

Conference Programme: EU-India Higher Education Conference
“Cooperation in the higher-education sphere
between the European Union and India”

New Delhi, India. Thursday 29th September 2016

Abstracts

**Mr. Brian Toll, Directorate-General for Education and Culture,
European Commission**

“Cooperation, Mobility and More: EU Higher Education Opportunities (Erasmus + and Marie Skłodowska-Curie Actions)”

Europe has throughout history engaged with the rest of the world, importing and exporting goods, services and ideas. At this time of increasing globalization, it is emphasising the need for international cooperation in higher education, helping universities develop high quality, state-of-the-art programmes and provide excellent facilities for study and research. Only this will attract the best applicants from around the world and stimulate a knowledge-based economy.

As a place of study, Europe has a strong reputation for excellence, with its universities ranking prominently among the top 100 in the world. They offer a vast range of courses and are increasingly developing cooperation with other countries, local communities and employers. Those students who can study in two or more countries develop special skills which, according to a recent study, 93% of employers value highly, setting them apart from the competition. It is no surprise that Indian students are attracted, making up more than 36,000 of the 175,000 non-EU students following courses in the EU, the majority at Master level.

For organisations, Europe encourages cooperation, development and networking, helping improve the professional skills of staff, build capacity and create trans-national partnerships to produce innovative outputs or exchange best practices. In addition, these kinds of cooperation facilitate mobility for universities' students, researchers and staff which in turn enhances their own attractiveness along the way. This is not a one-way street as mobility can be both to and from Europe and international exposure challenges universities' ways of doing business, making them improve their services and structures.

The international approach is promoted particularly by the EU's *Erasmus+* programme which offers generous scholarships for approved courses and periods of study, from 3 months to full

This project is funded
by the European
Union



Implementation
Partners:



Master Degrees. There are funded opportunities for university staff and researchers too. For higher education institutions, funding is available to develop new Joint Master Degree programmes or to create the partnerships for mobility or institutional development projects. In most years, including 2016, the application period runs from October to February.

Beside Erasmus+, *Marie Skłodowska-Curie actions* provide EU-funded opportunities for young researchers to pursue career development opportunities in prestigious research teams in Europe. This is now the main programme for doctoral and postdoctoral studies with generous fellowships on offer to the best candidates.

In short, in the dynamic, multicultural environment of Europe, there is something for everyone and, at the end, the knowledge and skills gained will give individuals and institutions an essential advantage in an ever-changing world.

Professor M. Jagadesh Kumar , Vice Chancellor, Jawaharlal Nehru University

"JNU and its International Collaboration efforts"

Ms. Ainhitze Bizkarralegorra Bravo – Country Representative EURAXESS Links India

"EU Research Opportunities: MSCA fellowships, ERC grants and EURAXESS-Researchers in Motion"

Research co-operation between India and the EU started decades ago, with two complementary components: bilateral cooperation with several EU member states on the one hand, and cooperation initiatives launched by the European Commission on the other hand.

The European Union is one of the leading regions of the world insofar as research and innovation are concerned. For instance, the EU is responsible for 24% of world expenditure on research and 32% of high-impact publications, while representing only 7% of the population.

Regarding academic collaboration in particular, the EU is India's leading partner in terms of joint publications. An aggregation of the data for Germany, Great Britain, France and Italy shows that these 4 EU countries alone, when taken together, are already ahead of the USA.

Higher Education Institutions of many other EU member states have also been recognised as centres of excellence, attracting researchers and students from all over the world, including

This project is funded
by the European
Union



Implementation
Partners:



India. There are over 40 countries that Indian higher education institutions may consider when looking for research collaboration with peer institutions in Europe, or for students and researchers to consider as host country. These are the 28 EU member states and the associated countries of Horizon 2020.

Beside Erasmus+ and Marie Skłodowska-Curie actions (MSCA) - the main programme for doctoral and postdoctoral studies with generous fellowships on offer -, the European Research Council (ERC) provides EU-funded opportunities to both early-career and senior researchers, carrying out their ambitious research projects in all scientific disciplines in prestigious institutions across Europe. Both MSCA actions and the ERC grants are funded by Horizon 2020, the EU Framework Programme for Research and Innovation (2014-2020). Over 1600 Indians received Marie Curie fellowships in the period 2007-2013, 33 top Indian researchers are managing ERC funded projects, and a few hundreds working as part of ERC project teams.

In order to help researchers and research institutions identify the right funding opportunity and support researchers with practical aspects involved in any mobility we have *EURAXESS-Researchers in Motion*, a European Commission initiative backed by the countries of the European Research Area (+40 countries). EURAXESS Links is EURAXESS outside Europe and has so far been launched in North America, Japan, China, India, the ASEAN and Brazil.

EURAXESS Links India is an information and networking tool for European researchers working outside Europe and non-European ones wishing to collaborate and/or pursue a research career in Europe. Membership is free.

Additionally, EURAXESS Services (with 40 national EURAXESS portals) and EURAXESS Jobs (with thousands of vacancies a week) are two other valuable EURAXESS tools for researchers any where in the world. For example, under EURAXESS Jobs, one can find open positions under MSCA doctoral programmes and funded projects, and vacancies to join ERC funded teams'

The new EURAXESS-Researchers in Motion website portal is under preparation, with better and new tools for researchers, innovators, universities and business, in line with Horizon 2020 which covers Research and Innovation. EURAXESS: You gateway to the European Research Area!

Professor Jirí Militký – Technical University of Liberec, Czech Republic

“Textiles and Textile Engineering Re-invented through Cooperation of the Technical University of Liberec (TUL) and the Indian Institute of Technology Delhi (IIT Delhi). A Case Study of Success: Technical University of Liberec and IIT Delhi”

This project is funded
by the European
Union



Implementation
Partners:



The traditional textile engineering has undergone a turbulent development from an industry mass-producing clothes to an innovative discipline studying nanotechnologies, environmental remediation and applications of textiles in health science. Specialised textile institutions are rare and solutions of these topics are unique. The experts from the TUL and from IIT Delhi have cultivated their common research activities since 2003.

What has been achieved since then?

The Faculty of Textile Engineering at the TUL has signed Memorandums of Understanding with IIT Delhi, University in Coimbatore, Sardar Vallabhbhai Patel Institute of Textile Management and Anna University, Chennai.

TUL researchers and Indian partners jointly organise and participate in numerous conferences, e. g., the 1st Indo-Czech seminar, PGS Coimbatore, in December 1999; the 2nd Indo-Czech Textile Research Conference, at KCT - Coimbatore, 28-29, November, 2003; the 3rd Indo-Czech Textile Research Conference on 14-16 June, 2004 in Liberec; Indo-Czech International Conference "Advancements in Specialty Textiles and their Applications in Material Engineering and Medical Sciences" at Department of Textile and Fashion Technology of Kumaraguru College of Technology in Coimbatore, on 29-30 April, 2014.

Top specialists come as visiting experts to partner institutions regularly to teach students and discuss research results with colleagues. Prof. B. K. Behera, the Head of the Department of Textile Technology at the IIT Delhi comes to Liberec and Prof. Jiří Militký lectures in India.

Cooperation has been developed also with Indian companies and state authorities, e. g., Indian army. Because of this we jointly succeed in transfer of academic knowledge into applied research. The collaboration of Indian and Czech experts has resulted in new patents and inventions which improve the quality of human life.

Between 2003-2015 seventy-eight internship students from Indian universities spent on average 2.5 months at the TUL.

Currently, the Indian PhD. students represent the largest group of international PhD. candidates at the faculty. Several Indian graduates are employed as lecturers and researchers.

Due to the successful integration of Indian students at one faculty, there is a growing trend of students from India applying for studies at the university in general. The community of Indian students is growing and the intercultural relations enrich lives of both Czechs and Indians. The foundation of the first cricket playing group clearly indicates that Indian students feel at home at the TUL.

The presentation will sum up the best practices of our 13 years of cooperation and lessons learned.

This project is funded
by the European
Union



Implementation
Partners:



Professor Gulshan Sachdeva – Director, Europe Area Studies Programme, Centre for European Studies

“JNU’s Collaborative Experience with European Institutions”

JNU and its faculty have long established collaborations with a large number of European Universities and other academic institutions. Out of total 171 active collaborative agreements, more than 60 are with European partners. Due to nature of its teaching and research, the Centre for European Studies (CES), which is part of School of International Studies of the University, works very closely with many European Universities and think tanks. The CES was a key partner of the EU funded India-EU Study Centres project. It has been an active member of Interdisciplinary Bridges for Indo-European Studies (IBIES) programme as well as PRIMO (Power and Region in a Multipolar Order) Marie Curie Initial Training Network. Active student mobility programme are being implemented with the University of Warsaw, University of Agder and some German universities. Active teaching collaborations have been implemented with a large number of European Universities. Recently, the Centre faculty has also been awarded Indo-German partnership project and Erasmus Plus Jean Monnet Network project. The CES has also been recipient of two Jean Monnet Chairs. Many CES faculty members are on advisory board of different European think tanks. Despite restrictive rules concerning student mobility, the Centre has been able to exchange many students with European partners.

Professor Prabhakar Rao – Faculty Coordinator, University of Hyderabad

“Internationalization of Indian Universities: Challenges and Perspectives”

An inevitable economic integration between developed and developing nations has led to the speed growth of these societies. However, further development of these contemporary knowledge economies are depend on their capacity to produce and absorb knowledge. Thus, knowledge becomes universal and the higher educational institutions (HEIs) producing knowledge acquire universal recognition and significance. Today, knowledge has become an International commodity and the HEIs are treated as “manufacturing units” of that commodity (knowledge). So, Higher Education (HE) along with other sectors of society has naturally represents an indicator of economic competitiveness. Consequently internationalization of HE has become an innovative response to industrial needs and job opportunities.

Internationalization of HE includes increasing border-crossing activities in terms of physical mobility (students, teachers and the staff), academic cooperation (research projects, students

This project is funded
by the European
Union



Implementation
Partners:



exchange etc.) and academic knowledge transfer (degrees). In order to achieve this, Governments have to design policies and instruments that could promote internationalization of education in their countries. Although internationalization of HE has begun in Europe in 1990s, the European Commission (EC) recognized India as one of its strategic partners and education and research collaboration by signing a joint declaration in 2008. Since then, number of initiatives is being taken by both India and EC to encourage mobility in research and education. This has resulted in expanding and building partnership between Indian and European Universities and in increasing student mobility.

However, there are number of hurdles in terms of policies and matching instruments to take forward the collaboration in research and student mobility between India and EU. The recent Gazette Notification of UGC dated 11th July 2013 and the Cabinet Approval of Government of India for establishing foreign Universities in India and finally, the New Education Policy which is being drafted by Government of India can be cited as some of the initiatives which are expected to aggressively promote research and student mobility between India and foreign countries in general and India and EC in particular. The initiatives such as easing of VISA norms to Indian students, job opportunities in the hosting countries, introduction of courses in English medium, enhancing number of scholarships etc. can be cited as some of the steps taken by the EC in this regard.

The present paper provides an overview of academic collaboration between India and EC and highlights the challenges encountered in process of such collaboration. It also suggests the steps to be taken by both sides to increase research and student mobility.

Professor Rajiv Seth – Pro Vice Chancellor, TERI University, New Delhi

“International Cooperation in the Field of Sustainability: The Case of TERI and Freie University”

The United Nations underscored the global significance of universities in sustainable development by launching the Decade of Education for Sustainable Development (DESD) in December 2002. This decade, which lasted from 2005 to 2014, emphasized the role of universities in sustainable development (GyulaZilahy et al, Journal of Cleaner Production 2009).

Universities, being multi-stakeholder organizations, have access to a mixture of knowledge and expertise. In the arena of sustainable development, universities become important stakeholders in finding solutions in an interdisciplinary mode. What is also important is to realize the importance of not just scientific and technological aspects but also the policy and governance aspects. Thus there is a need for an integrative approach towards education and greater institutional cooperation between higher education institutions.

This project is funded
by the European
Union



Implementation
Partners:



Keeping the above in mind it was understandably apt that TERI University, a pioneering institute in the field of sustainable development and Freie University, Berlin, got together for institutional cooperation in the field of sustainability.

The cooperation which initiated with research collaboration went on to have joint research projects, joint academic events, faculty and student exchanges and joint publications. These have been funded through various agencies including DAAD, DFG, ICSSR and ERASMUS+

The case study of the cooperation between TERI University and the Freie University, Berlin, will be brought out in the parallel session at the conference on cooperation in higher education between the European Union and India. The focus will be on four collaborative efforts and the strong institutional partnership that developed because of these. The first was funded by the DAAD programme "A new passage to India". This led to an exchange of 70 Indian and German students. It also led to joint events. The second, funded by ICSSR and the DFG, led to the creation of a multilevel climate governance research network involving other European and Indian universities. The emphasis was on mutual learning and comparative research studies. ERASMUS+ is the latest collaborative effort between TERI University and FU leading to doctoral student exchanges. Finally, civil servants of the Government of India have been going for the last three years to FU for a jointly organized programme on public policy.

Mr. Chris van den Borne – Saxion University of Applied Sciences, Netherlands

"Internationalization: Addressing the skill gaps in Kerala towards better employment opportunities for the youth"

In the last decennia, internationalization of higher education has changed progressively in India. The distinctive political, demographic and economic circumstances have increased the mobility of India's labour force, academic staff and students. Increased mobility in higher education is one of the main indicators of competitiveness among universities, and a key aspect for quality in education. As the demand for high quality education grows day by day, the need for additional skills training and vocational competences becomes more evident.

In their drive for academic excellence, meeting the needs of society and serving the demands of the labour market, educational institutes in Kerala have taken the lead in seeking engagement with key universities in Europe. Emerging results from bilateral partnerships with Saxion University of

Applied Sciences suggests that there are mutual significant benefits to be gained from international education and experience. One of the main conclusions is that the focus on

This project is funded
by the European
Union



Implementation
Partners:



acquiring (21st century) skills and competences required by the labour market leads to better employment opportunities. Capacity development projects with JDT Educational Institutes (JDTI) and the College of Architecture (CAT) in Kerala, showcase improvements in profession oriented academic management, curriculum development and teacher training. The tie-up with Saxion has inspired these institutions to meet global standards consistent with innovations in academic offerings such as blended and e-learning arrangements. These advancements towards internationalization of higher education are leading to a higher interaction with businesses, are widening the outreach to the international labor market and are sparking new international exchanges.

Professor Neeta Inamdar – Head-Manipal Centre for European Studies, Manipal University

“India-EU Collaboration in Higher Education for Research and Mobility: Understanding and Addressing Organizational and External Factors”

Internationalization of higher education is inevitable in today’s world if one is concerned about visibility of international platforms and wishes to be a part of the global competitiveness. In today’s contexts, internationalization of HEIs should be seen as a subset of globalization and a way to global citizenship.

It is a misnomer to limit internationalization to student and staff mobility and leave out collaborative research altogether. Any institutional collaboration can be considered robust if the partners are able to find common grounds for collaborative research. However, this needs extensive efforts in building of partnerships in different stages and requires changes in both institutional/organizational functioning along with attention to external factors that influence cross-border educational collaboration.

Most of the teething problems exist at the initial level where general MoUs between universities are signed to commit to an exchange of students and may be staff at a later stage. However, soon they realize there is no matching of credit systems or that of grading done before committing to this kind of an exchange. This lack of academic nimbleness and an emphasis on ‘equivalence’ of courses shakes the very basis of exchange programs. Exchange programs may not be effective unless there is a shift in emphasis from ‘equivalence’ to ‘relevance’ of the courses studied.

Existence of sound HR policies that facilitate staff mobility is still found missing in many HEIs thus hampering progress on this front. Unless researchers at different levels from within the universities become mobile, little can be done about collaborative research. Existence of

This project is funded
by the European
Union



Implementation
Partners:



formalized international offices as facilitators of any such exchange are also not there in many of Indian HEIs.

To add to the challenges are external factors such as lack of harmonized credit and grade systems within India. Despite the diversities, Europe has been able to bring in harmonization in its higher education through Bologna process. If a similar effort is made at the national level, India could certainly enhance its prospects in internationalized higher education arena.

This presentation touches upon several other internal (institutional/organization) and external (at state or national level – including the role of regulatory bodies) factors that influence internationalization, and offers possible solutions and alternatives.

Mr. Netra Bhandari – Director of India Office, International Office, Georg-August-Universität Göttingen, Germany

“Added Value in EU – India Collaboration in Higher Education: from an Erasmus Mundus Action2 Project Coordinator Perspective”

Since its inception, the Erasmus Mundus Action 2 Programme (2009-2013) has provided numerous institutions, industries and individuals with the possibility of reaping the benefits of participation in partnerships formed between EU and non-EU countries, enhancing academic cooperation and exchanges of students and academics, with the aim of addressing the socio-economic development of the non-EU countries involved, as targeted by EU external cooperation policy. As of 2014, 308 EMA2 partnerships have resulted worldwide, in which 6,336 HEIs have participated, including 739 associates. Through this program, 45,000 mobilities have been completed. Since 2009, 64 EMA2 Asia Regional projects have been awarded and 4,208 mobilities undertaken: 5% of all Asian mobilities were from socio-economically disadvantaged or vulnerable groups. India has the highest number of HEIs (77) participating in EMA2 program among the non-EU HEIs.

Using the wealth of experiences of the University of Göttingen (UGOE) which has been actively involved in the EMA2 Program from the outset, both as a Project Coordinator and Project Partner, 9 coordination and 39 partners project. UGOE is involved in 12 EMA2 projects which include India. In this showcase, we would like to share our experience in added value and management of the international mobilities from and to India managed by UGOE. The experience gained in managing these projects, and in the conception, implementation and management of academic cooperation projects with India, has enabled UGOE to streamline its internationalization strategy and international higher education policies, and to share its best practices and knowledge with other HEIs, both within EU and beyond.

This project is funded
by the European
Union



Implementation
Partners:



This case study will highlight the outcome of the response from the participants of NAMASTE Project (EU – India EMA2 project) coordinated by UGOE. It is hoped that this case study of UGOE’s experiences of the EMA2 program will further contribute to a better understanding of the challenges and perspectives in international mobility management in higher education, as well as to explore the importance of, and examine ways of securing, the sustainability of these cooperation for the benefit of the HEI sector and our ever more globalized world.

Whilst challenges have not been uncommon, such as in terms of credit recognition, cultural differences, and different teaching and learning methods, participation in EMA2 has led to greater cultural awareness and appreciation of diversity, increased employability, new or strengthened institutional relations, both EU - EU/non-EU - non-EU and EU - non-EU, and the creation of new partnerships – both in terms of university MoUs and collaborations established for the purpose of joint publications or supervisions of theses.

The EMA2 Programme has provided perspectives for sustainable academic relations and ultimately renders the aim of a global education tangible, acting as a catalyst for innovative and sustainable societies.

Ms. Eija Kujanpää – Aalto University, Finland

“Supporting mobility to further develop education and research collaboration activities with Indian Institutes of Technology”

In 2014, a Memorandum of Understanding (MoU) was signed between 16 Indian Institutes of Technology (IITs) and a consortium of 12 Finnish universities. In the MoU was stated that India and Finland both recognize mutual interest in research, development, education, entrepreneurship, innovation and technology transfer, and also recognize the global nature of today's business, industrial and social problems. The collaboration with IITs is set as high priority at national and university level. In 2015 INDFICORE (Indian Finnish Consortia for Research and Education) Network was established and joint seminars and workshops have been organized. At Aalto University, one of the Finnish consortium members, specific attention is paid to further develop various forms of collaboration with the selected IIT partners.

This presentation will introduce the planned and implemented mobility activities between several Indian Institutes of Technology (for ex Bombay, Kanpur, Roorkee, Indore, Mandi, Madras) and Aalto University. Various forms of mobility is supported: bachelor/master-level student exchanges, Phd student and staff exchanges, summer schools and for ex planning and development of doctoral double degrees. The activities are currently supported by national project funding or Erasmus + global mobility funding. Erasmus + global mobility funding is a new tool for both EU and non-EU higher education institutions. What are the first experiences with this funding instrument? The presentation will also describe the project activities

This project is funded
by the European
Union



Implementation
Partners:



supported with national funding from the Finnish Centre for International Mobility CIMO (an agency of the Ministry of Education and Culture).

Ms. Manasi Thapliyal Navani – Ambedkar University, Delhi

“Weaving learning webs: Envisaging international partnerships from the perspective of a young university”

India is poised to democratize access to higher education—a feat once achieved will make it the largest HE system in the world. This drive for massification, however, is deeply entwined with the struggle to negotiate academic and organizational reforms for quality in the existing landscape of HEIs. Internationalisation, therefore, cannot merely be seen in the limited context of student and faculty mobility. A long-term and holistic agenda of internationalisation would have at its core a vision for partnerships that is consequential to the life of an institution as well as to the dynamics of educational change itself. This seems critical from the vantage point of Ambedkar University Delhi (AUD), not even a decade old and still taking shape, where thinking of international partnerships / collaborations and investing thought and material resources in them, may appear as misplaced priority! But, there is a need in this context to envisage international partnerships/collaborations as weaving of learning-webs or rather, institutional learning-webs. Webs, which in the very process of their formation alter the institutional ecology, but also simultaneously provide a frame for sustenance of the new.

Professor Partha Chatterjee, Faculty Coordinator, Shivnadar University

“Different dimensions of mobility”

I start by examining the question that why do we need mobility? When we talk about mobility in higher education, it can be mobility of students, faculty members or even leadership. Each of these serve somewhat different purpose, but one thing that is common across all types of mobility is that generates new ideas and pushes the frontier of knowledge. This is particularly important in the arena of higher education. Then I look at mobility within India, or the lack of it, and mobility across countries. I also try to link mobility in higher education with mobility across income classes.

This project is funded
by the European
Union



Implementation
Partners:



Mr. Jan Rembowski – EURECOM consortium, France

“Building Stronger Relations For Exchanges Through Collaborative Research”

Eurecom Engineering School and research Institute in the Hi-Tech Park of Sophia Antipolis, Nice was created as an Economic Interest Group and although it has part public funding, its main objective is to follow a unique business plan which brings in paying members from the academic world as well as from industry. After 25 years, 7 top universities, 8 world companies, the Principality of Monaco and the French government participate in a jointly managed Institute. Eurecom has a common curriculum in English (70% of students and professors are from abroad), tailored to be at the cutting edge of information and communication technology, which is validated by the Assembly of Members and a Scientific Council composed of the members. The main advantage of such a unique institution is to bring together the expertise of all the members to aim at horizon research.

Eurecom has founded the OpenAirInterface 5G software alliance for democratising wireless innovation. The platform is an open-source based experimental research initiative and open-forum for innovation in the area of digital radio communications. It was created in EURECOM in the context of collaborative research projects in the European Framework program MEDIEVAL which the European Community auditors rated as Excellent during their final review at EURECOM.

The present strategy of Eurecom includes furthering links with researchers throughout the world through a strong recruitment programme of Master and PhD students combined with inviting Universities to join the H2020 projects that Eurecom is involved in managing - at present 30 H2020 projects and it has passed initial stages for further projects.

In the last 10 years 71 Indian students from 20 Indian universities have finished a Masters degree, 10 have gone on to PhD's of which 2 in Eurecom and 8% of the students, after work experience in France have returned to India working in International companies in Delhi, Chennai and Hyderabad. Two are at present lecturers in Indian Universities.

The presentation intends to show how Eurecom aims now to strengthen ties with India with a global approach by inviting Indian universities to use the openair platform, providing feedback into 5G for which the platform is distributed free of charge. <http://www.openairinterface.org/>.

Partners already include Tata Consultancy Services, IIITDelhi, IIT Madras and especially IIT Hyderabad. Exchange programmes have begun with IIT Delhi and Eurecom is looking for partner universities and double degree programmes - at present negotiations are underway with two universities in India.

This project is funded
by the European
Union



Implementation
Partners:



Mr. Niall Power – University of Aveiro, Portugal

“Getting to know you: building bridges of intercultural understanding through academic mobility”

Apart from a number of academic and research interests the University of Aveiro (UA) has in Goa, the University’s relations with Indian partners were sporadic until the appearance of a European Union programme of student and staff exchange called ERASMUS MUNDUS. In 2012, under that programme, 7 Universities from Europe and 7 from India, members of the “University of Ghent India Platform” (based in Belgium) applied for funds to organize an exchange project that would bring 116 students, researchers and staff from India to the EU with the object of sharing knowledge and expertise among the partner universities by means of academic exchange, creating intercultural understanding and building “people-to-people” relationships between Europe and India. The project, called “Svagata.eu – Experience Europe and an Indian” ended in July of this year (2016). What have been the results of this experience? What have our Universities learned? Did we really create strong “people-to-people” relations? And more importantly, what impact will this experience have on intercultural understanding for the future in terms of academic mobility?

This paper gives a short summary of the activities of the “Svagata.eu” project and briefly describes the specific role that the University of Aveiro had in the project. The project brought to UA, 1 full-time PhD student, 2 semester-long credit mobilities for PhD students, 3 post-doc fellows for 1-year research stays plus 5 bachelor-level credit mobilities. The paper defends that the experience of receiving students and staff in Europe has been crucial not only in building bridges of intercultural understanding between regions, but in the particular case of the University of Aveiro, it has been a challenge to completely revise a number of assumptions we have regarding the needs and aspirations of international students in Europe, assumptions based on 25 years intra-Europe student exchange that do not fully take into account the wealth of diversity of cultures, languages, skills and preferences of students from beyond the EU. The Svagata.eu project has contributed to a process of accelerated institutional learning on how to receive and integrate international students, the appearance of study programmes in English and the reorganization of admission procedures to facilitate improved and speedy responses to the requirements of applicants.

This project is funded
by the European
Union



Implementation
Partners:

