taken to overcome them.

A brief presentation of the institution is followed by a reminder of the advantages of a successful integration of Erasmus placements within a pre-established system of work placements. Students, partner companies, staff and the institution as such can benefit. Mention is also made of necessary actions that need to be taken so that all parties become convinced of those advantages in order to feel actively involved. Indeed, integrating Erasmus placements within the existing structure of work placements implies a change in procedures and flexibility at various levels of the organisation.

A first change is at the organisational level (new hierarchical structure and new IT-system); a second, less straightforward, change is at the administrative level (the day-to-day operations of the work placement office); the third, even more challenging change, is at the supervising level (the flexibility required from teacher supervisors). The final change to be dealt with is at the communicational level: communication with the Partner Institutions and the potential Erasmus trainees who have to cope with time and distance problems to meet the requirements of 3 parties: home institutions, partner companies and the practices within the host institution.

IN PURSUIT OF A STRESS-FREE INTERNATIONAL OFFICE: PREPARATION OF OUT-GOING STUDENTS

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ABSTRACT

This paper describes the design and delivery of a pre-departure programme for out-going Erasmus students. ITT Dublin developed the programme in line with an institute-wide initiative of quality assurance which came into effect in 2004. A protocol was drawn up to clarify the content of the pre-departure programme module, as well as the method of delivery in relation to the individual components of the programme. The protocol outlines the measures taken to ensure that all prospective out-going students may be appropriately advised on all academic, financial and safety aspects of studying abroad. Full participation in the programme provides students with the opportunity to be fully informed of their entitlements and obligations with regard to studying abroad under as an Erasmus student.

Typically the pre-departure programme is divided into ten 1-hour sessions. The sessions may be in the form of lectures or workshops, depending on the content. They are held weekly throughout the semester or in block format shortly before a student's departure. Each session deals with a specific topic; the first session bears the title "The Erasmus Student Charter & The Learning Agreement". Further titles include "Accumulation of credits abroad" and "Financial considerations and the student mobility grant".

ITT Dublin offered the pre-departure programme during 2005-06, and revised the format for 2006-07. Completing a pre-departure programme is now compulsory for our out-going students. It is envisaged that adequate preparation of students in this way will considerably reduce the amount of time spent on administration associated with each individual student.

KAUNAS COLLEGE EXPERIENCE IN TEACHING STAFF MOBILITY: CHALLENGES FOR FUTURE

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ABSTRACT

One of the main features of nowadays changing economy is globalisation. The world is not limited by a single region or a single country. That is why in order to compete in labour market a wider point of views, better knowledge of foreign languages, constant development of professional skills, flexible response to changes and creative way of thinking are needed. The teaching staff in this environment becomes not only an organiser of teaching and learning in various forms, but also a participant of lifelong learning and provider of educational services. Teaching staff mobility is one of the means which plays a significant role in establishing the European Higher Education Area. Thus the higher education organisations are requested to ensure high quality in organising staff mobility.

The new Life Long Learning Programme lists the different types of mobility in Erasmus and mentions: mobility of teaching staff in higher education institutions in order to teach or receive training in a partner institution abroad, mobility of other staff in higher education institutions and staff of enterprises for purposes of training or teaching.

This presentation outlines the experience of Kaunas College in organizing both types of teaching staff mobility, the peculiarities and problems of it and challenges of the new program.