QUALITY ASSESSMENT OF INTERNATIONALIZATION

- REASONS FOR AN INSTITUTIONAL ASSESSMENT, CHALLENGES WITHIN IMPLEMENTATION AND EXPECTED IMPACT (EXAMPLE FROM HUNGARY)

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30 November 2017 Bratislava  
Day of Academic Mobility and Internationalisation VI.
• Brief introduction of Tempus Public Foundation
• Basic facts on Hungarian Higher Education
• Hungarian Internationalisation policy goals and tools
• Campus Mundi Programme
• Quality Assessment of Internationalisation
• Institutional feedback
• Next steps
TEMPUS PUBLIC FOUNDATION - OVERVIEW

• **Goal**
  - to support HU education and training institutions in international cooperation

• **Scope**
  - implementing agency for European, multi-, bilateral educational programmes
  - mobility and knowledge management

• **Network**
  - Erasmus+ National Agencies and Information offices
  - Member of Academic Cooperation Association (ACA)
  - Stipendium Hungaricum partner countries
GRANTS AND SCHOLARSHIPS

- TEMPUS PUBLIC FOUNDATION'S ACTIVITIES
- STIPENDIUM HUNGARICUM
- BILATERAL SCHOLARSHIP PROGRAMMES
- EÖTVÖS
- COLLEGIUM HUNGARICUM
- scholarships
- internationalisation of higher education institutions
- CAMPUS MUNDI
- EHEA (Bologna)
- EUROPASS
- ECVET


school education
higher education
vocational training
adult learning
By joining the EU Hungary has further increased its activity on internationalisation of Higher Education

- At present, Hungary has *increased national funds* for international co-operation:
- Hungary is using further *EU funds* for international co-operation (other than Erasmus +)

**Hungarian HEIs**

- Public: 22 (86%)
- Church: 5 (6%)
- Private: 7 (7%)

![Diagram showing the share of students in different types of HEIs.](image-url)
BASIC FACTS ABOUT HUNGARIAN HIGHER EDUCATION – INCOMING MOBILITY

- Europe: 69% (381,033 students)
- Africa: 5% (36,134 students)
- Asia: 22% (32,012 students)
- South America: 3% (3,065 students)
- North America: 8% (2,953 students)
- Australia: 3% (2,870 students)

Students and foreign students in Hungary:
- Number of students: 2008 - 169,16; 2010 - 188,90; 2013 - 232,08; 2014 - 245,98; 2015 - 261,55; 2016 - 286,28; 2017 - 323,09
- Number of foreign students: 2008 - 169,16; 2010 - 188,90; 2013 - 232,08; 2014 - 245,98; 2015 - 261,55; 2016 - 286,28; 2017 - 323,09
- Ratio of foreign students: 2008 - 0.00%; 2010 - 2.00%; 2013 - 4.00%; 2014 - 6.00%; 2015 - 8.00%; 2016 - 10.00%; 2017 - 12.00%
HUNGARIAN HE INTERNATIONALISATION GOALS

- **By 2020 20%** of the graduates shall have international learning experience (national average 10.1%), increasing the number of foreign students to 40 000 (2017: 32 000)

- **Enlarging high quality higher education** offer (programs) and high quality higher education services for international students

- Higher educational **modernization**, increasing quality of higher education for Hungarian students as well

- **Large variety of international students** on university campuses: enhancing values of the international classroom, internationalization at home, intercultural skills

- Larger attractiveness, **global visibility**, attracting top talents, enlarging the Hungarian scientific global network
HUNGARIAN HE INTERNATIONALISATION TOOLS

- **CAMPUS MUNDI**
  - Outgoing (Hungarian) student mobility; Higher Education Internationalization

- **Erasmus**
  - European and non-European student, staff mobility and partnerships

- **Stipendium Hungaricum**
  - International scholarship holder students in full degree programmes; Higher Education Internationalization

- **Bilateral State Scholarship**
  - Student, staff, researcher mobilities between partner countries of Hungary

- **CEEPUS**
  - Regional (Central-European) funds for mobility and partnerships
SUPPORTING HEIS IN ENHANCING THEIR INTERNATIONAL VISIBILITY

Goals:
• Presentation of the full range of supported institution’s courses
• Synergistic representation of foreign language courses available in Hungary

Occasions:
• Supporting Hungarian HEIs in participation – 6 events/year (Europe, Asia, South and North-America)
• Student fairs, exhibitions and conferences:
  • EAIE
  • NAFSA
  • APAIE
  • Europosgrados, Europós
  • EHEF
  • Study in Europe cooperation
I. Research on international student mobility
   - Outbound mobility, attitude assessment of Hungarian students
   - Inbound mobility, assessment of international students’ opinions
   - Tracking international students

II. Research on international staff and scholars mobility
   - Internationalisation of Doctoral Schools
   - Role of international mobility in building institutional partnerships and developing curricula

III. Impact assessment about participations in international exhibitions, students fairs and conferences
   - Assessment of long-term impacts, developing policy recommendations
SUPPORTING THE DEVELOPMENT OF HEIS

I. Capacity building, network building, conferences
   • Developing network of international coordinators.
   • Human resources development.
   • Peer learning activities.

II. Development of (institutional and student) services
   • Guide for mentoring international students.
   • Development of data sources.
   • Online customer service.

III. Peer Learning Activities
   • Internal and external quality development workshops
   • Internationalization quality assessment process
INTERNATIONALIZATION QUALITY ASSESSMENT PROCEDURE

Goals

• Introduction of uniform dimensions and indicators of internationalization
• Regularisation of institutional quality assurance
• Deepening the self-evaluation culture by presenting the main indicators
• More conscious development of HEIs internationalization processes
• Increasing the success of international institutional and program accreditation procedures

ENHANCEMENT APPROACH
considering the institutions’ specific characteristics and goals (level of internationalization activities vary to a great extent among the 67 institutions), encouraging to set their own goals and benchmark against their own progress
Background

• Peer learning activity about internationalisation (2013)

• Participants: Hungarian and foreign experts, Ministry

• Internationalisation of Hungarian higher education institutions – background document of the process in coordination with the international practice

• Supporting international organisation:

• 10 institutions successfully participated
PARTICIPATING INSTITUTIONS

Budapest Business School
Eszterházy Károly College
Moholy-Nagy University of Art and Design
Pázmány Péter Catholic University
Semmelweis University
Szent István University
University of Debrecen
University of Miskolc
University of Pécs
University of Szeged
METHODOLOGY

Main actors of the assessment

1. Institutions:
   Participation of the institutions is voluntary
   - Internationalisation as proxy for institutional quality
   - Prestige

2. Expert team:
   Group of foreign and national experts
   - setting up the team in partnership with Academic Cooperation Association

3. TPF
   Coordinator, communication channel between the institution and the experts
METHODOLOGY

I. PHASE

Duration
around 4 months

Expert group
one international and two Hungarian expert
selected whom main expert field matches the institutional profile

I/1. Self-assessment report:
• Online template
• On institutional level, and optionally on faculty level also
• Each chapter describes a particular internationalization dimension with a list of indicators (in Hungarian and English)
• Institutional engagement
• Resources for internationalization purposes
• Internationalization in teaching
• Internationalization in research
• Services to facilitate internationalization
• Quality assurance, feedback from the stakeholders
I/2. Site visit

- To verify and to clarify information provided in the self-assessment report
- To formulate the expert team’s preliminary conclusions
- Two days of meetings/interviews with key personnel of internationalization activities, students and other stakeholders
- Concludes with a final de-briefing meeting involving the expert team members and the management
- Follows a previously agreed agenda

I/3. Assessment final report

- produced by the expert group
- ground for further actions and measures for the institution
- Includes relevant and explicit conclusions and recommendations
I/4. Action plan
- To clarify the goals, formulate a timeline, responsible persons should be assigned
- Development plan for the next 2-5 years
- All interested parties have to agree on the final version

II. PHASE
Aim is to engage the institution in a constant process - following the I. phase in two or three years
Duration
- around 2 months,
Expert group
- one international and two Hungarian expert (at least one expert from the I. phase)
II/1. Follow-up questionnaire
• Online template
• aims at **evaluating the progress** has been made since the last assessment
• Simple questionnaire to demonstrate progress in the areas of the action plan

II/2. Progress visit
• **consultancy**, facilitating further progress
• duration is half day
• enhancement-oriented dialogue

II/3. Monitoring report
• determining the areas to be improved
1. Evaluation of internationalization audit process in Campus Hungary Programme
   • Questionnaire on the experiences of the process (among 9 institutions)
   • Institutions found the overall review extremely helpful
   • 9 out of ten institutions are open to enter the II. phase

   • Interpretation of internationalization: important element of the strategy to be built in the practice of teaching and research (8) – breaking point (4)

   • Motivation: external view (7), supporting tool (7), positioning the institution (5) – decision of the management (3)

   • Expectations: exploring strengths and weaknesses (8), finding development goals (8) – meeting best practice (5)
INSTITUTIONAL FEEDBACK, RESULTS

• **Benefits** – mainly conceptual: rethinking of the institutional internationalization structure and processes; data collection; conclusions for further development.

• **Problems** – mainly technical: constraints of the self-assessment; short time for preparing and completing the institutional visit; timing.

• **Data collection**: easy access to those data which have been recorded in the internationalization offices (e.g. student numbers and mobility data); financial data and information on the research activities have been reached with difficulties.

**Success stories:**

• Degree programmes in a foreign language with large number of students from abroad

• Increase in the number of courses offered in foreign languages

• Significant increase in student mobility activities

• New international office with strengthened role inside of the institution

• Increased number of scientific publications and projects
NEXT STEPS

2. Peer-learning activity
   • With the participation of auditors, experts and institutional representatives
   • To determine the directions of improvement, collecting recommendations for changes in the methodology

3. Based on the professional feedback the handbook was revised

4. Training of the newly established expert pool

5. Future procedures
   • Open to all interested HEI in Hungary
     - institutions which are in the early development phase of internationalization and need support
     - institutions which aims to incorporate internationalization activities into the overall institutional quality assurance system
   • three to five audits per year until 2021
Number of sending partners and quotas offered

Year | Number of partners | Quota offered
--- | --- | ---
2015 | 31 | 2600
2016 | 49 | 3580
2017 | 49 | 4555
2018 | 59 | 4898

Number of study programmes

- Doctoral: 127
- Master: 137
- Bachelor: 201
STIPENDIUM HUNGARICUM
SCHOLARSHIP HOLDERS

Number of applicants
Number of awarded scholarships
Enrolled scholarship holders
Graduated scholarship holders

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THANK YOU FOR YOUR ATTENTION!

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