

Principle 8: Inclusivity of International Mobility Programs

Case Study Austria

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Why mobility?

Mobility fosters ...

- ... understanding of today's complex global interrelationships
- ... solidarity and promotes respectful cooperation
- ... external perspectives and thus broader understanding in the sense of establishing a "culture of mobility"
- ... global networking
- ... innovative thinking

Mobility in HE in Austria

- **Higher Education Mobility Strategy 2016:** focused on physical mobility
- **Higher Education Mobility Strategy 2020 – 2030:** internationalisation in a broader sense
 - Includes all higher education sectors (public universities, universities of applied sciences, university colleges of teacher education, private universities)
 - Includes students, teaching and administrative staff
- International cooperation
- Joint Degrees/Double Degrees/Multiple Degree Programs
- European Universities

National Mobility and Internationalisation Strategy for Higher Education 2020-2030

Goal 1: Promotion of a comprehensive culture of internationalization at universities

Goal 2: Mobility support for all university members

Goal 3: Development and realization of innovative mobility formats

Goal 4: Effective skills development and institutional learning

Goal 5: Global Mindset - Austria's universities in the world

Mobility in the strategy social dimension

Action Line 6:

The study organization also includes the opportunity to become mobile and complete part of your studies abroad. Participation in mobility programs depends on study-specific and individual characteristics. The most common **obstacles** to mobility are **financing** the stay abroad and a **lack of information** about financing options. For this reason, an action line to **improve the inclusion of underrepresented groups** in mobility was included in the higher education mobility strategy of the BMWFW (2016), which is being implemented through suitable measures as part of this strategy.

Mobility in the strategy social dimension

Quantitative goal #6 :

“Increase participation in mobility programmes by students from "educationally disadvantaged" social groups. Of those students (summer semester 2015) whose parents have no “Matura” school leaving certificate, 14% have completed a semester or practical work experience abroad, while for students whose parents have a “Matura” the proportion is 21%. Participation in study programmes abroad by students whose parents have no higher education entrance qualifications should therefore be increased to at least 18% by 2025.” (p. 32)

Erasmus+ program 2021 – 2027 – administered by OEAD and HEIs

- Focus on inclusive mobility
- Eight groups of students with fewer opportunities identified:
- Implementation in Austria for three groups so far:
 - Students, who take their children on Erasmus+ mobility
 - Students with disability
 - Students with chronic illness, if extra costs incur during mobility
 - Other students with fewer opportunities who have certain needs and extra costs; participation is not possible without support → inclusion support (via OEAD)
- Also possible for staff

<https://erasmus-plus.ec.europa.eu/>

Activities regarding inclusive mobility

- 2019 – 21: PLAR-4-SIMP <https://plar4simp.inclusivemobility.eu/>
- 05/2022: Workshop in Vienna „Training on inclusive mobility for staff of international offices and diversity offices“
- OEAD – Austrian Agency for Internationalisation:
- 2021: National agencies have to develop inclusion strategies
- Since 2022: Blended training program for staff of international and diversity offices at HE institutions „Inclusion ACAdemy“ – some 30 participants from Austria

Challenges for mobility

- Social integration
- Academic integration
- Language barrier
- Cultural barrier
- Workload
- (Mental) health
- Employment situation, compatibility, financial problems

Support for student mobility

- To support academic and social integration (e.g. academic writing, tutoring, community building, regulars' tables)
- Low-threshold, anonymous formats
- Peer-to-peer formats
- Online offers (bridge courses)
- Transversal skills (time management, self-organization, presentation skills)
- Etc.

Best practice examples: Hearing impaired and on the move: A quiet revolution for equal opportunities

Short-term goals:

- Accessibility
- Raising awareness
- Increase participation

Long-term goals:

- Full inclusion
- Promote intercultural competence
- Sustainability

More information: [HMIS2030.at](https://www.hm2030.at)

Best practice examples: Shaping the internationalization of academic continuing education: From theory to practice

Theorie	Praxis
„Berufsbegleitende (erwachsene) Studierende wollen nicht mobil werden“	2018: 3 Outgoings
2019-heute: Projekt „Salon International“	
2020-2021: Projekt „Internationale Mobilität von berufsbegleitenden (erwachsenen) Studierenden“	90% der Studierenden gaben an, dass ein Auslandsaufenthalt zu den notwendigen internationalen Kompetenzen im Vordergrund des jeweiligen Studienfachs beitragen kann
2021: Leitstrategie „Ausbau der internationalen Aktivitäten“	2022: 24 Outgoings (800%)
2023-2024: Projekte „Internationalisierung in REFINED“ anlässlich der Neugestaltung der Weiterbildungsstudien und „EU.ACE (European University for Academic Continuing Education)“	2025: ? Outgoings

Thank you for your attention!
I'm looking forward to questions & comments.

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