

Unlocking the potential of Erasmus+ administrative staff mobility: Why & How?

**OeAD peer learning event on
administrative staff mobility**

15 October 2024

ACA
ACADEMIC
COOPERATION
ASSOCIATION



Academic Cooperation Association

- Brussels-based membership association of internationalisation funding bodies
- International higher education think tank

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FULL MEMBERS

 Austria's Agency for Education and Internationalisation (OeAD)	 Viuhr International	 Agency for Mobility and EU Programmes (AMEUP)	 Czech National Agency for International Education and Research (DZS)
 Education and Youth Board of Estonia (HARNO)	 Finnish National Agency for Education (EDUFI)	 German Academic Exchange Service (DAAD)	 State Scholarships Foundation (IKY)
 Tempus Public Foundation (TPF)	 The Icelandic Centre for Research (Rannis)	 Uni-Italia - Academic promotion center for study orientation in Italy	 Nuffic - The Dutch Organisation for Internationalisation in Education
 Norwegian Directorate for Higher Education and Skills (HK-Dir)	 Polish National Agency for Academic Exchange (NAWA)	 Erasmus + Portuguese National Agency, Education and Training (A.N E+EF)	 Slovak Academic Information Agency (SAIA, n.o.)
 Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes (CMEPIUS)	 Spanish Service for the Internationalization of Education (SEPIE)	 Swedish Council for Higher Education (UHR)	 Movetia - The Swiss National Agency for Exchange and Mobility
 Rectors' Conference of the Swiss Universities (swissuniversities)			

ASSOCIATE MEMBERS

 The International Education Center (IEC)	 ETS Global	 The Institute of International Education (IIE)
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ACA's work on staff mobility



Erasmus+ staff mobility comparative data analysis

An exploratory study of the participants' motivation, perceived impact, recognition and satisfaction

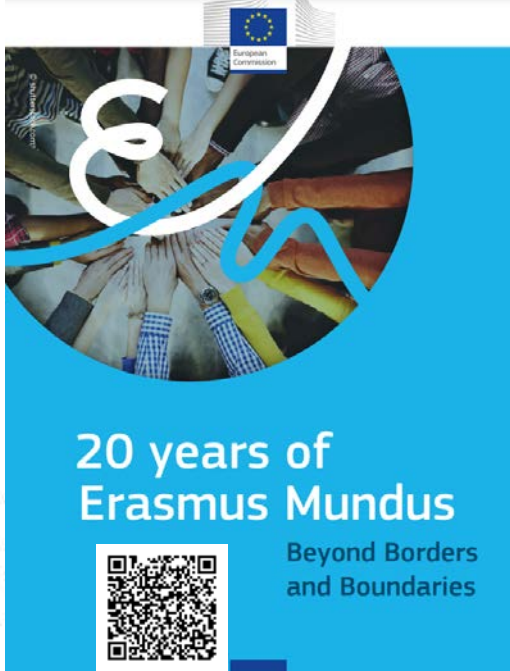
Queenie K.H. Lam, ACA
Irina Ferencz, ACA

January 2021

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QR code



20 years of Erasmus Mundus

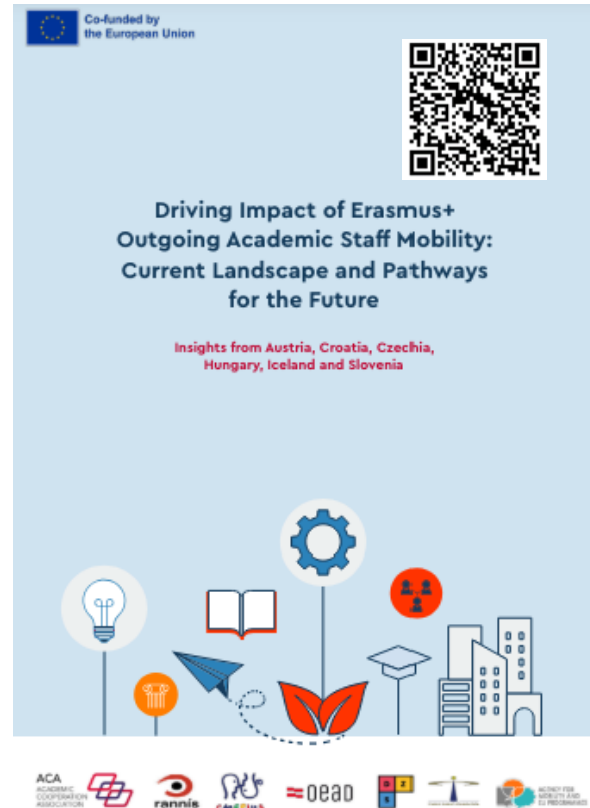
Beyond Borders and Boundaries

European Commission

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Co-funded by the European Union

Driving Impact of Erasmus+ Outgoing Academic Staff Mobility: Current Landscape and Pathways for the Future

Insights from Austria, Croatia, Czechia, Hungary, Iceland and Slovenia

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Attracting and Supporting International PhD Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe:

UniWelis

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EU policy framework: “Europe on the Move”, 13 May 2024



Council of the
European Union

Brussels, 13 May 2024
(OR. en)

9804/24

Interinstitutional File:
2023/0405(NLE)

EDUC 166
JEUN 108
SPORT 52
SOC 353
EMPL 202
COMPET 538
RECH 222

OUTCOME OF PROCEEDINGS

From: General Secretariat of the Council
To: Delegations
Subject: Council Recommendation ‘Europe on the Move’ – learning mobility opportunities for everyone

- Expanded to educators and staff + blended learning
- Ambitious targets for student mobility: min. **23% of all HE graduates** + min. **20 % of people with fewer opportunities** + **50% target for EUI**

=>**Support engagement** by “*valuing the work of educators, staff and youth workers who **prepare and implement learning mobility** projects and activities by incorporating them into their profession, and recognising the added value of staff mobility*”



EU policy framework: sustainable and attractive careers in HE



EUROPEAN
COMMISSION

Brussels, 27.3.2024
COM(2024) 145 final
2024/0078 (NLE)

Proposal for a

COUNCIL RECOMMENDATION

on attractive and sustainable careers in higher education

{SWD(2024) 74 final}

- **Time** dedicated to international cooperation **not adequately recognised**
- European & international mobility opportunities for staff are not sufficiently **facilitated**
- Need to promote the **value** and **recognition of different roles** while creating enabling conditions to attract & retain staff



EU policy framework: sustainable and attractive careers in HE

Key factors for well-being & attracting new/young staff:

- Possibility for professional development
- Equality & non-discrimination in recruitment & promotion
- **Staff mobility (incl. new mobility formats)**
- Intellectual freedom

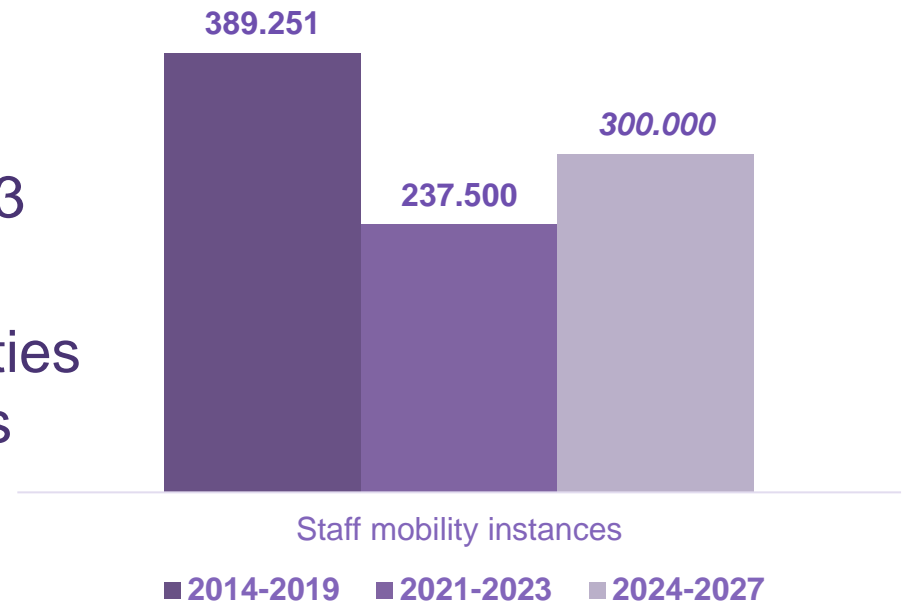
“Our prior research shows that academic staff mobility largely supports academics' motivation, job satisfaction and well-being (...) (W)e highly welcome proposals to remove structural barriers related to participation in transnational cooperation including staff mobility, particularly with regard to the recognition of additional workload and reward of the outcomes in the context of career assessment and development’.

Academic Cooperation Association (ACA) – Call for Evidence.



Erasmus+ participation trends (2014-2024)

- Continuing **growth** in staff mobility instances
- Growing share of **recurrent** participants (68% in 2020-2023 vs 62% in 2014-2019)
- **Comparable** use of opportunities for teaching & training (52% vs **48%** in 2021-2023);
- Training mostly involving **job shadowing**
- Strong impact on **job satisfaction** and better understanding of the **diversity** in society



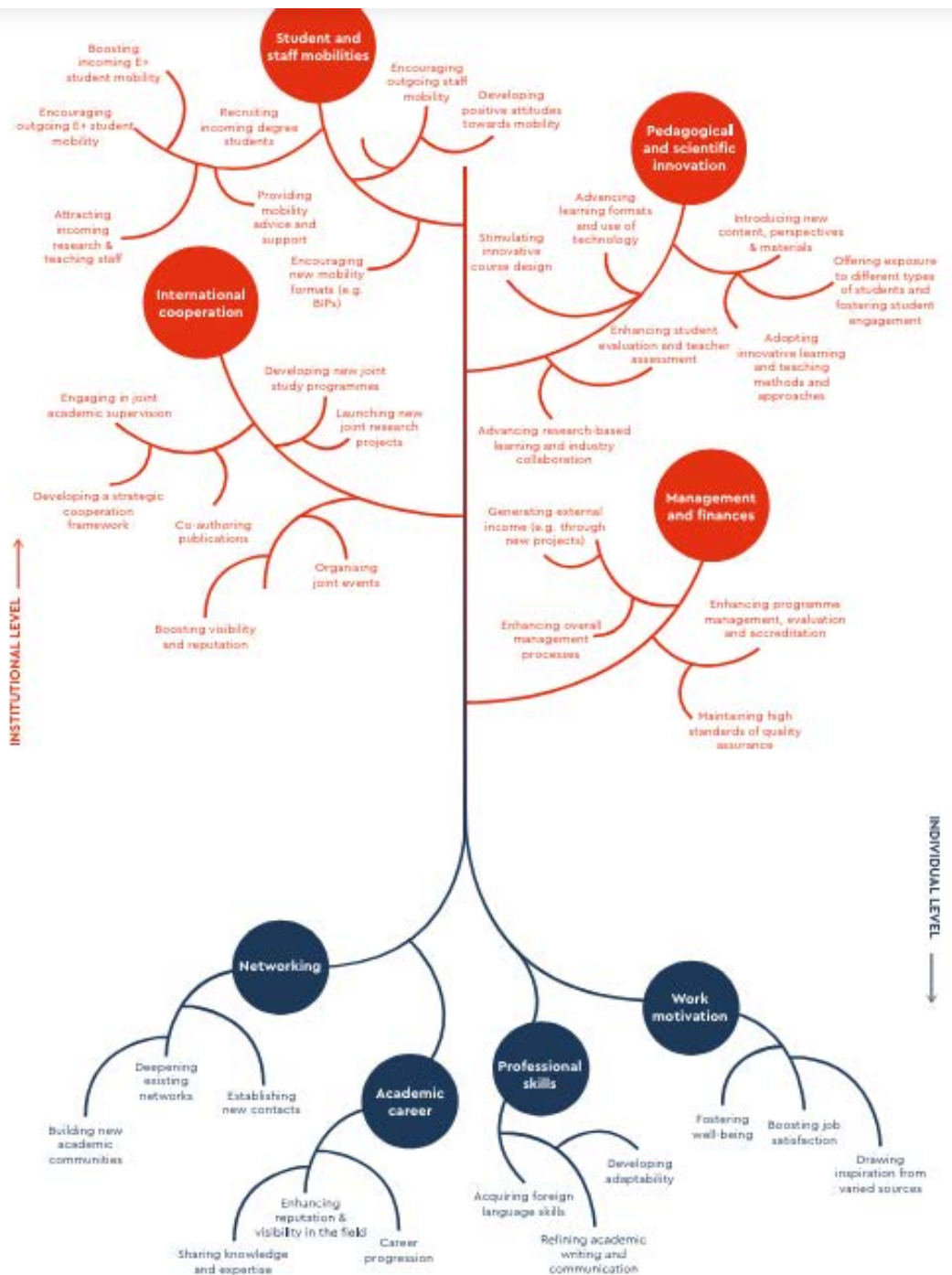
Lack of data on mobility of non-academic staff



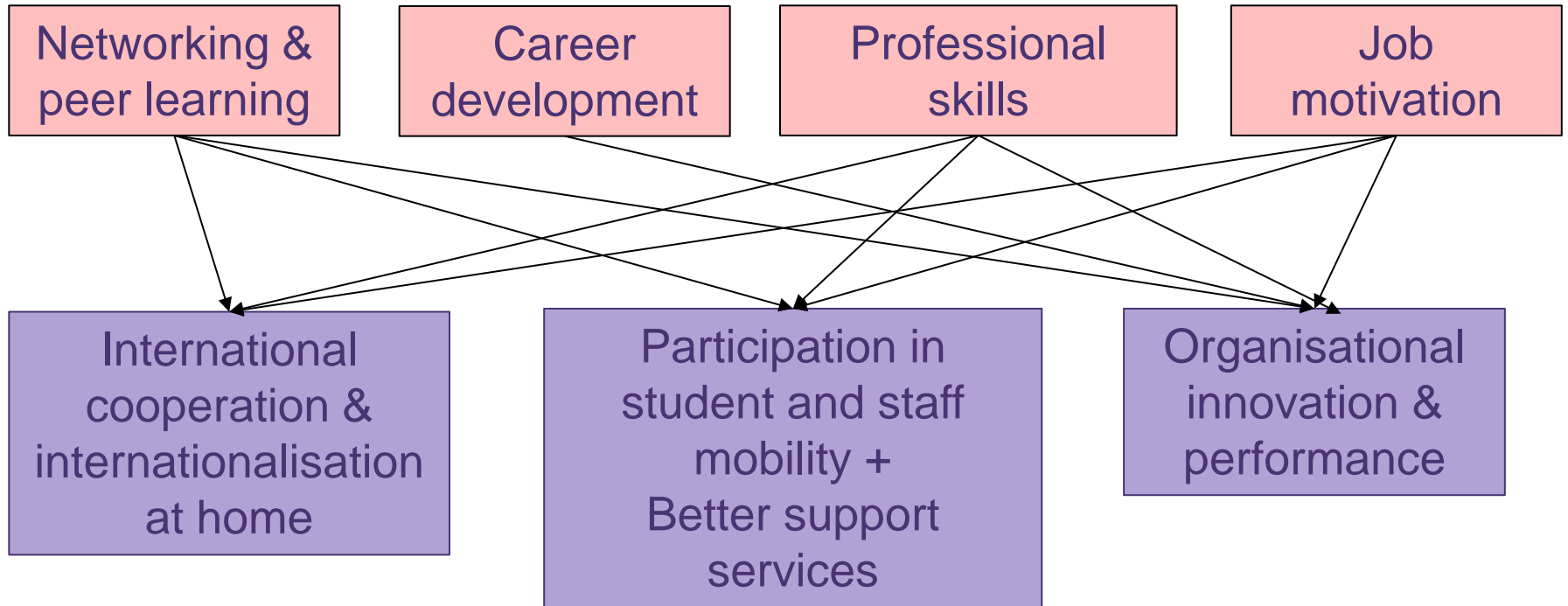
Mapping impact

Mobility benefits largely associated with **individual** outcomes

Individual impacts pre-condition & trigger wider institutional impact



Mapping impact – focus on administrative staff



Professional development needs: Supporting mobility – insights from FESC



- **Tasks:** policy-related, mobility-related (all stages), cross-cutting
- **Knowledge:** national & global context, internationalisation + structures, strategies and procedures at home institution
- **Skills:** Intercultural, communication, English language, digital
- **Attitudes:** responsiveness, pro-activeness, flexibility + confidence, empathy & openness



Professional development needs: Supporting incoming mobility – insights from UniWeliS

Q21: Assistance on what matters do you consider most important? Please rank your top 5 choices.



PhD students

Researchers & lecturers

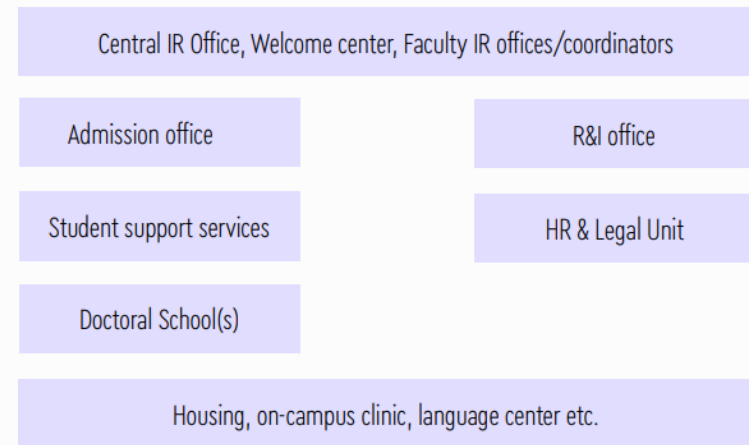
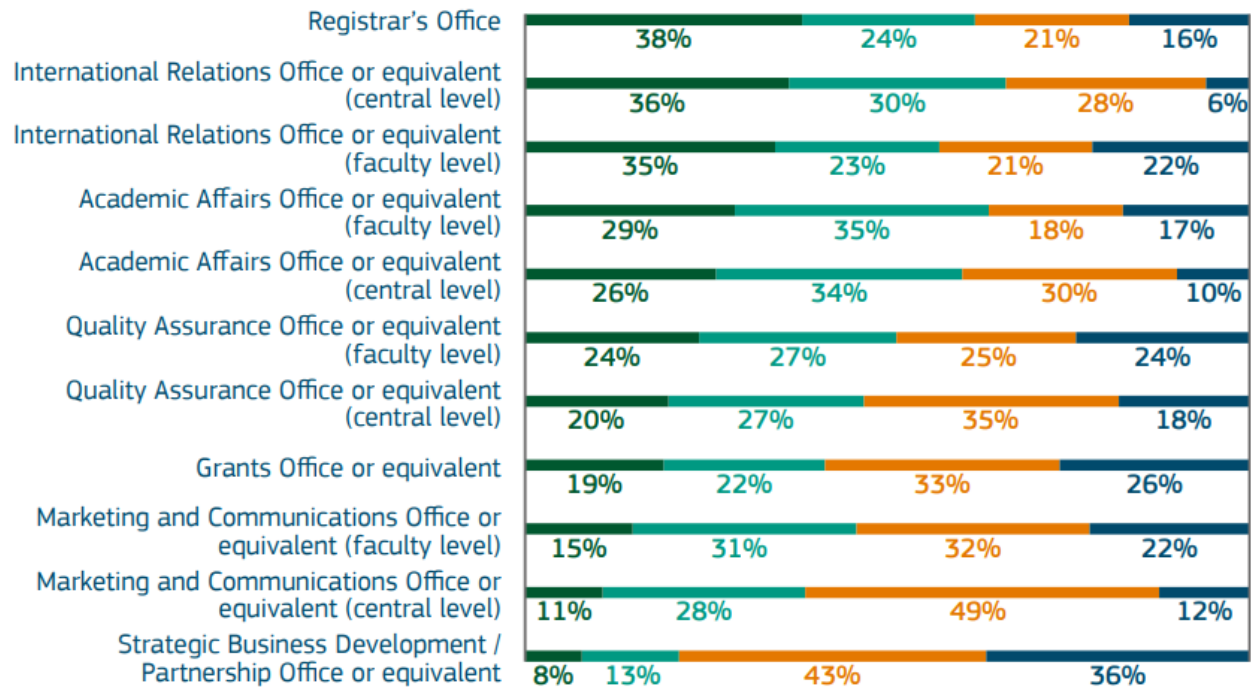


Figure 34. Most common institutional units delivering support for international academics



Professional development needs: Supporting joint programmes - insights from Erasmus Mundus

Institutional units involved in the EM Master's programme support
(programme-level perspective; n=169-173)



Barriers to administrative staff mobility

- Lack of confidence
- Family obligations
- Motivation
- Language skills
- Additional workload
- Lack of recognition
- Etc.

General adult learning barriers => need to experiment with new mobility formats

Sector specific issues => need to link to existing HR frameworks



Overcoming barriers – language training

*“I also teach English to civil engineers at the Faculty of Civil Engineering. Several years ago, I was asked to run an **English course for administrative staff** at this faculty as they wanted to become more internationalised and language was an issue. So, we offered an intensive course of about 120 hours in one term. And after that, I think **all of the participants took part in the Erasmus+ staff mobility for training** in the next couple of years. So that was something that was quite **successful** in that sense. Just the language skills were necessary.”*
(University of Ljubljana, Slovenia)



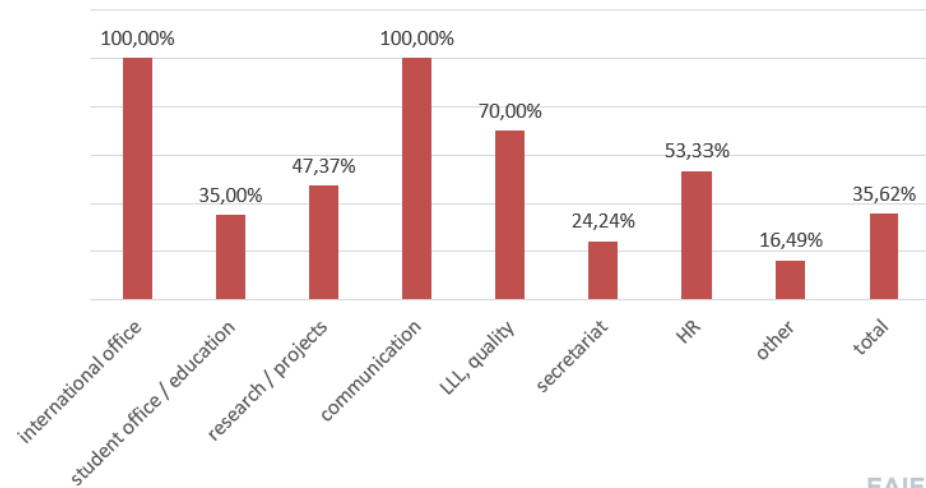
Engaging different categories of admin staff - Example from the University of Primorska



In 2021-2027, each researcher will carry out at least 2 outgoing research mobilities for at least one month

Each UP professional staff member (with the exception of the maintenance unit staff) will carry out at least 1 extended international mobility for the duration of this strategy

MOBILE vs. NON-MOBILE



EAIE | Toulouse
2024 | 17-20 SEPTEMBER

=> Granulated overview of admin staff categories needed



Towards a more strategic approach

- To leverage staff mobility for **wider institutional goals** and structural reform (Erasmus+ Charter for Higher Education)
- To **raise awareness** of its multifaceted benefits across various levels
- To **increase interest** among various groups of staff:
 - by integrating staff mobility into regular workload
 - adapting staff working schedules
 - arranging temporary replacements
 - organising additional cultural or language preparation
 - recognising staff mobility as part of professional evaluation.



Impact enhancement: Individual self-assessment



	Individual dimension	Institutional dimension
Benefits	<p>What are the benefits for my teaching?</p> <p>What are the benefits for my research?</p> <p>What are the benefits for my professional and personal development?</p> <p>What are the benefits for my future career?</p> <p>What should I do to ensure such benefits are achieved in practice?</p>	<p>What are the benefits for my team?</p> <p>What are the benefits for my faculty or department?</p> <p>What are the longer-term positive outcomes for my institution?</p> <p>What should I do to ensure such benefits are achieved in practice?</p>
Concerns	<p>Will I enjoy this experience?</p> <p>Am I ready to come out of my personal and professional comfort zone?</p> <p>How much additional workload will it generate?</p> <p>Do I have the necessary teaching or other materials in place?</p> <p>Do I have sufficient English language proficiency?</p> <p>Do I have sufficient means in place to pursue my staff mobility?</p>	<p>Will my supervisor approve it?</p> <p>Is there sufficient room for that in my regular teaching schedule prior, during and upon return from staff mobility?</p> <p>Will I get any support for academic and administrative preparations from my institution and at which level?</p> <p>What are existing formal replacement options?</p> <p>Will the grant be sufficient to cover all costs?</p> <p>Will my institution co-fund my mobility if needed?</p> <p>How appreciated will my mobility experience be by my supervisor(s) and my colleagues? Will it be formally recognised and if yes then how?</p>



Impact enhancement: Institutional self-assessment



PARTICIPATION

Who can participate in staff mobility?

What activities are prioritised?

What institutional goals are supported?

What are the links to various missions?

How is it integrated in our annual work plan?

How are the opportunities promoted and communicated?

How clear and appealing are its benefits to various groups of staff members?

What is the replacement policy for outgoing mobile staff?

Is there any support with finding an appropriate host?

Is there (a need for) any additional financial support for staff mobility?

DISSEMINATION & EXPLOITATION

What are related institutional expectations and how clearly are they articulated?

What are the formal opportunities to disseminate knowledge on a regular basis?

What are the informal opportunities for knowledge dissemination?

How prominently are the benefits and outcomes featured on various channels?

Are there any resources (e.g. human, financial) in place to support knowledge transfer & dissemination?

Are there any common knowledge sharing or data assets (e.g. mailing lists, project databases) accessible to staff members?

RECOGNITION

Is there a dedicated recognition policy for staff mobility in place?

How is staff mobility integrated in individual work plans?

Is it part of a career progression pathway?

Does it count towards internal teaching or other obligations or

What compensation mechanisms are in place?

How satisfied is staff with existing recognition options?



How to engage with ACA?

- A series of training activities to foster more strategic approaches to staff mobility planned for 2025
- ACA What's New in Brussels (end of January 2025)

Stay tuned via ACA Newsletter!



Thank you!

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