

<b>Project number</b>	2009-2-NL1-ERA10-01780
<b>Country/National Agency of the project coordinator</b>	Netherlands [NL1]
<b>Title</b>	Horticultural Production Chains in a Changing Climate
<b>Year when first awarded an IP grant (funding available for maximum 3 years)</b>	2008
<b>Subject area code</b>	42 - Life science 622 - Horticulture
<b>Description</b>	<p>IP-HPCCC: Horticultural Production Chains in a Changing Climate</p> <p>Many European companies in horticultural production chains operate on global scale. Breeding, production, sales and marketing are often in different countries or even different continents. Global Climate Change will strongly interfere with the possibilities, organisation and economic feasibility of these international production chains in multiple ways. In this IP, MSc-students of 8 different European universities will together follow an educational program which enables them to gather essential knowledge and to develop competences to analyze, understand and work with the impact of global climate change on horticultural production chains. Lecture and assignment topics include: environmental plant and product physiology, organisation of international production chains, consumer/retail behaviour and legislation/certification issues, system analysis and modelling, case-examples of changes in production chains in response to global climate change.</p> <p>The educational program has three main aims:</p> <ol style="list-style-type: none"> <li>1. Specialised knowledge transfer related to the course theme from teaching staff and industry to students and learning methods how-to make this multidisciplinary knowledge applicable in complex systems.</li> <li>2. In depth analysis of the future opportunities of the horticultural sector in the host country of the IP (each year different) in relation to global climate.</li> <li>3. Development of specific competences necessary to efficiently deal with a complex problem while working in multinational teams (on site (face-to-face) and at distance (using ICT-tools video meetings)</li> </ol>
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<b>Partners</b>	<p>B LEUVEN01 Katholieke Universiteit Leuven (KU Leuven), Faculty of Bioscience Engineering, Belgie - BE  D-HANNOVE01 Gottfried Wilhelm Leibniz Universität Hannover - DE  DK KOBENHA01 Institut for Jordbrugsvidenskab, Det Biovidenskabelige Fakultet, - DK  F ANGERS07 Centre d'Angers - INHP - FR  PL WARSZAW05 Szkoła Główna Gospodarstwa Wiejskiego (SGGW) - PL  PVILA-RE 01 Universidade de Trás-os-Montes e Alto Douro-UTAD - PT  S UPPSALA02 Sveriges Landbruksuniversitet, SLU - SE  SF HELSINK01 Soveltavan biologian laitok, Helsingin yliopisto - FI</p>
<b>LLP Grant</b>	42.091,00 €

<b>Planned number of students</b>	38
<b>Working language</b>	EN-English
<b>Activity duration - Location</b>	Activity duration (in days): 10 Location: Alnarp

<b>Project number</b>	2009-2-NL1-ERA10-01547
<b>Country/National Agency of the project coordinator</b>	Netherlands [NL1]
<b>Title</b>	Formal Models and Quantitative Methods for Psychology
<b>Year when first awarded an IP grant (funding available for maximum 3 years)</b>	2008
<b>Subject area code</b>	311 - Psychology 46 - Mathematics and statistics 482 - Computer use
<b>Description</b>	<p>Thirteen universities from eleven European countries have joined forces to create an Intensive Programme on “Formal Models and Quantitative Methods for Psychology” (FMQMP). The objectives of this interdisciplinary programme are (a) to communicate theoretical ideas across disciplines, (b) to meet new demands from technological developments in the field, (c) to educate and train students on emerging research topics and techniques thereby increasing the development of skills for employment, and (d) to promote the transfer and recognition of qualifications.</p> <p>The aim of the IP is to bridge the gap between psychological sciences, mathematics, and computer science and to provide a multidisciplinary platform for scholarly communication, learning and interaction on a European level. We encourage exchange of students, researchers and teaching staff between institutions from different countries.</p> <p>The seminar comprises three phases of study, (1) preparatory studies, (2) residential seminar, and (3) evaluation and dissemination. The residential seminar functions as a “model classroom” and feedback is used to improve content and design of web tutorials and teaching material in preparatory studies.</p> <p>All aspects of distance learning will be open to interested people irrespective of nationality, age, gender and socio-economic background. It is hoped that the IP will set an example for interdisciplinary curriculum development, open access, and freedom of information at European HE institutions and will act as a vehicle to communicate mathematical and computational insights to a larger community.</p>
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<b>Partners</b>	A GRAZ 01 KARL FRANZENS UNIVERSITAT GRAZ (UNIVERSITY OF GRAZ) - AT B LEUVEN01 KATHOLIEKE UNIVERSITEIT LEUVEN (CATHOLIC UNIVERSITY OF LEUVEN) - BE D BREMEN 09 INTERNATIONAL/JACOBS UNIVERSITY OF BREMEN - DE D OLDENBU 01 CARL VON OSSIETZKY-UNIVERSITAT OLDENBURG (UNIVERSITY OF OLDENBURG) - DE D TUBINGE01 EBERHARD-KARLS UNIVERSITÄT TÜBINGEN (UNIVERSITY OF TUBINGEN) - DE E MADRID 03 UNIVERSIDAD COMPLUTENSE DE MADRID (UNIVERSITY COMPLUTENSE OF MADRID) - ES EE TARTU02 TARTU ULIKOOL (UNIVERSITY OF TARTU) - EE HU DEBRECE 01 DEBRECENI EGYETEM (UNIVERSITY OF DEBRECEN) - HU

	I PADOVA 01 UNIVERSITA DEGLI STUDI DI PADOVA (UNIVERSITY OF PADOVA) - IT P LISBOA 02 UNIVERSIDADE DE LISBOA (UNIVERSITY OF LISBON) - PT SF OULU01 OULUN YLIOPISTO (UNIVERSITY OF OULU) - FI UK GLASGOW 01 UNIVERSITY OF GLASGOW - GB
<b>LLP Grant</b>	46.462,00 €
<b>Planned number of students</b>	52
<b>Working language</b>	EN-English
<b>Activity duration - Location</b>	Activity duration (in days): 10 Location: Leuven

<b>Project number</b>	2009-3-NL1-ERA10-01545
<b>Country/National Agency of the project coordinator</b>	Netherlands [NL1]
<b>Title</b>	Towards a diversified or standardised Europe?
<b>Year when first awarded an IP grant (funding available for maximum 3 years)</b>	2007
<b>Subject area code</b>	310 - Social and behavioural science (broad programmes) 312 - Sociology and cultural studies 32 - Social and behavioural science 32 - Journalism and information
<b>Description</b>	<p>The main theme examined in this IP is, whether the variety of complex societal changes, affecting – and affected by – the emerging social formations in contemporary Europe, will lead towards more diversification, or to more standardization. The second aspect of the proposal will be the focus on the theory and practice of doing international comparative social science research. The students will actually work with data sets of several countries.</p> <p>Our main theme encompasses key issues such as identity, citizenship and social justice, changes to the life course, social movements, the reconciliation of work and life, the increasing diversity of cultural values, integration and inclusion/exclusion. The proposal enables students and staff to explore such issues and changes with reference to various social groups and categories identified by some of the following: social class, gender, ethnicity, religion &amp; cultural values, age, sexuality and (dis)abilities. The lectures and workshops will enable students to develop skills to address consequences of diversity and standardisation in Europe.</p> <p>The proposal includes more topics than would be covered in any single IP, but we anticipate that lecturing teams will vary from year to year, and will include occasional guest specialists from outside the network. We fully expect the contributions to form the basis of a published collection of articles, given our success in producing three such volumes over the period 1996-2004.</p>
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<b>Partners</b>	<p>A SALBUR 01 Paris-Lodron Universitaet Salzburg, Fachbereich Politikwissenschaft und Soziologie, Abteilung Soziologie und Kulturwissenschaft - AT B BRUSSEL 01 Vrije Universiteit Brussel - BE BG BLAGOEV 02 Югозападен университет "Неофит Рилски" Благоевград - BG P LISBOA 01 ISCTE - Instituto Superior de Ciências do Trabalho e da Empresa - PT PL WARSZAW 01 Uniwersytet Warszawski - PL S KALMAR 01 Högskolan i Kalmar - SE S LUND 01 Lunds Universitet - SE SF JOENSUU 01 Joensuun yliopisto - FI UK BELFAST 01 Queen's University of Belfast - IE UK GLASGOW 08 Glasgow Caledonian University - GB UK MIDDLES 01 University of Teesside - GB</p>
<b>LLP Grant</b>	72.720,00 €

<b>Planned number of students</b>	60
<b>Working language</b>	EN-English
<b>Activity duration - Location</b>	Activity duration (in days): 14 Location: Albir

<b>Project number</b>	2009-2-NL1-ERA10-01470
<b>Country/National Agency of the project coordinator</b>	Netherlands [NL1]
<b>Title</b>	Gender, Ethnicity and Cultures of Knowledge
<b>Year when first awarded an IP grant (funding available for maximum 3 years)</b>	2008
<b>Subject area code</b>	21 - Arts 22 - Humanities 224 - History, philosophy and related subjects
<b>Description</b>	<p>The covering theme of our tripartite IP is Gender, Ethnicity and Cultures of Knowledge. This three-year project offers an annual two-week intensive course in the interdisciplinary field of Gender Studies. Each year the IP addresses the covering theme in an innovative manner, addressing current academic issues.</p> <p>The provisional theme of the 2009/2010 IP is Third-Wave and Former-East: On the Politics of Location in Feminist Academia, Activism, and Art. The target group of this Summer School consists of MA and PhD students. The IP consists of two main clusters, each one complementing and building on the other. The IP offers an interdisciplinary, transnational and advanced approach to gender theories from the humanities, social sciences and philosophy. The focus is on gender, ethnicity, cultures of knowledge and the development of European perspectives in these areas. The IP starts with an introductory programme introducing students to the epistemological, methodological and thematic issues central to the interdisciplinary and transnational field of Gender Studies in Europe, and the basic themes of the course.</p> <p>This edition of the IP will center round one of gender studies' most important notions: the politics of location. With this notion Adrienne Rich made clear how important it is to ground feminist work in a concrete socio-cultural, political, and activist context. She made clear how the gendering of the generalizations brought forth by the White, Western Malestream is often not enough: it is important to ground feminist statements vis-à-vis 'race'/ethnicity and sexuality as well. Taking Rich's notion as our starting point, we will look at the concrete cases of third-wave feminism (cluster 1) and the former Eastern Europe (cluster 2) to reflect upon the importance of the politics of location for current-day feminist scholarship, activism, and art. Third-wave feminism is a contemporary phenomenon that acts on/in these three societal realms, and its specificity includes a respectful way of looking back at the feminist past. What is its politics of location, taking into account its Western-European and Anglo-American bias, and how can we make it more inclusive? Research and artworks that address the former East address a similar range of spatiotemporal phenomena. How can we think a shifting politics of location, and how do we prevent societal inequalities from disappearing from view when a conceptual shift (from former East to Central Europe or former West) is made? The two clusters are titled Third-Wave Feminism: On the Time and Space of Feminist Generationality and Former Eastern Europe: On Feminist Art and Visual Culture. Key methodological terms are: interdisciplinary, intersectionality and transnationalism.</p> <p>This IP will also implement a pilot-activity to test the use of the ICT's for teaching purposes in the field of gender. It will build on the valuable experience gathered in previous joint teaching and on the experience gathered by the ICT working group of the EU Thematic Network ATHENA.</p>
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<b>Partners</b>	D BIELEFE 01 Universität Bielefeld - DE DK ODENSE 01 Syddansk Universitet - DK

	<p>ES GRANADA 01 Universidad de Granada - ES  HU BUDAPES 47 Közép-európai Egyetem - HU  I BOLOGNA 01 Università di Bologna - IT  I FOGGIA 03 Università degli Studi di Foggia - IT  I ROMA 01 Università degli studi di Roma 'La Sapienza' - IT  IS REYKJAV 01 Háskóli Íslands - IS  NL NIJMEGE 01 Radboud University Nijmegen - NL  PL LODZ 01 Uniwersytet Łódzki - PL  S LINKOPI 01 Linköping Universitet - SE  S LUND 01 Lunds University - SE  SF HELSINK 01 Helsingin yliopisto - FI  SF TURKU 01 Turun yliopisto - FI  SF TURKU 02 Åbo Akademi - FI  SI LJUBLJANA 10 Istitutum Studiorum Humanitis (ISH), Fakulteta za podiplomski humanistični študij - SI  UK HULL 01 University of Hull - GB  UK LANCAST 01 Lancaster University - GB  UK LEEDS 01 University of Leeds - GB  UK LONDON 020 London School of Economics and Political Science - GB  UK YORK 01 University of York - GB</p>
<b>LLP Grant</b>	41.250,00 €
<b>Planned number of students</b>	60
<b>Working language</b>	EN-English
<b>Activity duration - Location</b>	Activity duration (in days): 10 days Location: Utrecht

<b>Project number</b>	2009-1-NL1-ERA10-01775
<b>Country/National Agency of the project coordinator</b>	Netherlands [NL1]
<b>Title</b>	Citizenship and Combating Crime in the EU
<b>Year when first awarded an IP grant (funding available for maximum 3 years)</b>	2009
<b>Subject area code</b>	31 - Social and behavioural science 313 - Political science and civics 38 - Law
<b>Description</b>	<p><b>Objectives</b></p> <p>The EU has a strong base for economic cooperation, but it is also aiming at collaboration in the field of police and criminal justice (the third pillar), including actual issues like terrorism, asylum, organized crime, trafficking in human beings, etc. This is not an easy task because there are dilemmas (regarding national sovereignty, citizens' rights and differences in judicial traditions (common law, civil law)) to overcome. The third pillar addresses issues regarding law (EU law, criminal law), as well as politics and civics, and social and behavioural science.</p> <p>Law students are expected to become competent legal professionals in the future who are able to deal with issues of the third pillar, be capable of applying appropriate rules and regulations in relevant national and EU settings (legal, social) and perspectives (citizens, national authorities, EU authorities, etc.).</p> <p>The objective of this IP is to assist students in developing these competences.</p> <p><b>Target group</b></p> <p>The primary target group consists of the law students of the 5 participating partners, now and in the intended next two IP years, and the staff of the partner universities, who will establish cooperation in competence and curriculum development.</p> <p><b>Main activities</b></p> <p>In addition to lectures, guest lectures, self study and field visits the main activities are:</p> <ul style="list-style-type: none"> <li>a) in the pre IP phase students will study subjects of the third pillar related to their national regulations; they will produce a national group paper and an individual paper. For the individual work students are also expected to choose a specific subject/area (terrorism, asylum, criminal organizations, etc.) in which they would like to specialize</li> <li>b) a website for public information, dissemination of results and internal communication (an electronic learning environment will be implemented)</li> <li>c) a handbook containing relevant articles, legislation, regulations will be produced by the cooperating staff</li> <li>d) thematic international working groups of students will study the specific subject chosen in the pre IP phase and prepare presentations and reports for the whole group of students and the staff</li> <li>e) a comparative role play (analyzing/comparing issues of the third pillar in common law and civil law jurisdictions)</li> <li>f) evaluation, dissemination and follow-up (implementing the IP in the second and the third year, including further curriculum cooperation)</li> </ul>

	<p>Expected outputs</p> <p>Expected outputs are as follows:</p> <ul style="list-style-type: none"> <li>a) a handbook on issues of the third pillar</li> <li>b) a website (containing public information, internal electronic learning environment and communication platform)</li> <li>c) (guest)lectures (handouts, PowerPoint presentations)</li> <li>d) presentations and reports from international student groups</li> <li>e) a comparative role play</li> <li>f) evaluation</li> <li>g) dissemination (articles (in magazines, on websites), contributions to conferences)</li> <li>h) a final report to the National Agency</li> </ul> <p>Furthermore:</p> <ul style="list-style-type: none"> <li>A) more competent students (regarding content of the third pillar and related issues, as well as work in international, intercultural groups);</li> <li>B) more experienced staff (concerning international curriculum cooperation and working in a project setting);</li> <li>C) IP input for further cooperation (2 more IPs, broader cooperation in, e.g. joint course).</li> </ul>
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<b>Partners</b>	<p>F CERGY07 Universite de Cergy-Pontoise - FR</p> <p>HU PECS01 Pécsi Tudományegyetem - HU</p> <p>UK COLERAI 01 University of Ulster - GB</p> <p>UK LONDON 066 London South Bank University - GB</p>
<b>LLP Grant</b>	29.850,00 €
<b>Planned number of students</b>	20
<b>Working language</b>	EN-English
<b>Activity duration - Location</b>	<p>Activity duration (in days): 10</p> <p>Location: Rotterdam</p>

<b>Project number</b>	2009-2-NL1-ERA10-01758
<b>Country/National Agency of the project coordinator</b>	Netherlands [NL1]
<b>Title</b>	Comparison and Assessment: Quality in Primary Education in Europe
<b>Year when first awarded an IP grant (funding available for maximum 3 years)</b>	2008
<b>Subject area code</b>	144 - Training for teachers at basic levels
<b>Description</b>	<p>The general aim of the Compass project is to provide a framework for exchanging student teachers' perceptions on quality, values, strategies and curricula in order to build a learning community on primary education in Europe. In addition, the project will stimulate new and different perspectives for the implementation of quality as a subject in teacher training. Specifically, student teachers for primary education will learn to interpret the influence of societal developments on education, to identify the roles of key players in education and to define indicators for a preliminary framework of quality.</p> <p>This Intensive programme contains a pre-IP stage, the IP-stage and a post-IP stage. In the pre-IP stage students prepare presentations on quality issues in their country. In the IP-stage, lectures, workshops, school visits and group sessions will be organised to reach the aims mentioned above. Based upon the comparison of education systems and quality debates in the different countries, the students will write a report about their personal reflections in the post-IP stage. In this report they have to suggest critical questions for the assessment of quality in education in their home countries. In addition to this output, the following additional outputs are planned: a detailed programme for dissemination to other HEI's, a website as workspace and platform for debate and discussion, evaluation report and a digital brochure.</p>
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<b>Partners</b>	<p>B KORTRIJ 03 Hogeschool W-Vlaanderen - BE  S KARLSTA01 Karlstads universitet - SE  SF JYVASKY01 Jyväskylän Yliopisto - FI  TR ANKARA02 Gazi Universitesi - TR</p>
<b>LLP Grant</b>	52.336,00 €
<b>Planned number of students</b>	50
<b>Working language</b>	EN-English
<b>Activity duration - Location</b>	<p>Activity duration (in days): 10  Location: Porto</p>

<b>Project number</b>	2009-2-NL1-ERA10-01771
<b>Country/National Agency of the project coordinator</b>	Netherlands [NL1]
<b>Title</b>	Biomedical Engineering Teamwork
<b>Year when first awarded an IP grant (funding available for maximum 3 years)</b>	2008
<b>Subject area code</b>	42 - Life science 725 - Medical diagnostic and treatment technology
<b>Description</b>	<p>Biomedical engineering is a very promising area that could provide solutions for many health care problems, like failing human organs or tissues. However, progress can only be achieved when medical and engineering disciplines from different nationalities work together. An optimal cooperation is far from obvious, since the working culture and jargon differ substantially.</p> <p>The IP will teach students how to work together efficiently. Groups, composed of medical and engineering students from different countries will apply this knowledge directly in practice by performing an assignment, related to biomedical engineering. Secondly a systematic approach in solving problems will be learned. Thirdly medical students will be instructed in basic engineering tools (materials science, mechanics, flow dynamics), necessary to successfully work in biomedical engineering and engineering students will be instructed in tailored medical knowledge.</p> <p>Following the duration of the IP, students will be able to solve problems systematically, and understand the concepts, processes and tools of the other discipline, necessary to work in biomedical engineering. They will be aware of each others' diversity, nationality and working culture. The outcome of the collaboration will be published on a website, to further disseminate to the wider community.</p>
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<b>Partners</b>	<p>B GENT01 Universiteit Gent - BE  CZ BRNO01 Vysoké učení technické v Brně - Fakulta strojního inženýrství - CZ  CZ PRAHA10 České vysoké učení technické v Praze - CZ  D REGENSB02 Hochschule Regensburg - DE  ICOSENZA01 Università della Calabria - IT  IRL DUBLIN01 The Provost, Fellows and Scholars of the College of the Holy and Undivided Trinity of Queen Elizabeth near Dublin (hereinafter called TCD) - IE  IRL DUBLIN03 Royal College of Surgeons in Ireland - IE  UK COLERA01 University of Ulster - GB</p>
<b>LLP Grant</b>	38.335,00 €
<b>Planned number of students</b>	36
<b>Working language</b>	EN-English
<b>Activity duration - Location</b>	<p>Activity duration (in days): 11  Location: Dublin</p>

<b>Project number</b>	2009-2-NL1-ERA10-01549
<b>Country/National Agency of the project coordinator</b>	Netherlands [NL1]
<b>Title</b>	An undergraduate programme for teaching trans cultural competences in primary medical health care
<b>Year when first awarded an IP grant (funding available for maximum 3 years)</b>	2008
<b>Subject area code</b>	7212 - Public health ERA-12.7 720 - Health (broad programmes) 721 - Medicine 7212 - Public health
<b>Description</b>	<p>Aims</p> <ul style="list-style-type: none"> <li>- Organize a transcultural intensive course in European Primary care for medical students.</li> <li>- Stimulate collaboration between teachers of participating schools.</li> <li>- Anticipate the changing European health needs.</li> <li>- Medical curriculum development dealing with future primary care issues in Europe.</li> <li>- Eventually develop a Master programme in European Primary Care (follow-up after 3 IP's).</li> </ul> <p>Objectives</p> <ol style="list-style-type: none"> <li>1. For students: study primary care from a transcultural European perspective.</li> <li>2. For teachers: deliver teaching material in primary care with a European transcultural focus.</li> <li>3. Develop teaching material for curriculum development (and eventually for a Master programme in European Primary Care).</li> <li>4. Publish and disseminate results.</li> </ol>

Thematic areas are Prescribing and Patient Compliance, Palliative Care, Addiction, Chronic diseases and Ethics.

Three key strands run through these 5 themes, they are cross-cultural comparisons, communication skills and doctor-patient relationship. They are studied in the context of each countries health system.

#### Target groups

- Senior medical undergraduate students
- Medical NPHC teachers, [www.nphc.info](http://www.nphc.info)

#### Main activities

##### Practice Teaching:

- seminars
- workshops
- problem based learning
- self-directed learning
- debating sessions
- practice/ site visits
- structured case analysis

- presentations

- e-learning

Expected outputs

- website

- e-learning facilities

- international teaching material primary care

- case-based/ topic presentations

- mini audits/ debates

- posters

- evaluation reports from students/ teachers

- publications in European Journals

- transcultural medical primary care curricula for medical schools across Europe

- Eventually: Master programme in European Primary Care

**Coordinator**

Radboud Universiteit Nijmegen NL NIJMEGE01

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<b>Partners</b>	<p>B GENT01 Universiteit Gent - BE  D DUSSELD01 Heinrich Heine Universität Düsseldorf - DE  D DUSSELD01 Heinrich Heine Universität Düsseldorf - DE  EE TARTU02 University of Tartu - EE  F NICE01 Université de Nice - FR  G KRITIS01 University of Crete, Panepistimio Kritis - GR  I UDINE 01 Università degli studi di Udine - IT  SI LJUBLJA 01 Univerza v Ljubljana - AT  TR KOCAELI02 Kocaeli Üniversitesi - TR  UK NOTTING01 University of Nottingham - GB</p>
<b>LLP Grant</b>	25.313,00 €
<b>Planned number of students</b>	16
<b>Working language</b>	EN-English
<b>Activity duration - Location</b>	<p>Activity duration (in days): 10  Location: The University of Nottingham</p>

<b>Project number</b>	2009-1-NL1-ERA10-01711
<b>Country/National Agency of the project coordinator</b>	Netherlands [NL1]
<b>Title</b>	Tales of a city: a graphic journey
<b>Year when first awarded an IP grant (funding available for maximum 3 years)</b>	2009
<b>Subject area code</b>	09 - Personal skills 214 - Design
<b>Description</b>	<p>During the year of Istanbul Cultural Capital of Europe 2010, graphic design students from Istanbul, The Hague and Antwerp will provide an exhibition at the Marmara University and an exhibition online at the same time. Both exhibitions will be designed and executed in two weeks time. Many writers from Turkey and abroad found their inspiration in the city of Istanbul. The concept for this project is to use literature as a go-between in approaching the city and city life. Students and teachers from The Hague and Antwerp will travel to Istanbul and work on the spot with students and teachers from Istanbul. The team of teachers will consist of specialists in print, exhibition design, web design and culture/literature. The opening of the exhibitions will be the provisional end of the project.</p> <p>There is a strong multidisciplinary approach, for the content: the city experienced by the students themselves in connection with different written sources. For the execution: all the aspects of modern graphic design offer possibilities in this project, in 2d, 3d and 4d: the traditional techniques: book- and magazine design, posters, leaflets as part of the exhibition etc. exhibition design, lettering etc. and digital projects (moving images as part of the physical exhibition, and the digital online exhibition). A cross-cultural dialogue and an intense cooperation between teachers and students is envisaged. Teachers and students will benefit from sharing knowledge of the different approaches and ways of perception.</p>
<b>Coordinator</b>	Hogeschool van Beeldende Kunsten, Muziek en Dans NL S-GRAVE05
<b>Contact person</b>	Marleen Groen Address: Prinsessegracht 4 Post code - City: 2514 AN The Hague Country: NL-Netherlands Phone: 31703154728 Email: m.groen@kabk.nl Web site:
<b>Partners</b>	B ANTWERP59 Sint Lucas Antwerpen - BE TR ISTANBU05 Marmara University of Fine Arts - TR
<b>LLP Grant</b>	27.091,00 €
<b>Planned number of students</b>	48
<b>Working language</b>	EN-English
<b>Activity duration - Location</b>	Activity duration (in days): 12 Location: Istanbul

<b>Project number</b>	2009-1-NL1-ERA10-01666
<b>Country/National Agency of the project coordinator</b>	Netherlands [NL1]
<b>Title</b>	EncountersEuropeans between Europeanisation and Globalisation
<b>Year when first awarded an IP grant (funding available for maximum 3 years)</b>	2009
<b>Subject area code</b>	22 - Humanities 224 - History, philosophy and related subjects 312 - Sociology and cultural studies
<b>Description</b>	<p>This new IP entitled: "Cosmopolitanism and diversity in the humanities and Europe: mapping intersections and creating synergy" is a three-year project offering an annual three-week intensive course in an interdisciplinary and trans-national perspective. The target group is PhD students and</p> <p>12/03/2009 17:44:00 Erasmus Intensive Programmes 10 advanced Research Master students. The IP consists of three clusters, each one addressing the central theme from a different angle and perspective. Each cluster is constructed around the work of a key thinker on cosmopolitanism and/or diversity and the lectures provide both a thorough introduction to the thinkers' work and critical approaches to their thought. The IP offers a range of interdisciplinary approaches drawn from the humanities, social sciences, law, philosophy and theology. The focus is on the intersections between the key notions and their applications to the educational practice of the Humanities today. Emphasis is placed on the development of crossnational European perspectives in these areas, using the key notions of cosmopolitanism and diversity as bridge-makers across different national, cultural and disciplinary traditions. The IP has a strong embedding in the graduate school of the host university as well as in the PhD training programmes of the partner universities. It is also grounded in the outreach projects in local communities as well as trans-national knowledge practices. It is supported by the Utrecht City Council Programme to commemorate the Treaty of Utrecht of 1713 and will play a leading role in the educational activities organized around this event. The IP consequently has a high level of social relevance. It will also make systematic but selective use of Information technologies of the purpose of teaching, building on the host institution and partners' extensive experience in the field.</p>
<b>Coordinator</b>	University of Groningen NL GRONING01
<b>Contact person</b>	<p>Jan van der Horst Address: Oude Kijk in 't Jatstraat 26 Post code - City: 9712 EK Groningen Country: NL-Netherlands Phone: 0031 50 363 6015 0031 50 363 6293 Email: j.van.der.harst@rug.nl Web site: http://www.rug.nl/let</p>
<b>Partners</b>	<p>CZ OLOMUC01 Palacký University, Olomouc - NL D GOTTING 01 Georg-August-University of Göttingen - DE</p>

	E BILBAO 02 Universidad de Deusto - ES F STRASBO48 University of Strasbourg - FR I UDINE 01 University of Udine - IT PL KRAKOW01 Jagiellonian University, Institute of European Studies - PL S UPPSALA 01 Uppsala University - SE
<b>LLP Grant</b>	67.584,00 €
<b>Planned number of students</b>	50
<b>Working language</b>	EN-English
<b>Activity duration - Location</b>	Activity duration (in days): 21 Location: Utrecht University

<b>Project number</b>	2009-3-NL1-ERA10-01450
<b>Country/National Agency of the project coordinator</b>	Netherlands [NL1]
<b>Title</b>	Multidisciplinary Cooperation in Healthcare - Clinical Pathways
<b>Year when first awarded an IP grant (funding available for maximum 3 years)</b>	2007
<b>Subject area code</b>	72 - Health 723 - Nursing and caring 762 - Social work and counselling
<b>Description</b>	<p>Traditionally, disciplines in Healthcare are working separately. Finding ways and methods to improve multidisciplinary cooperation between healthcare workers is a big challenge.</p> <p>The methodology of the clinical pathway leads to an improved multidisciplinary standard treatment and care plan for a specific group of patients. The plan covers the total patient process and is not confined to a clinical setting only – it can also describe a non-clinical patient process.</p> <p>At this moment, however, working with clinical pathways is hardly included in the curricula of schools/departments of Nursing/Healthcare in Europe (and beyond). Therefore, this theme is chosen for this series of Intensive Programmes (IP).</p> <p>The main objective is to make the students more aware of the importance of a multidisciplinary approach, and offer them insight and skills to work in a multidisciplinary way in practice.</p> <p>The target groups are third and fourth year Bachelor students in Nursing-, Paramedical-, and Social Studies from the 17 universities involved in the IP – making it a truly multidisciplinary programme and experience.</p> <p>The main activities are: country presentations (health care system, welfare), presentations of best practices in clinical pathways, presentations of methods/models of clinical pathways by experts, group work by students and staff – working out tasks and assignments and some field excursions.</p> <p>The outputs from the teachers programme of the IP will be a description of best practices in education about clinical pathways, and concrete instructions for implementing clinical pathways in the curriculum.</p> <p>The outputs from the student programme of the IP will be a set of assignments (best practice) how to set up a clinical pathway, and tools and skills needed for multidisciplinary cooperation and communication.</p>
<b>Coordinator</b>	Hanzehogeschool Groningen NL GRONING03

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<b>Partners</b>	B GENT16 Katholieke Hogeschool Sint Lieven - BE CZ BRNO 05 Masarykova univerzita, Lékařská fakulta - CZ CZ CESKE01 Jihočeská Univerzita v Českých Budějovicích, Zdravotně sociální fakulta - CZ CZ OPAVA 01 Slezská univerzita v Opavě, Fakulta veřejných politik v Opavě - CZ CZ OSTRAVA02 Ostravská univerzita, Fakulta zdravotnických studií, Ústav ošetrovatelství a porodní asistence - CZ DK VEJLE06 Professionshøjskolen Lillebælt - DK E VALENCI01 Universitat De Valencia (Estudi General) Uveg - ES HU DEBRECE01 Debreceni Egyetem - HU LT KAUNAS03 Kauno medicinos universitetas - LT LV RIGA03 Rīgas Stradiņa Universitāte - LV N PORSGRU01 Høgskolen i Telemark - NO NL S-GRAVE 13 De Haagse Hogeschool - NL S MALMO 01 Malmö högskola, Sverige - SE SF LAHTI 11 Lahden ammattikorkeakoulu - FI SHALMSTA01 Halmstad University - SE UK EDINBUR09 Edinburgh Napier University - GB
<b>LLP Grant</b>	66.597,00 €
<b>Planned number of students</b>	100
<b>Working language</b>	EN-English
<b>Activity duration - Location</b>	Activity duration (in days): 05-02-2010 Location: Groningen

<b>Project number</b>	2009-1-NL1-ERA10-01690
<b>Country/National Agency of the project coordinator</b>	Netherlands [NL1]
<b>Title</b>	Cosmopolitanism and diversity in the humanities and Europe: mapping
<b>Year when first awarded an IP grant (funding available for maximum 3 years)</b>	2009
<b>Subject area code</b>	22 - Humanities 224 - History, philosophy and related subjects 312 - Sociology and cultural studies
<b>Description</b>	<p>This new IP entitled: "Cosmopolitanism and diversity in the humanities and Europe: mapping intersections and creating synergy" is a three-year project offering an annual three-week intensive course in an interdisciplinary and trans-national perspective. The target group is PhD students and advanced Research Master students. The IP consists of three clusters, each one addressing the central theme from a different angle and perspective. Each cluster is constructed around the work of a key thinker on cosmopolitanism and/or diversity and the lectures provide both a thorough introduction to the thinkers' work and critical approaches to their thought. The IP offers a range of interdisciplinary approaches drawn from the humanities, social sciences, law, philosophy and theology. The focus is on the intersections between the key notions and their applications to the educational practice of the Humanities today. Emphasis is placed on the development of crossnational European perspectives in these areas, using the key notions of cosmopolitanism and diversity as bridge-makers across different national, cultural and disciplinary traditions. The IP has a strong embedding in the graduate school of the host university as well as in the PhD training programmes of the partner universities. It is also grounded in the outreach projects in local communities as well as trans-national knowledge practices. It is supported by the Utrecht City Council Programme to commemorate the Treaty of Utrecht of 1713 and will play a leading role in the educational activities organized around this event. The IP consequently has a high level of social relevance. It will also make systematic but selective use of Information technologies of the purpose of teaching, building on the host institution and partners' extensive experience in the field.</p>

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<b>Partners</b>	B LEUVEN01 Katholieke Universiteit Leuven - BE D BERLIN13 HUMBOLDT-UNIVERSITAET ZU BERLIN - DE DK ARHUS01 AARHUS UNIVERSITET - DK G THESSAL01 ARISTOTELEIO PANEPISTIMIO THESSALONIKIS - GR I BOLOGNA 01 UNIVERSITÀ DI BOLOGNA - IT IS REYKJAV05 HASKOLI ISLANDS - IS P COIMBRA01 UNIVERSIDADE DE COIMBRA - PT S LUND01 LUNDS UNIVERSITET - SE SF HELSINK01 HELSINGIN YLIOPISTO - FI SI LJUBLJANA 10 Institutum Studiorum Humaniorum - SI SK01 BRATISLAVSKÝ KRAJ EKONOMICKÁ UNIVERZITA V BRATISLAVE - SK UK CAMBRID01 UNIVERSITY OF CAMBRIDGE - GB UK EDINBUR01 UNIVERSITY OF EDINBURGH - GB UK LONDON005 BIRKBECK COLLEGE (UNIVERSITY OF LONDON) - GB UK LONDON020 THE LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE - GB UK LONDON029 UNIVERSITY COLLEGE LONDON - GB
<b>LLP Grant</b>	34.503,00 €
<b>Planned number of students</b>	50
<b>Working language</b>	EN-English
<b>Activity duration - Location</b>	Activity duration (in days): 21 Location: Utrecht University

<b>Project number</b>	2009-2-NL1-ERA10-01779
<b>Country/National Agency of the project coordinator</b>	Netherlands [NL1]
<b>Title</b>	Tax Challenges to the Expanding European Union
<b>Year when first awarded an IP grant (funding available for maximum 3 years)</b>	2008
<b>Subject area code</b>	344 - Accounting and taxation 380 - Law
<b>Description</b>	<p>Objectives:</p> <p>(1) The student will be able to describe, analyse, and evaluate problems which the functioning and expansion of the European Union will meet because of the existing lack of coordination between the tax systems of the old Member States and new Member States and the existing (limited) European framework in respect of taxation;</p> <p>(2) The student will be able to describe, analyse, and evaluate fiscal problems which the expansion of the European Union will experience in relation to other trade blocks and third countries;</p> <p>(3) The student will be able to formulate solutions in order to solve the problems referred to under (1) and (2) with the object to optimize the functioning of the internal market within the context of global law systems like WTO and GATTs.</p> <p>Target group: undergraduate students in the final phase of their studies.</p> <p>Main activities:</p> <p>(1) Intensive study programme;</p> <p>(2) (Joint) publications of results.</p> <p>Expected outputs:</p> <p>(1) Master theses within context of the intensive study programme;</p> <p>(2) 6 workshops, 2 seminars;</p> <p>(3) Publications in reputable journals.</p>
<b>Coordinator</b>	Universiteit van Tilburg NL TILBURG01
<b>Contact person</b>	<p>Peter Essers  Address: Warandelaan 2/ P.O.Box 90153, Office M609  Post code - City: 5000LE Tilburg  Country: NL-Netherlands  Phone: +31 13 466 81 32  Email: P.H.J.Essers@uvt.nl  Web site: www.uvt.nl/fit</p>
<b>Partners</b>	<p>A WIEN05 Wirtschaftsuniversität Wien - AT  B LEUVEN01 Katholieke Universiteit Leuven - BE  D OSNABRU01 Universität Osnabrück - DE  E BARCELO01 Universitat de Barcelona - ES  F PARIS001 Université Paris I Panthéon Sorbonne - FR  HU BUDAPES03 Budapesti Corvinus Egyetem - HU  I ROMA03 Libera Università Internazionale degli Studi Sociali G. Carli - IT</p>

	PL LODZ01 Uniwersytet Łódzki - PL PL WARSZAW01 Uniwersytet Warszawski - PL S UPPSALA01 Uppsala Universitet - SE UK LONDON031 Queen Mary University of London - GB
<b>LLP Grant</b>	68.962,00 €
<b>Planned number of students</b>	60
<b>Working language</b>	EN-English
<b>Activity duration - Location</b>	Activity duration (in days): 10 Location: Uppsala

<b>Project number</b>	2009-1-NL1-ERA10-01712
<b>Country/National Agency of the project coordinator</b>	Netherlands [NL1]
<b>Title</b>	Democracy and Religion
<b>Year when first awarded an IP grant (funding available for maximum 3 years)</b>	2009
<b>Subject area code</b>	22 - Humanities 221 - Religion 226 - Philosophy and ethics
<b>Description</b>	<p>Objectives</p> <p>The prevalent opinion today is that democracy exists because of its detachment of religion. The question is whether this opinion is correct. Was the development of democracy only possible thanks to a strong 'secularisation' of daily life and the institutional separation of church and state, or has democracy roots precisely in religion? Against this background, several questions are rising, such as: "What exactly is democracy?" "What is Religion?" "What is the relationship between these two?" And: "Are mutual differences between religions relevant concerning these questions?" The common idea of the last centuries is that Enlightenment – secularisation – modernity – rationality on the one hand is opposed to belief – superstition – myth – ideology on the other hand. However, at the beginning of the 21st century, philosophy has started to reconsider this opposition. What are the consequences of this reconsideration for our thinking about the relationship between democracy and religion?</p> <p>Understanding the role of religion in democracy is vital in this time of profound change, in which religion is increasingly central to the social, cultural, and political life of societies. A stronger intellectual interaction between future European professionals from countries with different traditions as to the relationship between religion and democracy is necessary in order to create more mutual understanding of foundations of the European Union.</p> <p>Top (post-)graduate students from four philosophy departments at Essex (United Kingdom), Krakow (Poland), Cluj (Romania) and Tilburg (Netherlands) acquire competence in analysing and discussing theological, ethical, epistemological, social, cultural, and political aspects of the relation between democracy and religion. This will be done in an interdisciplinary seminar setting, supported by a state of the art distance learning (ICT) environment. Focussing on both classical and recent texts on democracy and religion, the specific competences of the various institutes are brought to bear on conceptual interdependencies and tensions between democracy and religion. The IP will enable students and teachers to work together in multinational groups and so benefit from special learning and teaching conditions not available in a single institution. Output (discussion notes, articles, final essays) will be disseminated through a special website with weblogs. A special task force recruited from the six institutes will manage the project.</p> <p>The project consists of a 2-week 6 EC IP program on 'Democracy and religion in 21st century Europe' for approximately 25 MA-level students in philosophy (nominated by the IP-partners) provided by an expert group of approx. 10 teachers.</p> <p>There will be 14 days of intensive working together in parallel sessions focussing on typical questions in the wider, multidisciplinary field of religion, leaded by specialists of the teaching staff. We will invite several enterprises and organisations, such as Novib, Oikos, Shell to contribute as discussion partners, for instance on their experiences in Nigeria with different religions.</p>

All participants will be engaged in discussing sessions, visiting central formal lectures, reading groups, but also participate in discussions on a special internet environment, in which students also will drop their final essays. Web-based contents, such as classic texts and recent topical discussions provide the base material of the courses.

Each of the four institutions has an outstanding record in the field of practical philosophy (ethics, social and political philosophy, philosophy of law, philosophy of economics, public choice theory): each also has a long tradition in these fields. The wide scope will guarantee the multidisciplinary approach. Each institution is an integral part of a university with an unparalleled reputation in the research of philosophy, theology, studies of religion and the socio-political sciences. For individual expertise, please see home-pages of the scholars involved.

Target groups:

- Students of all the partner institutes in this proposal;
- Academic staff of all the partner institutions in this proposal
- Representatives of NGO's and enterprises (as guest speakers or as participants)

Main activities:

The project will generate a two-week intensive course on 'Religion and democracy'.

The study load of this course represents 6 EC's.

The course will be taught by approximately 8-10 teachers from all partners and guest speakers from NGO's and enterprises.

Didactic forms: lectures, workshops, reading groups, (group)presentations, discussion, and conference participation

Expected output:

- Each student is obliged to write contributions to the discussion on weblogs, proposed articles for journals, and final essays.
- Contribution to the competencies of young professionals to think constructively about the relation between religion and democracy by broadening their philosophical knowledge concerning classic texts, improving their foreign languages, practicing their intercultural skills.
- Enhanced European 'orientation' in students, professionals and academic staff.
- New and improved partnerships with universities and enterprises in Europe.

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<b>Partners</b>	PL KRAKOW 01 Jagiellonian University - PL RO CLUJ 01 Babeş-Bolyai University Cluj-Napoca - NL UK COLCH 01 University of Essex - PL
<b>LLP Grant</b>	18.616,00 €
<b>Planned number of students</b>	24
<b>Working language</b>	EN-English
<b>Activity duration - Location</b>	Activity duration (in days): 12 Location: N/A

<b>Project number</b>	2009-1-NL1-ERA10-01769
<b>Country/National Agency of the project coordinator</b>	Netherlands [NL1]
<b>Title</b>	Cross-media, cross-national, cross-cultural: e-publishing across borders
<b>Year when first awarded an IP grant (funding available for maximum 3 years)</b>	2009
<b>Subject area code</b>	322 - Library, information, archive
<b>Description</b>	<p>Cross-media, cross-national, cross-cultural: e-publishing across borders</p> <p>Thematic area</p> <p>The project “Cross-media, cross-national, cross-cultural, e-publishing across borders” will focus on opportunities, solutions and practical examples in many types of organizations specializing in information and publishing. It will sustain an educational push into the future of publishing that will help to transform Europe into a stronghold of the information industry. It will let students take their place in a transnational network of ideas that will provide innovative and viable opportunities now and in the future.</p> <p>Objective</p> <p>The projects’ objective is to raise the awareness of students of the implications of cross border e-publishing.</p> <p>Target groups</p> <p>The project is directed at students from five different partner universities responsible for the education of information professionals. Participants will be the future pillars and leaders of the realization of the different aspects of the cross-media, cross-national, cross-culture idea.</p> <p>Main activities</p> <p>During the project the students will explore the challenges of cross-media and new business models in an international context. Based on the ‘students for students’ principle they will share ideas on the general topic likewise in thinkshops and workshops. During the event the students will also attend to lectures of partners teachers to acquire new knowledge on cross media issues. These lectures are based on elements of the different universities curricula. After that there will be meetings with researchers on cross-media and interviews with leading persons of international publishers. These more or less ‘key-note’ speakers will challenge the students to find cross-cultural solutions for the problems the publishers have to face in the E-age. The students will work in international mixed project groups and report their ideas on a plenary session with ‘key note chairmen’. The students will be using modern ICT (software and hardware, internet, e-learning platform) as a basic toolset.</p> <p>Expected outputs</p> <p>Consequently the students will widen their knowledge and experience within the issues of cross-media in an international context (students as beneficiaries). As the other result the project will lead to improving university curricula in the discussed field (benefits to curricula improvement and development). The publishers will receive the results of the students’ assignments.</p>

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<b>Partners</b>	BG SOFIA06 Софийски университет "Св. Климент Охридски" - BG D HANNOVE 05 Fachhochschule Hannover - DE LT VILNIUS01 Vilniaus Universiteto - LT PL WARSZAW01 Uniwersytet Warszawski - PL
<b>LLP Grant</b>	55.076,00 €
<b>Planned number of students</b>	50
<b>Working language</b>	EN-English
<b>Activity duration - Location</b>	Activity duration (in days): 10 Location: Stayokay / Heemskerk

<b>Project number</b>	2009-3-NL1-ERA10-01761
<b>Country/National Agency of the project coordinator</b>	Netherlands [NL1]
<b>Title</b>	Nearshoring: the next step in Offshoring
<b>Year when first awarded an IP grant (funding available for maximum 3 years)</b>	2007
<b>Subject area code</b>	48 - Computing 481 - Computer science
<b>Description</b>	<p>Offshoring, nearshoring, outsourcing are the talk of the town. In business magazines but also in academic papers a lot is written about this phenomenon. The debate is about the economic effects (especially about employment in the outsourcing countries), political effects (can you afford to lose part of the employment; what happens with the “wealth” in the insourcing countries) and the business effects (how to outsource, when, to whom).</p> <p>Instead of offshoring to India, Western Europe is now experimenting with nearshoring to Eastern European countries. There are many problems with offshoring because of the different cultures, languages, timezones and methods used. In nearshoring the problems are much smaller. In this project we focus on nearshoring ICT related work from Western European countries to Eastern European countries. We will focus on the methods and techniques used in the whole process of outsourcing ICT work: Drawing up the specifications of the product that has to be delivered in Western European countries, building and testing the product in Eastern European countries and the project management of the whole project.</p> <p>Although problems in nearshoring are smaller, there are still differences in culture and working methods. E.g. western countries are used to dealing with uncertainties in specifications by prototyping and other iterative development methods, whilst eastern countries expect to receive stable specifications the first time. Of course the first kind of development requires much more of the communication between parties than the second kind.</p> <p>In this IP we will explore and simulate the nearshoring process: students from three Western European universities will draw up specifications for a software application which students from three Eastern European countries will build and test and vice versa. When the students finally meet and compare their development processes and results, differences and problems will become clear.</p> <p>The aim of this IP is to give students a better understanding of the problems caused by the different methods and techniques used in western and eastern European countries, cultural and language differences and of how to bridge the gaps. This will provide them with the competence to deal with nearshore sourcing within Europe (both the outsourcing and the insourcing part) when they enter the job market. Knowledge and understanding of the different system development methods, techniques and tools used in different European countries will improve communication and therefore increase the success of nearshore sourcing within Europe and this way bolstering competition against offshore countries (outside Europe)</p>
<b>Coordinator</b>	Hogeschool van Amsterdam NL AMSTERD05

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<b>Partners</b>	<p>CZ OSTRAVA01 VSB- Technical University of Ostrava - CZ  MIDSWED01 Mid Sweden University - SE  PL KRAKOW03 Cracow University of Technology - PL  RO BUCURES11 Politehnica University of Bucharest - RO  SF HELSINK41 Helsinki Metropolia University of Applied Sciences - FI</p>
<b>LLP Grant</b>	58.121,00 €
<b>Planned number of students</b>	60
<b>Working language</b>	EN-English
<b>Activity duration - Location</b>	<p>Activity duration (in days): 10  Location: Sundsvall</p>

<b>Project number</b>	2009-2-NL1-ERA10-01550
<b>Country/National Agency of the project coordinator</b>	Netherlands [NL1]
<b>Title</b>	FSRA2 – Safe and Healthy Food
<b>Year when first awarded an IP grant (funding available for maximum 3 years)</b>	2008
<b>Subject area code</b>	421 - Biology and biochemistry 541 - Food processing 726 - Therapy and rehabilitation
<b>Description</b>	<p>FSRA2 - Safe and Healthy Food is a 10 days course addressing food risk assessment, risk-benefit analysis of foods and risk management strategies in the food area (<a href="http://www.fsra.eu">www.fsra.eu</a>).</p> <p>Scientific risk assessment methodologies are applied to chemical and microbiological food safety hazards and to novel foods and novel food technologies. Developments in the combined assessment of risks and health benefits of foods are illustrated and ways of communicating risk-benefit combinations of foods and food substances are evaluated. Fundamentals of risk management in the field of food safety and public health are demonstrated and various risk management options are explored.</p> <p>Target groups are undergraduate and postgraduate students in Food Science, Human Nutrition, Dietetics and related fields.</p> <p>Teaching activities include key lectures and class discussions. Group projects and presentations are dealing with cases of chemical and microbiological risk assessment, food risk-benefit management policy and practice in the European Union and cases of risk management options applied to food import chains. The continuous assessment involves group project work, individual presentation and discussion skills, individual assignments and a poster presentation.</p> <p>A Blackboard internet platform is used for communication, teaching materials and students' documents.</p> <p>When they successfully complete the assessment, students are awarded 6 ECTS credits.</p>
<b>Coordinator</b>	HOGESCHOOL VAN AMSTERDAM NL AMSTERD05
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<b>Partners</b>	<p>B BRUXEL88 HAUTE ÉCOLE LUCIA DE BROUCKÈRE - INSTITUT ARTHUR HAULOT - BE D KREFELD01 HOCHSCHULE NIEDERRHEIN - DE E PAMPLON01 UNIVERSIDAD DE NAVARRA - ES F LILLE01 UNIVERSITE DES SCIENCES ET DE TECHNOLOGIE DE LILLE 1 - FR G THESSAL12 TECHNOLOGICAL EDUCATIONAL INSTITUTION OF THESSALONIKI - GR HU BUDAPES03 BUDAPESTI CORVINUS EGYETEM - HU IRL ATHLONE01 ATHLONE INSTITUTE OF TECHNOLOGY - IE LT KAUNAS08 KAUNO KOLEGIJA - LT NL ARNHEM27 HOGESCHOOL VAN ARNHEM EN NIJMEGEN - NL PL OLSZTYN01 UNIWERSYTET WARMIŃSKO-MAZURSKI W OLSZTYNIE - PL S UMEA01 UMEÅ UNIVERSITET - SE SF TAMPERE06 PIRKANMAAN AMMTTIKOREAKOULU - FI SI MARIBOR 01 UNIVERZA V MARIBORU - SI</p>

	UK GLASGOW08 GLASGOW CALEDONIAN UNIVERSITY - GB
<b>LLP Grant</b>	40.181,00 €
<b>Planned number of students</b>	48
<b>Working language</b>	EN-English
<b>Activity duration - Location</b>	Activity duration (in days): 10 Location: Brussels

<b>Project number</b>	2009-1-NL1-ERA10-01713
<b>Country/National Agency of the project coordinator</b>	Netherlands [NL1]
<b>Title</b>	CLIM-PLAN
<b>Year when first awarded an IP grant (funding available for maximum 3 years)</b>	2009
<b>Subject area code</b>	581 - Study of cartography and surveying is included in this field. 85 - Environmental protection 581 - Architecture and town planning
<b>Description</b>	<p>Objectives</p> <ol style="list-style-type: none"> <li>1. For students: critically reflect on the role of spatial planning in mitigating and adapting to climate change, and to develop innovative proposals for a sustainable and 'climate change proof' development. Moreover, to work in cross-national and multidisciplinary student groups, thereby learning about good practices in other countries and learning how to communicate across linguistic, cultural and disciplinary barriers.</li> <li>2. For lecturers: develop teaching materials on the role of spatial planning in responding to climate change with a European cross-cultural focus. Publish and disseminate results.</li> </ol> <p>Thematic areas are related to the topic of spatial planning and climate change, and include socio-economic issues (such as demographic issues and job opportunities), environmental aspects (such as biodiversity and air quality), transport and mobility, energy efficiency, waste and recycling, water management, etc., as they affect the planning of a major development site. Besides these thematic areas, there are some cross-cutting themes, namely cross-cultural communication skills and cross-national comparisons and exchange of experiences. These are approached through national group presentations on spatial planning and climate change in the participating countries and through the organisation of the work of students in international groups.</p> <p>Target groups</p> <ul style="list-style-type: none"> <li>• altogether 36 spatial planning students (from the six participating universities) in their 3rd year of Bachelor education</li> <li>• Lecturing staff from the participating universities</li> <li>• Planning professionals in the Arnhem-Nijmegen city region, who will be involved in the project to discuss innovative ideas for the development of a major site in Nijmegen-West</li> </ul> <p>Main activities</p> <p>Practice-oriented teaching and learning in international and interdisciplinary groups. This will be achieved through the preparation of students for the Intensive Programmes at their home universities by critically reflecting on the approach to, and implementation of, climate change policies in recent spatial planning projects. The national groups of students present the results of this exercise at the beginning of the IP, and then continue in international groups to develop proposals for the development of a major site. In doing so, they will apply their knowledge of appropriate mitigation and adaptation responses to an actual project site, but through the international group work also learn from other countries' experiences. A series of seminars, workshops and field visits will be organised at the beginning of the Intensive Programme to introduce the socio-economic, administrative and planning context in the Arnhem-Nijmegen city region, to make information available and to discuss methods to analyse and plan the</p>

	<p>development site. The work in international student groups is thus problem-based, and will be done largely independently under supervision of the lecturing staff, with much emphasis on group discussion and the presentation of the results of the international student work throughout.</p> <p>Expected outputs</p> <ul style="list-style-type: none"> <li>• National reports and presentations on spatial planning responses to climate change in six European countries</li> <li>• Six international student proposals (master plan proposals) for a 'climate change proof' development site in Nijmegen-West</li> <li>• International teaching materials on spatial planning responses to climate change</li> <li>• Evaluation reports from students and lecturers</li> </ul>
<b>Coordinator</b>	Radboud Universiteit Nijmegen NL NIJMEGE01
<b>Contact person</b>	<p>Stefanie Dühr  Address: P.O. Box 9108  Post code - City: 6500 HK Nijmegen  Country: NL-Netherlands  Phone: +31 (0) 24 3613051 +31 (0) 24-361 20 99 (Secretariat)  Email: s.duhr@fm.ru.nl  Web site:</p>
<b>Partners</b>	<p>D HANNOVE 01 Gottfried Wilhelm Leibniz Universität Hannover - DE  F TOURS 01 Université François Rabelais - FR  I BOLOGNA 01 Università degli studi die Bologna - IT  RO ORADEA 01 Universitatea din Oradea - RO  UK BRISTOL 02 University of the West of England, Bristol - GB</p>
<b>LLP Grant</b>	36.706,00 €
<b>Planned number of students</b>	36
<b>Working language</b>	EN-English
<b>Activity duration - Location</b>	<p>Activity duration (in days): 10  Location: Radboud University  Nijmegen</p>

<b>Project number</b>	2009-1-NL1-ERA10-01776
<b>Country/National Agency of the project coordinator</b>	Netherlands [NL1]
<b>Title</b>	Innovative Music Practice in a European Context
<b>Year when first awarded an IP grant (funding available for maximum 3 years)</b>	2009
<b>Subject area code</b>	09 - Personal skills 212 - Music and performing arts 22 - Humanities
<b>Description</b>	<p>Objectives and thematic area.</p> <p>At present a joint music master programme 'For New Audiences and Innovative Practice' is being piloted by 5 European Higher Music Education Institutions, with the support of a Socrates Erasmus programme and finds itself in its last year of development. The participating 5 institutions cover together in a complementary way the full range of training that need to be in place in order to be reactive, pro-active and innovative in dealing with the changes in the current professional musical practice in Europe. It is felt that a strong 'learning community' for exchange of knowledge and experience should be established between the tutors and students of all participating institutions. Therefore the schools would like to organise an IP where all new Joint Master students and tutors meet face to face and work with each other, as well as with external partners from the music profession.</p> <p>Target groups.</p> <p>The students and staff of the joint music master 'New Audiences and Innovative Practice' created by the 5 participating HE institutions.</p> <p>Main activities.</p> <p>The content will consist of sharing knowledge and creating a body of experiential learning together, thus facilitating the emergence of new knowledge and understanding about the content and impact of the programme as well as introducing and/or sharing new working forms and learning methodologies. As the content of the Joint Master programme is highly interdisciplinary with strands of cross-genre, cross-arts, and cross-sector approaches, the content of the IP will therefore be likewise. During this IP students will have lectures, workshops, open space discussions, give presentations, and perform amongst other things through improvisation and in a cross-sector setting. In addition a co-mentoring working approach will be set up among the students, with as point of departure the creation of a network throughout their master studies which goes beyond the own institution and country.</p> <p>Expected output.</p> <p>Guided by mentors, all students in the IP will learn to work with ICT tools to develop their digital portfolios. The tool used will be Blackboard. Their portfolio will be updated continuously during their studies. Blackboard is also the tool to communicate with each other after this IP. Mentoring as used in the JM-programme will enable students to set out their own individual pathway within the master. Through this IP students will get the possibility to decide what learning environment will suit them the best in order to carry out their professional integration project during the second year of their master study. Through this IP students are meant to learn to use practical tools and strategies useful for the implementation of the Lifelong Learning concept in their personal pathway of professional development and form together with their tutors a learning community to enhance their continuing professional development.</p>

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<b>Partners</b>	IS REYKJAV06 Listaháskóli Íslands Tónlistardeild - IS NL S-GRAVE05 Hogeschool van Beeldende Kunsten, Muziek en Dans (Faculteit Muziek en Dans: Koninklijk Conservatorium) - NL SF JYVASKY11 Jyväskylän Ammattikorkeakoulu, musiikin koulutusohjelma - FI UK LONDON081 Guildhall School of Music & Drama - GB
<b>LLP Grant</b>	66.409,00 €
<b>Planned number of students</b>	70
<b>Working language</b>	EN-English
<b>Activity duration - Location</b>	Activity duration (in days): 10 Location: Londen

<b>Project number</b>	2009-1-NL1-ERA10-01774
<b>Country/National Agency of the project coordinator</b>	Netherlands [NL1]
<b>Title</b>	European HRM 2010, Transnationalization and the Multicultural Experience in European HRM.
<b>Year when first awarded an IP grant (funding available for maximum 3 years)</b>	2009
<b>Subject area code</b>	09 - Personal skills 31 - Social and behavioural science
<b>Description</b>	<p>Aims</p> <ul style="list-style-type: none"> <li>- To develop a transcultural intensive course in European HRM, Transnationalization of companies.</li> <li>- To stimulate collaboration between and networking among the lecturers from the Various participating institutions</li> <li>- to anticipate the changing HRM landscape among companies in Europe.</li> <li>- to deal with curriculum development and to foresee the future needs of HR staff in multinational companies</li> <li>- to develop the practical skills of graduates and to prepare them for international careers</li> </ul> <p>Objectives</p> <ol style="list-style-type: none"> <li>1. For students: to study HRM from a transcultural European perspective and to develop practical skills (international project management, international research skills, international consultancy skills, intercultural skills).</li> <li>2. Forlecturers: to deliver course material in HRM with a European transcultural focus.</li> <li>3. To develop course material for curriculum development</li> <li>4. To publish and disseminate results.</li> </ol> <p>Target groups</p> <ul style="list-style-type: none"> <li>- Master students in General Management, with a specific interest in European/international HRM</li> <li>- Lecturers and researchers in the field of international/European HRM</li> </ul> <p>Main activities</p> <p>Practice Teaching:</p> <ul style="list-style-type: none"> <li>- seminars</li> </ul>

	<ul style="list-style-type: none"> <li>- workshops</li> <li>- Problem-based learning</li> <li>- self-directed learning</li> <li>- debating sessions</li> <li>- company presentations</li> <li>- structured case analysis</li> <li>- presentations by students</li> </ul> <p>Expected outputs</p> <ul style="list-style-type: none"> <li>- website</li> <li>- international course material European HRM</li> <li>- international networking among students and teachers</li> <li>- case-based/ topic presentations</li> <li>- debates/panel sessions</li> <li>- posters</li> <li>- evaluation reports from students/ teachers</li> <li>- publications in European Journals</li> <li>- European HRM curricula for management schools across Europe</li> </ul>
<b>Coordinator</b>	Radboud University Nijmegen NL NIJMEGE01
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<b>Partners</b>	<p>D HAMBURG08 Helmut-Schmidt Universität - DE  DK KOBENHA05 Copenhagen Business School - DK  F LYON23 EMLYON - FR  UK GLASGOW01 University of Glasgow - GB</p>
<b>LLP Grant</b>	30.654,00 €
<b>Planned number of students</b>	25
<b>Working language</b>	NL-Dutch
<b>Activity duration - Location</b>	<p>Activity duration (in days): 10  Location: Nijmegen</p>

<b>Project number</b>	2009-1-NL1-ERA10-01557
<b>Country/National Agency of the project coordinator</b>	Netherlands [NL1]
<b>Title</b>	Corporate Social Responsibility, opportunity or necessity?
<b>Year when first awarded an IP grant (funding available for maximum 3 years)</b>	2009
<b>Subject area code</b>	340 - Business and administration (broad programmes)
<b>Description</b>	<p>Students will work increasingly less in jobs characterised by geographical isolation. As a result, international cooperation is becoming more important. Because we want to give 1st and 2nd year bachelor students the opportunity to become acquainted with international cooperation at an early stage, this IP has been developed. The subject of CSR is chosen because of its trans-boundary character and because of the fact that it is a subject that is ranking high on the Northern European social agenda.</p> <p>It is becoming increasingly important for companies to make their social contributions visible to their stakeholders. We therefore feel it is necessary for our students, the future international managers, to gain a broader view of all the aspects related to CSR. Acquiring this in a multicultural and multidisciplinary setting, will provide them with new ideas and insights based on the different participating cultures. The programme will focus on small and medium-sized enterprises (SMEs) that wish to adopt CSR policies. Most multinationals have already adopted CSR policies and now demand from their suppliers, among them SMEs, to start (co)operating in a socially responsible way. Green Public Procurement will also further enhance the adoption of CSR policies by SMEs. In addition, SMEs can more easily take opportunities related to CSR, develop innovative solutions, products and services related to sustainable development and find new market opportunities as a result of their flexibility.</p> <p>The IP is focussed on a combination company visits, excursions, lectures and workshops by professors and experts and the application of CSR techniques in a real life case study that has to be presented for a forum of lecturers. Besides that students have to develop a website with interesting information about CSR focussed on SMEs. Due to the structure of this IP students are challenged to work in international teams and find creative solutions on a topic that will become equally important for all of them.</p> <p>The target groups are 1st and 2nd year bachelor students with an interest in international business. Direct beneficiaries of the programme will be the participating BA students, lecturers involved, the SMEs and all those that seek more information on the CSR subject.</p> <p>The study load of the IP represents 5 ECTS.</p> <p>Expected outputs are a website, press releases, leaflets, study material, integration of the IP in the curricula, evaluation reports.</p>
<b>Coordinator</b>	Hogeschool Zeeland NL VLISSIN01
<b>Contact person</b>	<p>Johannetta van der Vlies  Address: Edisonweg 4  Post code - City: 4333 NW Vlissingen  Country: NL-Netherlands  Phone: +31 118489118  Email: jvlies@hz.nl  Web site: www.hz.nl</p>
<b>Partners</b>	<p>CZ PRAHA13 Institute of Finance and Administration - CZ  F ANNECY04 IPAC - FR</p>

	SI PORTORO02 GEA College - SI TR ESKISE01 ANADOLU ÜNİVERSİTESİ - TR UK CHELTENHAM02 University of Gloucestershire - GB
<b>LLP Grant</b>	45.947,00 €
<b>Planned number of students</b>	42
<b>Working language</b>	EN-English
<b>Activity duration - Location</b>	Activity duration (in days): 10                      Activity duration (in days): N/A Location: Annecy    Location: N/A

<b>Project number</b>	2009-1-NL1-ERA10-01772
<b>Country/National Agency of the project coordinator</b>	Netherlands [NL1]
<b>Title</b>	Literary Studies and globalisation (the French example)
<b>Year when first awarded an IP grant (funding available for maximum 3 years)</b>	2009
<b>Subject area code</b>	22 - Humanities 222 - Foreign languages 223 - Mother tongue
<b>Description</b>	<p>Objectives</p> <p>Literary Studies and globalisation (the French Example) draws on the expertise of seventeen European higher education partners, specialists in French and Francophone literature, all aware of the changing configurations in the field (globalisation, “decline” of French culture, position of the canon).</p> <p>Objectives</p> <ul style="list-style-type: none"> <li>- to develop and implement an introductory Master course with a European dimension</li> <li>- to serve as a pilot for the further development of teaching practices in the field</li> <li>- to raise the transparency and quality of education and</li> <li>- to raise mobility through the contact between the partners</li> </ul> <p>For the participating students:</p> <ul style="list-style-type: none"> <li>- to see the relevance of international and interdisciplinary approaches to literary studies</li> <li>- to gain from the experience of a team-taught course</li> <li>- to develop creative and interdisciplinary skills in the field</li> <li>- to explore possibilities for a PhD position abroad</li> </ul> <p>Target group</p> <p>A selection of excellent Master students from the participating universities, with a solid background in literary studies, more especially French and Francophone.</p>

Main activities

- development of innovative pedagogical methods (a shift from hermeneutic to rhetorical text analysis ('reading as writing') combined with a 'comparatist' perspective)

- curriculum development

- development and use of an interactive website

- teaching and evaluation of the course

- writing papers and articles

Expected outputs

- introductory Master course implemented

- developed course material

- a new handbook on French and Francophone Studies in the global world

- an interactive website

Further dissemination of the developed expertise through

- a special LEA! seminar

- participation in other seminars and projects

- articles in professional journals.

It is expected that in the future the project will lead to the development of a transferable curriculum leading to recognised double or joined degrees.

**Coordinator**

Radboud Universiteit Nijmegen NL NIJMEGE01

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**Partners**

B ANTWERP01 Universiteit Antwerpen - BE  
CH-Lausanne 01 Université de Lausanne - SE

	E BADAJOZ01 Universidad de Extremadura - ES E CADIZ01 Universidad de Cádiz - ES F AMIENS01 Université de Picardie-Jules Verne - FR F MARSEIL01 Université de Provence Aix-Marseille 1 - FR F PARIS 013 Université Paris 13 - FR F PARIS010 UNIVERSITE PARIS OUEST – NANTERRE LA DEFENSE - FR F POITIER 01 Université de Poitiers - FR F RENNES02 Université Rennes 2 - FR HU BUDAPES12 Pázmány Péter Katolikus Egyetem, Bölcsészettudományi Kar - HU I SIENA01 Università degli Studi di Siena - IT NL LEIDEN01 Universiteit Leiden - NL P AVEIRO01 Universidade de Aveiro - PT PL KRAKOW01 Jagiellonian University, Faculty of French Philology - PL S REIMS 01 Université de Reims Champagne-Ardenne - FR
<b>LLP Grant</b>	38.717,00 €
<b>Planned number of students</b>	34
<b>Working language</b>	FR-French
<b>Activity duration - Location</b>	Activity duration (in days): 10 Location: Université de Paris-Ouest, Nanterre

<b>Project number</b>	2009-3-NL1-ERA10-01539
<b>Country/National Agency of the project coordinator</b>	Netherlands [NL1]
<b>Title</b>	The Future of Energy in Europe
<b>Year when first awarded an IP grant (funding available for maximum 3 years)</b>	2007
<b>Subject area code</b>	521 - Mechanics and metal work 522 - Electricity and energy 582 - Building and civil engineering
<b>Description</b>	<p>This IP offers an international and interdisciplinary approach of Energy Engineering. Energy is a topic of the day and regarding energy Europe is facing a few major challenges. In this IP, energy is studied not only from the perspective of engineering disciplines but also taking into account environmental, political, economical, geographical and juridical aspects, which are placed in a European context. The energy sector is a highly dynamic and international sector. This IP contributes to the preparation of young engineers to work in this sector.</p> <p>Main topics taught during the IP:</p> <ul style="list-style-type: none"> <li>* Future perspective on energy in Europe and the world</li> <li>* European legislation on energy, agreements on reduction of CO2-emissions</li> <li>* Generation and application of sustainable energy sources: wind, solar, water, biomass</li> <li>* Strategies and technologies in energy saving (with an emphasis on a multidisciplinary approach)</li> <li>* Intercultural aspects and training intercultural communicative skills</li> </ul> <p>Objectives:</p> <p>Students learn about:</p> <ul style="list-style-type: none"> <li>* the complex world of energy</li> <li>* new developments in energy transition (sustainable energy chain)</li> <li>* cost effective and energy effective technologies</li> <li>* their future role in the energy sector and gain greater awareness of the importance of a sustainable energy chain.</li> <li>* European environmental legislation on energy and agreements on reduction of CO2-emissions.</li> <li>* working in an international and multidisciplinary work environment.</li> <li>* training intercultural social and communicative skills.</li> </ul> <p>Target group:</p> <p>Engineering students of the following disciplines: energy engineering, electrical engineering, building physics, installation technology, technology management. Students need to have completed at least two years of engineering at bachelor's level.</p> <p>Main activities / pedagogical concepts:</p> <p>Lectures, project work, assignments, training intercultural social and communicative skills, excursions to companies in the energy sector, oral and written presentations by students.</p>

	<p>Expected outputs</p> <ul style="list-style-type: none"> <li>* study material (readers and handouts) in English</li> <li>* integration of IP in the curricula</li> <li>* student reports containing outcome of the assignments and learning experiences</li> <li>* evaluation and final report, containing guidelines for the organisation of next IP and dissemination of results.</li> </ul>
<b>Coordinator</b>	Hanzehogeschool Groningen NL GRONING03
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<b>Partners</b>	<p>B ANTWERP 59 Karel de Grote Hogeschool - BE  D Bremen 04 Hochschule Bremen - DE  D STRALSU01 Fachhochschule Stralsund - DE  F PARIS 013 Université Paris 13 (IUT de St. Denis) - FR  FI HELSINK 41 Metropolia Ammattikorkeakoulu - FI  IRL CORK 04 Institioid Teicneolaíochta Chorcaí - IE  LT VILNIUS 02 Vilniaus Gedimino Technikos Universitetas - LT  RO BACAU 01 Universitatea Din Bacau - RO  SF VAASA 03 Vaasan ammattikorkeakoulu - FI</p>
<b>LLP Grant</b>	51.647,00 €
<b>Planned number of students</b>	80
<b>Working language</b>	EN-English
<b>Activity duration - Location</b>	<p>Activity duration (in days): 10  Location: Groningen</p>

<b>Project number</b>	2009-3-NL1-ERA10-01670
<b>Country/National Agency of the project coordinator</b>	Netherlands [NL1]
<b>Title</b>	Competencies of SME's* in the transforming environment of the enlarged Europe
<b>Year when first awarded an IP grant (funding available for maximum 3 years)</b>	2007
<b>Subject area code</b>	340 - Business and administration (broad programmes)
<b>Description</b>	<p>This project is the third of three, focusing on the competencies needed in Small and Medium sized Enterprises (SME's) in the enlarged Europe</p> <p>The project will increase (broaden and deepen) the knowledge of the participants in the field of functional and integral management of SME; it will enhance the awareness of, sensibility to and knowledge of the different stages in the European process, different cultures and different markets, and will therefore contribute to a more international orientation of all involved.</p> <p>Objectives of this project are:</p> <ul style="list-style-type: none"> <li>• To enhance the international orientation of business students (especially non-mobile students)</li> <li>• To enhance the intercultural dialogue with Europe's future managers and Universities</li> <li>• To broaden en deepen management knowledge en skills in favour of SME in Europe of students and academic staff; contribute to the ability of business students to operate effectively in SME in the enlarged Europe.</li> <li>• To enhance the international orientation of the academic staff in business studies , in favour of curricula and didactic approaches</li> </ul> <p>Target groups:</p> <ul style="list-style-type: none"> <li>• Students of all the partner institutes in this proposal;</li> <li>• Academic staff of all the partner institutions in this proposal</li> <li>• Representatives of SME (regional) (as guest speakers or as participants)</li> </ul> <p>Students must have successfully passed at least 2 years of Undergraduate Business Studies.</p> <p>Main activities:</p> <p>The project will generate a two-week intensive course on 'Competencies of SME's in the transforming environment of the enlarged Europe', at the Hogeschool Utrecht University of Applied Sciences, Utrecht, The Netherlands.</p> <p>The study load of this course represents 4 EC's.</p> <p>The course will be taught by professors (16) from all partners and guest speakers from enterprises.</p>

	<p>The budget foresees 59 students from the other partners and approx. 30 from the host university</p> <p>Expected outcomes</p> <ul style="list-style-type: none"> <li>• Contribution to the competencies of young professionals to operate effectively in SME in Europe, by broadening their professional knowledge, improving their foreign languages, practicing their intercultural skills;</li> <li>• Enhanced European 'orientation' with students, professionals and academic staff;</li> <li>• Improved partnerships with firms and universities in Europe;</li> <li>• Catalyst-effect on international activities within the participating universities; 'international stimulus' as a result of their (in)direct involvement in the preparation, execution and/or evaluation of the project;</li> <li>• Teaching material (based on existing modules, new insights, input from academic staff from various institutes, guest speakers, etc.), personal development plans of participants, reports and posters ;</li> <li>• Increase of mobility of staff and students of the participating universities.</li> </ul>
<b>Coordinator</b>	Hogeschool Utrecht, University of Applied Sciences NL UTRECHT24
<b>Contact person</b>	<p>Jelly J. Offereins  Address: P.O. Box 85029  Post code - City: 3508 AA Utrecht  Country: NL-Netherlands  Phone: +31(0)30.2586.400 +31(0)30.2586.200  Email: jelly.offereins@hu.nl  Web site: www.international.hu.nl</p>
<b>Partners</b>	<p>CZ BRNO01 Vysoké učení technické v Brně, Fakulta podnikatelská - CZ  D COBURG01 Hochschule für angewandte Wissenschaften Fachhochschule Coburg - DE  E LEON01 Universidad de Leon - ES  HU GYOR01 Szechenyi Istvan University - HU  PL WARSZAW02 Politechnika Warszawska - PL  UK POOLE01 Bournemouth University - GB</p>
<b>LLP Grant</b>	60.548,00 €
<b>Planned number of students</b>	89
<b>Working language</b>	EN-English
<b>Activity duration - Location</b>	<p>Activity duration (in days): 10  Location: Utrecht</p>