



Tempus



Institute for the
Development of Education

Enhancing Academic Mobility
in Croatia:

Croatia's Entry into Erasmus

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Enhancing Academic Mobility in Croatia: Croatia's Entry into Erasmus

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Croatia's Entry into Erasmus

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Editor's note

NINOSLAV ŠČUKANEC

President / Institute for the Development of Education, Croatia

Academic mobility brings about positive changes at the individual, institutional and wider social level. It is therefore important that all relevant institutions are included in the process of shaping and implementing academic mobility policies, so as to ensure that proposed solutions are based on needs identified through analyses, research and consultations. In other words, in order for academic mobility to achieve the above-mentioned positive effects, this process should involve not only higher education institutions and relevant government bodies, but also employers, social partners, non-governmental organisations and local authorities.

It is precisely due to the positive effects of academic mobility (along with the complexity of the development of academic mobility) that political decision-makers in Europe were prompted to include mobility and measures for its increase into key policy documents such as the Bologna Declaration and the Lisbon Declaration and to launch programmes at the EU level aimed at increasing academic mobility. Among such programmes, Erasmus is of particular importance as the oldest and most significant exchange programme in the field of higher education in the EU, designed to stimulate both student and teaching staff mobility.

Positive effects of academic mobility

On the individual level, academic mobility offers the experience of working and living in a different academic, cultural and social setting. This, in turn, improves

individuals' employability and competitiveness on the job market, raises their social awareness, increases their level of tolerance and heightens their awareness of the need to fight any form of discrimination. Academic mobility contributes to the development of a democratic culture and to the shaping of a European citizenry that supports the creation of a global society in a multicultural setting.

On the institutional level, students and teaching staff participating in academic mobility are the bearers of new ideas and new contacts, which contribute to building stronger international cooperation among higher education institutions and to creating and developing higher education networks. Mobile students and teaching staff also enable the exchange of scientific experiences and research findings, which helps create an environment that is conducive to the development of innovation and competition in higher education, as well as to the introduction of new content and methods into curricula and into the learning process. The experience gained through academic mobility leads to reexamining traditional roles and practices in higher education institutions and provides the opportunity to compare institutions and systems, which influences the development of the quality of higher education and research.

Academic mobility also serves as a stimulus for social change, since it contributes to social and economic development, encourages a culture of mutual understanding and tolerance and entices dialogue and collaboration among different social groups. Such positive effects

EDITOR'S NOTE

are of great relevance to Croatian society, as Croatia is currently in a state of social, political and economic development that is particularly encouraged by the European integration process. Participation in academic mobility programmes in the EU (among which Erasmus is the most significant) will enhance the recognition and understanding of challenges posed by the European integration process.

Current trends in academic mobility

The Erasmus programme currently involves more than 2,100 higher education institutions from 31 European countries. The European Commission launched Erasmus in 1987, and since then more than 1.5 million students and teaching staff from Europe have been included in exchanges.¹ Every year around 0.76% of all European students and around 2.1% of all teaching staff in Europe participate in exchanges through Erasmus.² The goal of the programme is for 2% of all students in Europe to annually participate Erasmus by 2013.

On the global level, the beginning of the 21st century has been marked by a great increase in the number of mobile students: in 2005, more than 2.7 million studied abroad, which presents an increase of 55% in comparison with 1.74 million students in 1999.³ The U.S. is the global leader in international education as it attracts 28% of all mobile students in the world. Following the U.S. comes the United Kingdom with 12%, Germany with 11%, France with 10% and Australia with 9% of all international students.⁴

Croatia currently has an extremely low percentage of student mobility. Estimates listed in the "OECD Thematic Review of Tertiary Education - Country Background Report for Croatia"⁵ suggest that only around 0.02% of all Croatian students study abroad and that only 0.3% of Croatian students are involved in student exchange programmes. Regarding student mobility at the EU level, the percentage of all international students (incoming students) in the total number of students is around 6.7%,

while 2.9% of students have studied outside their country (outgoing students).⁶

These figures indicate that the development and increase of academic mobility demand a comprehensive analysis, detailed preparation, a clear strategy and a coherent operational plan for the implementation of the set goals.

The Institute for the Development of Education (IDE) supports the creation of an integrated system for the increase of academic mobility in Croatia in order to keep up with EU and/or global trends in academic mobility. As the first step towards this goal, IDE launched (in collaboration with key institutions for academic mobility in Croatia and partners from Slovenia, Sweden and Germany) a comprehensive study on the entry of Croatia into Erasmus, within the framework of the project "Enhancing Academic Mobility in Croatia (MOBIL)", financed by European Commission's Tempus programme. The main result of the project is this handbook, which is the first publication in Croatia to provide a systematic analysis of the current state of academic mobility in Croatia and the challenges for its development. The handbook provides detailed information on Erasmus and the preparations necessary for Croatia's successful participation in the programme. The handbook also provides an account of the preparations that should be made (and of measures already undertaken) by relevant government bodies and universities in Croatia, and presents best-practice examples from Slovenian and Swedish institutions involved in Erasmus.

The role of IDE in enhancing academic mobility

Aside from the publication of this manual, the Institute for the Development of Education (IDE) has been working systematically on increasing academic mobility in Croatia since 1999. Between 1999 and 2008, IDE became a reference point for the Croatian academic community for providing comprehensive, unbiased and free informational and advising services on study and financial aid opportunities for higher education in Croatia, Europe, and the U.S. In 2005, IDE set up the first Euro-Croatian Educational-Information Centre in Croatia, which provides precise information and advice on study opportunities in Croatia and in Europe, and which is financed by the Croatian Ministry of Science, Education and Sports. In 1999, IDE became a U.S. Educational

1 European Commission, http://ec.europa.eu/education/programmes/llp/erasmus/index_en.html

2 European Commission, "ERASMUS Student and Teacher Mobility 2005/2006: Overview of the National Agencies' final reports 2005/2006", <http://www.cimo.fi/dman/Document.phx?documentId=rd17907154201560&cmd=download>

3 Geoff Maslen, University World News, "China: Chinese students to dominate world market", (www.universityworldnews.com, 4 November 2007).

4 Organisation for Economic Cooperation and Development, "Education Policy Analysis 2005-2006, Focus on Higher Education" (Paris, France: OECD Publishing, 2006).

5 Ministry of Science, Education and Sports RC, "OECD Thematic Review of Tertiary Education - Country Background Report for Croatia", ed. Željko Dujčić, Pero Lučin (Zagreb, Croatia: Ministry of Science, Education and Sports RC, 2007).

6 Statistics for 2003. Source: Commission Staff Working Document, "Progress Towards the Lisbon Objectives in Education and Training - Indicators and Benchmarks (2007)", p. 136. http://ec.europa.eu/education/policies/2010/progressreport_en.html

Information Centre, authorised by the U.S. Department of State for providing information and advice on higher education in the U.S.

Regarding the funding of academic mobility, IDE's accomplishments include the launch of the first Croatian web portal on scholarships www.stipendije.info, which includes a national database of scholarships available to Croatian citizens for study in Croatia or abroad. The website www.stipendije.info is a unique resource of its kind in Europe and has been recognised in Croatia as the central information point for scholarships (which can be confirmed by an impressive number of visitors: over 50,000 visitors per month in 2007). Additionally, in 2005 IDE launched the first Scholarships Fair in Croatia, aimed at presenting the public with scholarships available for study in Croatia and abroad. This unique event of national relevance is the biggest event of its kind in Croatia, which attracts over 6,000 visitors in one day.

Since the resources that IDE has developed are important for the further development of academic mobility in Croatia, we believe that these will assist Croatia's higher education institutions in preparing for successful participation in academic mobility programmes, especially those of the European Union.

Future outlook

Finally, we would like to emphasise that this manual and the MOBIL project as a whole, along with the contribution of all stakeholders who worked on the project, represent an example that should be followed in the process of the development of higher education policies, especially those regarding academic mobility. We believe that the results obtained in practice will confirm that a thought-out, systematic and comprehensive approach to higher education policies ensures success which is later visible in positive changes that take place at the individual, institutional and wider social level.

Foreword

PROF. DANIEL RUKAVINA, M.D., D.SC.

Rector of the University of Rijeka, Croatia / President of the Croatian Rectors' Conference

Croatian universities have made significant progress in the implementation of the Bologna Process which is an important step towards participation in the European Higher Education Area (EHEA) on the same footing as other European countries.

The Croatian Rectors' Conference has assessed that mobility of students, teachers and administrative personnel represents the weakest link in our efforts to join the EHEA. The fact that Croatian universities have not been eligible to participate in certain programmes of the European Union that financially support and facilitate mobility has proven to be an insurmountable obstacle to our participation in those processes. Impediments of this kind have been the reason why most of the cooperation with foreign higher education institutions has been maintained on the basis of bilateral and multilateral agreements.

The lack of EU programmes that Croatia can participate in has not affected teacher mobility as much as it has student mobility. The sole nature of the research activities and various research programmes and projects being implemented at Croatian universities has enabled the mobility of our scientists, especially the young ones. In regard to student mobility, however, we are lagging behind Europe for the most part.

In the year 2008, opportunities for participation in various EU mobility programmes will finally be extended to Croatia, the most important one definitely being

Erasmus, within the framework of the Lifelong Learning Programme (LLP). Croatia is currently building the entire infrastructure necessary for entering the LLP, but, unfortunately, universities are encountering difficulties within this area. Therefore, the conclusion of the Rectors' Conference is that all Croatian universities should pay special attention to preparing for entry into Erasmus. We warmly welcome the EU programmes that will support us in building a strong organisational infrastructure within our universities and that will facilitate procedures necessary for our students and teachers to study or work abroad for any given period of time.

RADOVAN FUCHS, PH.D.

State Secretary for Higher Education and International Cooperation / Ministry of Science, Education and Sports, Croatia

Education has become a high priority on the political agenda in Croatia. The Government of the Republic of Croatia has recognised the crucial role of education and science in the development of a knowledge-based society, which is demonstrated by an increased investment of 37.95% into the science and education sector in the period from 2003 to 2007.

Human capital is one of major assets of Croatia, which is on its way towards becoming the most competitive knowledge-based society in the region. Higher education plays an important role in this endeavour.

The implementation of the Bologna Process is a long-term project, and the first phase of its implementation in Croatia has been concluded successfully. Firstly, the legal and institutional conditions for the implementation of the Bologna Process have been met. Secondly, significant results have been achieved in terms of the organisation and improvement of the higher education system: more focus is placed on creativity and the component of practical research; there is an affirmation of the links between scientific and educational activities and their application; and significant improvements have been made regarding staff and equipment. According to the report on the implementation of the Bologna Process in 46 countries prepared for the Ministerial Conference on the Bologna Process held in London in May 2007, Croatia made exceptional progress. The conclusions of all ministers of education, collected in the London Communiqué, outlined priorities for the forthcoming period and - within these

priorities - special emphasis was put on the development of student and teacher mobility.

In Croatia, the development of student and teacher mobility will be carried out primarily through preparatory measures for full participation of Croatia in the Erasmus programme (within the framework of the Lifelong Learning Programme). The preparatory measures will be financed through the European Commission's Instrument for Pre-Accession Assistance (IPA) and the Croatian national budget. In order to benefit from preparatory measures, it is important that universities apply for the Erasmus University Charter (EUC) in autumn 2008. Preparatory measures at universities will be monitored by the Agency for Mobility and EU Programmes (the National Lifelong Learning Agency) and the Ministry is obliged by the European Commission to monitor the way in which the Agency is managing the Lifelong Learning Programme.

I am confident that student and teacher mobility in Croatia will be enhanced during the preparatory measures and that the quality and quantity of participation in Erasmus will justify the amount of the national contribution for accession of Croatia to the Lifelong Learning Programme.

PART I: BACKGROUND OF THE PROJECT

1.

Enhancing the Mobility of the Croatian Academic Community: Overview of the "MOBIL" Project

THOMAS FARNELL

Programme Manager / Institute for the Development of Education, Croatia

In June 2007, the Institute for the Development of Education, in collaboration with a consortium of 12 institutions from Croatia and the EU, began the implementation of a project entitled "Enhancing the Mobility of the Croatian Academic Community (MOBIL)". The goal of the project was to enhance the mobility of the Croatian academic community within Europe and its specific objective was to create a platform for Croatia's entry into the European Commission's programme for academic mobility Erasmus (within the framework of the new Lifelong Learning Programme).

The following text will explain the reasons why such a project was undertaken and will describe the objectives, activities and expected results of the project.

Background of the project: the problem of academic mobility in Croatia

The current state of academic mobility in Croatia

The fact Croatia has made significant progress in implementing the Bologna Process at its universities was confirmed recently by the report of the Working Group on Stocktaking (appointed by the Bologna Follow-up Group) prepared for the Ministerial Conference in London, in May 2007. However, Croatia has yet to systematically address

one of the key Bologna Process principles: enhancement of mobility of students, teachers and researchers. According to the "OECD Thematic Review of Tertiary Education: Country Background Report for Croatia" (hereafter "Background Report"), prepared by the Croatian Ministry of Science, Education and Sports (hereafter MSE), the mobility of Croatian students and teachers, both nationally and internationally, is at an "unacceptably low level of development".²

There are a number of indicators that point to the problem of low academic mobility in Croatia. The first indicator is the very lack of data on mobility in Croatia. According to the Background Report, statistical data on mobility to/from Croatia is "incomplete".³ Little official data can be found and few universities or state bodies appear to systematically collect data on mobility (this matter is further developed in Chapter 7 of this publication). This lack of data is, however, an important indicator of the academic mobility problem since it is, in itself, a reflection of the low importance that has been placed on mobility in Croatian higher education until now.

Although little official data exists, the Background Report contains certain estimates of mobility to/from Croatia

1 UK Department for Education and Skills, "Bologna Process Stocktaking, London 2007", p. 60. Report available at: http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/WGR2007/Stocktaking_report2007.pdf

2 Ministry of Science, Education and Sports of the Republic of Croatia, "OECD Thematic Review of Tertiary Education: Country Background Report for Croatia" (2007), p. 29. Report available at: <http://www.oecd.org/dataoecd/49/4/38802218.pdf>.

3 Ibid., p. 80

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which act as clear indicators that the current situation is problematic.

Regarding the outgoing mobility of Croatian students, it is estimated that only 0.02% of Croatian students study abroad and that only 0.3% of Croatian students are involved in exchange programmes.⁴ Considering that the EU has an average of 2.9% of its students studying abroad,⁵ these figures point to the gravity of the problem of outgoing student mobility in Croatia.

Regarding incoming mobility of foreign students to Croatia, there is more reliable data available than for outgoing mobility (thanks to records kept by the Croatian Bureau of Statistics) according to which international students in Croatia represent 2.6% of the student body. Although this figure appears relatively high, it should be noted that the vast majority of mobility originates from countries of the former Yugoslavia (2.2%), whereas incoming mobility from EU countries represents only 0.14% and mobility from other countries outside the EU and former Yugoslavia represents 0.16%. Considering that in the EU the proportion of all students enrolled in tertiary education with foreign citizenship is 6.7% (in 2005),⁶ the above-mentioned figures for incoming mobility to Croatia are clearly problematic.

Obstacles to academic mobility in Croatia

Although no detailed study has been made so far to identify the obstacles to outgoing and incoming mobility of students, teachers and researchers, the Background Report identifies a range of possible causes for the current problem.

Regarding obstacles to increasing incoming mobility, it is suggested that the language barrier is an important factor (there are very few academic programmes offered in English),⁷ as are administrative and logistical problems faced by students (complex procedures for registering foreign residents; lack of accommodation in student dormitories; etc.).⁸

Regarding obstacles to outgoing mobility, the Background Report identifies the main problem as being the

insufficient number of exchange programmes allowing student mobility, both on the national and institutional levels.⁹ This in turn points to another key obstacle to mobility, which is the financial aspect of mobility. Namely, due to the lack of institutional mechanisms for mobility, student mobility often depends upon individual financial capacity of students and their families.¹⁰

Aside from the above obstacles, the Background Report also mentions the perspective of the academic community on the mobility problem, as they maintain that a major weakness lies in the lack of a general strategy in the sector. According to the report, the perspective of the academic community is that:

“National policy is perceived as a set of separate and uncoordinated measures, which do not sufficiently stimulate activities directed toward international cooperation and networking”.¹¹

Finally, the Background Report highlights that, although a number of obstacles exist inside the national legal and administrative system, “external problems exist because Croatia has not yet joined European Union mobility programmes”.¹²

Measures to increase academic mobility in Croatia: Croatia’s entry into Erasmus

In view of the current low academic mobility rates and the obstacles highlighted above, a measure which would directly address this problem would be the entry of Croatia into the European Commission’s Erasmus programme, which is aimed precisely at enhancing academic mobility. Erasmus was established in 1987 (as the acronym for “European Community Action Scheme for the Mobility of University Students”) and it describes itself as a programme emphasising “student and staff mobility and European co-operation involving higher education institutions and other key players in the knowledge-based economy”.¹³

Since 2007, Erasmus has been integrated into the European Commission’s Lifelong Learning Programme (hereafter LLP). Croatia is still not participating in the

4 Ibid., p. 80

5 Statistics for the year 2003. Source: Commission Staff Working Document, “Progress Towards the Lisbon Objectives in Education and Training – Indicators and Benchmarks (2007)”, p. 136. http://ec.europa.eu/education/policies/2010/progressreport_en.html

6 Ibid., p. 136

7 Background Report, p. 127

8 Ibid., p. 81

9 Ibid., p. 82

10 Ibid., p. 82

11 Ibid., p. 132

12 Ibid., p. 29

13 European Commission, http://ec.europa.eu/education/programmes/llp/erasmus/index_en.html

LLP, despite being allowed access thanks to its status as an EU candidate country. The MSES has made a strategic priority to enter the LLP from 2008, and has identified Erasmus as the programme of utmost importance for increasing mobility of Croatian students, teachers and researchers in Europe.

Participation in Erasmus requires the fulfilment of a number of criteria. The foremost requirement is the establishment of bodies responsible for its administration at the national level: the National Agency for the LLP (hereafter NA) as well as Erasmus offices to be established at the university level.

Although a number of measures have already been taken by the Croatian government regarding the establishment and accreditation of the NA (as elaborated in Chapter 2), there are currently obstacles at the university level to launching Erasmus. Firstly, there is a lack of information and expertise on Erasmus and the resources necessary for its implementation at Croatian universities. Secondly, and more importantly, there is insufficient data on the administrative, financial and academic capacities of Croatian universities to implement the programme. Addressing these questions is particularly important because the Croatian government must pay a national contribution to enter Erasmus – meaning that it must ensure that the absorption capacity of universities is strong enough to make this investment financially viable. There is therefore a need to define a strategy to enter Erasmus (within the framework of the LLP), which places special emphasis on preparations to be made by universities in order to meet the necessary administrative, financial and academic capacities.

Preparing universities for entry into Erasmus: the role of the MOBIL project

Goals of the project

The project "Enhancing the Mobility of the Croatian Academic Community (MOBIL)" was developed with the aim of addressing the problem of low academic mobility in Croatia and, more specifically, of meeting the immediate need to define a strategy for universities to enter Erasmus. The project was approved for funding through the European Commission's Tempus programme, Structural and Complimentary Measures, and the project was launched in June 2007.

The overall objective of the project is to enhance the mobility of the Croatian academic community within Europe and its specific objective is to create a platform for Croatia's entry into Erasmus (within the framework of

the LLP).

Project consortium

In order for the project to be as effective as possible, the project consortium includes stakeholders from a wide range of institutions and sectors, with representatives from universities, state agencies, a ministry, a polytechnic, a research institute and a civil society organisation. The members of the consortium are the following:

- Project coordinator: Institute for the Development of Education (Croatia)
- Project contractor: Dresden University of Technology (Germany)
- Croatian partner institutions:
 - Agency for Mobility and EU Programmes
 - Agency for Science and Higher Education
 - Institute for Social Research – Centre for Educational Research and Development
 - Ministry of Science, Education and Sports
 - University of Dubrovnik
 - University of Osijek
 - University of Rijeka
 - Zagreb School of Management
- EU partner institutions:
 - International Programme Officer for Education and Training (Sweden)
 - University of Ljubljana (Slovenia)

Expected outcomes and project activities

In order to reach the set objective of creating a platform for Croatia's entry into Erasmus, the project is expected to produce the following outcomes (with accompanying activities):

- *Outcome 1: Acquired knowledge of Croatian Erasmus stakeholders on Erasmus and its implementation.*
The activity that produced this outcome was the organisation of training visits for Croatian Erasmus stakeholders from universities and relevant public bodies to the University of Ljubljana (Slovenia) in June 2007 and to the International Programme Officer for Education and Training (Sweden) in September 2007. The aim of the visits was to provide comprehensive training on the implementation and management of the Erasmus programme from the administrative, financial and academic perspective.
- *Outcome 2: Assessment of current capacity of Croatian universities for Erasmus implementation.*
This outcome was achieved through research conducted by the Institute for Social Research at all Croatian public universities (from July 2007 to February 2008)

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on the prerequisites for Erasmus implementation and on the institutional, administrative, financial and academic capacity of Croatian universities to implement Erasmus. The results were compared to best-practice models for Erasmus implementation from two EU countries (Slovenia and Sweden).

- *Outcome 3: Defined action plan on Croatian universities' entry into Erasmus.*
Based on the research results, an expert seminar was held at the University of Rijeka on 20–21 February 2008 in order to draft an action plan for the entry of Croatian universities into Erasmus. Action plans for each university were drafted by decision-makers and key stakeholders from each Croatian university (vice-rectors and heads of international relations offices) in cooperation with members of the project's Expert Team.¹⁴ The action plans identified steps that should be taken by universities and relevant public bodies for Croatian universities to enter Erasmus.
- *Outcome 4: Platform and reference tool for Croatian Erasmus stakeholders on Croatia's entry into Erasmus.*
This publication represents the main output of the project: the project handbook. The handbook contains the survey results, expert texts and university action plans, and represents the platform for Croatia's entry into Erasmus. The handbook provides a reference tool for all Croatian Erasmus stakeholders and will secure a deliberate and thought-out entrance of Croatia into Erasmus.
- *Outcome 5: Transparency of entry process into Erasmus and public visibility of Erasmus.*
The project web site www.iro.hr/mobil and a public presentation to be held in Zagreb by June 2008 will ensure that all stakeholders in the field of higher education (including key decision-makers, relevant administrative staff, faculty members and students) are informed about plans for Croatia's entry into Erasmus. The web site also offers access to a range of key documents about the Erasmus programme.

benchmarks and which is based on input from all stakeholders in Croatian higher education.

Despite its specific focus on Erasmus, we believe that this project also makes a wider contribution to the successful implementation of the Bologna Process in Croatia. Namely, participation in Erasmus will have a positive impact on other important aspects of the Bologna Process, particularly on the efficient implementation of the ECTS system and of the quality assurance mechanisms introduced at Croatian higher education institutions.

Significance of the MOBIL project

The significance of the MOBIL project is that it will secure a deliberate and thought-out entry of Croatia into Erasmus, which uses European best-practice examples as

¹⁴ The Expert Team consisted of Croatian and international experts from universities, state agencies, a ministry, a research institute and a non-governmental organisation. The list of Expert Team members and their biographies can be found as Appendix III of this publication.

2.

Preparations for Croatia's Entry into Erasmus

LOREDANA MARAVIĆ

Head of Department for European Integrations / Ministry of Science, Education and Sports, Croatia

TINA ŠARIĆ

Acting Director / Agency for Mobility and EU Programmes, Croatia

Policy aspects of Croatia's accession to the Lifelong Learning Programme (hereafter LLP) include the accreditation of the National Agency with the European Commission, the conclusion of the Financing Agreement for the Instrument of Pre-Accession Assistance (IPA) and preparatory measures for the Youth in Action Programme (YAP).

The following text will provide an overview of the progress made so far in implementing these preparations and will also describe the mechanisms through which Croatian universities will soon be able to actively prepare for entry into Erasmus.

Establishment of the National Agency

One of the prerequisites for Croatia's full participation in the LLP, which includes Erasmus as a sub-programme, is the establishment of an independent legal body which would perform the function of the National Agency for the implementation of the LLP.

For this reason, the Agency for Mobility and EU Programmes was established on 27 October 2007 by the Act on the Agency for Mobility and EU Programmes (hereafter the Agency). The roles of national authorities supervising the work of the Agency are performed by the Ministry of Science, Education and Sports (monitoring and supervising the implementation of the LLP) and the Ministry of Family, Veterans and Inter-Generational Solidarity

(monitoring and supervising the implementation of the Youth in Action Programme, also under the authority of the Agency).

By February 2008, the Agency counted 11 employees and the above-mentioned Ministries had provided adequate premises and equipment, as well as financial guarantees for the work of the Agency. These formed the remaining prerequisites that needed to be met before Croatia could commence preparations for full participation in the LLP.

Accreditation of the National Agency

The accreditation of the Agency for Mobility and EU Programmes as the National Agency for the Lifelong Learning Programme and Youth in Action Programme will be conducted in the form of preparatory measures to be financed from IPA (Component I) and the Croatian national budget. A prerequisite for the implementation of this IPA project is the conclusion of the IPA Financing Agreement between the Government of the Republic of Croatia and the European Commission (EC) i.e. the framework agreement for all IPA projects. Prior to concluding the IPA Financing Agreement, the Croatian Government should meet all the EC criteria for implementation of IPA projects, the most demanding being establishing IPA departments at ministries and government agencies with a sufficient number of highly qualified staff.

Preparatory measures for Youth in Action Programme

PREPARATIONS FOR CROATIA'S ENTRY INTO ERASMUS

represent an integral part of the same IPA projects, although the national authority for Youth in Action Programme is the Ministry of Family, Veterans and Inter-Generational Solidarity. Therefore, the preparatory measures for the LLP and the YAP should be a parallel process.

The agreement between the Agency and the European Commission on the implementation of the preparatory measures and their financing will be signed after the conclusion of the IPA Financing Agreement (expected in autumn 2008). In cooperation with the relevant ministries, the Agency has finalised its Statute, Work Programme for the Lifelong Learning Programme and Work Programme for Youth in Action Programme. These documents need to be approved by the European Commission.

Preparatory measures for the National Agency

The preparatory measures for the accreditation of the National Agency for the Lifelong Learning Programme will consist, first of all, of training employees and informing future beneficiaries about the LLP.

Training of employees

The Agency has already launched the first activities regarding the training of employees, even before the official beginning of the preparatory measures.

Various forms of training were undertaken in cooperation with the Dutch National Agency through the MATRA programme; in cooperation with the French National Agency and French Embassy in Zagreb; with the Slovenian National Agency through the TAEX programme; as well as with the Finnish National Agency.

In addition, the Agency's employees have participated in various seminars organised by Croatian agencies (Teacher Training Agency, Agency for Vocational Education, Agency for Science and Higher Education and Agency for Adult Education). Other activities are envisaged after signing the agreement between the Agency and the European Commission. Activities would include training at the European Commission and at the Executive Agency Education Audiovisual and Culture in Brussels.

Informing future beneficiaries about the LLP

The Agency has already undertaken certain steps in this direction as well, even before the official launch of the preparatory measures. Thus, the Agency has been invited to present the LLP at various seminars and conferences organised by different stakeholders. The Agency has also organised an international conference on Erasmus,

in cooperation with the French Embassy in Zagreb, the Slovenian and French National Agencies and the Universities of Ljubljana, Maribor and Orleans.

After the official launch of the preparatory measures, the Agency plans to organise various workshops and seminars with the goal of disseminating information about the LLP and training future beneficiaries on how to participate in the programme.

In addition, the Agency has published leaflets and brochures with the support of the Delegation of the European Commission in Zagreb and has launched the Agency's web site (www.mobilnost.hr) with relevant information on the LLP.

Preparatory measures for universities entry into Erasmus

Through the preparatory measures, the European Commission will test the capacity of the Agency to manage the LLP. However, due to the limited budget available for IPA pilot projects, the measures will not test the absorption capacity of potential LLP beneficiaries (pre-school institutions, primary and secondary schools, higher education institutions, adult education institutions etc.).

For this reason, the Ministry of Science, Education and Sports is considering the possibility of matching IPA funding with the national budget, in a percentage much larger than requested by IPA Regulation (approximately 25%). This implies a financial commitment by the Ministry to fund preparatory measures before IPA funding becomes available.

After consultations and negotiations with the European Commission in February and March 2008, the European Commission opened up possibilities for Croatian participation in individual mobility activities within the LLP Call for Proposals, which is to be announced in autumn 2008. The activities for which Croatia will be eligible to apply for as preparatory measures include:

- individual mobility of students, teachers and administrative staff;
- preparatory visits within Comenius, Grundtvig and Leonardo da Vinci programmes;
- study visits for all sectoral programmes.

Within these preparatory measures, Croatian universities will therefore have the possibility to participate in pilot activities of individual mobility. Universities will have the support of the Ministry of Science, Education and Sports,

which will allocate funds for the realisation of individual mobility activities within the Erasmus sub-programme, even before the IPA funds are allocated.

In order for universities to participate in these activities, the Ministry of Science, Education and Sports will have to provide guarantees for Croatian universities to participate in these pilot activities before they are awarded the Erasmus University Charter. In other words, the Ministry will guarantee that higher education institutions participating in the Erasmus pilot call meet the criteria for obtaining the Erasmus University Charter, including the following:

- to have the European Credit Transfer System (ECTS) in place;
- to ensure the recognition of study periods abroad;
- to secure pre-departure advising for outgoing students/staff;
- to appoint and train Erasmus coordinators.

This, however, would only be a temporary solution: it is crucial that universities apply for the Erasmus University Charter in November 2008 and start preparing their Charter in spring 2008.

Management and implementation of pilot projects

In order to be recognised by the European Commission as preparatory measures (i.e. to contribute to the accreditation process), the funding for pilot projects secured from the national budget must be allocated from the Ministry of Science, Education and Sports (National Authority for the LLP) to the Agency for Mobility and EU Programmes (LLP National Agency). The Agency should manage these funds according to LLP rules and allocate them to those universities that meet all the criteria of the Erasmus call to be announced by the Agency.

The Agency will be the body implementing all the activities regarding the pilot project mobility activities, including: receiving applications and evaluating them; submitting the results to the Ministry of Science, Education and Sports; signing contracts with universities; making payments; and performing monitoring visits and checks.

The coordination between all the universities, Agency and the Ministry will be carried out through the Erasmus Expert Committee, to be established by the Agency for Mobility and EU Programmes.

The Ministry of Science, Education and Sports is confident that the quality of preparatory measures will be high and that participation of Croatia in the LLP will, over a long term period, contribute to improving the educational structure of the active population, in particular the percentage of population with a higher education degree.

PART II: ABOUT ERASMUS

3.

Erasmus in Theory: Overview of Erasmus Objectives and Actions

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Erasmus within the framework of the Lifelong Learning Programme

Erasmus is one of the sub-programmes within the Lifelong Learning Programme, established by the Decision of the European Commission on December 14, 2006. Apart from Erasmus, the Lifelong Learning Programme consists of the following programmes:

- Comenius: directed at pre-school and school education;
- Leonardo da Vinci: directed at vocational education and training;
- Grundtvig: directed at adult education;
- Transversal: promoting cooperation in lifelong learning and language learning, stressing the importance of ICT development and disseminating the results of the Lifelong Learning Programme;
- Jean Monnet: supporting institutions and activities in the field of European integration.

The Lifelong Learning Programme will run from 2007 to 2013, with a total budget of 7 billion Euros.

Goals and activities of the Erasmus programme

The Erasmus programme is designed to support the achievement of the European Area of Higher Education and to reinforce the contribution of higher education and advanced vocational education to the process of innovation.

Erasmus has the goal of improving the quality and increasing the volume of student and teaching staff mobility throughout Europe, so as to contribute to the achievement (by 2013) of at least 3 million individual participants in student mobility under the Erasmus programme and its predecessor programmes. The objective of the Erasmus programme is also to increase the degree of transparency and compatibility between higher education and advanced vocational education qualifications gained in Europe, and to improve the quality (and increase the volume) of multilateral cooperation between higher education institutions (as well as between higher education institutions and enterprises).

Erasmus is aimed at students, teaching and administrative staff in all forms of tertiary level education and training, as well as staff of other organisations and institutions involved in higher education.

The Erasmus programme consists of two types of actions: decentralised and centralised actions. Decentralised Erasmus actions are under the authority of National Agencies (in Croatia: the Agency for Mobility and EU Programmes) and consist of:

- mobility of students, university teachers and administrative staff;
- intensive programmes;
- intensive language courses;
- organisation of mobility.



Centralised Erasmus actions are under the authority of the Education, Audiovisual and Culture Executive Agency in Brussels and consist of:

- multilateral projects – curriculum development, virtual campuses, modernization of institutions and cooperation of universities and industries;
- networks;
- accompanying measures.

Description of Erasmus mobility actions and their rules

1. Student mobility

- Type of mobility: Students may go abroad for the purpose of study at higher education institution or a placement in a company.
- Duration: 3-12 months.
- Eligibility: Applicants must be full-time students enrolled in second year (or higher). Applicants must have Croatian citizenship or have the status of refugee, stateless person or permanent resident. Foreign students enrolled in Croatian universities with the citizenship of countries participating in the LLP may also apply.
- Selection procedure: Selection of students is carried out at the university/faculty level. Selection must be fair and transparent, with no conflict of interest. The criteria for selection are set by institutions/departments themselves and may be based on academic merit, motivation, relevant language proficiency etc.
- Mobility agreement: Prior to departure students sign an agreement with their home institution, which also includes the Learning Agreement defining the list of courses and ECTS points to be obtained.
- Pre-departure procedure: In principle, students receive 80% of the Erasmus grant amount prior to departure, unless their home institution decides to allocate the whole amount. Home institutions have to provide outgoing students with the Erasmus University Charter (a document published by the European Commission setting fundamental rights and obligations of students participating in Erasmus).
- Return procedure: Upon return to their home university, students have to submit a transcript of grades from the host university, as well as a report. They receive the remaining 20% of the Erasmus grant following the submission of the above documents.
- Other notes: No fees are to be paid by students. The period of mobility must be recognised by the home institution in accordance with the Learning Agreement.

2. Teaching staff mobility

- Type of mobility: University teaching staff may go abroad for the purpose of teaching or for undergoing receiving training in a company.
- Duration: Minimum 5 hours of teaching; maximum 6 weeks.
- Eligibility: Candidates must have Croatian or EU citizenship or have the status of refugee, stateless person or permanent resident. Candidates must also provide confirmation of employment.
- Mobility agreement: Teaching staff must sign an agreement to which a teaching programme or work plan is annexed.
- Return procedure: Upon return to the home university, teaching staff are obliged to submit a report.

3. Administrative staff mobility

- Type of mobility: Administrative staff may go abroad for the purpose of training.
- Duration: 1 - 6 weeks, although it may be shorter than a week if justified.
- Eligibility: Candidates must have Croatian or EU citizenship or have the status of refugee, stateless person or permanent resident. Candidates must also provide confirmation of employment.
- Mobility agreement: Administrative staff must sign an agreement to which an individual work plan is annexed.
- Return procedure: Upon return to their home institution, administrative staff are obliged to submit a report.

4. Intensive Programmes

- Type of mobility: Also known as summer or winter schools, during which specialist topics are taught (which are not related to regular curriculum).
- Duration: Minimum 10 days; maximum 6 weeks.
- Eligibility: There must be students and teaching staff from at least three different European countries participating in each Intensive Programme. The minimal number of students from foreign universities is 10.

5. Intensive Language Courses

- Type of action: Preparatory language courses are aimed at students who are to commence their study/ placement period in a country whose language is not widely spoken.
- Duration: Minimum 60 hours, maximum 6 weeks. Courses are organised in the host country, usually before the start of the semester.
- Eligibility: Intensive Language Courses are not organised for widely spoken languages (i.e. not for English, French or German).

ERASMUS IN THEORY: OVERVIEW OF ERASMUS OBJECTIVES AND ACTIONS

6. Organisation of Mobility

- Type of action: Institutions may receive additional funds for covering costs related to the organisation of mobility.
- Eligibility: Eligible costs are related to: recognition of study periods; printing or copying of materials; preparatory visits; organisation of language courses, etc. Allocation of funds is based on the number of outgoing students, teachers and staff.

Tasks and responsibilities of universities

Erasmus University Charter

A valid Erasmus University Charter (EUC) is a prerequisite for universities to participate in actions under the Erasmus programme. There are two types of EUC: the Standard University Charter (only for higher education institutions that apply for Erasmus study periods) and the Extended University Charter (for higher education institutions that, besides study periods, apply for the organisation of placements).

The EUC consists of two parts: one formal part containing questions on the university's number of students, staff, faculties/departments, courses etc.; and the "Erasmus Policy Statement", a narrative part in which higher education institutions should prove that they are capable of sending and receiving students. The application deadline for the EUC is usually at the end of November of each year. It is awarded for the whole period of the programme i.e. until 2013. It can only be withdrawn in the case of serious misconduct.

Erasmus coordinator/Erasmus office

These are the university contact persons for the Agency for Mobility and EU Programmes, as well as for Erasmus contact persons at faculties/departments within their home institution. Each university should have one Erasmus coordinator.

Apart from the Erasmus coordinator, there should usually be two employees in the university Erasmus office: one for outgoing mobility and one for incoming mobility. However, this may not be necessary at the initial, pilot stage for Croatian universities (due to the small scale of mobility). Additionally, the total number of Erasmus staff will also vary between universities based on their size and on their other tasks in the field of international relations (aside from Erasmus).

Inter-institutional agreements

Inter-institutional agreements are the basis for the exchange of students, teachers and administration. They

are signed by both institutions and should, in principle, be renewed every year.

Support to incoming students

Erasmus offices are also expected to provide support to incoming students in terms of organisation of language courses, integration of students and organisation of their social life, providing information on the country, city and university (student guides for international students), etc.

Erasmus cycle

The timeline below is based on an example of the Erasmus cycle for activities during the academic year 2007/08. N.B.: The process for organising all Erasmus activities is planned one year in advance!

- Higher education institutions (hereafter HEI) apply to the Education, Audiovisual and Culture Executive Agency in Brussels for the Erasmus University Charter (by the deadline of November 2006).
- The European Commission publishes a call for proposals for all LLP activities (including Erasmus) at the European level, aimed at National Agencies (hereafter NA). NAs then adapt it to national priorities and administrative procedures in order to publish the adapted version of the call for all LLP activities (including Erasmus) in national media (October–November 2006).
- The relevant NA publishes the call for all LLP activities (including Erasmus) at the national level (November–December 2006).
- The NA organises info-days where all potential applicants (HEIs) are informed about the application procedure for Erasmus activities and other relevant details (December, January, February 2006–07).
- HEIs apply to the NA for Erasmus activities: student mobility, teaching staff mobility, administrative staff mobility, organisation of mobility, intensive language courses and intensive programmes (deadline mid-March 2007).
- The NA evaluates received applications and informs the HEIs on results (June–July 2007).
- The NA signs contracts with HEIs (July 2007).
- The first payment of 80% of the Erasmus grant is transferred to HEIs (45 days after signing the contract).



- Implementation of activities (from 1 July 2007 to 30 September 2008).
- HEIs submit an interim report to the NA (by the deadline of May 2008).
- Reallocation of funds if necessary based on interim report.
- Monitoring, meetings, visits.
- Finalisation of activities; submission of final report (within 30 days of the finalisation of activities).
- Assessment of the report by the NA (within 45 days of receipt).
- The second payment of the remaining 20% of the Erasmus grant is transferred to HEIs (within 45 days of approval of the final report).

4.

Erasmus in Theory: Prerequisites for Participation in Erasmus

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In the context of Croatia's entry into the Erasmus programme, awareness of and familiarity with the objectives and actions of the programme, which were succinctly overviewed in the previous section, represent the first step for universities. The second important aspect concerns the capacity of Croatia's universities for participating in and managing the activities related to the Erasmus programme. There is therefore much more to entering Erasmus than becoming familiar with the programme's rules and cycle – in a sense, it is only after the formal prerequisites are completed that the work with the Erasmus programme really begins.

The reorientation of Croatia's universities towards the goal of increased international mobility has many implications for existing capacities at universities and the directions in which they will be further developed. One of the possible ways of systematically thinking about capacities for increasing mobility is by dividing the necessary capacities into four main categories: institutional capacity; financial capacity; administrative capacity; academic capacity.

Institutional capacity

Institutional capacity revolves around the recognition of the importance of mobility at the level of university management. University management needs to take up a leadership role in proposing and initiating change in existing activities, not only in order to meet formal prerequisites for participation in the Erasmus pro-

gramme, but also (and more importantly) to make preparatory activities and assign resources to mobility in the form of time, personnel, space and finances.

Evidence of mobility being recognised at the university management level can be found in decisions of the senate and executive boards of rectors' offices, as well as in official university documents such as development strategies, action plans and declarations. Furthermore, evidence lies in concrete actions carried out for enhancing the capacity for mobility, such as assigning new job positions to mobility, opening new offices and offering new services for students.

Financial capacity

Financial capacity for mobility is closely related to institutional capacity. In Croatia, public universities receive funding through the Ministry of Education, Science and Sports (MSES) and it is through the MSES and the funding lines it supports that the government signals priorities for universities. With respect to this tradition, when universities in Croatia are met with new demands from the government level, they expect new funding to accompany these proposals. Lately, however, this relationship is changing. For instance, with the Erasmus programme there is no demand on the part of the government for universities to participate in the programme. Universities are supposed to decide themselves to what extent they wish to be involved in increasing mobility and, correspondingly, they are expected to set their own targets

and objectives with respect to mobility. In the field of finances, this creates some uncertainty for universities, since there has been no clear signal from the MSES that it plans to support either new job positions or provide any other funding support for expanding mobility. The issue of financing new activities related to mobility is still open-ended.

Administrative capacity

Administrative capacity is in many ways central for the implementation of Erasmus. It relates to the capacity of offices for international cooperation and related services at the university level and the level of constitutive units in large universities. More specifically, it relates to the size, mandate and capacity of the international relations or "mobility" office and the support this office receives from other student services at the university.

Offices for international relations perform many tasks relevant for mobility, such as issuing and distributing information materials for foreign students, serving as the primary contact point both for foreign students and institutions interested in cooperation, as well as working with incoming students on practical issues such as accommodation, visa status, settling in and many other duties. Apart from this, offices for international relations are in charge of the flow of information regarding mobility between its constitutive units and with other universities, and they are in charge of overall monitoring and data management relating to mobility. The objective of increasing mobility implies that new resources need to be devoted to these offices and perhaps that new staff models should be developed in order to facilitate working with Erasmus programme (such as nominating Erasmus coordinators).

Academic capacity

Finally, academic capacity for mobility is at the very heart of the Erasmus programme's mission and objectives. Without offering interesting, accessible and up-to-date academic programmes and courses open to foreign students, universities are unable to effectively participate in Erasmus at all (that is, to ensure both outgoing and incoming mobility).

In Croatia, the issue of academic capacity revolves around the issue of teaching in foreign languages, primarily English. The evolution of the Erasmus programme in the European Union countries has shown that courses offered in English are a fundamental precondition for receiving incoming foreign students. Teaching in foreign languages

in turn presupposes that academic staff is both capable and willing to teach in foreign languages, and there is currently too little information about these key questions in the Croatian context. Erasmus practice has also shown that offering courses in the language and culture of the receiving country is expected and plays an important role in attracting foreign students and staff.

Academic capacity is further related to offering an attractive variety of one-semester courses, since a large volume of academic mobility takes place over one or two semesters. One-semester courses also enable transfers of students and staff both in summer and winter break period. Finally, an important aspect of academic prerequisites for mobility becomes relevant upon return of outgoing students, and that is ensuring the recognition of study periods abroad.

This brief overview of the institutional, financial, administrative and academic capacities that universities will be developing in order to successfully participate in the Erasmus programme has hopefully provided a fuller insight into the actual challenges facing Croatian universities on their way to increasing academic mobility. The breadth of changes and innovations that are required at the university level to successfully increase mobility points to the transformative potential that mobility itself carries for Croatia's universities. The pursuit of the internationalisation of Croatian universities can push each of the universities to recognise practices that need to be changed and can help bring out the best in each of them. In this sense, the pursuit of internationalisation can contribute to an increased quality of teaching and learning in Croatia, to the advantage both of the entire academic community and of society as a whole.

5.

Erasmus in Practice: Existing Models for the Implementation of Erasmus at the University Level

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The following text provides an overview of the experience of launching Erasmus at the University of Ljubljana and of the University's current results in Erasmus. It also provides the reader with practical information about Erasmus implementation from the administrative point of view, which we believe will be of benefit to international relations offices at Croatian universities.

Experience of launching Erasmus at the University of Ljubljana

Brief description of the University of Ljubljana

The University of Ljubljana is an institution with a rich tradition. With its 63,000 undergraduate and postgraduate students participating in over 1130 undergraduate and 110 postgraduate programmes, it ranks among the largest universities in the world. The University comprises a total of 21 faculties, three art academies and one university college and employs approximately 3700 full-time university teaching staff, assisted by almost 600 technical and administrative staff.

The University of Ljubljana was established in 1919 on the foundations of a long-established academic tradition. It remained the only Slovenian university for almost half a century, until it was joined by the University of Maribor about 20 years ago. In 2003, the third Slovenian university was established in Koper.

The University's central office and the majority of schools are situated in the centre of Ljubljana. Several newer

and modern buildings of the University of Ljubljana are located on the city outskirts. The university is renowned for its high-quality study programmes. Approximately 50% of the programmes have been modified in accordance with Bologna standards. Three faculties (Economics, Social Sciences, Public Administration) have already implemented new Bologna programmes.

First year of Erasmus at the University of Ljubljana

The University of Ljubljana entered the Erasmus programme in 1999. There was not much time for thorough preparations, so the results of the first year were not particularly promising.

In terms of institutional capacity, the university had no international strategy and the university management hardly knew what Erasmus was, which meant that they could not provide adequate support. At the time, international cooperation was based on very few bilateral agreements.

In terms of administrative capacity, the Office of International Relations (hereafter IRO) was composed of two persons: the Erasmus institutional coordinator and one more staff member. At the beginning, with a small number of outgoing and incoming students and with grant payments carried out by the National Agency, this number of staff was sufficient. With the improvement of the IRO's services and with the increased visibility of Erasmus among students and professors, the IRO became understaffed.

ERASMUS IN PRACTICE: EXISTING MODELS FOR THE IMPLEMENTATION OF ERASMUS AT THE UNIVERSITY LEVEL

In terms of academic capacity, during the first year of participation in Erasmus the university had no academic programmes in English and the introduction of the Europe-an Credit Transfer System (ECTS) was only just beginning.

Other challenges included the fact that there was no organised student housing, no information on exchange opportunities provided in English (guides, information packages, web site in English, etc.), and no additional funds were available for outgoing students.

The Erasmus mobility results of the first year were therefore the following:

- Number of bilateral agreements : 67
- Number of outgoing students: 83
- Number of incoming students: 2
- Number of outgoing teaching staff: 31
- Number of incoming teaching staff: ? (data not available)

Progress of Erasmus implementation between 1999 and 2007

After the first year, it was clear that many changes would have to be made in order to both increase the mobility numbers and, obviously, to improve the services of the IRO. The primary task of the IRO therefore became to raise awareness of the Erasmus programme and of the possibilities that it offered. As a first step, two more persons were employed at the IRO. The IRO then organised informational meetings for students, professors and the management of the faculties, produced a guide in English for incoming students, provided information in English on the web site, reached an agreement with the management of student dormitories for 30 beds and established good cooperation with faculty Erasmus coordinators (which had to be nominated at each faculty). Establishing close cooperation with the National Agency also helped significantly.

In 2005, the election of the new rector brought about change in university management, which resulted in a drastic improvement of the university's institutional capacity for implementing Erasmus. The international dimension became an important part of the university strategy, meaning that the programme and the work of the IRO had full support from the management (rector and vice-rector). The international dimension also spread to the faculty level, where increasing numbers of bilateral agreements were signed.

Currently, there are four persons employed full-time at the IRO (the Erasmus Institutional Coordinator + 3). Five

faculties have established their own international offices. An agreement has been signed between the Ministry of Higher Education, Science and Technology, student dormitories and the University to provide 350 beds in student dormitories for incoming students. The work and help of the Student Council is now also an important part of the Erasmus process with regards to providing support to incoming students.

At the academic level, a number of changes were made as well. New Bologna programmes have now been implemented entirely at three faculties (Faculty of Economics, Faculty of Social Sciences and Faculty of Public Administration), ECTS implementation is almost complete, at present approximately 70 programmes are offered in English and around 90 teachers per year take part in Erasmus mobility. A system of quality assurance has also been established.

At the financial level, payments of scholarships are now carried out by the IRO in cooperation with the university accountancy office. However, there are still no university funds for additional scholarships for outgoing students.

The Erasmus mobility results of the year 2007-2008 are:

- number of bilateral agreements : over 500
- number of outgoing students: 865
- number of incoming students: 625
- number of outgoing teaching staff: 90
- number of incoming teaching staff: approximately 90

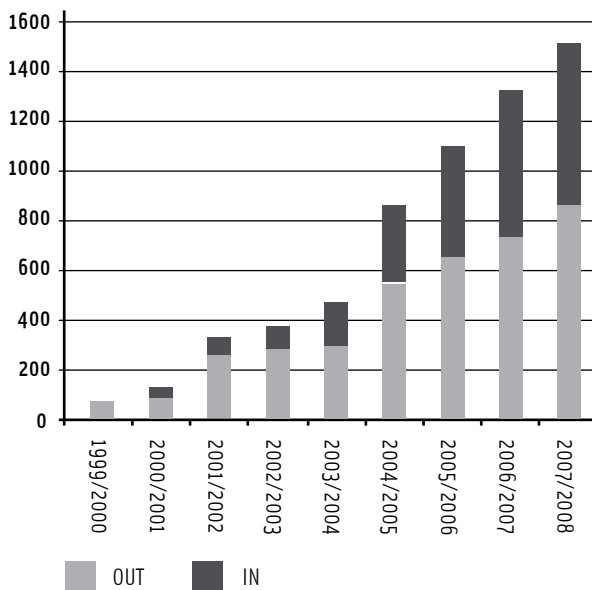
The following table presents the constant growth of student mobility from the first year until the academic year 2007-08.

TABLE 1: Student mobility through the Erasmus programme

	OUT	IN
1999/2000	83	2
2000/2001	135	31
2001/2002	257	79
2002/2003	282	87
2003/2004	301	168
2004/2005	553	300
2005/2006	656	432
2006/2007	765	550
2007/2008	865	625

ERASMUS IN PRACTICE: EXISTING MODELS FOR THE IMPLEMENTATION OF ERASMUS AT THE UNIVERSITY LEVEL

CHART 1: Student mobility through the Erasmus programme



Practical advice for implementing Erasmus at the university level

Erasmus is managed administratively from the University of Ljubljana's central Office of International Relations (IRO). The Institutional Coordinator (who, in this case, is also the Head of the IRO) applies every 5 years to the European Commission – on behalf of the University – for the Erasmus University Charter, and applies every year to the National Agency for Erasmus financial support. Reporting to the National Agency is carried out by the same person every year (both interim and final reports). The cooperation between the National Agency and the University (through the IRO) is very close and the National Agency offers the necessary support to run the programme smoothly.

Bilateral agreements

Bilateral agreements are the basis for the exchange of students and staff. At our university, the agreements can be signed at the departmental, faculty or university level. They can be signed throughout the year, but the recommended deadline is January, when the call for proposals for Erasmus student exchange is issued. The bilateral agreement defines how many students/teachers are to be exchanged, at what level, for which subject area and for how long (minimum: 3 months; maximum: 12 months).

Outgoing students

Every year, the IRO provides general information on Erasmus for outgoing students (through the university web site, informational meetings, etc). In January, the call for applications for Erasmus student exchange is issued and

transferred to the faculties (faculty Erasmus coordinators). General selection criteria are defined in the call for applications, but additional criteria may be added by the faculty coordinator or faculty management. The selection of students is then carried out at the faculty level. Regarding the selection process, it should be noted that academic achievement should not usually be the main criteria for selecting candidates for Erasmus exchange.

By the selection deadline, the IRO receives the data of selected students from the faculties. The students are then nominated to partner universities by the person in charge of outgoing students at the IRO. In the meantime, the students have to do their own part of the job. Namely, every partner university has its own application rules and forms, so students are responsible for finding information on the host institution's application procedure, defining Learning Agreements and sending application forms to them. After the partner university receives the forms, they send confirmation letters to the students.

Financial management of the Erasmus grant for outgoing students takes place at the IRO, in cooperation with the university accountancy office. The procedure is as follows: application forms for the grant are sent by the IRO to students; data from returned forms is processed; contracts are drafted and sent to students whose application is complete; and a transfer of 80% of the grant is made to the student's account before his/her departure. When the period of the exchange is over, students have to submit certain documents and confirmations (confirmation of the stay abroad, transcript of records, student report) in order to receive the remaining 20% of the grant.

The amount of the Erasmus grant per month is determined on a national level and cannot be changed. It should also be noted that every student at the University of Ljubljana gets the same grant amount.

It should also be noted that the new scheme within Erasmus, the "Erasmus placements", are also managed by the IRO. Erasmus placements were recently introduced within the framework of the new Lifelong Learning Programme (LLP) and allow students to go on a practical placement in a company abroad, from a minimum of three to a maximum of 12 months. The application and selection procedure is more or less the same as with the study exchanges. The difference is that students themselves must find the company where they wish to be placed, while the IRO supports them with all the relevant documentation and with financial aid.



Timetable for outgoing students

- **January:** Call for proposal for Erasmus student exchange (IRO).
- **February, March:** Selection of students (faculty level).
- **10 March:** Deadline for the faculties to submit the data of selected students.
- **April:** Nomination of selected students to partner universities (IRO).
- **April, May, June:** Application procedure instructions sent by host universities to students.
- **June, July:** Deadline for grant applications for outgoing students for the first semester, to be submitted by students to the IRO.
- **August, September:** Financial contracts between university and students; transfer of Erasmus grant to students (IRO).
- **End of September:** Departure of students.
- **November:** Deadline for grant applications for outgoing students for the second semester, to be submitted by students to the IRO.
- **January, February:** Financial contracts; transfer of Erasmus grant to students (IRO); departure of students.
- **February:** Reports from first semester; transfer of remaining 20% of the grant to students (IRO).
- **June, July, August:** Reports from second semester; transfer of remaining 20% of the grant to students (IRO).

Incoming students

Every year, the IRO provides general information for incoming students (updated information on web site, information booklets, individual communication by e-mail, etc.).

The application procedure consists firstly of gathering application forms and Learning Agreements sent by foreign students or partner universities (by the deadlines of 15 May or 15 November). The applications are then forwarded by the person responsible for incoming students at the IRO to the relevant faculty coordinator. The documents are processed at the faculty, since the faculty has to decide whether the student can be accepted or not. If the Learning Agreement is not appropriate, the faculty coordinator proposes changes.

Once the decision on accepting incoming students is made, the IRO sends the confirmation letters and information packages to the students' home addresses. The students also receive information on two available

housing options: living in the student dormitory or in private accommodation. Rooms in the student dormitory are managed by the IRO, whereas private accommodation is organised with the help of the Student Council. Following the housing arrangements, detailed information on the arrival procedure is sent by the IRO to the students.

After the arrival of the incoming students, the IRO is normally the first office they visit. They receive student identity cards and further instructions on housing, faculties and where to get more information on meal coupons, bus cards, sport activities, Slovenian language courses, and so on. This kind of information is provided by the local section of the Erasmus Student Network (ESN), which is an active part of the Student Council of the University of Ljubljana. They also organise a variety of activities to make foreign students feel at home, such as parties, trips, networking weekends, etc. The help provided by the Student Council is therefore invaluable. In particular, one of the most important services they offer is to find private accommodation for incoming students. In order for them to assist us in this way, we are able to award them some funds from the "Organisation of Mobility" Erasmus action.

Faculties that have a large number of incoming students (Faculty of Economics, Faculty of Social Sciences, Faculty of Arts) organise information days for their incoming students. On this occasion, students are provided with all the relevant information for their stay at the faculty and are given the opportunity to meet fellow students, both incoming foreign students and Slovenian students. The Faculty of Economics has also launched a tutoring system, through which one Slovenian student is responsible for assisting one or more foreign students. He/she acts as a supporting colleague and helps new incoming students during their first days at the Faculty. Since launching this initiative, several other faculties have followed this example.

An Erasmus Intensive Language Course (EILC) for the Slovenian language is organised at the University of Ljubljana for incoming Erasmus students by the Centre for Slovene Language, with financial support of the European Commission. It is organised before the beginning of each semester in September and mid-January. It is a very intensive course, in which students learn more than just basics of the language. At the end of the course they are awarded with 3 ECTS points. The only problem with the EILC is the limited number of places for interested students.

Timetable for incoming students

- **February, March, April:** Nomination of selected students by foreign universities, individual communication of students with the IRO of the University of Ljubljana.
- **15 May:** Application deadline for foreign students to apply to the University of Ljubljana.
- **May, June:** Documents (Learning Agreements) processed at the faculty level.
- **June, July:** Acceptance letters and information packages sent to students (by the IRO).
- **31 May:** Deadline for applications of incoming students for the EILC.
- **Beginning of September:** Arrival of incoming students accepted to EILC course, info-meeting, beginning of EILC (IRO).
- **Beginning of October:** Arrival of remaining incoming students (IRO).
- **1 November:** Deadline for second EILC.
- **15 November:** Deadline for the second semester - applications gathered by the IRO.
- **January:** Beginning of second EILC.
- **Beginning of February:** Arrival of second semester students, departure of first semester students (transcripts of records - faculty level).

Teaching and administrative staff mobility

The IRO also administers teaching and administrative staff mobility. In early September, the call for applications is forwarded to the faculties, where the applications of teachers and administrative staff are gathered by the faculty coordinator and sent to the IRO. The responsible person for this part of the mobility at the IRO administers the paper and financial aspects of the mobility.



6.

Erasmus in Practice: Existing Models for the Implementation of Erasmus at the National Agency Level

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The following text gives a brief overview of the operation of the International Programme Office for Education and Training (IPO), the National Agency (NA) for Erasmus in Sweden. It is intended to provide inspiration regarding the range of different activities that the NA can organise and present an example of how the national administration of Erasmus mobility activities can be successfully implemented.

The Swedish national model

The Swedish model for managing Erasmus is to keep a relatively small number of desk officers at the National Agency (NA) and instead decentralise as much of the administration as possible to the universities, close to the teachers and students. This decentralisation is made possible by the right to create national rules for Erasmus that are based on rules set by the European Commission. Namely, IPO writes a national Erasmus Administrative Handbook which is based on two documents: (a) the "Swedish Annual Work Programme" under the Lifelong Learning Programme (LLP) that is written by IPO and is approved by the Commission; (b) the European Commission "LLP Guide for NAs". The handbook is part of the contract that every university participating in the programme has to sign with IPO.

According to the national Erasmus Administrative Handbook, each university administers all individual Erasmus grants and reports them to IPO. The universities also administer Erasmus Intensive Language Courses (EILC).

In terms of staff, there are three Desk Officers at IPO who are responsible for Erasmus:

- one Officer in charge of general information, updating of web pages, national coordination of Erasmus Intensive Programmes (IP) and EILC;
- a second Officer in charge of administering the mobility grants, statistics, applications and reporting;
- a third Officer in charge of administering the mobility grants and dealing with Erasmus work placements.

In addition to this, the staff in the financial unit and information unit is sometimes involved in Erasmus-related work. Additionally, one person at IPO acts as a national coordinator for the entire LLP.

The types of issues that are addressed through the national Work Programme are, for example:

- objectives for programme implementation;
- national award criteria;
- grant allocation policy, including that there are to be no "zero grant students" in Sweden (i.e. Erasmus students that will not receive any grant but participate completely with their own funds) and that universities in remote places get financial compensation;
- national Erasmus budget breakdown (e.g. no budget for preparatory visits but large Erasmus Intensive Programmes budget);
- policy for redistribution of unused funds.

Erasmus application of Swedish universities, contract on funding and distribution of grants

The European Commission sets the date of the general application deadline for universities to apply for Erasmus mobility activities (including IP and EILC). The deadline is in early spring. For this procedure, IPO has created a simple on-line application tool. The universities submit the application on-line, as well as on paper with a signature. The printed version of the application follows the model created by the Commission.

The mobility application contains brief information on the planned numbers of outgoing students and staff. In most cases, the grant awarded by the NA is based only on the past performance of the university in Erasmus (within the previous two years). If the university has no past performance in Erasmus, then the basis for funding are the mobility figures that universities have set as targets in their application forms. In these cases, the numbers applied for by the university are only awarded funds after they are adjusted to the size of the university.

All universities that have an Erasmus University Charter (EUC) and submit an eligible application are awarded mobility grants. The contract between the NA and the university follows a model provided by the Commission. In addition to mobility grants, the universities receive funding for the organisation of mobility (OM) which is distributed according a formula depending on the universities' mobility figures.

Regarding the payment procedure, 80% of the total Swedish Erasmus grant amount is distributed to the universities in advance and the remaining 20% after an interim report from the universities. The universities may or may not receive this second payment, depending on the mobility figures reported in the interim report. So whereas the first payment is made according to past performance, the second payment adjusts the sum to the actual mobility of the ongoing academic year. This procedure thereby opens the possibility of the reallocation of funds within the country during the current academic year, according to the performance of each university.

All grants are distributed to the universities in Euro. The universities may keep them in Euro or exchange them into Swedish currency. The universities that have Euro accounts may also make grant payments to students in Euro, however this is not common in Sweden.

Reporting

The interim report from universities on Erasmus mobility activities and spent Erasmus funds is submitted on-line to the NA by April 1st of each year. The largest universities with electronic administration tools that are able to control the quality of the data are allowed to make a direct data transfer to the NA database (some universities have systems created by themselves, whereas others use ready systems such as "MoveOn"). All others feed the data to the NA database through the on-line tool. Data with an incorrect format or data that is clearly incorrect is automatically refused by the on-line tool. All sums are reported in Euro.

The final report for mobility activities has a national deadline in mid-October of each year. It is submitted through the on-line tool for its financial part and on paper for its narrative part. The data from the interim report remains available in the on-line tool and only needs to be adjusted for the final report and submitted, as well as printed out for signature. The final report provides the information necessary for closing the contract and for making possible reimbursements. The financial and narrative parts also provide information for the NA's annual report to the Commission.

Monitoring and audit

Commission rules, as stipulated in the Guide for National Agencies, require the NA to make a number of controls of the universities after receiving the final report. These controls include monitoring visits, audit visits, system audits and financial control through desk checks. Financial documents, Learning Agreements and other contracts are also controlled.

Contacts with the Commission and other NAs

Contacts between the Commission and the NAs are close. Three times a year there is a formal Erasmus NA meeting in Brussels during which issues are discussed, reports are presented and future activities are planned. There are also informal NA meetings organised by one NA at a time in order to offer a place for further discussions and for disseminating best-practices.

In addition to meetings, there is an Intranet tool that is used for the daily communication between the NAs and the Commission. Questions may be forwarded throughout the year by NA staff to the Commission for decision or approval on certain matters. There is also an e-mail list allowing all NA staff to contact each other and the

Commission and to get a response at very short notice.

Contacts between the NA and the universities

In Sweden, the NA organises a national two-day conference for the universities once a year, usually in May. The participants are mainly international administrators, teachers and career counsellors. During the conference, workshops are organised and examples of best-practice are presented. The Ministry of Education is usually also invited to speak about future plans.

In early autumn, a one-day meeting is organised by IPO for the institutional Erasmus coordinators of each university. These are meetings of a practical nature about reports and rules, but they can also include best-practice presentations on how to deal with Erasmus-related administrative issues.

An introduction day for all new international desk officers at universities is also organised in early autumn. These are beginners' sessions during which basic information on Erasmus and other programmes is presented.

In November, an Erasmus thematic conference is held, which deals with a different issue every year. Examples of possible themes could be, for instance, inspiring teachers to apply funds for Erasmus intensive programmes or spreading experiences about universities' cooperation with enterprises on international issues.

A two-day study trip to Brussels is organised in December for university staff working with international questions to visit and learn more about, for example, the Commission (Erasmus and other programmes), the Swedish permanent representation or other organisations such as the Academic Cooperation Association (ACA) and the European University Association (EUA). The universities pay for their costs themselves.

Aside from these conferences and meetings, electronic communication is also used through the IPO web site and through a mailing list to all Erasmus institutional coordinators. Another mailing list exists for heads of international offices at universities.

Finally, there exists an Erasmus Reference Group consisting of representatives of seven universities that meets three times a year at IPO to discuss problems and define future plans.

IPO's Erasmus marketing activities

IPO promotes Erasmus activities in Sweden through a range of different measures other than meetings and conferences. Erasmus student brochures, Erasmus teacher brochures and posters on Erasmus are created and distributed to universities and advertisements are created and published in national student magazines several times a year. Information on important Erasmus statistics or other matters of general interest are also distributed to media, leading to visibility through newspaper articles as well as TV and radio interviews.

There is also an annual Erasmus Photo Competition among Swedish students that have participated in Erasmus. They are requested to send their best pictures that show something they have experienced during their Erasmus exchange. The best pictures are used to make an Erasmus calendar for the following year and they are also used in other marketing and informational materials.

PART III: ERASMUS IN CROATIA

7.

Capacities and Expectations of the University of Rijeka for its Entry into Erasmus

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The University of Rijeka has until now participated in organised student and teacher mobility only through programmes such as CEEPUS (Central European Exchange Program for University Studies), Fulbright and English Language Fellow, as well as - to some extent - through bilateral agreements (specifically those signed between faculties). Twenty-eight bilateral agreements have been signed at the University level, but most of these are not active. Some of them are active, mostly in so far as the mobility of teachers is concerned.

The bleak statistics concerning the number of students and professors on exchange programmes throughout the years have compelled the Rector of the University, Daniel Rukavina, and his vice-rectors to take measures to change the current situation and enhance the level of mobility of our students and faculty members.

The following text will describe what measures have been taken and what goals have been set by the University of Rijeka to increase academic mobility and internationalise the University, as well as what specific preparations and challenges lie ahead for the University's entry into the Erasmus programme.

Undertaking necessary reforms and setting strategic goals

In order to be competitive with European universities, the University of Rijeka has had to reform its entire educational system. In the academic year 2005/2006,

the University started with the implementation of the Bologna Process and has now successfully introduced the three-cycle system and implemented the European Credit Transfer System within most of the faculties. It has also set up a Centre for Quality Improvement, which is considered to be one of the best such Centres in Croatia. The Centre has developed its own Action Plan, according to which it defines quality standards and criteria at the University, develops in-house mechanisms for quality assurance and improvement, all the while encouraging and ensuring personnel development by enabling teaching, executive and administrative staff with opportunities for professional development.

Even though the University of Rijeka realised the significance of academic mobility many years ago, the first actual step towards improvement of the situation at the University regarding mobility was including mobility as one of the strategic goals in the Strategic Plan 2007-2013. The Strategic Plan has set out the specific actions - along with target dates - which would help the University meet the requirements needed to participate in Erasmus, the European Union's flagship education and training programme. The fifth strategic goal defines the University of Rijeka as a dynamic university actively involved in the European Research Area (ERA) and the European Higher Education Area (EHEA), as well as actively involved in the organised enhancement of students and the mobility of researchers.

Our professors and other experts (the authors of the

Strategic Plan), indicated the need of the University to seek out different options and solutions on how to make the University evenly balanced with universities in the EU. They therefore identified the following objectives for the University:

- systematically apply benchmarks and indicators of the European Commission's Education and Training 2010 programme;
- develop at least 10 joint degree studies at the University, of those at least two with foreign universities, and develop at least five Master studies, of which at least two with foreign universities;
- ensure that at least 3% of teachers and 3% of students at the University are actively involved in mobility programmes with European universities;
- establish an institutional structure for the participation in the LLP programme and make a profit of 1 million Euro on an annual basis from the LLP programme until the year 2012.

One of the main indicators for measuring the efficiency of the implementation of the Strategy will be the number of courses held in foreign languages. By the year 2013, at least one third of all study programmes should be held in a foreign language.

Faced with these demanding tasks, the Rector and the vice-rectors decided that the University must seize each and every opportunity to acquire knowledge on how to improve its services in order to add an international dimension to the education experience at the University of Rijeka.

Preparations undertaken for entry into Erasmus

In 2006, the University of Rijeka became a partner institution in the Tempus project "Enhancing Mobility of the Croatian Academic Community (MOBIL)". The main objective of the project is the creation of a platform for Croatia's entry into Erasmus and, more generally, to enhance the mobility of the Croatian academic community within Europe. Through training visits, workshops and seminars, the International Relations Department staff identified the current situation at the University and, in cooperation with project experts and partners, proceeded to anticipate future steps towards participation in Erasmus.

The University of Rijeka has an International Relations Department (IRD) which, as of recently, comprises the Office for Bilateral and Multilateral Cooperation and the Office for Mobility (the latter will deal with Erasmus

in particular). Mr. Darko Stefan is the Head of the International Relations Department and the work of the department is overseen by the Vice-Rector for Research and International Relations. There are two staff members working at the IRD at the moment, but, when the need arises, we are open to hiring more persons. The Rector has appointed two mobility coordinators, Professors Irena Vodopija-Krstanović and Božana Knežević, who will closely cooperate with the International Relations Department and the international relations coordinators appointed at each faculty. It is extremely important that we have a strong network within the University in order to operate and administer Erasmus more efficiently. Even though some of the staff members have already attended several seminars on Erasmus, as well as numerous study visits, everybody working on Erasmus should undergo training in view of preparation and education, in addition to being exposed to various examples of good practice.

The IRD staff members have started drafting the Erasmus Policy Statement and the Erasmus University Charter, since we are planning to enter Erasmus as soon as Croatia becomes eligible for the participation in the programme.

Future challenges for successful participation in Erasmus

We have identified the lack of courses and programmes in foreign languages as one of our biggest weaknesses for taking part in mobility programmes such as Erasmus. The deans of the faculties have already been informed about their obligation to seek out ways of developing such courses. Information on study programmes must also be available to students both in Croatia and abroad, so our plan for the near future is to present detailed study programmes with associated ECTS credits on the University web site both in English and Croatian.

Since our professors are not used to teaching in a foreign language, we should also think of ways to motivate them. Professor Vodopija-Krstanović has also made a proposal to start a Support Centre at the Faculty of Philosophy for administrative personnel and professors willing to teach in a foreign language, where they would undergo English language training.

Recognition procedures are also an issue we will have to pay special attention to. Although we do have ECTS coordinators appointed at each faculty, they have to be introduced to the recognition of study periods abroad and must be ready and willing to commit themselves to enhancing mobility of students and teachers. In this process, we might encounter resistance among some of

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the teachers to accommodate to the new situation and unwillingness to adjust their ECTS credits to those of foreign universities. Our academic community needs to be informed about the advantages of mobility programmes and the fact that receiving foreign students and teachers can only improve the quality of studying and broaden our perspectives, as well as increase the competitiveness of individuals on the labour market.

Another objective set by the University of Rijeka is to ensure accommodation capacities for foreign students. Although the University has a student dormitory, we currently have a very low mobility rate, meaning that housing has not become a serious problem yet. However, if we want to participate in Erasmus to the full extent, we will have to find ways to ensure more than the current (and very limited) number of rooms for visiting professors that we have at our disposal. The new University Campus is currently under construction and the pavilions for accommodation of students (as well as for professors) are intended for the first phase of the construction of the campus, which means they should be completed by the end of 2009. Aside from the Campus, the International Relations Department should sign contracts with the owners of private accommodation who would be willing to offer rooms or apartments to students throughout the year. Presumably, the housing problem will be dealt with gradually over the next few years.

The International Relations Department staff members could encounter some difficulties in administering and organising all incoming and outgoing mobility, which will require time, office space and, of course, good software which will facilitate the application procedures and save time.

Regarding finances, the University of Rijeka does not have an allocated budget for the International Relations Department which will be administering Erasmus or funds to increase Erasmus scholarships. One idea is to allocate some funds from the University's lump sum to the Office and, as it is the case in foreign countries, to ensure alternative sources of funding, such as from the City of Rijeka and Opatija, the Primorsko-goranska County, or even the Ministry of Science, Education and Sports.

Rijeka is situated on the coast and has a good climate, which goes in favour of its attractiveness to foreigners. The University itself will bear the majority of the work for attracting incoming students and will need to improve its facilities and develop courses and programmes in foreign languages. The University will do its best to amicably welcome students and professors and will help

them to get accustomed to their new surroundings, in order for them to integrate and become a part of the local community. The University is striving towards incorporating an international, intercultural and multicultural dimension into our study programmes. Our outgoing students will enrich their study experience, will be exposed to different cultures and will make themselves more employable on the job market. Moreover, student and teacher mobility will contribute to the enhancement of the overall attractiveness and competitiveness of the University of Rijeka.

8.

Towards Raising Academic Mobility in Croatia: A Research Report on the Capacities of Croatian Universities to Implement the Erasmus Programme

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Foreword

Enhancing academic mobility is one of the central objectives laid out in the Bologna Declaration of European Ministers of Education signed in 1999, which marked the formal beginning to the construction of a European area of higher education by 2010. As a signatory country of the Bologna Process, Croatia has committed itself to promoting mobility in order for:

“students, teachers, researchers and administrative staff to benefit from the richness of the European Higher Education Area including its democratic values, diversity of cultures and languages and the diversity of the higher education systems”
(Prague Communiqué 2001).

This report locates the issue of academic mobility in the Croatian context of higher education. More specifically, it focuses on the capacities Croatian universities have for implementing the European Commission's Erasmus programme, which encourages the mobility of higher education staff and students. The report was prepared by the research team from the Institute for Social Research in Zagreb, as part of the Tempus project “Enhancing Mobility of the Croatian Academic Community (MOBIL)” (SCM-C018B06-2006), coordinated by the Institute for the Development of Education, Zagreb.

The information presented and discussed in this report is a result of research conducted during 2007 and 2008, which involved Croatian universities participating in the project and the Institute for Social Research in Zagreb, Centre for Educational Research and Development (CERD). As the first national research study of academic mobility in the Croatian higher education system, the intention is to raise important issues relating to both bridges and barriers for student and staff mobility in Croatia and thus contribute to the successful implementation of the Erasmus programme at Croatia's universities, planned to be launched in the academic year 2009/2010.

Introduction: the research context

Scope and method of research

The research conducted into the capacities of Croatian universities for implementing the Erasmus programme consisted of several phases. Firstly, a comprehensive questionnaire was administered electronically to participating Croatian universities. This questionnaire consisted of five general sections covering important topics relating to mobility, which form the main sections of this report:

1. Existing mobility programmes and activities at each university;
2. Institutional capacity for mobility;
3. Financial capacity for mobility;

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4. Administrative capacity for mobility;
5. Academic capacity for mobility.

Secondly, following the initial analysis of the questionnaire by the research team at the CERD, a revised version of the questionnaire was sent back to participating universities raising other topics relevant for the discussion of mobility. This information was used for a more in-depth analysis of issues surrounding mobility at participating institutions.

Thirdly, site-visits were made to the universities contributing to the project and interviews with participating university staff were conducted by researchers from the CERD. This informative phase of the research enabled an elaboration of points raised in the questionnaire. Where relevant open issues remained, additional information was gathered via email and telephone conversations.

Finally, the CERD research team met with representatives of all seven universities at the project seminar at the University of Rijeka in February 2008, where a draft version of this report was presented and universities had the opportunity to provide feedback both verbally and in writing over the following two week period.

Information on issues surrounding mobility was collected for all seven Croatian universities (the University of Dubrovnik, the J.J. Strossmayer University of Osijek, the University of Pula, the University of Rijeka, the University of Split, the University of Zadar and the University of Zagreb), as well as the Zagreb School of Management (a private higher education institution)¹. Questionnaires were followed by site visits to all universities except the University of Zagreb. During the collection of data for this report, it became clear that information and data management on mobility at Croatia's universities is poor or nonexistent, which has obvious implications for how far this report can go in assessing existing mobility activities and the capacity for growth. The only partial exception is the University of Zagreb, which recently established a record-keeping system and is therefore able to provide more precise figures on mobility.

Research context: universities in Croatia

There are currently seven public universities in Croatia which can be broadly divided into three groups by age and size. The first group comprises of three comparatively small and new universities – Pula (2006), Dubrovnik (2003)

and Zadar (2002) – established over the past 5 years with a student body of approximately several thousand (see Table 1). The second group consists of three larger universities (Split, Rijeka and Osijek) which were founded in the 1970's (the University of Osijek in 1975, the University of Split in 1974, the University of Rijeka in 1973) and finally, the University of Zagreb, as the oldest (1669) and by far the largest Croatian university, is in a group of its own.

TABLE 1. Student distribution across universities in Croatia, academic year 2005/06

University	Student population in 2005-2006
Dubrovnik	2297
Pula*	1891
Zadar	5421
Osijek	16819
Split	24186
Rijeka	18920 (before the separation of the University of Pula)
Zagreb	59318

*Data for 2007/2008 academic year, source University of Pula
Source: MSES

University size is emphasised in this context since it has direct implications for issues surrounding mobility. Namely, the way these institutions are managed varies according to their size: "small" universities are much more integrated and able to manage and run activities and projects from the central administration, as well as disseminate information more easily. One of the answers in the questionnaire is illustrative of how smaller universities are a more close-knit community: the response stated that "everyone knows each other and cooperates". On the other hand, the larger the university, the larger the number of schools (or faculties/departments, as they are called in Croatia), each constituting a separate legal entity. This translates into at least two layers of administration and crucially into a reduced capacity of the central administration to implement, manage and oversee activities and projects within the entire university.

To illustrate the point above, unlike with the smaller universities where information on mobility is easier to collect, at the larger universities the central administration generally does not have comprehensive data on activities being carried out at the school level. Indeed, in the compilation of information for this report there was a sense that gathering information on mobility was more of a problem for the larger, less integrated universities. This general lack of formalised information channels is

¹ This report focuses on the information gathered from the seven public universities, with reference to the private sector where appropriate.

TOWARDS RAISING ACADEMIC MOBILITY IN CROATIA: A RESEARCH REPORT ON THE CAPACITIES OF CROATIAN UNIVERSITIES TO IMPLEMENT THE ERASMUS PROGRAMME

TABLE 2. number of employees at universities' IROs

Zagreb	Osijek ¹	Split	Rijeka	Zadar	Dubrovnik	Pula
8+1	5+1	2+1	2+1	1+1	1+1	1+1

+1 signifies the vice-rector who oversees the work of the office

made worse by the fact that there is a lack of information management systems and data management regarding mobility. This problem might be further exacerbated once the level of mobility increases.

Finally, the implication of university size on academic mobility also relates to the implementation of new practices, whereby it is to be expected that in those institutions which have management and administration decentralised to their constitutive schools, change will only happen incrementally and through negotiation. Therefore, the successful implementation of the Erasmus programme, which requires a collective university effort, will need to be tackled differently in the small and large universities. The latter will need to supplement the central university-level International Relations Office with similar offices at the school level, as is the case in Slovenia, which has a similar tradition of large, decentralised universities. More importantly though, they will need to ensure that communication between the two layers of administration runs both ways and is effective.

Focus of research: international relations offices at universities in Croatia

The research conducted for the purposes of this report was primarily carried out in cooperation with the staff at the international relations offices (IRO) at participating institutions, which are in charge of international cooperation and international activities at the university level. Four of these offices (in Zagreb, Osijek, Rijeka and Split) were initiated in 2001 through the EU Tempus project "Development of University International Offices in Croatia" (Joint European Funds UM_JEP-15074-2000) lead by the University of Zagreb. At the time, the Croatian Ministry of Science, Education and Sports provided necessary support for the project, funding eight new job positions for the four institutions. During this three-year project, the newly employed IRO staff from the four universities received training and site-visits to universities in several EU countries, and were essentially equipped to start running International Relations Offices. Therefore, it was through this Tempus project that the most crucial preconditions were established for building international relations and enhancing academic mobility in Croatia. The new universities have, on the other hand, established their own IROs since then. Only one person is employed full-time at these

universities (Dubrovnik, Pula, and Zadar). Table 2 presents the current number of employees at university-level IROs. When asked in the questionnaire about the usefulness of Tempus projects they were involved in for implementing the Erasmus programme, all of the IROs participating in this research reported to have found these projects useful. Apart from the already mentioned Tempus project "Development of University International Offices in Croatia", through which IROs were initially set up, another Tempus project was specifically mentioned by universities: Moving Ahead with the Bologna Process in Croatia (BOPROCR)², through which they received additional training.

The usefulness of the Tempus programme was recognised by universities on several levels: in the information they had gathered as part of these projects and contacts made (e.g. University of Dubrovnik), in the training of employees working on mobility (e.g. University of Zadar) and in the opportunity to see how offices for international relations function at other European universities (e.g. University of Rijeka). Also, several universities developed their International Student Guide within a Tempus project.

In the Croatian context, the IRO's are the locus of knowledge and information on existing academic mobility

Identified initial constraints

- Large universities face information asymmetries.** Due to strong decentralisation, communication between the central administration and the constitutive units often runs one-way (from the centre). The lack of formalised and functional two-way information channels is compensated partially through informal information flow within universities, but this could create important constraints for larger universities in the event of increased mobility.
- Non-existence of information and data management systems for student data.** This is a crucial obstacle in monitoring mobility and as a consequence to making quality improvements to existing practice.

² More information about this project is available at <http://www.unizg.hr/bopro/index.html>

in Croatia, as well as the logical starting point for the development of the Erasmus programme at their respective institutions.

1. Existing mobility programmes and activities at Croatian universities

1.1 The structure of mobility-related networks

At Croatian universities all major activities of the university are regulated through the work of the Senate. The Senate sets the overall development strategy of the university and its priorities, the implementation of which is then devolved to different offices and staff within the university. The current typical university network of offices and positions responsible for academic mobility at Croatian universities consists of the following:

- (i) the Vice-Rector for International Cooperation;
- (ii) the International Relations Office (IRO);
- (iii) ECTS³ coordinators and/or international relations contact points at the school level (large universities) and department level (small universities).

(i) Vice-rectors for international cooperation

The vice-rectors' duties are to develop cooperation with partner institutions abroad, promote the university internationally and generally manage all international issues and activities of the university. In practice, vice-rectors are little involved with the day-to-day operation of the IROs and do not closely monitor international relations activities at the university or school/department level. This became quite evident during the data collection for this report, as questions regarding concrete numbers and estimates that were directed to vice-rectors were often re-directed back to IROs. The IROs seem to be the information point for any international issue at the universities.

(ii) International relations offices (IROs)

The IROs are generally in charge of all international communication at the university. Their strength lies in the fact that they represent the most "modern" offices at Croatian universities, since they employ staff that speaks foreign languages, who are IT literate and who have had international exposure. However, due to this fact and the fact that the pressure to modernise central university management and administration is constantly growing at Croatian universities, these offices are under increasing strain with respect to their duties and demands on their

workload. Their responsibilities have been stretched far beyond just academic mobility. In fact, according to the answers given in the questionnaire, there is a sense that mobility-related activities take up between 5% and 15% of the total activity workload in these offices. A reason for this may be the relatively low levels of mobility these offices have to currently work with. This does however pose a warning that these offices have many other pressing responsibilities which might need to be redirected once mobility levels rise.

The IROs' broad mandates make them responsible to a very wide range of stakeholders: partner educational institutions abroad, the university academic and administrative staff, staff at the school/department level, as well as current and prospective students. Based on university reports, as soon as there is any international component to an activity at the university, even if it involves only using a foreign language, the IROs are usually the first point of call. Due to this fact, the IRO staff are often overloaded with duties as varied as maintaining university web pages, conducting English translations, creating information packages for students, managing or being involved in international projects that are being carried out at the university level, hosting foreign guests, administering and dealing with all practical life matters of incoming guest professors and students, establishing and administering bilateral and multilateral agreements and so on. As a result, the IROs' workload is not only overburdened, but also dispersed.

For the reasons highlighted above, IRO staff workload should be assessed and subsequently a staff model for the implementation of Erasmus should be considered. This might include a redistribution of workload within the office if the office employs more than one member of staff, and/or hiring more staff within the office, and/or establishing a separate Erasmus office. Although the appropriateness of an Erasmus related staff model will depend on the levels of mobility resulting from the programme, it is recommended that preliminary models are discussed at each institution prior to entry into Erasmus, as well as the financial repercussions a chosen model can have. One of the university representatives interviewed stated that if the Ministry of Science, Education and Sports (hereafter MSES) was to open new positions for the implementation of Erasmus, it should make clear that the opened positions are specifically for that cause – that is, for an Erasmus administrator. It appears that there exists a tendency that if the new job position is not specified it may be used for a different purpose.

³ The European Credit Transfer System – more information available at http://ec.europa.eu/education/programmes/socrates/ects/index_en.html

(iii) ECTS coordinators and ECTS committees

The ECTS Coordinator positions were established over the last couple of years with the implementation of the Bologna Process reforms into Croatian higher education. However, it is not clear whether this was done in a standard manner at all universities. The Bologna Process reforms took full swing in 2005 with a comprehensive review of all academic programmes which underwent an accreditation procedure organised through the MSES. The introduction of the ECTS was part of the reform of academic programmes and was aimed at introducing a uniform standard of student workload per course in order to make the system more transparent and, crucially, to enable mobility within Croatian universities, as well as internationally. The introduction of the ECTS system into course and curriculum design was accompanied with the assignment of an ECTS coordinator position, which is usually held by a member of the teaching staff and which is a rotating, volunteer position. ECTS coordinators are expected to aid students in making combinations of courses in order to fulfil requirements for proceeding into the following year in the programme and are also supposed to help students with mobility, both for incoming and outgoing students.

ECTS committees at the University of Zadar and the University of Split have drafted and adopted several documents important for mobility: the learning agreement, the transcript and the application form. Both universities make these documents available on-line. The University of Pula also makes some important mobility documents available on-line in English: the "Application Form for Exchange Students" and the "Agreement of Cooperation" with foreign universities. The University of Zagreb has initiated the work of the ECTS committee as part of its "Action Plan" priorities, while in Osijek, Dubrovnik and Rijeka it is unclear whether ECTS committees are active.

1.2 Information and communication channels for mobility

With regard to mobility, the IRO's report that they primarily communicate with each other, with international relations offices at partner institutions from abroad, the Croatian MSES (specifically with the Tempus and CEEPUS offices), the US Embassy (Fulbright office) and with different instances within their University (e.g. accounting office, student information office etc.).

Concerning communication within each university (such as the relationship between the IRO and the ECTS coordinators, or any other offices that may become involved with international mobility) it appears to be fairly direct and personal in the smaller universities, resulting in no

significant problems with information flow. However, at the larger universities the information flow between the central administration level and the ECTS coordinators at the school level can be problematic. Because there are no formalised channels of cooperation, this communication is largely left to personal initiative. This became apparent during the collection of information for this report, since the central administration offices at the university level have sparse or no information regarding activities at the school (i.e. faculty) level.

In other words, while informal information dissemination may have its merits, it is not recommended as the only information exchange model. While at a small university, with only a few thousand students, such an informal approach might strengthen the efficient management of mobility, at the larger universities it is surely insufficient and creates various obstacles. For instance, it may mean that students have unequal access to information regarding mobility opportunities depending on the school they are studying in, which is a violation of their right to information.

In addition, there appears to be no formalised network or system of communication between the IROs at the seven Croatian universities. The representatives interviewed reported to have contacts with their colleagues at other IROs who they met through Tempus projects in which they participated together. Apart from this, however, other contacts are left to individual initiative. There is a sense that more formalised communication and information channels need to be set up both within universities, as well as between their IRO offices.

Another important aspect of the lack of formalised procedures at universities is the disruption that ensues following staff turnover. When there is a staff change at IROs, this usually produces high institutional costs since the person leaving takes the contacts, knowledge and skills with them. There seems to be insufficient attention devoted to creating archives, office procedures and internal knowledge-transfer that would ease this transition process. Since staff turnover is probably a lasting feature of these offices, more attention should be devoted to creating an "institutional memory" of successful office practices.

With respect to the University of Zagreb, which is organisationally a unique case due to its size, currently 11 of its schools have offices for international relations, another 11 schools are planning to introduce such offices and all schools have at least a contact point assigned for

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international relations. Furthermore, the "Action Plan of the University of Zagreb", ratified by the Senate on 27 June 2007, charges the university-level IRO with the duty to provide education and training for school-level staff, as well as accept trainees for internship visits. It seems that the University of Zagreb has made provisions for strengthening the network of IROs which will enable an increase of mobility capacity throughout the university.

Another aspect that sets the University of Zagreb apart from the other cases is the fact that it has set up a web database for tracking incoming and outgoing mobility of students and staff, as well as activities on international and especially Tempus projects. The database is located within the university web site (<http://www.unizg.hr/medjunarodna/>) and it enables end users to enter data themselves, while the central IRO is in charge of filtering and double-checking submitted data in order to avoid duplication and errors in the database. Having in mind the level of decentralisation and the size of the university, the database seems like a smart solution, since it devolves the responsibility of collecting all mobility data from the level of central administration and makes the schools and individual staff responsible for updating it. Importantly, it enables the University of Zagreb, unlike any of the other universities, to have much greater insight into levels of mobility at its constituent units.

1.3 Existing mobility programmes

Research conducted by CERD for the purpose of this Tempus project seems to be the first attempt at assembling mobility data for Croatia, at least in the years since Croatia's independence in 1990. The single prior reference that we were able to access in higher education literature on academic mobility in Croatia was made by the OECD's "Thematic Review of Tertiary Education in Croatia: Country Background Report", published in 2007. According to that study, there is no detailed data on Croatian students studying abroad since such data has not been monitored by the Croatian Bureau for Statistics (CBS), the MSES, or universities. The report quotes an estimate according to which around 0.02% of the total number of Croatian students study abroad, but it does not quote the source of this estimate.

Students who are foreign nationals and enrolled in academic programmes at Croatian universities are registered in the MSES database due to the fact that (according to provisions in the Higher Education Act) they pay a different, higher tuition fee. However, this practice will have to end, since according to the Community *acquis* once Croatia is a member state to the European Union foreign students

cannot be discriminated on any basis, including the payment of fees. However, this discrimination enables registering the foreign student population in Croatia – but only those enrolled permanently as students in Croatia, and not those who are enrolled abroad and come for a study period to Croatia. In that sense, strictly speaking this registry does not represent data on mobility, but in the absence of other data it holds some interest for this study.

According to data from CBS compiled over the last five years, the share of foreign nationals studying in Croatia is 2.6%. A large majority of these students (2.2% out of the 2.6%) are from former Yugoslav countries, 0.14% from EU countries and 0.16% from the rest of the world (OECD Report, 2007). This composition of foreign students indicates that a large segment of them could belong to the Croatian Diaspora, and in that sense does not represent foreign students coming to study in Croatia motivated chiefly by academic reasons.

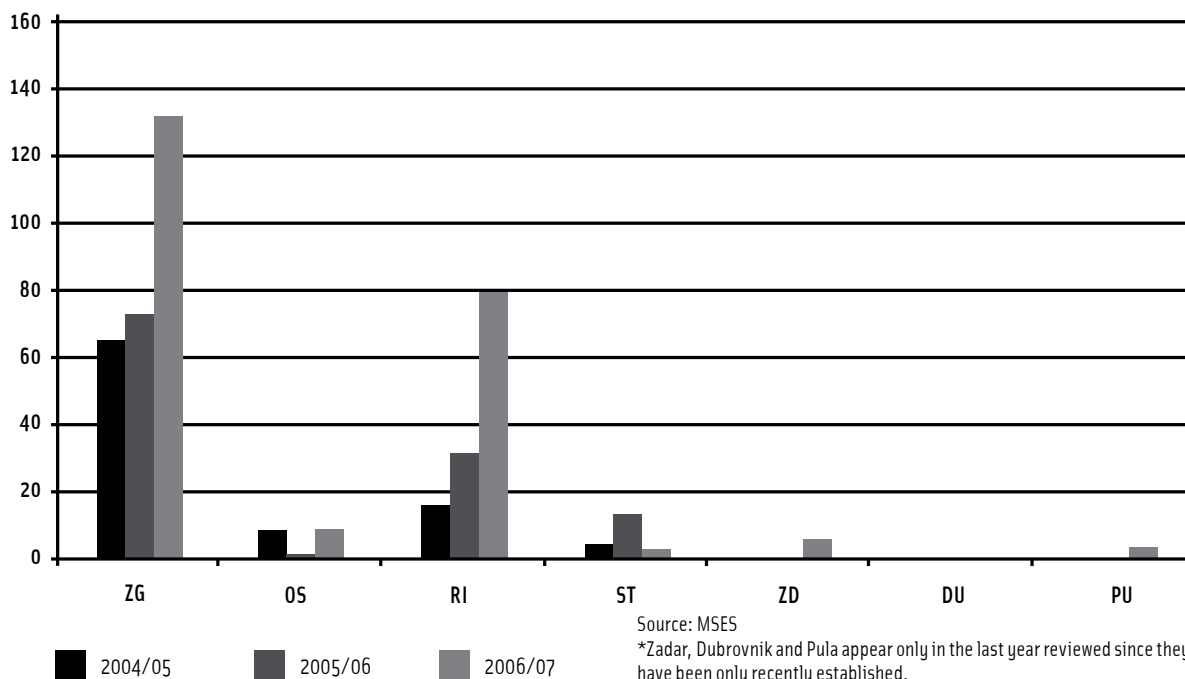
Returning to outgoing mobility, as well as mobility of academic and administrative staff, there is simply no comprehensive data for Croatia at the central government or university levels and, in that sense, this research project represents a pioneering effort. On the other hand, however, it also represents only a second-best option, since the data presented here has been collected from various alternative sources in the absence of systematic data management at the university level.

Mobility reported by the universities in the questionnaire takes place almost exclusively through a few established international mobility programmes, such as the Fulbright Programme, Tempus IMG and CEEPUS. These programmes are jointly administered by the MSES and the university IROs, and therefore appear in their responses to the questionnaires. Since IROs get directly involved in the aspect of international mobility concerned with incoming students and staff, this is mentioned in their reports on existing mobility (but they do not seem to keep systematic records of this). However, the IROs have no information concerning outgoing students and staff since they do not administer these grants. There is therefore no university-level data on the number of outgoing students, academic staff and administrative staff, for either these programmes or any others.

The only exception to this is the University of Zagreb, which, as was stated above, maintains a web-based database of academic mobility. Based on the information collected through that database, in the questionnaire

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CHART 1: Outgoing student mobility through CEEPUS programme



the University of Zagreb presented the following data on mobility for the academic year 2006/2007:

TABLE 3: Mobility at the University of Zagreb - academic year 2006/2007

UNIZG 2006/2007	Less than semester-long stay	Semester or longer stay
Outgoing staff	394	4
Incoming staff	249	3
Outgoing students	159	124
Incoming students	212	102

Source: University of Zagreb

With respect to current mobility, the University of Zagreb reports that two of its schools - the Faculty of Philosophy and the Faculty of Agriculture - stand out as positive examples of mobility efforts. The Faculty of Philosophy sends out the largest number of students among all schools at the University of Zagreb and has a well-managed International Relations Office that is in charge of coordinating work between the central office and all the activities being carried out at the Faculty. Another good example of mobility initiatives is the Faculty of Agriculture, which also runs a successful IRO at the school level. More importantly, it is the only constitutive unit within the university that sets aside funding from its own income-generating activities for scholarships awarded to their students going abroad.

While it is indispensable that the University of Zagreb is

keeping records of mobility, at this point in time this data cannot be placed in comparative perspective, as the other universities do not keep similar records. For this reason, this report has attempted to compile information regarding mobility programmes that are run nationwide in Croatia and which can therefore enable some sort of comparison of level of mobility between the seven universities. The MSES and the National Foundation for Science, Higher Education and Technological Development of the Republic of Croatia were contacted, and data compiled on some of their programmes is presented below. In addition, the Institute for the Development of Education (IDE), the project coordinator, provided data on international academic mobility at Croatian universities through the scholarship programmes they administer: the Open Society Institute's "Network Scholarship Programme" (OSI) and mobility programmes of the Central European University (CEU).

The data presented in this section will therefore provide an overview of academic mobility through the CEEPUS programme⁴, the Tempus IMG programme, the National Foundation for Science programmes⁵ and the OSI and CEU programmes administered by IDE.⁶ The section will also mention other mobility opportunities offered

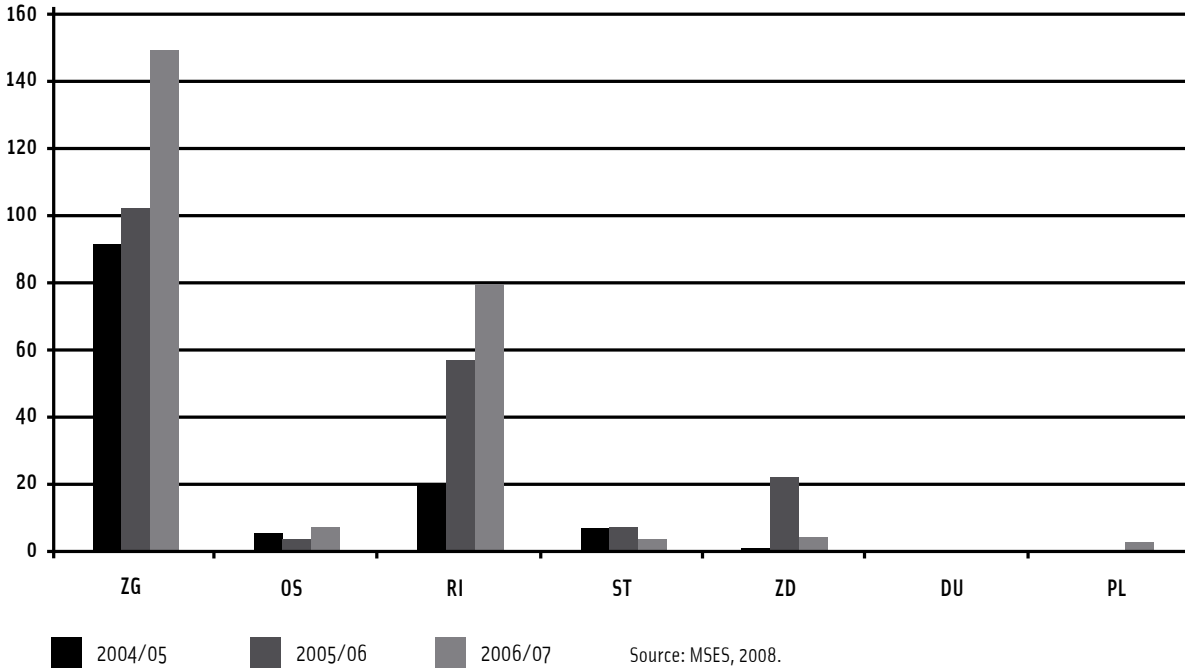
4 More information on CEEPUS: <http://public.mzos.hr/Default.aspx?sec=2093>

5 More information available at: <http://www.nzz.hr/index.php?lang=en>

6 More information available at: <http://www.iro.hr/hr/stipendije-za-visoko-obrazovanje/programi-stipendiranja/>

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CHART 3: Number of incoming students per university for CEEPUS programme



Source: MSES, 2008.

through bilateral and multilateral agreements and student organisations' exchange programmes. The following overview is meant to enable some insight into levels and flows of mobility at Croatian universities, even though this is clearly partial and should be treated as a provisional indication of actual mobility flows. For a quality assessment of mobility flows at Croatian universities it would be necessary for universities to establish and run data management on mobility at their institution.

(i) The CEEPUS programme

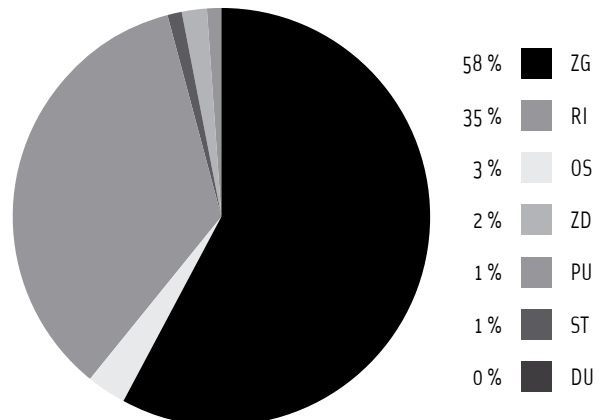
Charts 1 and 2 present outgoing mobility data for the CEEPUS programme. Chart 1 shows change in outgoing mobility over three academic years for each of the universities - from 2004/05 to 2006/07, while Chart 2 shows the ratio of each of the universities in overall outgoing mobility through the programme for the academic year 2006/07.

The CEEPUS programme is important since, in comparison with other mobility programmes here reviewed, it sends and receives a significantly higher number of students, albeit for shorter periods of time. For instance, in 2006/2007 the total number of students from Croatia studying abroad through CEEPES was 233⁷. Based on available data and insights, it seems that that the CEEPUS programme

accounts for the largest segment of outgoing mobility of Croatian students.

Chart 2 presents the ratio of each of the universities in overall outgoing mobility through the programme for the academic year 2006/07. The University of Zagreb accounts for 58% of mobility, followed by the University of Rijeka with 35%. Osijek accounts for 3%, Zadar 2%, Pula and Split 1%, while Dubrovnik had no participants in CEEPUS during the 2006/07 academic year. The fact that the University of Zagreb is so closely followed by Rijeka is an interesting finding, as it suggest that the size of the university (Rijeka is third in size, following Zagreb and Split) may not be the key determinant of its success in international cooperation.

CHART 2: University ratios in outgoing student mobility through CEEPUS 2006/07



Source: MSES, 2008.

⁷ The unit in these calculations is actually "a mobility" and not a person, since sometimes the same person travels to two or three different universities through the CEEPUS programme, however the number is still significantly similar to the number of actual students going abroad.

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However, with respect to the issue of university capacity to receive and manage foreign students, it seems equally (or even more) important to look at figures for incoming students through the CEEPUS programme. Chart 3 shows incoming numbers of students per university during the same period as before, academic years 2004/05 to 2006/07.

Once again it is evident that especially Zagreb, but also Rijeka, are performing much better than the other universities and incoming mobility of students has been growing each year at both of these universities. Osijek and Split are below the levels achieved by Rijeka, even though they are universities of similar size.

Another interesting aspect of incoming mobility through the CEEPUS programme is to analyse the countries of origin of the incoming students. During the three years reviewed in this report, the countries sending the greatest number of students were Poland, the Czech Republic, Romania, Hungary, Slovakia, Austria and Slovenia. Apart from the fact that these countries are in Central and Eastern Europe, they are all EU member states. This means that the contacts and networks developed through the CEEPUS programme are potentially good sources for Erasmus exchange as well and, as such, represent a resource that the universities can benefit from.

(ii) The Tempus IMG programme

While CEEPUS data provided insight into outgoing and incoming student mobility, data for the Tempus IMG programme can provide some information about outgoing staff mobility, while keeping in mind that the programme involves small numbers of individuals per year. Regarding the Tempus IMG programme, which enables individual mobility of university staff, Table 4 shows the total number of grants per university since 2001.

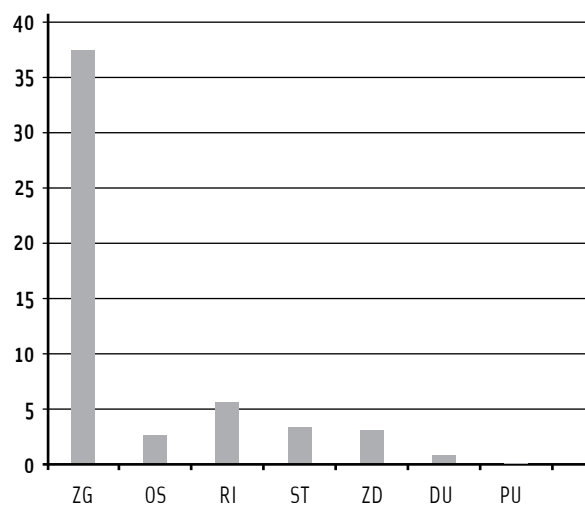
TABLE 4: Number of Tempus IMG grants per university 2001-2006

ZG	OS	RI	ST	ZD	DU	PU
38	3	7	4	4	1	0

Source: MSES, Tempus office, 2008

In chart format (see Chart 4), the proportions of mobility among the universities are more easily observable and they reconfirm Zagreb's dominance. With respect to other universities, they seem to have participated in Tempus IMG to a similar degree, with the University of Rijeka taking a small lead over the others.

CHART 4: Number of Tempus IMG grants 2001-2007

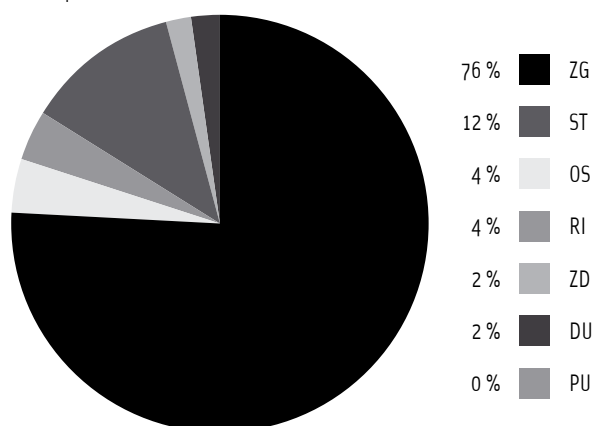


Source: MSES, Tempus office, 2008.

(iii) OSI and CEU programmes

Apart from the Tempus IMG and CEEPUS programmes, which the universities mention in their responses to the questionnaire, another well established programme for outgoing mobility of Croatian students and academic/administrative staff is the OSI and CEU scholarships programmes, administered by IDE. As was shown in Chart 4, one can gain insight into current outgoing mobility by analysing the ratio of the total number of grants awarded to each university. Chart 5 shows the ratio of student awards per university for the OSI and CEU scholarships programmes in the period 2001 to 2007 and Chart 6 shows the ratio with respect to staff mobility.

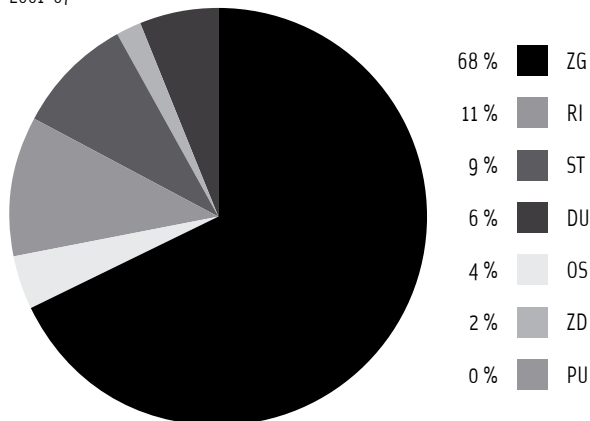
CHART 5: Ratio of student awards per university for OSI and CEU programmes 2001-07



Source: Institute for the Development of Education, 2008.

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CHART 6: Ratio of staff awards per university for OSI and CEU programmes 2001-07



Source: Institute for the Development of Education, 2008.

The data on staff mobility shows a slightly smaller, but still quite large, dominance of the University of Zagreb in the overall picture, while the University of Rijeka and Split together take up 20% of staff mobility. However, the overall pictures are remarkably similar – it seems that there is a strong association between staff and student mobility levels at each of the universities. In a sense, this is to be expected since an internationally mobile staff will tend to inform and encourage students to be international mobile. Apart from this, another important factor of stronger student and staff mobility could be the proximity of the university to major relevant organisations and sources of information regarding academic mobility opportunities. In that sense, Zagreb is privileged in relation to other universities.

(iv) National Foundation for Science, Higher Education and Technological Development

The recent establishment of the National Foundation for Science, Higher Education and Technological Development in Rijeka is a move in the direction of less centralisation of information and services in Zagreb. The Foundation aided this report by supplying us with data on their programmes. They run several programmes important for strengthening academic staff mobility, funding collaborative research of foreign and Croatian scientists at Croatian institutions, postdoctoral and doctoral scholarships for both incoming and outgoing mobility, as well as incentives for both foreign and Croatian scientists working abroad to come work at Croatia’s universities. These programmes are very recent⁸ and therefore involve small numbers, but they do seem to confirm the overall trend. In these programmes Zagreb is most represented; Rijeka, Osijek and Split are participating but on a small

⁸ The earliest mobility was in 2005, but the majority of programmes have been implemented since 2006.

scale (2-3 individual grants per university). Among the three small universities, only the University of Zadar participated in one of the programmes of the National Foundation.

(v) Bilateral and multilateral agreements

Croatian universities have a number of bilateral and multilateral agreements with partner universities abroad. Table 3 shows the current number of bilateral agreements at each university.

TABLE 4: Existing bilateral agreements at Croatian universities

ZG	OS	ST	RI	ZD	DU	PU
81	26	41	28	19	15	19

There are variations with regard to how significant these agreements are; some of them were reported as largely dormant. As was the case with outgoing and incoming mobility through the CEEPUS programme, these agreements could potentially be important, since they represent a starting point for the Erasmus programme – an established list of contacts, which could be used to establish Erasmus reciprocal agreements.

Regarding the potential for establishing bilateral agreements for Erasmus, a further point of call for partner institutions could be partnerships developed through a sub-type of the Tempus programme – the Curriculum Development Programme, which required Croatian universities to develop new curricula in cooperation with EU partner universities. These projects provided substantial funding for the development of new curricula and some entirely new academic programmes, some of which were designed in foreign languages. These programmes could therefore prove attractive for foreign students and academic staff, and can as such be important for future incoming mobility. However, we have not been able to gather data on the sustainability of these projects after the completion of Tempus funding and on whether they have become integrated into the academic programme of their host universities.

(vi) Student organisations' exchange programmes

As was already presented, the IROs are the main contact points for mobility issues. However, sometimes mobility is connected to exchange programmes lead by student organisations such as AIESEC and IAESTE. This is the case at the University of Osijek, which reports both of these student organisations as successful in handling mobility. However, it is important to emphasise that the type of mobility organised by AIESEC and IAESTE is not

academic, but instead involves internship opportunities at companies. Nevertheless, since this type of mobility also requires administrative capacity in receiving foreign students and aiding them with day-to-day matters, it seems important to keep in mind both the capacity and enthusiasm of student organisations in international exchange. Croatian universities should consider ways in which they can integrate student organisations in enhancing mobility.

1.4. Recommendations

- **Re-evaluation of staffing models at IROs.** Staff workload should be assessed and subsequently a staff model for the implementation of Erasmus should be considered, i.e. redistribution of workload within the office (if the office employs more than one member of staff), hiring more staff within the office, establishing a separate Erasmus office.
- **Formalising information and communication channels.** Establishing a formalised network of IROs at Croatian universities, annual meeting of IROs as an opportunity to share experiences, work on developing joint projects, etc.
- **Introducing an information management system.** Universities should implement software for storing and managing student and staff data which will not only enable archiving, but also enable much more precise assessments than was possible for this report. Most importantly, it will enable planning for quality improvements.
- **Using staff and students who have participated in mobility programmes such as CEEPUS to establish new cooperation.** The CEEPUS programme is relatively well established and has involved a significant volume of mobility at Croatia's universities. Since it involves exchange with neighbouring countries which are EU members, it provides potential for expanding cooperation on exchange.
- **Reviving existing bilateral and multilateral agreements.** Universities should re-visit contacts and existing agreements with foreign universities as a starting point for establishing Erasmus links.
- **Cooperating with student organisations.** Universities should develop closer cooperation with student organisations and discuss ways of including them into efforts for increasing mobility.

2. Assessment of institutional capacity for mobility

2.1. Institutional capacity at the University of Zagreb

In the introduction to this report it was already established that the University of Zagreb has played a leading role with respect to many aspects of university reform among the other universities, which is especially true of the second group - Osijek, Rijeka and Split. The University of Zagreb coordinated the first Tempus JEP project which established IROs at these four universities. With respect to institutional capacity for mobility, the University of Zagreb is again an exception - as Table 2 has shown, it has an office of 8 employees, plus the Vice-Rector for International Affairs, which makes its capacity superior to other university offices.

The new university management that came into office at the University of Zagreb in 2007 has made mobility one of its key programmatic issues. During 2007 several key documents for enhancing mobility were adopted by the Senate. In May 2007 the Senate adopted a "Declaration on Mobility", which focuses on concrete pre-conditions that need to be met in order for Croatia to join Erasmus in 2009/2010, and an "Action Plan" in June 2007, which specified a number of concrete actions, with deadlines, for the successful introduction of Erasmus at the university.

The first group of actions focus on preconditions that need to be completed by the MSES: establishing the National Agency for the LLP, accrediting the Agency with the EU, adopting a "Memorandum of Understanding" with the European Commission for Croatia's membership in the LLP, increasing funding to universities for mobility actions, assuring transferability of scholarships and grants, harmonising legislation necessary for incoming mobility and increasing accommodation capacity.

The second group of actions to be made are directed at the university itself: adopting a "European Policy Statement", submitting a request to the European Commission for the issuing of the Erasmus University Charter, ensuring accommodation for incoming students, increasing the number of programs and courses in English, introducing the summer semester, creating a network of ECTS coordinators and IROs among all of its constitutive schools, ensuring that each school produces information materials in English, increasing the number of staff in charge of mobility and training them and enabling the enrolment of foreign students into full-time programmes at the university.

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The scope of the actions defined in the "Action Plan", most of which have deadlines by the end of 2007, witness the strong awareness at the management level of the importance of mobility and of joining the Erasmus programme. Therefore, the University of Zagreb stands apart from the other universities with respect to how much attention has been given to enhancing mobility at the management level.

2.2. Institutional capacity at other universities

With respect to the six remaining universities, when asked in the questionnaire whether they felt the importance of academic mobility was recognised at their universities as an important segment of university development, all but one of the responses made by representatives from participating universities said they felt mobility was seen as an important part of university life. Their answers were substantiated with the use of university strategies, almanacs, university senate decisions and other relevant strategic documents and declarations mentioning mobility. For example, in the strategy of the University of Rijeka, its fifth strategic goal is: "a dynamic university actively involved in the European research area and the European area of higher education, which consistently and in an organised manner encourages internal and external mobility of academic staff and students". A published document issued by the University of Zadar's Senate also emphasises the importance of international cooperation and mobility for the university's development.

However, conversations with the staff at universities revealed that the commitment to enhancing mobility at the level of university management is rather declaratory. While the official documents, as well as the university management, nominally recognise the importance of mobility for the quality and development of their university, there have been few concrete plans or actions taken in this respect. None of the six universities have adopted an action plan similar to what the University of Zagreb adopted in June 2007. There is a sense that the universities seem to be largely waiting for the MSES to initiate the Erasmus programme, after which they will start adjusting to the new situation. According to reports from the universities, not one has yet drawn up the "Erasmus University Charter". More importantly, none of the universities have made any concrete steps in setting aside financial resources for the development of mobility. A partial positive exception to this situation is the University of Zadar, which has co-funded two of its students for a study period abroad, signalling recognition at the university management level that increasing

mobility involves, among other things, dedicating one's own resources.

It is important to stress that the Bologna reform in 2005 and 2006 strained all university capacities and increased workload. From the perspective of the employees at the universities, this occurred without corresponding compensation - monetary or otherwise. Therefore, the existing capacities at the universities might be quite resistant to accepting new obligations that increase their workload. In an interview, one of the university representatives said there is a risk that the teaching staff will likewise not welcome the Erasmus programme, as it will mean extra work for them, such as preparing lessons in English. Therefore, she stressed the importance of familiarising teachers with the benefits of both incoming and outgoing mobility for individuals, as well as for the university as a whole. She also emphasised the importance of giving either financial or other compensation, such as an extra sabbatical semester, as incentives to teachers who contribute to mobility at their institution.

2.3. Recommendations

- **Raising awareness on the importance of mobility among staff and students.** One such activity could be an "Erasmus Day", organised for the launching the Erasmus programme on the same day at all Croatian universities in order to raise awareness among staff and students about the benefits of, and possibilities for, academic mobility. Especially important at larger universities where the information flow is arguably more difficult.
- **Raising institutional capacity for raising mobility.** Mobility programmes require substantial resources from the university - in the form of staff allocated to mobility, additional services for students, adjustments to academic programme offerings, increased dormitory space and so on. Therefore, if raising mobility is an institutional objective, university management needs to integrate resources for raising mobility into its short and long-term planning for development.
- **Erasmus University Charter.** This document needs to be drawn up in advance of the implementation of the Erasmus programme.

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TABLE 6: Targets for increasing outgoing mobility and estimates of required funding⁹

Academic year	Number of students	Number of staff	Necessary funding (€)		Total (€)
			Students	Staff	
2006/2007	120	60	190,000	25,000	215,000
2007/2008	240	80	528,000	72,000	600,000
2008/2009	400	120	880,000	108,000	988,000
2009/2010	800	180	160,000		160,000
2010/2011	1,200	250	240,000		240,000

Source: University of Zagreb Action Plan, June 2007

3. Assessment of financial capacity for mobility

3.1. Financial preparations by universities for increasing mobility

The "Declaration of the University of Zagreb", adopted by the Senate in May 2007, makes an important point with respect to financial preparation for entering Erasmus. Since Croatia will pay a membership fee for the LLP programme of around €1 million in 2009, universities should immediately start increasing mobility in order to reach the levels in 2009 and 2010 that will enable Croatia to absorb back some of the membership fee. However, the precondition for increasing mobility is to allocate more funding for mobility, and it seems that almost none of the universities have taken concrete actions to financially prepare for the increased mobility of students and staff.

The University of Zagreb, however, is one step ahead of the other universities with regards to financial preparations for increased mobility. This is due to the fact that mobility is high on the agenda of the new management team of the university and that it also reports that a part of its budget is earmarked for international mobility activities. Table 6, quoted from the "Action Plan" of the University, specifies targets in outgoing mobility numbers as well as financial implications of these increases. The "Action Plan" of the University does not, however, specify where the funding should come from, but seems to imply that the government should finance an increase in outgoing mobility.

3.2. Obstacles to increasing university funding for organising mobility

Part of the problem with increasing financing for mobility

lies in the fact that the European Union programmes make certain demands on universities which presuppose that these are integrated universities, where central management and administration can efficiently manage financial resources for the entire university. As was shown, at Croatia's large universities this is not the case. Institutional decentralisation extends also to financial management, with important implications for university development. Since faculties within the universities are able to keep financial resources they collect from student tuition (and this is by far the largest source of income-generation at universities), the central management usually does not, as a result, have large funds to allocate according to its development plans. The central university management therefore deals almost exclusively with public funds divested from the MSES. These funds in turn are largely already earmarked before the university receives them, which further constrains the management in allocating funds towards declared objectives. This partially explains why the universities could be waiting for additional funding from the MSES before they initiate additional activities for enhancing mobility.

A second constraint with respect to diverting more funding towards mobility is due to the fact that the Erasmus programme is being introduced while the Bologna reform is under way. The Bologna reform has put a large strain on the teaching capacity of universities, which has led universities to allocate any new funding for staff that is received from the MSES towards teaching positions on the one hand, and, on the other hand, to establishing other administrative offices that fall under Bologna priorities, such as the Quality Assessment office. As a result, simultaneous demands for increases in funding for extra staff come from both from the academic and administrative segments of the university. From the perspective of universities, the MSES has not accompanied all of these new demands with sufficient developmental funding. In this situation of serious financial constraints, universities

⁹ The calculations in the table for years up to 2009/2010 presuppose that, until full participation in the Erasmus programme, Croatia fully finances every student with approximately €2200 per semester, and every staff member with €900 per week. After 2010 Croatia only needs to secure additional funding per students, which is here approximated at €200 per student.

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will probably act by the “fire alarm” principle, dealing with whichever situation is more urgent first. In that case, the chances for increasing funding for mobility initiatives seem slim.

3.3. Financial capacity of students and staff for mobility

With respect to the issue of student financing through scholarships and grants, universities report that there is insufficient funding for Croatian students and staff to study abroad and also to fund foreign lecturers' visits to Croatia. Academic exchange for Croatian students within Europe is further hampered by the fact that there is a significant difference in the standard of living between Croatia and the larger part of EU members, which further strengthens the need for institutional financial support from all levels (EU, state and university) to help outgoing students and academic staff finance their studies abroad.

One segment of the questionnaire dealt with the issue of the preferred amount of the Erasmus grant for student mobility. Universities were asked to state their preference as to whether they would rather support a larger number of scholarships of a lesser amount, or a smaller number of scholarships overall, but with a larger individual grant amount. Four of the universities that responded report a preference for a smaller number of larger grants, while two prefer a larger number of lesser grants. It seems that the universities which prefer larger grants do so because they anticipate that Croatian students will be unable to study abroad without substantial financial help.

Finally, universities were also asked in the questionnaire whether they agree that Erasmus scholarships should have a component of “social sensitivity”, or in other words, whether the size of the scholarship should be based on, among other things, whether the student comes

from a socially disadvantaged background and requires extra financial backing in order to participate in international mobility. Five universities answered this question and all of them were in favour of introducing the social dimension to the Erasmus scholarship. The “Declaration on Mobility” of the University of Zagreb specifies that less advantaged students should be enabled access to mobility through additional scholarships and loans.

4. Assessment of administrative capacity for mobility

4.1. Administrative capacity of international relations offices

The administrative capacity for mobility largely relates to the work carried out at the international relations offices located within each university. The IROs are engaged in informing staff and students about outgoing mobility opportunities, which they do through information on notice boards, their web pages, via e-mail and occasionally through informative talks at departments or the university's Rector's Office.

With regard to incoming students, information materials, such as an International Student Guides, were reported as available by the University of Split, University of Zadar, University of Rijeka and University of Osijek. The University of Zagreb, University of Zadar and University of Rijeka make their International Student Guides available on-line through their web sites. The University of Pula's Department of Economics “Dr. Mijo Mirković” offers information about its programmes in English on its web site. The site also contains an interesting innovation in the Croatian context in that it contains two promotional videos in YouTube format, under the label “Study @ Dr Mijo Mirkovic”, which promote the beauties of the city of Pula and the advantages of studying at the University of Pula. Based on available information, the University of Pula seems to be the sole exception in that it has created media marketing materials directed at attracting students.

Some participating universities do not have an English version of their web site, whereas those who do have English web pages only present basic information, so it is recommended that university web pages in English are expanded and updated.

According to the University of Zagreb “Action Plan” (2007), while the University IRO publishes the International Student Guide every year, it is also necessary to start publishing more detailed information in English regarding all study programmes - a so-called “course

3.4. Recommendations

- **Funding for new staff.** At this point there is insufficient information with respect to how new positions for Erasmus staff will be funded.
- **Erasmus Scholarships.** Based on existing information, a slim majority of universities prefer that a smaller number of grants is awarded to students for outgoing mobility, but of a larger sum. Furthermore, universities support the introduction of a social dimension into the Erasmus Scholarship, which will help reduce discrimination in mobility of students from socially disadvantaged backgrounds.

catalogue" – which the University of Zagreb has already started preparing. Also, the University of Zagreb conducted an internal survey among its schools where it found that 17 out of its 33 schools have some information material regarding study programmes in English. According to the University's "Action Plan", March 2008 was set as the deadline by which every constitutive school must publish an information package and course catalogue in Croatian and English (both in print and on-line), with financial backing by the University IRO.

4.2. Administrative capacity of other support services at university

The impression that IROs are largely alone in dealing with mobility issues is furthered by the lack of support services at universities – support services that incoming students could potentially call upon, such as career services or psychological help centres (the exceptions being the University of Zadar which has a student counselling centre and the University of Rijeka which has reported having career advice contacts and a student counselling service). With the potential scope of mobility prompted by the Erasmus programme, a crucial consideration for universities is creating links between offices and individuals within universities, as well as delegating clearly defined responsibilities with regard to mobility issues.

One of the possibilities for delegating responsibilities is, for example, cooperation with student organisations to organise welcoming fairs, or volunteering to help incoming students upon arrival, as well as cooperation with Erasmus contact points at schools or faculties who can be approached for academic questions. It is interesting to note that the University of Osijek deems the role of student organisations in mobility programmes as very important. At the University of Zadar, student organisations appear to be involved in mobility issues, but there does not seem to be feedback on their work to the IROs. The University of Zagreb reports that some student organisations participated in the organisation of Welcome Day for international students by organising social events.

With respect to the Erasmus programme, the universities might benefit from encouraging members of their student organisations to join the Erasmus Student Network¹⁰ (ESN), whose mission is to foster student mobility in higher education. Currently there are no ESN sections in Croatia, even though participation in ESN is possible for countries not formally participating in the Erasmus

programme. This represents an opportunity to strengthen capacity for Erasmus implementation, which could be taken up immediately and would rely on student involvement and enthusiasm. Once the Erasmus programme is implemented in Croatia, student organisations can have a central supporting role to key Erasmus contacts at universities.

4.3. "External" administrative obstacles to mobility

Further administrative barriers relating to mobility concern several external constraints which are, according to university reports, creating serious impediments to incoming mobility. The first involves the highly complex administrative procedure of acquiring residency permits for foreigners, which according to the University of Zagreb, has been further complicated by recent legislative amendments. Currently, it appears that the process of registering foreign students is complex and can take over a month. Since foreign students may not have sufficient command of the Croatian language to deal with all the paperwork necessary for temporary residence, it is often up to the staff at the IROs to do this for them. If the number of incoming students increases with the introduction of the Erasmus programme, the capacity of only one or two employees at the IRO, which is the case everywhere except in Zagreb and Osijek, will not be sufficient to handle such procedures.

Another similar constraint for foreign students coming to Croatia is that they are required by law to have health insurance issued by the government office, meaning health coverage by private providers is not considered legally acceptable.

A third outside constraint to mobility concerns home students who receive state funding for a study abroad period, as they automatically lose eligibility rights for scholarship they might have held for studying at their home university. This discriminatory practice seems to be due to administrative regulation, according to which a state scholarship must be exclusively held and is revoked once any other funding is obtained (even if the second source is also the state).

While the three mentioned external constraints cannot be removed by universities themselves, the universities should put pressure on the government for these issues to be resolved. It is in their interest to improve conditions for mobility and reduce the administrative barriers they face.

¹⁰ More information available at <http://www.esn.org/>

4.4. Other “internal” administrative obstacles to mobility

A material constraint which influences the administrative capacity universities have for implementing Erasmus is a lack of dormitory space, which has been reported as a si-

gnificant barrier for incoming students by all universities and which is also a problem for private higher education institutions. This lack of dormitory space is even more acute for disabled students. Since bilateral agreements with universities abroad usually stipulate reciprocity for both institutions, establishing such cooperation will be difficult if Croatia’s universities are unable to guarantee dormitory placements for incoming students, as this is guaranteed on the other side from universities abroad. Links with private accommodation services might be a means to supplement the shortage of dormitory space, which is already practice by some universities. Addressing this constraint in the long-term seems to require commitment from the central government and the MSES, since it requires enlarging existing dormitory capacity at all universities.

4.5. Recommendations

- **Integration of student services.** IROs need to receive more support from other university services such as the student information desk, the accommodation office, offices at faculty level and so forth.
- **Involving student organisations in mobility programmes.** Developing cooperation and support from student organisations for managing services for incoming students. Encouraging student organisations to become members of the Erasmus Student Network.
- **Developing Internet accessibility.** University web sites need to be more regularly updated and contain more information in English (and possibly other foreign languages – German in the north of Croatia, Italian in the south)
- **Forming links and establishing clear procedures with regard to mobility, both within universities and relevant institutions and contacts beyond.** Formalised communication routes are especially important with student organisations, accommodation services and the local police department issuing residence permits.
- **Foreign person residence requirements and health coverage of foreign students.** Opening dialogue with the MSES and the government with regard to residence requirements for foreign academic staff and students working and/or studying in Croatia.
- **Portability of grants and scholarships.** Universities should lobby the MSES to harmonise its administrative requirements for scholarships and grants so that they are portable across Europe.
- **Accommodation for foreign students and staff.** Incoming students and staff will require help with accommodation – either in dormitories or university-affiliated housing (affordable, below-market prices). Universities need to plan how they will develop either or both.
- **Skills training.** Universities will need to invest into skill-upgrading of administrative staff, especially with respect to language requirements and IT skills.

Another important prerequisite for administering the Erasmus programme is the administrative staff’s knowledge of foreign languages. However, as one of the university representatives interviewed noted, the implementation of a mobility programme requires a wider notion of the actual number of staff involved in the implementation of mobility either directly or indirectly. Namely, it is not only the administrative staff within the IROs that need to be fluent in English, but also those working in various student offices and any other offices accessed by students. Connected to this is the importance of staff friendliness, which has been noted as a weakness of certain student related offices. These offices might benefit from professional training in this respect.

5. Assessment of academic capacity for mobility

5.1. Academic programmes in foreign languages

In this report, two constraints on mobility for incoming students stand out as crucial for all participating universities: the already mentioned insufficient (or non-existent) capacity in student dormitories for incoming foreign students and the absence of courses and academic programmes in English and other foreign languages.

The information gathered from participating institutions suggests that there is a need to gather data on which members of staff are competent and willing to teach in English or another foreign language. One of the interviewees consulted for this report stated that it was difficult to estimate whether or not teachers were generally willing and capable of teaching in a foreign language. Her impression is that younger teachers may be more prone to teaching in a foreign language than more senior lecturers, and that there might be a better chance of organising lectures in

a foreign language at more recently launched courses of study. At her institution, English language courses were offered to staff, however, some staff members appeared reluctant to learn English from their colleagues. Therefore, in the event of an institution offering professional training to its staff in the form of language training, it might be advisable to organise language lessons lead by experts who are not from the same university. The "Action Plan" of the University of Zagreb recognises the need to offer incentives for academic staff to become involved in mobility and sets the objective of including activities related to mobility (such as teaching in a foreign language or working as an ECTS coordinator) into criteria for job advancement by the end of 2007.

The University of Zagreb is the only university which offers a complete study programme in English – at the Medical Faculty (<http://mse.mef.hr/>) and a combination of coursework at the B.A. level in English at the Faculty of Economics (the Economics and Business International Programme, <http://www.efzg.hr/default.aspx?id=6121>). Apart from these, certain M.A. and Ph.D. programmes are partially run in English, while some schools are preparing modules and courses in English. For the academic year 2008/09 the "Action Plan" of the University specifies the objective that the University will be running at least three complete study programmes in English, with the option for students to choose between Croatian and English, and every school at the university will be able to offer a combination of courses to the value of 30 ECTS credits (one semester coursework). The "Action Plan" also touches upon another topic that needs to be addressed in the context of mobility: changing university regulations in order to allow for qualifying papers (diplomas, masters and Ph.D. dissertations) to be submitted in English or another foreign language, and making provisions for awarding dual PhDs. The economics department Dr. Mijo Mirković of the newly-founded University of Pula currently offers 12 courses in English. Combined with the previous report on the activities of the International Relations Office on attracting foreign students, these developments indicate that Croatia's youngest university is taking international cooperation seriously.

Offering courses and programmes in English or another foreign language is a crucial prerequisite for incoming students. A further language-related prerequisite is the availability of Croatian lessons for foreigners. Such lessons were reported as available at three universities participating in the research: the University of Pula, University of Dubrovnik (summer courses) and the University of Zadar. The University of Zagreb runs a month-long summer school

programme of Croatian language and culture in cooperation with the Croatian Heritage Foundation.

5.2. Length and accreditation of courses

Another academic prerequisite for incoming students is the availability of one-semester courses, which is now common practice at Croatian higher education institutions following the 2005 reform of academic programmes in response to Bologna Process guidelines. Relating to these courses are the ECTS points assigned to each course which help incoming students recognise the course they took upon return to their home university. Again, ECTS points have been assigned to all courses and programmes that received accreditation in 2005 from the National Council for Higher Education.

The issue of accreditation is of crucial importance for students participating in mobility programmes since they verify the quality of the courses taken. To this extent, since they have undergone ISO accreditation procedures, certain departments within the University of Dubrovnik, University of Zadar, University of Rijeka and University of Osijek can provide extra evidence of the quality of their services to potential students. The University of Zagreb has been externally evaluated by Academia Europea¹¹, Salzburg Seminar¹², CRE and the EUA¹³ Self-Evaluation Reports.

5.3. Recognition of study periods abroad

With regard to the ECTS, clear procedures need to be established so that the credits acquired are recognised at the home university. Although the majority of the institutions participating in this research did not report experiencing problems with recognition of periods of study abroad, some cases were mentioned when this did in fact occur. The University of Zadar has adopted a resolution on the recognition of ECTS credits and subjects, which regulates such issues.

According to the "Action Plan" of the University of Zagreb, an internal survey within the university has shown that very few schools have experience with students who have spent a study period abroad and have passed exams at a different academic institution. The "Plan" stipulates that a University Coordinator and University Committee for ECTS should be established, the latter including a network of ECTS coordinators at the school level who will be responsible for ensuring that

11 More information available at <http://www.academia-europea.com/>

12 More information available at <http://www.salzburgseminar.org/2008/index.cfm>

13 More information available at <http://www.salzburgseminar.org/2008/index.cfm>

study abroad periods are recognised. The network should be in place by the academic year 2007/2008.

5.4. Other academic obstacles to mobility

An aspect important for mobility that represents a more Europe-wide constraint is the fact that there is no widespread consensus or European standard with respect to a core curriculum in various academic disciplines. Such Europe-wide standards would ease the transfer of students from one institution to another and would alleviate problems with recognition of study periods abroad. A related topic is the harmonisation at the European level regarding key competences that students attain through university programmes. Coordination on the issues of key competences and the core curriculum would remove some of the barriers to European mobility.

Lastly, there is the issue of student and staff interest for participating in mobility programmes. For incoming students, Croatia as a tourist destination could be an attractive factor. However, higher education institutions will have to develop strategies for attracting students to their own particular institution and provide information on the quality of their study programmes. This can be done through presentations on web pages, information booklets, as well as through having students take part in mobility programmes in other countries.

From the answers given in the questionnaire, the overall impression is that there is a general interest among Croatian students for participating in mobility programmes; an important facet of their desire to study abroad is the fact that there is financial support provided for this mobility. The University of Zagreb reports that the students from the Economics and Philosophy Faculties show the most interest in study abroad opportunities, but that they would like to see student interest in mobility increase at the University as a whole. In order to achieve this, universities should provide more and better information on mobility opportunities, as well as information on what student life abroad is like. Research conducted on a sample of 382 students from the Faculty of Economics at the University of Split (Dragun and Relja 2006), showed that students are not well informed about mobility programmes and funding opportunities. When asked to note how much they know about mobility programmes that were listed (Youth, Socrates, Leonardo da Vinci, Marie Curie, European Voluntary Service, Tempus, Erasmus and CEEPUS), on a scale from 1-5 (1 being "I do not know that programme" and 5 being "I know a lot about that programme"), a significant majority of the students reported they did not know about that programme (85-91%).

5.5. Recommendations

- **Assessing capacity for teaching in a foreign language and providing language and intercultural training.** Universities should enable all academic and administrative staff to attend language training, as well as organise intercultural training for staff that will work directly on receiving foreign students and staff.
- **Developing courses offered in English.** Not having courses offered in English and other major languages is a crucial constraint for expanding mobility, and it should be addressed as a priority by all universities.
- **Harmonise regulations at universities to enable teaching and studying in foreign languages.** This includes student written work and formal requirements for degrees.
- **Providing "Croatian for Foreign Students" courses at universities.**
- **Providing information on mobility programmes.** For instance, through organising Open Days at offices dealing with mobility, creating a "Frequently Asked Questions" on mobility as a section on university web sites and on notice boards of departments.

Conclusion: developing a culture of academic mobility

This report has attempted to assess the current state of affairs with respect to mobility at Croatia's universities in regards to existing mobility activities and in regards to financial, administrative, academic and institutional capacities for the introduction of the European Union's Erasmus programme, planned to be launched in Croatia in 2009/2010.

Several important constraints have been identified that will need to be addressed in order for the Erasmus programme to be successful in Croatia. Firstly, nearly all university-level mobility initiatives are concentrated at the IROs, with not enough assistance and integration with other university services. IRO mandates are too wide and they already seem to be strained by the workload. Therefore, any increase in mobility activities requires that universities rethink their staff model and to potentially plan for expansion. It has been shown that the financial aspects of this development are still unclear since the MSES is not sending clear signals and the universities are not taking initiative in financing activities for expanding

mobility from their own sources. Furthermore, the report has demonstrated that universities fall into two broad groups: the new, small universities and the older, large universities. This has implications for information management capacity. Data collection and management capacities need to be improved and information channels should be strengthened, especially at the larger, decentralised universities. The University of Zagreb has been established as somewhat of an exception since it has shown a clear commitment and awareness at the university-management level to not only the importance of mobility, but also to the concrete challenges and steps that need to be taken in order to enhance mobility. Among the group of large universities the University of Rijeka seems to be doing well in increasing mobility, while the new, small universities all show signs of vitality and should be able to easily improve their mobility record once they expand their course offerings in foreign languages, not least due to their attractive locations.

All universities have insufficient accommodation capacity for incoming staff and students, and this constraint will need to be addressed in the near future as well – probably both through expansion of dormitory space and use of university-affiliated and private housing. Other external constraints that have been identified concern complicated and discriminatory practices, mostly towards incoming students (residence permits, health coverage, tuition fees), but also towards domestic students (non-portability of grants). This requires universities to lobby relevant government bodies for these constraints to be removed.

Regarding academic capacity, it remains unclear at the moment how many persons among the academic teaching staff are willing and able to teach in English or in another foreign language. The existing and very small selection of programmes and courses in foreign languages is probably the largest capacity constraint of Croatia's universities. For any real increase in academic mobility to occur, this constraint needs to be urgently addressed and it should be treated as a priority. On a positive note, the Bologna reform has brought about a revision of courses and programmes offered. As part of this curriculum reform, one-semester courses have become the norm at Croatia's universities and this should aid mobility.

With respect to outgoing mobility, there are constraints of two kinds. On the one hand, there is insufficient information among students with respect to existing opportunities, as well as insufficient information regarding the wide benefits of international mobility. On the other

hand, universities anticipate that due to the difference in standards of living, studying abroad will be a problem for Croatian students unless they are assisted through significant financial aid. Therefore, they recommend that Erasmus scholarships cover a smaller number of students with larger grants, rather than covering a greater number of students with smaller grants. Universities also agree that the scholarships should have a social dimension.

In conclusion, after reviewing particular aspects of this assessment report, a broader perspective comes to the foreground. A crucial aspect in the introduction of the Erasmus programme in Croatia will be to develop a culture of academic mobility. As was the case in many European countries in the 17th and 18th centuries, there was comparatively high academic mobility around Europe, but for only a very select minority. Later in the 20th century there was an unprecedented expansion of higher education institutions and in the number of students, but this expansion did not bring about correspondingly high numbers when it came to international mobility. At the European level, one of the priorities of the Bologna Process is to increase this level of mobility, since it has been recognised that mobility increases competitiveness, as well as the quality of teaching and research.

Croatia has joined the European initiative towards creating a European Higher Education Area, but it has done so from the position of virtually no academic mobility within the country or internationally. Indeed, the history of academic mobility in Croatia seems to be one of an individual affair for the lucky few, and not an institutional feature of university life. However, through European integration and the resulting opening up of mobility opportunities for higher education staff and students (which includes the soon-to-be launched Erasmus programme), Croatia has the potential to turn mobility into an integral feature of university life. This report has focused on the many practical aspects that represent strengths and constraints in increasing mobility. However, it needs to be emphasised that, in parallel to addressing these practical aspects of mobility, the development of a "culture of mobility" is equally important. Successful individuals, groups and projects that have taken part in international mobility should be used by universities as sounding boards in their efforts to raise awareness in the university community regarding the wide and valuable benefits of international exposure – arguably the most important of which is quality enhancement of academic teaching and research at Croatia's universities. In the long run, the aim should be developing a university culture in which academic mobility is the norm, rather than the exception.

9.

Self-Assessment of Capacity of Croatian Universities for Participating in Erasmus and Action Plans for their Entry into Erasmus

Introduction

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On 20-21 February 2008, an expert seminar entitled "Enhancing Academic Mobility in Croatia: Platform for the Entry of Croatian Universities into Erasmus" was held at the University of Rijeka, organised by the Institute for the Development of Education and the University of Rijeka within the framework of the MOBIL project.

The goal of the seminar was to draft action plans for Croatian universities' entry into Erasmus. The definition of "action plan" in this context is a document that contains:

- a list of identified challenges facing each individual university for entering Erasmus based on their current capacity and priorities;
- a list of measures/steps to be taken by each university in order to successfully enter Erasmus.

The seminar was attended by 25 participants, including representatives of each Croatian university (vice-rectors and/or heads of international relations) and representatives of institutions in the MOBIL project consortium.¹

The seminar was structured in a way so as to provide Croatian university representatives with all the necessary

information they would need in order to be able to draft such action plans. The first three parts of the seminar therefore covered the following topics:

- **Erasmus and its implementation:** Sessions were organised covering the basic details of the Erasmus programme, including the prerequisites for its implementation and how it is managed in practice at the university level (including examples of existing models for implementing Erasmus in Slovenia and Sweden).
- **Current capacity of Croatian universities entry into Erasmus:** Firstly, an outside assessment was made of the capacity of Croatian universities to participate in Erasmus (presentation of the research results of the Institute for Social Research). Secondly, a self-assessment of readiness for Erasmus was made by each Croatian university, through a SWOT analysis² of Croatia's entry into Erasmus and through a workshop on Croatian universities' expectations of participation in Erasmus.

¹ For a full list of participants, as well as the seminar agenda and minutes, please see the seminar web page on the MOBIL project web site: www.iro.hr/mobil (section: "Project Seminar - Croatia").

² SWOT analysis is a strategic planning tool used to evaluate the Strengths, Weaknesses, Opportunities, and Threats involved in a project. It involves specifying the objective of the project and identifying the internal and external factors that are favourable and unfavourable to achieving that objective. The seminar's SWOT analysis results are available in Appendix I of the publication.



- **Plans and preparations for entry into Erasmus:** Presentations were given on the Croatian government's plans, objectives and preparations for entering Erasmus, as well as on preparations already made by the University of Zagreb.

After these three parts of the seminar, the next step was to define - in a more precise way - what measures each university would need to take in order to enter and successfully participate in Erasmus. The last part of the seminar was therefore the following workshop:

- **Drafting action plans for each university's participation in Erasmus:** Each Croatian university was to make a detailed self-assessment of the current university capacity, needs and problematic areas for participation in Erasmus and define the measures that should be taken (or have already been taken) in order to enter Erasmus.

During the workshop, representatives of each university were assisted by members of the Expert Team of the MOBIL project³ and were provided with a questionnaire presenting the recommended capacity needed for a university to participate in Erasmus in terms of institutional capacity, administrative capacity, academic capacity and financial capacity. The method of the workshop was a "check-list method", which ensured that - for each of the above categories - every university completing the questionnaire would:

- verify to what extent they fulfil the required capacities for Erasmus;
- define actions that would need to be taken in order to meet these capacities (or describe actions already taken);
- define the bodies responsible for coordinating/implementing the measures;
- define estimated deadlines for the measures;
- make an overall self-assessment of readiness of university for Erasmus.

The result of this process is the production of a genuine action plan for each university, a reference document for university management, administrative staff, academic staff and students to follow the progress of their university in the process of entering the Erasmus programme.

It is important to stress, however, that these action plans are only proposals: they are not "binding documents" for each university. They provide the basis for discussions about Erasmus between university management and faculty/department-level management, administrative staff, academic staff and (importantly) students themselves. In this respect, the action plans can lead the way to developing more detailed plans for increasing mobility at each university that are in line with the needs and capacities of the universities.

In the following chapter, each section will present each university's self-assessment of their capacity to enter Erasmus.

³ The Expert Team consisted of Croatian and international experts from universities, state agencies, a ministry, a research institute and a non-governmental organisation. The list of Expert Team members and their biographies can be found as Appendix III of this publication.

9.1.

University of Dubrovnik

PROF. VJEKOSLAV DAMIĆ, PH.D.

Vice-Rector for International Relations

Reasons for wishing to participate in Erasmus

1. Expected benefits for university by participating in Erasmus	<ul style="list-style-type: none"> ▪ To increase the international profile of the University of Dubrovnik through Erasmus ▪ To ensure that the University of Dubrovnik has a truly international character (with both foreign students and teachers) ▪ To ensure that Croatian students have an international experience and an international education
2. Top three priority Erasmus actions for university	<ol style="list-style-type: none"> 1. Student mobility 2. Academic staff mobility (joint first) 3. Multilateral projects
3. Extent to which Erasmus fits in with the current priorities of university	<p>Erasmus is a top priority for the University of Dubrovnik.</p> <p>Although there are many other priorities at the University, Erasmus can be used to address these priorities more effectively.</p>

Prospects for participating in Erasmus

1. Expected year of entry into Erasmus	2010
2. Countries to be involved in Erasmus mobility to/from university	<p>Outgoing and incoming mobility:</p> <ol style="list-style-type: none"> 1. Italy 2. England 3. Germany
3. Foreign language(s) of academic programmes/ courses be offered for incoming students	<ol style="list-style-type: none"> 1. English 2. Italian
4. Strongest faculties or departments of university for incoming and outgoing Erasmus mobility	<p>Outgoing mobility:</p> <ol style="list-style-type: none"> 1. Restoration <p>Incoming mobility:</p> <ol style="list-style-type: none"> 1. Tourism
5. Strongest academic fields or subject areas/academic programmes for incoming and outgoing Erasmus mobility	<p>Outgoing and incoming mobility:</p> <ol style="list-style-type: none"> 1. Social Sciences 2. Aquaculture
6. Estimate of incoming and outgoing mobility figures for university	<p>Outgoing students: 5*</p> <p>Outgoing staff: 2*</p> <p>Incoming students: 10*</p> <p>Incoming staff: 5*</p> <p><i>* During first year of participation in Erasmus</i></p>

Self-assessment of current capacity for participating in Erasmus and action plan for entry into Erasmus

A INSTITUTIONAL CAPACITY						
	RECOMMENDED CAPACITY	YES	NO	MEASURES ALREADY TAKEN AND/OR MEASURES TO BE TAKEN	RESPONSIBLE BODY	APPROX. DEADLINE
1	SUPPORT OF MANAGEMENT: University management (Rector, Vice-Rectors) supports the entry of institution into Erasmus.	•		Rector and Vice-rectors all support entry into Erasmus		
2	STRATEGIC CAPACITY: Mobility and international relations are included as priorities in strategic documents of university.		•	Mobility and international relations are priorities, but not yet in written strategic documents. <u>To do:</u> Draft university document prioritising mobility and international relations.	Rector	03/2009
3	ERASMUS POLICY STATEMENT: University has drafted or begun drafting the Erasmus Policy Statement (basis for receiving the Erasmus University Charter).		•	<u>To do:</u> Draft Erasmus policy statement.	Rector	10/2009
4	ORGANISATIONAL CAPACITY: University has organisational structures for the management of mobility and international relations (Vice-Rector for international relations; International Relations Office etc.).	•		The University of Dubrovnik (hereafter UNIDU) has both a Vice-Rector and an Office for International Relations.		
5	BILATERAL AGREEMENTS: University has established institutional cooperation with European universities in the form of bilateral agreements.	•		UNIDU has approximately 15 bilateral agreements. At this stage, we do not see a need to increase the number of agreements.		
6	INTERNATIONAL RELATIONS RECORD: University has institutional cooperation with European universities through:	•		The current level of international relations is satisfactory and will continue. •		
	<i>Exchange programmes</i>	•				
	<i>Joint degree programmes</i>	•		UNIDU has a joint degree programme with the Palozzo Spinelli school in Italy. All students of Restoration study in Italy for one year.		
	<i>Membership in educational networks or professional organizations (EAIE, EUA)</i>	•		Member of Danube Rector's Conference		
	<i>Other</i>					
7	WORKING WITH FACULTIES/ DEPARTMENTS: University has plans on how to organise administration of Erasmus between central administration and faculties/departments (For signing bilateral agreements etc.).	•		As an integrated university, UNIDU works well with its departments.		
8	INFORMATION MATERIALS: University has information materials for incoming students (web sites and printed materials).	•		UNIDU has informational materials for students in Croatian. <u>To do:</u> Translate above-mentioned informational materials into English.	Vice-Rector for International Relations, Marketing and Promotion Office	03/2009
PRIORITY 1: Strategic capacity PRIORITY 2: Erasmus Policy Statement PRIORITY 3:						

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B ADMINISTRATIVE CAPACITY						
	RECOMMENDED CAPACITY	YES	NO	MEASURES ALREADY TAKEN AND/OR MEASURES TO BE TAKEN	RESPONSIBLE BODY	APPROX. DEADLINE
1	UNIVERSITY ERASMUS COORDINATOR: University has appointed an Institutional Erasmus Coordinator (contact person for the National Agency at university level).		●	<u>To do:</u> Appoint Institutional Erasmus Coordinator (probably within International Relations Office).	Vice-Rector for International Relations	09/2008
2	QUALIFIED STAFF: The planned Erasmus Office has qualified staff for administering the programme (language skills; previous training; financial-management; etc.).	●		UNIDU has staff fully qualified in language and financial management skills. However, it has not yet been decided which of these persons will work on Erasmus.		
3	NUMBER OF STAFF: The planned Erasmus Office has sufficient available staff to administer Erasmus. (Usually a minimum of 2 full-time staff).	●		UNIDU will start with one person working on Erasmus (full-time). Based on workload, we may increase staff by hiring one additional person. <u>To do:</u> Employ staff to work on Erasmus through the MSES.	Vice-Rector for International Relations	09/2008
4	WORKLOAD DISTRIBUTION: Staff in charge of Erasmus will be dealing with Erasmus mobility only, not with other types of international cooperation.	●		Redistributing workload of current staff will not be necessary, as staff will be employed specially for Erasmus.		
5	OFFICE AND EQUIPMENT: University has available office space and equipment (IT resources, etc.) for the Erasmus Office.	●				
6	FACULTY/DEPARTMENT ERASMUS COORDINATOR: Faculty/department-level Erasmus coordinators have been appointed (these can be administrative or academic staff).		●	Due to the small size of the University, we will not need department-level coordinators		
7	HOUSING: University provide adequate housing options for incoming students (either university housing or by providing other options for finding accommodation).	●		UNIDU has a Student Centre that has contracts with landlords to provide accommodation to students. <u>To do:</u> UNIDU plans to build student accommodation (in progress).	Vice-Rector for International Relations	
8	INTERDEPARTMENTAL COOPERATION: University has adequate interdepartmental cooperation for incoming students (with admissions office, housing office, student centre, etc.).	●		Very good cooperation and communication.		
9	COOPERATION WITH STUDENT ORGANISATIONS: University has established mechanisms for cooperating with student councils and student organisations (who can provide valuable support services for incoming students).	●		UNIDU has excellent cooperation with student organisations and strongly supports their work.		
10	DATA MANAGEMENT: University has a data management system in place for tracking mobility at the university (Excel as minimum standard, MoveOn as more advanced option).		●	Until now, this has not been necessary. However, a system will be put in place when preparing for Erasmus. <u>To do:</u> Set up data management system for mobility	IT Office/Office for International Relations	10/2009
PRIORITY 1: University Erasmus coordinator PRIORITY 2: Number of staff (funding by the MSES) PRIORITY 3: Data management						

C ACADEMIC CAPACITY						
	RECOMMENDED CAPACITY	YES	NO	MEASURES ALREADY TAKEN AND/OR MEASURES TO BE TAKEN	RESPONSIBLE BODY	APPROX. DEADLINE
1	ECTS: University has implemented the European Credit Transfer System (ECTS) for its academic programmes.	•		UNIDU has implemented ECTS for all its programmes.		
2	FOREIGN LANGUAGE PROGRAMMES: University currently offers degree programmes or academic courses in a foreign-language.	•	•	Part of the Restoration programme is taught in Italian (in Italy). <u>To do:</u> UNIDU is planning to create a degree programme in English, (as a "spec. MA" 1-year programme).	Vice-Rector, Academic staff	10/2008
3	INTERNATIONALISATION SUPPORTED BY ACADEMIC STAFF: University's academic staff is actively involved in internationalisation activities (e.g. work is internationally recognised; established links with foreign universities, networks, professional organisations, etc.).	•		Academic staff had the initiative to launch a degree programme in English. Academic staff network with international colleges and invite visiting professors.		
4	RECOGNITION: Academic staff at university is familiar with recognition procedures of study periods abroad (both for outgoing and incoming students).	•		UNIDU does not anticipate problems with recognition.		
5	QUALITY ASSURANCE: University has a quality assurance system in place in order to ensure that the quality of programmes corresponds to those at other EU universities.	•		UNIDU has the ISO certificate since 1997.		
6	FOREIGN LANGUAGE TRAINING OF STAFF: University organises foreign language assessment and training of professors who are or will be involved in teaching in foreign language.	•		UNIDU has a Language Centre. UNIDU has organised "lectors" for foreign languages for teachers. <u>To do:</u> UNIDU will organise more intensive language training when the English degree programme is launched.	Heads of departments, Language Centre	10/2009
7	INTERNATIONAL STAFF: University has plans to employ (temporary, part-time, full-time) foreign teachers.	•		UNIDU definitely intends to employ foreign teaching staff.	Rector	Ongoing
PRIORITY 1: -- PRIORITY 2: -- PRIORITY 3: --						

D FINANCIAL CAPACITY						
	RECOMMENDED CAPACITY	YES	NO	MEASURES ALREADY TAKEN AND/OR MEASURES TO BE TAKEN	RESPONSIBLE BODY	APPROX. DEADLINE
1	BUDGET FOR ERASMUS OFFICE: University has allocated budget for the Erasmus Office (budget for employees; office and equipment; overhead costs)		•	As soon as the MSE5 ensures funds for Erasmus staff, UNIDU will ensure a budget to cover other costs.	Rector	2009
2	BUDGET TO INCREASE ERASMUS SCHOLARSHIPS: University has allocated funds in its budget to provide additional financial support to outgoing Erasmus students (to secure access to programme for candidates from a lower socio-economic background).		•	UNIDU does intend to create a system for additional financial support, but will address such issues on a case-by-case basis.		
PRIORITY 1: Budget for Erasmus office (funded by the MSE5) PRIORITY 2:						



Overall self-assessment of current capacity of university for participating in Erasmus

Based on the current institutional, administrative, academic and financial capacities as described above, the overall self-assessment of the University of Dubrovnik's readiness to enter Erasmus (as a percentage, from 0-100%) is: **60-70%**

However, it is difficult to assess the real capacity of the University at this stage. The University of Dubrovnik fulfils the majority of the recommended capacities of this questionnaire. Yet there remains the question of whether other factors exist (aside from the recommended capacities above) that can positively or negatively influence participation in Erasmus. For example, one key question is how to ensure that potential incoming students will choose to study at the University of Dubrovnik.

9.2.

Josip Juraj Strossmayer University of Osijek

PROF. DRAGO ŽAGAR, PH.D.

Vice-Rector for Education and Students

Reasons for wishing to participate in Erasmus

1. Expected benefits for university by participating in Erasmus	<ul style="list-style-type: none"> ▪ To implement all aspects of the Bologna Process (especially mobility) ▪ To improve international cooperation among universities
2. Top three priority Erasmus actions for university	<ol style="list-style-type: none"> 1. Student mobility 2. Academic staff mobility 3. Multilateral projects
3. Extent to which Erasmus fits in with the current priorities of university	One of the top priorities within the Bologna Process is mobility.

Prospects for participation in Erasmus

1. Expected year of entry into Erasmus	2008/2009 (pre-Erasmus pilot mobility) 2009/2010 (full participation in Erasmus)
2. Countries to be involved in Erasmus mobility to/from university	<p>Outgoing mobility:</p> <ol style="list-style-type: none"> 1. Germany 2. Slovenia 3. Hungary <p>Incoming mobility:</p> <ol style="list-style-type: none"> 1. Slovenia 2. Germany 3. Austria
3. Foreign language(s) of academic programmes/ courses be offered for incoming students	<ol style="list-style-type: none"> 1. English 2. German
4. Strongest faculties or departments of university for incoming and outgoing Erasmus mobility	<p>Outgoing mobility:</p> <ol style="list-style-type: none"> 1. Faculty of Electrical Engineering 2. Faculty of Economics 3. Faculty of Medicine <p>Incoming mobility:</p> <ol style="list-style-type: none"> 1. Faculty of Electrical Engineering 2. Faculty of Medicine 3. Department of Mathematics
5. Strongest academic fields or subject areas/academic programmes for incoming and outgoing Erasmus mobility	<p>Outgoing/incoming mobility:</p> <ol style="list-style-type: none"> 1. Social Sciences 2. Medical Sciences 3. Technical Sciences

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6. Estimate of incoming and outgoing mobility figures for university	<p>Outgoing students: 300* / 30** Outgoing staff: 30* / 5**</p> <p>Incoming students: 200* / 10** Incoming staff: 30* / 5**</p> <p><i>* In the long term.</i> <i>** In the first year of entering Erasmus.</i></p>
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Self-assessment of current capacity for participating in Erasmus and action plan for entry into Erasmus

A INSTITUTIONAL CAPACITY						
	RECOMMENDED CAPACITY	YES	NO	MEASURES ALREADY TAKEN AND/OR MEASURES TO BE TAKEN	RESPONSIBLE BODY	APPROX. DEADLINE
1	SUPPORT OF MANAGEMENT: University management (Rector, Vice-Rectors) supports the entry of institution into Erasmus.	●				
2	STRATEGIC CAPACITY: Mobility and international relations are included as priorities in strategic documents of university.		●	<u>To do:</u> Prepare strategic documents regarding mobility and international relations.	Rector's Office	06/2008
3	ERASMUS POLICY STATEMENT: University has drafted or begun drafting the Erasmus Policy Statement (basis for receiving the Erasmus University Charter).		●	<u>To do:</u> Download the Erasmus policy statement application form and begin preparations for drafting it.	IRO	11/2008
4	ORGANISATIONAL CAPACITY: University has organisational structures for the management of mobility and international relations (Vice-Rector for international relations; International Relations Office etc.).	●		<u>To do:</u> Restructure the IRO to better accommodate Erasmus actions and to nominate contact persons at faculties.	IRO, Faculty management	06/2008
5	BILATERAL AGREEMENTS: University has established institutional cooperation with European universities in the form of bilateral agreements.	●		The University of Osijek (hereafter UNIOS) currently has 27 bilateral agreements on cooperation with European universities.	IRO	06/2008
6	INTERNATIONAL RELATIONS RECORD: University has institutional cooperation with European universities through:					
	<i>Exchange programmes</i>	●				
	<i>Joint degree programmes</i>	●				
	<i>Membership in educational networks or professional organisations (EAIE, EUA)</i>	●				
	<i>Other</i>					
7	WORKING WITH FACULTIES/ DEPARTMENTS: University has plans on how to organise administration of Erasmus between central administration and faculties/ departments (For signing bilateral agreements etc.).		●	<u>To do:</u> Bilateral agreements will be signed by the faculties/departments in coordination with IRO and Institutional Erasmus coordinator.	IRO, Faculty management	

8	INFORMATION MATERIALS: University has information materials for incoming students (web sites and printed materials).	•		UNIOS has a student guide for international students. <u>To do:</u> A web site in English should be set up.	IRO	09/2008
PRIORITY 1: Strategic capacity (preparation of strategic documents) PRIORITY 2: Organisational capacity (restructuring the IRO for Erasmus) PRIORITY 3: Informational materials						

B ADMINISTRATIVE CAPACITY						
	RECOMMENDED CAPACITY	YES	NO	MEASURES ALREADY TAKEN AND/OR MEASURES TO BE TAKEN	RESPONSIBLE BODY	APPROX. DEADLINE
1	UNIVERSITY ERASMUS COORDINATOR: University has appointed an Institutional Erasmus Coordinator (contact person for the National Agency at university level).	•				
2	QUALIFIED STAFF: The planned Erasmus Office has qualified staff for administering the programme (language skills; previous training; financial-management; etc.).	•		<u>To do:</u> Provide additional training to staff assigned to work on Erasmus.	Agency for Mobility and EU Programmes	
3	NUMBER OF STAFF: The planned Erasmus Office has sufficient available staff to administer Erasmus. (Usually a minimum of 2 full-time staff).		•	<u>To do:</u> Add one more member of staff to the IRO to work on Erasmus; include students in the work of the IRO relating to Erasmus	MSES	2009
4	WORKLOAD DISTRIBUTION: Staff in charge of Erasmus will be dealing with Erasmus mobility only, not with other types of international cooperation.		•	Redistributing workload of current staff will not be necessary at the beginning.		
5	OFFICE AND EQUIPMENT: University has available office space and equipment (IT resources, etc.) for the Erasmus Office.	•				
6	FACULTY/DEPARTMENT ERASMUS COORDINATOR: Faculty/department-level Erasmus coordinators have been appointed (these can be administrative or academic staff).		•	<u>To do:</u> Appoint faculty/department level Erasmus coordinators	Vice-Rectors, Deans	09/2008
7	HOUSING: University provide adequate housing options for incoming students (either university housing or by providing other options for finding accommodation).		•	<u>To do:</u> Organise student organisations to find accommodation possibilities for incoming students.	Student Council/ Institutional Erasmus Coordinator	
8	INTERDEPARTMENTAL COOPERATION: University has adequate interdepartmental cooperation for incoming students (with admissions office, housing office, student centre, etc.).		•	<u>To do:</u> Establish interdepartmental cooperation body for Erasmus.	Vice-Rector/ Institutional Erasmus Coordinator	2009
9	COOPERATION WITH STUDENT ORGANISATIONS: University has established mechanisms for cooperating with student councils and student organisations (who can provide valuable support services for incoming students).	•				
10	DATA MANAGEMENT: University has a data management system in place for tracking mobility at the university (Excel as minimum standard, MoveOn as more advanced option).		•	<u>To do:</u> Set up data management system for tracking mobility.	Vice-Rector/ Institutional Erasmus Coordinator	2009
PRIORITY 1: Appoint faculty/department level Erasmus coordinators PRIORITY 2: Interdepartmental cooperation PRIORITY 3: Workload distribution						

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C ACADEMIC CAPACITY						
	RECOMMENDED CAPACITY	YES	NO	MEASURES ALREADY TAKEN AND/OR MEASURES TO BE TAKEN	RESPONSIBLE BODY	APPROX. DEADLINE
1	ECTS: University has implemented the European Credit Transfer System (ECTS) for its academic programmes.	●		<u>To do:</u> Produce an ECTS guide in English.	IRO, Faculties	12/2008
2	FOREIGN LANGUAGE PROGRAMMES: University currently offers degree programmes or academic courses in a foreign-language.		●	<u>To do:</u> One-two courses will be introduced in English per faculty.	Faculties, Vice-Rector	2009
3	INTERNATIONALISATION SUPPORTED BY ACADEMIC STAFF: University's academic staff is actively involved in internationalisation activities (e.g. work is internationally recognised; established links with foreign universities, networks, professional organisations, etc.).	●		UNIOS participates in the Tempus programme and our academic staff has links to foreign universities, networks and professional organisations.		
4	RECOGNITION: Academic staff at university is familiar with recognition procedures of study periods abroad (both for outgoing and incoming students).		●	<u>To do:</u> Train the following staff on academic recognition procedures <ul style="list-style-type: none"> ▪ ECTS Coordinator ▪ Heads of Departments 	Agency for Mobility and EU Programmes, Vice-Rectors, Deans	2009
5	QUALITY ASSURANCE: University has a quality assurance system in place in order to ensure that the quality of programmes corresponds to those at other EU universities.	●				
6	FOREIGN LANGUAGE TRAINING OF STAFF: University organises foreign language assessment and training of professors who are or will be involved in teaching in foreign language.		●	<u>To do:</u> Organise training of relevant academic staff for teaching in English.		2010
7	INTERNATIONAL STAFF: University has plans to employ (temporary, part-time, full-time) foreign teachers.		●	The possibility for employing foreign teachers at UNIOS is open.		
PRIORITY 1: Recognition (train staff on recognition procedures) PRIORITY 2: ECTS (ECTS Guide) PRIORITY 3: Foreign language programmes						

D FINANCIAL CAPACITY						
	RECOMMENDED CAPACITY	YES	NO	MEASURES ALREADY TAKEN AND/OR MEASURES TO BE TAKEN	RESPONSIBLE BODY	APPROX. DEADLINE
1	BUDGET FOR ERASMUS OFFICE: University has allocated budget for the Erasmus Office (budget for employees; office and equipment; overhead costs)		●			
2	BUDGET TO INCREASE ERASMUS SCHOLARSHIPS: University has allocated funds in its budget to provide additional financial support to outgoing Erasmus students (to secure access to programme for candidates from a lower socio-economic background).		●			
PRIORITY 1: Budget to increase Erasmus scholarships PRIORITY 2:						

Overall self-assessment of current capacity of university for participating in Erasmus

Based on the current institutional, administrative, academic and financial capacities as described above, the overall self-assessment of the readiness of the J.J. Strossmayer University of Osijek to enter Erasmus (as a percentage, from 0-100%) is: **40%**

The J.J. Strossmayer University of Osijek therefore has a solid basis for entering the Erasmus programme. However, additional preparation is clearly required in a number of areas.

9.3.

Juraj Dobriša University of Pula

PROF. MARINKO ŠKARE, PH.D.

Vice-Rector for International Cooperation

Reasons for wishing to participate in Erasmus

1. Expected benefits for university by participating in Erasmus	We would like to be an active and responsible leader and a partner whose objective is the promotion of professional, undergraduate, graduate and doctoral education in line with highest quality standard.
2. Top three priority Erasmus actions for university	1. Student mobility 2. Academic staff mobility 3. Multilateral projects
3. Extent to which the Erasmus fits in with the current priorities of university	Erasmus is a top priority for the Juraj Dobriša University of Pula. We need to develop student support services and to increase the quality of student experience.

Prospects for participation in Erasmus

1. Expected year of entry into Erasmus	2009/10
2. Countries to be involved in Erasmus mobility to/from university	Outgoing mobility: 1. Austria 2. Italy 3. Slovenia/Spain Incoming mobility: 1. Austria 2. Italy 3. Slovenia/Spain
3. Foreign language(s) of academic programmes/ courses be offered for incoming students	1. English 2. Italian 3. German
4. Strongest faculties or departments of university for incoming and outgoing Erasmus mobility	Outgoing/incoming mobility: 1. Department of Economics & Tourism 2. Human Science Department 3. Music Department 4. Department of Italian language
5. Strongest academic fields or subject areas/academic programmes for incoming and outgoing Erasmus mobility	Outgoing mobility: 1. International Economics 2. History 3. Cultural Studies

	Incoming mobility (if different): 1. International Economics 2. Croatian language 3. IT
6. Estimate of incoming and outgoing mobility figures for university	Outgoing students: 20 Outgoing staff: 15 (+ 4 admin) Incoming students: 20 Incoming staff: 10 (+ 4 admin)

Self-assessment of current capacity for participating in Erasmus and action plan for entry into Erasmus

A INSTITUTIONAL CAPACITY						
	RECOMMENDED CAPACITY	YES	NO	MEASURES ALREADY TAKEN AND/OR MEASURES TO BE TAKEN	RESPONSIBLE BODY	APPROX. DEADLINE
1	SUPPORT OF MANAGEMENT: University management (Rector, Vice-Rectors) supports the entry of institution into Erasmus.	●		The management of the Juraj Dobrila University of Pula (hereafter UNIPU) supports entry into Erasmus and has participated in seminars, workshops and projects relating to Erasmus.	Vice-Rector for International Cooperation	
2	STRATEGIC CAPACITY: Mobility and international relations are included as priorities in strategic documents of university.		●	Mobility, work placements and multilateral projects will be included within the strategic documents of UNIPU.	Vice-Rector for International Cooperation	
3	ERASMUS POLICY STATEMENT: University has drafted or begun drafting the Erasmus Policy Statement (basis for receiving the Erasmus University Charter).	●		UNIPU has begun drafting the Erasmus Policy Statement.		
4	ORGANISATIONAL CAPACITY: University has organisational structures for the management of mobility and international relations (Vice-Rector for international relations; International Relations Office etc.).	●		The organisational structures for mobility have been established at UNIPU (International Office and Vice-Rector for International Cooperation).	Vice Rector for International Cooperation	
5	BILATERAL AGREEMENTS: University has established institutional cooperation with European universities in the form of bilateral agreements.	●		UNIPU has bilateral agreements with universities in Austria, France, Italy, Germany, Spain and Slovenia.		
6	INTERNATIONAL RELATIONS RECORD: University has institutional cooperation with European universities through:	●				
	<i>Exchange programmes</i>	●				
	<i>Joint degree programmes</i>	●				
	<i>Membership in educational networks or professional organizations (EAIE, EUA)</i>	●		<ul style="list-style-type: none"> ▪ Danube Rectors' Conference ▪ European University Association 		
	<i>Other</i>					
7	WORKING WITH FACULTIES/ DEPARTMENTS: University has plans on how to organise administration of Erasmus between central administration and faculties/departments (For signing bilateral agreements etc.).	●		The International Office cooperates successfully with each department.		

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8	INFORMATION MATERIALS: University has information materials for incoming students (web sites and printed materials).	•		UNIPU will soon have a web site in Croatian and English, as well as an informational brochure in English.		
PRIORITY 1: STRATEGIC CAPACITY PRIORITY 2: - PRIORITY 3: -						

B ADMINISTRATIVE CAPACITY						
	RECOMMENDED CAPACITY	YES	NO	MEASURES ALREADY TAKEN AND/OR MEASURES TO BE TAKEN	RESPONSIBLE BODY	APPROX. DEADLINE
1	UNIVERSITY ERASMUS COORDINATOR: University has appointed an Institutional Erasmus Coordinator (contact person for the National Agency at university level).	•		Professor Skare, Ph.D. (Vice-Rector for International Cooperation) is the main contact person for Erasmus and acts as the Institutional Erasmus Coordinator. Romina Pržiklas, Head of the International Office, will be responsible for administrative duties relating to Erasmus.	Vice-Rector for International Cooperation	
2	QUALIFIED STAFF: The planned Erasmus Office has qualified staff for administering the programme (language skills; previous training; financial-management; etc.).	•		The staff at the International Office has language skills and previous training through Tempus. <u>To do:</u> More training is needed in Erasmus.	Head of International Office	
3	NUMBER OF STAFF: The planned Erasmus Office has sufficient available staff to administer Erasmus. (Usually a minimum of 2 full-time staff).	•		For the moment, the staff number is sufficient. We will probably need more staff at a later stage.		
4	WORKLOAD DISTRIBUTION: Staff in charge of Erasmus will be dealing with Erasmus mobility only, not with other types of international cooperation.	•				
5	OFFICE AND EQUIPMENT: University has available office space and equipment (IT resources, etc.) for the Erasmus Office.	•				
6	FACULTY/DEPARTMENT ERASMUS COORDINATOR: Faculty/department-level Erasmus coordinators have been appointed (these can be administrative or academic staff).		•			
7	HOUSING: University provide adequate housing options for incoming students (either university housing or by providing other options for finding accommodation).	•		UNIPU has its own accommodation and also has arrangements for organising private accommodation. Due to increase in international relations activities, UNPU has also planned to build student dormitory.		
8	INTERDEPARTMENTAL COOPERATION: University has adequate interdepartmental cooperation for incoming students (with admissions office, housing office, student centre, etc.).	•				
9	COOPERATION WITH STUDENT ORGANISATIONS: University has established mechanisms for cooperating with student councils and student organisations (who can provide valuable support services for incoming students).	•				

10	DATA MANAGEMENT: University has a data management system in place for tracking mobility at the university (Excel as minimum standard, MoveOn as more advanced option).	•				
PRIORITY 1: - PRIORITY 2: - PRIORITY 3: -						

C ACADEMIC CAPACITY						
	RECOMMENDED CAPACITY	YES	NO	MEASURES ALREADY TAKEN AND/OR MEASURES TO BE TAKEN	RESPONSIBLE BODY	APPROX. DEADLINE
1	ECTS: University has implemented the European Credit Transfer System (ECTS) for its academic programmes.	•				
2	FOREIGN LANGUAGE PROGRAMMES: University currently offers degree programmes or academic courses in a foreign-language.	•		Foreign language programmes are already being taught in English, Italian and German.		
3	INTERNATIONALISATION SUPPORTED BY ACADEMIC STAFF: University's academic staff is actively involved in internationalisation activities (e.g. work is internationally recognised; established links with foreign universities, networks, professional organisations, etc.).	•				
4	RECOGNITION: Academic staff at university is familiar with recognition procedures of study periods abroad (both for outgoing and incoming students).	•		There is a system to recognise study periods abroad, but these procedures will need to be improved. <u>To do:</u> Additional trainings and seminars on recognition are needed.		
5	QUALITY ASSURANCE: University has a quality assurance system in place in order to ensure that the quality of programmes corresponds to those at other EU universities.	•				
6	FOREIGN LANGUAGE TRAINING OF STAFF: University organises foreign language assessment and training of professors who are or will be involved in teaching in foreign language.	•		Professors have the opportunity to receive language training at the university. Professors also participate in exchange programmes, which enhances their knowledge of foreign languages.		
7	INTERNATIONAL STAFF: University has plans to employ (temporary, part-time, full-time) foreign teachers.	•		UNIPU currently has foreign visiting professors.		
PRIORITY 1: RECOGNITION PRIORITY 2: - PRIORITY 3: -						

D FINANCIAL CAPACITY						
	RECOMMENDED CAPACITY	YES	NO	MEASURES ALREADY TAKEN AND/OR MEASURES TO BE TAKEN	RESPONSIBLE BODY	APPROX. DEADLINE
1	BUDGET FOR ERASMUS OFFICE: University has allocated budget for the Erasmus Office (budget for employees; office and equipment; overhead costs)		•			
2	BUDGET TO INCREASE ERASMUS SCHOLARSHIPS: University has allocated funds in its budget to provide additional financial support to outgoing Erasmus students (to secure access to programme for candidates from a lower socio-economic background).		•			
PRIORITY 1: - PRIORITY 2: -						

Overall self-assessment of current capacity of university for participating in Erasmus

The Juraj Dobrila University of Pula's has chosen not to make an overall estimate of its current readiness to enter Erasmus (as a percentage, from 0-100%).



9.4.

University of Rijeka

PROF. ZDRAVKO LENAC, PH.D.

Vice-Rector for Research and International Relations

Reasons for wishing to participate in Erasmus

1. Expected benefits for university by participating in Erasmus	<ul style="list-style-type: none"> ▪ Better quality of study programmes; quality assurance ▪ Harmonisation with EU universities and achieving their standards
2. Top three priority Erasmus actions for university	<ol style="list-style-type: none"> 1. Student mobility 2. Academic staff mobility 3. Administrative staff mobility
3. Extent to which Erasmus fits in with the current priorities of university	<ul style="list-style-type: none"> ▪ The Strategic Plan of our University includes the goal of becoming a dynamic university actively involved in the European Research Area and the European Higher Education Area and which systematically enhances the mobility of researchers and students ▪ Within this framework, mobility is a high priority

Prospects for participation in Erasmus

1. Expected year of entry into Erasmus	2009
2. Countries to be involved in Erasmus mobility to/from university	<p>Outgoing mobility:</p> <ol style="list-style-type: none"> 1. Italy 2. Spain 3. Germany <p>Incoming mobility:</p> <ol style="list-style-type: none"> 1. Poland 2. Germany 3. Slovakia
3. Foreign language(s) of academic programmes/ courses be offered for incoming students	<ol style="list-style-type: none"> 1. English 2. German 3. Italian
4. Strongest faculties or departments of university for incoming and outgoing Erasmus mobility	<p>Outgoing mobility:</p> <ol style="list-style-type: none"> 1. Faculty of Philosophy 2. Faculty of Medicine 3. Faculty of Economy <p>Incoming mobility:</p> <ol style="list-style-type: none"> 1. Faculty of Economy 2. Faculty of Philosophy 3. Faculty of Tourism and Hotel Management

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5. Strongest academic fields or subject areas/academic programmes for incoming and outgoing Erasmus mobility	<p>Outgoing mobility:</p> <ol style="list-style-type: none"> 1. Foreign languages 2. Economy 3. Medicine <p>Incoming mobility:</p> <ol style="list-style-type: none"> 1. Croatian language 2. Economy 3. Tourism
6. Estimate of incoming and outgoing mobility figures for university	<p>Outgoing students: 10 Outgoing staff: 10</p> <p>Incoming students: 4 Incoming staff: 5</p>

Self-assessment of current capacity for participating in Erasmus and action plan for entry into Erasmus

A INSTITUTIONAL CAPACITY						
	RECOMMENDED CAPACITY	YES	NO	MEASURES ALREADY TAKEN AND/OR MEASURES TO BE TAKEN	RESPONSIBLE BODY	APPROX. DEADLINE
1	SUPPORT OF MANAGEMENT: University management (Rector, Vice-Rectors) supports the entry of institution into Erasmus.	●		The Rector has appointed two persons (Irena Vodopija-Krstanović, Ph.D. and Božana Knežević Ph.D.) to co-ordinate mobility actions and work closely with the central University International Relations Department.		
2	STRATEGIC CAPACITY: Mobility and international relations are included as priorities in strategic documents of university.	●		Mobility and international relations included in the University's Strategic plan 2007-2013.		
3	ERASMUS POLICY STATEMENT: University has drafted or begun drafting the Erasmus Policy Statement (basis for receiving the Erasmus University Charter).	●		The International Relations Department (hereafter IRD) has made a draft of it. <u>To do:</u> Finalise Erasmus Policy Statement.	IRD	09/2008
4	ORGANISATIONAL CAPACITY: University has organisational structures for the management of mobility and international relations (Vice-Rector for international relations; International Relations Office etc.).	●		UNIRI has a Vice-Rector for International Relations and the IRD, which comprises the Office for Bilateral and Multilateral Cooperation and the Office for Mobility (Erasmus).		
5	BILATERAL AGREEMENTS: University has established institutional cooperation with European universities in the form of bilateral agreements.	●		UNIRI currently has 28 bilateral agreements. <u>To do:</u> The IRD has to rewrite the agreements and use the existing ones as the basis for Erasmus agreements. The IRD has to increase the number of active agreements.	IRD	09/2008
6	INTERNATIONAL RELATIONS RECORD: University has institutional cooperation with European universities through:	●				
	<i>Exchange programmes</i>	●		CEEPUS, Fulbright programmes, English Language Fellow.		
	<i>Joint degree programmes</i>	●		Medical Faculty, Faculty of Law, Faculty of Economy and Faculty of Philosophy in cooperation with Università degli Studi di Trieste and Cleveland State University, USA have developed a postgraduate study programme named Health Management.		
	<i>Membership in educational networks or professional organisations (EAIE, EUA)</i>	●		Membership in European University Association (EUA) and CEI - University Network.		
	<i>Other</i>	●		<ul style="list-style-type: none"> ▪ Alps Adria Rectors' Conference ▪ Uni Adria Network ▪ Danube Rectors' Conference 		

7	WORKING WITH FACULTIES/ DEPARTMENTS: University has plans on how to organise administration of Erasmus between central administration and faculties/ departments (For signing bilateral agreements etc.).		<ul style="list-style-type: none"> • Coordinators for international relations, who will be dealing with Erasmus as well, have been appointed at all faculties. Each faculty has its own ECTS coordinator. The IRD will be the central Erasmus office. 	IRD	09/2008
8	INFORMATION MATERIALS: University has information materials for incoming students (web sites and printed materials).	<ul style="list-style-type: none"> • 	<p><u>To do:</u> UNIRI has a web site which is partly in English. The whole site should be translated.</p> <p><u>To do:</u> A brochure about the University is being published in Croatian and English. UNIRI should publish detailed descriptions of study programmes in both languages.</p>	IRD, Centre for Studies	
PRIORITY 1: Erasmus Policy Statement PRIORITY 2: Working with faculties/departments PRIORITY 3: Bilateral Agreements					

B ADMINISTRATIVE CAPACITY						
	RECOMMENDED CAPACITY	YES	NO	MEASURES ALREADY TAKEN AND/OR MEASURES TO BE TAKEN	RESPONSIBLE BODY	APPROX. DEADLINE
1	UNIVERSITY ERASMUS COORDINATOR: University has appointed an Institutional Erasmus Coordinator (contact person for the National Agency at university level).	<ul style="list-style-type: none"> • 		Maša Šašinka (International Relations Officer) has been appointed an Institutional Erasmus Coordinator, but Ana Tomaško (International Relations Officer) is the acting coordinator while Maša Šašinka is on maternity leave.	IRD	
2	QUALIFIED STAFF: The planned Erasmus Office has qualified staff for administering the programme (language skills; previous training; financial-management; etc.).	<ul style="list-style-type: none"> • 		<p>IRD staff members have participated in numerous Tempus projects through the years, some of them being: Development of University International Offices in Croatia, Moving Ahead With the Bologna Process in Croatia and Furtherance of Bologna Promotion in Croatia and MOBIL - Enhancing Mobility of the Croatian Academic Community.</p> <p>Ana Tomaško recently participated in the Erasmus seminar in Zagreb, the MOBIL seminar in Rijeka and attended a study visit to the University of Orleans.</p> <p><u>To do:</u> All the staff who will be involved in administering Erasmus should have additional training.</p>	IRD, Agency for Mobility and EU Programmes	
3	NUMBER OF STAFF: The planned Erasmus Office has sufficient available staff to administer Erasmus. (Usually a minimum of 2 full-time staff).		<ul style="list-style-type: none"> • 	Employing more staff will be considered if necessary.	Rector	
4	WORKLOAD DISTRIBUTION: Staff in charge of Erasmus will be dealing with Erasmus mobility only, not with other types of international cooperation.		<ul style="list-style-type: none"> • 	Redistributing workload of current staff will not be necessary at the beginning; the option will be considered when the mobility numbers increase.	Rector, Secretary General, MSES	
5	OFFICE AND EQUIPMENT: University has available office space and equipment (IT resources, etc.) for the Erasmus Office.	<ul style="list-style-type: none"> • 				
6	FACULTY/DEPARTMENT ERASMUS COORDINATOR: Faculty/department-level Erasmus coordinators have been appointed (these can be administrative or academic staff).	<ul style="list-style-type: none"> • 		Each faculty has an international relations coordinator and an ECTS coordinator (who can act as Erasmus coordinators)		
7	HOUSING: University provide adequate housing options for incoming students (either university housing or by providing other options for finding accommodation).		<ul style="list-style-type: none"> • 	<p>The accommodation capacity of the student dormitory is not big enough.</p> <p><u>To do:</u> IRD should ask student organisations for assistance on this matter, by helping to sign agreements with landlords offering private (tourist) accommodation.</p>	Rector, Vice-Rector, IRD	End 2008

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				<u>To do:</u> The new campus is currently being built - UNIRI should secure a certain number of rooms for foreign students and teachers.		
8	INTERDEPARTMENTAL COOPERATION: University has adequate interdepartmental cooperation for incoming students (with admissions office, housing office, student centre, etc.).		•	Measures will be taken when necessary.		
9	COOPERATION WITH STUDENT ORGANISATIONS: University has established mechanisms for cooperating with student councils and student organisations (who can provide valuable support services for incoming students).		•	<u>To do:</u> Establish cooperation with the Student Council and student organisations (see point 7).	IRD	End 2008
10	DATA MANAGEMENT: University has a data management system in place for tracking mobility at the university (Excel as minimum standard, MoveOn as more advanced option).		•	Excel will be used at the beginning; UNIRI is planning to acquire MoveOn software at a later stage.		
PRIORITY 1: Number of staff PRIORITY 2: Interdepartmental cooperation PRIORITY 3: Housing						

C ACADEMIC CAPACITY						
	RECOMMENDED CAPACITY	YES	NO	MEASURES ALREADY TAKEN AND/OR MEASURES TO BE TAKEN	RESPONSIBLE BODY	APPROX. DEADLINE
1	ECTS: University has implemented the European Credit Transfer System (ECTS) for its academic programmes.	•		<u>To do:</u> UNIRI will publish a detailed ECTS guide in English.	IRD, Centre for Studies	
2	FOREIGN LANGUAGE PROGRAMMES: University currently offers degree programmes or academic courses in a foreign-language.		•	<u>To do:</u> Introduce at least one programme in English and at least one course in English at each faculty.	Vice Deans for Education	11/2008
3	INTERNATIONALISATION SUPPORTED BY ACADEMIC STAFF: University's academic staff is actively involved in internationalisation activities (e.g. work is internationally recognised; established links with foreign universities, networks, professional organisations, etc.).	•		UNIRI actively participates in Tempus, Framework and Jean Monnet programmes and has experience in CEEPUS and Fulbright scholarships programmes. Many professors visit foreign universities to lecture.		
4	RECOGNITION: Academic staff at university is familiar with recognition procedures of study periods abroad (both for outgoing and incoming students).		•	<u>To do:</u> The academic staff at the University should be provided with information on recognition procedures.	Rector, Vice-Rector, IRD	
5	QUALITY ASSURANCE: University has a quality assurance system in place in order to ensure that the quality of programmes corresponds to those at other EU universities.	•		UNIRI has a Centre for Quality Improvement.		
6	FOREIGN LANGUAGE TRAINING OF STAFF: University organises foreign language assessment and training of professors who are or will be involved in teaching in foreign language.		•	<u>To do:</u> The English Studies at the Faculty of Philosophy could organise such assessments.	Rector, Dean	
7	INTERNATIONAL STAFF: University has plans to employ (temporary, part-time, full-time) foreign teachers.		•	UNIRI has several foreign teachers working on a temporary basis.		
PRIORITY 1: Foreign language programmes PRIORITY 2: Recognition PRIORITY 3: Foreign language training of staff						

D FINANCIAL CAPACITY						
	RECOMMENDED CAPACITY	YES	NO	MEASURES ALREADY TAKEN AND/OR MEASURES TO BE TAKEN	RESPONSIBLE BODY	APPROX. DEADLINE
1	BUDGET FOR ERASMUS OFFICE: University has allocated budget for the Erasmus Office (budget for employees; office and equipment; overhead costs)		•	<u>To do:</u> UNIRI does not have a specific budget allocated at the moment, but could allocate a part of the lump sum for Erasmus.	Vice-Rector for Finances	
2	BUDGET TO INCREASE ERASMUS SCHOLARSHIPS: University has allocated funds in its budget to provide additional financial support to outgoing Erasmus students (to secure access to programme for candidates from a lower socio-economic background).		•	<u>To do:</u> A part of the lump sum could be allocated for these purposes.	Rector, Vice-Rector for Finances	
PRIORITY 1: Allocated budget to increase Erasmus scholarships PRIORITY 2: Allocated Budget for Erasmus Office						

Overall self-assessment of current capacity of university for participating in Erasmus

Based on the current institutional, administrative, academic and financial capacities as described above, the overall self-assessment of the University of Rijeka's readiness to enter Erasmus (as a percentage, from 0-100%) is: **60%**

9.5.

University of Split

PROF. ROKO ANDRIČEVIĆ PH.D.

Vice-Rector for Science and International Relations

Reasons for wishing to participate in Erasmus

1. Expected benefits for university by participating in Erasmus	<ul style="list-style-type: none">▪ Quality improvement▪ Internationalisation▪ Higher level of tuition
2. Top three priority Erasmus actions for university	<ol style="list-style-type: none">1. Student mobility2. Academic staff mobility3. Multilateral projects
3. Extent to which the Erasmus fits in with the current priorities of university	Erasmus runs in parallel with the current priorities of the University of Split, e.g. activities of the ECTS committee, Quality Assurance, efforts to improve student/academic staff mobility, etc.

Prospects for participation in Erasmus

1. Expected year of entry into Erasmus	2009
2. Countries to be involved in Erasmus mobility to/from university	Outgoing mobility: <ol style="list-style-type: none">1. Italy2. UK3. Austria Incoming mobility: <ol style="list-style-type: none">1. Czech Republic2. Austria3. Slovakia
3. Foreign language(s) of academic programmes/ courses be offered for incoming students	English
4. Strongest faculties or departments of university for incoming and outgoing Erasmus mobility	Outgoing mobility: <ol style="list-style-type: none">1. Faculty of Philosophy/Foreign language departments2. Economics3. Technical Sciences Incoming mobility: <ol style="list-style-type: none">1. Medicine2. Faculty of Philosophy (Slavic Studies)3. Economics

5. Strongest academic fields or subject areas/academic programmes for incoming and outgoing Erasmus mobility	<p>Outgoing mobility:</p> <ol style="list-style-type: none"> 1. Philology (Humanities) 2. Social Sciences 3. Civil and Electrical Engineering <p>Incoming mobility:</p> <ol style="list-style-type: none"> 1. Social Sciences 2. Slavic Studies (Croatian language) 3. Humanities 4. Coastal Zone Management
6. Estimate of incoming and outgoing mobility figures for university	<p>Outgoing students: 50 Outgoing staff: 10</p> <p>Incoming students: 30 Incoming staff: 20</p>

Self-assessment of current capacity for participating in Erasmus and action plan for entry into Erasmus

A INSTITUTIONAL CAPACITY						
	RECOMMENDED CAPACITY	YES	NO	MEASURES ALREADY TAKEN AND/OR MEASURES TO BE TAKEN	RESPONSIBLE BODY	APPROX. DEADLINE
1	SUPPORT OF MANAGEMENT: University management (Rector, Vice-Rectors) supports the entry of institution into Erasmus.	●		Entire management (Rector, Vice-Rectors) supports entry into Erasmus.		
2	STRATEGIC CAPACITY: Mobility and international relations are included as priorities in strategic documents of university.	●		Senate decision in May 2007 placed mobility and international relations as high priorities.	Rector	
3	ERASMUS POLICY STATEMENT: University has drafted or begun drafting the Erasmus Policy Statement (basis for receiving the Erasmus University Charter).		●	The University of Split (hereafter UNIST) has planned to draft Erasmus Policy Statement by or during 2009. <u>To do:</u> Draft Erasmus Policy Statement.	Rector	2009
4	ORGANISATIONAL CAPACITY: University has organisational structures for the management of mobility and international relations (Vice-Rector for international relations; International Relations Office etc.).	●		UNIST has a Vice-Rector in charge of international relations and an IRO with two employees, as well as an active ECTS committee.		
5	BILATERAL AGREEMENTS: University has established institutional cooperation with European universities in the form of bilateral agreements.	●		UNIST has 41 bilateral agreements with European and non-European universities. <u>To do:</u> Select the most active partnerships and approach them for Erasmus cooperation		
6	INTERNATIONAL RELATIONS RECORD: University has institutional cooperation with European universities through:	●				
	<i>Exchange programmes</i>		●			
	<i>Joint degree programmes</i>		●			
	<i>Membership in educational networks or professional organizations (EAI/E, EUA)</i>	●				
	<i>Other</i>	●		Bilateral agreements		

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7	WORKING WITH FACULTIES/ DEPARTMENTS: University has plans on how to organise administration of Erasmus between central administration and faculties/departments (For signing bilateral agreements etc.).		•	UNIST has, however, begun this process by requesting each faculty to appoint an ECTS coordinator.		
8	INFORMATION MATERIALS: University has information materials for incoming students (web sites and printed materials).		•	<u>To do:</u> 1. Update web site in English. 2. Finish informational brochure (currently being created). 3. Create an Info-Pack for incoming students.		2009
PRIORITY 1: Strategic capacity (Action Plan for Erasmus) PRIORITY 2: Working with faculties (appointing contact persons at each faculty for communication with IRO) PRIORITY 3: Working with faculties (internal assessment of international cooperation)						

B ADMINISTRATIVE CAPACITY						
	RECOMMENDED CAPACITY	YES	NO	MEASURES ALREADY TAKEN AND/OR MEASURES TO BE TAKEN	RESPONSIBLE BODY	APPROX. DEADLINE
1	UNIVERSITY ERASMUS COORDINATOR: University has appointed an Institutional Erasmus Coordinator (contact person for the National Agency at university level).	•		The Institutional Erasmus Coordinator has not yet been officially nominated, but it is in the process.		
2	QUALIFIED STAFF: The planned Erasmus Office has qualified staff for administering the programme (language skills; previous training; financial-management; etc.).	•		The IRO currently has one experienced staff member and one new staff member in the process of training. Two more persons are planned to be appointed.		
3	NUMBER OF STAFF: The planned Erasmus Office has sufficient available staff to administer Erasmus. (Usually a minimum of 2 full-time staff).		•	For the time being we have 2 persons in total. We will require more staff.		
4	WORKLOAD DISTRIBUTION: Staff in charge of Erasmus will be dealing with Erasmus mobility only, not with other types of international cooperation.	•		There will be separate offices for International Relations and Erasmus.		
5	OFFICE AND EQUIPMENT: University has available office space and equipment (IT resources, etc.) for the Erasmus Office.		•	Not at the time being, but reorganisation is planned - the new campus is currently being built. <u>To do:</u> Ensure office space and equipment for Erasmus office.		
6	FACULTY/DEPARTMENT ERASMUS COORDINATOR: Faculty/department-level Erasmus coordinators have been appointed (these can be administrative or academic staff).		•	No, but ECTS coordinators could also act as Erasmus coordinators.		
7	HOUSING: University provide adequate housing options for incoming students (either university housing or by providing other options for finding accommodation).	•	•	For academic staff there is some capacity - for students not enough at the time being. <u>To do:</u> Address problem of lack of accommodation space for incoming students.		
8	INTERDEPARTMENTAL COOPERATION: University has adequate interdepartmental cooperation for incoming students (with admissions office, housing office, student centre, etc.).		•	<u>To do:</u> Develop interdepartmental cooperation during 2009.		2009

9	COOPERATION WITH STUDENT ORGANISATIONS: University has established mechanisms for cooperating with student councils and student organisations (who can provide valuable support services for incoming students).	•		Student organisations are included in working groups (ECTS board).		
10	DATA MANAGEMENT: University has a data management system in place for tracking mobility at the university (Excel as minimum standard, MoveOn as more advanced option).	•		UNIST is currently using Excel to track mobility.		
PRIORITY 1: Qualified staff (training staff members on Erasmus) PRIORITY 2: Data management PRIORITY 3: Cooperation with student organisations (initiate cooperation)						

C ACADEMIC CAPACITY						
	RECOMMENDED CAPACITY	YES	NO	MEASURES ALREADY TAKEN AND/OR MEASURES TO BE TAKEN	RESPONSIBLE BODY	APPROX. DEADLINE
1	ECTS: University has implemented the European Credit Transfer System (ECTS) for its academic programmes.	•		UNIST has adopted the Learning Agreement, Transcript of Records, and has an Application Form in English.		
2	FOREIGN LANGUAGE PROGRAMMES: University currently offers degree programmes or academic courses in a foreign-language.	•		We have proposed courses in English. UNIST also conducts internal assessments of staff capacity and motivates them to have foreign language programmes.		
3	INTERNATIONALISATION SUPPORTED BY ACADEMIC STAFF: University's academic staff is actively involved in internationalisation activities (e.g. work is internationally recognised; established links with foreign universities, networks, professional organisations, etc.).	•		Internationalisation is most prominent at the following faculties: Faculty of Medicine; Faculty of Electrical Engineering, Mechanical Engineering and Naval Architecture; Faculty of Natural Sciences; Faculty of Civil; and Architectural Engineering..		
4	RECOGNITION: Academic staff at university is familiar with recognition procedures of study periods abroad (both for outgoing and incoming students).	•		Staff is familiar with recognition procedures, but recognition is still far from implementation.		
5	QUALITY ASSURANCE: University has a quality assurance system in place in order to ensure that the quality of programmes corresponds to those at other EU universities.	•		UNIST has a quality assurance system in place, including student questionnaires on teaching quality.		
6	FOREIGN LANGUAGE TRAINING OF STAFF: University organises foreign language assessment and training of professors who are or will be involved in teaching in foreign language.		•	Foreign language training of staff planned to be conducted in the future through the Erasmus office.		
7	INTERNATIONAL STAFF: University has plans to employ (temporary, part-time, full-time) foreign teachers.	•				
PRIORITY 1: Foreign language training of staff PRIORITY 2: Foreign language programmes (develop programmes in English) PRIORITY 3: International staff						

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D FINANCIAL CAPACITY						
	RECOMMENDED CAPACITY	YES	NO	MEASURES ALREADY TAKEN AND/OR MEASURES TO BE TAKEN	RESPONSIBLE BODY	APPROX. DEADLINE
1	BUDGET FOR ERASMUS OFFICE: University has allocated budget for the Erasmus Office (budget for employees; office and equipment; overhead costs)		•	<u>To do:</u> Start budgeting for Erasmus from academic year 2008/2009		2008/2009
2	BUDGET TO INCREASE ERASMUS SCHOLARSHIPS: University has allocated funds in its budget to provide additional financial support to outgoing Erasmus students (to secure access to programme for candidates from a lower socio-economic background).	•		Scholarships are to be awarded to students through the Science Committee of the University.		
PRIORITY 1: Budget for Erasmus office PRIORITY 2: Budget to increase Erasmus scholarships						

Overall self-assessment of current capacity of university for participating in Erasmus

Based on the current institutional, administrative, academic and financial capacities as described above, the overall self-assessment of the University of Split's readiness to enter Erasmus (as a percentage, from 0-100%) is: **50%**

9.6.

University of Zadar

PROF. SREĆKO JELUŠIĆ, PH.D.

Vice-Rector for Inter-Institutional and International Cooperation, Library and Publishing

Reasons for wishing to participate in Erasmus

1. Expected benefits for university by participating in Erasmus	<ul style="list-style-type: none"> ▪ Better visibility of University ▪ Higher quality of academic programmes ▪ The establishment of joint degree programmes ▪ Better networking of academic and administrative staff at the EU level ▪ Raise academic mobility in general
2. Top three priority Erasmus actions for university	<ol style="list-style-type: none"> 1. Student mobility 2. Academic staff mobility 3. Intensive Language Courses (EILC)
3. Extent to which Erasmus fits in with the current priorities of university	<p>International Relations are one of the priorities in the long-term development document of the University of Zadar, but the Erasmus programme is not yet specifically mentioned.</p> <p>However, the international strategy of the University of Zadar is currently being drafted, and the Erasmus programme is becoming one of the top priorities of the University.</p>

Prospects for participation in Erasmus

1. Expected year of entry into Erasmus	2009
2. Countries to be involved in Erasmus mobility to/from university	<p>Outgoing mobility:</p> <ol style="list-style-type: none"> 1. Austria 2. Slovenia 3. Italy <p>Incoming mobility:</p> <ol style="list-style-type: none"> 1. Austria 2. Czech Republic 3. Slovenia 4. Western Balkans
3. Foreign language(s) of academic programmes/ courses be offered for incoming students	English

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4. Strongest faculties or departments of university for incoming and outgoing Erasmus mobility	<p>Outgoing mobility:</p> <ol style="list-style-type: none"> Departments of Foreign Language Studies <p>Incoming mobility:</p> <ol style="list-style-type: none"> Department of Croatian and Slavic Studies Department of Archaeology Department of Geography Department of Librarianship
5. Strongest academic fields or subject areas/academic programmes for incoming and outgoing Erasmus mobility	<p>Outgoing mobility:</p> <ol style="list-style-type: none"> Foreign languages <p>Incoming mobility:</p> <ol style="list-style-type: none"> Croatian and Slavic Studies Archaeology Geography Library Sciences
6. Estimate of incoming and outgoing mobility figures for university	<p>Incoming students: 15-20* (now 11) Incoming staff: N/A</p> <p>Outgoing students: 10-15* (now 5) Outgoing staff: N/A</p> <p><i>* In first year of participation in Erasmus</i></p>

Self-assessment of current capacity for participating in Erasmus and action plan for entry into Erasmus

A INSTITUTIONAL CAPACITY						
	RECOMMENDED CAPACITY	YES	NO	MEASURES ALREADY TAKEN AND/OR MEASURES TO BE TAKEN	RESPONSIBLE BODY	APPROX. DEADLINE
1	SUPPORT OF MANAGEMENT: University management (Rector, Vice-Rectors) supports the entry of institution into Erasmus.	●				
2	STRATEGIC CAPACITY: Mobility and international relations are included as priorities in strategic documents of university.	●		<u>To do:</u> Produce strategic documents of the University in order to draft the Erasmus policy statement.	International Relations Office, Vice-Rector for International Relations	6/2008
3	ERASMUS POLICY STATEMENT: University has drafted or begun drafting the Erasmus Policy Statement (basis for receiving the Erasmus University Charter).		●	(See above, item 2)	International Relations Office, Vice-Rector for International Relations	6/2008
4	ORGANISATIONAL CAPACITY: University has organisational structures for the management of mobility and international relations (Vice-Rector for international relations; International Relations Office etc.).	●		There is an International Relations Office at the University of Zadar (established in December 2002), as well as a Vice-Rector for International Relations.		
5	BILATERAL AGREEMENTS: University has established institutional cooperation with European universities in the form of bilateral agreements.	●				
6	INTERNATIONAL RELATIONS RECORD: University has institutional cooperation with European universities through:	●				
	<i>Exchange programmes</i>	●				

	<i>Joint degree programmes</i>		•			
	<i>Membership in educational networks or professional organizations (EAIE, EUA)</i>	•				
	<i>Other</i>					
7	WORKING WITH FACULTIES/ DEPARTMENTS: University has plans on how to organise administration of Erasmus between central administration and faculties/ departments (For signing bilateral agreements etc.).		•	<u>To do:</u> Coordination of activities will be needed, first and foremost with heads of departments	International Relations Office, Vice-Rector for International Relations	10/2008
8	INFORMATION MATERIALS: University has information materials for incoming students (web sites and printed materials).	•		University of Zadar (hereafter UNIZD) has an International Students Guide (in English), available both as a hard copy and on the University web site. Additionally, UNIZD has made the following documents available on its web site (in both Croatian and English): <ul style="list-style-type: none"> ▪ Transcript of records ▪ Application Form ▪ Learning Agreement ▪ Diploma Supplement 		
PRIORITY 1: Strategic capacity (strategic documents) PRIORITY 2: Erasmus policy statement PRIORITY 3: Organisational capacity (nomination of Erasmus coordinators on departmental level and definition of the work tasks that should be done by them)						

B ADMINISTRATIVE CAPACITY						
	RECOMMENDED CAPACITY	YES	NO	MEASURES ALREADY TAKEN AND/OR MEASURES TO BE TAKEN	RESPONSIBLE BODY	APPROX. DEADLINE
1	UNIVERSITY ERASMUS COORDINATOR: University has appointed an Institutional Erasmus Coordinator (contact person for the National Agency at university level).	•				
2	QUALIFIED STAFF: The planned Erasmus Office has qualified staff for administering the programme (language skills; previous training; financial-management; etc.).	•		<u>To do:</u> Additional training needed for staff appointed to work on Erasmus.	International Relations Office	2008
3	NUMBER OF STAFF: The planned Erasmus Office has sufficient available staff to administer Erasmus. (Usually a minimum of 2 full-time staff).		•	<u>To do:</u> A request should be sent to the Ministry of Science, Education and Sports for financing the necessary staff.	Rector	2008
4	WORKLOAD DISTRIBUTION: Staff in charge of Erasmus will be dealing with Erasmus mobility only, not with other types of international cooperation.		•	Same as above (item 3).		
5	OFFICE AND EQUIPMENT: University has available office space and equipment (IT resources, etc.) for the Erasmus Office.	•				
6	FACULTY/DEPARTMENT ERASMUS COORDINATOR: Faculty/department-level Erasmus coordinators have been appointed (these can be administrative or academic staff).		•	<u>To do:</u> Redistribute responsibilities of departmental administration staff in order to appoint department-level Erasmus coordinators.	Rector	2008

UNIVERSITY OF ZADAR

7	HOUSING: University provide adequate housing options for incoming students (either university housing or by providing other options for finding accommodation).		●	<u>To do:</u> Outsource activities related to finding student accommodation.	Vice-Rector for International Relations	2008/2009
8	INTERDEPARTMENTAL COOPERATION: University has adequate interdepartmental cooperation for incoming students (with admissions office, housing office, student centre, etc.).		●	All incoming foreign students at UNIZD are registered at the Admissions Office, where separate records are kept for international students. Incoming students receive a university e-mail address and can have Internet access from their rooms in the student dormitory. They also have full access to the services of the University library.		
9	COOPERATION WITH STUDENT ORGANISATIONS: University has established mechanisms for cooperating with student councils and student organisations (who can provide valuable support services for incoming students).		●	<u>To do:</u> Establish mechanism for cooperating with student organisations.	Vice-Rector for International Relations	2008/2009
10	DATA MANAGEMENT: University has a data management system in place for tracking mobility at the university (Excel as minimum standard, MoveOn as more advanced option).		●	<u>To do:</u> Create a database for tracking mobility.	International Relations Office, Vice-Rector for International Relations	2008
PRIORITY 1: Number of staff PRIORITY 2: Department Erasmus coordinator PRIORITY 3: Housing for incoming students						

C ACADEMIC CAPACITY						
	RECOMMENDED CAPACITY	YES	NO	MEASURES ALREADY TAKEN AND/OR MEASURES TO BE TAKEN	RESPONSIBLE BODY	APPROX. DEADLINE
1	ECTS: University has implemented the European Credit Transfer System (ECTS) for its academic programmes.	●				
2	FOREIGN LANGUAGE PROGRAMMES: University currently offers degree programmes or academic courses in a foreign-language.	●		The courses of foreign languages are taught in those foreign languages.		
3	INTERNATIONALISATION SUPPORTED BY ACADEMIC STAFF: University's academic staff is actively involved in internationalisation activities (e.g. work is internationally recognised; established links with foreign universities, networks, professional organisations, etc.).	●				
4	RECOGNITION: Academic staff at university is familiar with recognition procedures of study periods abroad (both for outgoing and incoming students).		●	Academic staff is only partly familiar with these procedures. <u>To do:</u> Create informational brochure regarding recognition of study periods abroad; organise informational meetings.	International Relations Office, Vice-Rector for International Relations	2008/2009
5	QUALITY ASSURANCE: University has a quality assurance system in place in order to ensure that the quality of programmes corresponds to those at other EU universities.	●		UNIZD has a Quality Assurance Office. However, this part of the new study programmes is the most confusing and needs further clarification. <u>To do:</u> Provide additional information and expert advice at the university management level, as well as at other levels.	Vice-Rector for Teaching	2008/2009
6	FOREIGN LANGUAGE TRAINING OF STAFF: University organises foreign language assessment and training of professors who are or will be involved in teaching in foreign language.		●	<u>To do:</u> Develop a systematic approach to the issue of language training of staff.	Vice-Rector for Teaching	2008/2009

7	INTERNATIONAL STAFF: University has plans to employ (temporary, part-time, full-time) foreign teachers.	•				
PRIORITY 1: Foreign language programmes PRIORITY 2: Internationalisation supported by academic staff PRIORITY 3: Quality assurance						

D FINANCIAL CAPACITY						
	RECOMMENDED CAPACITY	YES	NO	MEASURES ALREADY TAKEN AND/OR MEASURES TO BE TAKEN	RESPONSIBLE BODY	APPROX. DEADLINE
1	BUDGET FOR ERASMUS OFFICE: University has allocated budget for the Erasmus Office (budget for employees; office and equipment; overhead costs)		•	<u>To do:</u> Include budget for Erasmus in the in the 2009 university budget.	Rector	2009
2	BUDGET TO INCREASE ERASMUS SCHOLARSHIPS: University has allocated funds in its budget to provide additional financial support to outgoing Erasmus students (to secure access to programme for candidates from a lower socio-economic background).		•	UNIZD provides scholarships as financial support for outgoing students. <u>To do:</u> Develop a more systematic approach for providing scholarships for outgoing Erasmus students.	Rector, Vice-Rectors	2009
PRIORITY 1: PRIORITY 2:						

Overall self-assessment of current capacity of university for participating in Erasmus

Based on the current institutional, administrative, academic and financial capacity as described above, the overall self-assessment of the University of Zadar's readiness to enter Erasmus (as a percentage, from 0-100%) is: **50%**

There is a large interest by students and professors for the development of the Erasmus programme and for mobility, but we should work on providing higher-quality information, increasing the number of staff and the learning of foreign languages. At our University, the hardest part will be achieving the even participation of all academic departments in these activities. The management of the University and the administrative staff in charge of these activities are aware of the needs and difficulties in implementing this programme, but are also determined to persevere in realising the possibilities offered through the Erasmus programme.

9.7.

University of Zagreb

PROF. IVAN ŠIMONVIĆ, PH.D.

Vice-Rector for International and Inter-Institutional Cooperation

Reasons for wishing to participate in Erasmus

1. Expected benefits for university by participating in Erasmus	To become an equal participant in the European Higher Education Area.
2. Top three priority Erasmus actions for university	1. Student mobility 2. Academic staff mobility 3. Multilateral projects
3. Extent to which the Erasmus fits in with the current priorities of university	Mobility and participation in the Lifelong Learning Programme is the priority for the University of Zagreb.

Prospects for participation in Erasmus

1. Expected year of entry into Erasmus	We have been expecting it since Croatia became an EU candidate country.
2. Countries to be involved in Erasmus mobility to/from university	Outgoing and incoming mobility: European Union member states.
3. Foreign language(s) of academic programmes/ courses be offered for incoming students	1. English 2. Croatian
4. Strongest faculties or departments of university for incoming and outgoing Erasmus mobility	Outgoing and incoming mobility: 1. Faculty of Philosophy 2. Faculty of Economics 3. Faculties in the field of technical sciences
5. Strongest academic fields or subject areas/academic programmes for incoming and outgoing Erasmus mobility	Outgoing and incoming mobility: 1. Humanities 2. Social sciences 3. Technical sciences
6. Estimate of incoming and outgoing mobility figures for university	Outgoing students: 400 Outgoing staff: 60 Incoming students: 200 Incoming staff: 40

Self-assessment of current capacity for participating in Erasmus and action plan for entry into Erasmus

A INSTITUTIONAL CAPACITY						
	RECOMMENDED CAPACITY	YES	NO	MEASURES ALREADY TAKEN AND/OR MEASURES TO BE TAKEN	RESPONSIBLE BODY	APPROX. DEADLINE
1	SUPPORT OF MANAGEMENT: University management (Rector, Vice-Rectors) supports the entry of institution into Erasmus.	•		The Senate of the University accepted both the "Declaration on Mobility" in May 2007 and the "Action Plan" in June 2007.		
2	STRATEGIC CAPACITY: Mobility and international relations are included as priorities in strategic documents of university.	•		See above.		
3	ERASMUS POLICY STATEMENT: University has drafted or begun drafting the Erasmus Policy Statement (basis for receiving the Erasmus University Charter).	•		The University of Zagreb (hereafter UNIZG) has already prepared a draft of the Erasmus Policy Statement.		
4	ORGANISATIONAL CAPACITY: University has organisational structures for the management of mobility and international relations (Vice-Rector for international relations; International Relations Office etc.).	•		<ul style="list-style-type: none"> ▪ Vice-Rector of International Relations ▪ Central Office for International Relations ▪ Vice-deans in charge of international relations at the faculty-level ▪ Offices for international relations at the faculty-level (administrative staff) 		
5	BILATERAL AGREEMENTS: University has established institutional cooperation with European universities in the form of bilateral agreements.	•		Around 60 agreements have been signed with universities from EU countries.		
6	INTERNATIONAL RELATIONS RECORD: University has institutional cooperation with European universities through:	•				
	<i>Exchange programmes</i>	•				
	<i>Joint degree programmes</i>	•				
	<i>Membership in educational networks or professional organizations (EAIE, EUA)</i>	•				
	<i>Other</i>	•		Mobility through student organisations, e.g. IAESTE.		
7	WORKING WITH FACULTIES/ DEPARTMENTS: University has plans on how to organise administration of Erasmus between central administration and faculties/departments (For signing bilateral agreements etc.).	•		ECTS coordinators have been nominated at every faculty.		
8	INFORMATION MATERIALS: University has information materials for incoming students (web sites and printed materials).	•		<ul style="list-style-type: none"> ▪ International Student Guide ▪ Web pages in Croatian and English ▪ An Information Package in English is currently being created 		
PRIORITY 1: - PRIORITY 2: - PRIORITY 3: -						

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B ADMINISTRATIVE CAPACITY						
	RECOMMENDED CAPACITY	YES	NO	MEASURES ALREADY TAKEN AND/OR MEASURES TO BE TAKEN	RESPONSIBLE BODY	APPROX. DEADLINE
1	UNIVERSITY ERASMUS COORDINATOR: University has appointed an Institutional Erasmus Coordinator (contact person for the National Agency at university level).	●				
2	QUALIFIED STAFF: The planned Erasmus Office has qualified staff for administering the programme (language skills; previous training; financial-management; etc.).	●		We expect the Agency for Mobility and EU Programmes to organise workshops, seminars and other events in order for administrative staff to be continually trained on managing Erasmus.		
3	NUMBER OF STAFF: The planned Erasmus Office has sufficient available staff to administer Erasmus. (Usually a minimum of 2 full-time staff).	●				
4	WORKLOAD DISTRIBUTION: Staff in charge of Erasmus will be dealing with Erasmus mobility only, not with other types of international cooperation.	●				
5	OFFICE AND EQUIPMENT: University has available office space and equipment (IT resources, etc.) for the Erasmus Office.	●		UNIZG currently does not have the MoveOn software for the financial management of the Erasmus programme.		
6	FACULTY/DEPARTMENT ERASMUS COORDINATOR: Faculty/department-level Erasmus coordinators have been appointed (these can be administrative or academic staff).	●				
7	HOUSING: University provide adequate housing options for incoming students (either university housing or by providing other options for finding accommodation).	●		Accommodation capacities do exist, however these are very limited. The housing issue is currently being negotiated with the University's Student Centre. We expect more involvement from Agency for Mobility and EU Programmes in addressing this question.		
8	INTERDEPARTMENTAL COOPERATION: University has adequate interdepartmental cooperation for incoming students (with admissions office, housing office, student centre, etc.).	●				
9	COOPERATION WITH STUDENT ORGANISATIONS: University has established mechanisms for cooperating with student councils and student organisations (who can provide valuable support services for incoming students).	●		Cooperation exists with some student organisations.		
10	DATA MANAGEMENT: University has a data management system in place for tracking mobility at the university (Excel as minimum standard, MoveOn as more advanced option).	●		We have some data management in place, but we expect to have input on this matter from the Agency for Mobility and EU Programmes.		
PRIORITY 1: - PRIORITY 2: - PRIORITY 3: -						

C ACADEMIC CAPACITY						
	RECOMMENDED CAPACITY	YES	NO	MEASURES ALREADY TAKEN AND/OR MEASURES TO BE TAKEN	RESPONSIBLE BODY	APPROX. DEADLINE
1	ECTS: University has implemented the European Credit Transfer System (ECTS) for its academic programmes.	●				
2	FOREIGN LANGUAGE PROGRAMMES: University currently offers degree programmes or academic courses in a foreign-language.	●		A full-degree programme taught in English exists at the Faculty of Medicine, and both the Faculty of Economics and the Academy of Fine Arts offer certain courses in English.		
3	INTERNATIONALISATION SUPPORTED BY ACADEMIC STAFF: University's academic staff is actively involved in internationalisation activities (e.g. work is internationally recognised; established links with foreign universities, networks, professional organisations, etc.).	●				
4	RECOGNITION: Academic staff at university is familiar with recognition procedures of study periods abroad (both for outgoing and incoming students).	●		At each faculty of UNIZG there are academic staff members that act as ECTS coordinators. The aim is to include as many university teaching staff as possible into the recognition process.		
5	QUALITY ASSURANCE: University has a quality assurance system in place in order to ensure that the quality of programmes corresponds to those at other EU universities.	●		<ul style="list-style-type: none"> ▪ University Committee for Quality Assurance ▪ Central University Office for Quality Assurance ▪ Committees for Quality Assurance at the faculty level 		
6	FOREIGN LANGUAGE TRAINING OF STAFF: University organises foreign language assessment and training of professors who are or will be involved in teaching in foreign language.		●			
7	INTERNATIONAL STAFF: University has plans to employ (temporary, part-time, full-time) foreign teachers.	●		International lecturers do operate at UNIZG, depending on the needs of specific study programmes. Lectures by visiting professors are also organised through academic staff exchange programmes.		
PRIORITY 1: - PRIORITY 2: - PRIORITY 3: -						

D FINANCIAL CAPACITY						
	RECOMMENDED CAPACITY	YES	NO	MEASURES ALREADY TAKEN AND/OR MEASURES TO BE TAKEN	RESPONSIBLE BODY	APPROX. DEADLINE
1	BUDGET FOR ERASMUS OFFICE: University has allocated budget for the Erasmus Office (budget for employees; office and equipment; overhead costs)	●				
2	BUDGET TO INCREASE ERASMUS SCHOLARSHIPS: University has allocated funds in its budget to provide additional financial support to outgoing Erasmus students (to secure access to programme for candidates from a lower socio-economic background).	●		At the meeting of the University's Committee for International Relations, held on 22 April 2008, it was concluded the amount of 300 Euro per outgoing student is insufficient and that UNIZG will try its best to ensure additional funds for financial aid.		
PRIORITY 1: - PRIORITY 2: -						



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Overall self-assessment of current capacity of university for participating in Erasmus

Based on the current institutional, administrative, academic and financial capacities as described above, the overall self-assessment of the University of Zagreb's readiness to enter Erasmus (as a percentage, from 0-100%) is: **70%**

Conclusions

THOMAS FARNELL

Programme Manager / Institute for the Development of Education, Croatia

Comparing the Croatian university action plans presented in this chapter, certain patterns emerge regarding the most significant obstacles facing universities for entry into Erasmus. In particular, conclusions can be drawn by comparing the top priorities most frequently set by universities for each category of capacity.

Institutional capacity

- **Strategic capacity:** Most Croatian universities identified the lack of strategic capacity (i.e. inclusion of internationalisation and mobility into strategic plans of the university) as a significant obstacle and as the highest priority issue to address. The most notable exceptions are the universities of Zagreb and Rijeka.
- **Working with faculties/departments:** Coordination of Erasmus activities between the central university management and faculties/departments is defined as a problem by the majority of Croatian universities, although especially in the larger, decentralised universities.

Administrative capacity

- **Number of staff:** Ensuring new staff to work on Erasmus is placed as a necessity and a top priority by many universities.
- **Housing:** Although not highlighted as a problem by all, housing still represents a major obstacle to incoming mobility (especially of students) for most universities.

Academic capacity

- **Foreign language programmes:** Although some universities already have (or are in the process of creating) academic courses or programmes taught in a foreign language, this issue is still included as a top priority by almost every university, which shows that much work remains to be done on this issue.
- **Recognition:** Familiarity of academic staff with recognition procedures also appears to be problematic at several universities and would need to be addressed to ensure successful participation in Erasmus.

Financial capacity

- This is the category in which most of the universities are in the same position. Namely, almost none of the universities have allocated funding from their budgets to planning for the Erasmus office, and few have any funding allocated for extra scholarships for outgoing mobility students. The notable exception is the University of Zagreb, which has already planned for the financing of Erasmus through its budget.

Such an overview of the action plans of each Croatian university leads to the conclusion that the universities' self-assessment of their current capacities for (and obstacles to) entering Erasmus confirm the findings of the external assessment made by the Institute for Social Research. However, the self-assessments and action plans also provide an additional element that was not present in the research report, which relate to university *expectations* of Erasmus (in terms of expected benefits

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and prospects for participation in the programme).

Expectations of entering Erasmus

- **Expected benefit:** Every university placed internationalisation as one of the main benefits of entering Erasmus, and most of them also mentioned the enhancement of quality as a long term benefit.
- **Priority Erasmus actions:** Student mobility is placed as the number one focus of participation in Erasmus, consistently followed by academic staff mobility. Multilateral projects are frequently mentioned as the third priority Erasmus action.
- **Priority of Erasmus:** All universities agree that Erasmus is currently a priority, as it is fully in line with the goal of implementing the Bologna Process at each university. Additionally, mobility has been placed as a specific priority at several universities.

Prospects for participation in Erasmus

- **Year of entry:** Most of the universities intend to enter Erasmus from the very beginning (academic year 2009/2010), whereas two universities are more cautious, opting for the academic year 2010/2011.
- **Countries:** In terms of both incoming and outgoing mobility, Germany and Austria are seen as key target countries, with Italy being a key target country for coastal universities. The Czech Republic, Slovakia, Slovenia are also prominent for both outgoing and incoming mobility, as is the UK for outgoing mobility.
- **Language of courses:** English is predominant as the intended language for academic courses taught in a foreign at Croatian universities, although German and Italian are also mentioned by some universities.
- **Academic fields:** Overall, students and academic staff in the social sciences, humanities and medicine are seen as the most likely to be involved in mobility, followed by technical sciences. Specifically, the subject areas of economy, medicine and language studies are mentioned most frequently.
- **Mobility figures:** The estimated mobility figures differ in proportion to the size of the universities and their current capacities. The predicted mobility of the University of Zagreb is therefore far higher than the other universities.

In terms of overall readiness and preparations already undertaken, the University of Zagreb obviously stands out as the leading institution, particularly due to the fact that the University had already drawn an action plan for enhancing mobility and entering Erasmus in 2007.

Consistently following the patterns shown in the mobility statistics presented in the Institute for Social Research's report in Chapter 8, the University of Rijeka follows Zagreb as the university having made most preparations for entering Erasmus (particularly in terms of including internationalisation and mobility in its strategic plan).

The action plans of the universities of Osijek, Pula, Split and Zadar also show that a significant proportion of the required capacities are in place, but that many obstacles need to be overcome in order to ensure successful participation in Erasmus.

In conclusion, the self-assessments and action plans of the Croatian universities lead to an overall optimistic conclusion for Croatia, despite the work and challenges that lie ahead. Guided by the leadership of the University of Zagreb, and keeping in mind the different (but significant) mobility possibilities open to smaller universities, the remaining six Croatian universities will hopefully be encouraged to fully implement the above action plans in order to successfully participate in Erasmus as soon as possible.



10.

Future outlook: Final recommendations for Croatia's entry into Erasmus

Recommendations from Sweden

JARI RUSANEN

Erasmus Desk Officer, Higher Education Unit / International Programme Office for Education and Training, Sweden

Croatian universities' readiness to enter Erasmus

Sweden entered Erasmus in 1992. The universities were eager to participate but were unsure whether foreign students would want to come to Sweden – a small, non-English speaking country in the north of Europe. At first, only a small number of students went abroad from Sweden and even fewer came to Sweden. However, this changed quickly: mobility figures began to increase each year; courses taught in English were launched at Swedish universities; and student accommodation and other services for incoming students were developed.

Nowadays, the Erasmus programme contains many more activities than in the 1990s, but there is no reason to doubt that Croatia will see a similar development as Sweden did during its first years in Erasmus. It will most likely take a few years to reach high numbers of participation in Erasmus at Croatian universities, since it takes a certain period of time to adjust and create suitable courses in English, train teachers in English language, develop efficient administrative procedures and address practical issues such as student housing – which are some of the essential features of successful participation in Erasmus. Some universities in Croatia have already started the process of adjustment and they will probably develop at a faster rate than other universities (who will, however, be

able to follow their example).

Keys to successfully preparing for Erasmus at Croatian universities

Based on the Swedish experience of participation in Erasmus, there are three areas which can be defined as being of key importance for successfully preparing to enter the programme:

- **Policy:** Ensuring support of leadership/management of university for mobility and internationalisation through its strategic documents, so that adequate support is provided by the university for Erasmus activities;
- **Training:** Ensuring that the administrative staff in charge of Erasmus is trained to guarantee the quality of administration and service to students, and ensuring that teachers are trained for lecturing in English;
- **Attractiveness:** Ensuring that promotion of the university takes place, in order to make the university an attractive study destination. This should take place through marketing activities that show what the university has to offer to Erasmus students directly (from student accommodation to courses in English) and that provide general information on the high-quality education and research activities of the university.

Key aspects to successfully participating in Erasmus in the long term

In the longer term, the Swedish experience has also shown that there are certain best-practices which can facilitate the successful participation of universities in Erasmus, from the administrative point of view:

- **Networks:** Emphasis needs to be put on the crucial importance of networks, especially at the national level with international offices from other universities and with the National Agency, as well as with within the university itself (with faculty-level international offices, with student services, degree recognition offices, etc). Another important field of networking is at the international level, especially through annual fairs such as the one organised by EAIE (European Association for International Education). For example, a Croatian booth (shared by the Croatian National Agency and Croatian universities) could be set up at the information market of the annual EAIE conference. There are also a number of different European university networks, as well as large Erasmus Thematic Networks (for specific academic fields) that could be joined.
- **Information on web pages:** In order to facilitate the process for incoming students (both for the application and pre-arrival stages), it is essential to have a well-developed web site where answers can be found to all questions about registration procedures, academic issues and other administrative/logistical issues relating to moving to and living in Croatia. Detailed information on courses that are offered in English needs to be available on-line as well.
- **On-line applications:** On-line student applications for Erasmus should be created by each university. On-line applications are of great help to reducing administration work. It is also possible to purchase complete ready-made electronic administration tools for Erasmus, e.g. MoveOn (Unisolutions).



Recommendations from Slovenia

HELENA DERŠEK ŠTUHEC

Student Advisor, Office of International Relations / University of Ljubljana, Slovenia

Readiness of Croatian universities to enter Erasmus

Based on the information gathered from Croatian colleagues during the seminars organised within the project “Enhancing Mobility of the Croatian Academic Community (MOBIL)”, my opinion as a member of the project Expert Team is that Croatian universities all appear to be more or less ready for entering Erasmus. Furthermore, some Croatian universities are a few steps ahead than Slovenian universities were when preparing to enter Erasmus in 1999 (and a few are much further ahead than we were at the time).

Even if universities are not completely ready, it should be kept in mind that the Erasmus programme brings the best out of universities. Based on our own experience at the University of Ljubljana, it has been demonstrated that Erasmus becomes a tool that can move the rigid structures of the University itself, slowly but with determination. In other words, entering Erasmus has a range of other positive multiplier effects for the university itself and can assist other reform processes taking place at the university.

Key points for a good start to Erasmus

Aside from the excellent practical advice and recommendations from the Swedish experience of working on Erasmus, I would like to conclude by emphasising once again the key points that every Croatian university should concentrate on when preparing for successful entry into the Erasmus programme:

- **Institutional level:** Strong support of the management of the institution is the key to a successful start.
- **Administrative level:** A strong International or Erasmus Office with qualified staff, capable of establishing a good system and strong cooperation liaisons with faculties, student organisations and other important actors (housing services, National Agency, foreign partners) is essential.
- **Academic level:** Programmes in English will attract foreign students from all Europe.
- **Financial level:** Additional financial support for students will enable mobility of larger number of outgoing students.

If Croatian universities succeed in ensuring the above capacities, as well as make the best of Croatia's surrounding natural beauties, success in Erasmus is more than guaranteed!

APPENDIXES

Appendix I: SWOT Analysis of Croatian Universities' Entry into Erasmus

During the project seminar held at the University of Rijeka on 20–21 February 2008 (whose main aim was to create an action plan for the entry of Croatian universities into Erasmus), representatives of all seven Croatian universities participated in a workshop to produce a SWOT analysis for the country's entry into Erasmus.

A SWOT analysis is a strategic planning tool used to evaluate the Strengths, Weaknesses, Opportunities, and Threats involved in a project. It involves specifying the objective of the project and identifying the internal and external factors that are favourable and unfavourable to achieving that objective.

The conclusions of the SWOT analysis are presented in the table below, followed by a narrative summary of the SWOT analysis. The strengths and weaknesses relate to factors within Croatian universities that would influence entry into Erasmus, and the opportunities and threats relate to factors outside Croatian universities that would influence entry.



APPENDIX I: SWOT ANALYSIS OF CROATIAN UNIVERSITIES' ENTRY INTO ERASMUS

Strengths	Weaknesses
<ul style="list-style-type: none"> ▪ Commitment to increasing mobility Both the Rector's Conference and the Ministry of Science, Education and Sports have agreed on the importance of increasing mobility. ▪ Experience from Tempus projects Universities have experience of working on EU projects and of dealing with international cooperation. ▪ Existing bilateral agreements Partner contacts at European universities already exist, which can speed up the process of organising Erasmus mobility. ▪ Some universities are strong in research and have strong academic programmes Some Croatian universities have something interesting to offer Erasmus partners and can be attractive study destinations. 	<ul style="list-style-type: none"> ▪ Accommodation problems There is not enough accommodation at Croatian universities to receive larger numbers of incoming students. ▪ Lack of qualified administrative staff and clear procedures Staff needs to be trained or new staff employed, and clear administrative procedures introduced, otherwise the programme will be difficult to manage. ▪ Few academic courses in English More academic courses in English are needed; otherwise it will be difficult to ensure new partners and to receive incoming students. ▪ Difficulties for non-integrated universities Universities with faculties as separate legal entities may have more difficulties in implementing Erasmus than smaller universities. ▪ Resistance to change There is currently no mobility culture among students and professors, and the higher education system tends to be resistant to change.
Opportunities	Threats
<ul style="list-style-type: none"> ▪ Attractive location and climate Croatia is an attractive country to live in, which can be used for attracting incoming Erasmus students. ▪ Not expensive for incoming students An exchange period in Croatia may be less expensive for international students than in many other Mediterranean countries, which can help to make Croatia a popular destination. ▪ Increased education budget and IPA funds There are signals about more future funding from the EU and the Croatian national budget for international activities for universities. 	<ul style="list-style-type: none"> ▪ Outgoing students may lack financing Living in many of the Erasmus countries is more expensive than in Croatia, which may make participation difficult for Croatian students. ▪ Legal problems and slow and inflexible state bureaucracy Unsuitable legislation (e.g. the Law on Foreigners) and slow state bureaucracy may slow down the process of entering Erasmus; inflexibility of state bureaucracy (e.g. the non-portability of state scholarships) may also be a barrier to mobility of students. ▪ Lack of strategy and support from ministry Entry into Erasmus could be slowed down if necessary support and guidance is not received from the Ministry of Science, Education and Sports. ▪ Instability in the region Increasing political instability in neighbouring countries in South East Europe could represent a barrier to incoming mobility.

Conclusions

The main positive factors identified in the SWOT analysis that will affect the entry of Croatian universities into Erasmus were the following:

- the leadership of universities and the relevant ministry have expressed commitment to increasing mobility;
- participation in Tempus projects has prepared Croatian universities for administering EU programmes and for cooperation with foreign partners;
- cooperation agreements with universities in Erasmus countries already exist and can be built upon in the context of Erasmus;
- some Croatian universities have attractive programmes and are strong in research, making them an attractive partner in Europe;
- location and climate can attract incoming students, and Croatia is less expensive for students to live in than surrounding Erasmus countries;
- there is financing available to help prepare for Erasmus.

The main negative factors identified in the SWOT analysis that will affect the entry of Croatian universities into Erasmus were the following:

- there is a lack of available accommodation for incoming students in Croatia;
- there is a lack of qualified administrative staff and clear procedures to administer Erasmus;
- the number of courses taught in English is too small to receive any larger number of incoming Erasmus students;
- non-integrated universities may face more difficulties in implementing Erasmus;
- there is a general lack of "mobility culture" and resistance to change at Croatian universities;
- it may be financially difficult for Croatian students to go abroad;
- current legislation and state bureaucracy may slow the process of entry into Erasmus and may provide a barrier to incoming mobility;
- political developments in the region may have a negative impact on potential incoming mobility;
- the ministry has not clearly shown its strategy or its intentions to support universities in the process of entering Erasmus.

Appendix II: List of Contributors to the MOBIL Project

PROJECT CONSORTIUM MEMBERS		
Name and surname	Unit	Function
Agency for Mobility and EU Programmes, Croatia (www.mobilnost.hr)		
Filip Gašparović	Department for Erasmus/Europass	Expert Associate for Erasmus/Europass
Tina Šarić		Acting Director
Agency for Science and Higher Education, Croatia (www.azvo.hr)		
Emita Blagdan	Department for International Cooperation	Head
Gordana Cukar	Tempus Office	Office Manager
Vlatka Derenčinović	Tempus Office	
Kristina Ferara	Quality Assurance Department	
Dresden University of Technology, Germany (www.tu-dresden.de)		
Ines Schmidt	European Project Centre	Project Manager
Matthias Winker	European Project Centre	Director
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Danijela Dolenc	Centre for Educational Research and Development	Research Assistant
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Thomas Farnell		Programme Manager
Ninoslav Šćukanec		President
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APPENDIX II: LIST OF CONTRIBUTORS TO THE MOBIL PROJECT

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Appendix III: Biographies of MOBIL Project Expert Team Members

Helena Deršek Štuhec, University of Ljubljana, Slovenia

Helena Deršek Štuhec graduated in Italian Language and Literature as well as in Cultural Sociology at the Faculty of Arts at the University of Ljubljana. After a period of teaching Italian language in several language centres, in 1999 she started to work as a student advisor in the Office of International Relations of the University of Ljubljana. She is a contact person for bilateral agreements and incoming students within the Erasmus programme and is in charge of managing housing matters and overseas exchanges.

Danijela Dolenc, Institute for Social Research, Croatia

Danijela Dolenc is a research assistant at the Centre for Educational Research and Development of the Institute for Social Research. The thematic areas of the projects she has worked on so far include: the implementation of the Bologna Process; the development of career services at universities; the introduction of European key competences into school curricula; the assessment of informal and non-formal education in Croatia; and the policies of financing higher education.

Danijela completed a Master's degree in Public Policy at the London School of Economics in 2005, as well as a Master's degree in European Studies at the University of Zagreb in 2007. She is currently a Fulbright Visiting Fellow at Harvard University, where she is pursuing pre-doctoral research in political science. She is researching democratisation and post-communist transformation in Central and Eastern Europe, focusing on the transformation of the state, state capacity and the welfare state.

Karin Doolan, Institute for Social Research, Croatia

Karin Doolan is a research assistant at the Centre for Educational Research and Development of the Institute for Social Research and has been working there on the project "European University Standards and Higher Education in Croatia" since 2004. Her academic interests are sociology of education and education policy and her research topics include Bourdieu's theory of practice, higher education choice and progress, social identities, higher education reform and citizenship education. She has also recently completed a project on gender stereotypes in Croatian primary schooling. Karin completed her undergraduate studies in English language and literature at the University of Zagreb, Faculty of Philosophy. In 2003, she obtained a Master's degree in Politics, Democracy and Education from the University of Cambridge, where she is currently completing her Ph.D. studies in the field of sociology of education.

Thomas Farnell, Institute for the Development of Education, Croatia

Thomas Farnell has worked in Croatia since 2004 as both a Programme Coordinator and Programme Manager at the Institute for the Development of Education. With experience and expertise in project management, he has been responsible for drafting, managing and implementing European Commission-funded projects related to higher education (within the Tempus, CARDS and EIDHR programmes). He has also managed the administration of seven academic mobility programmes (six funded by the Open Society Institute and one by the U.S. Government). He holds a Bachelor's degree in English and a Master's degree in Twentieth Century Literature in English from the University of Sussex.

APPENDIX III: BIOGRAPHIES OF MOBIL PROJECT EXPERT TEAM MEMBERS

Ante Katavić, University of Dubrovnik, Croatia

Ante Katavić, M.Sc., is an ECTS Coordinator and is actively involved in the implementation of the Bologna Process at the University of Dubrovnik. Through participation in several international programmes such as Tempus, he has gained international experience related to the development of the Bologna Process, with particular emphasis on student mobility programmes. Katavić is also active in cooperation with universities in the USA and has taken part in several professional development programmes on strategic management in higher education and ethical issues.

Loredana Maravić, Ministry of Science, Education and Sports, Croatia

Loredana Maravić has been employed by the Ministry of Science, Education and Sports since 1992. In the 1990s, her primary responsibility related to programmes with the Government of the USA. Since 2000, she has been engaged on EU programmes. Her current position is Head of Department for European Integrations, implying coordination of EU-related activities in all sectors under the responsibility of the Ministry of Science, Education and Sports. She obtained a Master's degree in American Studies from the University of Zagreb and her Master's thesis was in the field of comparative higher education policy.

Jari Rusanen, International Programme Office for Education and Training, Sweden

Jari Rusanen has a Master's degree in Political Science from Uppsala University in Sweden. During his studies, he spent one year in France as an Erasmus Exchange Student. After graduation, he worked for six years as an International Relations Officer at Dalarna University in Sweden. After this, he moved to Brussels and worked for one and half years as Erasmus Desk Officer at the Socrates, Leonardo and Youth Technical Assistance Office (TAO). TAO was the central office in Europe for administration of applications, contracts and final reports for the above-mentioned programmes, including for Erasmus. For the last four and half years he has worked as Erasmus Desk Officer at International Programme Office for Education and Training (IPO) in Stockholm. IPO is the Swedish National Agency for Erasmus and many other educational programmes.

Tina Šarić, Agency for Mobility and EU Programmes, Croatia

Tina Šarić graduated in Comparative Literature as well as in English Language and Literature at the Faculty of Philosophy of the University of Zagreb in 1999. After graduating, she worked at the First School of Economics

in Zagreb as an English language teacher, participating in international projects and in the work of the County Council for the organisation of language contests, as well as acting as head of the Language Teacher Assembly, participating in adult education programmes, creating plans and performing teaching activities. In 2006, she started working at the Agency for Adult Education, first as an adviser and then as the Head of the Centre for Mobility and EU Programmes, a part of the Agency concentrating on the European Community Lifelong Learning Programme and Youth in Action Programme. Following the separation of the Centre into an autonomous legal body (the Agency for Mobility and EU Programmes) she became the Acting Director of the Agency, managing all activities related to the entry of Croatia into the above mentioned programmes.

Ninoslav Šćukanec, Institute for the Development of Education, Croatia

Ninoslav Šćukanec is the founder of the Institute for the Development of Education where he has been employed as the President since 1999. He specialises in international education and the influence of globalisation on higher education. In this sense, he has participated in prestigious professional development programmes related to academic mobility, internationalisation of higher education institutions and management for non-profit institutions in Europe and the USA. His expertise relates to shaping and implementing higher education policies, particularly within European Higher Education Area and in the USA.

He is a member of the National Bologna Follow-up Group, a member of the IPA (Instrument of Pre-Accession Assistance) Sectoral Monitoring Committee for the Human Resources Development Operational Programme in Croatia, as well as an expert member for international relations of the Council for the Development of Civil Society to the Government of Croatia. Šćukanec completed a Master's degree in International Relations at the University of Zagreb, Faculty of Political Science in 2007.

Darko Štefan, University of Rijeka, Croatia

Darko Štefan graduated from the Faculty of Economics of the University of Rijeka with a B.Sc. in Economics in 1974. He commenced work at the University of Rijeka in 1991 as International Relations Secretary and in 2002 he became Head of the International Relations Office (IRO), where he has been responsible for coordinating activities of the IRO staff. The focus of the IRO's work has been on facilitating the establishment of cooperation between the University of Rijeka and foreign universities, agencies and other institutions in the higher education area. The



APPENDIX III: BIOGRAPHIES OF MOBIL PROJECT EXPERT TEAM MEMBERS

IRO's duties include promoting the development of university bilateral and multilateral cooperation, evaluating and proposing affiliation with international university associations and participating in international exchange and mobility programmes.



Tempus

The European Union is made up of 27 Member States who have decided to gradually link together their know-how, resources and destinies. Together, during a period of enlargement of 50 years, they have built a zone of stability, democracy and sustainable development whilst maintaining cultural diversity, tolerance and individual freedoms.

The European Union is committed to sharing its achievements and its values with countries and peoples beyond its borders.

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