

# **From a one stop university to partner for life**

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# Agenda

- **Mobility of students**
- **Mobility of staff**
- **Inter-institutional cooperation (Dual contact)**
- **International consortia (Networks)**
- **Cross-border delivery of education (Faculties)**
- **Internationalisation of curricula (together with faculties)**



- **Mobility most visible element: 20% target**
- **But difficulties:**
  - **Credit mobility versus degree mobility**
  - **Definition of mobility: nationality or foreign degree**
  - **Mobstacles: recognition, accommodation, visa**
- **Staff mobility under-explored**
- **Internationalisation of curricula: reach the other 80%**
  - **Content: literature, examples, subjects**
  - **Methods: pedagogics, ICT, peer learning**
  - **Delivery: language, guest lecturers**



- **Content:**
- **Third-Country Funding**
  - ERASMUS Mundus
  - Tempus (2-Mobility)
- **Regionally Focused Funding**
  - ALFA
  - Atlantis
  - APPEAR
- **European Funding Programmes**
  - LLP!
- **Transnational Funding**
  - Austria-Tschech Republic
  - Austria-Hungary
- **National/Local Funding**



- **Actions:**
- **Administrative tasks**
- **Consulting to match project ideas with fundings**
- **Administrative work until the application**
- **Developing ideas and doing administrative work throughout the project until project is finished**



- **Administrative unit**
- **Service unit**
  
- **Strategy**
- **Personell**
- **Time**



- **Pull or push information**
- **Responsibility for success**



# Does internationalisation boost quality?

## ERASMUS PROGRAMME

### Centralised actions

Intensive Programs / Thematic Networks /  
Curriculum Development /

### Decentralised actions

Student Mobility  
Staff Mobility

### Tools

ECTS / EUC /  
EPS / EILC /...

### System level (policy)

#### Europe

Bologna  
Activities

#### National

Policies  
Activities

### Institutional level

#### Central

Mission/profile  
Modernisation  
Internationalisation  
Quality/HRM  
Student services

#### Department

Teaching/learning  
Research  
Student services  
Openness &  
modernisation

### Individual level

## Quality improvement in HE in terms of:

### Teaching

Academic development  
Labour market preparation  
Social/personal development

### Research

Generating new knowledge  
Knowledge transfer

### Openness

Modernisation  
Internationalisation  
European dimension  
Economic development





# ERASMUS' impact

## System level

No Bologna without ERASMUS !

- 1. Bologna process:** 5 out of 6 action lines direct from ERASMUS: DS, ECTS, mobility, QA and European Dimension; Stocktaking exercises, Ministerial Conferences, EUA & ESU activities, ...
- 1. Quality assurance:** pilot projects, ENQA, QA Standards & Guidelines, EQAR, Crossroads database, EQF (Sectoral QFs), Tuning, AHELO, ...
- 2. Wider impact:** Classification, Lisbon Strategy, Modernisation Agenda, Erasmus Belgica, Asian counterpart programme, ...



# ERASMUS' impact

## Institutional management level

ERASMUS high impact on institutional development:

- 1. Internationalisation:** Over 50% indicate a (strong) role in internationalisation strategy, international profile, international networks, tendering, ...
- 2. Professionalisation:** 40% address important role in professionalisation of institutional management: regular reflection and evaluation of institutional strategies, career development



# ERASMUS' impact

## Academic department level

### 1. Teaching and Learning:

1. 90% strong effect on internationalisation & modernisation of curricula
2. development of "soft skills" of students
3. English/foreign language programs
4. New teaching methods
5. Driver of transparency



# ERASMUS' impact

## Academic department level

### 2. Research:

1. 40% indicate impact on participation in international projects
2. particularly at small institutions
3. increased international conference attendance
4. excellence & competition
5. benchmark & learn from other institutions (QA)
6. strengthen joint publications
7. international networks and development of research agenda



# ERASMUS' impact

## Academic department level

### 3. Student services:

1. largest area of quality improvement
2. counselling and facilities for mobile students & staff
3. improved information provision & in English
4. language training
5. improved services **to domestic students**



**ERASMUS' impact strong**  
**But ... areas for improvement**

1. Bureaucratic costs: time and administrative procedures to tender for centralised actions
2. Decentral units lack interest & capacity to apply for centralised actions

**But ... overall expectation:**

**Impact of ERASMUS will increase (75%)**

placement in enterprises and modernisation of management



# INTERNATIONALISATION

- **‘The process of integrating an international, intercultural or global dimension in the purpose, function and delivery of postsecondary education’  
(Knight, 2004)**
- **Objective: a more mobile, integrated workforce and integrated European society**



**Internationalisation has become of strategic importance to HEIs (also a U-map dimension)**

# **INTERNATIONALISATION**

## **broad range of activities**

- **Mobility of students and staff**
- **Internationalisation of curricula and QA**
- **Inter-institutional cooperation**
- **International consortia**
- **Cross-border delivery of education**





# **INTERNATIONALISATION**

**focus often on mobility of students**

- **Mobility most visible element: 20% target**
- **But difficulties:**
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# **INTERNATIONALISATION**

## **within the Bologna process**

- **Promote European HE worldwide**
- **Establish the EHEA**
- **4 of 10 Bologna action lines internationalisation**
  - **mobility**
  - **recognition**
  - **joint degrees**
  - **global dimension**



**Bologna supports internationalisation instruments: ECTS, EQF/NQF, DS (LRC)**

**Portable student support**

# **INTERNATIONALISATION**

## **EHEA success through mobility**

- **Credit mobility risen absolutely, not relatively**
- **Degree mobility in EHEA risen by 4% (1999-2007)**
- **Mobility from outside risen to 2.6% of all students**
- **But imbalances: net im/exporters**
- **English taught programmes increased**



