1. INTRODUCTION

My initial goal is to representative informations about the ERASMUS programme and posibilities of this programme for all students and academic staff of higher education. This work can be a list of all important and rules, which are necessary to do in the ERASMUS programme.

Popularity of the ERASMUS programme is every year growing and that’s why I am looking about the hole information about the ERASMUS programme and all posibilities in a framework of students mobility, staff mobility and workplacement. Every year is the demand about the ERASMUS programme growing and students and academic staff are delegate to the instution cooperate in the ERASMUS programme.

At the begining I would like to introduce to my audience the European rules of the Higher Education Area and all needs include with it. Approach to the ERASMUS programme is necessary to mentioned another Lifelong programmes like COMENIUS, GRUNDVIT, LEAONARDO DA VINCI and JEAN MONNET.

The biggest part of my work is present about the ERASMUS programme and its rules, opportunities, rights and obligation for all members which are in process with this programme.

At the end of my work I would like to show the Erasmus programme at the College of Polytechnics Jihlava. Present current incoming students and the last year outcoming students to the work placement of the College of Polytechnics Jihlava.

I hope that my work will be successfull to show more informations about the ERASMUS programme to the readers.
1.1. Deal of the work

- Character of Bologna Declaration
- Character of European educational systems and his products
- To give the basic overview about the Lifelong Learning programme
- Basic character about the Lifelong Learning programme
- Character Erasmus programme
- Overview of Erasmus programme at the College of Polytechnics Jihlava
2. The Bologna Process

The Bologna Declaration began creating a European Higher Education Area which offers many possibilities to all participants.

2.1. Creating a European Higher Education Area

„On the occasion of 700 years of Sorbonne ministries responsible for higher education from France, Germany, Italy and the United Kingdom signed the Joint Declaration on Harmonisation of the Architecture of the European Higher Education System (the Sorbonne Declaration) in Paris in May 1998. Ministries of four significant European countries the higher education system of which differed were able to agree on entirely particular principles and aims which change their higher education systems considerably.

They committed to creating an open European Higher Education Area the system of which is based on structured programmes. The Declaration emphasises importance of the first-degree cycle which is considered necessary to the whole scheme: “International recognition of the first cycle titles verifying appropriate level of qualification is important for success of this intention which aims at making higher education open to all people.” The Declaration responded to another important challenge which the dynamic development of society brought and which higher education institutions are facing – to create such an institution which is able to answer requirements and needs of Lifelong Learning necessary for more and more people. Mobility of higher education students and academic staff is considered key and also inevitable part of real European integration. Therefore ministers of France, Germany, Italy and the United Kingdom acknowledged the daring vision – to enable a higher education student to spend minimally one semester of study at a foreign higher education institution and to recognize the study abroad a part of a student’s study programme. The Czech Republic, Belgium, Bulgaria, Denmark, Rumania and Switzerland agreed with the Declaration.

The Sorbonne Declaration found great favour. In June 1999 31 ministries responsible for higher education from 29 European countries met in Bologna and signed the declaration on establishing a European Higher Education Area by 2010 (the Bologna Declaration). They agreed on the
programme which became an action plan of European higher education development by the year 2010. European countries got a possibility of taking advantage of their education systems uniqueness and establishing a European system. The Declaration stated six objectives which are the essence of the Bologna Process - adoption of a system of easily readable and comparable degrees; adoption of a system essentially based on two main cycles, undergraduate and graduate; establishment of a system of credits – such as in the ECTS; promotion of mobility by overcoming obstacles to the free movement of students, teachers, researchers and administrative staff; promotion of European co-operation in quality assurance; promotion of the necessary European dimensions in higher education.

In May 2001, in Prague, new countries joined the Bologna process: Croatia, Cyprus, Liechtenstein and Turkey. The ministers adopted the so-called Prague Communiqué which sets guidelines for the next two years, until the Ministerial Conference on the Bologna Process in Berlin in 2003. The Prague Summit introduced several new elements in the Process. Students were recognised as full and equal partners in the decision making process and European Students’ Union /ESIB/ became a consultative member of the Bologna follow-up group together with the Council of Europe, European University Association /EUA/ and European Association of Institutions in Higher Education /EURASHE/. The social dimension of the Bologna Process was stressed. The idea that higher education is a public good and a public responsibility was highlighted.

At the Berlin Ministerial Conference in September 2003, 7 new countries were accepted into the process (Albania, Andorra, Bosnia and Herzegovina, the Holy See, Russia, Serbia and Montenegro and “the former Yugoslav Republic of Macedonia”). Thus the total number of countries involved increased to 40. It was also decided that all countries party to the European Cultural Convention are eligible to take part in the Bologna Process provided they apply for accession and submit a satisfactory plan for implementation of the Bologna goals in their higher education system. Apart from taking note of the developments from 2001 to 2003 and setting guidelines for further work, the Berlin Communiqué also concluded that research is an important part of higher education in Europe and the European Higher Education Area and the European Research Area are in fact two pillars of the knowledge based society. Furthermore, it is necessary to go beyond the focus on two main cycles and the third cycle - doctoral studies - should be
included in the Bologna process. It also concluded that in time for their 2005 meeting, ministers will take stock of progress in the key fields of quality assurance, two-cycle system and recognition of degrees and periods of study.

At the Bergen Ministerial Conference in May 2005, 5 new countries were welcomed (Armenia, Azerbaijan, Georgia, Moldova and Ukraine) as new participating countries in the Bologna Process bringing the total number of participating countries up to 45. It was also decided to enlarge the circle of consultative members to the Education International /EI/ Pan-European Structure, the European Association for Quality Assurance in Higher Education /ENQA/ and the Union of Industrial and Employers’ Confederations of Europe /UNICE/. The Bergen meeting confirmed the shift from future plans to practical implementation. In particular it was marked by the adoption of an overarching framework of qualifications for the European Higher Education Area and with a commitment to elaborating national qualifications frameworks by 2010 – as well as to having launched work by 2007; the adoption of guidelines and standards for quality assurance and the request that ENQA, the EUA, EURASHE and ESIB elaborate further proposals concerning the suggested register of quality assurance agencies; the further stress on the importance of the social dimension of higher education, which includes – but is not limited to – academic mobility; the necessity of improving interaction between the European Higher Education Area and other parts of the world (the “external dimension”); the growing importance of addressing the development of the European Higher Education Area beyond 2010.

The last ministerial conference took place in London in May 2007. Montenegro was welcomed to the Bologna Process following its declaration of independent in 2006, bringing the number of participating countries to 46. In London, Ministers also adopted a strategy for the Bologna Process in a Global Context. They took note of the second stock taking report, considered reports on the social dimension of the Bologna Process and on mobility, portability of grants and loans, qualifications frameworks, a European Register of quality assurance agencies.
The Bologna Process is the most comprehensive reform of higher education in Europe since the 60’s of the last century. Its aim is to establish a European framework in which the key policies are agreed. Its most important part, however, is the national implementation as well as the implementation at each higher education institution. Next Ministerial conference took place in Leuven/Louvain-la-Neuve from 28 to 29 April 2009.1

2.2. THE NATIONAL AGENCY FOR EUROPEAN EDUCATIONAL PROGRAMMES

The National Agency for European Educational Programmes (NAEP) was established by the Czech Ministry of Education in 2007. The National agency for European educational programmes has been transformed by the National agency Socrates and Leonardo da Vinci.

The main goal of NAEP is creating informational system about educational programmes EU and about other international activities which provides. Could be assistance and consultanc services, management of funds, monitorin, dissemination.

2.3. THE LIFELONG LEARNING PROGRAMME

The Lifelong Learning Programme covers the period 2007-2013.

The main aim is to support projects and activities that foster interchange, provide mobility between education and traning system within the EU.

The Lifelong Learning Programme is built on four pillars:

<table>
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<th>4 PILLARS</th>
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<td><strong>COMENIUS</strong> focuses on the first phase of education</td>
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These four pillars have four main activities:

- Cooperation
- Support study languages
- Technologies
- Support the effects of Lifelong learning

Programme is open to participants from the following countries:

- the twenty-seven Member States of the European Union: Belgium, Bulgaria, the Czech Republic, Denmark, Germany, Greece, Estonia, Spain, Finland, France, Ireland, Italy, Cyprus, Latvia, Lithuania, Luxembourg, Hungary, Malta, the Netherlands, Austria, Poland, Portugal, Slovenia, the Slovak Republic, Romania, Sweden and the United Kingdom;
- the EFTA/EEA countries: Iceland, Liechtenstein, Norway;
- and Turkey
2.4. NATIONAL AGENCIES

European education and training programmes are based by the national agencies in each of participants countries and the European Commission itself.

National agencies involve:

- Publicising European Union programmes
- Providing assistance to project partners
- Providing advice to applicants
- Providing feedback on how the programme is working

The responsibilities for projects include selection, distribution of grants, monitoring duties and financial management.

First point of contact for general questions about the Lifelong Learning Programme is contact the national agencies. This can make a significant difference to the quality of the application.
3. LIFELONG LEARNING PROGRAMMES

3.1. Comenius - European Cooperation on School Education

“COMENIUS focuses on the first phase of education, from pre-school and primary to secondary school, and it is addressed to all members of the education community in the broad sense – pupils, teachers, other education staff, but also local authorities, parents' associations, non-government organisations.

COMENIUS supports school partnerships, individual mobility of teachers and student teachers, projects for the training of school education staff, and school education networks. It thus aims to enhance the quality of teaching, strengthen its European dimension and promote language learning and mobility.

COMENIUS also emphasises certain important issues: learning in a multi-cultural framework, which is the cornerstone of European citizenship, support for disadvantaged groups, countering under-achievement at school and preventing exclusion.”

COMENIUS is open to participants from the following countries:

- the twenty-seven Member States of the European Union: Belgium, Bulgaria, the Czech Republic, Denmark, Germany, Greece, Estonia, Spain, Finland, France, Ireland, Italy, Cyprus, Latvia, Lithuania, Luxembourg, Hungary, Malta, the Netherlands, Austria, Poland, Portugal, Slovenia, the Slovak Republic, Romania, Sweden and the United Kingdom
- the EFTA/EEA countries: Iceland, Liechtenstein, Norway
- and Turkey

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The main target of COMENIUS programme are

- For students in education system from pre-school to secondary school
- Schools which are registrated in the national list of education system
- Pre-schools, primary schools, secondary schools
- Teachers and staff at this schools
- Non-profit organisation which are in involved in education system
- Research centres
- Persons and bodies responsible for the organisation and deliver of education

The mobility of COMENIUS Programme include exchange of pupil and staff, study and preparatory visits for mobility, partnership, project or network activities.

Organisations are responsible for and aspect of school education, region cooperation.

### 3.2. ERASMUS programme

„ERASMUS is the European Community programme for higher education. ERASMUS is an integral part of the Lifelong Learning Programme (LLP) from the year 2007 to the year 2013 replacing Socrates/Erasmus (2000-2006).

The ERASMUS programme is targeted at higher education institutions and their students, teachers and other staff and also at enterprises and other representatives of working life. The ERASMUS programme encourages students and staff mobility throughout Europe and promotes multilateral cooperation between higher education institutions in Europe and between higher education institutions and enterprises.“

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The ERASMUS programme has 2 mains activities:

- Decentralised actions
- Centralised actions

Decentralised actions include:

- Mobility of students for the purposes of studying or training in higher education
- Mobility of students – placements
- Mobility of teaching staff in higher education

The main aim of centralised actions:

- Multilateral projects which are focusing in innovation, experimentation and exchange of good practise in the areas.
- Multirateral network follow by consortia of higher education institutions, which aim to develop new learning concepts.

3.4. ERASMUS INTENSIVE LANGUAGE COURSES

Erasmus Intensive Language Courses (EILC) - specialized courses in the less widely known languages of the participating countries. EILC are specialised courses in the countries were are less widely used and less taught languages spoken. The aim of EILC is to prepare students for the Erasmus mobilit period abroad.
EILC take place in 23 countries of Europe:

- Belgium (Flemish Community), Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, Greece, Hungary, Iceland, Italy, Latvia, Lithuania, Malta, Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Sweden and Turkey.

Erasmus intensive programmes organised on a multilateral basis

ERASMUS student mobility is open for everyone, but at least students could be enrolled if its study second year at home institution while placements could be the first year.

The selection of the EILC organising institution is carried out by the National Agency in the country, where the course is to be organised, on the basis of a call for proposals published by the National Agency.

3.5. ERASMUS MUNDUS

ERASMUS Mundus is a cooperation and mobility programme in the field of higher education. The most important aim of ERASMUS Mundus is to exchange the duality of European higher education and understanding between people, cultures with the Third Countries. It contributes to the development of human resources and the international cooperation of Higher education institutions in Third Countries by increasing mobility between the European Union and these countries. The ERASMUS Mundus programme provides support to:

- Higher education institutions at the postgraduate level
- Individual students
- Operations activities in the field of higher education as develop projects aimed at enhancing the attractiveness, profile, visibility
The period of ERASMUS Mundus activite 2009 -2013 is a cooperation and mobility programme in these fields of higher education:

- The promotion of intercultural understanding through cooperation with Third Countries as well as for development of Third Countries in the field of higher education
- The promotion of European Union as one of successful centres in learning
- To show the European higher education

3.6. LEONARDO DA VINCI

Following-on directly from the aims laid down for the first phase of the programme, this second phase seeks to support and supplement action taken by the Member States, while fully respecting their responsibility for the content and organisation of vocational training, and their cultural and linguistic diversity. It does this by supporting transnational co-operation projects in the field of vocational training.

There are other Community programmes and initiatives which provide support for projects in associated fields4. The Commission and the Member States are mindful of the need to ensure the consistency and complementarity between the Leonardo da Vinci programme and these related programmes; they also have regard to the priorities set out in the employment guidelines. The Commission, in partnership with the Community social partners, is making efforts to develop co-ordination with the European social dialogue including efforts at sectoral level.

The programme has three general objectives:

- to improve the skills and competencies of people, especially young people,
- to improve the quality

• to promote and reinforce the contribution of vocational training to the process of innovation
Under the first two objectives, innovative counselling and guidance approaches are of particular importance.

In implementing the three objectives, special attention will be given to proposals addressing:

• the development of practices to facilitate access to training for people most at a disadvantage in the labour market, including disabled people;
• equal opportunities for women and men, with a view to combating discrimination in training provision.

The Leonardo da Vinci programme is open to a wide range of European countries:
• all 27 member states of the European Union
• the European Free Trade Association countries which are members of the EEA: Iceland, Liechtenstein and Norway under the term of the EEA agreement
• the candidate countries to the European Union
3.7. Grundtvig programme

Grundtvig programme as a part of Lifelong learning programme addresses the teaching and learning needs of those in all forms of adult education, as well as the institutions and organisations providing or facilitating such education.

The most important aims of GRUNDTVIG programme are:

- To improve the duality and accessibility of mobility of people involved in adult education
- To improve the co-operation between organisations involved in adult education
- To improve pedagogical approaches and the management of adult education organisations

Target groups of GRUNDTVIG programme are:

- Entrepreneurs in adult education
- Institutions which are supporting opportunities in adult education
- Teachers and other staff in the institutions or organisations
- Not-for-profit organisations, non-governmental organisations
- Bodies providing information, consulting for adult education
- Higher education institutions
- Enterprises

Main activities are mobility of individuals, partnerships, multilateral projects, network of experts and organisations. All these activities include focusing on the training and professional development.
3.8. JEAN MONNET

The JEAN MONNET programme stimulates teaching, research and reflection on European integration at higher education institutions throughout the world.

The JEAN MONNET programme was established in 1990 as a project which is given the opportunities to study across the five continents. Programme stimulates excellence in teaching, research and reflection on European integration in higher education institutions throughout the world.

The JEAN MONNET programme has been turned into a programme at the same level as Erasmus and Leonardo da Vinci.

The JEAN MONNET programme have three key activities:

- Support of University-level projects on European integration
- Support for six specific academic institutions pursuing an aim of European interest
- Support for European-wide associations active at European level of education and training

The first key activity, which can be also called as the Jean Monnet Action was launched in 1990. The Jean Monnet Action is present in 61 countries during five continents.
4. ERASMUS – Lifelong learning programme

As a student of higher education, ERASMUS offers you the possibility to go abroad to both study and do a placement/traineeship. The study or training programme abroad will be agreed before departure.

ERASMUS student mobility is open for everyone, but student must be in the second year of the study and for work placement could be only the first year at the home institution. If is the student selected by own institution must be awarded a grant the contributes to additional costs for living abroad and travelling.

To participate in ERASMUS student mobility student must at first contact the home international office, which will inform student about the possibilities about host institutions and host enterprises.

The ERASMUS programme promotes the learning of other European languages. Student can benefit from ERASMUS Intensive Language Courses.

By the end of 2008, two million European students have done an ERASMUS term in one of more than 3100 higher education institutions in 31 participating countries. These include all the EU member states as well as Iceland, Liechtenstein, Norway and Turkey. Student can go on a student mobility period abroad both for studies and for a placement lasting from three to twelve months each with a combined total of 24 months.

ERASMUS for students is divided in two main parts:

- Students mobility for studies
- Student mobility for placements
4.1. Intensive Programmes IP

Intensive programmes IP are for short study programmes, least between two and six weeks, depend on programme, which are organised by at least three higher education institutions in different countries.

4.2. ERASMUS Student Mobility for Studies

Student mobility for studies are possible when have student home institution with the partner institution concluded an inter-institutional agreement of study. ERASMUS students don't pay any fees abroad for institution.

Necessary documents for student mobility for studies are The Learning Agreement, which must be signed before leaving and which sets out the agreed programme of studies to follow abroad. The second most important document is an ERASMUS Student Charter, which spells out the rights and obligations as an ERASMUS student.

The student mobility for studies at higher education institutions are in another participating countries and take between 3 and 12 months.

Objectives of student mobility:

- To enable students to benefit educationally, linguistically and culturally from the experience of learning in other European countries
- To promote co-operation between institutions
- To contribute to the development of a pool of well-qualified, open-minded and internationally experienced young people as future professionals.

Students registered at a higher education institution holding an ERASMUS University Charter can benefit from this action.
Students can study 3 to 12 months abroad or at least a full academic trimester/term. The period must be covered by a grant agreement between the student beneficiary and his or her home higher education institution.

ERASMUS students are provided with:

- A "Learning Agreement" setting out the programme of studies to be followed, as approved by the student, the home and the host institution
- An "ERASMUS Student Charter" setting out their rights and obligations with respect to their period of study abroad

At the end of the period abroad the host institution provide the ERASMUS student and student home institution with a transcript or records confirming that the agreed programme has been completed at all and confirming the results. The home institution give academic recognition for completed activities during the ERASMUS mobility period as agreed in the Learning Agreement.

- Students may be awarded an ERASMUS grant to help cover the travel and subsistence costs (including insurance costs) incurred in connection with their study period abroad.
- ERASMUS students - whether or not they receive an ERASMUS grant - are exempted from paying fees for institution, registration, examinations and access to laboratory and library facilities at the host institution
- The payment of any national grant or loan to outgoing students should be maintained during the ERASMUS study period abroad
- European students enrolled in an Erasmus Mundus Master Course may also get an Erasmus grant
- An ERASMUS student may follow, if offered, an ERASMUS Intensive Language Course in the host country before the study period, for which a grant may also be awarded.
ERASMUS student mobility for studies takes place between the home and host institution, which are linked through a previously concluded "inter-institutional agreements".

- Both institutions must be holders of an ERASMUS University Charter.
- The student must be a citizen of one the participating countries or be recognised as having an official status of refugee or stateless person or permanent resident according to national legislation.
- The student must be registered at a higher education institution which holds an ERASMUS University Charter and be enrolled in higher education studies leading to a recognised degree or other recognised tertiary level qualification up to and including the level of doctorate.
- The student must be enrolled at least in the second year of higher education studies.
- At least the sending or the receiving country must be an EU Member State.

The interested student has to turn to the international office and of his higher education institution. The office will inform him of the possibilities of studying abroad as well as the modalities to apply and to receive an ERASMUS grant.
4.3. ERASMUS student mobility for placements

The ERASMUS student mobility for placements action enables students at higher education institutions to spend a placement (traineeship/internship) period between 3 months and 12 months in an enterprise or organisation in another participating European country. The ERASMUS student placements will demonstrably contribute to developing the students' personal and professional competences, including languages and intercultural competence.

Main objectives to students placements:

- To help students to adapt to the requirements of the EU-wide labour market;
- To enable students to develop specific skill including language skills and to improve understanding of the economic and social culture of the country concerned in the context of acquiring work experience;
- To promote cooperation between higher education institutions and enterprises;
- To contribute to the development of a pool of well-qualified, open-minded and internationally experienced young people as future professionals.

Students can do a placement between 3 and 12 months or at least two weeks for students in short-cycle higher vocational education

How to get a placement is necessary to cooperate with the host organisation for student placements:

- Host organisations for student placements may be enterprises, training centres, research centres and other organisations including higher education institutions in one of the 31 participating European countries.
- Excluded are European Union institutions, organisations managing EU programmes and national diplomatic representations of the country of the student.

The period must be covered by a placement agreement between the student beneficiary and his or her home higher education institution.
Students are provided with:

- A Training Agreement regarding his or her specific programme for the placement period; this agreement must be endorsed by the home higher education institution and the host organisation;
- A Quality Commitment setting out the roles and responsibilities of all the parties relating to the placement.
- The Erasmus Student Charter setting out the rights and obligations of the student.

At the end of the period abroad:

- Full recognition must be given by the home higher education institution for the period spent abroad as agreed in the Training Agreement, preferably by using ECTS credits.
- In the particular case of a period of placement that is not part of the curriculum of the student, the sending institution shall provide recognition at least by recording this period in the Diploma Supplement.

Money supports are provided by:

- Students may be awarded an ERASMUS grant to help cover the travel and subsistence costs incurred in connection with their placement period abroad
- Students may get a financial contribution or a contribution in kind by the host enterprise or organisation
Application form

- The student application form must be hold an extended ERASMUS University Charter
- The student must be a citizen of one the participating countries or be recognised as having an official status of refugee or stateless person or permanent resident according to national legislation.
- The placement consortium must hold an ERASMUS consortium placement certificate.
- At least the sending or the receiving country must be an EU Member State.

The interested student has to turn to the international office and of his or her higher education institution. The office will inform her or him of the modalities to get an ERASMUS student placement and to receive an ERASMUS grant for it.
4.4. ERASMUS STUDENT CHARTER

„Rights and obligations
Each ERASMUS student will be given an ERASMUS Student Charter by their home university or higher education institution before departing on their study or placement period abroad. The Student Charter provided in the form of a leaflet highlights the rights and obligations of students participating in ERASMUS. It informs ERASMUS students about what they are entitled to and what is expected of them during their secondment for studies or for a placement.

In particular, the ERASMUS Student Charter outlines the basic entitlements of the ERASMUS students, such as free tuition and full recognition of studies or placements abroad. The Charter also specifies the main obligations of the ERASMUS students, providing them with a concise idea of their duties with regard to both their home and host higher education institutions.“

4.5. The text of the Erasmus Student Charter.\textsuperscript{6}

As an Erasmus student, you are entitled to expect:

- Your home and host universities to have an inter-institutional agreement.
- The sending and receiving institutions to sign with you and before you leave a Learning/Training Agreement setting out the details of your planned activities abroad, including the credits to be achieved.
- Not to have to pay fees to your host university for tuition, registration, examinations, access to laboratory and library facilities during your Erasmus studies.
- Full academic recognition from your home university for satisfactorily completed activities during the Erasmus mobility period, in accordance with the Learning/Training Agreement.
- To be given a transcript of records at the end of your activities abroad, covering the studies/work carried out and signed by your host institution/enterprise. This will record your results with the credits and grades achieved. If the placement was not part of the normal curricula, the period will at least be recorded in the Diploma Supplement.
- To be treated and served by your host university in the same way as their home students.
- To have access to the Erasmus University Charter and Erasmus Policy Statement of your home and host universities.
- Your student grant or loan from your home country to be maintained while you are abroad.

As an Erasmus student, you are expected to:

- Respect the rules and obligations of your Erasmus grant agreement with your home university or your National Agency.
- Ensure that any changes to the Learning/Training Agreement are agreed in writing with both the home and host institutions as soon as they occur.
- Spend the full study/placement period as agreed at the host university/enterprise, including undergoing the relevant examinations or other forms of assessment, and respect its rules and regulations.
- Write a report on your Erasmus study/placement period abroad when you return and provide feedback if requested by your home university, the European Commission or the National Agency.

If you have a problem:

- Identify the problem clearly and check your rights and obligations. Contact your departmental coordinator for Erasmus and use the formal appeals procedure of your home university if necessary.
4.6. ERASMUS for Staff

As a staff member of a Higher education institution, the ERASMUS Programme offers you the possibility to go abroad to a partner higher education establishment for up to six weeks. As a business employee you may be invited by a foreign institution to teach.

The ERASMUS Programme does not only cater for students and teachers in Higher education institutions. Since 2007 the scope of staff mobility has expanded to non-teaching staff of institutions and visiting lecturers from the business sector to bring more European and business experience to the campuses. In the academic year 2006/2007 some 26 000 lecturers taught abroad in one of the 31 participating countries.

If you want to find information on how to get involved as staff member, contact the international office of your home institution.

Specifically, ERASMUS offers the following programme action lines:

- **Staff mobility for teaching for teachers of Higher education institutions:** Having teaching staff come from abroad enables the non-mobile students to benefit from new lectures, different pedagogical methods and perhaps from being taught in a foreign language. Benefits for the teachers include acquiring different perspectives, establishing new contacts and facilitating better academic networking. The mobility periods are quite short with an average of about one week. ERASMUS teachers may initiate new mobility and cooperation activities during their stay abroad.

- **Staff mobility for teaching for enterprise staff:** Visiting lecturers from the business sector teaching at an institution abroad provide a fresh insight into the world of business for students. During their stay, they may set up exchanges with the partner institution for student placements and staff training as well as take part in cooperation projects or networks.

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- Staff mobility for training: Teaching and other staff from Higher education institutions, such as librarians, may go abroad to receive training in businesses and also at other institutions. The stay is an opportunity to stimulate further exchanges and cooperation.

- Intensive Programmes: In addition to staff mobility, you may also participate in ERASMUS Intensive Programmes as a teacher if your home institution is involved in one of the more than 250 intensive programmes that take place yearly throughout Europe. These short study programmes, between two and six weeks, are organised by at least three higher institutions in different countries. An intensive programme can offer you first-hand experience in teaching abroad.

- Cooperation: ERASMUS enables staff members representing their institution to get involved in multilateral cooperation activities. In particular, these activities involve multilateral projects such as the development of curricula, academic and structural networks and accompanying measures.
5. ERASMUS PROGRAMME PROVIDED BY COLLEGE OF POLYTECHNICS JIHLAVA

College of Polytechnic Jihlava has been introduced into the subconsciousness of students and academic staff in the academic year 2006/2007. Program ERASMUS has substituted the program Leonardo da Vinci, which gave to students opportunities only for working stages abroad. With growing demand for studies abroad at the College of Polytechnics Jihlava began programme ERASMUS.

At the early beginning of ERASMUS programme has been only one opportunity to study abroad, to Fachhochschule Wien in Austria, and only one opportunity to working placements to Loughborough in Great Britain. Now a days there are 18 partners schools and 4 partners companies to make a working practise.

All activities are monitoring by the National agency for lifelong Learning Programme. Project for academic year 2008/2009 began with signed Grant deal between National agency for European education programme and College of Polytechnics Jihlava. Project involve students mobility and work placement in abroad and mobilit of academic staff. The students mobility is one semestr and staff mobility is one week in partner institution. All the rules and obligations are mentioned in the Study agreement.

The College of Polytechnics Jihlava has own office of Erasmus coordinator which is now leading Bc.Ivana Čejnková. Every year is at the school presentative Erasmus programme on the Erasmus day where are the students invite to heart about the partners organisations and the experiences of Erasmus programme students. The day become very popular and from year to year is the number of visiting students growing up.

Students which apply for the Erasmus programme student mobility or work placement first of all have to implement all Erasmus students rules and obligation mentioned above.
### ERASMUS COOPERATE INSTITUION – students mobility

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<td><a href="http://www.fh-wien.ac.at">www.fh-wien.ac.at</a></td>
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<td>Niels Brock Commercial College, Copenhagen</td>
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<td><a href="http://www.brock.dk">www.brock.dk</a></td>
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<tr>
<td>Instituto Politécnico de Viana do Castelo</td>
<td>Portugal</td>
<td><a href="http://www.ipvc.pt">www.ipvc.pt</a></td>
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<td>Wyższa szkoła gospodarski w Bydgoszczy</td>
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<td><a href="http://www.tih.pl">www.tih.pl</a></td>
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<td>Escola Superior de Ciencias Empresariais, Setúbal</td>
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<td><a href="http://www.esce.ips.pt">www.esce.ips.pt</a></td>
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<td>Kauno Kolegia, Kaunas</td>
<td>Lithuania</td>
<td><a href="http://www.kauko.lt">www.kauko.lt</a></td>
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<tr>
<td>EPHEC Bruxelles, Bruxelles</td>
<td>Belgium</td>
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<tr>
<td>Mikelli University of Applied Sciences, Savonlinna</td>
<td>Finland</td>
<td><a href="http://www.mikelliamk.fi">www.mikelliamk.fi</a></td>
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<tr>
<td>Univerza na Primorskim, Portorož</td>
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<td>Troyes School of Management, Troyes</td>
<td>France</td>
<td><a href="http://www.groupe-esc-troyes.com/">www.groupe-esc-troyes.com/</a></td>
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<tr>
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<tr>
<td>University of Applied Sciences Vienna</td>
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<td></td>
</tr>
<tr>
<td>Univerzita Mateja Bela, Banská Bystrica</td>
<td>Slovak Rep.</td>
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ERASMUS COOPERATE INSTITUTIONS – Working placements

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<td><a href="http://www.loucoll.ac.uk">www.loucoll.ac.uk</a></td>
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<td>Kancelář Kraje Vysočina v Bruselu</td>
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<td>Lignano</td>
<td>Italy</td>
<td><a href="http://www.hotelslignano.net">www.hotelslignano.net</a></td>
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Table of contest incoming students of Erasmus programme to the College of Polytechnics Jihlava

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College of Polytechnics Jihlava is cooperating with 18 universities but not all students take opportunity to go to study in Jihlava. Erasmus programme is still very young and the number of students is growing every year more and more.

The popularity of Erasmus programme is also given by the ex-Erasmus students, which can speak about their experiences and their feelings about this programme at their home universities by the Erasmus day, which is also celebrating at the College of Polytechnics Jihlava, where can the applicant students speak with the others.
Erasmus students are very satisfy with the services which are provided them by the College of Polytechnics Jihlava. They are very often participants of trips provided by College, also the school activities like the Ball of College, Majáles 2009, trip to Oloumec, trip of Unesco Monutments.

In the conclusion of their feelings here they want to emphasizes the access of students and teachers to themselves. They didn't seen any problem between communication them and College or any problem with the students of College.

All of them will have good memories about their Erasmus studies at the College, or they had.
5.2. ERASMUS STUDENTS OUTCOMING TO THE COLLEGE OF POLYTECHNICS JIHLAVA

Table of contest outcoming student sof Erasmus programme to the College of Polytechnics Jihlava

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</table>

Every year is the number of outcoming students of College of Polytechnics is growing. One of the reason is that the ERASMUS programme began a very big popularity between students. ERASMUS programme got in to the unconscious of students as an opportunity to improve the language and try to live in another country as independent person. Also of of the biggest advantage is a lot of traveling and finding new places, new friends, new countries.
The most popular destination for the students of College of Polytechnics Jihlava is still Wien in Austria. One of the most important reason is that Austria is neighbour of Czech republic. In Wien can student learn in English or German language. The popularity of another destinations is growing every year and students prefer to travel for destination not usuall.
5. 3. ERASMUS STUDENTS AT COLLEGE OF POLYTECHNICS JIHLAVA 2008/2009

On the picture are: Nicolas (Belgium), Alvaro (Spain), Joan (Spain), Pierre (Belgium), Marco (Portugal)

All Erasmus students used the opportunity to for Erasmus study to College of Polytechnics Of Jihlava in another reasons. But all of them wanted for locality of Czech Republic on the map of Europe.

For the Belgium students was another opportunity go to Hungary, but there have been any more place so they took College of Polytechnics in Jihlava. Also for the reason because last Erasmus students from Belgium recomended Jihlava to them. One of the biggest strength of Jihlava is nature, trips and people here.

Spanish and Portugal students wanted to go to Czech Republic for the reason of the location on the map of Europe, because its in middle and everywhere is close.
5.4. WORKING PLACEMENT LOUGHBOURGH

Loughborough is a town which is situated in the Charnwood borough of Leicestershire in England.
First mention of Loughborough is dated in the 1086 by Domsetic Book.
Loughborough was a destination for the first tour organised by Thomas Cook for a first temperance group of people from Leicester, which he organised in 1841.
Loughborough is the second largest town after Leicester in Leicestershire. The population in Loughborough is about 58 000 by this date.
Loughborough College is second biggest education in Loughborough, and its offers Further Education and courses. Loughborough College was establish in 1909, and by these days it has about 12 000 full and part-time students. It has also employs over 900 staff.

COBDEN PRIMARY SCHOOL.

Cobden primary school is situated in Loughborough town centre. Cobden is multi-cultural school and there are over 16 world languages representative by students. Children are organised in four bases. Base 1 is reception classes, base 2 is Year 1 and Year 2 classes, base 3 is mixed of Year 3 and Year 4 and the last base is base 4 where are mixes Year 5 and Year 6.
There is also a succesful pre-school, most children go on to attend the school after their time in Pre-School. The school is including a Childrens Centre and Nursery, where is a patente training and support facilities.
Cobden primary school was one of the oportunity to took the working placement in Loughborough., as a support of teacher in Base 4 class 10, Year 5 and 6. In every vlase is one head teacher and one support teacher, which try to explain to the students the facto from the lessons.
Cobden primary school tried to have good relationships between teachers and students, and make a lot of activities for students in their free time. Cobden primary school is like one multi-culture project which is open for everyone.
The international programmes began on the 15th of September 2008 to 26th September 2008 by a 2-week language course in Loughborough and a period of work placements from 29th September 2008 to 18th December 2008.

On completion of a 2-week study in English as a Foreign language and a 12-week work placement all participants of Leonardo da Vinci programme 2008 and Erasmus programme 2008 obtained a band on the overall language scale.
On the photo: Dana Starková, Martina Pšovská, Iveta Švejdová, Radka Procházková, Jana Štecová

**Students of the College of Polytechnics Jihlava**

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
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<td>Štecová</td>
<td>Finance and Management</td>
<td>V.semestr</td>
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<tr>
<td>Martina</td>
<td>Pšovská</td>
<td>Tourism</td>
<td>III.semestr</td>
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<td>Radka</td>
<td>Procházková</td>
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<td>Dana</td>
<td>Starková</td>
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<td>Iveta</td>
<td>Švejdová</td>
<td>Finance and Management</td>
<td>VII.semestr</td>
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</table>
6. CONCLUSION

Erasmus programme is gives the benefits and duration to all students and all countries which are participant in programme.

In my work I tried to approximate the European educational system by the steps how was create. I tried to put in my work all necessary information about the European education system which is every moment cooperating all over the Europe.

Erasmus programme gives the possibilities to the all students in the Europe and we can meet Erasmus students everywhere.

At the end of my final academic work I would like to mention that I have been participant of working placements in Loughborough 2008 as a students of College of Polytechnics Jihlava. My working placement was in Cobden Primary school in Loughborough as a support of teacher. I have been for 12 weeks in the class 10, where have been children between 9 and 11 years.

At the whole beginning I was thinking that this was no good idea to take this place, but in weeks its showed me a lot of opportunity how to improve my English knowledges, extended my knowledges of other cultures and gave me little opinion of differences between Czech and English education system.

In the fact Erasmus programme gives a lot of opportunities to the students and depend on each which will take.

Erasmus programme is deleting the boarders between students, staff, countries, cultures, people. Gives the people selfconfidence, selfassurance, opportunities to travel, to make a friends all over the Europe, to get job in different countries or only to enjoy it.

In my case, gives to me a lot of friends in the whole Europe, respect of other culture, independent.