

SECTION 4 : DESCRIPTION of IP

1 Rationale, Objectives, Target Groups

1.1 Situation and background

Higher education is taking on the issue of European integration and enlargement in its various facets only reluctantly. In the same time Europe is gaining importance – not only for citizens but in the professionals sphere as well. Public opinion quite often is marked by prejudices and tendencies to xenophobia – especially when it comes to the integration of new members from an area that used to be perceived as different or even hostile. This applied to the examples of Poland and Germany and can be seen aggravated in the debate on the Turkish application, that revokes historic strife between nations like Cypriots, Greeks and Turks.

The first response of the three partner institutions in the past was firstly an integration of European topics into teaching of the respective institution and secondly active participation in exchange activities like ERASMUS and EUROWEEK.

However, this first step seems not yet going far enough:

- Teaching “Europe” separately, i.e. institution by institution and
- focussing on subjects like “international business”

misses the main pathway to European integration: Making people from different cultural backgrounds meet and work together on controversial subjects and let them overcome prejudices and use opportunities.

1.2 Aims, objectives and needs

The aims of the project are

- 1) start a process of mutual contribution to a common base of teaching material with a high involvement of students and the application of innovative learning and teaching methods
- 2) establish a stable partnership for exchange of knowledge and perceptions on “Europe” by firmly integrating the project results into day-to-day work of partner institutions
- 3) bring as many students as possible from different European backgrounds in touch with “European matters” as a standard part of curriculum.

The needs of the project are additional resources for working together internationally and for producing teaching material as well as for setting up and updating a shared (electronic) knowledge base.

1.3 Contribution to EPS

Each partner institution in higher education has a defined strategy of internationalisation of teaching. The proposed project is in the core of all those EPS by establishing a true European procedure of joint teaching and by focussing on European issues as teaching content.

1.4 Interface and European innovation

Each participating institution already has some aspects of the proposed subjects integrated in the respective syllabus. Especially in Business Administration some “international aspects” are obligatory. The proposed project will take those bits as a start and formulate a completely new set of courses that will contain core modules as well as elective subjects. The European focus will be double:

- 1) Overcome today’s predominantly national perspective by designing the courses in an diverse European team.
- 2) Make “European Integration” the main focus for target groups from different backgrounds and re-group traditional subjects like “international business” around the European dimension.
- 3) Arrange a truly European learning environment by bringing students and teachers from different countries into the teams.

1.5 Didactical approaches

The project aims at different pedagogical aims; accordingly a variety of didactical approaches will be applied:

- **Knowledge:** Facts and background concerning European integration (economic, political)
- **Abilities:** Critical application and transfer of knowledge
- **Skills:** Social and team interaction, inter-cultural sensitivity, presentation, debating, foreign languages

As a result of this type of learning the **employability** of students will be improved.

It will stress modern approaches to higher education by **combining traditional** procedures of academic course teaching with a high degree of **student involvement and responsibility**. While the outline of the courses and the syllabus will be designed by academic teachers the students will form **internationally composed, supervised groups** for preparation of subjects, papers and presentations during the academic year as part of their regular studies. Communication will be supported by means of **electronic group work** like chats, forums and shared web sites. Additionally the application of **group ware** will be tested in courses, where students of applied computing take part.

The highest value will be in **interactive methods** during the intensive courses, where students and teachers from all partners meet: **Presentations and discussions** in an international environment pose a challenge and an incentive for students. Furthermore **role plays** and **simulation tools** will have an important place as a method of learning. First results made by two partners in this procedure are very encouraging.

A close interface between courses of foreign languages and the intensive programme will be designed in applying the method of **content teaching**: Academics and language teachers co-operate closely over the academic year for enhancing the effectiveness and efficiency of the use of a foreign language in an European business environment.

1.6 Level of students

Participating students will be predominantly **undergraduates** from business administration, applied computing, economics and similar subjects. Indirectly students from **postgraduate** and **master** courses will benefit from the results via transfer of selected course modules and the improvement of teaching methods.

Access to the project will be on a **competitive** base: Applicant students have firstly to demonstrate an above average level of language skills as well as good knowledge in basic requirements concerning the subject (basic economics, introduction to European Union matters, history and economic situation of participating countries). Decision will be taken by the home lecturers in co-operation with the language department.

2 Envisaged outputs

2.1 Tangible outputs

The main objective of the project is to design new courses on “Europe” by applying advanced teaching and communication methods. The material provided for the IP follows the workload dimensions foreseen for five credit. The tangible output / outcomes will encompass

- Implementation of at least one new course in each partner organisation (Including ECTS)
- Teaching material for the Intensive Programme
 - Contents and structure
 - Syllabus
 - Reading list (including comments and abstracts, where applicable)
 - Background reading material (approx. 280 pages, PDF- or other electronic documents),
 - guide for advanced teaching methods
 - elaboration of two cases studies
 - screenplay and rules for a role play
 - background material on firms to be visited in Izmir

- Presentation material (eight per intensive course) prepared by students and to be published electronically
- A website for the project
 - containing all course material and outputs for download
 - providing for communication between students from all participating countries during preparation
 - offering results and further material for a continuation of teaching activities in the home institutions after the IP and/or for third parties interested in using the material
- A “marketing campaign” for the results via Email-lists addressing associations specialised in teaching European issues like Jean Monnet, UACES and EUSA.

The language of communication and documentation for all partners will be English.

2.2 Recognition and ECTS

All participating higher education institutions are in the process of following the path to “**Bologna**”. Therefore they plan to incorporate the new courses into their international teaching activities as obligatory courses, where appropriate as electives. The IP will earn **five credit** for successful participation. The details of recognition will be negotiated and agreed upon according to every partners course structure.

2.3 Future use

As already mentioned above we plan to establish the IP-results as a regular part of each universities course programme. There is an excellent opportunity given in the next few years, when all universities aim at a re-design of their teaching content and structure in order to open their core business to European co-operation and competition as part of the new “Bologna approach”.

The IP-project will provide vital support and an important incentive for opening up the participants universities for European cooperation and EU issues as subject of teaching.

3 Planning of activities

3.1 Management and procedures

The management of the project will involve an experienced person with overall responsibility. The application of professional **project management procedures** – supported by software – is obligatory (tasks, milestones, deliverables, responsibility, budget). As a **kick-off meeting** of all partners (students and teachers) from all countries will be held, where an atmosphere of mutual understanding and trust will be established and the prepared work plan will be updated and agreed upon. This includes the assignment of **sub-tasks** to internationally mixed groups – each headed by a teacher as co-ordinator in charge.

In the middle of the first year a **management meeting** will be held for all teachers involved in order to agree upon the outline of course design and teaching methods to be prepared.

During the **first phase** of course teaching a sub-group of teachers will join forces with the pilot university for international team teaching as well as for **evaluation** and feedback.

The other time **electronic means** (Website, chat, groupware, fon) will carry communication and workflow.

3.2 Work plan

The activities of the project will span three years in total, where the first years work will result in an elaborated set of course material, that is ready for a first implementation.

Pre-project phase

Currently the participating institutions are talking about a draft outline of a course programme and about the application of new teaching concepts; home students are partly involved. However, a serious start of work is impossible due to a lack of resources.

Stage 1: Prepare and set-up (Month 1 - 2)

The project will be placed in a rapidly changing environment and is in the same time a driver of change in the respective universities (“**Bologna**”). So the first task is a **detailed plan** on the **future** shape of teaching “European matters” including the desired incorporation into ECTS and **future** standard course programmes. In the same time **new teaching methods** and subjects have to be tested with students (“guinea pigs”) in order to secure the direction for further work on didactical tools.

This step has to be taken by **all partners jointly**; it will be subject of the first kick-off meeting. The results will be

- An agreement on the detailed work plan and the distribution of tasks and responsibilities
- An assessment of the feasibility and needs of various teaching approaches in an international students environment.

Preparation and evaluation of this stage will be the responsibility of the main contractor (FHB), while the host DEU in Izmir will take care of organisational needs.

Stage 2: Elaborate and test (Month 3 - 9)

Sub-groups of students and teachers will prepare modules on various European subjects according to the work plan. The results are syllabi and course material (background material, preparatory questions for examinations etc.) as well as suggested teaching approaches. The material will be disseminated in the project team and tested by selected teachers during their running standard courses. An assessment on a common method (questionnaire to students, SWOT analysis etc.) will be carried out during the first application phase. Results of assessment will be discussed in the teachers team (see second meeting).

The result of this stage is a set of tested course material and teaching approaches that can be used by all partners. It will be provided as print and electronic version; where appropriate an agreement on software tools – for example in the case of simulation games - will be found.

Stage 3: Introduce, re-design (Month 9 - 12)

Each partner will now introduce the material in his/her universities structures by

- Teaching based on the course material
- Establishing the course as a part of ECTS- acknowledged subjects in each university

During this phase there will be further learning-by-doing and suggestions for a change in the state-of-the-art will follow. Consequently a re-design and further improvement is to be expected.

This will be subject to a joint assessment by all partners, that will be concluded on a meeting of teachers to be held in Brandenburg, Germany.

Stage 4: Disseminate, iterate and modularise (Month 13 - 36)

The intensive programmes content will consist of two different parts:

- 1) Core modules that are obligatory to each student
- 2) Elective subjects that vary over time (most recent issues) and/or tackle the special issues of one of the partner countries (i.e. Turkish application for EU membership, etc.). These electives have to be developed – preferably under the responsibility of the teacher most suited to the subject or country.

In the following runs each year an intensive programme will be held according to the rules of the ERASMUS call. The country of venue will change every year and the electives will be specially related to the country.

Dissemination of all new and additional teaching material will be done via the shared, web-base **knowledge base** of the project; this material will be **open to the public** for access.

Additionally the material will be advertised to **UACES** (University Association for Contemporary European Studies), where the project co-ordinator as UACES member has access via the UACES-email list.

3.3 Subjects and volume of teaching

The IP will encompass ten day of learning with approx. 8 hours person day, bringing the number of hours to a total of 80 per course. This will include case studies and empirical spells, like visits to companies and (industrial) associations involved in European business.

The subjects will contain core subjects and elective courses from the following list; the focus will be on economic issues and – from year to year – on country-specific subjects. For the kick-off meeting we suggest to group the course around the “**Economic implications of the Turkish accession**”; the subjects and amount of time allocated is presented in the following table (Chapter 3.4):

- The historical process and institutions (10%)
 - European integration; goals and principles
 - Institutions, power and democracy in the EU
 - The future of Europe
 - Constitution, finality and federalism
- Policies and budget (15%)
 - Common agricultural and regional policy
 - The conflict between efficiency and solidarity
- Economic and monetary integration (50%)
 - Single Market and coordination of national fiscal policies
 - “Four Freedoms”: Migration, direct investment, trade and services
 - Euro and monetary policy (incl. Balassa-Samuelson-Theorem)
 - Lisbon-Agenda
- Enlargement of the EU (25%)
 - Limits and border of EU
 - Recent issues: Turkey
 - Cultural and political challenges of further enlargements

3.4 Programme outline by day

	Saturday	Travel to Izmir/Turkey
	Sunday	Sight seeing Izmir Students forming international groups Teachers meeting for preparation
1	Monday	Introduction of participants, overview of seminar week “Institutional and political structures of EU” “Economic structures of EU and Turkey: Disparities, complementarities, conflicts” Meeting of teachers on outline and work plan
2	Tuesday	“Trade in goods and services: Opportunity for (new) neighbours by integration?”
3	Wednesday	Work of teachers and students on teaching methods
4	Thursday	“Integration as a process: The lessons from past experience for Turkey on the impact of ‘acquis’ and ‘economic Copenhagen Criteria’” “Europe: Values, history, religion”
5	Friday	“Global flows of investment: A European ‘Zero-Sum-Game’”
	Saturday	<i>Culture and history: Ephesus</i>
	Sunday	<i>Culture and history: Pergamon</i>
6	Monday	“Labour migration and demography: Should free movement be restricted?”
7	Tuesday	Case studies: Companies in Izmir co-operating in EU
8	Wednesday	Meeting of teachers (work on didactical issues) Meeting of students: “Inter-cultural issues at work” (Under coaching by a teacher) Introduction into and preparation of role play
9	Thursday	Role play: “2015: Negotiation in Brussels on Turkish accession” Evaluation of methods, procedures and results of role play
10	Friday	Evaluation of the week (questionnaire, group discussion) Feed back from participants Meeting of teachers for preparation of next stage
	Saturday	<i>Culture and history: Ancient “Greek Agora” in Izmir</i>
	Sunday	Travel home

The presentations will be given by student groups; a discussion and evaluation after each subject is obligatory.

4 Evaluation and dissemination

4.1 Monitoring and evaluation

The project is designed as a “learning organisation”: Methods and procedures as well as results are subject to continuous discussion and re-development. The project management will apply a revolving work plan that enables the whole team to monitor and assess the current situation against the planned targets.

Furthermore an extensive evaluation, based on various assessment methods, will take place during the second meeting and at the end of the stage three in the first year (see chapter 3.2).

4.2 Continuation

The motivation for this project is based on the plans of the participating partners to re-design their teaching at home by taking up three goals

- 1) Incorporation of international and European issues into syllabus
- 2) Making teaching truly European / international by bringing students and teachers from different nations together
- 3) Making teaching fit for “Bologna”

The logical result of it is that the designed courses will be adapted and made part of standard teaching in each participating institution. This will be achieved step-by-step during and after the supported phase.

4.3 Potential for wider use

The subjects planned and teaching methods to be tested aim at a field of **common interest in higher education all over Europe**: The economic dimension of European integration and enlargement. Therefore we are confident, that our material will be of interest to many universities in the EU.

There is a “open space” for course material apart from commercially provided courses; our material will be disseminated publicly and actively via “Jean Monnet”, UACES, EUSA (see chapter 3.2).

5 Partnership composition and contribution

5.1 Background of institutions

All participants are **higher education institutions**, mainly from applied sciences, with an extensive experience in higher education in various subjects. The institutions are – except the young OTA university – already members in SOCRATES and have a long tradition of exchanging students and teachers. OTA is currently preparing its application for SOCRATES and has a strong mission statement towards internationalisation; furthermore OTA currently hosts students from 12 nations and is based on a Turkish-German foundation.

The partnership in overview (alphabetical order):

DEU Izmir / Turkey

Dokuz Eylul University is one of the major and leading public universities in Turkey, with approx. 40.000 students. The faculty of Economics and Administrative Sciences comprises six academic departments (Business Administration, Economics, Public Finance, Labour Economics and Industrial Relations, Public Administration, Econometrics). All these departments offer programs of study leading to Bachelor’s degree (4 years plus 1 optional year of English Preparation Class). There are also the research centres ATMER and BİMER for research and consultancy.

FH Brandenburg / Germany (co-ordinating)

FHB is a public university of applied sciences offering courses in business administration, applied computing and media, engineering and technology and innovation management for BA and MA degrees. It was founded after German unification in 1992 and has approx. 2500 students. FHB is actively participating in international exchange of teachers and students – i.e. SOCRATES and EUROWEEK - and is aiming at deepening its international profile.

HONIM Brussels / Belgium

The Hogeschool voor Wetenschap&Kunst (HONIM) offers education and training to 6 000 students in eight different departments, including sciences, technology, languages, business studies, architecture, plastic arts and music. HONIM is involved in several European and transnational projects (Socrates/Erasmus, Lingua, Leonardo da Vinci ...). The department of Business Administration has organized Socrates/Erasmus and Leonardo da Vinci programmes and has co-ordinated 1 IP project, 2 CD projects and been a partner in several CD and IP projects. It has set up an extensive network of partner institutions, of multinational companies in Brussels and companies abroad.

OTA Berlin / Germany

The OTA Hochschule is a young private university of applied science founded by the non-profit “Foundation for occupational education OTA Tanyildiz”. OTA is recognised as a higher education institution by the public authorities in Germany. It offers studies in Information and Communication Management (BA) and in Business Administration (BA). The mission of OTA encompasses a strong line of international activities, where the OTA students from more than 12 nations can contribute.

T.E.I. Kavala / Greece

Technological Educational Institute of Kavala, Greece is a public university of applied sciences with schools of economics and business, applied technology and agricultural. The school of economics and business has a strong working relation with Germany on global and European economic and business issues. T.E.I. has a wide network of international exchange. Its location in northern Greece as well as its established contacts make it an ideal interface between EU-15 and new member states as well as to Turkey and the Balkans.

The Karol Adamecki University of Economics in Katowice (UEK) / Poland

The Karol Adamecki University of Economics in Katowice (UEK) is the only public higher education institution teaching economics in the Silesia region in Poland to its about 13.500 students. There are programs leading to bachelor or master degrees in one of the three faculties (Economics, Management, Finance and Insurance). UEK cooperates successfully with higher education institutions, enterprises and chambers of commerce operating in European Union, Central and Eastern Europe and non European countries. It participates in many international networks and initiatives and initiated numerous European projects.

University Warschau / Poland

Warschau University is one of the leading public universities in Poland. The Institute of International Relations (IIR) was launched in 1976. Currently over 1,000 students are being educated in the different types of studies (European Studies, International Economic Relations, Theory of International Relations; Area Studies, Law and International Institutions, Strategic Studies). Next academic year IIR starts Graduate MA Program in International Relations and European Integration. The program covers the wide range of issues from international relations, law and institutions to economic aspects on European Integration.

5.2 Other partners

- not applicable -

5.3 Distribution of tasks

All **academic teachers** involved in the project have an extensive knowledge in economics as well as in European matters. They are **experts of their countries** in economic and political issues related to European integration. Some of the team members already have experience in working together and can guarantee a good and fruitful team spirit.

Each partner institution will contribute to the following **general tasks** – specific contributions will be mentioned with the respective institution and person below:

- selection of students under common criteria
- contribution to modules development
- contribution to preparation of questionnaire for students on common methods
- introducing the course, including ECTS procedures, at the home institution
- organization of the follow-up intensive programme (2006, 2007), if chosen as host institution
- dissemination activities of outputs and results to a wider public.

The **specific tasks** are allocated according to the profile of participating academics:

DEU Izmir / Turkey

DEU will be host to the intensive programme in the first year. On this occasion, most of the organisation work belongs to DEU, including preparation of the classes, definition of a residing place and arranging of visitors' travel organisations.

Oğul Zengingönül, PhD is Assist. Prof. in economics at DEU and specialised in labour market and migration issues. He published on future migration scenarios under the impact of a Turkish membership to EU. He is Socrates Coordinator of the faculty.

Utku Utkulu, PhD is Assist. Prof. in economist with a specialisation in European Union Economic Integration. He works on foreign trade issues and the effect of the Turkish customs union with the EU.

Both are giving lectures on European studies in Bachelors and Masters degree courses. Utku Utkulu, who is an economist, studies on European Union Economic Integration. They will provide coaching for students throughout the lectures and will take responsibility for the role play. Furthermore they will provide video documentation of various didactical stages at classes in order to support the testing of innovative and advanced learning environments in the seminar.

FH Brandenburg / Germany (co-ordinating)

The coordinator from FHB, **Dr. Ulrich Brasche**, is professor in economics and specialised in “European Integration” with a ten years experience. He published a standard textbook on European integration and runs an extensive web-based knowledge base on EU economic issues (<http://brasche-europa.de>). He contributed to several international teaching activities on EU-integration. He has a strong background in project management from his pre-university career in industry and consulting. He will contribute to Single Market aspects of membership and enlargement.

Dr. Bettina Burger-Menzel is professor in economics, specialised in technology and innovation management as well as in structural change. She has an excellent background in international business and academic activities (Japan, Mexico, USA) as well as in depth experience in the design and implementation of “Bologna” at FHB. She is in charge of a postgraduate master course in innovation and technology management with students from eight nations. She will contribute intercultural aspects as well as innovation as a driver in EU integration.

HONIM Brussels / Belgium

Mr Denruyter is a language teacher of English and German who specializes in the teaching of intercultural relationships. He spent two years as an Erasmus student in Tübingen and Oxford where he studied literature. Mr Denruyter contribute to cultural and historical aspects of European integration i. e. in the Eastern European countries.

OTA Berlin / Germany

Dr. Izzet Furgac is professor for technology and innovation management. He had a long career in one of the high-end German academic institutes for automation and control technology and in private industry. He founded and ran his own company successfully before changing to OTA as managing director and professor. His personal background is Turkish-German and he is work always was based internationally. Among others he served as project manager in ESPRIT. His contributions to the project will be a strong international business touch as well as Turkish-European relations.

Dr. Victoria Büsch recently finished her PhD (Dr.) from Humboldt-University in Berlin / Germany. She is an economist with a specialisation in demographics and social security issues. Before returning to university for PhD studies and later for working with OTA she was in charge of life-long education activities in the German branch of a global electronics conglomerate. She will contribute issues with an important European content (“Ageing populations”) as well as advanced teaching methods.

T.E.I. Kavala / Greece

Dr. Anastasios Karasavoglou is professor of economics and specialised in European enlargement from the perspective of Greece and South-eastern Europe. He recently did research on the issue of the future accession of Turkey. Furthermore he will contribute to aspects of opportunities for foreign direct investment and its economic implications.

Anastasios Tsolakis holds a degree in business administration and is a specialist in management and marketing. He will contribute to insights into management opportunities and marketing challenges that arise in an international environment. In the same time he will set up the project teams dissemination and distribution strategy.

The Karol Adamiecki University of Economics in Katowice / Poland

Zofia Palica from the Department of Investment is an economist; she will contribute her expertise on the European integration of capital markets and especially on the effectiveness of investing in mutual funds in comparison with other forms of investment.

University Warschau / Poland

Dr. Aleksandra Jarczewska-Romaniuk is assistant professor in political sciences and specialised in European and international relations. She will deal with the functioning of the European institutions, especially with aspects of deepening and/or widening of the EU. Moreover, according to the fact that Poland has just become the new EU member, she will provide a case study that would cover the economic aspects of Poland's accession and the activity of EU's companies in Poland as well as perspectives for Polish companies in EU.

5.4 Other participants role

- not applicable -

6 Contribution to transversal policies and horizontal SOCRATES priorities

6.1 Impact on specific target groups

The project aims at students from different national and cultural backgrounds. Specifically three conflicting relations (Some EU members -Turkey, Greece-Turkey, Poland-Germany) are incorporated in the team structure. By bringing students from the above mentioned backgrounds together and furthermore by making conflicting European issues an important focus of debate within the Intensive Programme, we will contribute to a fight against xenophobia, that is less prevalent in this social group – however is existing.

6.2 Contribution to the annual horizontal SOCRATES priorities

The project can make a contribution to two crucial horizontal priorities:

- **New member states:** The team includes new member states (Poland) as well as potential future members (Turkey) together with “old” members (Belgium, Germany, Greece).
- **Stability and security:** This mixture of participating countries is perceived as being of special European interest, since Turkey's application, Greek-Turkish relations and German-Polish relations will be in the focus. A hidden tendency of national and cultural prejudices will be tackled within this projects framework.

7 Contribution to the ERASMUS and IP projects priorities

7.1 Bologna Process

The project is at the core of “Bologna-activities” of the participating universities, by

- Developing courses jointly
- Making courses available internationally
- Clarifying the recognition of examinations taken abroad
- Breaking ground for an intensification of international exchange.

An integrated set of course modules will emerge, that is open to joint and individual use. The material will be offered on the Internet and contain a large share of electronically accessible material in the public domain.

The contents of the modules will be part of a diploma supplement, in case that an examination was passed successfully; the integration of the new courses via ECTS procedures is a task of the team.

The main target group is undergraduates, however for further education and life-long learning of professionals an adaptation is possible and will be taken up accordingly.

7.2 Integration

Selected European integration issues are of urgent interest for students from business administration, social sciences, political sciences, applied business computing and even engineering. They all need to have an idea of “what’s going on in the EU and who is driving why in what direction”. Furthermore they have to know about the crucial decisions ahead (enlargements, constitution, finance, reform of EU-policies) and the consequences for their respective field of future professional work. This type of “teaching Europe” is rarely found: There still is – however – a tendency of dealing with “Europe” not at all or quite specialised within a discipline. This **project team incorporates a variety of academic subjects and expertise** and will combine social, political, legal and economic aspects into the course modules.

The course modules will be designed, developed and tested based on a **joint concept** and distributed tasks: Each partner will take on his/her “speciality”. At the end a set of modules will be available that will be used selectively by all partners in their home teaching. An updated respectively in-depth version of selected modules can be given on the vehicle of **teacher mobility** for students of other universities – within and beyond the recent team structure and even after the sponsored activity.

All participating higher education institutions are in the process of following the path to “**Bologna**”. Therefore they plan to incorporate the new courses into their international teaching activities as obligatory courses, where appropriate as electives. The IP will earn **five credit** for successful participation. The academic recognition will be based on the legal procedures of each university concerning the acknowledgement of examinations. The details of recognition will be negotiated and agreed upon according to every partners course structure.

8 Other aspects

Details on expenditure and funding:

- Travel cost are estimated on average flight prices; the highly volatile market for air fare makes this estimation risky.
- Subsistence takes account of payments made obligatory by national law covering travel cost of public service employees.
- For the IP a ratio of 5 students per teacher is planned.
- Funding by partner institutions includes a contribution of students as made compulsory by national law (making up for expenditures that would have been unavoidable at home, i.e. food).
- There are two meeting included:
 - 10 teachers meeting in Brandenburg, Germany for two days
 - 14 days of IP with 10 teachers and 50 students in Izmir, Turkey