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**International mobility and the Erasmus+ program
School of Political Sciences**

**(By Ioannis Papageorgiou, Associate Professor and
Eftichia Teperoglou, Assistant Professor)**

The ERASMUS+ programme in the School of Political Sciences

An EU programme since 1987

First bilateral cooperation
agreements for the Department as
of 2004

with initially limited participation
from students due to:

- financial difficulties
- language issues
- lack of knowledge among, and
- for incoming students, absence of courses in a foreign language

The enhancement of
internationalisation
after 2010

Increase in bilateral
partnerships with
universities attractive to
students

Introduction, since 2012,
in the curriculum of the
School of the first
courses in English

Active student
information policy

Objective selection of
outgoing students

Significant improvement
of the administrative
support by the Aristotle
University Department of
European Programmes

Increase in interest on
the part of students

The
internationalisation
of the School (2010-
20)

Expansion of bilateral cooperation

- France (Nantes, Nancy, ILERI)
- Slovenia (Ljubljana)
- Spain (Autonoma Madrid)
- Estonia (Tallin University of Technology)

Emphasis on curricula relevance

Emphasis on the international language of instruction

Easy access for students and coordinators with the new online platforms

Enhancing internationalisation - Today

Seven full courses in English– open to all AUTH students
(not only exchange students)

- Greece Today
- Political Systems in the Balkans
- The Greek Crisis
- Greek Politics
- European Union Institutions and Policies
- European Union Politics and Government
- Politics and Government in Southern Europe. A Comparative Analysis

35 bilateral cooperation agreements

Active policy of regular briefing of students (incoming and outgoing)

Publicly known and objective selection process for outgoing students

Increase in interest on the part of students

The Erasmus+ placement

Internship of up to one semester (generally three months) to a foreign institution (research institutes, Greek diplomatic services abroad, foreign state structures, NGOs)

While initially more oriented to applied sciences, after 2016, it is increasingly being used by students of the School – especially in diplomatic services of Greece abroad

Erasmus+ International

Corresponding program for students/faculty members outside the EU and partner countries

Research, study and teaching scholarships

Started in 2015

- → increase in mobility requests (in both directions)

Advantages for the School

- Co-supervision of PhDs
- Academic internationalisation
- Foundation for further collaborations

The EPICUR program from 2020

- A new form of partnership among various European universities
- Includes joint courses
- Still at an experimental stage
- A medium-term objective to increase meaningful mobility without students losing on their studies
- A greater rapprochement of the curricula of European universities
- The involvement of the School
 - Since 2020 with ‘Greece today’
 - As of 2021 with ‘Politics and Government in Southern Europe. A Comparative Analysis’

The new
Erasmus +
programming
period (2020
and beyond)

New bilateral cooperation agreements

- Galati (Romania)
- Middle East Technical university (Ankara)
- Sciences Po (Paris)
- Deusto (Bilbao)

Greater involvement in the Epicur activities

- Include new courses

Activation of international partnerships beyond Erasmus +

- The University of Alabama

Mobility in the context of Erasmus+ activities

Mobility numbers	2016-7	2017-8	2018-9	2019-20	2020-21	total
Outgoing students - Studies	16	22	14	19	4	75
Outgoing students - placement	3	10	5	1	7	26
Outgoing students - international		1	1			2
Incoming students - Studies	27	22	23	20	11	103
Incoming students - placement	1					1
Incoming students - international	5	3			1	9
Outgoing professors	1	2		2		5
Incoming professors		1	3	1		5

Future challenges

For faculty members and administration

- Significant administrative burden for managing partnerships

For students

- The problem of insufficient knowledge of foreign languages (especially besides English)
- The (temporary) impact of the pandemic
- The difficulty of corresponding courses
- The financial dimension

Conclusions

- Though the School is small
- And international cooperation → bureaucratic requirements
- While Thessaloniki is a regional city → access difficulties

- Gradual building of solid partnerships with universities abroad
- Raising awareness among students of the importance of an international study system for their better preparation in their professional career

Contacts

- For further information please contact us:
- Ioannis Papageorgiou: ipapageo@polsci.auth.gr
- Eftichia Teperoglou: efteperoglou@polsci.auth.gr

School of Political Sciences

Faculty of Economic and Political Sciences

Aristotle University of Thessaloniki

University Campus

54124 Thessaloniki

info@polsci.auth.gr, <http://www.polsci.auth.gr>