Evaluation of the impact of the Erasmus Programme on higher education in Slovenia

CMEPIUS

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Evaluation of the impact of the Erasmus Programme on higher education in Slovenia

Authors:
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(With research assistance of Mateja Žagar)

Ljubljana, December 2013

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REPUBLIC OF SLOVENIA
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Foreword

To reflective practitioners in higher education in Slovenia the findings in this study will come as no surprise: besides a few exceptional institutions, the internationalisation of higher education in Slovenia is still in its early phases of development, even if the ambitions of government officials and institutional leaders – at least judging from their political declarations – are not in any way lacking. Internationalisation activities are still in most places add-on activities rather than permeating the entire institutional fabric. Joining the Erasmus Programme in 1999 helped a lot, especially in creating mobility opportunities, summer schools, language training and occasional thematic networks, but it did not result in paradigmatic shifts in how internationalisation is conceived and practiced. The impact of the Erasmus Programme has been overwhelmingly positive on the individuals who participated in the exchanges or intensive programmes: their life and career trajectories have been profoundly affected. But these individuals remain only a minority, in fact only a tiny minority comprising of around 1.51% of the entire student population and about 3.45% of all academic staff. A critical mass of Erasmus participants to push for changes in internationalisation policy and practice from below has still not formed. The individual efforts of internationally oriented academics, Erasmus coordinators and international officers are frequently impressive and positively influence individual student's experiences every day, but they reach only a few. The vast majority of students in Slovenia still have little international exposure during their studies. Academics who participated in the survey self-report fairly high international engagement and international orientation; in fact, they believe that the academics' personal priorities for internationalisation exceed the priorities and expectations of their institutions.

Our study captures the voices of those who have engaged in international cooperation through Erasmus Programme. Their messages are strong and mostly critical. They highlight the gaps and the opportunities missed. What they are mostly critical about is how little internationalisation of study exists at Slovenian higher education institutions: too few study programmes or courses are offered in foreign languages, too few visiting and guest academics from abroad, and that Erasmus students are not integrated into the study process with Slovenian students, but kept in 'study ghettos'. They are also critical about Slovenian legislation, which although not preventing it legally makes it very difficult in practice to offer courses in foreign languages. They also express worries about the difficulties of accrediting joint and double degree programmes. Many are concerned about the government policy on scholarships for foreign students and some even suggested that other countries, such as Austria, are attracting the best students from the Western Balkan region due to favourable scholarship schemes.

The present study is the first to systematically collect and analyse data from various sources – both quantitative and qualitative – on the impact of Erasmus Programme on internationalisation in the entire higher education system. We are deeply grateful to our interviewees and to the respondents to the three surveys for their time and their thoughts on the Erasmus programme and internationalisation of higher education in Slovenia: Erasmus coordinators, former Erasmus students, academic staff and institutional leaders. We urge you read some of the personal testimonies we cite in the report: they are honest and vivid examples of what those

most intimately involved with the Programme experience on a daily basis. Given the wealth of responses to the open questions in the surveys, we feel that the questions we posed were close to the heart of our respondents and many of them appreciated being able to voice their opinions.

The Erasmus coordinators whom we met and those who shared with us their thoughts through the survey (and we had an excellent response rate), were most impressive: one gets a feeling that their enthusiasm for the Programme gives them almost superhuman powers to hold together the multiple tasks that coordination work requires. The vast majority of them manage the international office alone, while also covering other administrative functions or doing full-time academic work. We have observed a severe shortage in staff in many international offices. This shortage becomes especially notable when at the same time we see a massive increase in the 'administration' of international cooperation: creating digital accounts of student and staff exchanges, and monitoring and reporting on international cooperation activities have risen dramatically. Some Erasmus coordinators say that if only they could hire a student – on a student-work contract – to help them out, this would be appreciated, as administrative duties are becoming too taxing.

We recommend reinforcement in international offices, because at many institutions we note that other support services, especially registrars and student affairs offices, are not yet sufficiently prepared to work with international students and staff. In our ideal world, each administrative unit within a higher education institution would cover its 'international cooperation component' and then international offices would only play a coordination role, if they exist at all (think of the Finnish examples). Yet, perhaps with the exception of a very few institutions, we do not see this to be the case. In addition, in cases where Erasmus coordinators also play a role in coordinating EU research funding, Erasmus work is inevitably pushed aside. Institutional leaders tend to prioritise higher international cooperation in research over cooperation in teaching, since it is perceived as being directly relevant to the desired indicators of excellence and because the available funds are considerably higher.

What particularly struck us when talking to Erasmus coordinators is that they alone are the main point of communication with prospective Erasmus students, and more often than not singlehandedly help each and every student make individual course arrangements. We concluded that such an individualised approach is not sustainable in light of the current understaffing of international offices if the number of Erasmus students increase as intended by the EU and individual states. We advocate a systematised approach in which each institution develops a set of courses or programmes in foreign languages, and offers these to foreign and Slovenian students. Hence, each institution should 'profile' their international study offer. In our ideal scenario, institutions would do this while also retaining possibilities for individual work when so desired by students and/or academics. In the first instance, however, we hope that institutional leaders will at least support Erasmus coordinators by agreeing with a number of academic staff to make their courses available to incoming Erasmus students each academic year. Such information should then be communicated on the Erasmus pages of the institutional website and updated for each year or semester.

The testimonies of former Erasmus students brought out their profound dissatisfaction with teaching and learning at Slovenian institutions. As it often happens, when a student goes abroad, the exchange experience creates a point of comparison between their home and host institution. Returning students tend to be able to point out the deficiencies in teaching and learning more concretely and can voice them more constructively. Their observations often extend beyond teaching and learning and also include internationalisation activities and the student experience more generally. We have received ample suggestions from former Erasmus students about how to improve the quality of study at their home institutions for the future generations (most of our respondents are at the end of their studies). Many have suggested courses in foreign languages as 'mandatory' electives and almost all suggested finding ways to better integrate foreign and Slovenian students. We have been touched by students' strong words of disappointment with teaching quality and their passion about the need to modernise teaching and learning at Slovenian higher education institutions. Academics also point out that they do not feel they get enough support for developing their teaching and learning. We suggest that the Erasmus programme can better support international cooperation in teaching and learning. However, this support can only be properly utilised if the EU, the individual states and the institutions bring the modernisation of teaching and learning to the forefront of their policy priorities, on pair with promoting research excellence, and that the internationalisation of studying in Slovenia becomes an integral part of this agenda.

Having spent ample time in the field and following our research on student experiences and engagement, we realise that students – as always – vary a lot according to their values, attitudes to learning and engagement, including engagement in student exchanges. There are students who are more 'academic' and primarily interested in scholarly pursuits of knowledge and understanding outside direct occupational utility, and there are other students with more vocational orientation. Some of the latter seek developing employability-related skills ('careerists'), and these may perceive student exchanges as helpful for that purpose. Others (so -called 'credentialists') only seek to obtain a degree and tend to enrol in programmes that are perceived as relatively easy to complete. There are also some 'collegiate' students who emphasise the extra-curricular side of studying at a higher education institution, and student exchanges can be seen as a part of such activities. Finally, most institutions will also have some 'idealists' concerned with personal identity or holding contempt for many aspects of an organised society. Students might shift between these categories over time or simultaneously display characteristics of several of these categories. Our impression – and only an impression since it is not substantiated by any serious data – has been that the student body in Slovenia tends towards careerist and credentialist attitude. We suggest that student value orientations need to be investigated and considered when trying to motivate them to participate in Erasmus exchanges.

We also observe that the Erasmus Programme has the strongest impact on institutions when two or more institutions cooperate with each other in multiple ways simultaneously: through research projects, Erasmus exchanges, summer schools, thematic networks, etc. This is also the case when students report that their exchanges and following studies were most rewarding: they had ample information available on host the institution and several contact points to draw on. While we understand the benefits of having a broad network of institutional contracts that give students a wide variety of choices of host institutions, we nevertheless

urge institutions to develop stronger partnerships on multiple levels and domains of cooperation with a few partners (and these preferred partners can of course change over time). We believe that such partnerships enable international cooperation activities to complement each other and create synergy effects of much higher added value than if all two institutions do together is occasionally exchange students.

Finally, we remain optimistic about the prospect and the opportunity that the new generation of EU Programmes and EU initiatives can close some of the gaps and take advantage of some of the missed opportunities in the further internationalisation and modernisation of higher education in Slovenia (and elsewhere). We urge the institutions to put necessary policies and mechanisms in place to be able to fully take advantage of these opportunities. We are excited about the launch of Erasmus+, the EU Initiative for Modernisation of Teaching and Learning and the funding opportunities for research on higher education within Horizon 2020.

We wish to thank several colleagues who have commented on earlier drafts of this report: Igor Repac, Darinka Vrečko and Pavel Zgaga. Our sincere thanks also goes to Mateja Žagar for her excellent research assistance with the quantitative part of the data and assistance in the field research.

Dr. Manja Klemenčič and Dr. Alenka Flander

Cambridge, MA and Ljubljana, Slovenia: December 2013

Executive Summary

Erasmus is one of the European Union's flagship programmes in the area of higher education policy. It is part of the Lifelong Learning Programme, whose aim is to strengthen quality and the European dimension in higher education, foster mobility and improve transparency and recognition of studies across Europe. Erasmus provides mobility grants to students, academics and administrative staff, but it also supports other activities to enhance the European dimension of studies, such as intensive programmes, the development of curricula or thematic networks. It is open to all types of higher education institutions and addresses all disciplines and levels of studies up to and including the doctorate level. By July 2013 over three million students in Europe had been on exchanges through Erasmus, and more than 4,000 higher education institutions from 33 countries had taken part in the programme. Slovenia joined the Programme in 1999. Since then, Erasmus has become a widely recognisable programme in Slovenian higher education and in the wider public. In the last multi-annual financial framework, from the years 2007 and 2013, the budget for the Erasmus Programme in Slovenia amounted to 26,796,894.00 EUR. In 2013, the European Commission announced an increase of 40% in the budget for the new programme Erasmus+, or a total of 14.7 billion EUR for the time period 2014–2020. The Multiannual Financial Framework, of which Erasmus+ is a part, was adopted in November 2013.

With Erasmus+ the EU intends to provide substantial investment in the key areas of international mobility, joint degrees, international cooperation partnerships for innovation, and supporting the reforms of higher education policies. At the same time, the European Commission expresses higher expectations about the impact of the Erasmus Programme, not only on individuals who participate in the Programme but also on the internationalisation of higher education institutions, thus strengthening international cooperation activities and the internationalisation of study at home. The Commission expects that Erasmus+ will have positive effects on the modernisation of higher education institutions and national higher education systems by way of lasting effects on their internationalisation.

From institutions which have applied or will apply for an Erasmus Charter for Higher Education 2014–2020, the Commission aims to ensure that participation in Erasmus is part of their broader internationalisation strategy and strategy for modernisation of study processes. In the future, participation in mobility schemes should be more clearly reflected in the quality of higher education programmes and student experience. The Commission is also intent on a much stricter quality framework for the institutional implementation of the Erasmus Programme and sets foundations for the more active monitoring of the implementation of the Charter by National Agencies. Institutions will, together with the National Agency, resolve possible difficulties in implementation of the Charter and realisation of the set objectives.

In view of these expectations, in 2013 CMEPIUS conducted the first all-Slovenian study to evaluate the impact of the Erasmus Programme on the internationalisation of higher education in Slovenia. The evaluation was guided by three sets of questions: (1) How has Erasmus affected institutional internationalisation policies, strategies and practices? (2) How does Erasmus contribute to enhancing the quality of education provided

by Slovenian higher education institutions? (3) What recommendations can we give for the future? Drawing from the Commission's communication on internationalisation (COM (2013) 499) and from the objectives of Erasmus, there are three areas where the direct effects of Erasmus are particularly expected and thus evaluated in this study: international student and staff mobility; internationalisation of study at home; and strategic partnerships, networks and support services for international cooperation. In particular we were interested in the effects of the Erasmus Programme on the internationalisation of study at home, since Erasmus continues to reach only a small part of the student population.

The findings of this study confirm that the Erasmus Programme has contributed to strengthening certain aspects of internationalisation, but also that the internationalisation of higher education at home is still not fully developed. The most visible impact of Erasmus is of course the increase in student and staff mobility, since Erasmus is the only mobility scheme for which there is mass interest. However, the share of those participating in Erasmus from the entire student body, academic and professional staff remains low. Erasmus has contributed to institutions extending their networks and strengthening the capacity of international offices. The Programme also has a strong symbolic meaning, and it is recognised in higher education circles and in the public at large as a 'brand name' of international cooperation. Institutions prominently display their Erasmus participation on their websites.

Much less visible are the direct effects of the Erasmus Programme on the internationalisation of study at home and thus on the quality of teaching and learning. We have investigated course offerings and study programmes in foreign languages, internationalisation of curricula, involvement of foreign lecturers and integration of foreign students with Slovenian students. We found that these aspects are still rather weak at most institutions. The usage of foreign literature is the only aspect of internationalisation of study at home that is mentioned frequently, other forms much less. The differences between institutions – also within the same university – are notable. At the institutions which practice the internationalisation of study at home we can establish a clear link to the support from the Erasmus Programme. However, participation in Erasmus alone does not automatically result in the internationalisation of study at home or contribute to quality teaching and learning. In other words, participation in Erasmus does not necessarily initiate practices of the internationalisation of study at home, but Erasmus can serve as an important source supporting the implementation of such practices if and when an institution decides to do so.

The Erasmus Programme is best utilised in the institutions which have a clear internationalisation strategy and are ambitious in their international orientation. Most frequently these are the institutions that also seek to attract foreign students for full-time enrolment in their (most often postgraduate) study programmes. At such institutions international cooperation permeates all operations and activities. The internationalisation of study at home through courses or study programmes in foreign languages is an intrinsic part of this strategy. Such institutions also have strong support services for international cooperation by creating well-staffed international offices. Taking full advantage of the opportunities offered through the Erasmus Programmes comes naturally, since this is compatible with other measures and helps strengthen the international profile

of the institution. However, in Slovenia such institutions are still an exception. In the majority of Slovenian higher education institutions, participation in Erasmus is an add-on activity, often overshadowed by higher prioritised international research cooperation. Consequently, the impact of the Erasmus Programme on institutional practices is rather weak.

We conclude that it is not Erasmus that drives the internationalisation of Slovenian higher education, but it is a strong internationalisation strategy (both national and especially institutional) that creates enabling conditions for the full utilisation of Erasmus and its contribution to and impact on internationalisation. So what are our recommendations? We have developed 18 recommendations which address mostly institutional leadership, but also the Slovenian government and EU institutions. Although these were prepared in and for the Slovenian higher education context, we believe that most of them may be generalizable for other comparable countries, especially in Central and Eastern Europe and perhaps some other 'peripheral' EU countries as well. We hope that these recommendations and the findings on which they draw might inform future European, national and institutional policies on the implementation of Erasmus+ and on the internationalisation of higher education more broadly.

Recommendations:

Recommendation 1:

Institutions should consider adopting a 'systematised', or ideally a 'hybrid systematised', approach as opposed to an 'individualised' approach to the organisation of study for incoming Erasmus students. Systematised and hybrid systematised approaches ensure that there is an institutional offer of courses or study programmes in foreign languages. Developing a systematised approach should/could be conducted within the strategic framework of the modernisation of teaching and learning.

Recommendation 1a:

European Union institutions and the ENQA need to consider whether there is a way to create special procedures for accreditation of joint and double degree programmes, which would ease and speed up these processes and thus remove an important obstacle to the proliferation of these programmes, which are frequently a direct spin-off from Erasmus partnership.

Recommendation 2:

Continue to nurture and further develop individualised work with exchange students for training or thesis work and explore ways to make it sustainable if/when the number of students increases significantly.

Recommendation 2a:

Institutions should make necessary arrangements that will enable and promote the joint (international) thesis supervision of students at undergraduate and postgraduate levels.

Recommendation 3:

Institutions should consider offering courses in foreign languages (including those offered in summer schools) as electives to national students or perhaps even making it mandatory to choose one or more of these electives in the course of study. They should explore ways to encourage national students to take advantage of these opportunities. Perhaps electives taken at foreign institutions could be recognised as part of the curricular requirements at home institutions.

Recommendation 4:

Institutions need to create incentives for and provide support to academics to internationalise curricula and their practices of teaching and learning. Institutions need to develop a strategic plan for the internationalisation of teaching and learning and part of the modernisation of teaching and learning.

Recommendation 4a:

Institutions should foster research on the possibilities and opportunities for integrating learning with the use of ICT and distance education into teaching, especially in view of fostering virtual mobility and internationalisation of study at home. However, such practices should not be applied in every case, nor are they desirable at any cost.

Recommendation 4b:

Funding bodies should request that project applicants show how international research collaboration will make explicit links with teaching and learning.

Recommendation 5:

Institutions should develop tutor systems and mentor support for incoming Erasmus students. Similarly, there should be mentor systems for outgoing domestic students to better prepare them academically for the exchange and follow-up after their return.

Recommendation 6:

Across the EU teaching and learning of foreign languages has to remain a priority. Also in Slovenia, sufficient resources and support need to be given to this objective at all levels of the education system.

Recommendation 7:

Higher education institutions in Slovenia should 'profile' their teaching and learning, including practical training offered to foreign students. They should select a group of courses or develop a course module or a study programme to be conducted in foreign languages for incoming Erasmus students, other foreign students, and for interested Slovenian students. They could do this individually or in collaboration – a network or a consortium or partnership – with other institutions in Slovenia or abroad.

Recommendation 8:

The internationalisation of teaching and learning has to be integrated into the European, national and institutional policies and strategies for the modernisation of teaching and learning.

Recommendation 9:

A bigger share of funding should be made available within the Erasmus Programme, earmarked specifically to support the development and implementation of international (joint and double) study programmes, international collaborative projects for advancement of teaching and learning, and institutional initiatives for developing internationalisation of study at home.

Recommendation 10:

Institutions need to develop mechanisms through which outgoing Erasmus students meet with academic staff or their academic advisers to prepare for the educational side of an Erasmus exchange. Academic staff and/or academic advisors should follow up with returning students to discuss possible ways to further develop the knowledge acquired by way of a thesis or other type of work. Home institutions should, thus, offer outgoing students mentorship assistance before and after the exchange.

Recommendation 11:

To motivate professors to develop courses in foreign languages and/or individually work with Erasmus students, institutions need to have explicit mechanisms of incentives through remuneration, work load and criteria for appointments. These mechanisms have to be diligently implemented in practice.

Recommendation 12:

The conditions and support for academic staff mobility for teaching need to be further strengthened at the institutional level. The institutions need to consider how to explicitly link Erasmus mobility to criteria for election to academic titles. Actual implementation of sabbatical is another possibility.

Recommendation 13:

Student mobility should especially be promoted in teacher education programmes. Students who participate in exchanges while in higher education are likely to seek international opportunities later once they are working in schools; hence they will be more likely to create international engagement opportunities for their own students in primary schools and high schools. Fostering international orientation of students should not begin in higher education, but much earlier.

Recommendation 14:

Institutions should consider having a limited number of institutions as their preferred partners. They should seek to both extend their partnerships in terms of different areas and deepen them, for example through developing joint degrees. The choice of preferred partners for such special international partnerships will almost necessarily be defined bottom-up by individual academics and research groups, but they should be coordinated and supported by the top leadership.

Recommendation 15:

International offices and institutional leaders should monitor international activities and act if experiences with any partner institutions are bad or if there has not been any activity for longer periods of time, but also if with certain institutions more forms of cooperation are present. In the latter case they should consider extending and deepening the ongoing cooperation to yield further synergies.

Recommendation 16:

Higher education institutions should not only build institutional partnerships with other higher education and research institutions, but also with industry for the purposes of student exchanges for training, academic field work, joint research projects, recruiting visiting lecturers, etc.

Recommendation 17:

Institutions need to secure sufficient personnel, remuneration and recognition for the work of Erasmus coordinators. Also, close cooperation between Erasmus coordinators / international offices and offices for student affairs and personnel needs to be ensured. Personnel in the administrative offices need to be properly trained and instructed to manage data on international students and international academic staff, such as keeping records (especially on staff), as access to reliable data continues to be a challenge at many institutions.

Recommendation 18:

In order to accept a greater share and number of incoming Erasmus students, higher education institutions at both the university and faculty levels, as well as independent faculties and higher professional schools, need to have easily and immediately accessible information on how study is organised for incoming Erasmus students: either through courses or programmes offered in foreign languages or by indicating which professors and courses are available to incoming Erasmus students each year.

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1 INTRODUCTION

"Our own experience within the EU, with programmes such as Erasmus, has shown that learning mobility is a particularly effective tool for overcoming barriers and bringing people together, and that it constitutes a powerful driver for reforms. It also gives students and academic staff the chance to gain the international experience and knowledge necessary in an increasingly globalised society. […]

But we have also learned that to reap the full positive benefits, the impact of academic mobility must go beyond the individuals who are actually benefiting from it, and reach the education systems themselves, strengthening their capacity for international co-operation. In other words, individual mobility needs to be set within the institutions' own wider strategies for international cooperation. This means that the internationalisation of higher education cannot be limited to mobility alone, and that it should not consist of a list of disconnected actions. It should be developed and implemented as an integrated process touching every aspect of academic life."

Tuning in the World: New Degree Profiles for New Societies
Conference, The Egg, Brussels – 21 November 2012
Commissioner Vassiliou's Closing Speech

1.1 Purpose of the study

The objective of the present study is to evaluate the effects of the Erasmus Programme (an acronym for European Community Action Scheme for the Mobility of University Students) on the internationalisation of higher education in Slovenia. Erasmus is the largest EU mobility grant scheme for higher education in Europe and one of the most prominent programmes of the EU. Erasmus provides mobility grants to students, academics and administrative staff, but it also supports other activities to enhance the European dimension in studies, such as intensive programmes, development of curricula or thematic networks. It is open to all types of higher education institutions and addresses all disciplines and levels of study up to and including the doctorate level. As of July 2013 over three million students in Europe had been on exchanges through Erasmus, and more than 4,000 higher education institutions from 33 countries had taken part in the programme.[12]

The activities financed by Erasmus are expected to have positive effects on the internationalisation strategies and practices of higher education institutions and thus contribute to a higher quality of teaching and learning, research and other support activities. The programme requires the participating higher education institutions to have signed a European charter, by which the institutions commit to meet certain conditions regarding the exchanges taking place within the programme, including waiving tuition fees for incoming students. They also

1 *http://europa.eu/rapid/press-release_IP-13-657_en.htm*
2 *4577 institutions from 33 countries had applied for award of the Erasmus Charter for Higher Education [ECHE] for 2014-2020. http://eacea.ec.europa.eu/funding/2014/call_he_charter_en.php*

commit to recognise study credits from abroad in accordance with learning and training agreements signed by the sending and host institutions and the students. The expectation is that Erasmus creates added value to the modernisation of higher education institutions by way of lasting effects on their internationalisation.

Slovenia joined Erasmus in 1999. Since then, Erasmus has become a widely recognisable programme in Slovenian higher education and in the wider public. Through their websites, higher education institutions prominently advertise their participation in Erasmus as part of international cooperation activities. There has been significant increased funding earmarked for the Programme. During the last multi-annual financial framework, between the years 2007 and 2013, the budget for the Erasmus Programme in Slovenia amounted around 26.8 million EUR. Also, the scope of participating institutions in Erasmus is significant. For the 2013/14 academic year, 70 higher education institutions in Slovenia have signed the Erasmus University Charter. Furthermore, over the years we have witnessed a steady increase in student and staff participation in exchanges and other activities financed through Erasmus (**Appendix**).

The existing studies of Erasmus in Slovenia conducted at the participating institutions and by CMEPIUS tend to focus on the questions of exchange experience of Erasmus students and the quality of institutional support for exchanges. The question that has not yet been explored is how participation in Erasmus affects the higher education institutions and indeed contributes to their further internationalisation and modernisation. Internationalisation is, in this context, understood as the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education (Knight 2004: 9). As such it refers to various activities, such extending the network of international cooperation partners and deepening of cooperation, developing internationalised curricula and offering courses in foreign languages, participating in international research projects, etc. It is crucial that the international dimension occurs both in institutional goals and practices and that it reaches all actors in the higher education context.

The European Commission is also concerned with the question of how wide-ranging and long-lasting the effects are that its flagship education and training programme has on the internationalisation of higher education in Europe. Since its launch in 1987, Erasmus has always held among its objectives the improvement international cooperation between higher education institutions in order to enhance the quality of the institutions. Indeed, Erasmus has been built on the assumption that internationalisation can contribute to a higher quality of higher educational. Thus Erasmus, as the EU's foremost policy instrument, is assumed to have direct positive effects towards this goal. In its most recent communication, "European higher education in the world" (COM (2013) 499), the European Commission clearly states that it does not consider internationalisation simply as a matter of increased mobility.[3] Strong emphasis is placed on requiring higher education institutions to develop more international curricula, promote language skills, and expand digital learning opportunities. In other words, the Commission expects that Erasmus has acted as a driver for the modernisation of higher education in Europe and now also seeks to evaluate if and how this was accomplished.[4]

3 *http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2013:0499:FIN:EN:HTML*
4 *http://ec.europa.eu/education/calls/2912_en.htm*

The reasoning for this policy is the understanding that Erasmus is unlikely to reach the majority of European students. In 2011, around 10% of EU students studied or trained abroad with the support of Erasmus or other public and private means; around 4.5% received an Erasmus grant.[5] The EU's objective is to have at least 20% of all European students participation in Erasmus by 2020 (COM (2011) 567).[6] This is still far from a critical mass, which would contribute to a significant shift towards the internationalisation of institutions. Hence, additional effort has to be made to provide 'internationalisation at home'; that is to also enable non-mobile students to develop international, intercultural and global competences that are essential for life and work in increasingly internationalised and interconnected societies.

The present evaluation study of the institutional effects of the Erasmus Programme on Slovenian higher education is guided by three questions: (1) *How has Erasmus affected institutional internationalisation policies, strategies and practices? (2) How does Erasmus contribute to enhancing the quality of educational provision by Slovenian higher education institutions? (3) What recommendations can we give for the future?*

Drawing from the Commission's communication on internationalisation (COM (2013) 499) and from the objectives of Erasmus, there are three areas where the direct effects of Erasmus are particularly expected and thus evaluated in this study:

- international student and staff mobility;
- the internationalisation of study at home;
- strategic partnerships and institutional support services for international cooperation.

It is in these three areas that we will evaluate to what extent changes have taken place that can be attributed to an institution's participation in Erasmus. While evaluating the effects of the Erasmus Programme on the internationalisation of higher education institutions, we are aware that other factors also exist independent of Erasmus that influence higher education internationalisation policies, strategies and practices. Erasmus is indeed only one aspect of an institution's international cooperation activities. Hence, we will be taking into consideration the overall institutional goals and rationales for internationalisation and will analyse how Erasmus complements or reinforces these. We will consider not only the institutional context, but also the legislative framework and national policy context and how these influence the implementation of Erasmus.

The study is a mixed methods evaluation, employing both qualitative and quantitative evaluation methods. Evaluation data were collected and analysed using the following methods: desk research (literature review and analysis of the policy documents), interviews with institutional leaders, Erasmus coordinators, former Erasmus students and academics at selected higher education institutions, and surveys of Erasmus coordinators, former Erasmus students and academics. The application of all evaluation methods and triangulation of data is described in the methodology section of this report.

5 *http://europa.eu/rapid/press-release_IP-13-657_en.htm*
6 *http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2011:0567:FIN:EN:PDF*

Finally, the authors wish to highlight that although we are convinced of the benefits of internationalisation and participation in Erasmus, in this evaluation we have made a conscious effort to break with our normative reasoning. In particular, we have tried to be as value-free as possible when designing interview and survey questions and conducting interviews. Furthermore, we have conducted the analysis and interpreted the findings by trying to understand – insofar as possible – the normative assumptions regarding internationalisation and participation in Erasmus of our interviewees. Tracing individuals' and institutions' motivation, or lack of motivation, to engage in international activities has been particularly enlightening.

1.2 Objectives of the Erasmus Programme

Erasmus is one of the European Union's flagship programmes in the area of higher education policy. It has two main objectives: (a) to support the achievement of a European Area of Higher Education; and (b) to reinforce the contribution of higher education and advanced vocational education with the processes of innovation (Decision No 1720/2006/EC).[7]

In operational terms, Erasmus seeks (Decision No 1720/2006/EC, Article 21):

a) to improve the quality and increase the volume of student and teaching staff mobility throughout Europe;

b) to improve the quality and increase the volume of multilateral cooperation between higher education institutions in Europe;

c) to increase the degree of transparency and compatibility between higher education and advanced vocational education qualifications gained in Europe;

d) to improve the quality and increase the volume of cooperation between higher education institutions and enterprises;

e) to facilitate the development of innovative practices in education and training at the tertiary level, and their transfer, including from one participating country to others;

f) to support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning.

The Erasmus programme not only supports individual mobility (for students, academics, or other higher education staff or enterprises wishing to study, teach and work abroad), but also provides co-funding to higher education institutions working together through transnational cooperation projects. The following actions may be supported by the Erasmus programme (Decision No 1720/2006/EC, Article 22):

7 *http://eur-lex.europa.eu/lex/LexUriServ/LexUriServ.do?uri=OJ:L:2006:327:0045:0068:EN:PDF*

(a) Mobility of individuals including:

(i) mobility of students for the purposes of studying or training in Member States in higher education institutions, as well as placement in enterprises, training centres, research centres or other organisations; "Erasmus students" shall be: (a) students in higher education institutions who, enrolled in at least the second year, spend a study period in another Member State within the framework of the mobility action of the Erasmus programme, regardless of whether they have been awarded financial support under that programme. Such periods shall be fully recognised under the inter-institutional agreements between the sending and host institutions. The host institutions shall not charge tuition fees to such students; (b) students enrolled in Joint Masters programmes and engaged in mobility; (c) students in higher education institutions taking part in placements.

(ii) mobility of teaching staff in higher education institutions in order to teach or receive training at a partner institution abroad;

(iii) mobility of other staff in higher education institutions and staff of enterprises for the purpose of training or teaching;

(iv) Erasmus intensive programmes organised on a multilateral basis.

Support may also be awarded to the home and host higher education institutions or enterprises for actions to ensure quality at all stages of the mobility arrangements, including preparatory and refresher language courses.

(b) Multilateral projects: focusing inter alia on innovation, experimentation and the exchange of good practice in the areas mentioned in the specific and operational objectives. For example, in 2013 Erasmus multilateral projects have been divided into five specific objectives: 1. Increasing attainment levels and strengthening the social dimension of higher education; 2. Improving the quality and the relevance of higher education, including thorough cooperation between higher education institutions and the labour market; 3. Strengthening quality through mobility and cross-border cooperation; 4. Knowledge Alliances; 5. Improving governance and funding.[8]

(c) Multilateral networks: run by consortia of higher education institutions and representing a discipline or a cross-disciplinary field, ("Erasmus thematic networks"), which aim to develop new learning concepts and competences. Such networks may also include representatives from other public bodies or from enterprises or associations. Such networks contribute to enhancing the quality of teaching in higher education, defining and developing a European dimension within a given academic discipline, furthering innovation and exchanging methodologies and good practices.

(d) Other initiatives: aimed at promoting the objectives of the Erasmus Programme ("accompanying measures"). These projects come as a complement to projects carried out under other Erasmus actions. They are relevant to the modernisation agenda of higher education, enhance the implementation of

8 *http://ec.europa.eu/education/llp/doc/call13/fiches/era12_en.pdf*

Erasmus mobility, and aim to support communication activities and events for the dissemination and exploitation of the results of Erasmus projects, or to foster transversal aspects. These accompanying measures are expected to enhance the impact of these results in the field of higher education and society at large.

The general framework for European and international cooperation activities of higher education institutions supported through Erasmus is provided by the Erasmus University Charter.[9] In fact, the Erasmus University Charter, or Erasmus Charter for Higher Education, as it is newly named, must be awarded as a prerequisite for higher education institutions to organise student mobility and teaching and other staff mobility, to carry out intensive Erasmus language courses and other intensive programmes, and to apply for multilateral projects, involvement in networks and any accompanying measures, and to organise preparatory visits.

1.3 History of the Erasmus Programme and Erasmus+

The first version of the Erasmus Programme was decided upon by the European Council in 1986 and launched in 1987. The main aim of Erasmus at the time was to develop a labour force with the experience of economic and social conditions in other member states with the objective to extend the number of institutions with students participating in exchanges (De Wit & Verhoeven 2001: 189; Teichler 2007). An objective was also to extend the number of institutions with students participating in exchanges (ibid.). At the time, Erasmus offered grants for mobile students in the framework of the networks of departments of the Inter-university Cooperation Programmes. Other key instruments included financial support for projects enhancing mobility (Teichler 1996: 154).

In 1995, Erasmus became part of a much wider higher education programme called SOCRATES (1995-1999). SOCRATES had the aim to contribute to the development of quality education and training and the creation of an open European area for co-operation in education. It also had an explicit objective to create a 'European dimension' in higher education. At the time, the objectives of Erasmus were also widened to create opportunities for non-mobile students through so-called 'internationalisation at home', which included the internationalisation of curricula and academic staff mobility. Specific instruments included financial support for the internationalisation of curricula and intensive programmes, such as foreign language courses and international summer schools. Thematic Networks focusing on individual fields of study were introduced. Their objective has been to promote curriculum development within specific disciplines through international networks of experts and key actors. As reported by Lanzendorf & Teichler (2002), at that time there was also a significant change in administering Erasmus on the institutional level. With the goal of converging institutional strategies towards internationalisation, the European Commission introduced the requirement that each institution had to submit an application for an Institutional Contract, which would list all exchange and co-operation activities (through bilateral cooperation agreements) and also include the institution's European Policy Statement with details on its policy of European cooperation and participation in SOCRATES.

9 *http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2012:041:0012:0013:EN:PDF*

The application formed the basis for an Institutional Contract with the European Commission.

The SOCRATES II programme was established by European Parliament and Council Decision No 253/2000/ EC of 24 January 2001 to be carried out from 2000 to 2006. During this period, in 2003, the Erasmus University Charter was introduced as a replacement for Institutional Contracts, emphasising the quality assurance of student and staff exchanges, but basically fulfilling similar functions. Also, some new activities, such as students going abroad for a traineeship, were added to the programme. In other aspects SOCRATES II maintained the same objectives and instruments as the previous programme.

The current Erasmus Programme is part of the Lifelong Learning Programme [LLP] established by a decision adopted by the European Parliament and the Council on 15 November 2006 covering the period from 2007 to 2013 (Decision No 1720/2006/EC). As the flagship European funding programme in the field of education and training, the LLP is an umbrella programme integrating various educational and training initiatives.[10] It is divided into four sectoral sub-programmes: Comenius for schools; Erasmus for higher education (the largest part of the LLP budget); Leonardo da Vinci for vocational education and training; and Grundtvig for adult education. It also contains four so-called "transversal programmes", which have several aims: 1) to complement the sectoral sub-programmes and to ensure that they achieve the best results possible; 2) to promote European cooperation in fields covering two or more of the sub-programmes; and 3) to promote quality and transparency of Member States' education and training systems. It supports activities focusing on European cooperation in policy formulation and promotion of innovation, foreign language teaching and learning, information and communication technologies, and the dissemination and exploitation of results.[11]

The LLP has been formulated in the spirit of the Lisbon Agenda for transforming the EU into the most competitive knowledge-based economy in the world, capable of sustainable economic development together with quantitative and qualitative increases in the number of jobs and greater societal cohesion. It culminates as the contributions of higher education and training reach the Lisbon objectives. As part of the LLP, Erasmus seeks to reinforce the contribution of higher education and advanced vocational education with processes of innovation (Decision No 1720/2006/EC). Accordingly, within the LLP Erasmus adopted several functional changes as compared to the previous generation of the programme: student placements in enterprises, university staff training and teaching business staff. A new addition is the explicit mention of the EU's commitment to the Bologna Process towards the establishment of a European Area of Higher Education. One of the objectives of Erasmus is, hence, to support the Bologna Process.

In 2011, the European Commission prepared a Communication (COM (2011) 787 final)[12] proposing a new single Programme for Education, Training, Youth and Sport for the 2014-2020 period with simpler, streamlined architecture. The Programme was initially called "Erasmus for All" and then changed to "Erasmus+". The

10 *http://eacea.ec.europa.eu/llp/about_llp/about_llp_en.php*

11 *The Jean Monnet programme (which stimulates teaching, reflection and debate on the European integration process at higher education institutions) and Eurydice (an institutional network for gathering, monitoring, processing and circulating reliable and readily comparable information on education systems and policies throughout Europe) also fall under its framework.*

12 *http://ec.europa.eu/education/Erasmus-for-all/doc/com_en.pdf*

Programme reflects the priorities of the Europe 2020 strategy and its flagship initiatives (Education and Training 2020[13], Youth Strategy[14] and priorities of the EU external action). The Programme will support three types of key action:

a) **Learning mobility of individuals:** Mobility will represent a significant share of the overall budget. The objective is not only to further increase participation in mobility schemes towards reaching a critical mass, but also to ensure the quality of mobility experiences and extend the impact of mobility beyond the individuals and institutions involved.

b) **Cooperation for innovation and good practices:** There will be a stronger focus on strengthening innovative partnerships between educational institutions and business. For higher education, the emphasis will be on capacity building, concentrating on neighbouring countries as well as strategic partnerships with developed and emerging economies.

c) **Support for policy reform:** There are several aspects of support for policy reforms, such as strengthening the tools and impact of the open method of coordination in education, training and youth; implementing the Europe 2020 strategy and promoting the policy dialogue with third countries and international organisations.

In 2013, with the expectation of the pending adoption of Erasmus+, the European Commission published a call for proposals for the Erasmus Charter for Higher Education 2014-20 (EAC/S06/13; 2013/C 85/07).[15] A As was done by its predecessor, the European University Charter (EUC), the Erasmus Charter for Higher Education (ECHE) *"sets out the fundamental principles and the minimum requirements with which a higher education institution must comply when applying for and implementing activities within the framework of the Programme*" (ECHE Application Manual 2013: 3). What is obvious from the call,[16] the accompanying annotated guidelines[17] and application manual[18] is that the Commission is intent on a much stricter quality framework for the institutional implementation of the Erasmus Programme. The call sets foundations for the more active monitoring of the implementation of the Charter and establishes sanctions (i.e. withdrawal of the Charter) in case of violations. The emphasis is placed on achieving direct impact of the Programme on the modernisation and internationalisation of higher education.

Concretely:

> *"By applying and signing the ECHE, the HEI confirms that its participation in the Programme is part of its own strategy for modernisation and internationalisation. This strategy acknowledges the key contribution of student and staff mobility and of participation in international cooperation projects, to the quality of its higher education programmes and student experience. The Charter aims in particular at reinforcing the*

13 *http://ec.europa.eu/education/lifelong-learning-policy/framework_en.htm*
14 *http://ec.europa.eu/youth/news/youth-investing-and-empowering_en.htm*
15 *http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2013:085:0009:0010:EN:PDF*
16 *http://eacea.ec.europa.eu/funding/2014/call_he_charter_en.php*
17 *http://eacea.ec.europa.eu/funding/2014/documents/annotated_guidelines_en.pdf*
18 *http://eacea.ec.europa.eu/funding/2014/documents/en_eche_application_manual.pdf*

> *quality of student and staff mobility and the monitoring of the institutions involved in it" (*ECHE Application Manual 2013: 3).

A clear mandate has been given to National Agencies to monitor the compliance of institutions with the Charter through visits, institutional reporting, participant reports, etc. In cases of noncompliance, "*an action plan will be agreed between the higher education institution and the National Agency to solve the problematic issues. If the action plan is not implemented by the institution within the agreed timeline, this will be reported to the European Commission and may lead to the withdrawal of the ECHE by the European Commission"* (ECHE Application Manual 2013: 4).

Finally, the legal bases for these EU education and training programmes lie in the objectives stated in Articles 165 and 166 of the Treaty on the Functioning of the European Union (TFEU) and on the subsidiarity principle (COM (2011) 788). Article 165 of TFEU calls for action by the European Union to

> *"contribute to the development of quality education by encouraging cooperation between Member States and, if necessary, by supporting and supplementing their action, while fully respecting the responsibility of the Member States for the content of teaching and the organisation of education systems and their cultural and linguistic diversity."*

Article 166 of TFEU states that

> *"the Union shall implement a vocational training policy which shall support and supplement the action of the Member States, while fully respecting the responsibility of the Member States for the content and organisation of vocational training".*

These objectives have been further established in a series of influential policy recommendations issued by the Commission within the 'modernisation agenda for universities', which emphasise the need to reform European higher education as a critical aspect of the implementation of the Lisbon Agenda. In "Supporting growth and jobs – an agenda for the modernisation of Europe's higher education systems" (COM (2011) 567),[19] the Commission highlighted the need to provide more opportunities for students to gain skills through study or training abroad. Accordingly, the EU set the target for overall student mobility to reach at least 20% of the entire student population in Europe by 2020 (COM (2011) 567).[20] Also, the policy recommendations developed within the Bologna Process have created enabling conditions for intra-European mobility and thus supported the objectives of Erasmus.[21] Both structural reforms and reforms of quality assurance systems, as well as transparency tools such as the European Credit Transfer and Accumulation System [ECTS][22] and the European Qualifications Framework [EQF],[23] have worked to this effect. And *vice versa:* through Erasmus actions some studies and initiatives directly linked to the establishment of the European Higher Education Area have been funded.[24]

19 *http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2011:0567:FIN:EN:PDF*
20 *http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2011:0567:FIN:EN:PDF*
21 *http://www.ehea.info/*
22 *http://ec.europa.eu/education/lifelong-learning-policy/doc/ects/guide_sl.pdf*
23 *http://ec.europa.eu/education/lifelong-learning-policy/eqf_en.htm*
24 *For more details on EU's contribution to the Bologna process seehttp://ec.europa.eu/education/higher-education/bologna_en.htm*

In its most recent communication, "European higher education in the world" (COM (2013) 499)[25] the European Commission reiterates that

> *"Member States and their higher education institutions are responsible for reforming their higher education systems and for supporting internationalisation strategies. The added value of EU – in collaboration with the Member States and while fully respecting the autonomy of higher education institutions – particularly through Europe 2020 and the Erasmus+ Programme within the Multi-annual Financial Framework for 2014-2020 (MFF), is to provide stronger policy support and financial incentives for internationalisation strategies".*

The European Commission further announces that

> *"[t]he Erasmus+ programme for the 2014-2020 period will provide substantial EU-level investment in the key areas of internationalisation strategies: international mobility, joint degrees, and international cooperation partnerships, including capacity building and staff development in emerging and developing parts of the world"* (COM (2013) 499).

1.4 Erasmus in Slovenian higher education

Slovenia began participating in Erasmus on 1 May 1999. In November 1999, the Slovenian Parliament adopted amendments and changes to the Higher Education Act (National Gazette No. 99/1999) in which Slovenian legislation was brought in line with EU legislation; also adding a provision that once Slovenia joined the EU, EU students would have the right to study at Slovenian higher education institutions under the same conditions as domestic students. Another amendment to the Higher Education Act was adopted in 2004 (National Gazette No. 63/2004), which paved the way for implementation of Bologna recommendations in terms of reforms of degree structures and external quality assurance, and also created a legal basis for conducting joint degree programmes (Article 33). The Master Plan for Higher Education [MPHE] adopted in February 2002, which preceded this legislative amendment, also clearly stated that its objective was (MPHE 2002: 3, point 2.1.10)

> *"to promote international cooperation of higher education institutions, in particular their participation in specialised EU projects (e.g. SOCRATES – Erasmus) and regional programmes (e.g. CEEPUS) and in the creation of the European Higher Education Area within the meaning of the Declaration of the European Ministers of Education (Bologna, June 1999) entitled The European Higher Education Area."*

The Master Plan for Higher Education also advocated implementation of ECTS, which it deemed important for student mobility between home institutions and international mobility. It further posited that

> *"[t]he task of higher education institutions [is] to prepare better coordinated core parts of study programmes (compatibility of fundamental theoretical courses) and encourage student and faculty exchanges with centres of excellence at individual universities at home and abroad. In order to achieve equitable student exchanges within*

25 *http://ec.europa.eu/education/higher-education/doc/com499_en.pdf*

> *the framework of EU programmes, study programmes or their parts will have to be offered in foreign languages more often than to date. The relationship between general and specialised university courses will have to be defined in a new and more detailed manner; the share of optional subjects will have to be strengthened and encouraged by various mechanisms; the inter-faculty studium generale will have to be reintroduced"* (MPHE 2002: 7-8, point 2.3.3).

The Resolution on the National Higher Education Programme 2011-2020 (ReNHEP 2011) adopted by the Slovenian Parliament in 2011 has introduced a comprehensive set of goals concerning the internationalisation of Slovenian higher education, among them several directly compatible with the objectives and measures of Erasmus, such as:

- support for outgoing and incoming mobility,
- joint study programmes established with foreign higher education institutions,
- development of study programmes to be offered to foreign students in foreign languages (with a priority on post-graduate study programmes) and study programmes for mixed groups of students from different countries, and
- creating a general international character at Slovenian higher education institutions marked by a significant presence of foreign nationals in the overall population of students, higher education teachers, assistants and researchers.

Some of the concrete measures proposed by the National Higher Education Programme include "Slovenian higher education teachers and staff regularly leaving for long-term exchanges or obtaining additional training abroad" (ReNPHE 2011: Measure 33), and "facilitating teaching in foreign languages", especially in the third and the second study cycles (ReNPHE 2011: Measure 36).

The National Higher Education Programme 2011-2020 also refers to some promising statistical data regarding Slovenia's participation in the Erasmus Programme citing CMEPIUS and the European Commission (Appendix 1). For example, the number of exchange students increased from 227 outgoing and 62 incoming in the 2000/2001 academic year to 1,735 outgoing and 1,696 incoming in 2011/2012. The number of mobile staff increased from 61 outgoing and 66 incoming in 2000/2001 to 489 outgoing and 524 incoming in 2011/2012; with 3.45% of all academic staff participating in the Erasmus mobility scheme. Nevertheless, the share of outgoing students as a percentage of the entire student population in Slovenia remains relatively low: 1.03% in 2007/2008 increased to only 1.51% in 2011/2012, which is notably under the European average of about 4.5%. Similarly low is the share of incoming students as a percentage of the entire student population.[26]

26 *For more information see Čelebič (2008); Komljenovič in Marjetič (2010).*

The implementation of the Resolution on the National Higher Education Programme is still under way and the National Strategy for the Internationalisation of Slovenian Higher Education, which was announced in the NPHE, has not yet been prepared (NHEP 2010: 42). However, in 2013 a notable government instrument was developed to support the internationalisation of higher education in Slovenia. In the framework of the Operative Programme for human resources development[27] a call for proposals has been issued specifically to support the internationalisation of higher education.[28] Activities financed through the call involve: 1) employment of foreign academics at Slovenian higher education institutions for longer periods (at least one semester); 2) shorter visits by foreign experts at Slovenian higher education institutions with the purpose of conducting parts of a course or study programme; 3) organisation of international workshops with invited foreign speakers; 4) promotion (strengthening of visibility) of Slovenian higher education institutions internationally. The purpose of the call is to speed the internationalisation of higher education through the stronger involvement of foreign experts in pedagogic and research processes at Slovenian higher education institutions.

As suggested by the Resolution on the National Higher Education Programme, the Erasmus Programme presents one of the "great changes in the area of higher education" since the establishment of the Slovenian State (ReNHEP 2011: 3). The questions this report seeks to answer is what changes in Slovenian higher education can be directly attributed to the Erasmus Programme.

27 *Operative programme states as one of its priorities internationalisation of higher education and raising the attractiveness of Slovenian higher education and research space. http://www.mddsz.gov.si/fileadmin/mddsz.gov.si/pageuploads/dokumenti__pdf/op_ess_final.pdf*

28 *http://www.mizs.gov.si/si/javne_objave_in_razpisi/okroznice/arhiv_okroznic/okroznice_razpisi_in_javna_narocila/javni_razpisi/?tx_t3javnirazpis_pi1%5Bshow_single%5D=1307*

2 METHODOLOGY

2.1 Erasmus as part of internationalisation of higher education: review of literature

This study adopts the definition of internationalisation offered by Knight (2004: 9): "*Internationalisation in higher education is the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education*." A related definition useful for our purposes is that internationalisation is "*the variety of policies and programs that universities and governments implement to respond to globalisation"* (Altbach, Reisberg & Rumbley 2009: 7). While globalisation is seen to be beyond the control of any one actor or set of actors, internationalisation is indeed a strategy that is formulated and implemented by higher education institutions, governments and other actors active in the field of higher education to handle globalisation (Altbach, Reisberg & Rumbley 2009: 23-35). Internationalisation strategy thus permeates the purpose, functions, and delivery of higher education (Knight 2003: 2). As suggested by Qiang (2003: 258), the internationalisation dimension appears institutionally in:

- governance (expressed commitment by senior leaders for internationalisation, active involvement of faculty, staff; articulate rationales and strategy for internationalisation; recognition of international dimension in mission statements and other policy documents);

- operations (international cooperation is integrated into institution-wide and departmental planning, budgeting and quality review systems; information and communication systems; developing appropriate organisational structures, e.g. an international office and academic leadership responsible for internationalisation; paying attention to balance between centralised and decentralised promotion and management of internationalisation);

- support services: international offices, student housing, student registers, student counselling and career development, etc.

Within institutions, internationalisation strategy necessarily consists of different elements (Qiang 2003: 258-259):

1. academic programme: student exchange programmes, foreign language study, internationalised curricula, area or thematic studies, work/study abroad, international students, teaching/learning process, joint/double degree programmes, faculty/staff mobility, visiting lecturers and scholars, link between academic programmes and research, training and development assistance;

2. research and scientific collaboration: area and theme centres, joint research projects, international conferences and seminars, published articles and papers, international research agreements, researcher and graduate student exchange programmes, international research partners in academic and other sectors, links between research, curriculum and teaching;

3. extra-curricular activities: student clubs and associations, international and intercultural campus events, liaison with community-based cultural groups, peer-groups and programmes, alumni development programmes, and social, cultural and academic support system;

4. external relations and services: participation in international networks, international development assistance projects, community-based partnerships and projects with non-government groups or private sector companies, etc.

International cooperation which is the most typical designation of international activities at institutional webpages is one dimension of internationalisation. Most often it refers to bilateral partnerships concluded between home institution and institutions abroad within the framework of Erasmus Programme or outside of it. Erasmus exchanges are then directly part of international cooperation activities. Other international cooperation activities include participation in international research projects, academic conferences and other academic events and membership in academic networks. Internationalisation, as indicated above, has however other dimensions, of which one crucial one is internationalisation of study process at home; which is discussed later in this section.

In practice we can find great diversity of institutional approaches to internationalisation (Qiang 2003): from those where internationalisation is simply an add-on and marginal activity to those where internationalisation is central for institutional existence and permeates all aspects of institutional operations and life. The second dichotomy is between institutions which approach internationalisation in a sporadic, irregular and ad hoc manner with many loose ends in procedures and structures to those institutions that have highly developed systematic and institutionalised procedures and structures that support internationalisation.

There are two widely recognised arguments as to why internationalisation of higher education is important (Qiang 2003). First, higher education needs to prepare graduates adequately for life and work in increasingly globalised environments by adding intercultural skills, attitudes and multilingualism to their learning outcomes (ibid.). Second, research requires collaborative efforts and intensive international collaboration due to the increasing specialisation and the size of the investments needed in certain areas of research (ibid.). This is particularly true for small systems, such as Slovenian higher education and research system.

There are four basic categories of rationales or motivations for internationalisation of higher education: political, economic, academic and cultural/social (Knight 2006: 216; cf. de Wit & Knight 1995). These are not mutually exclusive. They can differ according to the level of higher education governance; i.e. the rationales for internationalisation at national level can be different from those at the institutional or sub-institutional. And, they are not static (Knight 2006). Despite the overall agreement in academic and policy circles on the benefits of internationalising higher education, the actual policies and practices vary significantly across higher education systems and institutions. The reasons for these differences lie as much in administrative and financial obstacles to internationalisation as in the differences in motivations, indeed national and institutional visions, as to what role internationalisation should play.

Knight (2006) observes that in some institutions and countries there has been a growing commercial motivation underlying internationalisation practice. The emphasis here is to apply internationalisation as part of institutional strategy for attracting foreign students and conducting other transnational education activities such as virtual provisions and establishment of branch campuses abroad. For other institutions and countries, internationalisation may be seen primarily as a drive to achieving quality education and an indicator of quality. A high level of mobility among students — incoming and outgoing — is a sign of an institution's prestige and quality (Wildavsky 2010; Green 2012). Level of internationalisation is measured through different indicators also in the global university ranking tables (Hazelkorn 2011) and thus comparative advantage in the global race for students, academics, and research funding.

In the case of Slovenia, Braček Lalić (2007) posits that Slovenian higher education institutions are aware of the importance of internationalisation of higher education and finds that more importance to internationalisation is given by faculties from natural sciences, technology, medicine and agriculture than social sciences and humanities. According to Braček Lalić (2007), among benefits of internationalisation, faculties in Slovenia emphasize improved quality of study processes and programmes, increased international cooperation with institutions abroad and thus improved their competitive advantage. As threats of internationalisation they mention brain drain, increase in foreign diplomas obtained from potentially low quality of foreign education providers and loss of cultural and national identity (ibid.), all of which were emphasised more by faculties from social sciences and humanities (64%). Braček Lalić (2007) also suggests that the most frequent rationales for internationalisation among Slovenian institutions are in improving higher education quality, strengthening research and teaching capacity, knowledge production and improving graduates' preparedness to work in international environments and improving their intercultural competences; not in improving international reputation and prestige of institutions (ibid.).

Furthermore, Braček Lalić (2007) found that in 2007 only 10 of the faculties (36%) had developed a programme of work for internationalisation (most were from the area of social sciences and humanities), and that 18 faculties (64%) had no such programme. The most frequent forms of international activities at faculties included in the study were student mobility (100%), staff mobility (89%), international research projects (89%); international institutional contracts/networks (79%) and participation in international associations (71%). The least frequent forms were: joint/double degrees (21%), study programmes abroad (18%) and distance education (14%). Only 56% of the faculties has confirmed that their study programmes include an international dimension; more from social sciences and humanities than from natural sciences and technology (Braček Lalić 2007).

Erasmus Programme is widely perceived as an important instrument of internationalisation. There are ample studies that highlight benefits of participation in Erasmus for individuals. Bracht et al. (2006) report that individuals involved in Erasmus mobility develop intercultural competences and foreign language skills (see also Maiworm & Teichler 2002; Thomas 2005; Williams 2006; Patterson 2006; Fernandez 2006; Graban 2007; Baiba & Teichler 2007; Emert 2008). Similar findings are also made in Slovenia. On the case of students from Faculty of Economics at University of Ljubljana, Vujašović (2013) demonstrates that participation in study

exchange programmes raises among students the level of intercultural awareness which is one of the key competencies in business environment. Studies report also of the professional benefits of international mobility for academic and support staff ranging from career development, improvement in quality of research and teaching and more collaboration (joint degrees, international partnerships) (Colucci et al. 2012; EUA 2012). For individual mobile students the reported benefits also include improved employment opportunities (Teichler & Maiworm 1997; Bracht et al. 2006; Pavlin 2009; Flander 2012). However, in a study of employers' valuation of international mobility in selection of job candidates in Slovenia, Flander (2012) finds that although employers in general value international experience, it is not a significant factor or a necessary condition in their choice of candidates (Flander 2012). If they are pressed to decide on this point, employers give significantly higher importance to international mobility for practical training than 'credit mobility' for study purposes (Flander 2012).[29]

While positive effects of Erasmus on participating individuals have been widely documented, there has been much less research about the effects that Erasmus has on individual institutions' internationalisation and on internationalisation of higher education systems at large. One major study addressing this question was conducted by research centre CHEPS and partner institutions in 2004. They evaluated the impact of Erasmus on higher education institutions and national (government) policy-making in selected countries, excluding Slovenia (van Brakel et al. 2004). Slovenia is mentioned only in the part which evaluated the institutional impact of the Erasmus Policy Statements [EPS] which are included in Erasmus institutional contracts.[30] The findings from this study present the only similar evaluation to ours and thus the only point of international comparison. Some of the key findings against which the findings for Slovenia will be compared to include (van Brakel et al. 2004: 9-10):

- The majority of institutions reported student mobility (however much more frequently than staff mobility);
- 50% of Erasmus Policy Statements mentioned improving partnership configuration as an important goal (more partners and enhanced cooperation; but not decreasing the number of bilateral agreements); and in some cases regional cross-border cooperation with neighbouring countries was highlighted.
- Reasons for engaging in internationalisation named most often in the Erasmus Policy Statements were: 1) preparing students for the international labour market / employability; 2) recognition of degrees / harmonisation; and 3) to become an attractive institution that is well-known.
- Language training is often stated to be an important factor for the success of exchanges and as the value of graduates in the international labour market (68%).

29 *Related to these studies are also investigations devoted to questions of how to remove obstacles to student participation in Erasmus (Kelo et al. 2006; Baiba & Teichler 2007).*

30 *However, the response rate to the survey was very low among the Slovenian institutions.*

Some institutions indicated that it has become more difficult to interest students and staff in the exchange programmes. Often this has a financial reason, although the mentality of students and staff also plays a role. CHEPS study has importantly informed the choice of evaluation questions; it has in particular informed the questions concerning student and staff mobility and the overall internationalisation strategy. However, in our study we emphasise much more internationalisation of study at home and the role that academic staff and international institutional partnerships play in internationalisation strategy. Several researchers argued namely that to achieve higher positive effects of mobility institutional mobility strategy needs to be included in and extend to the overall internationalisation strategy (Teichler 2002; van der Wende 2003; Čeberič 2008; Flander 2012). In our view, an important part of such strategy ought to addresses non-mobile students and internationalisation of study at home. Non-mobile students continue to present the great majority of student body and will continue to do so even if the objectives of reaching 20% participation set by the European institutions and national governments are met. Hence, in our evaluation, we focus foremost on the effects of Erasmus Programme on internationalisation of study at home, of which mobility is one aspect, but it also includes other forms, such as offering courses and study programmes in foreign languages and internationalising curricula. Internationalisation at home also touches on the questions of building strategic partnerships.

One of the key focuses of internationalisation of study at home has been on how to help non-mobile students develop international knowledge and competences (Crowther et al. 2000; Wächer 2003). Accordingly, several policy instruments were advocated to help institutions achieve this objective: attracting and integrating foreign students, quality of international programmes, employing foreign lecturers, developing joint and double degree programmes, teaching foreign languages, long distance teaching, etc. A particular emphasis has been given to the concept of internationalising the curriculum defined as

> *"curriculum which gives international and intercultural knowledge and abilities, aimed at preparing students for performing (professionally, socially, emotionally) in an international and multicultural context"* (Nilsson 2000).

Another notable measure has been 'teaching and learning in an international classroom' as

> *"teaching settings where foreign students and domestic students are being accommodated in the same classroom" with the potential of "an added value that the intercultural dimension of the teaching and learning in such a setting can bring: appreciation for other cultures and an improved ability to communicate and interact with persons from different backgrounds"* (Teekens 2000: 30; cf. Ryan 2005).

More recently internationalisation through distance education is gaining a prominent role in policy agenda and among higher education institutions. Our prediction is that this visible role will only be reinforced through MOOCs [Massive Open Online Courses].[31] As Gaebel (2013: 12) suggests: "*it could be imagined that MOOCs*

31 *MOOCs stand for Massive Open Online Courses. So far, MOOCs can be characterised as follows: they are online courses with no formal entry requirement, no participation limit, are free of charge and do not give academic credits (Gaebel 2013).*

in widely spoken languages would become a means of internationalisation". There are several potential implications of MOOC on higher education. These require elaborate discussion which is beyond the scope of present study. All what we would wish to stress at this point is that MOOCs also create conditions for an 'open curriculum', which is described as curriculum in which:

> *"learners mix educational resources, activities, and/or packages for different disciplines to meet their needs. This places learners in charge of their own learning and ensures that they will learn what they need to meet their personal desires and requirements"* (Powell & Yuan 2013: 16).

We suggest that such an 'open curriculum' can certainly have international dimension where students follow courses offered by foreign institutions on-line or they combine MOOCs with their home courses and thus through virtual means experience internationalisation of study at home.

Next to internationalisation of study at home, our study intends also to highlight the questions of international strategic partnerships between higher education institutions and institutional capacity building to support internationalisation. Within the changing contexts of cooperation and competition among higher education institutions, strategic partnerships, networks and capacity building are gaining new importance and meaning. In a recent study by the OECD, Henard et al. (2012) point to several ways institutions could raise their institutional capacity and strengths through strategic partnerships. The omnipresent recommendation is to develop a strategic approach to internationalisation (Henard et al. 2012: 41), which includes in particular but not exclusively:

- Clarification of the institution's objectives for internationalisation and articulation of how internationalisation is expected to enhance the institution's main mission(s).
- Selection of the most appropriate modes and forms of internationalisation for the institution, taking into account both the institution's missions and objectives and the environment affecting internationalisation.
- Establishing the partnerships and joining the international networks that will be most relevant and effective in achieving the institution's objectives for internationalisation.

Strategic partnerships indeed can be an aim of internationalisation strategy and at the same time be an important driver of internationalisation. Concretely, the aforementioned study by CHEPS (van Brakel et al. 2004) suggests that the Erasmus partnerships between higher education institutions results in an increase in these institutions' involvement in international collaborative research projects. In other words, Erasmus partnerships may lead to extending cooperation to other areas, such as research collaboration and joint/double degree programmes, as well as more implicit aspects of benchmarking and comparisons between institutions, learning about different teaching practices, collaboration on joint publications, etc. And *vice versa*: research partnerships should and can be used for student and staff exchanges, intensive programmes, summer schools and joint curriculum development.

The literature reviewed above has helped us formulate the evaluation questions presented in the next sections. In addition, two major studies have been used as secondary literature informing the choices of evaluation questions. One study is EUROAC – The Academic Profession in Europe: Responses to Societal Challenges, a collaborative research project within the EuroHESC Programme; conducted by INCHER Kassel and partner institutions from 2009 to 2012 (Slovenia was not included). This project aimed to establish how the academic profession in various European countries perceives, interprets and interacts with changes in the socio-economic environment and in the organisational fabric of higher education institutions. International cooperation was one of the areas explored in this project (Kehm & Teichler 2013; Teichler & Höhle 2013). We also refer to the findings of a study by CEPS Ljubljana on current trends and issues in higher education which was conducted in seventeen higher education institutions from eight countries of the Western Balkans, including Slovenia (Zgaga et al. 2013).

The present study is thus devoted to the specific question of impact of Erasmus on internationalisation of higher education institutions in Slovenia. Given the specific objectives and instruments of the Erasmus Programme, the attention in this study is given to the effects of the Erasmus Programme on three sets of institutional practices:

1. International student and staff mobility;
2. Internationalisation of study at home;
3. Strategic partnerships and networks and support services to internationalisation.

2.2 Conceptual framework for the evaluation of impact of Erasmus Programme on institutional practice

A. Evaluation questions on the impact of Erasmus on international student and staff mobility

Trends in student and staff exchange	ERASMUS statistics from CMEPIUS
Institutional adaptation for participation in ERASMUS	EKQ2; EKQ2.1 (content analysis); EKQ2.2 (content analysis); interviews
Institutional capacities for hosting ERASMUS students	EKQ3; EKQ3.1 (content analysis); interviews

B. Evaluation questions on the impact of Erasmus on internationalisation of study at home

Courses offered in foreign language	EUROAC 14/DB5; EUROAC 27/A1; EKQ4; EKQ4.1; EKQ4.2; EKQ4.3; EKQ4.4; interviews
Teaching in double or joint degree programmes	EUROAC 11/D3; interviews
International content in courses	EUROAC 12/D4; ESQ6; interviews
Academic/professional preparation of outgoing students before departure	EUROAC 11/D3; ESQ2; interviews
Information on and promotion of ERASMUS	ESQ5; interviews
Experience at home institution after returning from ERASMUS exchange	ESQ1; ESQ1.1; ESQ1.2; interviews
Knowledge of foreign languages	EQ12; interviews

C. Evaluation questions on the role of academic staff in Erasmus

Institutional expectations and academics' personal priorities to international cooperation	EUROAC 24/A3; EUROAC 31/F3; ESQ7; ESQ7.1 (content analysis); interviews
Trends in employment of foreign academics'/ researchers	EUROAC 25/A4; ESQ6; interviews; legislative and policy documents
International teaching experience of academics'	EUROAC 12/D4; interviews
International research cooperation of academics'	EUROAC 19/E1/EUROAC 28/A2; EUROAC 17/ E2; EUROAC 22/E4; EUROAC23/E5; interviews
International research output of academics'	EUROAC 22/E4; 23/E5; interviews
International lecturers at the home institution	ESQ6; interviews; policy documents

D. Evaluation questions on the impact of Erasmus on strategic partnerships and networks and support services for international cooperation

Support services to incoming students and staff	EUROAC 25/A5; interviews
Clear internationalisation goals in institutional strategies	EUROAC 26/A5; interviews
International activities at the home institution	ESQ6; interviews
Work conditions of ERASMUS coordinators	EKQ6; EKQ6.1/6.1.1/6.1.2; EKQ6.2; EKQ9/9.1; interviews
Institutional support to ERASMUS coordinators	EKQ7/7.1; EKQ8; interviews

E. Evaluation questions on the impact of Erasmus on the institutional practice as perceived by former Erasmus students and Erasmus coordinators

Effects of ERASMUS programme on the institution	EKQ5; interviews
Effects of ERASMUS on teaching	EKQ10; interviews
Effects of ERASMUS on research	EKQ14; interviews
Effects of ERASMUS on other activities	EKQ15; interviews

2.3 Data collection

The study is a mixed methods evaluation, employing both qualitative and quantitative evaluation methods. Evaluation data were collected and analysed using the following methods:

- survey questionnaires for Erasmus coordinators, former Erasmus students and academics;
- interviews with institutional leaders, Erasmus coordinators, former Erasmus students and academics at selected higher education institutions;
- desk research (literature review and analysis of policy, strategic and legislative documents).

The principle of triangulation typically used in evaluation has been applied in this study. It is a method of data verification based on the use of different sources of data on the same finding or conclusion. In other words, we check whether data from different sources leads to the same conclusions. In the conceptual framework we have first identified evaluation questions and all potential sources of data for each question. Then we extracted data from all possible sources, analysed them, compared the findings and formed conclusions.

2.3.1 Survey questionnaires

The empirical component of this study is based on three on-line surveys targeting three specific groups: 1) a survey of former Erasmus students (ES-survey); 2) a survey of Erasmus coordinators (EK-Survey); and 3) a survey of academic staff (EUROAC-survey).

SURVEY OF ERASMUS STUDENTS

The survey of Erasmus students was structured according to two main thematic sections: experiences after the Erasmus exchange at the home institution, and opinions on the effects of Erasmus on internationalisation. A third component included profile of the respondents.

The survey was distributed through email invitation to 4004 addresses of former Erasmus students that participated in the Programme in academic years 2009/10; 2010/11 and 2011/12. The respondents participated in the survey through an anonymous link to Qualtrics web page. From the invitations sent, the survey was completed in total by 718 students [and partially completed by 937 respondents]. Thus, the response rate was 18% [or 23% if partial responses are counted]. Those that only partially responded to the survey were not excluded from the sample.

In this sample, the majority of respondents came from the University of Ljubljana (77%), were female (68%), participated in the exchange in academic years 2011/12 or 2010/11 (77%) and were on a study exchange (87%) (**Tables 1 – 5**).

Table 1: ***Former Erasmus students according to year of exchange***

Academic year	Response	%
2012/13	23	3%
2011/12	321	44%
2010/11	239	33%
2009/10	152	21%
Total	735	100%

Table 2: **Former Erasmus students according to gender**

Gender	Response	%
Female	503	68%
Male	233	32%
Total	736	100%

Table 3: ***Former Erasmus students according to type of exchange***

Type of exchange	Response	%
Study	640	87%
Training	115	16%
19 students marked both options		

Table 4: ***Former Erasmus students according to degree program***

	Answer	Response	%
1	Short-Cycle Higher Vocational Education Programmes	18	3%
2	Higher professional study programmes (non-Bologna)	34	5%
3	Undergraduate Professional Study Programmes (1st degree)	39	5%
4	Undergraduate Academic Study Programmes (1st degree)	123	17%
5	University (academic) study programmes (non-Bologna)	235	33%
6	Undergraduate Uniform Master's Study Programme (2nd degree)	26	4%
7	Master of Science (non-bologna)	19	3%
8	Postgraduate Study Programme (2nd degree)	182	26%
9	Doctoral studies (non-bologna)	8	1%
10	Postgraduate Study Programmes (3rd degree)	29	4%
	Total	713	100%

Table 5: ***Former Erasmus students according to institution***

Institution	Response	%
University of Ljubljana	561	77%
University of Maribor	117	16%
University of Primorska	1	0%
University of Nova Gorica	9	1%
Higher Vocational School	17	2%
Higher Educational Institution (non-university)	19	3%
Total	724	100%

Data collected were submitted to the usual standardized statistical procedures (descriptive and non-parametric). Additionally, some variables were used – institution, type of exchange, year of exchange – to analyse potential differences on the surveyed views. However, in almost all the operations of statistical procedures (cross-tabulation and non-parametric tests) no relevant differences were found.

Four questions in the survey were open-ended and were submitted to content analysis:

1. How have you used Erasmus experience in your studies at home institution?
2. What would need to happen that you could have better used your Erasmus experience in study at home institution?
3. Your recommendations to better integrate Erasmus students (domestic and foreign) in study process at your home institutions.
4. Your recommendations on how to improve internationalisation of your institution.

SURVEY OF ERASMUS COORDINATORS

The survey of Erasmus coordinators was structured according to three main thematic sections: effects of Erasmus on the international orientation of your institution; work of the Erasmus coordinator; effects of Erasmus on teaching, research and other activities. A fourth component included profile of the respondents.

The survey was distributed through email invitation to 117 active Erasmus coordinators in the CMEPIUS database. The respondents participated in the survey through an anonymous link to Qualtrics web page. From the invitations sent, survey was completed in total by 63 coordinators [and partially completed 79 respondents]. Thus the response rate was 54%. Those that only partially responded to the survey were not excluded from the sample.

Table 6: ***Erasmus coordinators according to gender***

Gender	Response	%
Female	41	67%
Male	20	33%
Total	61	100%

Table 7: ***Erasmus coordinators according to institution***

Institution	Response	%
University of Ljubljana	26	43%
University of Maribor	10	16%
University of Primorska	2	3%
Higher Vocational School	13	21%
Public Higher Educational Institution	2	3%
Private Higher Educational Institution or University of Nova Gorica	8	13%
Total	61	100%

Four questions in the survey were open-ended and submitted to content analysis:

1. If at your institution some changes were implemented after joining Erasmus, what were these changes?
2. If changes were not made after joining Erasmus or not made sufficiently, what would need to be done?
3. Is your institution able to accept more Erasmus students? If not, why not?
4. If Erasmus coordinator also works on other administrative functions, which are these functions?

SURVEY OF ACADEMIC STAFF

The survey of academics was structured according to six main thematic sections: 1) international cooperation; 2) overall work conditions and activities; 3) teaching; 4) research; 5) management; and 6) profession and career. A seventh component was devoted to the profile of respondents. There were in total 50 questions. By any measure this survey qualifies as complex and long.

The survey was distributed in two consequent series of invitations. Email addresses of targeted respondents, i.e. academic staff employed at Slovenian higher education institutions, were copied from publicly available websites of departments, research institutes and faculties. We have opted for this way after having an extremely low response rate when invitations were distributed through the internal mailing lists of universities. Through this process 5.791 addresses were collected and invitations were distributed by email.

The respondents participated in the survey through an anonymous link to Lime web page. From the invitations sent, the survey was completed in total by 728 respondents [and partially completed by 1,682 respondents]. Thus the response rate was 13%. Those that only partially responded to the survey were excluded from the sample since in majority of cases the respondents only opened the first page, but did not continue the survey.

Given the highly complex and long questionnaire, the response rate is rather low; but similar to responses rates of the same surveys conducted in other European countries (Teichler & Höhle 2013; Kehm & Teichler 2013, Teichler et al. 2013). We draw here on the observation by Horta (2013) (citing Krosnik 1999) suggesting that "while a low response rate could be problematic, studies demonstrate that datasets resulting from low response rates can yield more accurate measurements and quality than those with greater response rate levels" (Horta 2013, 493). Furthermore, the survey had a well representative sample according to all main categories of profile of academic staff (disciplines of departments where employed, gender, academic rank) (see tables below); thus meeting the criteria that representativeness is more relevant than response rate

for generalizability of survey research (Horta 2013). There was a good distribution of responses according to various categories of the profiles (**Tables 8-19** below).

Table 8: ***Academics according to higher education institution where currently employed***

In which higher education institution are you primarily employed?		N	% (all)	% (valid)	Sent	% response per institution
Valid answers	University of Ljubljana	**413**	**56.7**	**61.9**	3646	11%
	University of Maribor	**140**	**19.2**	**21**	1206	12%
	University of Primorska	**60**	**8.2**	**9**	554	11%
	Other higher education institutions	**54**	**7.4**	**8.1**	385	14%
	Total valid	**667**	**91.6**	**100**	5791	12%
No response		**61**	**8.4**			
Total		**728**	**100**		5791	13%

Table 9: ***Academics according to gender***

Gender	N	%
Male	377	53.6%
Female	326	46.4%
Total	703	100%

Table 10: ***Academics according to academic rank***

Please indicate your current academic grade:	N	%
Professor	100	14.4%
Associate Professor	113	16.3%
Assistant Professor	183	26.4%
Senior Lecturer	55	7.9%
Lecturer	36	5.2%
Language Instructor	9	1.3%
Research Counsellor	1	0.1%
Senior Research Fellow	2	0.3%
Research Fellow	6	0.9%
Senior Expert	3	0.4%
Assistant/ Junior Researcher	186	26.8%
Total	694	100%

Table 11: ***Academics according to the academic discipline of their highest degree***

Please identify the academic discipline of your highest degree	yes	yes (%)	no	no (%)	N
Agriculture, Forestry, Fishery and Veterinary	42	5.8%	686	94.2%	728
Education/Teacher training	57	7.8%	671	92.2%	728
Engineering, manufacturing and construction	116	15.9%	612	84.1%	728
Medical sciences and welfare	72	9.9%	656	90.1%	728
Humanities and arts	114	15.7%	614	84.3%	728
Physical sciences, mathematics, computer sciences	211	29.0%	517	71.0%	728
Services	5	0.7%	723	99.3%	728
Social sciences, Business sciences, Law	187	25.7%	541	74.3%	728

Table 12: ***Academics according to academic discipline of their current department***

The academic discipline of your current department where employed	yes	yes (%)	no	no (%)	N
Agriculture, Forestry, Fishery and Veterinary	48	6.6%	680	93.4%	728
Education/Teacher training	61	8.4%	667	91.6%	728
Engineering, manufacturing and construction	116	15.9%	612	84.1%	728
Medical sciences and welfare	80	11%	648	89.0%	728
Humanities and arts	101	13.9%	627	86.1%	728
Physical sciences, mathematics, computer sciences	189	26%	539	74.0%	728
Services	9	1.2%	719	98.8%	728
Social sciences, Business sciences, Law	181	24.9%	547	75.1%	728

Table 13: ***Academics according to year of obtaining degree***

For each of your degrees, please indicate the year of completion	First degree		Second degree		Specialization		Doctoral degree		Post-doctoral Training	
	N	%	N	%	N	%	N	%	N	%
Before 1960	2	0.3%	0	0%	0	0%	0	0,0%	0	0%
Between 1960 and 1979	75	11.5%	21	4.9%	2	4.3%	7	1,4%	0	0%
Between 1980 and 1999	345	52.9%	219	50.9%	22	47.8%	152	31,3%	36	30.8%
2000 or later	230	35.3%	190	44.2%	22	47.8%	327	67,3%	81	69.2%
Total	652	100%	430	100%	46	100%	486	100%	117	100%

Table 14: ***Academics according to years since first full-time appointment in the higher education sector***

How long is since your first full-time appointment in the higher education sector?	N	%
0 - 5 years	108	18.1
6 - 10 years	146	24.4
11 - 15 years	103	17.2
16 - 20 years	102	17.1
21 - 30 years	94	15.7
31 - 40 years	41	6.9
41 years or more	4	0.7
Total	598	100

Table 15: ***Academics according to years since first elected to the title of university teacher or researcher in higher education / research sector***

How long is since you were first elected to the title of university teacher or researcher in higher education / research sector?	N	%
0 - 5 years	173	30.6
6 - 10 years	153	27.0
11 - 15 years	101	17.8
16 - 20 years	79	14.0
21 - 30 years	40	7.1
31 - 40 years	19	3.4
41 years or more	1	0.2
Total	566	100

Table 16: ***Academics according to years since elected to the current title***

How long is since you were elected to your current title?	N	%
0 - 5 years	497	80.2
6 - 10 years	79	12.7
11 - 15 years	27	4.4
16 - 20 years	10	1.6
21 - 30 years	7	1.1
Total	620	100

Table 17: ***Academics according to the length of time they have interrupted service at their current institution for family reasons, personal leave or full-time study***

Please indicate the length of time you have interrupted your service at your current institution for family reasons, personal leave or full-time study?	N	%
I did not interrupt	396	71
1 year	56	10
2 years	58	10.4
3 years	26	4.7
4 years or more	22	3.9
Total	558	100

Table 18: ***Academics according to whether they are full-time or part-time employed at their current institution***

Please indicate whether you are full-time employed at your higher education institution in the current academic year:	N	%
Yes	561	81.4
No	128	18.6
Total	689	100
Percentage of part-time employment:	**N**	**%**
0 - 20%	47	40.5
21 - 50%	43	37.1
51% or more	26	22.4
Total	116	100

Table 19: ***Academics according to their average monthly net income under an employment contract***

Average monthly net income under an employment contract:	N	%
500 EUR or less	16	2.8
501 - 1000 EUR	110	18.9
1001 - 1500 EUR	208	35.8
1501 - 2000 EUR	172	29.6
2001 - 2500 EUR	56	9.6
2501 - 3000 EUR	13	2.2
3001 EUR or more	6	1.0
Total	581	100

2.3.2 Individual and group interviews

In total we conducted 35 interviews in total duration of 22 hours. Various faculties from each of the four universities were selected along with two higher level professional schools. From these interviews two were conducted in the form of focal group interviews: one consisting only of former Erasmus students and another consisting of the Erasmus coordinator, former Erasmus students and academics from the same university. Two interviews were conducted by phone.

Questions were structured around the three main areas of evaluating impacts:

- Student and staff mobility
- Internationalisation of studies at home
- Strategic partnerships and networks, and support services for international cooperation.

These questions were then adapted for each specific group of interviewees and for the focal groups.

Table 20: ***Groups of interviewees***

Position	Number
Institutional leaders (rectors, deans, vice-deans)	9
ERASMUS coordinators	8
Former ERASMUS students	11
Academic staff	6
Other international office staff	1
TOTAL	**35**

2.3.3 Analysis of policy documents, self-evaluation reports and Erasmus Policy Statements

We have analysed three kinds of primary documents with method of content analysis:

- Legislative documents: the Higher Education Act;
- National policies: The Resolution on the National Higher Education Programme 2011-2020; policies issued by the National Agency for Quality Assurance and Accreditation;
- Institutional documents: statutes, guidelines, self-evaluation reports for reaccreditation, plans of work, strategies and annual reports; Erasmus policy statements and applications for Erasmus Higher Education Charter[32]

32 *We could not obtain all applications during the preparation of the report because they application process had not yet been concluded at the time.*

One level of analysis included identification of context factors with direct reference to internationalisation of higher education. One of the policy contexts here comes from the EU's Lifelong Learning Programme of which Erasmus Programme is one part and from the forthcoming Erasmus+. These policy recommendations are reflected within national policies, strategies and measures, including and especially the National Programme for Higher Education 2011-2020 as well as the national legislation on higher education.

The second level of analysis lies in the institutional context and focuses on institutional input factors with particular emphasis on statutes, guidelines, plan of work, strategies and reports. We have also reviewed the Erasmus Policy Statements [EPS] and self-evaluation reports which were developed for purposes of reaccreditation. The consulted EPS were from the (existing) European University Charters and (where available) from the institutions' applications for the Erasmus Charter for Higher Education 2014-2020, which were submitted to the European Commission/Executive Agency EACEA in 2013 (the application form includes five sections, among them is also a section on the Erasmus Policy Statement (Overall Strategy) in Section D).

The purpose of EPS is to motivate higher education institutions to formulate a coherent policy towards international cooperation activities within the Erasmus Programme. Such policy aims towards lasting effects and ensures a more efficient use of resources. Therefore, institutions are encouraged to describe in EPS the institution's international (EU and non-EU) strategy. They are also asked to explain: a) how they choose their partners; b) in which geographical area(s) of focus and c) the most important objectives and target groups of their mobility activities. If applicable, the institutions also need to explain how they participate in the development of double/multiple/joint degrees. Next, institutions are asked to describe their institutional strategy for the organisation and implementation of international (EU and non-EU) cooperation projects in teaching and training implemented under the Programme. Finally, the third part of the EPS includes an explanation of the expected impact on the institution's modernisation as a result of its participation in the Programme (for each of the 5 priorities of the Modernisation Agenda).[33] Concretely, they need to specify the policy objectives they intend to achieve.

The key questions have guided our analysis here: What concrete objectives do institutions have in terms of their participation in Erasmus Programme? How do these objectives relate to the institutional internationalisation strategy and other institutional goals and priorities? Content analysis of policy documents has been conducted for all four universities.

33 *COM (2011) 567. Available at http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2011:0567:FIN:EN:PDF*

3 EMPIRICAL FINDINGS: THE IMPACT OF THE ERASMUS PROGRAMME ON INSTITUTIONAL PRACTICE

3.1 The impact of Erasmus Programme on student and staff mobility

The Erasmus Programme has undoubtedly had a great impact on the increase in student and staff mobility at Slovenian higher education institutions (**Table 21**). This is also a prominent view of Erasmus coordinators who perceive a major impact from the Erasmus programme on student mobility for studies, and a slightly weaker impact on the mobility of students for training. Until joining Erasmus in 1999, students and staff had only small pockets of available funding for mobility through bilateral government agreements, foreign governments (e.g. EGP Norwegian Financial Mechanism), foreign foundations and (since 1993) through CEEPUS "Central European Exchange Program for University Studies". None of these opportunities, however, can match the extent of funding and support available within the Erasmus Programme. In the words of one of the Erasmus coordinators:

> *"The Erasmus Programme in Slovenia has decisively contributed to the mobility of students, and it is the only mobility programme for which there is mass interest. Other programmes (Basileus, bilateral agreements) are less interesting for students, probably because of the limited exchange possibilities and more complicated selection procedures of the candidates."* (EK-survey, Q33)

Table 21: ***Erasmus coordinators: Participation in Erasmus has had impact at my institution on:***

Answer	Average Value	Standard Deviation	Responses
More students on exchange for study	3.74	1.48	57
More students on exchange for training	3.44	1.39	63
Five-point scale ranging from 1 - lowest impact, 5 - highest impact			

Over the years we observe a positive trend of a steady increase in student participation in the Erasmus mobility scheme (Appendix 1). The number of mobile students increased from 227 outgoing and 62 incoming in the academic year 2000/01 to 1735 outgoing and 1696 incoming in 2011/12. Also, the share of outgoing Erasmus students of the entire student population in Slovenia has been growing dramatically: from the years 2000/01 to 2011/12 it increased by 400% (Source: CMEPIUS). However at 1.51% of mobile students from the entire student population in the year 2011/12 (Source: CMEPIUS) continues to be low and significantly under the European average of around 4.5%. The share of students who choose mobility for training is also growing; however in absolute numbers it continues to be significantly lower than mobility for study. Several Erasmus coordinators have reported difficulties in mobilising students for training mobility, especially from the higher professional schools. At higher professional schools mandatory practical training is part of the curriculum, thus students could fulfil this curricular requirement through Erasmus training abroad.

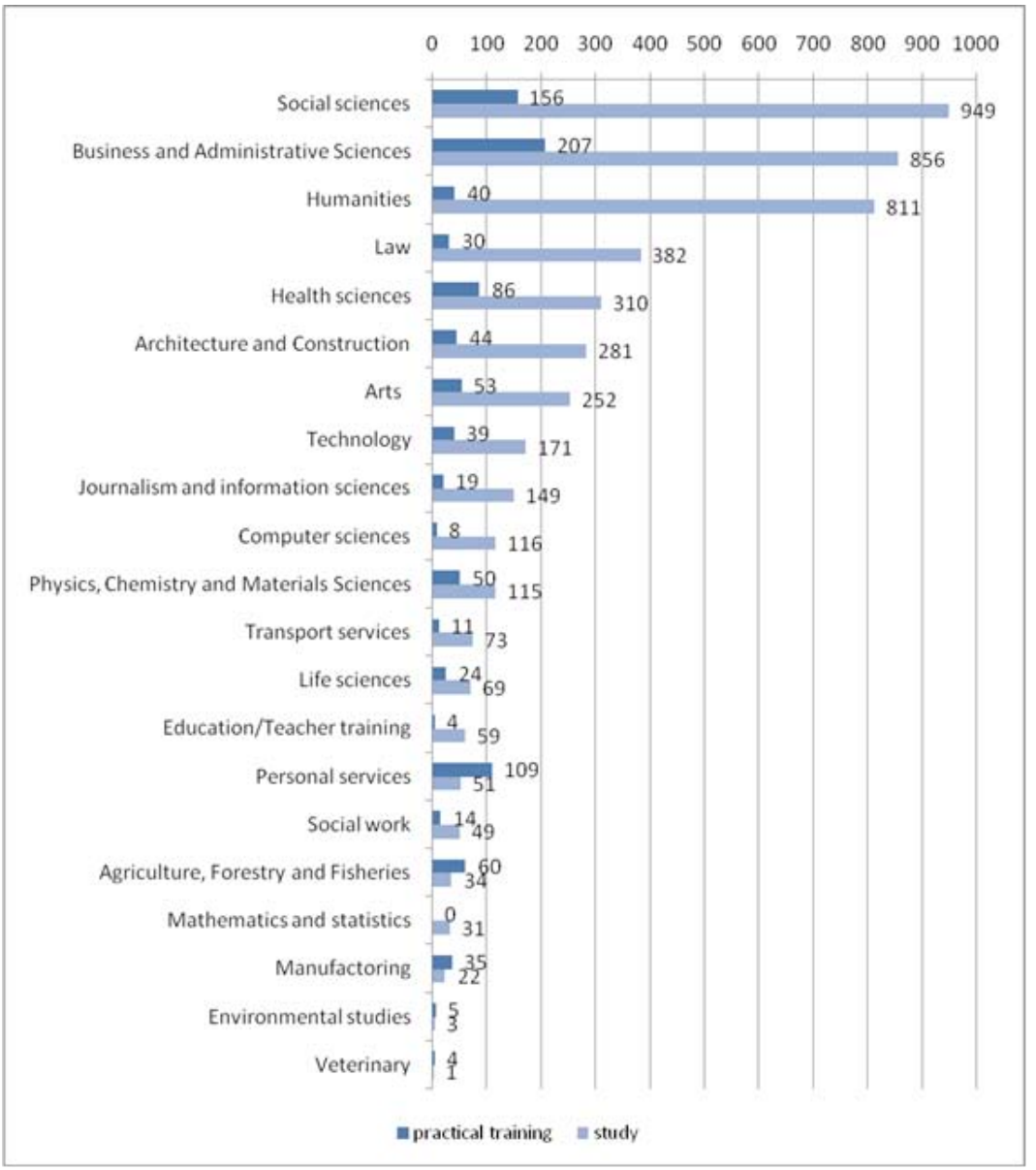
"Our higher professional school organizes mobility only for training, not for study. Also, we do not accept foreign students for study exchange. We do, however, assist them in finding training opportunities in Slovenia." (EK-survey, Q33)

"At our higher professional school we have been participating in the Erasmus program since 2008, but have so far only conducted exchanges for training. Our students have not shown interests in study exchanges and we have also not found comparable study programmes abroad (our programme is a two-year programme, while abroad such programmes usually last three years)". (EK-survey, Q33)

"In spite of the great number of students at our higher professional school it is very difficult to motivate them to take part in Erasmus and follow the practical training abroad" (EK-survey, Q33)

Furthermore, there is a high discrepancy between different disciplines as to the participation of students in Erasmus mobility. On average, students from social sciences, business and government studies are most eager to participate in Erasmus mobility; less so students from other disciplines (**Table 22**).

Table 22: ***Erasmus students (outgoing) according to discipline (Source: CMEPIUS)***



Data from CMEPIUS show that the number of mobile staff (for teaching or training) has increased from 61 outgoing and 66 incoming in 2000/01 to 489 outgoing and 524 incoming in 2011/12 (**Table 23**). The Erasmus staff mobility scheme for teaching alone included 302 outgoing academics in 2011/12. From the total population of 8,850 academic staff employed at Slovenian higher education institutions (Statistical office of

Republic of Slovenia (SURS) 2011/2012); this means that a 3.4% share of the entire academic staff participated in Erasmus exchange in that year. On average, the duration of teaching abroad assignments amounted to 5.4 days in 2011/12.

Table 23: ***Trends in participation in Erasmus mobility schemes (Source: CMEPIUS)***

Individual Mobility				
Academic year	Student Mobility for Study (SMS)	Student Mobility for Practical Training (SMP)	Staff Mobility for Teaching Assignments (STA)	Staff Mobility for Training (STT)
2000/2001	227	/	61	/
2001/2002	364	/	70	/
2002/2003	422	/	70	/
2003/2004	546	/	73	/
2004/2005	742	/	139	/
2005/2006	879	/	143	/
2006/2007	972	/	173	/
2007/2008	1018	174	204	70
2008/2009	1132	176	253	105
2009/2010	1118	250	277	79
2010/2011	1199	281	306	176
2011/2012	1411	324	302	187

To fully understand the impact of the Erasmus Programme on institutions, our first line of investigation has been on whether and how institutions needed to adapt to join Erasmus. In the survey of Erasmus coordinators, we have asked them **whether their institutions needed to adopt any changes to accommodate Erasmus students and if yes, what these changes were** (**Table 24**).

Most of respondents in the survey (56%) answered this question positively (**Table 24**). The most frequently reported changes were in the area of the organisation of study processes in foreign languages (70%) (**Table 25**), which meant the introduction of foreign languages as working languages in lectures, seminars, individual consultations, tutorials, project work in labs and working groups; adjusting courses for virtual mobility including organisation of e-classrooms, and overall preparation of teaching, learning and assessment material in foreign languages. More substantial changes such as accreditation of courses and study programmes in foreign languages have been less frequently reported (15%). Other changes included mostly support services, such as preparation of an institutional website in the English language and adapting the electronic index for Erasmus students and improving language competences of all institutional stakeholders.

Table 24: ***Erasmus coordinators: Did you need to implement any changes in the study process at your institution to participate in the Erasmus Programme?***

Answer	Response	%
Yes	37	56%
No	21	32%
Do not know	8	12%
Total	66	100%

Table 25: ***Erasmus coordinators: If yes, what were these changes? Please give some examples:***

Category	% of all responses	Examples of citations
Lectures, seminars, individual consultations, tutorials in a foreign language; preparation of teaching and assessment material in a foreign language	60%	*"Double lectures, one in Slovene and another in English; those in English are not paid."* *"From the organizational point of view we established the system of lectures and consultations in English language."* *"The introduction of English groups in specific courses."* *"Establishment of an e-classroom, adding foreign literature in teaching processes, more interactive work with students and in smaller groups." "Preparation of teaching materials for foreign students"* *"For a smaller number of foreign students, consultations are foreseen. Erasmus Mundus students understand our language and take part in our lectures. It is necessary to organize examinations in a foreign language."*
Project work in labs, project work in groups	5%	*"Preparation of special projects and tasks for the work in seminars"*
Adjusting courses for virtual mobility; e-classroom	5%	*"Adopt subjects to virtual mobility, as we are stimulating virtual mobility."*
Courses offered in a foreign language	12.5%	*"Prepare, accredit and conduct courses in foreign language."* *"Prepare interesting subjects in English, maybe also modules."*
Study programmes offered in the English language	2.5%	*"Conducting programmes in English and all that is connected to it."*
Improved foreign language competences	5%	*"Improved foreign language competencies, awareness of the importance of foreign language acquisition, active involvement of a greater number of staff [in foreign language learning]"*
Electronic index	5%	*"Adaption of the information system, electronic index"*
Website in the English language	5%	*"English webpage, we did not have it before."*
Total	100%	

A fairly high share of respondents (32%) reports that no particular changes were needed for joining the Erasmus Programme (**Table 24** above). This finding begs a question: whether the institutions concerned can accept more students following the European and national objective to increase the participation in Erasmus to 20% of all students.

It is with this desired shift from elite to mass Erasmus student mobility that the sustainability of institutional arrangements to accommodate a greater number of Erasmus students should be evaluated. The analogy with massification of student enrolments to higher education is in place here. While enthusiastic about greater share of student cohort entering higher education, we are also painfully aware of the strains massification places on funding and on the quality of higher education provision.

If indeed the share of mobile students in each country is to increase (and thus the absolute number of mobile students going on an exchange) we need to be sure that these students have a quality educational experience at the host institution, apart from also having the expected enriching cultural experience of living in another country.

We have thus asked Erasmus coordinators to evaluate the institutional capacities for hosting Erasmus students and asked them to assess **whether their institution was able to accept more incoming Erasmus students than it had in the past two years**. In this way, we implicitly also inquired about the conditions for internationalisation of study at home.

Our assumption has been that if the institution was able to accept more incoming students that would indicate that certain (sufficient) conditions for internationalisation of study at home were present. For example, this would mean that individual courses or study programmes are offered also in foreign languages and that study processes are adapted to the needs of an 'international classroom'. In other words, it would mean that the Erasmus coordinators perceived that there are sufficient institutional mechanisms in place in terms of adaptation of study programmes and processes to provide incoming students with a quality study-abroad experience.

The majority of respondents (58%) answered affirmatively to this question; however 30% of the respondents answered negatively (**Table 26**).

Table 26: ***Erasmus coordinators: Is your institution able to accept more incoming Erasmus students than you had in the last two years?***

Answer	Responses	%
Yes	38	58%
No	20	30%
Do not know	8	12%
Total	66	100%

Adding an open question to those who answered negatively, we managed to dissect the perceived weaknesses in and obstacles to accepting more mobile students and implicitly internationalisation in study at home as seen by Erasmus coordinators.

Among those who responded that their institution is not able to accept more (or any) Erasmus students, there were three basic types of the most common reasons given (for details see **Table 27**):

1. **There were no or too few courses offered in a foreign language, which made it extremely difficult to create individual arrangements for a greater number of incoming students** (43% of responses).

2. **Academics' work with incoming students is not remunerated or recognised, and Erasmus coordinators often found it difficult to find teaching staff willing to work with the incoming students** (33%).

3. **Other constraints to receiving more Erasmus students exist: a shortage of space, shortage of support staff, and trying to keep the balance between incoming and outgoing** (24%).

Table 27: ***Erasmus coordinators: Why is your institution not able to accept more incoming Erasmus students than you had in the last two years? Please explain:***

Category	% responses	Examples of citations
Study programmes are not sufficiently adapted; no courses in a foreign language	33%	*"We do not have courses in English language."* *"Lectures are carried out only in Slovene language. This is stipulated in the Slovenian legislation for teaching at higher education institutions."* *"Study programmes not enough adapted, to few lectures offered in English language"*
Too few courses in foreign languages	10%	*"Now we are trying to guide Erasmus students to courses conducted in English language, but only few of them are available. If we take into account that it is not reasonable to have more than 30–35 students in a group for one course, then we cannot accept more."*
Additional work with incoming students is not paid; academics are overburdened; not enough financial resources	20%	*"Due to the additional individual work with foreign students (regular lectures are not carried out in English, but professors prepare more tutorials, individual consultations, etc.) professors are additionally burdened."* *"Professors and assistants cannot carry out additional courses [in foreign language] for free in their free time, and an additional problem is that there is no available space."*
Not enough teaching staff; teaching staff not interested to work with foreign students	13%	*"Lack of interest of colleagues for cooperation." "There are currently no human and no financial resources available for introducing new programmes in English language."*

Lack of space for additional courses	7%	*"Due to the lack of available space and the specific nature of study programmes in the field of arts which are carried out exclusively in the mother tongue and in smaller, closed groups of students"*
Not enough support staff	7%	*"Lack of non-pedagogical staff"*
Small number of incoming students	3%	*"Because of the relatively small number of students, we cannot perform lectures at the same time in Slovene and in English."*
We need to keep the balance between incoming and outgoing students	7%	*"I think it is necessary to maintain balance between incoming in outgoing mobile students."*
	100%	

In line with these findings, we have divided the reminder of this chapter into two sections. The first section addresses the impact of the Erasmus Programme on the organisation and content of course offerings to cater to incoming Erasmus students. In other words, here we explore the impact of Erasmus on internationalisation of study at home, which serves both incoming students for a quality study-abroad experience and home students to develop intercultural competences without leaving the country. In this section we pay particular attention first to the different institutional approaches as to how they organise study offerings for the incoming Erasmus students. Next, we explore the role of academics in the internationalisations of study at home, including how internationally engaged academics are across Slovenian institutions.

The second section addresses the effects of the Erasmus Programme on the strategic partnerships build by the institutions and the support services for international cooperation at higher education institutions. Here we were guided by the question of the effects of the Erasmus Programme on the internationalisation of the institution as perceived by the Erasmus coordinators, former Erasmus students, academic staff and institutional leaders. We were particularly interested in understanding in which areas of internationalisation the Erasmus Programme is believed to have the strongest and most lasting effects, and where there are opportunities for more added-value to internationalisation or an improved internationalisation practice.

3.2 The impact of Erasmus Programme on internationalisation of study at home

Internationalisation of study at home has several dimensions of which student and staff mobility are but one important aspect. Another key aspect is internationalised curricula in terms of contents and methods of teaching and learning. Foreign language study and area or thematic studies are also part of internationalisation of study at home.

We posit that internationalisation of study at home serves both groups of students: incoming Erasmus students for an enriching educational experience at a host institution and home students to develop international competences even if not going abroad for study or training.

In this section we specifically address the impact of the Erasmus Programme on the organisation of studies for incoming Erasmus students. We explore in more detail the above-mentioned obstacles to receiving more Erasmus students.

In the first subsection we discuss the different approaches on how institutions organise their study offering for incoming Erasmus students. Here we are particularly concerned with whether institutions organise a selection of courses in foreign languages and make them available to incoming Erasmus and to home students, or if they do not have such a set of courses. In the latter case, the Erasmus coordinators assist incoming students in finding appropriate courses and identifying academics willing to work with the incoming students. Academics in turn choose how they will work with incoming student to complete the course and obtain the course credits. In the second subsection, we investigate the role of academics in internationalisation of study at home, including how internationally engaged academics are across the Slovenian institutions.

This part of analysis is motivated by the assumptions that academics are the primary drivers (or obstacles) to achieving internationalisation at home. Hence, their attitudes towards both internationalisation and working conditions, which support (or prevent) them in being internationally engaged need to be explored.

3.2.1 'Systematised', 'individualised' and 'hybrid systematised' institutional approaches to organisation of studies for incoming Erasmus students

The lack of or too few courses offered in a foreign language are perceived by Erasmus coordinators as a major obstacle for an institution to be able to receive more Erasmus students (**Table 27** above). When asked **whether their institution offers courses in a foreign language or not,** the majority of Erasmus coordinators (55%) responded negatively (**Table 28**).[34]

Table 28: ***Erasmus coordinators: Does your institution (Academy/Faculty/School) offer courses in foreign languages?***

Answer	Responses	%
Yes	30	45%
No	36	55%
I do not know	0	0%
Total	66	100%

Among the institutions that offer courses in a foreign language, the majority offers them in the English language (82% of all respondents; see **Table 29**, cf. Golob et al. 2012). Other languages featured are German, Italian, Hungarian and Russian.

34 *Since we have not specified in the questions to exclude the language courses, the share of institutions where no course is offered in a foreign language and excluding language courses could be even higher.*

Table 29: ***Erasmus coordinators: In which languages do you offer courses which are not in Slovenian language?***

Language	Responses	%
English	28	82%
German	3	9%
Italian	1	3%
Spanish	0	0%
Other (Hungarian, Russian)	2	6%
Total	34	100%

We have further explored these findings through interviews to fully understand the different practices at higher education institutions. Overall, the institutions in Slovenia can be categorised into three groups (**Table 30**):

Table 30: ***Categories of institutions according to their courses offered in foreign languages***

CATEGORIES OF INSTITUTIONS ACCORDING TO THEIR COURSES OFFERED IN FOREIGN LANGUAGES		
Institutions which have **one or more study programmes in foreign languages** (which possibly include some joint or double degree programmes) and possibly also some individual subject courses in a foreign language	Institutions which have **some individual subject courses or a module offered in foreign languages** (in addition to foreign language courses) parallel to the same course offered also in the Slovenian language to comply with Slovenian legislation	Institutions which have **no discipline courses offered in foreign languages,** but offer foreign language courses

There exist different approaches as to how higher education institutions organise study for incoming Erasmus students. We have identified three prevalent approaches: 'systematised', 'individualised' and 'hybrid systematised'(**Table 31**).

Table 31: ***Approaches to organisation of study for incoming Erasmus students***

APPROACHES TO ORGANISATION OF STUDY FOR INCOMING ERASMUS STUDENTS			
	'SYSTEMATISED'	**'INDIVIDUALISED'**	**'HYBRID SYSTEMATISED'**
Offer of courses in foreign languages	An institution has a study programme, a module or a selection of courses on offer in foreign languages (apart from language courses) and these ERASMUS students are directed to choose exclusively from this course offer.	An institution has no courses offered in a foreign language, but foreign language can be used as a working language in parts of the teaching process, especially in lab work, seminars, tutorials and individual consultations.	An institution has a study programme, a module or a selection of courses on offer in foreign languages (apart from language courses), however, it maintains a flexibility to make individual arrangements outside the formal course offer for interested students
Working methods	As indicated in the course description and following the recommendations for working in an 'international classroom.'	For work with ERASMUS students a method is chosen by the instructor and can include separate lectures, individual consultations, integrating students to practical work in labs, studios, etc.	The prevalent mode is follows working methods in the course description, However, it is possible for interested individual students to work individually with academics; and such individual work can also be initiated by interested academics.
How frequent in Slovenian higher education system	Somewhat present	Most frequent	Rare

As to the effect of the Erasmus Programme, we found that where institutions offer courses in foreign languages, this practice is perceived as directly influenced by the Erasmus Programme.

In the words of one Erasmus coordinator:

> *"As a consequence of joining to the Erasmus programme the number of courses which also exist in English language has increased."* (EK-I9; 21.6.13)

As a concrete example, at the Faculty of Education, University of Ljubljana, Vice-Dean for international cooperation Professor Hodnik Čadež described their programme European Primary Teacher Education (EPTE)[35] as a direct effect of the Erasmus Programme:

35 *http://wwww.pef.uni-lj.si/758.html*

"Within the European Primary Teacher Education programme for primary school teachers which we developed together with seven institutions, we are offering six courses in the English language. This is all together a set of 30 credits for each semester. Now we are also preparing a similar programme for the second semester [...] Each course is conducted in cooperation of three lecturers from different institutions [...] This is one example of a direct effect of the Erasmus programme on our institution. The EPTE programme also prompted that we sought accreditation of selected courses in English language. EPTE is not a double or joint degree programme as it does not lead to a joint diploma [...] As the Slovene legislation does not enable institutions to have independent courses in English, these courses passed the accreditation at our institution as D courses, which means as elective courses where the "electiveness" is in the language." (Intervju Hodnik Čadež; 29.5.13)

The institutional practices concerning what courses are available to incoming Erasmus students vary significantly across the institutions. Correspondingly, several other aspects also vary, such as the overall quality of the Erasmus study experience for incoming students, the reputation of the institution as a potential host of Erasmus (and other foreign) students, opportunities for internationalisation at home for domestic students and, frequently, also the levels of frustration and dissatisfaction from academic and support staff working with Erasmus students.

Individual approach can be an excellent study experience during the exchange year, similarly as it is individual work with home students. However, such approach is not feasible for a large number of students in times of massive enrolments and in the future – as desired – massive student mobility. Receiving Erasmus students for purposes of training has been largely described as well-functioning and conducive to high and easy integration of incoming students. The reasons for such good experiences are perhaps two-fold: 1) There are relatively few students coming for training and 2) In institutions where training is conducted, the practices for individualised and small group work are well established. Thus, incoming students fall naturally into the existing institutional routines. In practical work even language of instruction does not play such a significant role that it would obstruct integration of student.

Based on the data analysed, we suggest a number of recommendations concerning institutional changes for further internationalisation of study at home, which equally serve incoming Erasmus students and home students.

Recommendation 1

Institutions should consider adopting a 'systematised' or ideally a 'hybrid systematised' approach as opposed to 'individualised' approach to organisation of study for incoming Erasmus students. Systematised and hybrid systematised approach ensure that there is an institutional offer of courses or study programmes in foreign languages. Developing a systematised approach should/ could be conducted within the strategic framework of modernisation of teaching at learning.

Our assessment is that – *ceteris paribus* – the practice of having a 'systematised' or ideally a 'hybrid systematised' as opposed to an 'individualised' approach brings along several advantages, not only to the quality of the study experience for foreign students but also for internationalisation of the overall study process.

Transition to a systematised approach might become necessary if an institution intends to accept more incoming Erasmus (and other foreign) students.

In other words, if and when Erasmus exchanges are considerably greater, a more systematised approach becomes necessary to ensure quality and relieve overburdened support staff and academics. We promote the 'hybrid systematised' approach because we believe that this flexibility yields the advantages of the individualised approach while at the same time grants sustainable quality assurance for receiving a potentially larger number of students.

Here is a description of the institutional development as seen by one of the Erasmus coordinators:

> *"In the years when we started with Erasmus the coordinator chose the mentor for each student, and then the mentor was walking around all unhappy because of this additional burden. When the number of incoming students increased, we were forced to change the system. We appointed [additional] coordinators who were asked to ensure that for each incoming student there was developed a study process. Coordinators are not paid for this work but are given some benefits, for instance greater possibilities to take part in projects of exchanges. The effects differ from coordinator to coordinator: some are performing these tasks with minimum energy and commitment; others 'lived into the role'. A lot of individual courses were offered. Then the coordination of course offer moved to the departmental level. At that point it also became evident that some department de facto did not want to host incoming students. With this individual work with students there are ample possibilities for misunderstandings. [...] A lot of misunderstandings were concerning learning agreements. Students are sending the learning agreement filled in with courses which they have at their home institution. Then the coordinator informs them that they need to find courses at host institution and they need to agree with professors. It is up to the coordinator to agree with professors [that they will work with incoming students], or he/she simply refers students to the website and asks them to choose the courses and agree with professors."*
> (EK-I10; 29.5.13)

A systematised approach combined with well-developed information tools (e.g. website, etc.) can increase an institution's reputation as an attractive host for incoming Erasmus (and other foreign) students.

Respondents from the institutions which have switched to a systematised approach with a selection of courses in a foreign language all report increased interest among Erasmus students to come to their institution. As stated by this Erasmus coordinator:

"We made it possible also for Slovene students to choose the courses offered in English. What happened in the last two years is that these courses are also full. There has been an increase in demand and there are even waiting lists with preference for students with better grade average. […] We have two undergraduate programs in English and which are fully attended and the interest is enormous. With these two programs we enabled the internationalization at home. […] Also in postgraduate studies we have 11 programmes in English language for which is it is also rather high demand. This year for the first time we have a limited on the enrolment for certain international programmes: we had to do selection and we chose the best students. […] Foreign students have the possibility to choose besides individual subjects in English, also from selection of courses in French, German, Spanish, or Chinese, which are language courses. […] Students from former Yugoslav countries often decide to follow courses in the Slovene language, but in this case they often have additional individual consultations, as their Slovene – especially the competences in written language – is not sufficient. […] We are also offering Slovene for foreign students." (EK-I9; 21.6.13)

Another Erasmus coordinator also confirmed an increasing demand from incoming students after introducing a selection of courses in the English language:

"On the individual approach it often happened to me that incoming students escaped to other faculties since they could not choose enough subjects at our faculty. Now as we have a set of courses in English language the opposite happens: incoming mobility students from other faculties come to ours to take the courses. […] If you have this individual, personal approach which is still overwhelmingly present in Eastern Europe, students can choose courses very close and compatible to the one he/she has at the home institution. On paper it looks alright, but there is a question of the quality of the study process. In cases where students are choosing a set of courses offered in English, it is very easy to prepare the learning agreement. A large group of students then take the courses offered in English together. A kind of Erasmus student community develops [at the institution]. The negative side of this approach is that the courses often do not match with the courses at home institution and there is then something additional required. Consequently, students can have problems with recognition of credits. We expected that after creating a set course offer in English there would be a decrease in the number of applications to our institution. On the contrary, we have experienced a drastic increase in the number of applications. [Incoming] students appreciate this systematic organization of course offer which saves them time and effort to search for suitable courses by themselves." (EK-I1A; 29.5.13)

"There is a huge range of opportunities for misunderstandings: professors do not want to accept students; sometimes a provisory learning agreement is prepared in order to get the scholarship, then students come and everything needs to be agreed again. When you begin to examine in more detail what lies under the surface of this individual approach, [you find out] it is a catastrophe. A smaller portion of the professors take this responsibility seriously, and truly get together with students regularly and give students work tasks. Many are such who meet with students twice or three times in a semester. [It did happen that] a professors gave students some articles to read, they wrote few pages of summary and that was all. It also happened that professors by themselves began to attribute credits." (EK-I10; 29.5.13)

Or as argued by former Erasmus students when asked to make recommendations on how to improve internationalisation of his/her home institution:

> *"I suggest offering more courses in English which will be for both incoming and home students. With this there will be better integration of all students into the study process and for the promotion of the faculty. Since there will be a greater offer of courses [in foreign language], there will also be more interest for our faculty abroad."* (ES-survey, Q12)

> *"A quality study programme with interesting (and useful) courses would be a magnet for foreign students."* (ES-survey, Q12)

> *"Higher assurance for quality educational provision – for a greater number of incoming Erasmus students – comes with the institution offering a selection of courses in foreign languages."* (ES-survey, Q12)

Our data shows that the quality of educational provision is assured for an increasing number of Erasmus students if an institution offers a selection of courses (or a study programme) in foreign languages. Such courses have undergone rigorous evaluation and accreditation and, since offered in foreign languages, they had to show specifically how they apply good practices and requirements of teaching and learning within an international classroom. Students tend to associate a more organised approach with a better quality educational experience, as well as with more 'serious', perhaps even more demanding, study-abroad experiences. With the systematised approach the course requirements and learning outcomes are clearly defined and unambiguous, whereas in the individual approach there is more ambiguity in this regard, and students' expectations as to how much work will be required from them and their 'work ethics' while on the exchange can be negatively influenced by this ambiguity. As stated by one of Erasmus coordinators:

> *"One of the professors once said to me: is this Erasmus still running in the way that we are pretending to teach students something and students are pretending to learn something and that is how we do the exchanges? In the past we had examples of students preparing seminar papers with Google translate or some who returned literature to the professor because it it seemed to too demanding for them. Students wrote to professors they missed the morning lecture because they did not feel to get up or they informed the professor that they will come on Tuesday at three o'clock and the professor should be there for them."* (EK-I1A; 29.5.13)

An important part of programmes offered in foreign languages can be joint or double degree programmes, which are often a direct spin-off from institution's cooperating through Erasmus Programme. Several of our interviewees have, however, pointed to the difficulties in accrediting joint or double degree programmes:

> *"At present all programme accreditations need to be conducted for all universities, which are the members of the consortium. This is an extremely long procedure. We had programmes waiting at the National Quality*

Assurance and Accreditation Agency for two, three years. We wish that in connection to Erasmus a special accreditation commission could be established for joint degrees which would deal with these problems or that a joint programme which had been accredited at one university in the consortium could be automatically accredited for all the members of the consortium." (IL-I18; 28.5.13)

"The formation of joint or double programmes is made difficult by the long accreditation procedures. In some other countries universities are often allowed to alone accredit its programmes. This is not the case in Slovenia. While we wait for accreditation, our potential partners abroad lose patience, and there is no more the interest in cooperation." (EK-I1; 24.6.13)

Recommendation 1a

European Union institutions and the ENQA need to consider whether there is a way to create special procedures for accreditation of joint and double degree programmes which would ease and speed up these processes and thus remove an important obstacle to proliferation of these programmes, , which are frequently a direct spin-off from Erasmus partnership.

The hybrid approach also ensures that we do not unintentionally create Erasmus 'silos' within our institutions, locking international students into designated programmes and away from the daily work and teaching and learning across the institution. It also means that practices of integrating Erasmus students into lab and tutorial classes for practical training, clinical work or art work continue to be cultivated and are further supported. Our respondent alluded also to the relatively easier integration of foreign students for training purposes:

"Students come to our institution with purpose of training. For their needs we have provided clinical mentors with good knowledge of English language." (EK-survey, Q33)

"In art courses it is much easier to integrate Erasmus students, as the communication within the pedagogical process is typical and of special nature, and the integration into the pedagogical process is easier." (IL-I11A; 29.5.13)

"It is most convenient if students come for the practical training or diploma work, at these occasions the working language is always English." (EK-I1; 24.6.13)

Recommendation 2:

Continue to nurture and further develop individualised work with exchange students for training or to do thesis work and explore the ways to make it sustainable if/when the numbers of students increase significantly.

In curricula with strong emphasis on laboratory and tutorial classes (for practical training, clinical work and art work), integration of incoming Erasmus students with home students occurs more seamlessly and is widely perceived as a well-functioning practice.

Similar advantages of the individualised approach are also reported when working with Erasmus students through thesis co-supervision. Joint thesis supervision (with supervisors at the home institution and abroad) is highly regarded, especially in graduate programmes. However, not all institutions have made procedural arrangements for this option yet. As stated by one institutional leader:

> *"There are some examples at undergraduate and also postgraduate level where there is a possibility of co-mentorship with foreign mentors, but these possibilities are rare and are not in any way institutionally regulated."* (IL-I4; 27.5.13)

Recommendation 2a:

Institutions should make necessary arrangements which will enable and promote joint (international) theses supervisions of students at undergraduate and postgraduate level.

It is important to ensure that individualised approach is retained and develop where and to the extent possible. It is also important to ensure that academics obtain support and recognition if they decide to work with Erasmus students on individual basis, that is in addition to and outside the scope of the institutional course offer in foreign languages (or, for example, if their courses are not included in such institutional offer due to decisions motivated by financial or other constraints).

In general, our respondents from faculties and schools in social sciences and humanities where teaching is conducted to a large extent in lectures and seminar classes have reported more difficulties in integrating incoming students in the courses for home students. The adjustments were on average perceived more pertinent and interventionist. In addition, the language factor often plays a greater role than might have been the case in practical training. It is important to ensure that these practices are retained and nurtured and that academics retain the possibility to work with Erasmus students even if they do not choose to include their courses in the institutional course offer in foreign languages (or if their courses are not included due to the decision of the administration).

The hybrid approach also enables supervision work of home academics with incoming students when so desired and agreed by both parties. In words of one Erasmus coordinator:

> *"Students come to our institution for purposes of practical training. For their needs we have secured clinical mentors with good knowledge of English language."* (EK-survey)

The downside of the systematised approach is that the offer of courses is limited and hence students might have difficulties finding enough courses matching their home study programme requirements. This weakness can be overcome by allowing for a hybrid approach: students are directed to the courses offered in foreign languages; however it should be possible for them to also choose one or a limited number of courses outside this offer or at other institutions.

To the contrary, the individualised approach enables Erasmus students – at least in principle – to choose from a much wider selection of courses.

The high quality study experience often associated with the individualised approach is, however, possible only if there is a relatively small number of incoming students.

Working with students in small groups or one-on-one, giving individualised attention to their needs and questions, engaging in discussions with a small group dynamic provides for some of the ideal conditions of teaching and learning; these are positive conditions that are increasingly disappearing in times of mass higher education. Incoming students might in such way indeed enjoy an exceptional, high quality learning experience. But again, such conditions are difficult to create for a large numbers of incoming students. The Erasmus coordinator here highlights as an advantage the large selection of courses from which Erasmus students can choose from:

> *"At our faculty we have no courses in English. There is only one faculty at our university which offers courses in English, and Erasmus students can choose only from those courses […] and nothing else. In contrast, at our institution, Erasmus students can choose among a large number of courses, but take these courses on*

individual basis. Questions always arise, "what do you offer in English?" and my answer is "nothing." But at the same time I say that we have 70 Erasmus students and that all of them can choose courses according to their interests. It depends then from the teachers how they will conduct the course for incoming students." (EK-I1; 24.6.13)

The caveat (and a necessary condition) in the individualised approach is that Erasmus coordinators have to find academic staff willing to work with incoming students. This necessary condition might be easily met if there is a handful or a dozen of incoming students. However, as the number of Erasmus students increases, this task is no longer so easy.

As it will be discussed in the next subsection there is also a number of obstacles to create conditions for internationalisation at home, and academics play key role in this process. This point is also highlighted in the statement by an Erasmus coordinator:

"In our institution we have no courses in English nor do we accept Erasmus students, only higher school professors who come to give lectures within foreign language studies. Because of [the growing interest in] mobility, we will be sooner than later forced to offer some courses in English besides the language courses. There is significant demand for incoming mobility from students from Turkey because an exchange of academic staff has been running with this country for a number of years. Until now we have organised exchanges through teaching in language courses. But students cannot come for one course only so I must tell them we do not accept students. I know that some faculties work with these students individually. Lecturers then have to be prepared to adapt the teaching materials in English or at least to have consultations in English. Foreign languages are, however, a problem with some professors. In principle, our lecturer can communicate common things, but professional and scientific contents are much harder. We are discussing that our first step might be to organise a summer school. It should be more possible to have lecturers to one workshop or one lecture, but it is harder to carry out the entire pedagogical process for students who stay with us for three months. In this way we could begin to prepare, step by step, to also accept foreign students." (EK-I15; 28.6.13)

The argument about linguistic competences of the academic staff was also made by a former Erasmus student when asked about recommendations to improve internationalisation of their home institution:

"Engaging professors or perhaps (better) teach them foreign languages (it seems that 'fear' is often present in professors about working with foreign students, and the reason is perhaps in poor language competences or fear from imperfect communication in foreign language). Or for such projects such professors should be chosen for whom language is not a barrier. It also seems that a majority of professors still understand the involvement in international exchanges as "not needed additional work." (ES-survey, Q12)

3.2.2 Integrating incoming Erasmus and home students

In the individualised approach to working with incoming Erasmus students described above, the opportunities for incoming students to interact in an academic context with home students (and *vice versa*) depend solely on the initiative of the students themselves and academics. As indicated by one academic:

> *"I am complaining already for some years over the fact that we have foreign students in a kind of ghetto, as we have special lectures for them, they do not meet our students, or rather they meet over a glass of beer and in the evening and not in the lecture room. A lot of potential has been lost in this way. In my course they have a special lecture and they are supposed to do some project work where they use examples from their environment and compare them to the environment in Slovenia. In my class there were eight different nationalities this year […]. And our students do not come close to the course.. no, this is a ghetto. We are ghettoizing them."* (AS-I2; 28.5.13)

> *"A student going on an exchange follows a course there and after he comes back, the course credits are recognized and he has no other contact with his professor. So there is no opportunity for the student and the professor to meet within the pedagogical process related to this very course and exchanges their experiences. Of course professors often ask students whether they were abroad, but there has not been any systematic procedure to this effect adopted so far. Therefore the international office often organises events, inviting students to present their experience, where also home students and professors are invited. Last year we had a full lecture room where students for two hours presented their projects within international exchange."* (EK-I9; 21.6.13)

> *"We have often directed Erasmus students to postgraduate programmes where courses are also conducted in English or to project work so that they were at least in that context together with home students."* (FS2; 28.5.13)

Students have described this situation as follows:

> *"Our organisation of study for incoming students has a lot of deficiencies. Out of nowhere some new students have appeared, and we had no idea that they were Erasmus students. After half a year we found out that two new Erasmus students were in our programme. If we as a class had known ahead that we had Erasmus students, we could have organised, met with them, and helped them somehow. I would wish there was an initiative from the faculty to inform us that we will get Erasmus students in order to organise and connect with them."* (ES-I12; 29.5.13)

> *"I have the feeling that there are quite a number of Erasmus students at our faculty, but they are keeping together. In fact they are as a world of its own. When I talk to my colleagues they are often not aware that these students are present.* (FS1; 8.7.13)

In the survey of former Erasmus students, we asked them specifically for their recommendations on how to better involve Erasmus students (incoming and outgoing after return from exchange) in the study processes (**Table 32**)

Table 32: ***Erasmus students: How to better involve Erasmus students in the study process?***

Category	%	Examples of citations
Lectures in the English language, joint lectures with incoming ERASMUS students	39%	*"For me it is evident that a professor would switch to a foreign working language when a foreign student is present and this also actively stimulates other students to express themselves (most frequently) in English language. This is the beginning, the rest follows automatically.* *Such address and presentation are always welcome; I am very well aware of how it is to be a stranger in a foreign speaking country and how nice it is to be at a Faculty among colleagues where English is the basic language of conversation. Incoming students should not feel like strangers or as different, but only experience change and novelty."* *"…integrating foreign students into regular lectures - and not forming special lectures only for foreign students."* *"So that lectures for home and foreign students are not separated but all of them attend the same lectures."*
Courses in the English language	9%	*"More lectures should be carried out in English – also for regular students, not that such courses are open only for Erasmus students on exchange in Slovenia."* *"Organised conduct of courses in English for all the students interested in it (home and foreign students)."* *"At the university when I was on exchange, there were no differences among Erasmus and home students. We attended same lectures and worked together on papers and tasks. A great number of home students there decided to follow lectures in English, as they wanted to improve their linguistic competencies, especially terminology. I think that in Slovenia we have very few examples of that practice and there are too few courses common for both groups of students. This is the only way to connect home and foreign students and easier to make contacts also for extracurricular activities. At our institution there is still too much differentiation and exclusion: something is for home students and something else is for Erasmus students."* *"To offer courses in English also to home students, where Erasmus students are present. These courses could be evaluated on the basis of seminar work/ presentations, prepared by a group of up to three students."* *"I am from a small faculty where there are not many foreign students on exchange and only a small number of home students decide to go on exchange. Therefore foreign students usually only have private consultations and are not integrated enough into the study process. I think that the courses where foreign students are involved should be in English. Erasmus students should get the possibility to take an active part during lectures. This would improve their Erasmus experience: foreign students; and home students and professors would improve their foreign language competencies and get a better feeling for and more knowledge about participation in international environment."*

More interest from academic staff	18%	*"Professors should be more aware of the importance of Erasmus exchange – they bear a high responsibility to adopt and prepare for Erasmus students and enable them high quality study."* *"That professors would actively integrate foreign students in the pedagogical process, compare ways of study in different countries, and help in languages barriers."* *"All depends from the professors who are responsible for the course".*
Adjusting work methods: more individual work, more group work, including incoming students in groups	8%	*"Organisation of seminars for home and foreign students."* *"More projects where foreign students cooperate with home students."*
More international lecturers, more international content and literature	8%	*"It would be necessary to "get" English speaking lecturers."* *"Literature in foreign language."*
Tutor system, mentors	11%	*"In my view, one of the most important steps is to provide tutors to incoming students and these should be provided from the faculty and not from students' organisation)."* *"Mentor programmes: those students who came from the exchange could be Erasmus mentors next year to Erasmus students at their home institution, as they have the most information on what an Erasmus student needs."*
Mandatory participation in Erasmus exchange	3%	*"Personally I would introduce a one-year obligatory exchange for all students. This is an experience that changes your life. Consequently, you are more flexible further on in life while searching for job opportunities (not limited to a definite geographical environment) and you have advantages in high foreign language competencies."*
Raise criteria for foreign language competences for incoming students, more language training	4%	*"It is necessary to raise the standard demanded from foreign students at least in English language competencies, as they often have difficulties in following the study process. Simply it is not irrelevant who is coming to Slovenia, although an increasing number of students looks good on paper."*

The largest share of respondents (48%) believed that lectures in the English language, courses offered in the English language and joint lectures with incoming Erasmus students would make most of the difference. This finding is in line with our Recommendation 1 where we suggest that institutions form an offer of courses or study programmes in foreign languages.

If an institution offers a selection of courses in foreign languages, there are more opportunities for internationalisation at home; provided that the institution also enables and encourages home students to enrol in those courses jointly with the incoming Erasmus students.

However, having courses or summer schools in a foreign language open to home students does not guarantee that these students will actually take this opportunity. Only very few of our interviewees reported that the interest of home students in courses in foreign languages is high. Most of experiences described to us point to relatively low if not marginal interest of home students and difficulties motivating home students to join summer schools. This is the case even if the general belief has been that foreign language competences of Slovenian students are relatively high.[36] Given this situation, we point to a crucial role of academic staff in creating conditions for internationalisation of study at home and to the overall internationalisation strategy of institutions, which is discussed in the next section.

Recommendation 3:

Institutions should consider offering courses in foreign languages (including those offered in summer schools) as electives to home students or perhaps even making it mandatory to choose one or more of these electives in the course of study. They should explore ways to encourage home students to take advantage of these opportunities. Perhaps electives taken at foreign institutions could be recognised as part of the curricular requirements at home institutions.

A fair number of respondents (34%) also believed that academics can make the most of the difference in terms of showing interest, adjusting their work methods (more individual work, more group work or including incoming students in groups), integrating international contents in teaching, using international literature and inviting foreign lecturers; ideas which also point to our earlier recommendations. This is where we see the greatest windows of opportunity for internationalisation of study at home.

Recommendation 4:

Institutions need to create incentives for and provide support to academics to internationalise curricula and their practices of teaching and learning. Institutions need to develop a strategic plan for internationalisation of teaching and learning as part of modernisation of teaching and learning.

Internationalisation of teaching and learning contains several aspects (for some examples see **Table 33**). Many of the aspects are already considered and implemented as an integral part of quality teaching and learning.

36 *For more information on foreign language usage in higher education see study by Golob Kalin et al. (2012).*

Table 33: ***Internationalisation of teaching and learning: objectives and purpose***

DIFFERENT ASPECTS OF INTERNATIONALISATION OF TEACHING AND LEARNING	Purpose
Develop and implement international study programmes, summer schools and international collaborative projects advancing internationalisation teaching and learning in specific subject/disciplinary areas	- to promote internationalisation of study at home - to promote student and staff mobility
Integrating into course contents international themes or issues that transcend national boundaries, analysing the flow of goods, people, ideas, money, information, resources between and among different societies	- to acknowledge the increasing global interconnectedness of our private and professional lives and understand connections between societies - to relate the material studied to the social, political, legal or economic issues encountered in an era of globalisation - to overcome the parochialism by acquainting students with values, customs, and institutions from other parts of the world - to have a sophisticated and nuanced understanding of the Slovenian society within Europe and the wider world
Integrating international scholarly publications into course content	- to reflect on the latest advances in the study field (which is already one of the criteria of quality teaching)
Inviting foreign lecturers and foreign students to present in the courses	- to integrate first-hand knowledge and experience into course content
Initiating group work or project work which would be conducted in virtual or physical collaboration with foreign students	- to promote integration of home and foreign students in an academic setting
Innovating and experimenting with digital learning and virtual mobility, such as integration of MOOCs into 'hybrid' course teaching[1] in the existing and new courses	- to take advantage of the opportunities offered by ICT for enhancing virtual student mobility for educational purposes - to effectively integrate international contents into the study at home institution ***Recommendation 4a:*** ***Institutions should foster research into possibilities and opportunities for integrating learning with use of ICT and distance education into teaching, especially in view of fostering virtual mobility and internationalisation of study at home. However, such practices should not be applied in every case, nor are there desirable at any cost.***
Educational innovation in the existing courses with specific objective of internationalising teaching and learning	- to work towards, for example, developing the principles and best practice of teaching in an international classroom in a particular subject

Link research conducted in international collaborative projects to teaching and learning	- this link is important in any teaching setting, but international collaborative research offers an opportunity to strengthen the international dimension in course teaching. ***Recommendation 4b:*** ***Funding bodies should request from project applicants to show how international research collaboration will make explicit links with teaching and learning.***
Promote foreign language teaching and learning for all internal stakeholders	- to develop foreign language competences

These are some examples of practices working with Erasmus students and integration of Erasmus students offered by the interviewees:

> *"The usual method is mentorship, which includes working with a mentor and the assistant. I propose [to academic staff] to actively integrate students in classroom because otherwise we are losing the basic component of mixing students, connecting students. Only with integration in lectures can we get what was conceived as the main idea of Erasmus."* (EK-I1; 24.6.13)

> *"Personally I am working in such a way that I have double slides: one in English and one in Slovene. I invite students to attend classes and I give them slides in English. I am trying to draw a lot, I do not write and if I have foreign students in the lecture room I make a 10 minute summary each hour in English. My experience is that in this way students get connected. Students attending the classes also try to find help and assistance from Slovene students and thus the integration is much more intensified".* (EK-I1; 24.6.13)

> *"The optimal way for me is to have foreign students in the lecture room and for a professor to lecture in English as much that nobody can reprimand him/her for breaking the legislation. We already have examples when a professor was lecturing in English, the students had Slovene literature, and he asked them directly in class if it was a problem and but nobody answered; later he found a notice in the cabinet saying: I should warn you to speak Slovene in your lectures. As a coordinator I advised him to talk again to students. The notice from the student followed again. The student then sent the notice to the rector's office from where we received the warning and the citation from the Law."* (EK-I1; 24.6.13)

> *"When a greater number of foreign students are in the lecture room, professors on their own self-initiative carry out the lecture in English. If there are a great number of incoming students then such group can bring some distraction to Slovene lectures."* (EK-I1; 24.6.13)

> *"I try to involve professors into preparing students who are going to take part in the exchanges. They motivate*

students for at least one semester of study abroad and then guide them to the international office. As professors themselves are often also active in international cooperation it is not difficult to motivate them to assist students. We have a great number of incoming professors from partner faculties and we also ask them to meet our students who are interested in going abroad." (EK-I9; 21.6.13)

"In the international office we take care of the workshops about how to diminish the cultural shock, stereotypes about the countries. We also involve visiting professors in these workshops. Then we have technical workshops about which courses will be recognized, which is the easiest procedure. I also have an Erasmus day when I invite Erasmus students and professors from home and from abroad. There are a lot of activities going on before they go abroad for the exchange." (EK-I9; 21.6.13)

"We have a set of courses in English which are also offered in Slovene. Home students choose these courses in a very small number, and for a long time it was not even widely known if home students could choose these courses." (IL-I7; 2.7.13)

"Sometimes we try to find some combination with second cycle courses, because at postgraduate level it is easier to defend to offer courses in English." (IL-I18; 28.5.13)

"We had quite a number of institutional adoptions before hosting Erasmus students. If there are more than four students per course, then special lectures are organised. The easiest way is to do it in laboratories and workshops where the instructions are given in English. Consultations are still most frequent if two to three students come for a course." (IL-I4; 27.5.13)

Several respondents (11%) strongly recommend implementation of student tutoring and academic mentors and advisers:

"A program for the improved integration of 'incoming'Erasmus students could be run with the assistance of students who have already been on exchange."

"I would propose that Erasmus students become a sort of tutors at the home faculty – those who have had a personal experience of Erasmus exchange, they know best the situation. Professors at the home institution do not show great interest in helping; it is up to you to figure out. The Faculty should, of course, remain oriented to direct you for future (independent) life, but some instructions and guidelines would be nevertheless very welcome and I can see the potential of Erasmus students here."

"It would definitely be necessary to connect home and foreign students more closely, in all possible ways!"

"I see the [possibilities for] improvement in cooperation of foreign students with Slovene students who could help incoming students with the preparation of the Learning agreement. I personally had a lot of problems

just with the preparation of this document, as I had to combine courses from different schools in order to satisfy the requirements at the home institution and to get the courses recognized after return. Each professor namely examined the course content from the foreign faculty. If I had a volunteer to assist me (student) with the preparation of the agreement it would be much easier."

"After their return home, students are most involved in the context of marketing and promotion activities of the programme. They are invited to come and tell their experience. Another level is ESN: these students are often connected already before the exchange. Students who are in ESN often take care first of foreign students, and with this experience they by themselves apply for the exchange project." (EK-I1; 24.6.13)

One of our respondents had a particularly positive experience in recruiting tutors:

"Recently students who completed the exchange come and offer their help in the tutor system, including the administrative work which is part of the exchange procedure. Last year and this year we began to develop a sort of selection for tutoring. We have 30 tutors." (EK-I9; 21.6.13)

Recommendation 5:

Institutions should develop tutor system and mentor support for incoming Erasmus students. Similarly, there should be mentor systems for outgoing domestic students to better prepare them academically for the exchange and follow-up after the return.

Finally, a number of respondents pointed to the problem of foreign language competences among incoming students (4%). The same problem was also reported in the interviews:

"One of the obstacles is the language. Also the incoming students often have very low language competences. Sometimes even the communication outside the classroom is difficult. Some of our undergraduates, not all, also have similar difficulties. And this is for now one of the basic reasons why we do not have mixed groups." (AS-I2; 28.5.13)

"There are problems with languages; the differences between countries are considerable. Students from Scandinavian countries and Germans have excellent knowledge in foreign languages. Even if the approach is individualised, I give these students the instructions the first day and then [as a coordinator] I do not see them until the end of their stay, when they bring me their grades for the transcript and all professors are satisfied with

them. With some other countries (especially Turkey) the language is a problem. In the last years it happened that half of the applications were from Turkey, and we have to take care that we get students with relatively high language competencies." (EK-I1A; 29.5.13)

"At our faculty it has happened that a student came from Turkey to take the exam in a course and brought an interpreter with him." (EK-I1; 24.6.13)

"The difficulties are especially with students with very low language competences that we could not include in lectures." (IL-I25; 28.5.13)

"One of the great deficiencies of the Erasmus program is – and our experience confirms it – that especially the Mediterranean countries should not participate since they are sending students who are not able to study in foreign languages. All the institutions should bring foreign language competences to a comparable level." (IL-I24; 28.5.13)

On this issue we have also asked for the opinion of Erasmus coordinators (**Table 34**). 22% of the respondents reported that no more than 25% of incoming students have adequate language competence and 29% of respondents believed that most incoming students (75-100%) had adequate language competences.

Table 34: ***Erasmus coordinators: On average what percentage of incoming Erasmus students has adequate foreign language competences for study at your institution?***

Answer	Responses	%
0-25%	11	22%
25-50%	6	12%
50-75%	19	37%
75-100%	15	29%
Total	51	100%

Recommendation 6:

Across the EU teaching and learning of foreign languages has to remain a priority. Also in Slovenia, sufficient resources and support need to be given to this objective at all levels of education system.

3.2.3 Internationalisation of study at home as part of modernisation of teaching and learning

For purposes of developing a quality offer in foreign languages for foreign students and achieving internationalisation of study at home we suggest institutional profiling in teaching for international students in a similar way as profiling has been encouraged in research (cf. Klemenčič 2013). The EPTE project described above comes close to the scenario we propose. Another possibility, and indeed a possible first step in this direction, is the international summer schools which are already widely implemented by Slovenian institutions. These courses offered in foreign languages (including the summer schools) must also necessarily be offered to home students as electives, as discussed above, and as part of the strategy of internationalisation at home.

Recommendation 7:

Higher education institutions in Slovenia should "profile" their teaching and learning, including practical training offered to foreign students. They should select a group of courses or develop a course module or a study programme to be conducted in foreign languages for incoming Erasmus students, other foreign students and for interested home students. They could do this individually or in collaboration – a network or a consortium or partnership – with other institutions in Slovenia or abroad.

The institutional decision on the selection of courses could be based on three sets of criteria. First, these courses could be from an area (or specialisation) in which a specific faculty or school or a network of faculties and schools believes that they excel in an international context. Second, and of equal importance, this group of courses or a module or study programme would draw from and expound on the specialised knowledge of the Slovenian context. Explicit links should be made to the knowledge base developed by Slovenian academics and to life and work in the local, regional and national contexts of Slovenia.[37] Slovenian language courses are necessarily included in such a course offer. Third, these courses would be conducted with the most recent and advanced methods and forms of teaching and learning, including taking advantage of ICTs.

The question here remains to what extent the individual institution or its sub-units are truly convinced about the benefits of internationalisation through participation in the Erasmus Programme and are willing to make appropriate adjustments to their study processes. These adjustments are neither easy to make nor are they without cost. Indeed, the question here is of the overall goals and strategy of internationalisation of individual institutions. If an institution see itself as an internationalised institution and has ambitions of attracting foreign students, its incentives to offer courses in foreign languages will be higher. Also, its public relations strategy,

37 *See Golob Kalin et al. 2012 for a similar recommendation.*

i.e. how it wishes to present itself publicly through its webpage, other material and events, will likely highlight course offerings in a foreign language.

The next set of recommendations concern the importance of integrating internationalisation of teaching and learning into the overall policies and strategies for modernisation of teaching and learning in Europe. We strongly encourage the institutions and the Slovenian government to follow the recommendations made by the High Level Group on the Modernisation of Higher Education: "Improving the Quality of teaching and learning in Europe's higher education institutions" (June 2013)[38] for every institution to "*develop and implement a strategy for the support and on-going improvement of the quality of teaching and learning, devoting the necessary level of human and financial resources to the task, and integrating this priority in its overall mission, giving teaching due parity with research"* (High Level Group 2013, 27) and for public authorities to "*ensure a sustainable, well-funded framework to support higher education institutions" efforts to improve the quality of teaching and learning"* (ibid., 25). Similar recommendations have been made by the European Science Foundation in its Science Position Paper "The professionalisation of Academics as Teachers in Higher Education" (European Science Foundation 2012).[39] Our recommendation is that further attention needs to be given to advancing the quality of teaching and learning in higher education and that internationalisation of teaching and learning needs to be an integral part of this process.

Recommendation 8:

Internationalisation of teaching and learning has to be integrated into the European, national and institutional policies and strategies for modernisation of teaching and learning.

Our suggestion is also based on the findings from the survey of academics, which shows that academics do not find enough opportunities within their institutions to advance the quality of their teaching and learning (**Table 35**). Academics also believe that their students come poorly prepared, and they need to spend more time teaching the basics than they desire.

38 *ec.europa.eu/education/higher-education/doc/modernisation_en.pdf*
39 *http://www.esf.org/media-centre/ext-single-news/article/social-scientists-call-for-more-effective-teaching-in-higher-education-871.html*

Table 35: ***Academics' perceptions on teaching and learning practice at their home institution***

Five-point scale ranging from 1 = Strongly disagree to 5 = Strongly agree.			
Please state your agreement or disagreement with the following statements:	**Number of responses**	**Average score**	**Standard deviation**
At my institution we have sufficient opportunities (training and workshops) for improving the quality of teaching.	667	2.41	1.175
Due to lack of students' basic knowledge, I spend more time than desired on teaching the basics.	671	3.75	1.080
In my courses I emphasise international topics.	666	3.97	1.071

The need for modernisation of teaching and learning has been voiced also by former outgoing Erasmus students. On the question what would need to change at their home institution for them to be able to better use their Erasmus experience in their study, these were some of the comments (ES-survey, Q3):

"At first, train teachers in pedagogy and change the 50 year TOO-old educational programme. Is it not yet clear to you?"

"Professors in general are not interested in students and their experiences, as if we present a competition to them."

"More money for experiments and practical education and training!"

"Change the education system."

"Change the whole educational system at home; students are not interested, not critical and also not interested in the experience of others."

"In the first place, it is necessary to raise the level of teaching and (literally) throw out old farts (through the window), as they are spending the taxpayers' money, they are unfriendly, rude, and reckless to students."

"The home institution could care more about students. (And I do not speak from the point of view of somebody who neglects lectures, does not work hard and has not succeed in studies …I've already got my diploma, the average grade 9.7, a Prešeren award,…). My faculty simply does not take care about students or academic excellence, which we so often speak about. I was sad to find out that in the half a year I spent on exchange at a foreign institution, I felt that that institution could become my alma mater."

Recommendation 9:

A bigger share of funding should be made available within the Erasmus Programme, earmarked specifically to support development and implementation of international (joint and double) study programmes, international collaborative projects for advancement of teaching and learning, and institutional initiatives for developing internationalisation of study at home.

We also observe that Slovenian higher education institutions typically do not ignore internationalisation and are trying to implement it. The major problem for them in this venture does not lie in a lack of aspiration but in the availability of funding to enable implementation. As stated in the Work Plan of the University of Ljubljana:

"*In the school year 2013/2014, we plan that 39 foreign lecturers will conduct at least one course; whereas in the academic year 2012/2013 we had planned 71, which means this year there are 45.07 % less. The reason for this decision is the financial situation of the University of Ljubljana and the acquired public funding. There will be more foreign professors who will participate I at least in part of the course conduct […] The successful implementation of international cooperation requires that funds are earmarked for this purpose. However, after the rebalance of the Slovenian government's budget and corresponding funding from the government acquired by University of Ljubljana, the University has a very limited capacity to do so."* (University of Ljubljana, Annual Plan of Work 2013, 14-15).

Similarly, both the University of Maribor and the University of Primorska have elaborate strategies of internationalisation with highly developed internationalisation objectives and planned measures; both of them also implicitly highlight the objectives of the Erasmus Programme in terms of promotion of mobility and internationalisation of study at home (University of 2012: Internationalisation Strategy: Internationalisation as development of quality of University of Maribor 2013-2010; University of Primorska 2011: Education Strategy of University of Primorska 2011-2015; University of Primorska 2010: Programme of internationalisation of University of Primorska 2010-2013). Serious consideration by national and European public authorities needs to be given to find ways to earmark portions of the Erasmus+ for (co)financing initiatives conducted by academics that contribute to further internationalisation of teaching and learning.

3.2.4 Preparation for and follow-up of home students after Erasmus exchange

In our study we have not found any examples of an institutional mechanism that would systematically prepare students for exchange in terms of academic work and opportunities or systematically follow-up on the acquired knowledge and experience of returning students. Such preparation and follow-up happen only sporadically

on the initiative of students themselves or on initiative of individual professors (**Table 36**). 38% of former Erasmus students responding to our survey believe that their Erasmus experience does not interest anyone at their home institution. Frequently, former Erasmus students are recruited to promote the Programme by either Erasmus coordinators or sections of the Erasmus Student Network (42%). 36% of former Erasmus students believed that Erasmus exchange helped them develop an idea for a thesis, essay, etc. Planning for field work, developing ideas for a thesis, etc. are some of the possible points for planning.

Our respondents reported that most academically gratifying exchange experiences were by outgoing students who selected the host institutions *purposefully*, following a particular academic with whom they already had contact with or had prepared a clear plan for practical training or field work. This was most possible when institutions had multiple areas of bilateral cooperation that individual students (or mobile academics) could build on.

Such preparations are, however, more of an exception than a rule. As stated by one interviewee:

> *"For the preparation of thesis, I advise the student who goes on exchange to try choosing a theme that is connected with the host country so that s/he is able later to compare both environments. For sure there is no institutional framework to ensure that such planning takes place. There are no formal procedures to guarantee that such [academic advising prior to exchange] happens. I personally do not believe that many professors are asking in the class whether some of the students were on exchange abroad and suggest discussing about their experience in class. If it happens, it is more a coincidence that some of students mention where they were and some discussion follows."* (AS-I2; 28.5.13)

Only 12% of respondents report that a professor invited them to present Erasmus experience. 15% has done this on own initiative.

Recommendation 10:

Institutions need to develop mechanisms through which outgoing Erasmus students meet with academics or their academic advisers to prepare for the educational side of the Erasmus exchange. Academic staff and/or academic advisors should follow-up with returning students to discuss possible ways to further develop the knowledge acquired by way of a thesis or other type of work. Home institutions should, thus, offer outgoing students mentorship assistance before and after the exchange.

Table 36: ***Erasmus students: Please mark which of the following options refer to your experience at your home institution after returning from Erasmus exchange:***

Answer	Responses	%
The lecturer invited me to present some aspects of my Erasmus experience in the course.	101	12%
On my own initiative I have used/presented experience/knowledge acquired during Erasmus exchange in a course.	123	15%
My Erasmus experience does not interest anyone at my home institution.	321	38%
A student association has asked me to assist with Erasmus Programme promotion or supporting incoming Erasmus students.	132	16%
An Erasmus coordinator has asked me to assist with Erasmus programme promotion or supporting incoming Erasmus students	218	26%
Erasmus exchange helped me develop an idea for a thesis, essay, etc.	301	36%

We have also asked former Erasmus students what they believed needed to be done in order to make better use of their Erasmus experience upon returning to study at their home institution (**Table 37**). There was a wide variety of responses to this question.

Table 37: ***Erasmus students: What would be needed so that you could better use the Erasmus experience in your study at home institution?***

Category	%	Examples of citations
The International office could do more.	14%	*"The Erasmus office at the faculty could show some interest. Above all, I think it depends a great deal on the Erasmus coordinator how Erasmus will be promoted and dealt with at the faculty."* *"A person who would gather information about what had happened on exchange, how it was, what knowledge one acquired and then transfer such information to prospective students. Perhaps the situation will improve over some time when more students will take part in exchange students from different generations could compare the experience."* *"Ask whether the participant was satisfied with the mobility programme and gather feedback information that could be of decisive importance for the next generations of Erasmus students."*

Institution could do more, show more interest.	18%	*"For sure it would be good if the home institution could show more respect for students going abroad for exchange. For the time being it deals with us as with some lazy people that went on vacations, and nobody asks us what our work was, what we did there, what knowledge we gained, and whether we got acquainted with some good practices or different forms of work that could also be implemented at home institution."* *"That the mother institution be more open and curious about the content of the Erasmus programme and with all that is connected to it."* *"Interest of mother institution in exchanges."* *"Home institution could organise foreign language courses."* *"Faculty should be more open to international exchanges."*
More interest from the academic staff.	21%	See **Table 38** above.
Better compatibility of study programmes between home and host institutions; better recognition of courses taken abroad; more cooperation between home and host institution.	25%	*"Ensure greater compatibility of study programmes between home and host institutions so that students get equal possibility for the regular completion of the academic year."* *"More cooperation between [home and host] faculties, higher tolerance for courses that differ from the syllabi at the home institution since Erasmus exchanges should contribute to the acquisition of broader knowledge and experiences."* *"Establish a better system of cooperation between the [home and host] universities. Now it is about recognition of course credits acquired at host institution. It would be more efficient if the entire semester abroad would be recognised at home and students would not be burdened with home study requirements (during and after the exchange). "* *"Solve the problem of recognition of credits obtained at the host institution and the application of experiences (acquired abroad) at the home institution. Definitely the cooperation between the two institutions should be intensified."* (see also section 3.4.1)
More interaction between home students and incoming Erasmus students in the classroom.	5%	See section 3.2.2.
Modernisation of teaching and learning in Slovenia.	5%	See section 3.2.3.
Nothing or I did not wish to or I could not use the experience because of the end of studies	11%	*"I consider the Erasmus experience as positive for furthering my career (job) and not as something I could exploit for study at home institution."* *"I was on Erasmus practice during the absolvent stage, so I could not benefit from this at my home institution as my course work had been already completed."*
More recognition of Erasmus mobility for training	2%	*"Greater credibility to Erasmus exchange for training."*

Responses can be divided into five groups:

1) **Institution and International Office could do more for Erasmus Programme: show more interest in exchange, follow students after exchange, value and recognise more mobility for training (34%).**

Some of the suggestions made were practical in terms of systematically collecting information on the satisfaction of Erasmus exchange at particular host institutions and communicating this to prospective students. However, some of the students continue to feel that the institutions do not value Erasmus exchange. Respondents also reminded us about the importance of improving the reputation of Erasmus exchange for training, which continues to have comparatively low participation, but also reports highly satisfactory experiences of integration. Institutions with study programmes which include mandatory practical training need to do more to promote this type of exchange and answer any concerns students may have regarding their ability to acquire all necessary competences for continuation of the study at home. One of the institutional leaders made a meaningful comment in this regard:

> *"In our study one has to learn certain skills in training to be able to move to another stage. Students are afraid that if they miss one semester and go abroad, once they return, they would not be able to move on with their group because they would not have the specific skills acquired in lab work they missed."* (IL-I4; 27.5.13)

A similar statement was made by one former Erasmus student when asked about recommendations on how to improve internationalisation at the home institution:

> *"Professors should stop hindering students who would like to go on the exchange abroad by not recognising the exams passed abroad or by "frightening" students that if we are not present at their seminars we will have to do these the following year [i.e. repeat the year]."*(ES-survey, Q12)

2) **More cooperation between home and partner institutions which would result in better compatibility of programmes (25%).**

A quarter of all respondents believed that there is still more work to be done in terms of improving recognition of study abroad, improving compatibility of study programmes between home and host institutions, and in general building more cooperation between home and host partner institutions. This is an important aspect which will develop further in a special subchapter where we advocate multi-layered cooperation between institutions as a way to better utilisation of Erasmus and consequently stronger impact of Erasmus on all institutions involved.

3) **Modernisation of teaching and learning including better integration of home and incoming Erasmus students (10%).**

About 10% of respondents believed that more interactions between incoming and home students is one way to help students better use their Erasmus experience in their study at home institutions. Some also believed that teaching in general needs to be 'modernised' in order to make this possible. We have discussed this topic in previous section.

4) Nothing or I could not use my experience because I concluded study (11%)

Several students (11% of all respondents) believed that nothing needed to be done or could be done by the institutions. Some have seen their Erasmus experience as directly relevant to their employability rather than study. Others have stated that they have been on exchange in their final year or when writing their dissertation and a follow-up was not possible:

> *"Students often go abroad in the last year of their studies, and then their course work – pedagogical part - is completed."* (FS2; 28.5.13)

5) Academic staff could show more interest (21%)

21% of all respondents believed that there should simply be more interest from academic staff in their exchange experience. In the open-question part of the survey there were ample and highly accentuated comments regarding the lack of interest of academics to engage returning students and offer them opportunity to apply their acquired knowledge in their home study:

> *"Professors did not tell us anything before the departure abroad about what could we expect from the studies and so on. We had great problems with the learning agreement. In theory all the professors support the mobility, but the majority of professors did not want to sign the learning agreement. We had to bring them the whole study programme (it means the description of the courses) that we were intended to follow abroad. Besides, one professor did not want to recognize one course (I needed to change the learning agreement) for a course that was comparable in contents – even harder in the institutions abroad. He wanted to recognize this very course for a much easier course with different content at the home institution. Another professor did not want to recognize the course which had fewer hours abroad but covered the same content and examined all the areas as with his course. Only abroad we examined in the same subject also other topic. […] In short, we got no information from the professors; only two professors were prepared for to conduct the course as distance learning. In one case this was the last year for the course – we were turning in the assignments via email. In the other case, we had to study the content by ourselves and submit assignments by mail and then we wrote a colloquium after we came back. The first professor really took care of us to be able to follow the course. She asked 'home students' to write summaries, inform us about assignments, etc. and we received these by mail and we could regularly do the homework. After the return we wrote summaries and sent them abroad to students who went on exchange."* (ES-survey, Q6)

> *"More understanding at home institution regarding the completed exams at the host university is needed. The host faculty was of higher quality than the one at home. After the exchange I was faced with total ignorance from the side of the professors which appeared to indicate some fear and jealousy about all that concerned the faculty abroad. Not only did my experience not interest anybody, it would be even better if nobody at my home institution knew anything about it."* (ES-survey, Q3)

> *"The attitude of professors against institutions abroad should change. Foreign programs are underestimated and nobody is really interested in what we did during the exchange."* (ES-survey, Q3)

"It would be necessary to strengthen the cooperation between the professors/staff of my home faculty and my host institution." (ES-survey, Q3)

"Motivate professors to show greater interest in the Erasmus experience and cooperate with professors and researchers abroad." (ES-survey, Q3)

"Professors should initiate that Erasmus students present Erasmus, methods of teaching and the Erasmus program in general at the university." (ES-survey, Q3)

"Perhaps professors should encourage us to use in seminar work not only experience but also the material we got from the exchange and that is strongly related to the course." (ES-survey, Q3)

"Recognition of new methods, topics or the practical use and demonstrating these at similar cases with home mentors" (ES-survey, Q3)

"Each student should prepare a presentation about his/her experience from the exchange and lecturers should show interest in methods of teaching in the faculties abroad." (ES-survey, Q3)

"Better acquaintance of professors with the Erasmus program." (ES-survey, Q3)

"Instead of having to pass the exams for the courses they did not want to recognise, they could ask me more in detail what were the topics covered in lectures at the host institution and how could I use this knowledge in my further study. Professors were not at all interested in my staying and studying abroad, but were only tolerant of my absence. I personally think that it would be good for both sides if professors would allow that we share experience with them. You go abroad to get new knowledge – not for fun only, as one of the stereotypes about Erasmus exchanges says." (ES-survey, Q3)

"Professors should be aware of the importance of Erasmus exchanges – they bear great responsibility to prepare Erasmus students and enable them for high quality study." (ES-survey, Q11)

"My opinion is that we need more engagement and willingness from the side of professors. Students have the self-initiative and are enthusiastic about all forms of cooperation with foreign students and foreign professors, but if with our best intentions we stumble against deaf ears and ignorance [of professors], the experience cannot succeed as it could have (it is true especially for home institutions, to my knowledge the situation in the institutions abroad is different – better)." (ES-survey, Q11)

"Lecturers at the host institution should do more for Erasmus students to be a part of the study process. They should understand them as an added value and not as a burden (that is often the practice)." (ES-survey, Q11)

Apparently, many academics continue to be ambivalent about the educational value of the Erasmus experience. There are several courses of action that need to be considered by the institutional leadership, including how to ensure that Erasmus exchange is a rigorous educational process, that educational achievements of Erasmus students are widely communicated and how to motivate academics to be internationally engaged in teaching. We will discuss more about these questions in section 3.3.

3.3 The role of academics in Erasmus Programme and in internationalisation of study at home

Individual academics continue to be the single most important driver of internationalisation, and they play a key role in successful implementation of the Erasmus Programme. The role of academics in the Erasmus Programme is crucial in three interrelated aspects:

1. **Academics work with incoming Erasmus students.**

2. **Academics prepare students before Erasmus exchange and follow-up with returning students after Erasmus exchange**.

3. **Academics implement internationalisation of study at home: they integrate Erasmus students into study processes at the home institution and enable non-mobile home students to develop international and intercultural competences even if they do not participate in Erasmus exchange**.

Erasmus exchange experience, if for study or practical training at a higher education institution, depends on the academics involved. In the previous section we discussed different institutional approaches to organising incoming Erasmus students study or training. In this section we focus on the academics and their role in the Erasmus Programme.

In a survey of Erasmus coordinators we asked them about their perceptions of the quality of teaching of incoming Erasmus students. Most of the respondents had a neutral opinion on this topic (47%, see **Table 38** below). A plausible explanation for such a response is that the quality of teaching provision to Erasmus students varies significantly from one individual academic to another, and it is very difficult to generalise it across academics. This situation reflects the above-mentioned conditions of the individualised approach to working with Erasmus students where students" study-abroad experience depends greatly on individual academics" motivation and time. When asked how important they found the teaching of Erasmus students, Erasmus coordinators exceedingly – and unsurprisingly – found it important or very important (75% of all responses, see **Table 39** below).

Table 38: ***Erasmus coordinators: How satisfied are you with the quality of teaching of incoming Erasmus students***

	Highly dissatisfied	Dissatisfied	Neutral	Satisfied	Highly satisfied	Total Responses	Mean
Answers	1	11	28	15	4	59	3.17
%	2%	19%	47%	25%	7%	100%	

Table 39: ***Erasmus coordinators: How important it is for you quality of teaching of incoming Erasmus students?***

	Fully unimportant	Unimportant	Neutral	Important	Very important	Total Responses	Mean
Answers	0	0	15	25	21	61	4.10
%	0%	0%	25%	41%	34%	100%	

Next, we investigate and seek to unravel the possible causes of these mixed views on the quality of teaching and training of Erasmus students. We explore the mechanisms of incentives and sanctions in practice across institutions regarding academics' work with Erasmus students practiced across the institutions. In terms of incentives, we surveyed whether and how working with incoming Erasmus students results in academics' remuneration, work load and appointments to academic rank. We also inquired whether there are any sanctions in place if academics reject an invitation to work with Erasmus students.

3.3.1 Remuneration, teaching load and election to academic rank

According to responses by Erasmus coordinators, in most of the institutions (51% of all responses, see **Table 40** below), there is neither additional remuneration nor other recognition for working with Erasmus students. Indeed, we observed that in the majority of institutions, working with Erasmus students is considered a part of basic academic duties. As such, it is not additionally remunerated, yet foreign students count as home students in the criteria determining teaching load or size of lab groups:

> *"The work with foreign students is acknowledged only for assistants where foreign students are added from the quote for exercises."* (EK-I4; 27.5.13)

The University of Maribor makes this provision explicit in its statutes:

> *"In case of study programs in which foreign students are integrated in the basis of international agreements or within the credit system this pedagogical work belongs among regular work obligations."* (Statute of the University of Maribor, article 72).

Table 40: ***Erasmus coordinators: How is working with incoming students recognised for academic staff?***

Answer	%
Remuneration	15%
Recognised by promotion	9%
Recognised by teaching load	24%
Declaratively (on website or internal communication)	13%
No recognition	51%
In other ways (size of lab groups)	18%

Only in some institutions is extra funding granted for the preparation of lectures in a foreign language (**Table 40**), but this occurs only if funding is available. For example, at the University of Primorska in "Guidelines for conducting study programmes in a foreign language" (University of Primorska 2008), it is stipulated that an hour of teaching in a study programme in a foreign language is by rule paid higher than an hour of teaching in the Slovenian language:

> *"The payment of teachers must acknowledge teaching hours carried out in foreign languages within the teaching load of academic staff or assistant. The teaching hour carried out in a foreign language with the exception of courses within foreign language studies programmes ispaid at a higher rate than a teaching hour carried out in the Slovene language."* (University of Primorska: instructions for the implementation of study programs in foreign language 2008).

Or as stated by one Erasmus coordinator:

> *"Usually there is a small remuneration; however, only if funds are available; in general professors participate voluntarily understanding that their work may possibly be unpaid. They consider such participation a challenge and good training for lecturing abroad."* (EK-survey)

There are different practices at Slovenian institutions when it comes to incentives offered by the institutions to academics for working with Erasmus students. The decision on remuneration of teaching of international students is part of the decision making on overall remuneration of direct and indirect teaching activities taken by the institutional governing bodies. While teaching in foreign languages is in principle considered to be remunerated at a higher rate than teaching in the Slovenian language (which includes also pedagogic work with Erasmus students), the constraints of the available institutional budgets for teaching do not make this possible in practice. Several Erasmus coordinators stated that in view of the recent financial crisis and corresponding budget limitations, no additional funds could be earmarked for teaching Erasmus students. The decisions on remuneration of teaching staff (which also includes working with Erasmus students) are made by governing bodies of institutions. These inevitably need to take in consideration the available institutional budgets.[40]

40 *See for example "Merila za vrednotenje dela visokošolskih učiteljev in sodelavcev Univerze v Ljubljani" (301-02/09-AK/GT/dr Univerza v Ljubljani, 22. januar 2009) [Criteria for appraisal of work of academic staff of University of Ljubljana]: http://www.uni-lj.si/mma/spremembа%20meril%20pedago%C5%A1ko%20delo%2020-12-0213/2013122010305819/*

When it comes to appointments to academic rank, all of the universities follow the basic requirements for appointment developed by the National Quality Assurance and Accreditation Agency (NAKVIS).[41] Concerning the international teaching activity of academics these basic requirements first include knowledge of at least one widely spoken foreign language (which needs to be attested through a certificate of foreign language proficiency or by a diploma at any cycle if obtained at a foreign university). For appointment to full and associate professor it is also required that the person has conducted research, teaching or artistic work at a foreign university or research institute for a minimum of 3 months (at least 30 days without interruption) after being awarded a PhD. At the level of assistant professor a less specific requirement of active participation at the international level is stipulated.

At the University of Ljubljana (Criteria for Appointment to the Titles of University Teacher, Researcher and Associate at the University of Ljubljana, October 2011)[42] the candidates for promotion need to demonstrate various aspects of 'international impact'. One aspect includes course leadership in international study programmes or if a candidate can demonstrate pedagogic cooperation in conducting undergraduate or graduate courses at foreign universities (Article 47). Furthermore, in terms of demonstrating teaching capacity, this can also be done through thesis supervision (mentorship) of exchange students (Article 53). No other specific aspects of working with incoming students are mentioned. In the scoring system for evaluation of candidates for appointment[43] the following international activities in teaching count towards appointment to an academic rank: participation in international projects for curriculum development, development of study methods, etc. (up to 3 points); confirmed pedagogic work at a foreign university (up to 8 points); organisation of summer schools, seminars, competitions with mostly international participants (up to 2 points) and if mostly national participants (up to 1 point); and participation in organised pedagogic training (at the university level or internationally) (up to 1 point).

The University of Maribor (Criteria for the appointment of faculty ranks for university teachers and other employees in higher education, official consolidated text no. 1 2012)[44] does not add any specific criteria regarding international teaching. As mentioned earlier, the University Statutes stipulate that working with international students is considered one of the regular work obligations of academics. However, in the scoring system for the evaluation of candidates for appointment (Appendix 1 of the criteria for the appointment of faculty ranks for university teachers and other employees in higher education 2012), it is stated that lectures at a foreign university are valuated with different points depending on how many hours were conducted (from up to 10 hours with up to 2.5 points to 30 plus hours with up to 10 points, multiplied by a certain index depending on where on the lists of university rankings that university stands). Also, lectures for incoming students at UM are also valuated: up to 10 hours with up to 1 point to 30 plus hours with up to 4 points.

41 *Minimalni standardi za izvolitev v nazive visokošolskih učiteljev, znanstvenih delavcev in visokošolskih sodelavcev na visokošolskih zavodih (NAKVIS 2010/11)[Minimal criteria for election to academic title at higher education institutions]: http://test.nakvis.si/sl-SI/Content/Details/5*

42 *Criteria for Appointment to the Titles of University Teacher, Researcher and Associate at the University of Ljubljana, October 2011: http://www.uni-lj.si/o_univerzi_v_ljubljani/organizacija__pravilniki_in_porocila/predpisi_statut_ul_in_pravilniki/2013071111373294*

43 *Review of work and scoreboard, University of Ljubljana: http://www.uni-lj.si/o_univerzi_v_ljubljani/organizacija__pravilniki_in_porocila/ pred pisi_statut_ul_in_pravilniki/2013071111373294/*

44 *Criteria for the appointment of faculty ranks for university teachers and other employees in higher education, official consolidated text no. 1 2012: http://www.um.si/projekti/habilitacije/Strani/default.aspx*

The University of Primorska (Criteria for the appointment of faculty ranks, 2013)[45] has the same provisions as the University of Ljubljana when it comes to demonstrating teaching competences (Article 19) or international impact (Article 20). For the rank of associate professor (but not for full professor, Article 37) the candidate also needs to demonstrate international engagement (e.g. completed international or bilateral projects, research or teaching at a foreign institution, etc.). The guidelines specify that shorter stays at foreign institutions score proportionally less, but they can be aggregated up to a maximum score for this category (Article 50).

The University of Nova Gorica[46] (Guidelines about criteria and procedure for the appointment of faculty at University of Nova Gorica, July 2013) added several criteria on international engagement to the basic requirements, such as Article 4: for assistant professors it requires postdoctoral training abroad or study abroad, and for associate and full professors it requires cooperation with foreign institutions and groups. It also enables appointment of adjunct professors for whom one of the additional criteria states teaching at foreign universities as one example of pedagogic work.

Hence, among the criteria for appointments to an academic rank, typically only lectures at foreign universities are counted. The candidates for senior ranks also have to demonstrate that they have been teaching or researching abroad for 3 months. Both the University of Ljubljana and the University of Primorska add thesis supervision of international students as one of the criteria but require no other work with Erasmus students. The University of Maribor and the University in Nova Gorica do not add any special criteria. However, at the University of Maribor lectures at foreign universities and lectures to incoming students get a higher score than lectures at the home institution.

In terms of sanctions, only the University of Maribor states explicitly in its statutes that work with exchange students falls within the regular work obligations of academics. Hence, it could be, at least in principle, possible to sanction a professor who is unwilling to work with Erasmus students. As stated by one Erasmus coordinator:

> *"This work is in accordance with the Statute of the University of Maribor where it says that teachers are obliged to accept Erasmus students or cooperate with them. We had in the past faced some problems when teachers refused to cooperate. Consequently, this article was introduced into the Statute. Now we sometimes face white strikes. If we discover the problem early enough, we advise students to choose another course. If I expect that the conversation would help, I organise a meeting with the professor and ask him/her not to act in this way [i.e. refuse to work with Erasmus students]."* (EK-I1: 24.6.13)

In all institutions which practice an individualised approach to working with Erasmus students, Erasmus coordinators have to recruit academics for this purpose. In general, those academics that are already highly engaged and internationally active in research and/or teaching also tend to be the ones who are most willing

45 *Criteria for the appointment of faculty ranks, 2013: http://www.upr.si/index.php?item=90&page=ac_content*
46 *Guidelines about criteria and procedure for the appointment of faculty at University of Nova Gorica, July 2013: http://www.ung.si/sl/o-univerzi/pravila/*

(or the least reluctant) to work with Erasmus students. It is important, however, to be able to recruit a needed critical mass of academics willing to work with Erasmus students.

Recommendation 11:

To motivate professors to develop courses in foreign languages and/or individually work with Erasmus students, institutions need to have explicit mechanisms of incentives through remuneration, work load and criteria for appointments. These mechanisms have to be diligently implemented in practice.

Erasmus coordinators report that teaching staff is often not willing or not interested in working with incoming students. Erasmus coordinators also report that this aspect is precisely the main cause of stress in their work as coordinators. When asked what the main cause of stress in their work is, the highest score reported among different conditions was recruiting academic staff to work with incoming students (3.47 on a scale of 1-min to 5-max; N=61). Similar comments were also reported in open-questions in the survey of Erasmus coordinators and in interviews with different categories of stakeholders:

"For instance: [to arrange for] conducting lectures in English, as this is not in accordance with the existing legislation and there are no additional funds for the preparation and conduct of lectures; [to achieve] the maximum involvement of the staff in mobility programme and to so with smaller scholarships and more help from the institution; in view of the existing financial situation: how to ensure high quality study for incoming students taking into account that there are no additional funds for lectures in foreign languages, for the additional [teaching hours] for individual consultations, meetings, etc." (EK-survey, Q21)

"At our institution the work of professors [for the work with foreign students] is not paid extra. The interest differs from one professor to another. That means that we usually have a definite "focus" group of teachers, on which the coordinator can rely and contact when foreign Erasmus students knock on the door searching for specific courses. Some [study] areas are better covered, some we try to stimulate. With the introduction of elective courses in a foreign language we invited specifically those [lecturers] who have already in the past worked more with foreign students. This means that if they are not already employed 120% FTE, they can through such courses earn extra salary [up to 120% FTE]. I have about eight Erasmus students each year. I work with them through individual consultations. There was a lot of work with the preparation and the conduct. This was neither paid nor was it taken into account in the promotion procedures [habilitation]." (IL-I11; 29.5.13)

"This year we had the first revolt. We are four who regularly offer lectures to foreign students. Initially, since 1999 we practised consultations. But this is double work which is not paid. This year it simply could not go on

in this way anymore. I cannot demand working with foreign students from my colleagues, I can only ask. This is double work because of legislation that prevents lectures in English. It is interesting that in winter months we have another problem in finding a warm classroom for lectures [for foreign students]." (IL-I24; 28.5.13)

"The institutions should be supported in order to ensure that teachers who lecture [foreign students] are for this work appropriately remunerated since frequently this work is done for free; and the institution does this work for free. At our institution, lecturers get some symbolic remuneration, but in general working with Erasmus students is for free. And consequently, people are behaving also in this way. You can do something pro bono, but pro bono you cannot do with full engagement and with all heart." (AS-I2; 28.5.13)

"Work with foreign students is not awarded or recognised in any way. We are not always enthusiastic. In foreign language courses we are happy to invite foreign students to join and thus integrate them because they can enrich the pedagogical process. Some professors put great efforts and include them into consultations. On the language level the implementation is very difficult as there are not enough students. If we had a greater number of students, a number of courses could be carried out in foreign languages. This option does not exist at our institution, because our Slovene students would not choose the English version of lectures." (IL-I25; 28.5.13)

"Many professors reject working with Erasmus students because this work is not sufficiently recognises (and often it is not small work). Usually it is not financial remuneration that is expected, but public recognition." (EK-survey)

"Yes, it would be necessary to offer courses in the English language. Until there are some financial means for this purpose, it will be difficult." (EK-survey)

3.3.2 Obstacles to mobility of academic staff

We reported earlier that staff mobility is a growing phenomenon in Slovenia, albeit still a relatively low share of the entire Slovenian professoriate that takes advantage of the opportunities offered through the Erasmus Programme. Here we would only like to note some of the obstacles to academic mobility for teaching as perceived by our interviewees. Most obstacles mentioned concerned academic appointments, financial aspects as well as language and lack of confidence:

"In our institution the exchange of teachers within the Erasmus program is not taken into account in the promotion procedures. I took part in a number of such teaching exchanges. I hoped that the Erasmus exchange would bring me some points in the promotion procedure under the item 'visiting status at foreign universities' but nothing was taken into account. And you can ask yourself why this internationalisation is so stimulated if it is not at all valued in the system. Also, the funds available for teaching exchanges have been reduced. With Erasmus we participate with our own money. We also have internal calls, but there the priority is given to

participation at conferences and for publications. The faculty is not additionally financing Erasmus exchanges. So you should really be highly motivated in addition to using your own funds to go somewhere lecture for five hours." (IL-I11A; 29.5.13)

"There are some obstacles for implementing Erasmus mobility. The funds one gets through Erasmus do not cover all the expenses. Somebody should cover this gap. It is hard for a professor to pay from his own pocket to go abroad on teaching exchange. The second problem is that lecturers have full teaching load. The third problem is that lecturers do not have replacements. This means that several courses cannot be taught by anyone else. In my cathedra we have organised things in the way that there are a number of courses conducted by two lecturers and the other one can teach if one is absent. But it is difficult for the courses where there is no replacement. This teaching exchange of academics is somehow lame, and the implementation of Erasmus in the field of exchange of academic staff does not achieve the expected objectives. And the exchanges do not count in academic promotions for the younger academics the promotion criteria is to be abroad for at least three months which is impossible due to teaching load. This aspect needs to be addressed by local institutions. This is one example of lost opportunities; the other is sabbaticals. The sabbatical year is stipulated in the statutes but in practice it is carried out very rarely." (AS-I2; 28.5.13)

"Technical programs have very weak mobility. Among the professors of this old guard of natural scientists few decide for international mobility. They are afraid of everything new, of languages. They do not have self-confidence; they are afraid how they will function in a foreign country if they cannot communicate. I had to organise a group of teachers and accompany them on a study visit abroad. Since then they developed a wish to go abroad again and [consequently] also the problems concerning recognition of credits for students who have been abroad have disappeared." (EK-I29; 28.8.13)

"A lot of exchanges happens through international research projects and across bilateral agreements for science, less so for the teaching part through Erasmus. In this scheme it is hard to find the time for somebody to go abroad to teach." (IL- I18; 28.5.13)

"Lecturers who go on exchange have to cover a part of expenses by themselves. Pedagogical cores help in that we do not have problems with the replacements of outgoing teachers during their absence." (IL-I24; 28.5.13)

"We have the majority of professor exchanges in foreign language courses, thus among linguists. With the other professors the excuse is the language. If you want to go out to teach, you should have the adequate foreign language competences. And the linguists have the advantage there." (EK VŠ-I15; 28.6.13)

Interestingly, two interviewees have pointed out that high interest for academic mobility at some institutions can also be attributed to criteria for election into academic title:

"At our institution the young higher education teachers are very keen to go abroad. They are willing to contribute from their own pockets to go. They value the experience very much. They are capable of establishing

their network, there are always the same persons willing to go, and it is very difficult to motivate the others. Some teachers that had a research network but do not have it anymore ask to be included in Erasmus projects instead. We have slightly fewer incoming teachers. If somebody comes through the research exchange, we advise them to continue their stay through Erasmus." (EK-I1; 24.6.13)

"Professors are now motivated to go abroad because this has become one of the criteria for promotion. But one has to stay abroad for three months and this cannot be covered through Erasmus. Individual professors must co-finance their exchange because 80% to a maximum of 500 EUR is covered through Erasmus. The Erasmus exchange is limited and you cannot stay more than two weeks. You get the confirmation from the host institution that you were there for two weeks for Erasmus, but for the institution where the promotion process is running you show that you were three months. Usually they go to the same institutions and this works well." (EK-I1A; 29.5.13)

One important point made by our respondents has been that students who were already internationally active in primary and secondary school are more likely to engage in international activities in higher education. In the words of one of our interviewees:

"The exchange of future teachers should be additionally supported. Internationalization does not begin at the universities. Those students who were active in international cooperation already in primary and secondary schools automatically engage in all the international activities [when studying at higher education institution]. In order to foster international cooperation at primary and secondary schools, it is especially important to encourage international cooperation and exchanges of those students who are in teacher education [i.e. in Schools/faculties of education]. Those who participated in international exchanges as students will be far more active in their later career as teachers and more prepared to motivate their students to engage in international cooperation activities." (AS-I13; 29.5.13)

Thus, from these findings emerge two recommendations:

Recommendation 12:

The conditions and support for academic staff mobility for teaching need to be further strengthened at the institutional level. The institutions need to consider how to explicitly link Erasmus mobility to criteria for election to academic title. Actual implementation of sabbatical is another possibility.

Recommendation 13:

Student mobility should especially be promoted in teacher education. These students who participate in exchange while in higher education are likely to seek international opportunities later once they are working in schools; hence they will be more likely to create international engagement opportunities for their own students in primary schools and high schools. Fostering international orientation of students should not begin in higher education, but much earlier.

3.3.3 Employment of foreign academics and inviting visiting lecturers from abroad

One of the key conditions for achieving internationalisation of study at home, as reported by all our respondents, is involving foreign lecturers into course teaching and/or organisation of international lectures, workshops or other academic events. As stated earlier, one of the Erasmus funding lines gives direct support for academic staff mobility, with a condition that the mobile academic conducts at least 5 hours of teaching at the host institution. In Slovenia, there are two sets of legal provisions on the national and institutional level which directly concern hosting or visiting lecturers or employing academic staff from abroad. One set of provisions concerns legislation regarding the usage of Slovenian language in higher education, concerning the language of instruction in particular. The second set of legislation is set concretely on hiring or the visiting appointments of foreign academics.

In terms of usage of Slovenian language, the Higher Education Act of the Republic of Slovenia, Article 8[47] specifies that the language of instruction at higher education institutions in Slovenia is Slovenian. However, there are exceptions to this rule. Instruction in a foreign language is permitted not only for study programmes of foreign languages but also in parts of other study programmes if they are conducted with the participation of a foreign lecturer or if a large number of foreign students are enrolled. Furthermore, study programmes which are offered in parallel with the Slovenian language may also be offered in foreign languages. Usage of languages of instruction is further specified in the statutes of higher education institutions following the provisions stipulated in the Higher Education Act, but it adds that in some cases these can be written in foreign languages if such practices are properly justified (for more see Golob Kalin et al. 2012). Hence, in principle, conducting courses in foreign languages is possible and it is thus also possible to hire or invite as guest lecturers foreign academics. Concretely the Higher Education act in Article 8 states:

> *"The educational language shall be Slovene. A higher education institution may implement education programs or their parts in a foreign language, under the conditions stipulated by the statute. If a higher education institution performs a public service, the following can be implemented in a foreign language:*

47 *Higher Education Act of Republic of Slovenia [in Slovenian]: http://zakonodaja.gov.si/rpsi/r02/predpis_ZAKO172.html*

- *education programmes of foreign languages,*
- *parts of education programmes, if visiting university teachers from abroad are participating in their implementation, or if a larger number of foreign students have applied to these programmes,*
- *education programmes, if these programmes in a higher education institution are performed also in Slovene language.*

Higher education institutions shall take care of the development of the Slovene language as a professional and scientific language.
Foreigners and Slovenes without Slovene citizenship shall be enabled to learn the Slovene language. A detailed method for the care of the development and learning of the Slovene language shall be stipulated by the Minister, responsible for higher education."

The Higher Education Act of the Republic of Slovenia, Article 62 also stipulates that a higher education institution may for a limited period of time invite a visiting lecturer to conduct part of a study programme, regardless of the conditions stipulated regarding promotions which make appointment to an academic rank [habilitacija] a necessary condition for teaching at a Slovenian higher education institution. This is how the University of Ljubljana adopts this provision in its Statute (Statute of University of Ljubljana, Articles 228-230):

> *"Article 228:*
> *A Member may incorporate teachers at foreign universities into its pedagogical, research and development or artistic work in order to conduct a lecture cycle or all lectures of an individual subject. The visiting teacher may also be incorporated into the research work of the Member.*
>
> *Article 229:*
> *The University shall invite a visiting teacher for collaboration in the event and for the duration of an absence of a teacher on his sabbatical and in other cases required by the pedagogical process.*
>
> *Article 230:*
> *The visiting teacher may participate in the work of the bodies, commissions and working groups of the Member without the right to vote except when the decisions are made on issues directly concerning the subject or subject area of his work."*

One obstacle to hiring foreign academics concerns the procedures for election to academic rank, which includes recognition of foreign degrees and recognition of faculty ranks awarded at foreign institutions. Both are legally possible but might be time consuming and administratively cumbersome. At universities, university teachers, researchers and other employees in higher education who have not been appointed to a rank cannot conduct education, research or artistic work at the university. Only the University of Nova Gorica has in its statutes a provision for hiring adjunct academic staff (Statutes of University of Nova Gorica, Article 76):

"University may invite to cooperation accomplished academics staff, researchers and professionals from foreign universities and from industry for conducting parts of a course or lectures within a specific course and thus involve them in its teaching and research work. Academics who cooperate with the University in this way may obtain a title of 'Adjunct Professor'. Adjunct Professor can be a member of the Senate of the University or of the Senates of Faculties, Academies and Higher Schools. Professional conditions and criteria for appointment of an adjunct professor are specified in University guidelines."

Another obstacle is financial. Although higher education institutions in Slovenia are autonomous in their decisions on hiring academic staff, they are nevertheless restricted by their available finances. Especially in the times of significant cuts to financing public higher education institutions, hiring of new academic staff has to be demonstrated as absolutely necessary. In these conditions, it is especially unlikely that academic staff from abroad would be hired. Short-term visiting lecturers are at present a much more feasible way of involving foreign lecturers in course teaching.

3.3.4 Academics' attitudes to internationalisation, their (self-reported) international activities and international profile

Academics in Slovenia tend to be intrinsically motivated to cooperate with colleagues abroad. One of the key reasons for such motivation lies in the smallness of Slovenia's higher education system. For a long period of time it depended on the motivations of individual academics, solely on whether they sought international collaboration. There were no special incentives and support was almost non-existent. More recently, institutions have begun developing incentives through the appointment of criteria, as shown above, and support is available through Erasmus as one of the potential sources.

In the survey of academics concerning their attitudes and behaviours towards internationalisation, we found evidence of high personal priorities of academics to engage in the full spectrum of international collaboration activities (**Table 41**). The highest scores across all ranks were the following activities: following of developments in international literature, publishing in international journals and international contents in teaching. The lowest priority activities were lecturing in foreign languages and developing joint and double degrees. There is very little deviation to the responses according to academic rank or discipline (**Table 42**), although the humanities rank joint publications with colleagues from abroad and publishing in foreign journals and with foreign publishers somewhat lower (**Table 43**). It is interesting, however, that academics' scored their perceived institutions' expectations on international cooperation somewhat lower than their own expectations (**Table 44**). In particular, their perception of the institutions' expectation for lectures in foreign languages was significantly lower than their own expectations.

Academics have high personal priorities to engage in the full spectrum of international cooperation activities. Personal expectations for international cooperation are higher among academics of higher rank. Academics perceive the expectations of their home institutions for academic engagement in international cooperation as lower from their personal expectations.

*Table 41:**Academics' personal priorities toward internationalisation***

Averages are calculated based on a five-point scale ranging from 1 = Not important at all to 5 = Very important.			
What are your personal priorities regarding international cooperation?	Number of answers	Average score	Standard deviation
Participation in international collaborative projects	686	4.30	0.853
Joint publications with co-authors from abroad	682	4.03	0.980
Publishing with international journals and publishers	685	4.46	0.840
Keeping up-to-date with international scholarly literature and developments within the field	684	4.76	0.532
Encouraging domestic students toward international mobility	688	3.90	1.070
Encouraging foreign students to visit your home institution	685	3.64	1.100
Encouraging academics at the home institution to international mobility	686	4.09	0.955
Encouraging academic staff from abroad for short or longer-term visits at home institution	684	3.94	0.990
Invitation to foreign academics to conduct lectures at the home institution	684	4.10	0.925
Conducting courses in foreign languages	685	3.47	1.176
Using international literature and topics in teaching	685	4.45	0.779
Contribute to developing joint/double degree programmes	674	3.38	1.118

Table 42: **Academics' personal priorities toward internationalisation according to their rank**

Averages are calculated based on a five-point scale ranging from 1 = Not important at all to 5 = Very important.								
What are your personal priorities regarding international cooperation?		**Participation in international collaborative projects**	**Joint publications with co-authors from abroad**	**Publishing with international journals and publishers**	**Invitations to foreign academics to conduct lectures at the home institution**	**Conducting courses in foreign languages**	**Using international literature and topics in teaching**	**Contributing to developing joint/double degree programmes**
full professor	Mean	4.45	4.18	4.57	4.23	3.44	4.49	3.49
associate professor	Mean	4.29	4.02	4.54	4.10	3.54	4.56	3.46
assistant professor	Mean	4.35	4.12	4.50	4.07	3.38	4.45	3.32
assistant and young researcher	Mean	4.36	4.05	4.55	4.08	3.52	4.35	3.25
Total	Mean	4.29	4.03	4.47	4.09	3.46	4.43	3.36

Averages are calculated based on a five-point scale ranging from 1 = Not important at all to 5 = Very important.					
What are your personal priorities regarding international cooperation?		**Keeping up-to-date with international scholarly literature and developments within the field**	**Encouraging domestic students toward international mobility**	**Encouraging foreign students to visit your home institution**	**Encouraging academics at the home institution to international mobility**
full professor	Mean	4.79	4.02	3.80	4.31
associate professor	Mean	4.77	3.85	3.60	4.12
assistant professor	Mean	4.79	4.02	3.80	4.31
assistant and young researcher	Mean	4.77	3.85	3.60	4.12
Total	Mean	4.79	4.02	3.80	4.31

Table 43: **Academics' personal priorities toward internationalisation according to discipline**

		Keeping up-to-date with international scholarly literature and developments within the field	**Encouraging domestic students toward international mobility**	**Encouraging foreign students to visit your home institution**	**Encouraging academics at the home institution to international mobility**
Agriculture, Forestry, Fishery and Veterinary	Mean	4.83	3.93	3.60	4.09
Education/ Teacher training	Mean	4.75	3.65	3.85	4.31
Engineering, manufacturing and construction	Mean	4.80	3.71	3.29	3.92
Medical sciences and welfare	Mean	4.75	3.97	3.70	4.20
Humanities and arts	Mean	4.81	4.05	3.83	4.22
Physical sciences, mathematics, computer sciences	Mean	4.76	3.72	3.52	3.98
Services	Mean	5.00	4.11	3.44	4.22

Social sciences, Business sciences, Law	Mean	4.75	4.11	3.91	4.22
Total	Mean	4.76	3.90	3.64	4.09

Table 44: ***Academics' perceptions of institutions' expectations on international cooperation***

Averages are calculated based on a five-point scale ranging from 1 = Low to 5 = High.			
How would you describe the expectations at your institution concerning international cooperation?	**Number of answers**	**Average score**	**Standard deviation**
Participation in international collaborative projects	687	3.63	1.223
Joint publications with co-authors from abroad	681	3.37	1.218
Publishing with international journals and publishers	682	4.35	1.01
Keeping up-to-date with international scholarly literature and developments within the field	682	4	1.114
Encouraging domestic students toward international mobility	690	3.48	1.158
Encouraging foreign students to visit your home institution	682	3.42	1.155
Encouraging academics at the home institution to international mobility	684	3.43	1.181
Encouraging academic staff from abroad for short or longer-term visits at home institution	682	3.24	1.218
Invitation to foreign academics to conduct lectures at the home institution	677	3.41	1.161
Conducting courses in foreign languages	683	2.93	1.221
Using international literature and topics in teaching	679	3.65	1.196
Contribute to developing joint/double degree programmes	670	3.05	1.194

Next, academics' consider institutional support for international cooperation as highly important. Most important to them is support for preparing applications for international collaborative projects and availability of information at the home institution about funding international cooperation (**Table 45**). Of least importance, although still fairly high, is their dedication to institutional support of incoming/foreign students. Average score is fairly homogenous across academic ranks (**Table 46**). Differences are more significant across disciplines of departments in which academics are currently employed; especially concerning the questions of preparation of project applications, institutional support to foreign academics and clearly defined institutional goals towards internationalisation. Academics from engineering, manufacturing and construction on average rate the importance of support to international cooperation lower than academics from other disciplines (**Table 47**).

Institutional support for international cooperation activities is universally considered as highly important among academics. As the most important forms of support academics consider help with applications for international projects and availability of information about funding opportunities for international cooperation. As least important (although still fairly high) is for them support for foreign students.

Table 45: ***Academics' views on the importance of institutional support for international cooperation***

Averages are calculated based on a five-point scale ranging from 1 = Not important at all to 5 = Very important.			
How important to you are the following conditions?	**Number of answers**	**Average score**	**Standard deviation**
Institutional support for seeking international research funding	677	4.30	0.839
Institutional support for preparation of international collaborative project applications	676	4.39	0.810
Institutional support to incoming international students	672	3.93	0.948
Institutional support to visiting foreign researchers and scholars	675	4.11	0.849
Possibilities for obtaining funding at home institution for different forms of international cooperation	681	4.17	0.886
Availability of information at home institution about funding of international cooperation	682	4.22	0.813
Clearly defined internationalisation objectives at home institution	674	4.02	0.980

Table 46: ***Academics' views on the importance of institutional support for international cooperation by rank***

Averages are calculated based on a five-point scale ranging from 1 = Not important at all to 5 = Very important.								
How important are for you the following conditions?		**Institutional support for seeking international research funding**	**Institutional support for preparation of international collaborative project applications**	**Institutional support to incoming international students**	**Institutional support to visiting foreign researchers and scholars**	**Possibilities for obtaining funding at home institution for different forms of international cooperation**	**Availability of information at home institution about funding of international cooperation**	**Clearly defined internationalisation objectives at home institution**
full professor	Mean	4.41	4.47	4.02	4.21	4.24	4.24	4.19
associate professor	Mean	4.13	4.43	3.96	4.14	4.06	4.21	4.07
assistant professor	Mean	4.31	4.38	3.91	4.09	4.16	4.22	3.99

assistant and young researcher	Mean	4.38	4.36	3.90	4.16	4.25	4.30	3.93
total	Mean	4.28	4.38	3.93	4.12	4.16	4.21	4.01

Table 47: ***Academics' views on the importance of institutional support for international cooperation according to discipline***

Averages are calculated based on a five-point scale ranging from 1 = Not important at all to 5 = Very important.								
How important are for you the following conditions?		**Institutional support for seeking international research funding**	**Institutional support for preparation of international collaborative project applications**	**Institutional support to incoming international students**	**Institutional support to visiting foreign researchers and scholars**	**Possibilities for obtaining funding at home institution for different forms of international cooperation**	**Availability of information at home institution about funding of international cooperation**	**Clearly defined internation-alisation objectives at home institution**
Agriculture, Forestry, Fishery and Veterinary	Mean	4.47	4.56	3.95	4.24	4.13	4.48	4.28
Education/ Teacher training	Mean	4.55	4.65	4.31	4.34	4.47	4.47	4.07
Engineering, manufacturing and construction	Mean	4.25	4.25	3.59	3.80	4.02	4.09	3.89
Medical sciences and welfare	Mean	4.33	4.42	3.81	4.20	4.18	4.37	3.97
Humanities and arts	Mean	4.31	4.55	4.23	4.31	4.33	4.41	4.15
Physical sciences, mathematics, computer sciences	Mean	4.26	4.38	3.73	3.97	4.02	4.04	3.80
Services	Mean	3.89	4.44	4.00	4.11	4.22	4.44	4.22
Social sciences, Business sciences, Law	Mean	4.33	4.39	4.13	4.20	4.32	4.29	4.22
Total	Mean	4.30	4.39	3.93	4.11	4.17	4.22	4.02

Compared to the importance attributed to them, the actual satisfaction of academics with various forms of institutional support runs fairly low (**Table 48**). Academics are the least satisfied with opportunities at their home institution for finding funds for international cooperation activities, and they are most satisfied (although with a rather low level of satisfaction) with institutional support to foreign students. On average, the least satisfied with institutional support are assistant professor, who are even less satisfied than assistants and young researchers (**Table 49**). Academics from the departments of agriculture, forestry, fisheries and veterinary medicine are by far the least satisfied with institutional support for project applications, seeking international research funding and possibilities for obtaining funding at their home institution for different forms of international cooperation (**Table 50**).

Compared to the importance attributed to them, the actual satisfaction of academics with various forms of institutional support runs fairly low. Academics are the least satisfied with opportunities at their home institution for finding funds for international cooperation activities, and they are most satisfied (although with a rather low level of satisfaction) with institutional support to foreign students.

Table 48: ***Academics' satisfaction with support for international cooperation***

Averages are calculated based on a five-point scale ranging from 1 = Not satisfied at all to 5 = Very satisfied.			
How satisfied are you with the following conditions at your institution?	**Number of answers**	**Average score**	**Standard deviation**
Institutional support for seeking international research funding	687	2.42	1.165
Institutional support for preparation of international collaborative project applications	686	2.47	1.245
Institutional support to incoming international students	679	3.23	1.087
Institutional support to visiting foreign researchers and scholars	675	3.11	1.084
Possibilities for obtaining funding at home institution for different forms of international cooperation	690	2.20	1.083
Availability of information at home institution about funding of international cooperation	688	2.77	1.214
Clearly defined internationalisation objectives at home institution	680	2.59	1.172

Table 49: ***Academics' satisfaction with support for international cooperation according to rank***

Averages are calculated based on a five-point scale ranging from 1 = Not satisfied at all to 5 = Very satisfied.								
How satisfied are you with following conditions at your institution?		**Institutional support for seeking international research funding**	**Institutional support for preparation of international collaborative project applications**	**Institutional support to incoming international students**	**Institutional support to visiting foreign researchers and scholars**	**Possibilities for obtaining funding at home institution for different forms of international cooperation**	**Availability of information at home institution about funding of international cooperation**	**Clearly defined inter-nationalisa-tion objectives at home institution**
full professor	Mean	2.55	2.56	3.22	2.99	2.15	3.04	2.57
associate professor	Mean	2.38	2.49	3.36	3.08	2.09	2.83	2.59
assistant professor	Mean	2.28	2.27	3.13	3.02	2.03	2.73	2.49
assistant and young researcher	Mean	2.46	2.52	3.27	3.20	2.42	2.59	2.63
total	Mean	2.42	2.49	3.26	3.13	2.21	2.78	2.60

Table 50: ***Academics' satisfaction with support for international cooperation according to discipline***

Averages are calculated based on a five-point scale ranging from 1 = Not satisfied at all to 5 = Very satisfied.								
How satisfied are you with following conditions at your institution?		Institutional support for seeking international research funding	Institutional support for preparation of international collaborative project applications	Institutional support to incoming international students	Institutional support to visiting foreign researchers and scholars	Possibilities for obtaining funding at home institution for different forms of international cooperation	Availability of information at home institution about funding of international cooperation	Clearly defined internation-alisation objectives at home institution
Agriculture, Forestry, Fishery and Veterinary	Mean	1.96	1.80	3.11	2.91	1.96	2.51	2.15
Education/ Teacher training	Mean	2.45	2.25	3.25	3.15	2.08	2.62	2.69
Engineering, manufacturing and construction	Mean	2.18	2.32	3.01	2.88	1.99	2.43	2.35

Medical sciences and welfare	Mean	2.29	2.38	3.13	3.15	2.19	2.73	2.49
Humanities and arts	Mean	2.39	2.47	3.13	2.83	2.19	2.87	2.43
Physical sciences, mathematics, computer sciences	Mean	2.56	2.51	3.14	3.16	2.28	2.84	2.62
Services	Mean	2.33	2.67	3.33	3.00	1.89	2.78	2.44
Social sciences, Business sciences, Law	Mean	2.60	2.75	3.54	3.42	2.37	3.04	2.91
Total	Mean	2.42	2.47	3.23	3.11	2.20	2.77	2.59

Academics participating in the survey report a fairly high level of international engagement. Among the respondents, 52% reported that in the last three years they have participated in a project or other form of research cooperation with colleagues from abroad, while 48.1% have jointly published with colleagues from abroad (**Table 51**). Approximately one third of respondents (32.4%) have obtained research funding from abroad in the last three years. A relatively low number of respondents have collaborated in research (23.6%) or jointly published with colleagues from former Yugoslav states (17.6%). Given that the National Higher Education Programme states one of its objectives as strengthening academic cooperation with former Yugoslav countries, we asked about this specific regional cooperation. Our findings show a relatively low level of such cooperation among our respondents; however, it is high enough to show certain potential for future research collaboration within the region.

Perhaps unsurprisingly, the highest percentage of those who obtained foreign research funding collaborated with colleagues from abroad, and in general all forms of international cooperation are more prevalent among higher academic ranks (**Table 52**). Among different disciplines, engineering and natural sciences stand out, with a higher share of academic staff from these areas reporting international cooperation (**Table 53**).

Senior academics and those from engineering and natural sciences self-report more international engagement in terms of obtaining funding and research and publishing cooperation with colleagues from abroad. There is relatively low cooperation with academics from former Yugoslav states.

Table 51: ***Self-reported international activities of academics***

During the last three years have you:	Yes	Yes (%)	Not selected	Not selected (%)
… received funds for your research from abroad or international sources?	203	32.4%	423	67.6%
…cooperate in project or other types of research work with colleagues from abroad?	330	52.7%	296	47.3%
… within international research project cooperate with researchers from ex-Yugoslavia?	148	23.6%	478	76.4%
… had joint publications with colleagues from abroad?	301	48.1%	325	51.9%
… had joint publications with colleagues from ex-Yugoslavia?	110	17.6%	516	82.4%

Table 52: ***Self-reported international activities of academics according to rank***

During the last three years have you:		full professor		associate professor		assistant professor		assistant and young researcher	
		N	%	N	%	N	%	N	%
Received funds for your research from abroad or international sources?	Not selected	43	53.8%	50	54.3%	107	67.7%	132	76.3%
	Yes	37	46.3%	42	45.7%	51	32.3%	41	23.7%
	Total	80	100.0%	92	100.0%	158	100.0%	173	100.0%...
Cooperated in project or other types of research work with colleagues from abroad?	Not selected	26	32.5%	29	31.5%	69	43.7%	99	57.2%
	Yes	54	67.5%	63	68.5%	89	56.3%	74	42.8%
	Total	80	100.0%	92	100.0%	158	100.0%	173	100.0%
Cooperated with researchers from ex-Yugoslavia within international research projects?	Not selected	55	68.8%	55	59.8%	114	72.2%	153	88.4%
	Yes	25	31.3%	37	40.2%	44	27.8%	20	11.6%
	Total	80	100.0%	92	100.0%	158	100.0%	173	100.,0%
Had joint publications with colleagues from abroad?	Not selected	23	28.8%	27	29.3%	74	46.8%	115	66.5%
	Yes	57	71.3%	65	70.7%	84	53.2%	58	33.5%
	Total	80	100.,0%	92	100.0%	158	100.0%	173	100.0%
Had joint publications with colleagues from ex-Yugoslavia?	Not selected	63	78.8%	62	67.4%	126	79.7%	159	91.9%
	Yes	17	21.3%	30	32.6%	32	20.3%	14	8.1%
	Total	80	100.0%	92	100.0%	158	100.0%	173	100.0%

Table 53: ***Self-reported international activities of academics according to discipline***

During the last three years have you:		Agriculture, Forestry, Fishery and Veterinary		Education/ Teacher training		Engineering, manufacturing and construction		Medical sciences and welfare	
		N	%	N	%	N	%	N	%
Received funds for your research from abroad or international sources?	Not selected	29	67.4%	38	73.1%	55	52.4%	55	77.5%
	Yes	14	32.6%	14	26.9%	50	47.6%	16	22.5%
	Total	43	100.0%	52	100.0%	105	100.0%	71	100.0%
Cooperated in projects or other types of research work with colleagues from abroad?	Not selected	20	46.5%	30	57.7%	35	33.3%	37	52.1%
	Yes	23	53.5%	22	42.3%	70	66.7%	34	47.9%
	Total	43	100.0%	52	100.0%	105	100.0%	71	100.0%
Cooperated with researchers from ex-Yugoslavia within international research projects?	Not selected	32	74.4%	40	76.9%	68	64.8%	56	78.9%
	Yes	11	25.6%	12	23.1%	37	35.2%	15	21.1%
	Total	43	100.0%	52	100.0%	105	100.0%	71	100.0%
Had joint publications with colleagues from abroad?	Not selected	20	46.5%	36	69.2%	40	38.1%	41	57.7%
	Yes	23	53.5%	16	30.8%	65	61.9%	30	42.3%
	Total	43	100.0%	52	100.0%	105	100.0%	71	100.0%
Had joint publications with colleagues from ex-Yugoslavia?	Not selected	35	81.4%	42	80.8%	77	73.3%	62	87.3%
	Yes	8	18.6%	10	19.2%	28	26.7%	9	12.7%
	Total	43	100.0%	52	100.0%	105	100.0%	71	100.0%

During the last three years have you:		Humanities and arts		Physical sciences, mathematics, computer sciences		Services		Social sciences, Business sciences, Law	
		N	%	N	%	N	%	N	%
Received funds for your research from abroad or international sources?	Not selected	59	65.6%	97	61.0%	5	62.5%	101	68.7%
	Yes	31	34.4%	62	39.0%	3	37.5%	46	31.3%
	Total	90	100.0%	159	100.0%	8	100.0%	147	100.0%
Cooperated in projects or other types of research work with colleagues from abroad?	Not selected	50	55.6%	59	37.1%	2	25.0%	69	46.9%
	Yes	40	44.4%	100	62.9%	6	75.0%	78	53.1%
	Total	90	100.0%	159	100.0%	8	100.0%	147	100.0%
Cooperated with researchers from ex-Yugoslavia within international research projects?	Not selected	72	80.0%	128	80.5%	8	100.0%	106	72.1%
	Yes	18	20.0%	31	19.5%	0	0.0%	41	27.9%
	Total	90	100.0%	159	100.0%	8	100.0%	147	100.0%
Had joint publications with colleagues from abroad?	Not selected	65	72.2%	57	35.8%	3	37.5%	72	49.0%
	Yes	25	27.8%	102	64.2%	5	62.5%	75	51.0%
	Total	90	100.0%	159	100.0%	8	100.0%	147	100.0%
Had joint publications with colleagues from ex-Yugoslavia?	Not selected	78	86.7%	132	83.0%	7	87.5%	120	81.6%
	Yes	12	13.3%	27	17.0%	1	12.5%	27	18.4%
	Total	90	100.0%	159	100.0%	8	100.0%	147	100.0%

Finally, our data shows a fair degree of internationalisation among the academic staff who responded to the survey (**Table 54**). 46% reported having lectured in a foreign language at their home institution within the last three years, and 42% reported having lectured abroad in this same period. The share of those that have either lectured abroad or in a foreign language at their home institution is lower among those with lower academic ranks. (**Table 55**). When the data is filtered according to the discipline of the respondents' department, we find that internationalisation is most prevalent in the humanities, followed by social sciences, law and business studies (**Table 56**).

More than half of the senior academic staff participating in the survey have taught in a foreign language at their home institution and lectured abroad within the last three years. Most of them come from humanities and social science departments.

Table 54: ***Academics' self-reported teaching abroad and/or in a foreign language***

During the last three years are you/did you teach …?	Yes	Yes (%)	No	No (%)
In a language different from the language of instruction at your current institution	289	46.2%	337	53.8%
Abroad	259	41.4%	367	58.6%
Abroad – in the countries of former Yugoslavia	139	22.2%	487	77.8%

Table 55: ***Academics' self-reported teaching abroad and/or in a foreign language according to rank***

During the last three years have you:		full professor		associate professor		assistant professor		assistant and young researcher	
		N	%	N	%	N	%	N	%
In a language different from the language of instruction at your current institution	Not selected	29	36.30%	39	42.40%	92	58.20%	108	62.40%
	Yes	51	63.80%	53	57.60%	66	41.80%	65	37.60%
	Total	80	100.00%	92	100.00%	158	100.00%	173	100.00%
Abroad	Not selected	20	25.00%	36	39.10%	79	50.00%	143	82.70%
	Yes	60	75.00%	56	60.90%	79	50.00%	30	17.30%
	Total	80	100.00%	92	100.00%	158	100.00%	173	100.00%
Abroad – in the countries of former Yugoslavia	Not selected	47	58.80%	55	59.80%	115	72.80%	164	94.80%
	Yes	33	41.30%	37	40.20%	43	27.20%	9	5.20%
	Total	80	100.00%	92	100.00%	158	100.00%	173	100.00%

Table 56: ***Academics' self-reported teaching abroad and/or in a foreign language according to discipline***

During the last three years have you taught:		Agriculture, Forestry, Fishery and Veterinary		Education/ Teacher training		Engineering, manufacturing and construction		Medical sciences and welfare	
		N	%	N	%	N	%	N	%
In a language different from the language of instruction at your current institution	Not selected	15	34.9%	25	48.1%	49	46.7%	27	38.0%
	Yes	28	65.1%	27	51.9%	56	53.3%	44	62.0%
	Total	43	100.0%	52	100.0%	105	100.0%	71	100.0%
Abroad	Not selected	15	34.9%	29	55.8%	41	39.0%	33	46.5%
	Yes	28	65.1%	23	44.2%	64	61.0%	38	53.5%
	Total	43	100.0%	52	100.,0%	105	100.0%	71	100.0%
Abroad – in the countries of former Yugoslavia	Not selected	9	20.9%	17	32.7%	24	22.9%	15	21.1%
	Yes	34	79.1%	35	67.3%	81	77.1%	56	78.9%
	Total	43	100.0%	52	100.0%	105	100.0%	71	100.0%

Among the respondents that have lectured in a foreign language at their home institution, by far the largest share has lectured in English (**Table 57**). The top destinations where respondents lectured abroad are the former Yugoslav countries, Austria and Italy, i.e. the neighbouring region (**Table 58**).

Table 57: ***Academics' self-reported teaching in a foreign language at their home institution***

In which of the following languages have you taught at your home institution, during this or the previous academic year?	Yes	Yes %	No	No %
English	336	46.2%	392	53.8%
Croatian/Serbian	53	7.3%	675	92.7%
Italiane	6	0.8%	722	99.2%
French	6	0.8%	722	99.2%
German	11	1.5%	717	98.5%
Spanish	4	0.5%	724	99.5%
Russian	0	0.0%	728	100.0%
other	5	0.7%	723	99.3%

Table 58: ***Academics' self-reported record of teaching abroad***

In which of the following countries have you lectured during this or the previous academic year?	yes	yes %	no	no %
Austria	36	4.9%	692	95.1%
Belgium	6	0.8%	722	99.2%
Bulgaria	4	0.5%	724	99.5%
Cyprus	1	0.1%	727	99.9%
Czech Republic	15	2.1%	713	97.9%
Denmark	4	0.5%	724	99.5%
Estonia	2	0.3%	726	99.7%
Finland	9	1.2%	719	98.8%
France	12	1,6%	716	98.4%
Greece	1	0.1%	727	99.9%
Ireland	2	0.3%	726	99.7%
Island	2	0.3%	726	99.7%
Italy	21	2.9%	707	97.1%
Latvia	3	0,4%	725	99.6%
Lithuania	5	0.7%	723	99.3%
Luxembourg	1	0.1%	727	99.9%
Hungary	4	0.5%	724	99.5%
Malta	2	0.3%	726	99.7%
Germany	14	1.9%	714	98.1%
Netherlands	9	1.2%	719	98.8%
Norway	3	0.4%	725	99.6%
Poland	15	2.1%	713	97.9%
Portugal	8	1.1%	720	98.9%
Romania	4	0.5%	724	99.5%
Slovak Republic	11	1.5%	717	98.5%
Spain	15	2.1%	713	97.9%
Sweden	6	0.8%	722	99.2%
Switzerland	4	0.5%	724	99.5%
United States of America	14	1.9%	714	98.1%
Great Britain	10	1.4%	718	98.6%
Countries of Former Yugoslavia	88	12.1%	640	87.9%

The following two tables present the profiles of the academic staff who responded to the survey. The first table shows the respondents' international publishing activities, ie publishing in foreign languages, in collaboration with foreign colleagues or in international journals (**Table 59**). A fairly high number (more than 20%) reported that they have primarily published in a foreign language and primarily in foreign journals or with foreign publishers. The second table shows a relatively homogeneous academic population: the vast majority of Slovenian academic staff obtained their degrees at all cycles only in Slovenia (**Table 60**). The percentage of academic staff that has obtained a degree abroad at any of the cycles is below 10%. The highest share primarily comes from those who did their specialisation abroad. Post-doctoral training/research is, however, primarily conducted abroad, even though only a low number of respondents (17%) have engaged in it.

Table 59: ***Academics' self-reported publishing record in last three years***

	published in a foreign language		co-authored with colleagues abroad		published in an international journal or with an international publisher	
	No.	%	No.	%	No.	%
0	8	1.4%	108	26.0%	17	3.3%
From 1% to 10%	22	3.8%	62	14.9%	32	6.2%
From 11% to 20%	29	5.0%	68	16.3%	42	8.1%
From 21% to 30%	30	5.2%	34	4.7%	32	6.2%
From 31% to 40%	21	3.6%	8	1.9%	19	3.7%
From 41% to 50%	59	10.2%	54	13.0%	44	8.5%
From 51% to 60%	16	2.8%	16	3.8%	21	4.1%
From 61% to 70%	41	7.1%	10	2.4%	46	8.9%
From 71% to 80%	97	16.7%	18	4.3%	77	14.9%
From 81% to 90%	93	16.0%	15	3.6%	77	14.9%
From 91% to 100%	164	28.3%	23	5.5%	110	21.3%
Total	580	100.0%	416	100.0%	517	100.0%

Table 60: ***Academics' country of completion of study at different degree stages***

Bachelors					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Austria – AT	2	0.3	0.3	0.3
	Czech Republic – CZ	2	0.3	0.3	0.6
	Italy – IT	4	0.5	0.6	1.2
	Germany – DE	1	0.1	0.2	1.4
	Slovenia – SI	623	85.6	96.3	97.7
	United States of America	1	0.1	0.2	97.8
	Countries of Former Yugoslavia	11	1.5	1.7	99.5
	Other	3	0.4	0.5	100.0
	Total	647	88.9	100.0	
Missing	System	81	11.1		
Total		728	100.0		
Masters					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Austria – AT	1	0.1	0.2	0.2
	Belgium – BE	1	0.1	0.2	0.5
	Czech Republic – CZ	1	0.1	0.2	0.7
	France – FR	1	0.1	0.2	0.9
	Greece – GR	1	0.1	0.2	1.2
	Italy – IT	2	0.3	0.5	1.6
	Hungary – HU	1	0.1	0.2	1.9
	Germany – DE	2	0.3	0.5	2.3
	Netherlands – NL	4	0.5	0.9	3.3
	Slovenia – SI	386	53.0	90.6	93.9
	United States of America	2	0.3	0.5	94.4
	Great Britain – GB	5	0.7	1.2	95.5
	Countries of Former Yugoslavia	15	2.1	3.5	99.1
	Other	4	0.5	0.9	100.0
	Total	426	58.5	100.0	
Missing	System	302	41.5		
Total		728	100.0		

Specialisation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Austria – AT	1	0.1	1.2	1.2
	Denmark - DK	1	0.1	1.2	2.4
	France – FR	2	0.3	2.4	4.7
	Italy – IT	1	0.1	1.2	5.9
	Germany – DE	1	0.1	1.2	7.1
	Netherlands – NL	4	0.5	4.7	11.8
	Slovak Republic – SK	1	0.1	1.2	12.9
	Slovenia – SI	65	8.9	76.5	89.4
	United States of America – USA	5	0.7	5.9	95.3
	Great Britain – GB	2	0.3	2.4	97.6
	Countries of Former Yugoslavia	1	0.1	1.2	98.8
	Other	1	0.1	1.2	100.0
	Total	85	11.7	100.0	
Missing	System	643	88.3		
Total		728	100.0		

PhD					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Austria – AT	4	0.5	0.9	0.9
	Italy – IT	3	0.4	0.6	1.5
	Germany – DE	2	0.3	0.4	1.9
	Netherlands – NL	1	0.1	0.2	2.1
	Slovenia – SI	431	59.2	91.7	93.8
	United States of America – USA	6	0.8	1.3	95.1
	Great Britain – GB	8	1.1	1.7	96.8
	Countries of Former Yugoslavia	7	1.0	1.5	98.3
	Other	8	1.1	1.7	100.0
	Total	470	64.6	100.0	
Missing	System	258	35.4		
Total		728	100.0		

Postdoctoral study/research					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Australia	1	0.1	0.8	0.8
	Austria – AT	3	0.4	2.4	3.1
	Cyprus – CY	1	0.1	0.8	3.9
	Denmark – DK	1	0.1	0.8	4.7
	France – FR	6	0.8	4.7	9.4
	Ireland – IE	1	0.1	0.8	10.2
	Italy – IT	9	1.2	7.1	17.3
	Germany – DE	17	2.3	13.4	30.7
	Netherlands – NL	5	0.7	3.9	34.6
	Romania – RO	1	0.1	0.8	35.4
	Slovenia – SI	21	2.9	16.5	52.0
	Sweden – SE	3	0.4	2.4	54.3
	United States of America – USA	30	4.1	23.6	78.0
	Great Britain – GB	16	2.2	12.6	90.6
	Countries of Former Yugoslavia	3	0.4	2.4	92.9
	Other	9	1.2	7.1	100.0
	Total	127	17.4	100.0	
Missing	System	601	82.6		
Total		728	100.0		

The above data shows the personal priorities of academic staff for different forms of international cooperation. It is interesting that according to the respondents, their personal priorities are higher than the perceived institutional priorities for international cooperation. Academics consider institutional support for international cooperation as important, including clearly defined institutional goals for internationalisation. At the same time the respondents express dissatisfaction with the actual support received from their institutions; especially institutional support with applications for international projects and funding available from their home institutions for international cooperation. Our respondents appear fairly internationally oriented, both in research and teaching. They also tend to publish abroad, but more so academics with higher academic titles. However, the self-reported data on publications and teaching abroad should be considered with caution.r. Here we rely on individuals' subjective estimations rather than actual publishing records which exist for all Slovenian academics in the Co-operative Online Bibliographic System and Services of Slovenia (COBISS).[48]

48 *COBISS can be accessed in English here: http://www.cobiss.si/cobiss_eng.html .*

The data also shows that academics in Slovenia cooperate with colleagues from former Yugoslav states both in research and teaching; however, this cooperation is fairly limited. In teaching, we find that the respondents most frequently lecture in former Yugoslav states, Italy and Austria, which shows a certain bond to the neighbouring region. This confirms the findings by Klemenčič and Zgaga (2013) that *"[w]hen geographical preferences for international cooperation are examined, geographic and/or cultural closeness expressed in factors such as language and religion and a tradition of cooperation, not only educationally but also politically or economically, tend to prevail. Within the emerging European Higher Education Area, individual countries largely search for partners and establish relationships depending on their feeling of closeness and a common tradition that they would like to preserve and enhance. Other factors are far less important*".

3.4 The impact of the Erasmus Programme on institutional partnerships and networks and support services to international cooperation

Beside the internationalisation of study at home, in this study we also wish to highlight the questions of institutions developing strategic partnerships and networks as well as support services for international cooperation. Strategic partnership and networks can be an important driver of internationalisation. In addition to mobility, bilateral Erasmus contracts can also open doors to other forms of cooperation, such as collaborative research projects or joint and double degree programmes or benchmarking and the exchange of best practices. Moreover, research cooperation can often extend into Erasmus cooperation. This section addresses the impact of the Erasmus Programme on institutional decisions over strategic partnerships and networks as well as the capacity building of support services for international cooperation. Our analysis is informed by views and experiences of Erasmus coordinators, former Erasmus students, academic staff and institutional leaders.

Braček Lalić (2007) found that Slovenian higher education institutions hold very different ambitions regarding internationalisation, and their internationalisation strategies are far from equally elaborate. Our observation is that only a few institutions in Slovenia aspire to or have a strategy for competing on the global higher education market. We also observe that rationales and objectives for internationalisation differ between the university and faculty levels: university strategy does not necessarily mean a lowest common denominator of faculty strategies. The student recruitment strategy of most Slovenian institutions is foremost local and national. Only a few institutions are serious about seeking to attract a larger number of foreign students for admissions to their programmes. Slovenian institutions follow the global league tables and aspire to achieve decent standing, but they do not actively take part in the worldwide competition among elite universities for the recruitment of the brightest, most talented students, young researchers and renowned teaching staff. Their strategies are formulated much more within the region of Central and Eastern Europe, the Western Balkans and the European Union, and their internationalisation strategies reflect this orientation. Only a few of them target student recruitment from other regions of the world.

What the institutions with an ambitious internationalisation strategy have in common is that international cooperation permeates all institutional functions: teaching, research and other functions. All internal stakeholders – students, academic staff, administrative staff and institutional leaders – have (at least some) international orientation and are internationally engaged. On average a greater share of students and staff from these institutions tend to make use of the Erasmus Programme. These institutions also tend to be more attractive as hosts for incoming Erasmus students since they typically offer a set of courses or a programme in foreign languages. Their approach to organising study for foreign students is also more likely to be systematised or hybrid systematised rather than individualised. The internationalisation of study at home, with a set of courses or study programmes in foreign languages, is an intrinsic part of such strategy.

Such institutions also have strong support services for international cooperation, i.e. well-staffed international offices. They have highly professionalised support services for international cooperation; Erasmus coordinators are less spread between different administrative functions and/or teaching and research and have close collaboration between the international office and those responsible for academic and student affairs. Such offices also have close cooperation and a direct 'chain of command' to institutional leadership. Taking full advantage of the opportunities offered through Erasmus Programmes comes naturally since this is compatible with other measures and helps strengthen the international profile of the institution. A small number of Slovenian institutions fall within this category and have a highly international orientation and profile. The majority of institutions aspire to internationalisation and are somewhat internationalised. However, the internationalisation of study at home is usually the weakest aspect of institutions' international cooperation activities. Participation in Erasmus tends to be an add-on activity, often overshadowed by more highly prioritised international research cooperation. Consequently, the impact of the Erasmus Programme on their institutional practices is rather weak.

International cooperation in teaching and learning tends to be less prioritised in Slovenian institutions than international research collaboration.

Many of the international cooperation priorities of Slovenian higher education institutions are in the area of research. This is not surprising for three reasons. First, international research collaboration is significantly better funded – from EU and national funds – than international collaboration for the advancement of teaching and teaching mobility. As a point of comparison: Erasmus+, as a single funding programme for education, training and youth, will receive approximately EUR 14.7 billion for the period from 2014 to 2020. The research budget under Horizon 2020 will receive EUR 70 billion for the same period. Second, deliverables from international research collaboration, such as publications in international journals and with international publishing houses, score highly in criteria for academic appointments. Finally, international research collaboration and its deliverables also feature prominently in international rankings and are part of the reputational factors upon which an institution is evaluated. Teaching, on the other hand, has so far not offered the same opportunity for easy international comparisons, thus it has not achieved great significance in rankings. However, U-Multirank,[49]

49 *http://www.u-multirank.eu/*

the EU's new ranking system, is designed to enable comparisons across five different dimensions, one of them being teaching and learning and the other international orientation. This tool might eventually help to change the international comparisons of teaching and international orientation. However, at present, the internationalisation of teaching is for most Slovenian institutions still an additional activity to their otherwise regional and national focus.

In this study, the respondents suggested that the national policies and instruments do not support the internationalisation of teaching, in the sense of making Slovenia an attractive destination for foreign degree students. A particular problem that has been exposed is the availability, or lack thereof, of scholarships for foreign students. Despite the ambitious plans developed in the Resolution on the National Higher Education Programme 2011-2020 [ReNHEP] little has been achieved. The call for proposals for projects to strengthen the internationalisation of higher education institutions from 2013[50] , which was mentioned in section 1.4 above, is the first more significant step to the implementation of the measures developed in the Resolution. Perhaps this and future measures might change the views of the respondents in the DEP project in 2012 (Zgaga et al. 2013):

> *"There is no more trust in educational institutions in Slovenia. Those [students] who have the economic means are seeking to study abroad. Our institution has a good reputation in the region - i.e. in South-East Europe - and attracts students from Croatia, Macedonia and Serbia. We are also interesting to the Chinese and Indians. Unfortunately, in Slovenia the government policy on scholarships does not support attracting gifted students from abroad. We can enrol up to 5% of foreign students and we reach this at our institution, but we could enrol many more. But if we go over 5%, these students no longer have free education and have to pay tuition fees. […] We see ourselves as a [wider] regional faculty. We are trying to remain open to attracting students and researchers from abroad."* (DEP41; 27.2.12)

> *"There is no encouragement for international cooperation from outside. It is sad that we endeavour to cooperate internationally despite the Slovenian government [and the obstacles created through legislation, scholarship policy, etc.] and not because of the Slovenian government [and its support]."* (DEP46; 10.4.12)

> *"Slovenia has not established itself as a study destination. We are also limited by what we can offer to students in the form of scholarships."* (DEP46; 10.4.12)

> *"Programmes that are accredited are prepared domestically. Joint degrees programmes and other forms are very complicated, but do not offer any special advantages. When we prepared doctorate studies we based our work on academic staff from Slovenia, who were of lower quality, but were elected to titles – habilitated – in Slovenia. We did not want to take the risk that the programme would not be accredited if we proposed including international academics."* (DEP46; 10.4.12)

50 *http://www.mizs.gov.si/si/javne_objave_in_razpisi/okroznice/arhiv_okroznic/okroznice_razpisi_in_javna_narocila/javni_razpisi/?tx_t3javni razpis_pi1 %5Bshow_single %5D=1307*

The interviewees have highlighted the lack of an elaborate national strategy for the internationalisation of higher education (which has been referred to in the National Higher Education programme, but has not yet been formulated) and consequently the fact that Slovenia has not established itself as a destination for foreign students. They have also highlighted the deficient policy on scholarships for foreign students and the difficulties in obtaining accreditation for joint and double degree programmes.

Nevertheless, just as we witness growing numbers of incoming and outgoing students, the share of foreign students enrolled in degree programmes at Slovenian higher education institutions is also on the rise. In the 2006/07 academic year, there were in total 1,511 foreign nationals enrolled in degree programmes in Slovenia, in 2008/09 there were 1,969 and 3,301 in 2011/12, which accounts for 3.17% of all (104,003) students (SURS). Most foreign degree students are citizens of former Yugoslav states: Croatia, Macedonia and Bosnia and Herzegovina. The reasons for this trend lie in the framework agreements and framework cooperation programmes in education, culture and science between Slovenia and the countries from the region. For some time these agreements have also included the reciprocal withholding of tuition fees with certain countries from the region. Citizens of EU member states and other countries with which Slovenia practices the principle of reciprocity have the right to education at higher education institutions in Republic of Slovenia under the same conditions, procedures and deadlines as Slovenian citizens. For citizens of other foreign countries, the institutions set the amount of the tuition fee, which is the same as the tuition fee for part-time study for Slovene citizens. But as stated in the brochure for foreign students for University of Maribor (Information on enrolment in undergraduate study programmes at the University of Maribor for foreign citizens, academic year 2013/14):[51] "*Since all courses at the University of Maribor are conducted in Slovenia, knowledge of Slovenian is recommended*". Certain faculties also require a Slovene language certificate.

Indeed, the expectation is that the number of foreign students enrolling in degree programmes in Slovenia will continue to grow; in particular with students from the Western Balkan region, who can understand some Slovenian and learn it relatively quickly. As stated by the Work Plan of the University of Ljubljana: *"We foresee that the number of foreign degree students will continue to grow. Therefore, it is important that we find additional ways to finance these students." (*University of Ljubljana, Annual Work Plan for year 2013/14*).*

We have posed a question to former Erasmus students on how internationally oriented they find their home institution (**Table 61**). Only two conditions received above an average score among the respondents: courses covering international topics and courses that use international literature. Students mostly disagreed with the statement that other conditions are present, and they particularly disagreed that incoming students are actively involved in courses and that foreign lecturers are involved in course work.

51 *http://www.um.si/vpis/Strani/default.aspx*

Table 61: ***Erasmus students: How internationally oriented is your home institution?***

Averages are calculated based on a five-point scale ranging from 1 = completely disagree to 5 = fully agree					
Answer	**Min Value**	**Max Value**	**Average Value**	**Standard Deviation**	**N**
Courses cover international topics.	1.00	5.00	3.22	1.38	746
Courses use international literature.	1.00	5.00	3.67	1.36	748
There are many public events with international lecturers.	1.00	5.00	2.68	1.34	746
Incoming students are actively involved in courses.	0.00	5.00	2.32	1.36	734
Courses highlight acquisition of intercultural knowledge and competences.	0.00	5.00	2.57	1.33	745
Foreign lecturers are involved in courses.	1.00	5.00	2.23	1.34	744
Student associations organize many international events.	1.00	5.00	2.52	1.21	738

Furthermore, we have asked former Erasmus students for their recommendations on how to improve the internationalisation of their home institutions. Several important points were raised. We conducted content analysis of the responses and constructed five overarching areas of recommendations (**Table 62**):

1) Students reiterated their belief that **more courses or lectures in foreign languages would contribute to internationalisation** (see more on this topic in section 3.3.3).

2) Students reiterated **the crucial role academics play in internationalisation**, both as drivers of international cooperation and the internationalisation of study at home, but also as obstacles to the latter (see section 3.2.1 for more discussion on this point).

3) Most responses on how to improve internationalisation at home institutions referred **to employing foreign academics or inviting visiting lecturers** to participate in lectures, seminars or other international events at their home institution (for more on this point see section 3.3.3).

There were two more notable areas emphasised by students, on which we elaborate in sections below:

4) Students find it important to widen the network of partner institutions and deepen cooperation between the institutions (22%).

5) Students highlight the need to strengthen support services for international cooperation – international offices – and better promote home institutions abroad (17%).

Table 62: ***Erasmus students: Your recommendations for improving the internationalisation of your institution***

Category	%	Examples of citations
Employing foreign lecturers and inviting foreign lecturers, more international events	24%	*"The University of Ljubljana should not have such restrictive conditions for the employment of foreign academics. There should be possibilities for easier transferability of academics between universities. Course leaders should more often invite visiting foreign experts and experts from other institutions."* *"More foreign visiting professors and - referring specifically to Erasmus exchanges – more assistance in finding replacement [compatible/ comparable] courses at foreign institutions."* *"Invite more lecturers from abroad or maybe organise joint attendance of lectures of eminent professors abroad (neighbouring countries of Austria and Italy) or visiting hospitals abroad as one-day field visits."*
More courses/lectures in foreign languages	16%	*"More lectures in foreign languages."* *"I propose more subjects in English offered to both Slovene and foreign students. With this the involvement of all the students will increase and the promotion of the faculty will be strengthened. Since the course selection will be expanded, there will also be greater interest for our faculty from abroad."* *"More courses in foreign languages – in all fields, not only those which are automatically "suitable" for internationalisation."* *"Introduction of international courses (for instance in English and German) in cooperation with other [Slovenian] faculties – these could be elective courses which would represent the added value of the individual who is searching for a job and would open horizons and help to meet new people and get to know different systems."* *"We could introduce more programs with the so-called double degree, but above all simplify the bureaucratic procedures which accompany each study staying abroad."* *"Prepare a high quality study programme with interesting (and useful) courses which will be a magnet for foreign students."* *"More courses in English would be useful for Slovene and foreign students."*

Better understanding of/ attitude to ERASMUS among academics; academic staff mobility; training academic staff how to work in an international classroom	23%	*"We need to offer basic training to teaching staff in understanding the value and meaning of the experience the students gain when on exchange abroad. It seems to me that in our institution those that go abroad on exchange are regarded as 'overly ambitious' who are causing damage. There were some situations where I was asked whether Slovenian institutions are not good enough for me so that I had to go abroad."* *"I think it is important that professors understand students' exchange as a crucial part of the study and stimulate students to take part in them."* *"Well informed professors about the exchanges; more cooperation with professors from abroad."* *"This is the fifth questionnaire I am answering from the time I first went on an exchange… I have spent a lot of time in my home environment fighting and hoping for the "internationalisation" of the university environment. After all this fighting one become tired. That is why I do not believe in "more" internationalization or in any internationalization of our faculty/school. The only solution I see is to abolish it [the school]."* *"More "advertising" of the Erasmus program: We hear very little about it, and students do not even think about going on exchange abroad. Besides, there is a very negative influence from the side of professors who do not support the exchanges, and students have a lot of additional work with the replacement activities."* *"Send professors on exchanges."* *"Train professors and assistants for what is expected from them and how to be more accommodating to foreign students and involve them into the pedagogical process, not only into seminar work, etc."* *"I think that it is important for professors to experience student exchange as the crucial part of the study process and stimulate students to mobility."* *"All the measures which will support the integration of Erasmus students (home and foreign students) will contribute to the internationalization of the faculty."*
More bilateral partnerships or deeper cooperation with selected institutions; more international cooperation projects; more partnerships with business; promotion of exchange for training; elective courses which could be taken at another faculty and fully recognised at the home institution; mandatory participation in exchange, more exchange	22%	See **Table 63** below.

Better support services for international cooperation; more institutional promotion, more information	17%	See **Table 64** below.

3.4.1 Erasmus Programme and strategic partnerships and networks

International strategic partnerships and networks between higher education institutions can have different forms. Partnerships can be bilateral or multilateral. They can be informal or formalised by signing an agreement, or formalised and institutionalised as consortia. International strategic partnerships can serve various purposes and encompass different activities (**Table 63**). The difference between international cooperation and partnerships is that cooperation means all forms of international activities, whereas partnership refers to more formalised cooperation expressed through a bilateral agreement. International consortia the most formalised organisational form of partnership, which assumes closer affiliation and more intense and on-going interactions (Marginson 2011). It often also includes the formulation of joint structures and governing bodies. However, a formal agreement is not the only condition for partnership. Partnership requires active cooperation and ideally, as stated above, several avenues of cooperation pursued simultaneously, complementing and reinforcing each other. Partnerships should also have the intention of long-term cooperation.

Table 63: ***Different forms and intensities of multilateral cooperation (prepared by the authors)***

	Multilateral cooperation	Bilateral or multilateral partnerships	Consortia
Mode of cooperation	Informal, sporadic,	Formal, continuous, longer term	Formal and institutionalised (possible joint structures), continuous, long term
Scope of cooperation	singular activity or few activities	based on several activities	Broad-based (multi-layered)
Depth of cooperation	Involving only some individuals and/or leadership	Involving only particular individuals and/or leadership	Deep (including all levels of governance)
Possible collaboration activities	staff and student mobility, research collaboration, joint course delivery, joint or double degree programmes, curriculum development projects, MOOCs, joint disciplinary networks,		
Other purposes	Pooling of resources	Pooling of resources	Benchmarking, global/ international positioning, joint institutional brand, pooling of resources

According to Erasmus coordinators, the Erasmus Programme has had a neutral to somewhat positive impact on the development of institutional goals for the internationalisation, as well as the review and evaluation of the quality of international collaboration, and the review and evaluation of existing partnerships (**Table 64** below). In their view, by far the highest impact of Erasmus has been on strengthening institutional cooperation with new partner institutions abroad.

Table 64: ***Erasmus coordinators: Participation in Erasmus has had an impact at my institution on:***

Averages are calculated based on a five-point scale ranging from 1 - lowest impact, 5 - highest impact.			
Answer	**Average Value**	**Standard Deviation**	**Responses**
Development of institutional goals for internationalisation	3.21	1.12	63
Review and evaluation of existing partnerships	3.52	1.28	62
Strengthening institutional cooperation with new foreign partner institutions	4.03	1.04	67
Review and evaluation of the quality of international collaboration	3.21	1.33	63

These views have also been confirmed in interviews with institutional leaders. One of them highlighted that the Erasmus University Charter also serves as a good foundation for signing other institutional agreements:

> *"When Erasmus started we began with two students. Now we get up to 50 students per semester and professors are also keen to go on exchanges; international cooperation has greatly increased. The advantage with Erasmus is that it is not exclusively a university charter, but a good basis if we want to sign an international agreement."* (IL-I24; 28.5.13)

> *"There was an extreme increase in the number of bilateral contracts."* (EK-I8, 27.5.13)

After joining the Erasmus Programme most institutions report growth in bilateral contracts, hence extending the network of partner institutions. At the same time, the Erasmus University Charter serves as a good basis for other inter-institutional agreements and thus the deepening of international cooperation with selected institutions.

Furthermore, our finding has been that Erasmus is best utilised when several layers of international cooperation exist between two or several institutions. Concretely, student exchange experiences are the most fruitful if they have been preceded by staff exchanges and if there is on-going research (or consultancy services or other) cooperation between the two institutions. In such cases, Erasmus students report that their exchange led to the preparation of seminar work, a dissertation or field work, and the Erasmus experience is integrated into students' further study at their home institution. Similarly, academic staff has reported that an Erasmus exchange is highly appreciated as a follow-up of a particular joint collaborative or research project. Also, in cases when where there has been longer-term cooperation in different areas and activities of international

cooperation, the likelihood of the partner institutions formulating a joint study programme rises significantly. More layers of cooperation ensure better information flows and better possibilities for personal contacts between different stakeholders at all institutions involved.

Two Erasmus coordinators reported their experiences in this regard:

> *"We evaluate our partners; each student must evaluate the host institution and the entire process of exchange. If after a certain period it turns out that the experience is bad, we publish this and exclude the partner from the list of partner institutions and end the partnership. We have about 200 partner institutions, and I can say that 95 % of them are active at the moment. In the past we tried to have as large a network as possible and open the possibilities of cooperation in this way. With certain partners we are so close that we have now also signed contracts for double degrees. Such dimension of cooperation is increasing: in the field of postgraduate studies this has become the practice, but in the field of undergraduate studies it is more difficult to move this process along. The faculty has been moving towards reducing the number of partner institutions and keeping only the best partners. The criterion for us is that partners have same the double accreditation that we have. We also observe the trend elsewhere in Europe that some institutions are merging or developing joint degree programmes."* (EK-I9; 21.6.13)

> *"When it became evident that Slovenia would take part in Erasmus, we at first signed contracts with those institutions with which we already had cooperation through bilateral cooperation funded by the Slovenian Research Agency. In the first phase we sent abroad students who were PhD candidates and had already been included in other forms of cooperation. The most efficient contracts are those that stem from other previous forms of cooperation or from some clear common objectives. The majority of the contracts with Turkey, for example, do not stem from past cooperation. Also, few Erasmus contracts have been, after a definite period of cooperation, upgraded into other forms of cooperation – mainly into research cooperation."* (EK-I1; 24.6.13)

Former Erasmus students have made the following recommendations along the same lines (ES-survey, Q3 and Q12):

> *"Help it sign more contracts with different foreign faculties."*

> *"Offer more partner schools across Europe for the purpose of exchange. Offer more choice [of possible host institutions]".*

> *"Develop a "brotherhood arrangement" with at least one school abroad, which will allow the constant flow of students and professors between the two institutions."*

> *The faculty could more intensely connect with other faculties and universities (that are part of the 'brotherhoods'), students would meet more often and exchange experiences, etc."*

> *"Strengthened cooperation with the faculties that host our students."*

"International cooperation through the possibility of a joint master's degree or doctorate studies between two institutions internationally."

"Build on the international project cooperation among professors and students, which can develop into long-term cooperation."

"Cooperation at the university level and the personal level among domestic and foreign professors; international workshops, projects and study visits abroad."

"Involvement in eminent international projects, cooperation with the top universities in the field of student and professor exchange."

"Ensure greater compatibility of study programmes between home and host institutions so that students get equal possibility for the regular completion of the academic year."

"More cooperation between [home and host] faculties, higher tolerance for courses that differ from the syllabi at the home institution since Erasmus exchanges should contribute to the acquisition of broader knowledge and experiences."

"Establish a better system of cooperation between the [home and host] universities. Now it is about recognition of course credits acquired at the host institution. It would be more efficient if the entire semester abroad would be recognised at home and students would not be burdened with home study requirements (during and after the exchange). "

"Solve the problem of recognition of credits obtained at the host institution and the application of experiences (acquired abroad) at the home institution. Definitely the cooperation between the two institutions should be intensified."

Recommendation 14:

Institutions should consider deepening cooperation with a selected number of institutions as their preferred partners. They should seek to both extend their partnership in terms of different areas and deepen it through, for example, developing joint study programmes. The choice of preferred partners for such special international partnerships will almost necessarily be defined bottom-up by individual academics and research groups, but they should be coordinated and supported by the top leadership.

To make it clear, we do not advocate that institutions necessarily reduce the number of their institutional partners to only a few with which they have highly intense and multi-layered cooperation. This would be counterproductive to the spirit of Erasmus: exploring varieties of cooperation possibilities and also offering students and academics opportunities to go on exchanges at institutions and in countries that are most suited to their academic interests. A broad network of partner institutions keeps opportunities open, some of which might eventually develop into stronger partnerships. We do advocate, however, that institutional leadership should continue to monitor and review its network of institutional partners and reduce it to a number that allows for active and quality cooperation, even if only for the purposes of Erasmus exchange. We also advocate that institutional leadership considers developing partnerships with some institutions that will be 'multi-layered' and thus enable continuous and often overlapping interactions between students, academic and administrative staff and institutional leaders. Such partnerships have made joint course delivery, curriculum development and/or creation of joint or double degree programmes possible, which is one of the forms of a more long-term institutional partnership. Furthermore, such partnerships could further ease the mutual recognition of credits, which still frequently poses a challenge, as reported by former Erasmus students.

Recommendation 15:

International offices and institutional leaders should monitor international activities and act if experiences with some partner institutions were bad or if there has not been any activity for a longer period of time, but also if with certain institutions more forms of cooperation are present. In the latter case they should consider extending and deepening the ongoing cooperation to yield further synergies.

Such deepened cooperation might drive more joint and double degree programmes, as well as better compatibility between study programmes at different institutions. Consequently this might help overcome some of the problems with the recognition of credits that students often experience. Some students suggested that more intense cooperation could possibly lead to arrangements where elective courses could be taken at partner institutions and would be fully recognised at home institutions (ES-survey, Q12):

> *"In the case of my faculty we need to change the beliefs and thinking patterns of professors to accept Erasmus as something positive; as an approach to acquire new knowledge in a different, innovative way. Especially the older professors see the exchanges as the shortcut for passing exams, but it is not like this. They are convinced they are the only ones who can lecture the content as is needed, and the consequence is that they sometimes do not recognize the exams you passed abroad if the content of the course followed abroad covers less than 70% of the content of their course lectures at the home institution. They should be more open to other knowledge gained abroad, which is also important although not strictly written in the syllabus. This could be solved with elective courses. So the course taken abroad could be automatically recognised, although it does not exist at the home institution."*

"It would be positive if there were more obligatory lectures by eminent foreign professors. Also, the exchanges and practices abroad should be obligatory, at least at some faculties."

Extended and deepened institutional cooperation in any case stimulates the mobility of students and staff, if not for other reasons then only for better information flow about partner institutions and stronger social networks of the individuals who participate in various cooperation activities. Such forms of cooperation build stronger inter-institutional social capital than those forms of cooperation that are more loose and sporadic.

At the same time these forms allow for the better connection and integration of opportunities offered in Erasmus+, which particularly supports cooperation in teaching and learning, and Horizon 2020, which funds international cooperation in research.

Higher education institutions should not build institutional partnerships only with other higher education and research institutions. Several of the respondents highlighted the importance of also building partnerships with industry for several purposes: student exchange for training, academic field work, joint research projects, recruiting visiting lecturers, etc. (ES-survey, Q12):

"Cooperation in (industrial) projects with foreign partners."

"Greater connections with companies and not only universities. Erasmus exchange for training is even more experience than only Erasmus study exchange, but it is not mentioned and promoted enough or in appropriate ways."

Recommendation 16:

Higher education institutions should not build institutional partnerships only with other higher education and research institutions, but also with industry for purposes of student exchanges for training, academic field work, joint research projects, recruiting visiting lecturers, etc.

Partnerships and consortia are, of course, not only an international phenomenon as shown by, for example, the Consortia of Higher Professional Schools in Slovenia for the Promotion of Mobility for Training[52] and Konzorcij Biotehniških Šol.[53] In both cases, the motivation comes from the pooling of resources and also joint

52 *http://www.skupnost-vss.si/?page_id=61*
53 *http://www.konzorcij-bss.bc-naklo.si/*

bidding for projects. As stated by one interviewee:

> *"We were finding out that great deficiencies exist in these schools, that these are boutique schools with a specific locally oriented population, and they can hardly find people and train them to manage the documentation for the Erasmus program, which is quite complex. For the management of Erasmus administration you should know the language and have contacts; there is no additional money for it. If you examine who the Erasmus coordinators are in small schools, you will see that each year you will meet a new person and that this function is passed from one to another."* (EK-I29; 28.8.13)

3.4.2 Erasmus Programme and strengthening support services for international cooperation – International Offices

The Erasmus Programme has, in the view of Erasmus coordinators responding to the survey, had a neutral to somewhat positive impact on forming international offices and strengthening administrative support to mobile academic staff (**Table 65**). In some institutions international offices already existed before joining Erasmus, and in some institutions they serve additional international cooperation activities, such as international research collaboration. International research cooperation tends to be prioritised for reasons we discussed in the previous section. Erasmus coordinators believed that the highest impact of Erasmus has been on strengthening administrative support to mobile students. Erasmus coordinators also hold the view that Erasmus has somewhat increased the pressure on administrative services.

Table 65: ***Erasmus coordinators: Participation in Erasmus has had an impact at my institution on:***

Averages are calculated based on a five-point scale ranging from 1 - lowest impact, 5 - highest impact.			
Answer	**Average Value**	**Standard Deviation**	**Responses**
Increased pressure on administrative services	3.23	1.20	61
Strengthen administrative support to mobile academic staff	3.19	1.28	62
Strengthen administrative support to mobile students	3.70	1.31	61
Forming an international office	3.13	1.70	60

Further on we have explored in detail the working conditions of Erasmus coordinators, who are the crucial institutional players and interlocutors in the Erasmus Programme. In the survey of Erasmus coordinators, we found that for only 5% of all respondents (i.e. 3 respondents) Erasmus coordination is their only work responsibility. 55% of respondents also teach and/or conduct research, and 45% are involved in other administrative responsibilities. Among those who also have an academic function, 49% are senior academics (full or associate professors or senior lecturers). A third of these respondents report that their work is declaratively recognised; 31% state it is not recognised in any way.

Table 66: ***Erasmus coordinators: Is working as an Erasmus coordinator your only function?***

Answer	Response	%
Yes	3	5%
No	60	95%
Total	63	100%

Table 67: ***Erasmus coordinators: What other work do you do apart from Erasmus coordination?***

Answer	Response	%
Also teaching and/or research	36	55%
Also other administration	30	45%

Table 68: ***Erasmus coordinators: If you are also an academic, what is your title?***

	Response	%
Professor	5	14%
Associate Professor	3	9%
Assistant Professor	5	14%
Senior Lecturer	9	26%
Lecturer	5	14%
Language Instructor	2	6%
Research Counsellor	0	0%
Senior Research Fellow	0	0%
Research Fellow	1	3%
Senior Expert	1	3%
Assistant	3	9%
Young Researcher	0	0%
Other (please explain)	1	3%
	35	100%

Table 69: ***Erasmus coordinators: If you are also active in research and/or teaching, how is your work as an Erasmus coordinator recognised?***

Answer	Response	%
Financial supplement	1	3%
Criteria for academic appointment	1	3%
Teaching load	6	17%
Declaratively (on website or in internal communication)	12	33%
In no way	11	31%
In another way	5	14%
Total	36	100%

For those whom Erasmus coordination is a part of other administrative duties, a range of functions is reported: Programmer, Head of Research Office, Head of International Office, Project Coordinator, Librarian, working in Registrar's Office and/or Student Affairs, Head of Publishing House, working in a Quality Assurance Centre, etc. In most cases the individual coordinators have a range of functions pertaining to different aspects of international cooperation and/or academic affairs.

On average, Erasmus coordinators rate the following between neutral and satisfactory: the engagement of institutional leadership in international cooperation, interest among Erasmus students in international cooperation, and leadership accepting recommendations regarding international cooperation. All of the following conditions are also considered as important to them (**Tables 70 and 71**).

Table 70: ***Erasmus coordinators: In your role as an Erasmus coordinator, how satisfied are you with the following conditions?***

Question	1	2	3	4	5	N	Mean
	Number of responses						
Leadership values and recognises my coordination work	3	6	16	32	7	64	3.53
Academics value and recognise my coordination work	3	5	20	31	4	63	3.44
I am actively involved in forming goals and directions of internationalisation	5	6	23	23	6	63	3.30
Leadership takes my recommendations into consideration	2	4	14	36	7	63	3.67
Academics are willing to work with Erasmus students	1	5	23	29	5	63	3.51
Leadership is active in international cooperation	2	5	9	37	11	64	3.78
There is interest among academics for international cooperation	2	12	20	23	7	64	3.33
There is interest among students for international cooperation	2	8	10	31	13	64	3.70

Table 71: ***Erasmus coordinators: In your role as an Erasmus coordinator, how important to you are the following conditions?***

Averages are calculated based on a five-point scale ranging from 1 – Highly dissatisfied to 5 – Highly satisfied.							
Question	**1**	**2**	**3**	**4**	**5**	**N**	**Mean**
	Number of responses						
Leadership values and recognises my coordination work	0	0	9	35	19	63	4.16
Academics value and recognise my coordination work	0	0	11	32	20	63	4.14
I am actively involved in forming goals and directions of internationalisation	0	0	10	33	19	62	4.15
Leadership takes my recommendations into consideration	0	0	7	29	27	63	4.32
Academics are willing to work with Erasmus students	0	0	6	27	30	63	4.38
Leadership is active in international cooperation	0	0	4	32	27	63	4.37
There is interest among academics for international cooperation	0	0	5	31	27	63	4.35
There is interest among students for international cooperation	0	0	4	28	31	63	4.43

The conditions that cause Erasmus coordinators most stress are: the time available for coordination work, recruiting academics for working with incoming students and students' problems with organising their study (**Table 72**). These conditions are closely related and fully correspond to the findings we made earlier in the study concerning the weaknesses of an individualised approach to the organisation of studies for incoming students.

Table 72: ***Erasmus coordinators: How much stress do the following conditions cause you?***

Averages are calculated based on a five-point scale ranging from 1 = no/least stress at all to 5 = a lot of stress			
Answer	**Average Value**	**Standard Deviation**	**Responses**
Time available for coordination work	3.51	1.21	61
Recruiting academics	3.47	1.00	62
Students and their problems organising study	3.31	1.20	61
Students and their practical problems	2.70	1.31	60
Academic staff's demand regarding organisation of their exchange	2.85	1.25	61
Demand of leadership	2.23	1.26	56
Access to information	2.16	1.08	55
Other	3.33	1.80	9

Erasmus coordinators also reiterated some of these causes of stress in their comments (EK-survey, Q21):

"Lack of understanding of the institutional leadership"

"Too many hours of work which are not paid, burning out, lagging behind in scientific work"

"Administrative work, because this year the university information system does not allow the complete management of students on exchange abroad"

"I think that given the high number of exchanges we need a person to work only in this area."

"Bureaucracy, of all the procedures, is 'killing'".

"Not enough staff compared to the range of mobility – it is difficult to do all the work in a high quality way; besides I have other obligations which should really be integrated to the duties of my colleagues."

"Given that I am overburdened with other work, this additional work as coordinator causes stress for me."

"For instance: [arranging for] lectures in English, as this is not in accordance with the existing legislation and there are no additional funds for the preparation and conduct of lectures; [achieving] the maximum involvement of the staff in mobility programmes and doing so with smaller grants and more help from the institution; in view of the existing financial situation: how to ensure high quality study for incoming students taking into account that there are no additional funds for lectures in foreign languages, for additional [teaching hours] for individual consultations, meetings, etc."

"Continuous changes of rules, unacceptable bureaucracy, meetings, additional filling in of applications due to changes in rules, reading new guidelines, filling in the schemes for ranking students..."

"Weak exchange of information between the leadership and professional services in both ways"

"Difficulties in acquiring information from websites of partner universities due to language barriers. Lack of accessible and up-to-date information on partner universities"

"In general, bad transmittance of information in the faculty"

Erasmus coordinators and Erasmus students also made several recommendations about how to strengthen the administrative offices supporting international activities. There were three main sets of recommendations, which for which you can find examples below:

1) Institutions need to secure sufficient personnel in international offices, as well as remuneration and recognition for the work of Erasmus coordinators (especially for those who are also in an academic position)

2) Personnel in the administrative offices need to be properly trained and instructed to manage data on international students and international academic staff. Erasmus coordinators report ample work with the electronic student index and the fact that incoming lecturers often do not have a special entry in the system, and data on them is collected and recorded manually, which creates problems with reporting. Access to reliable data continues to be a challenge at many institutions.

3) There needs to be closer cooperation between Erasmus coordinators/international offices and offices for student affairs to ensure the efficient logging of data on mobile students and staff into information systems.

These are some of the recommendations from Erasmus coordinators:

> *"We could achieve more cooperation from academic staff if activities [connected] with the Erasmus programme could somehow be rewarded. The same goes for Erasmus coordinators for whom this work is not their only function."* (EK-survey, Q33)

> *"To have the work as an Erasmus coordinator acknowledged in promotion procedures for lecturers at higher professional schools."* (EK-survey, Q33)

> *"When the need for additional administrative personnel is recognized [by the leadership], it is always assumed that there has been funding earmarked to pay for the staff. When a certain function is delegated to academic staff, the assumption is always that academics will perform it for free. (One cannot shake off the impression of the opinion that: professors anyways only work three hours per week)."* (EK-survey, Q33)

> *"We need reinforcement in the international office. If we had another person, even a student working, I can think of several tasks to give him/her [which are now postponed due to lack of staff]: for example, I would have him/her check back on the past host institutions of outgoing students and make a list of courses that were recognized and thus make the decisions for future Erasmus students regarding choices of courses easier. There is a lot of work and difficulty with recognition. I definitely have no time to do it. Choosing courses and then getting them recognised is a great project for students when their host institutions practice an individualised approach. Usually when a student arrives, some changes have taken place: some courses are not offered, etc. I do not know how some institutions can finance an international office and have one person for the incoming and one for the outgoing students and one for international schools. What funding do they use and how do they 'systematise' the needed personnel, and why can't we do the same?"* (EK-I10; 29.5.13)

"Coordinators cannot work alone. One coordinator can manage up to 10 students. When the number exceeds this, it no longer works. Nowadays, after the Ministry has developed an electronic application for enrolment and a registration number is needed for foreign students, the administrative work is augmented and it is impossible that this work can be done by only one person. Coordinators are often the wrong persons. We could not give the duties of a coordinator to a person in the function of an assistant professor or assistant. How would this person communicate and delegate tasks to those who are by hierarchy higher than him/her? These positions should be kept by persons who know study programmes well and are independent enough to say and demand what is necessary to be done and who have the adequate administrative support." (EK-I1; 24.6.13)

"Coordinators are overburdened. Individual students are addressing them for help whenever they want to change their choice of lectures and similar issues." (EK-I8, 27.5.13)

"The International Office should work closely with the Office for Study Affairs in order to ensure the efficiency of the internationalisation process." (EK-I9; 21.6.13)

"A reform is necessary or additional training of the staff at the Office for Study Affairs, because at the moment the International Office has to perform a number of tasks which fall within their domain of work." (EK-I1A; 29.5.13)

Similar recommendations were also made by several former Erasmus students (ES-survey, Q11):

"There should be a special office to deal with Erasmus students within the faculty, taking care of administrative information, preparation of brochures, promotion of the faculty in Slovenia, examining the possibilities of cooperation with other faculties within the university, etc."

"More proactive coordinators for are needed for exchanges."

"Unfortunately, I do not know how this field has been developing in the last 3 years. I can only say that the International Office needs people who are willing to help and thus replace persons in the office who are too lofty and do not offer any help or answers."

"Find financial incentives for coordinators, because they are overburdened, and employ additional staff."

"The faculty website must be fully accessible in English."

"More promotion of the institution abroad: demonstrating the advantages of study programmes, successes, research achievements, etc."

"At first the faculty needs to improve its reputation in its home environment, as everything has been devalued – especially the study of social sciences."

"Informing domestic students at the beginning of their studies about the possibilities of international exchanges and the importance of the multicultural environment and integration..."

Recommendation 17:

Institutions need to secure sufficient personnel, remuneration and recognition for the work of Erasmus coordinators. Also, close cooperation between Erasmus coordinators / international office and offices for student affairs and personnel need to be ensured. Personnel in the administrative offices need to be properly trained and instructed to manage data on international students and international academic staff, as keeping records (especially on staff), and thus access to reliable data, continues to be a challenge at many institutions.

We also wish to emphasise the need for more promotion of home institutions abroad and the need for easily available and transparent information on the programmes and courses offered in foreign languages at each Slovenian institution. This unfortunately still is not the case at all Slovenian higher education institutions; nor does there exist a central website on study opportunities in Slovenia, where foreign students could obtain such information. At most institutions, prospective students need to directly contact the Erasmus coordinators for more information, which also limits their ability to 'shop around' and make an informed first choice from the websites. This situation also puts a strain on Erasmus coordinators, who need to correspond with all potential students in detail about their course selection and learning agreement. While such a personalised approach can be appreciated by incoming students, it certainly is not sustainable if the number of incoming students continues to grow, as it requires an immense time and work commitment on behalf of Erasmus coordinators, who, as discussed earlier, are rarely employed only for this task, but in most cases must juggle a variety of administrative, teaching and research functions. In short, when a prospective foreign student searches the internet for a specific Slovenian institution and the phrase "courses in English [or another language]" they should easily be able to find a website with such information. Unfortunately, such information is currently only readily available on the websites of a few individual institutions.

We should remember, however, that information on courses and programmes available in foreign languages can only really be promoted once institutions have such practices in place. This fact again reminds us of the need for a systematised approach to the organisation of study for foreign students and for profiling institutions' capacity for international teaching. At institutions that currently do not offer courses in foreign languages, at least in the first instance, every academic year institutional leadership should support Erasmus coordinators by agreeing with a number of academic staff (and appropriately remunerating or otherwise rewarding them) who are willing to work with Erasmus students; and not leave these 'negotiations' to the Erasmus coordinators. In this way, every year on the institution's Erasmus webpage there could be an announcement

of which professors will be accepting Erasmus students and in which courses they will do so. Indeed, these decisions need to be made and practices put in place before embarking on the marketing part of designing the website and promotion materials.

Recommendation 18:

In order to accept a greater share and number of incoming Erasmus students, higher education institutions on both the university and faculty levels, as well as independent faculties and higher professional schools, need to have easily and immediately accessible information on how study is organised for incoming Erasmus students: either through courses or programmes offered in foreign languages or by indicating each year which professors in which courses are willing to accept incoming Erasmus students.

3.5 Bringing it all together: the impact of the Erasmus Programme on their home institutions as perceived by former Erasmus students and Erasmus coordinators

In this final section on empirical evidence we present data on how Erasmus coordinators and former Erasmus students perceive the impact of the Erasmus programme on their home institutions.

3.5.1 The impact of Erasmus Programme as perceived by former Erasmus students

The majority of Erasmus students believe that the Erasmus Programme primarily benefits individuals who participate in the exchange (60%) (**Table 73**). 64% of former Erasmus students also agree or fully agree, however, that participation in Erasmus contributes to improving the overall quality of teaching and learning 23% does not see any connection between Erasmus Programme and teaching at their home institution.

Table 73: ***Erasmus students: What are the effects of the Erasmus Programme on your institution?***

Averages are calculated based on a five-point scale ranging from 1 – Highly dissatisfied to 5 – Highly satisfied.							
Question	**1**	**2**	**3**	**4**	**5**	**N**	**Mean**
Erasmus benefits exclusively individuals who take part in exchange.	32	146	120	322	128	748	3.49
	4%	20%	16%	43%	17%	100%	
I do not see any link between an institution's participation in Erasmus and teaching.	138	250	189	125	44	746	2.58
	18%	34%	25%	17%	6%	100%	
Participation in Erasmus raises an institution's quality of teaching and learning.	29	93	147	293	189	751	3.69
	4%	12%	20%	39%	25%	100%	

Erasmus students have rather dispersed views on the question of whether academic staff mentions Erasmus exchange as an important and beneficial experience. These divergent opinions probably reflect the fact that there are considerable differences between academics and it is difficult to generalise on the entire professoriate. This data does indicate, however, that there is no unified positive opinion about all academic staff vocally promoting and positively appraising Erasmus exchanges. There is much more consensus among students who describe their Erasmus experience as important and beneficial (87%). Similarly, former Erasmus students believe that students consider Erasmus exchange more as an opportunity than a burden. We should, however, consider the latter two findings with caution, as they are given by students who have participated in the exchange rather than non-mobile students. Anecdotal evidence points to the fact that when talking among themselves former Erasmus students do tend to describe Erasmus exchange in positive terms. To minimize bias of this matter, we would also need to survey non-mobile students, which, given the scope and time limitations of this research, was not possible in this study.

Table 74: ***Erasmus students: How satisfied are you with the following conditions at your home institution:***

Averages are calculated based on a five-point scale ranging from 1 – Highly dissatisfied to 5 – Highly satisfied.							
Question	**1**	**2**	**3**	**4**	**5**	**N**	**Mean**
Lecturers mention Erasmus exchange as an important and valued experience during study.	151	160	122	208	110	751	2.95
	20%	21%	16%	28%	15%	100%	
Students among themselves mention Erasmus exchange as an important and beneficial experience.	6	31	56	204	454	751	4.42
	1%	4%	7%	27%	60%	100%	
Student associations promote Erasmus exchange.	58	106	236	239	110	749	3.32
	8%	14%	32%	32%	15%	100%	
Erasmus coordinators and institutional leadership promote Erasmus exchange.	46	89	155	269	188	747	3.62
	6%	12%	21%	36%	25%	100%	
Erasmus exchange is viewed by students more as a burden than an opportunity.	369	196	87	73	24	749	1.91
	49%	26%	12%	10%	3%	100%	

In the survey, students made several remarks regarding their perception of how Erasmus exchange is perceived at their home institution (ES-survey, Q3):

> *"The Erasmus experience has positive benefits, especially for the individual students who participate in an exchange, but not for the institution. The institutions do not show interest and do not promote their study programmes abroad, which is unfortunate, because all other European faculties recognize the importance of studying abroad. During my Erasmus exchange I had 12 classmates from one faculty in Belgium, and all my Erasmus classmates told me there are nearly all students would take part in an Erasmus exchange. In Slovenia this is still a rarity, as the faculties do not encourage students to go abroad and students themselves perceive the exchange as a vacation or mere social event, which is not true."*

> *"Certainly it would be good if the home institution began to [see the value in] more students going on an exchange. For the time being, we are still seen as some lazy students, who went for vacations and nobody asked us what we were doing there, what knowledge we acquired and whether we had examined some examples of good practice of new methods or forms of work that could be implemented into the pedagogical process in our home institutions."*

> *"My experience has no direct value or importance in our educational system. The Erasmus exchange was more my personal experience which could help me and be useful in my life. It had no effect on my education."*

One respondent highlighted, however, her/his satisfaction with the current approach to Erasmus exchange, which was a minority view among all the responses:

> *"I think that there is no need for big changes, the current approach, in which a coordinator ensures that the selection of courses at the home institution fits the profile of the individual student, his competences, ambitions, interests and wishes, should be kept. Certainly education abroad should be aimed at gaining additional knowledge and specific to the academic profiles of each individual student."* (ES-survey, Q3)

3.5.2 The impact of the Erasmus Programme as perceived by Erasmus coordinators

Erasmus coordinators largely agree with the statement that participation in Erasmus has strengthened administrative support for international cooperation, but also that participation in Erasmus primarily benefits the individuals who were involved in exchanges (**Table 75**). This second finding corresponds to the opinion of former Erasmus students on this matter. Erasmus coordinators disagreed or were neutral about the statement that participation in Erasmus has positive effects on the improved quality of other institutional functions.

Table 75: ***Erasmus coordinators: What is your opinion on the following statements regarding the overall impact of the Erasmus Programme on your institution?***

Averages are calculated based on a five-point scale ranging from 1 – Fully disagree to 5 - Fully agree.							
Question	**1**	**2**	**3**	**4**	**5**	**N**	**Mean**
Erasmus has strengthened administrative support for international cooperation.	0	0	8	36	19	63	4.17
Participation in Erasmus primarily benefits individuals.	0	10	3	31	19	63	3.94
Participation in Erasmus has a positive impact on improving the quality of teaching.	1	4	18	32	7	62	3.65
ERASMUS has strengthened administrative support to mobile academic staff.	1	6	30	22	3	62	3.32
Participation in Erasmus has positive effects on improved quality of other institutional functions.	3	12	31	15	1	62	2.98

We have also explored Erasmus coordinators' views on the impact the Erasmus Programme has on teaching, research and other functions, and the data confirms previous findings. Erasmus coordinators believe that the effects have been mildly positive (i.e. more than neutral) only in terms of improvement in the quality of teaching and learning of those who participated in the programme and in the study outcomes of former Erasmus students who engaged in exchange for study and training (**Table 76**). They also perceived a somewhat positive impact on the interaction of non-mobile domestic students with foreign students in the study process. They did not perceive any significant effects of the Erasmus Programme on research or other functions (**Table 77** and **Table 78**).

Table 76: ***Erasmus coordinators: TEACHING: Participation in Erasmus has had an impact at my institution on:***

Averages are calculated based on a five-point scale ranging from 1 - Lowest impact, 5 - Highest impact.			
Answer	**Average Value**	**Standard Deviation**	**N**
Overall improvement in the quality of teaching and learning	2.47	1.10	55
Improvement in quality of teaching and learning of those who participated in the programme	3.27	1.04	56
Overall improvement in study outcomes	2.75	1.06	52
Improvement in study outcomes of former ERASMUS students - study	3.37	1.14	52
Improvement in study outcomes of former ERASMUS students - training	3.12	1.14	51
Including foreign academics in the development of study programmes	2.26	1.08	53
Including foreign academics in conducting study programmes	2.88	1.24	56
Forming joint and double degree programmes	2.06	1.19	52
More lectures in foreign languages	2.67	1.49	54
Overall improvement in foreign language competences among students	2.96	1.17	52
Developing internationalized contents in study programmes to prepare students to be active in an international context	2.40	1.26	50
Interaction of non-mobile, home students with foreign students in the study process	3.07	1.34	54
Interaction of non-mobile, home students with foreign students in extracurricular activities	2.85	1.22	53

Table 77: ***Erasmus coordinators: RESEARCH: Participation in Erasmus has had impact at my institution on:***

Averages are calculated based on a five-point scale ranging from 1 - Lowest impact, 5 - Highest impact.			
Answer	**Average Value**	**Standard Deviation**	**N**
Overall improvement in research work	1.88	1.02	50
Improvement in research work of those that participated in ERASMUS exchange	2.56	1.21	52
Higher participation of academics in international research projects	2.58	1.05	53
Higher participation of academics in international academic conferences	2.54	1.20	52

Table 78: ***Erasmus coordinators: OTHER FUNCTIONS: Participation in Erasmus has had an impact at my institution on:***

Averages are calculated based on a five-point scale ranging from 1 - Lowest impact, 5 - Highest impact.			
Answer	**Average Value**	**Standard Deviation**	**N**
More cooperation with student associations in framework of international activities	2.81	1.30	54
More cooperation with external stakeholders in framework of international activities	2.20	1.22	55
More international events at home institution	2.61	1.21	57

In general, our respondents report the strongest impact of the Erasmus programme on individuals who have participated in exchanges or other Erasmus activities. This finding confirms the findings by previous studies, which were mentioned in section 2.1. According to respondents, they perceive the impact of the Erasmus programme on teaching and learning and improvement in the quality of teaching and learning to be less strong. Several observations we have made in this study may explain this view. First, the number of those participating – both students and staff - in Erasmus programme exchanges and other activities is below a critical mass, which would be needed to drive significant changes in teaching in the absence of well-developed institutional mechanisms for the internationalisation of study at home. Second, institutional mechanisms for the internationalisation of study at home are still poorly developed at most institutions, including the organisation of study for incoming Erasmus and other foreign students and the availability of courses in foreign languages. Without such institutional mechanisms and with such a marginal participation in the Erasmus programme, we cannot expect dramatic changes in teaching and learning. Erasmus also does not appear to have a notable impact on other forms of international cooperation: in research, development projects, organising international events, etc. The most visible impact of the Erasmus Programme is the strengthening of administrative services in support of internationalisation, in particular international offices and Erasmus coordinators. However, in this area the respondents also mostly highlight the challenges and desired strengthening of institutional capacities.

4 CONCLUSION

The findings of this study suggest that the Erasmus Programme has helped strengthened certain aspects of internationalisation; however, in general the internationalisation of higher education in Slovenia still remains underdeveloped. The Erasmus Programme has significantly contributed to an increase in the mobility of students and staff, since this is the scheme for which there exists mass interest. The interest among academic and administrative staff for mobility schemes is much lower. Erasmus has also undoubtedly contributed to the proliferation of strategic partnerships with institutions abroad and to the strengthening of international offices. Erasmus also has a strong 'symbolic' impact: it is recognisable as an 'internationalisation brand' in public awareness. Institutions prominently display their Erasmus participation on their websites.

Much less visible are the direct effects of the Erasmus Programme on the internationalisation of study at home and thus on the quality of teaching and learning. We have investigated the institutional availability of courses and study programmes in foreign languages, internationalisation of curricula, involvement of foreign lecturers and integration of foreign students with domestic students. We found that these aspects are still rather weak at most institutions. The usage of foreign literature is the only aspect of the internationalisation of study at home that is mentioned frequently; other forms much less. The differences between institutions – also within the same university – are notable. At institutions that encourage and support the internationalisation of study at home, we can establish a clear link to support from the Erasmus Programme. However, participation in Erasmus alone does not automatically result in the internationalisation of study or contribute to the quality of teaching and learning. In other words, participation in Erasmus does not necessarily initiate the internationalisation of study at home, but Erasmus can serve as an important source supporting the implementation of such practices if and when an institution decides to do so.

The Erasmus Programme is best utilised in the institutions that have a clear internationalisation strategy and are ambitious in their international orientation. Most frequently these are the institutions that also seek to attract foreign students for full-time enrolment in their (most often postgraduate) study programmes. At such institutions international cooperation permeates all operations and activities. The internationalisation of study at home with a set of courses or study programmes in foreign languages is an intrinsic part of such a strategy. Such institutions also have strong support services for international cooperation: well-staffed international offices. Taking full advantage of the opportunities offered through Erasmus Programme comes naturally, since this is compatible with other measures and helps strengthen the international profile of the institution. However, in Slovenia such institutions are still an exception. At the majority of Slovenian higher education institutions, participation in Erasmus is an add-on activity, often overshadowed by higher prioritised international research cooperation. Consequently, the impact of the Erasmus Programme on institutional practices is rather weak.

The study shows that Slovenian institutions have not 'gone out of their way' to make changes in their study programmes or introduced more courses in foreign languages to better serve Erasmus possibilities.

Intensive programmes or thematic networks have only been utilised by a small number of institutions, and the number of domestic students participating in these activities varies across institutions and represents a small share of the entire student population. In other words, we cannot find evidence of a universal shift in institutional practices towards more internationalisation that could be directly attributed to these institutions' participation in Erasmus. Where an institution has strong international ambitions, Erasmus complements and supports these activities well. The three major motivational factors towards internationalisation, which are often coexistent, appear to be: 1) quality enhancement: through improved research productivity as a result of international research cooperation and through improved teaching; 2) international profile as a brand in recruiting domestic students; 3) ambition in educational import (recruiting foreign students, most often fee paying).

We conclude that it is not Erasmus that drives the internationalisation of Slovenian higher education, but it is a strong internationalisation strategy (both national and especially institutional) that creates enabling conditions for the full utilisation of Erasmus and its contribution to and impact on internationalisation. Hence, first and foremost, the Slovenian government needs to implement and further develop its internationalisation strategy as laid out in the National Higher Education Programme. Furthermore, funding mechanisms need to be put in place – drawing from domestic resources and supplementing them with EU funding within Erasmus+ – to support institutions' efforts to internationalise. The single most important area where additional financial support is needed is helping institutions develop and conduct a set of courses in foreign languages. This will allow them to 'profile' their study offerings to international students. At the same time it will also contribute to the internationalisation of study at home and enable domestic students to develop international competences. We also urge the EU and Slovenian government to develop strategies for the modernisation of teaching and learning and make resources available towards this goal. The internationalisation of study at home in all the various forms indicated in this report needs to be an integral part of such strategy, policy measures and financial considerations.

We see the strongest potential of Erasmus to contribute to the internationalisation of Slovenian higher education in five main areas. First, Erasmus undoubtedly presents the best mobility scheme and should continue to provide mobility opportunities for students and staff. Ample ways exist to strengthen participation in mobility schemes. Although this was not a focus of our study, we noted several recommendations in this regard. For example, students suggested that it could be helpful introducing mandatory elective courses, which could also be taken at foreign institutions and recognised in home curriculum. Academic staff pointed to the need for better financial conditions for teaching mobility and making better arrangements at institutions for teaching replacements. Academic staff continues to be the key driver for internationalisation and should therefore particularly be targeted for mobility schemes. Future teachers – that is students in teacher education programmes - should also be specially targeted for mobility schemes, as through them internationalisation at lower educational levels can be fostered. We also suggest that institutional leaders survey the 'value climate' at their institutions: i.e. determine what students and academic and administrative staff value, what their attitudes are to learning, and what their career objectives are. Such information would be helpful when developing mobility (and other learning) opportunities for them.

Second, Erasmus can make a substantial contribution to the internationalisation of teaching and learning. Internationalisation at home is a concept that is widely known and has already been in existence for 15 years. The goal is that each institution have some study programmes and several courses that are formulated with the specific intention of giving interested domestic students possibilities for the internationalisation of study at home. These programmes and courses should be conducted in a foreign language with ample participation of foreign students and foreign academics (physical or virtually via MOOCs), and incorporating international content. To do so, institutions should capitalise on the international experiences and competences of their own staff, through invitations to foreign lecturers and through international collaborative projects (both of which can be funded through Erasmus). In the short run, it is perhaps unreasonable to expect (although ideally achievable in the long run) that each study programme at each institution provide opportunities for internationalisation at home. This could be achieved by having some courses offered in foreign languages or with some courses as hybrids with MOOC lectures and seminars or practical work conducted by local academic staff and researchers. At at least one Slovenian institution, our interviewees reported that some academic staff urge their students to follow MOOC parallel with their course, to the point of even assigning specific lectures and exercises from MOOC. With the rapid spread of MOOC such hybrid and certainly internationalised instruction can become widespread. Again, we urge policy makers and institutional leaders to make a direct link between the policies for teaching and learning excellence with Erasmus+ and internationalisation. In relation to this, we also advocate that further opportunities need to be developed across institutions and for all internal stakeholders to advance their foreign language competences, which are indispensable for any form of international cooperation. In addition, courses of Slovenian as a foreign language need to be made available to foreign students coming to Slovenia.

Third, we posit that Erasmus is best utilised when several layers of international cooperation between two or several institutions exist. Concretely, student exchange experience is most fruitful if it has been preceded by staff exchanges and if there is on-going research (or consultancy services or other) cooperation between the two or several institutions. In such cases, Erasmus students report that their exchange led to the preparation of seminar work, a dissertation or field work, and the Erasmus experience is integrated in students' further study at their home institution. Similarly, academic staff have reported that an Erasmus exchange is highly appreciated either preceding or as a follow-up to a particular joint collaborative or research project. Finally, in cases where there has been longer-term cooperation in different areas and activities of international cooperation, the likelihood of the partner institutions formulating joint study programmes or other more intensive cooperation activities increases.

Therefore, we urge institutions to consider upgrading selected partnerships by way of extending them to different domains and deepening them. The choice of preferred partners for such special international partnerships will almost necessarily be defined bottom-up by individual academics and research groups, but they should be coordinated and supported by top leadership. To make it clear, we do not advocate institutions reducing all their institutional partners to only a few with whom they have highly intensive and multi-layered cooperation. This would be counterproductive to the spirit of Erasmus. A broad network of partner institutions keeps opportunities open for the prospect that some might eventually develop into stronger partnerships. We

do advocate, however, that institutional leadership should continue to monitor and review its network of institutional partners and reduce it to a number that allows for active and quality cooperation, even if only for the purposes of Erasmus exchange. We also advocate that institutional leadership consider developing multi-layered partnerships with some institutions, which facilitate continuous and often overlapping interactions between students, academic and administrative staff and institutional leaders. Such cooperation increases the inter-institutional social capital and strengthens the social bonds between members of academic communities from different institutions.

Fourth, Erasmus has effects on institutions' administrative services in support of international cooperation activities. Increased mobility and institutional partnerships have put pressure on the institutions to shift from manual data collection and records to a more systematised approach. These changes in institutional practices have been reinforced by the increased need for reporting from both the EU and national agencies. In many institutions, international offices have been upgraded by their staff as a result of increasing responsibilities; many also have a direct connection to top institutional leadership and other offices, such as an office for study affairs. In this respect Erasmus has had some long-term impact; however, the impetus for these changes cannot be attributed solely to the Erasmus Programme. Moreover, Erasmus coordinators noted that it is becoming increasingly challenging to complete coordination tasks and to complete them well. As stated earlier, moving from an individualised approach to a more systematised approach to organising Erasmus student mobility would significantly ease the work of Erasmus coordinators. It would also be helpful to better prepare staff in other administrative offices to work with foreign students and staff. Perhaps encouraging them to participate in mobility could be one step in this direction.

Finally, we find that Erasmus is mentioned in national higher education strategies, but in our view more needs to be done to draw out the possible direct connections through which the upcoming Erasmus+ can more fully support the internationalisation of higher education in Slovenia. We hope that this report can serve this purpose. We also hope that it will inform institutional strategies for internationalisation. For more than a decade now, higher education reforms in Slovenia, as elsewhere in the European Higher Education Area, have been preoccupied with implementing Bologna recommendations - the convergence of degree structures, quality assurance mechanisms, ECTS and Diploma Supplements and qualification frameworks - all of which directly link and support cross-European mobility. The Erasmus Programme has been widely considered to be an important and complementary instrument in these reforms. However, on its own it has gained little policy attention. In Slovenian higher education strategies, student and staff mobility is stated as an objective and Erasmus as a tool, but there is not much more elaboration on how funding through Erasmus can contribute to higher education internationalisation beyond mobility.

In our view, with the new focus on the modernisation of teaching and learning in Europe, the Erasmus Programme can play a key role in this agenda. In other words, we see true potential in Erasmus+ to foster European cooperation in the advancement of teaching and learning. In addition, we hope that within Horizon 2020 some funding will be dedicated to basic and applied research of higher education, including

the internationalisation of higher education. As part of the overall internationalisation strategy, the Slovenian government should urgently consider how to create legal and financial conditions that will encourage institutions to develop courses or programmes in foreign languages. As established in a study by Golob Kalin et al. (2012), the national legislation does not legally prevent offering courses in foreign languages, but it does make this very difficult in practice due to a lack of resources to create courses in foreign languages parallel to the ones in Slovenian. From such practice, a better promotion of Slovenia as a study destination for foreign students can follow. We also hope that the Slovenian government will draft a priority agenda and develop incentives for the modernisation of teaching and learning in Slovenia, and that the internationalisation of study at home will be an integral part of such an agenda.

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Trends in participation in ERASMUS mobility schemes (Source: CMEPIUS)											
	Individual Mobility				Intensive Programmes					Sources available (LLL Programme)	Sources from Phare Programme (2000 – 2007) /Slovene Human Resources and Scholarship Fund (2010 – 2012)
Academic year	Student Mobility for Study (SMS)	Student Mobility for Practical Training (SMP)	Staff Mobility for Teaching Assignments (STA)	Staff Mobility for Training (STT)	Number of selected projects	Number of students (outgoing)	Number of students (Incoming)	Number of staff for teaching and training (outgoing)	Number of staff for teaching and training (incoming)		
2000/2001	227		61							354.417 EUR	
2001/2002	364		70							369.948 EUR	
2002/2003	422		70							386.659 EUR	300.000 EUR
2003/2004	546		73							442.445 EUR	
2004/2005	742		139							1.242.123 EUR	
2005/2006	879		143							1.412.512 EUR	300.000 EUR
2006/2007	972		173							1.673.508 EUR	
2007/2008	1018	174	204	70	5		188		69	2.848.571 EUR	
2008/2009	1132	176	253	105	5	149	142	85	83	3.155.198 EUR	
2009/2010	1118	250	277	79	10	208	270	101	126	3.521.597 EUR	
2010/2011	1199	281	306	176	8	169	233	80	111	3.813.755 EUR	1.531.350 EUR
2011/2012	1411	324	302	187	10	253	269	109	131	4.056.939 EUR	1.711.500 EUR

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Manja Klemenčič is a Postdoctoral Fellow and Lecturer at the Department of Sociology at Harvard University. Her research is in the area of Higher Education Studies with specific interest in the implications of contemporary higher education reforms on students, student experience and engagement broadly defined. She has also researched internationalisation, differentiation and university profiling, conditions of academic work and academic inbreeding, and democratic citizenship education with specific focus on Europe, the Western Balkans and Central and Eastern Europe. Her postdoctoral work was at Minda de Gunzburg Center for European Studies at Harvard; Center for International Higher Education, Boston College; Wissenschaftszentrum Berlin für Sozialforschung (WZB); and Harvard Graduate School of Education. She continues to collaborate with the Centre for Education Policy Studies at the Faculty of Education, University of Ljubljana. Manja is Editor-in-Chief of the *European Journal of Higher Education* (Taylor&Francis/Routledge), a member of the Editorial Board of *Journal of Higher Education and Finance* and a member of the International Editorial Advisory Board of *Journal of Student Affairs in Africa*. She also serves as an elected member of the Board of Governors of the *Consortium of Higher Education Researchers (CHER).*

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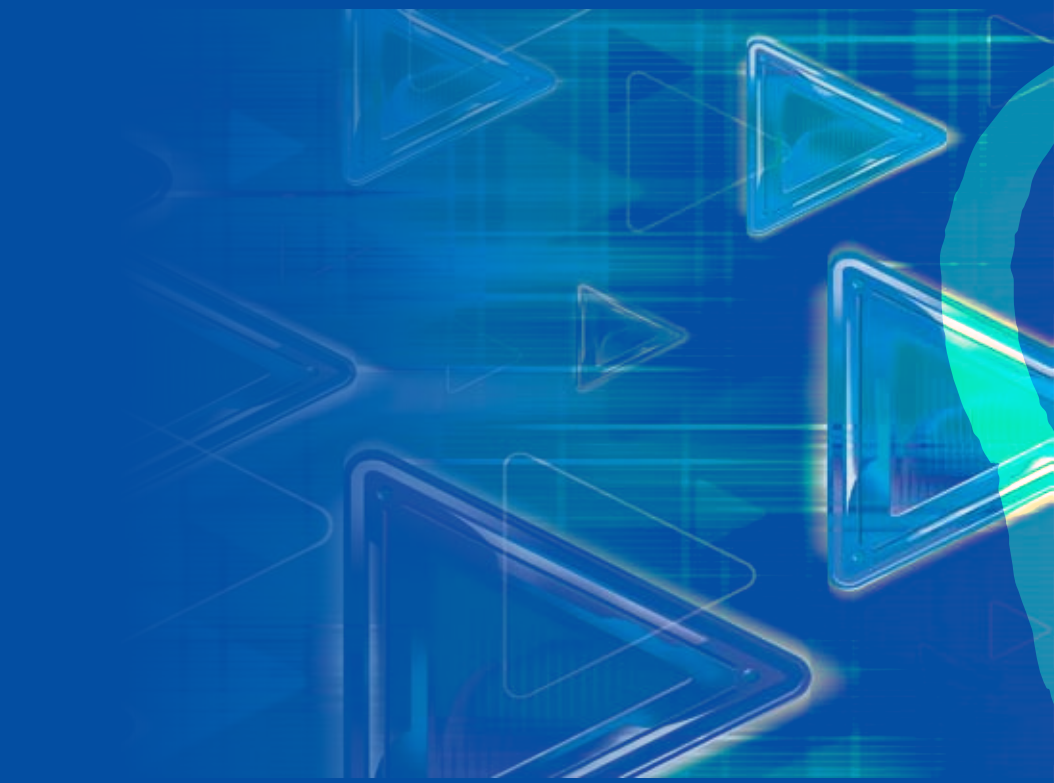

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