ERASMUS+ PROGRAMME
IN THE RUSSIAN FEDERATION
Foreword by the EU Ambassador to Russia
Mr. Markus Ederer

It is always a great pleasure as well as a matter of pride for me to address beneficiaries, potential beneficiaries or people working with the Erasmus+ programme, it being one of the most successful public diplomacy initiatives of the EU.

Erasmus+ contributes greatly to strengthening academic cooperation and boosting students’ exchanges between EU and Russia. Every year, since 2014, Russian students and researches, as well as universities, confirm their genuine interest in Erasmus+ submitting new proposals that allow them to cooperate with over 2000 universities, both their EU partners and universities from all over the globe.

This enthusiasm, combined with the high quality of students and academia, makes Russia the leading Partner Country in several components of this wonderful programme!

In fact, Russia holds the highest number of mobility opportunities that allow yearly some 4000 students and academic staff members to study, teach and train in the EU and Russia.

Russia is also involved in 57 capacity building projects in higher education (over 260 participating institutions) and in 20 strategic partnership projects in school, higher education, adult education and youth.

The Jean Monnet component of Erasmus+, which is dedicated to promoting excellence in higher education, represents another success story in the EU-Russia education cooperation. Russia is not only one of the top countries worldwide in terms of applications submitted to Jean Monnet actions but also has the highest number of projects granted among our international Partner Countries. Since 2014, 130 Jean Monnet projects have been supported in Russia.

In total, the budget available in 2019 for projects initiated in Russia under Erasmus+ alone is 17 million of Euros, and for 2020 this amount is bound to increase to 20 million.

Education is a cornerstone in societal development and I am personally convinced of the importance of investing in human capital – through education and learning – as well as providing to Russian students and researchers new opportunities for exchanges and dialogue between cultures; thanks to the Erasmus+ programme all this is possible and it brings unique benefits to both the European Union and Russia.

I certainly hope that many more Russian students and professors will learn about these opportunities and participate successfully, strengthening contacts between our people.
Among the priority goals of the RF Ministry of Science and Higher Education, internationalization of higher education is on the top of the agenda. Overall, modern world needs concerted efforts of all countries to ensure and safeguard its sustainability. Education is a powerful means to support these efforts. In this context we highly value the projects implemented under the Erasmus+ Programme by Russian universities.

These projects result in diversified positive impacts and are known for productive follow-up activities the participating universities pursue after the termination of the projects. We hope the good traditions of the Erasmus+ Programme will continue and multiply after 2020 under a new EU Programme.
The Erasmus+ Programme supported by the European Commission can by right be called the most successful international cooperation programme. It has in real terms produced a tangible impact on Russian universities in terms of relevance and quality of the delivered programmes, motivation of staff and students and overall quality enhancement.

The success of the Programme is conditioned by its very apt goals setting and effective management and commitment of all parties involved in it.

The opportunities offered by the Programme in real terms contribute to internationalization of higher education and to promoting trust and common efforts towards sustainable future.
The Erasmus+ Programme started in the Russian Federation in 2014 and embraces 3 activity areas: Capacity Building, Jean Monnet and Learning Mobility. The Erasmus+ projects in all the three activity areas are implemented in all RF administrative regions at federal, national research, regional flagship and ordinary universities.

In the reporting period the number of implemented projects with participation of Russian universities was as follows:

**Capacity Building**

- 49 projects

**Jean Monnet**

- 128 projects

**ICM projects**

- 5,721 people from EU to RF
- 7,916 people from RF to EU
Impact of projects

The Erasmus+ projects have contributed to the:

- consolidation of the European higher education area,
- implementation of the Bologna Process,
- enhancement of the rights of students to quality education;
- enhancement of competences of the university academics and administrators, including those of project management;
- enhancement of subject-specific competences in the chosen areas of engineering education.

Each project has created its unique local education space. A sum total of the local education spaces has resulted in a new quality of the national education space as part of the European HE Area.

These local education spaces – due to their networking and interaction – have resulted in sustainable synergetic emergent effects that are revealed in the concentration of unique education resources in individual points of growth within the network that are involved in the continuing cross-communication and cross-fertilization.

Namely, the emergent effects embrace (to mention but a few):

- establishment of resource and multi-functional centres, centres of competences;
- information and knowledge exchanges,
- transfer of technologies
- access to new resources such as ideas, concepts, information, methods of teaching and learning, etc. and enhanced student and staff mobilities.

An important feature of the Erasmus+ projects is an opportunity for one university to participate in more than one networking project, which ensures a multi-dimensional cooperation quality. The strengthened multi-dimensional networking between participants of the Erasmus+ projects has reached out to universities outside the network, as each university is in communication with other universities within a certain occupation/subject area and impacts them by sharing new experiences and new learning. The latter has resulted in enhancing relations within the national system of higher education, its internationalization and thus in enhancing competitiveness of each of its participants and the system at large.

Specifically, the projects have contributed to an effective introduction in the universities of the concepts, terminology, instruments and methods of the Bologna Process, such as the ESG, ECTS, the recognition of learning outcomes acquired outside the home university.

The projects have also contributed to enhancing the right of students to quality higher education by:

- the introduction of best European practices offered also during mobilities to the EU, and
- the enhanced transparency and accountability of administrative processes at universities for the benefit of students.
The human resources capacities at universities have enhanced due to the acquisition in the course of the projects by the academic and administrative staff of relevant subject-related and generic/transversal competences.

Namely, the projects have also been conducive to:

- the acquisition by staff and students of cross-cultural communication skills; team-building and leadership skills;
- enhancing project management skills and quality assurance procedures;
- enhancing stakeholder needs identification/analysis;
- enhancing social responsibility of universities;
- modernization of teaching and learning methods that have been growingly used by the academic staff due to the impact of the projects;
- expanding the involvement of the universities in new grant projects, both European and national.

The participating universities have acquired a growing degree of visibility in the EU.
Impact at national/regional level on the society as a whole

Due to enhanced links with industry/sector in the region, the universities are acquiring a stronger regional standing. The key impact at national/regional level can be subdivided into:

1. sector-specific (improved quality of training specialists in the project subject areas; enhanced cooperation with sector enterprises and associations);
2. enhanced standing of the universities in society
3. national synergetic/emergent effects conditioned by the cumulative impacts of the projects, namely:
   - new and modernized federal education standards and programmes of higher education;
   - enhanced networking effect;
   - enhanced involvement and role of associations, such as the Association of Engineering Education, the Association of Technical Universities of the CIS Countries, the Regional Intercollegiate Association and the Association for Construction and Architecture, in the curricula development and independent certification of engineering curricula to EUR-ACE standards (453 engineering curricula have the EUR-ACE label);
On behalf of the Association (ACB embraces 120 members, namely 7 architectural and construction universities and polytechnics in Russia, and universities from Belarus, Azerbaijan, Armenia, Kazakhstan, Kyrgyzia, Tajikistan, Uzbekistan and Turkmenia) and the Federal Methodological Association for Construction Technologies Association, I would like to underline that participation of construction universities in the Erasmus+ projects has strongly impacted quality of training specialists for this sector. The Association considers cooperation with universities a key factor of success of sector-oriented higher education and its quality in the context of globalization and integration in EHEA. ACB is involved in two Erasmus+ Capacity Building projects dealing with such critically important issues as green building, smart building, effective energy consumption, climate change. In cooperation with industry new curricula are developed and labs are equipped. New manuals have been produced based on interactive student-centred methodology that have changed teaching and learning landscape at universities. New partnerships have been established with European partners.

The Association was initiated by Russian universities participating in Tempus programme with strong commitment to enhance cross-border collaboration and partnership. Bologna club is aimed at enhancement of cooperation and networking between universities and their partners, promotion of Bologna ideas publicity, catering society with the knowledge about EHEA values, goals and policies.

The TEMPUS and Erasmus+ projects served as a forceful and comprehensive tool to initiate innovations and cutting-edge changes for HEIs. Overall involvement of stakeholders and their active participation in the projects resulted in strengthening of national/regional administrations and professional associations’ cooperation. The tangible results of this decade of collaboration are joint laboratories, database platforms for university-business collaboration, networking projects for soft-skills and cross-cultural competencies development.
Engineering education is critical for the country’s competitiveness and progress. Hence modernization of engineering education is a national priority. The engineering field is an area where cooperation including international one, plays a major role. The Association sees its role as promotion of cooperation of engineering universities to enhance quality of programmes, skills of teachers and staff and labour market relevance of graduates. The Association itself can be considered a “child” of a Tempus project and is currently supporting engineering universities participating in the Erasmus+ projects with dissemination of results to ensure their sustainability.

In Russian vocational and higher education we now focus not only on the content of training programmes and their labour market relevance but also on the methods of teaching and learning and on the enhancement of skills of those who design curricula and implement them. Practical teacher skills are probably a weakness in our teachers. Hence we pay great attention to the new experience gained under international cooperation programmes, and primarily under the projects of the Erasmus+ Programme. Every new curricula is examined by our association and the relevant new learning relating to teacher skills enhancement is immediately used to modernize courses of professional development for VET and university teachers.
grammes. Together with the experience obtained by the University under EC supported projects, like the ones in Erasmus+ Programme, its graduates have a broad set of competences and knowledge that allows them to participate in the harmonization of Russian and European legislation in the field of food production standards and trade rules. The content of the courses includes up-to-date information on the experience of European developments in the field of quality management and food products, risk management, food safety.

The University graduates are always in demand at the enterprises that cooperate with the Union, especially those who have been exposed to European practices under the Erasmus+ projects.

Among members of the Association of Classical Universities there are many HEIs that have participated in Tempus and Erasmus+ projects. All of them give positive feedback of the their cooperation with EU universities and of the mutual learning that takes place during the projects and continues afterwards. Close ties of professors and students with European colleagues result in new initiative both in the field of education, educational and scientific research. One of our strong wishes is to have more such projects that bring together universities from different countries.

The Union has been successfully cooperating with Russian State Agrarian University and its Center for Professional Accreditation of Study Programmes and Career Development “Agency of employers and students of the agrarian sector”, established in 2016 in the framework of a joint EU project.

We as employers provide the University with labour market inputs relevant for their pro-
The project Social Entrepreneurship: the European Union Experience and Practices aims at transferring up-to-date European knowledge and practices of social entrepreneurship to the Omsk region by means of new master’s and postgraduate courses and other activities.

The developed ODL course was launched at the Centre of Business Education of OmSU and attracted local entrepreneurs who comprise 40% of the 110 learners.

Also we have started to create short videos about our project participants – social entrepreneurs and representatives of the civil society – to popularize the idea of social entrepreneurship.

In the 1st year of the project we also launched two master’s courses in social entrepreneurship, organized an open lecture in social entrepreneurship for foreign students of OmSU summer school, and a roundtable “Experience of participation in the European Union Jean Monnet Action”. In the 2nd year of the project we launched an additional course in social entrepreneurship in English.
Impact at the Higher Education Institutions

The projects have contributed to the institutional development and capacity building by establishing new programmes/modernizing acting programmes, introducing new methodologies, enhancing university-enterprise cooperation and the position of the university in the society at large. They have also contributed to strengthening the infrastructure of the universities by the new laboratories and centres, including up-to-date co-working centres.

The institutional impact is conditioned by:

• product innovations: sustainable multi-disciplinary bachelor’s, master’s and PhD programmes, including double degree ones, new modules on research and entrepreneurship integrated in certain programmes, new continuing education programmes/courses including those in the blended learning format, all of which are based on the use of Bologna tools and due to that allow international/European comparability and compatibility of qualifications; summer and winter schools, that are self-sustained and continue after the completion of the project; a growing number of curricula accredited by international bodies such as ABET, ASIIN, EUR-ACE, Washington Accord, International Engineering Alliance; enhanced quality assurance systems at the universities; enhanced WBL component in engineering programmes;
  • technological innovations (introduction of ICT in the curricula implementation; introduction of student-centred approaches, of PBL, and of new methods of teaching and learning);
  • enhanced and better structured co-operation with businesses, that, in its turn, has played a role in improving the regional investment climate, and attracting new businesses to the regions the universities are situated in.
  • extensive use of social media to disseminate the project outcomes and outputs and to enhance the projects’ impact at the national and regional level, and also for ascertaining their sustainability after the projects are over.
  • infrastructural innovations (establishment of centres including student-support centres, quality assurance centres; co-working centres; laboratories to support the academic process, e-learning centres, Open Education Platforms/Resources, Centres for Competences and Employability;
  • administrative innovations (new regulatory documents; enhanced systemic communication within university departments and across the HE system; extended network of university partners/stakeholders);
  • internationalization-related innovations – use of Bologna tools and increased number of programmes delivered in English; increased mobilities of students and staff; increased number of foreign students.
MIIGAiK has been actively participating in Tempus/Erasmus+ projects since 2012 and I should say, those seven years have changed us a lot. Nowadays we can enjoy the results of both, direct and indirect impact of the project activities. I suppose the key aspect is the build-up of human capital. Our Tempus/Erasmus+ project activities have helped the university staff (administrative and academic) to become really open-minded, tolerant, loyal, flexible, communicative, creative and change-oriented. Nowadays MIIGAiK has a highly competent team well acquainted with the approaches, models, requirements and best practices concerning the Bologna Process and EHEA. This is changing the university management and education process day by day – ECTS implementation, academic exchanges, new teaching methods, UpToDate courses and modules, lifelong learning, QA, university – enterprise cooperation, employability development strategy etc. Moreover, the implemented projects have allowed us to widen enormously not only our international contacts, but the national cooperation as well. Being myself one of the pioneers of the Tempus/Erasmus+ programmes in Russia and a person who has matured as an expert on those projects, I can say that this is a true source of inspiration, professional, institutional and even structural developments.
Being the modern university that is open to new ideas and diversity, DSTU took the advantage to participate in Tempus IV programme projects in 2007. These 12 years of extensive experience in Tempus and Erasmus+ projects have positive knock-on effects in terms of new curricula design, upgrading teaching competencies of academic staff, creating innovative spaces for students and scientists joint research work, fostering university-enterprise cooperation. The “capstone” outputs and outcomes of 15 projects realized at DSTU, enabled us to have recognition nationally and internationally as one of the leading universities in engineering education, to attract aspiring international students and academic staff, establish cooperation with new academic and industry partners in Russia and abroad. 10+ study programmes and modules were developed or updated to fully comply to the European Standards and Guidelines thus contributing to further internationalization of DSTU, opening it to foreign students and preeminent professors. The university benefited from diversity of academic and non-academic partnerships of EHEA countries and took part in development and piloting of joint study programmes, network laboratories establishment, sharing best practices in degree and CPD programmes development based on the lifelong and lifewide learning principles.
Complex approach of SPbPU to participation at Erasmus+ projects is based on the priority directions of the university development adopted in 2013, namely, the transformation of education and training environment; education programmes internationalization and improving quality; capacity building for faculty, as well as the student academic mobility development.

For example, SPbPU actively participated in the implementation of Erasmus+ projects aimed at creating modern high-quality educational programmes in the field of energy efficiency. That way the project “Development of an on-line quality control programme for educational programmes” was successfully implemented in 2013 – 2016. The developed programme and methodology for assessing the educational programmes’ quality was approved in 2016 by the Ministry of Education and Science of the Russian Federation and was recommended for pilot usage in universities of the Russian Federation.

In 2015-2018 SPbPU initiated a new project to develop an innovative international master’s programme in English “Energy Efficiency and Energy Saving of Buildings and Structures”. After the successful programme launch in 2017, a decision was taken to get its professional and public accreditation using previously developed programme and quality assessment methods.

The accreditation procedure was carried out by the National Accreditation Center of the Russian Federation together with German accreditation agency EVALAG. The international accreditation of this programme is valid for 6 years and ensures the recognition of diplomas in 48 countries all over the world.

The completed and ongoing projects are examples of the contribution of Erasmus+ projects to the internationalization of our university. We hope that the continuation of the Erasmus+ will provide us with additional opportunities after 2020 to develop as an international European education center.
Tempus and Erasmus+ projects have set the major trends in the current education policy at Tomsk Polytechnic University over the past 15 years. Due to such projects, a range of innovative approaches have been introduced at our university, including problem- and project-based learning, quality assurance, international accreditation and modular programme organization. Today such innovations ensure the TPU leadership in the national engineering education. Erasmus+ projects also paved the way for the internationalization of education, which implies joint academic programmes and integration of professors from foreign universities into our academic community. Besides, such projects have become the so-called “centers of excellence” where almost all foreign affairs executives of TPU started their careers.

The European projects helped the University to raise a new generation of Russian students exposed to the system of European values and serving as cultural and science diplomats. The most important impact of the Erasmus+ Programme is opening up the minds of the students and enhancing their employability chances at the labor market. The Programme helped the graduates to develop competences that are critically relevant for the 21st century, such as intercultural communication, critical thinking, teamwork, collaborative creativity.

At the institutional level, the Erasmus+ programme provides more visibility of Russian universities and enhances integration of the Russian education system into the European Higher Education Area.
Impact at individual level

On the individual level, the projects have contributed to the enhancement of both professional/subject-related and generic competences of the academics and staff, namely of the skills relating to managing diversity, cross-cultural skills, project management skills, foreign language skills, academic writing skills, skills relating to fund-raising and to preparing applications to new projects, to name but a few.

Working as part of international teams, project teams have developed new skills synergies that have contributed to enhancing the overall quality of the academics and administrators’ performance.

New/enhanced subject-related skills/competences of the academics have been disseminated via the developed courses/modernised curricula that envisage new student-centred teaching and learning. The enhanced skills of teachers/academics have positive impact on individual students, and are supported by the produced manuals and new research projects.

The impact on the individual level for different target groups can be summed up as follows.

For students:

Direct impact – academic mobility (the mobility of students that some projects included, exposed them to international contexts which has contributed to the overall quality of their training); acquisition of relevant competences in a specific subject area as well as of transferrable competences.

Long-term – enhanced employability, motivation to continue education, mindset changes.

For academic and administrative staff:

Direct impact – overall competences enhancement (foreign language, project work skills enhancements).

Long-term – career growth, access to national and international awards/grants

Practically at all participating universities international officers have been promoted due to their enhanced skills, 2-3 teachers have been awarded a PhD degree (at each) or have been promoted to a higher position either at the university or regionally.
D. Dubover, PhD, Dean of Media Communications and Multimedia Technologies faculty.

The ICM gave me broader understanding of practices, policies and systems in education and training of students across countries, increased my capacity to trigger changes in terms of modernisation and international opening within the faculty. The experience I gained enables me to build more modern, dynamic, committed and professional environment.

E. Dolbova, bachelor’s student at the faculty of Economy, E. Belena, master's student at the faculty of Computer Sciences.

“My ICM project has given me a positive and fruitful experience in terms of professional development and language skills as well as enhanced career development opportunities”.

O. Borisov, PhD student – The Mobility enhanced my research skills and contributed to my scientific work, and career development perspectives.

Teacher I. Filipova, participant of Jean Monnet Activities.

My participation in Erasmus+ Jean Monnet Activities allows me to refine knowledge of European labour law and the practice of its application. I am constantly in contact with European teachers and researchers. The implemented project allows me to improve my level as a teacher and as a researcher. Joint work on the materials of the master’s course leads to excellent results.
Teachers O. Voeiko and M. Kyureghyan.

The impact of ICMs on own teaching, namely the use of student-centred approaches, digital learning, tutoring, curriculum design based on learning outcomes, and also on cross-cultural skills, language skills and course development in English is significant and effective.

Under the project designed to encourage scholars, teachers and students to enhance research & teaching activities in EU studies. This innovation fostering project explores intensive interactive teaching methodologies and promotes their implementation at Russian universities. Participation in the project events offered us as participants, up-to-date knowledge of certain aspects of EU development/activities, familiarized us with intensive interactive & participatory learning techniques and provided guidelines & information sources that we would use to enhance our own teaching. Also we have access to an e-reader and a didactic web platform.
NEO: activities

NEO:

1. assists the Commission, the EACEA and the RF authorities concerned in the implementation of the Erasmus+ Programme by collecting information relevant for the modernisation of higher education in line with the EHEA objectives and the Bologna Process; provides to the Commission and the EACEA contributions to studies, analytical/statistical reports, etc. related to higher education (and possibly to other levels of education if relevant); provides the EU Delegation with information on the performance of Erasmus+ projects in higher education involving organisations from the partner country, and provide updated information about the higher education sector, in particular.

2. contributes to improving the awareness, visibility, relevance, effectiveness and impact of the Erasmus+
programme and to its promotion and dissemination in Russia by:

- informing the academic/HE community of the opportunities offered by the Erasmus+ Programme.
- promoting the Erasmus+ Programme via diverse forms and formats – conferences, information days, both national held in Moscow and regional; publications; the website; social networks
- providing assistance to applicants and beneficiaries by offering consultancy and methodological support: methodological workshops, individual consultations, workshops led by key EU experts in specific subject areas
- providing assistance to local organisations in their search of national or foreign partners, as well as to foreign organisations seeking local partners
- assisting organisations (higher education and other type of institutions) as well as individuals (students, university staff, professionals, etc.) involved in Erasmus+ activities (in relation to visa, tax, insurance, importing equipment, contacts with local authorities and the EU Delegation, etc.)
- promoting cooperation, enhancing synergies and supporting the exchange of good/best practices between Erasmus+ projects
- providing support to the team of Higher Education Reform Experts (HEREs).
NEO: monitoring

NEO is actively involved in the monitoring of Capacity-building and ICM projects in Russia.

On the average, in the past 2 years about 40 Capacity-building projects and 10 ICM projects have been monitored annually.

There are three types of monitoring: monitoring of individual projects, institutional monitoring and cluster monitoring. Cluster monitoring was first performed in 2018 by the NEO and has proved its efficiency.

The first institutional monitoring visit was performed with participation of the EACEA official Anna Spangemacher, others in 2019 have been performed by the NOE alone.

Overall the meaning of the monitoring visits is viewed by NEO and universities not so much as inspection but as a means to identify development and improvement areas, and the latent reserves and resources of the project.

Hence the monitoring visits contribute to enhancing quality of projects and their relevance for the academic community and EHEA at large.
Higher Education Reform Experts

HEREs team in Russia is made up of university teachers, professor and high level administrators from 15 universities from 11 RF regions.

In line with their roles, HEREs impact the HE development processes through disseminating best modernisation practices regionally to help change the mind-set of the academic community in relation to the modernisation efforts.

In sum, the impact of HEREs activities consists in creation of the critical mass for the modernisation processes by being change actors. On the regional level the HEREs are actively involved in initiating and piloting different regional development models the results of which later contribute to the modernisation changes on the federal level, or measures proposed to the Federal Ministry to enhance quality of international cooperation, initiating a bottom-up reform.

Indirectly HEREs influence the HE modernisation process via their participation in Academic Methodological Associations that are involved in endorsing curricula development methodologies and framework curricula. Hence, all acquired expert knowledge about up-to-date curricula development principles, quality assurance of study programmes, ECTS assignment, etc. is applied to modernise the perceptions of the members of the Academic Methodological Associations.

Namely, they impacted the adoption of the new version of the 3++ Federal Higher Education Standards that are largely learning-outcomes based and envisage the use of ECTS and key principles of the ESG. Certain experts are members of different expert bodies of the Federal Ministry of Science and Higher Education and of the Council of the Federation, Committee for Education and Science. Their contribution is in proposing tools to ensure comparability and compatibility of RF HE qualifications with the ones in Europe; in the discussion and analysis of new HE legislation; in dissemination of HE methodologies based on learning outcomes; in the HE quality enhancement, implementation of modernisation measures based on European and international approaches and standards in this area in Russia and in the CIS states.

Under the Steering Committee of the National Programme “Export of RF Education”, the enhancement of the internationalization strategy and international competitiveness of Russia’s HE has been observed as well as participation in the preparation of the Presidential Decree # 204 “On national goals and strategic objectives of the Russian Federation up to year 2024” (of May 7, 2018).
Methodologic workshops

These workshops are held both in Moscow and in the regions to help university teams with refining their project ideas and with meeting the requirements for writing applications. Also these workshops contribute to team-building and inter-university mutual learning. Special attention is always given to writing the logical framework of the project as this aspect continues to present problems to project teams.

Contact seminars

Each year NEO holds a multilateral event inviting colleagues from NEOs and National Agencies from different countries to team up with Russian universities. Such contact seminars aim at helping universities to develop project ideas and to build new partnerships.

Jean Monnet Anniversary

In 2019 NEO initiated a series of jubilee Jean Monnet events in Moscow and in 4 RF regions to discuss the impact of the Action and to share best practices.

Forums

Annually NEO holds bilateral forums to offer opportunities for RF University teams to meet colleagues from an EU country to discuss cooperation prospects. In 2017 a Russian - Finnish forum was held, in 2018 a Russian-Austrian forum and in 2019 - a Russian-Dutch forum.

Boat conference

In 2019 NEO launched a new mutual learning initiative for RF universities that presupposed exchanging experiences and best practices of implementing Erasmus+ Projects. This 3-day event was held in April on board a cruise boat that travelled on the Volga River.

Publications

In the reporting period of 2014-2019, 4 Erasmus+ thematic publications were produced, each carrying about 15-20 articles contributed by Erasmus+ teams. On top of that over 40 articles have been published in professional journals.
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