

EÖTVÖS JÓZSEF COLLEGE

ERASMUS+ POLICY STATEMENT



The refined unique training portfolio of Eötvös József College, as well as the environmental (cultural-social) endowment of its headquarter, clearly identify and designate the strategic goal system that helps maintain or increase competitiveness. The management of the Institution has recognized that the international dimension is essential for the institution in an increasingly competitive environment. This recognition clearly identified and elevated international relations to a strategic level. The result of the process, that the international strategy that the international strategy has become a top-down, conscious and pre-planned process, which permeates the entire vertical of the institution. The key point of the target preference is the mission of EJC should be based on the basic competencies of the institution, in other words, quality professional training adapted to today's expectations. This process is supported by the social and economic integration of the headquarter of the Institution. The proximity of the national border, the multicultural social environment of the headquarter, which includes several nationalities, and at the same time the gradual erosion of the social preservation power of the region clearly confirms the justification of the competitive priority followed by the Institution.

The results achieved in the last period (2014-2020 period) reflect the effectiveness of incorporating (involving) the international dimension into the operational model. Synergy effects of the programs implemented with international partners, homogeneous professional networks formed and developed on the basis of the competency map, knowledge base-based associations, collaborations, summer universities, coordinator meetings, trainings in various foreign languages could be implemented through the most effective use. By reserving free capacities and making more efficient use of them, a more dynamic, sustainable and development-oriented operating model could be realized in the long run, while increasing the international reputation and competitiveness of the institution.

The achieved results predestine the management of the institution to adapt the international procedures and tools used and applied in order to implement an international knowledge center and quality practice-oriented education at the regional level, formulated as a strategic goal, to today's international expectations. The ultimate

goal is to integrate the Institution more closely into the European professional and educational community. In order to achieve this goal, the management is committed to the developments that shape the organization in the direction of achieving an environmentally friendly, long-term sustainable operating model that flexibly adapts to environmental challenges. With regard to international mobility, the international attractiveness of the institution will be enhanced if all citizens of the Institution (students, staff) and the wider social environment are reached by a knowledge base providing a broad international approach and insight, as well as through the digitization and simplification of processes and procedures, the coherent and transparent application of regulations and the development of an inclusive portfolio of services

At the same time, the supportive environment and the supervision of the implementation process are formulated as key aspects in the introduction and implementation of development processes. Appropriate intervention and corrective measures (action plans) may be applied, if necessary, in order to build a workable system.

The above measures would help the less mobile citizens of our institution to learn about the diverse cultural values, attitudes and ways of thinking that characterize EU society. As a result of the effects, the intensity of outbound mobilities may increase, which can have a positive effect on the possibility of students being placed in the labor market, expanding the contact capital of employees, modernizing the curriculum by incorporating new knowledge into the educational curriculum, and ultimately by implementing joint trainings and research. Ultimately, the set strategic goal is the implementation of competitive quality education based on the mutual benefits of professional networks embedded in the international environment, established with partner institutions, and, in the longer term, an international research center at the regional level.

Erasmus+ program is an integral part of the institutional strategy. Erasmus+ contributes to improving staff and student mobility and to participating in European and international cooperation projects. Bilateral cooperation plays an important role in the life of the College. The College offers only basic course (BA/BsC level, training in pedagogy and in economics), and therefore the target groups for mobility are first-year students, academic and administrative staff.

Our strategy for modernization and internationalization is based on the high quality implementation of Erasmus+ cooperation and the establishment of sustainable strategic partnerships. Every successful partnership is the result of commitment and mutual benefit. Many of our partnerships originate from unique relationships between academic staff. Others have been introduced through existing partners or other networks. Our international partner institutions are diverse, reflecting the differing needs and priorities of our partners and our own students and staff. In addition to developing multi-dimensional and strategic partnerships, we also recognize the place of special purpose partnerships.

The Institution strives to present the results of the process of internationalization to the general public, thus promoting its understanding and importance, as it contributes to the aging of international reputation and the increase of competitiveness. The best practices and results achieved will be announced on information days on the official website. New opportunities for international cooperation will be brought to the attention of educators, staff and students in annual Erasmus+ information evening and in the form of leaflets. Our short-term plans include joint curriculum development in the international environment and launching joint courses. Our overall strategic objectives include aligning with the objectives of the Erasmus+ program, increasing mobility, disseminating the Program outside Europe, and maintaining excellence in education, research and excellence.

In order to achieve these goals, we have established an International Relations Office under the direction of the Rector, whose staff primarily coordinates the processes of the Erasmus+ program, thus providing the basis for the human capital necessary for the implementation of the program. The staff of the International Relations Office continuously participates in various trainings, coordinator meetings, international Erasmus+ meetings organized by partner institutions, international education fairs, student recruitment events.

The College offers high-quality services to international students and staff to facilitate integration, including language preparation, personalized counseling, and documentation assistance.

By regularly monitoring and evaluating our bilateral agreements, we offer opportunities to develop new programs and improve existing ones, and ensure the sustainability of our cooperation. The quality criteria set out in our international strategy play a decisive role when considering potential partner institutions.

Mobility participants and grants will be selected in a fair, transparent, coherent and documented manner, based on the evaluation criteria defined by the College.

Overall, the pillars of the above development ideas, the international strategy and the implementation of the Erasmus+ program are based on the following ideas:

- Blended mobility - development of virtual competencies and skills: today's IT environment requires the development and possession of virtual competencies and skills. Our institution assigns an important role in the introduction of blended mobility. In addition to the acquisition of virtual key competencies and skills, we also expect the introduction of this type of mobility to increase the effectiveness and efficiency of mobility (introduction of online courses).
- Digitization: in line with EU expectations, the Institution has decided to modernize Erasmus+ procedures and processes. Simplification and increasing the degree of automation of repetitive processes, reducing the incidence of errors can be achieved in a clear, streamlined and coherent system. Ultimately, digitization would improve the quality of activities and processes (through the implementation of Erasmus+ Dashboard, Erasmus+ mobile app, digital document management and signatures).
- Environmentally conscious approach: the international strategy, so the Erasmus+ program, has a significant importance in shaping the viewpoint within the Institution. It serve as a model for modern “good practice” in international procedures in the reorganization of other processes within the institution. With this responsibility in mind, the intention is to implement a sustainable, paperless, green Erasmus+ program (taking over the "Erasmus+ without paper" initiative).
- Inclusive, comprehensive package and management: in order to increase the international attractiveness of the Institution, it is necessary to improve the quality of services available to Erasmus+ participants. This development

would mean both the quantitative and qualitative improvement of the service areas. The aim is to increase the number of international mobility of the Institution, both for students and staff (teacher and training mobility) (introduction of European Student Card, expansion of its range of services).

- Simple and transparent process: an essential condition for internationalization is to reach the widest possible range of stakeholders and to meet clear, transparent and easy-to-manage activities before, during and after the implementation of Erasmus+ mobilities (introduction of the so-called one-window system, Erasmus+ mobile application).

Our institution focuses on Erasmus+ Key Action 1 (KA1) activities, which have been successfully implemented over the past applications and years thanks to our wide network of contacts.

Due to the importance of the Erasmus + program, the regulation of its activities is carried out with special sensitivity and responsibility, with a conscious, pre-planned procedure, through the Erasmus regulations adopted by the highest decision-making body of the institution. Effective and efficient implementation of the program in view of the principles of the formulated development ideas, a fair and equitable system of procedures is implemented in equal treatment regardless of gender, age, nationality or religion, political affiliation.

Facilitating the implementation of the Erasmus+ program, primarily supporting the work of the Institutional Erasmus+ Coordinators, our plan is to use the Erasmus+ Dashboard software developed centrally as a result of simplicity and digitization. As the implementation of the application is in the process of testing, the implementation of the program in the next academic year would take place in parallel with the “traditional” procedure, in order to minimize errors during its full implementation and in order to avoid complete system shutdown.

The implementation of the Erasmus+ program (building on our accumulated decades of experience) would be based on the following activities:

1. Selection of partner institutions, signing of Interinstitutional Agreements:

The selection of foreign institutions is based on the proposal of the Erasmus+ coordinators in the field, taking into account the opinion of the head of the institute and the rector, the lecturers of the institute and the vice-rector. International networks are shaped by two determining factors: on the one hand, the opinion of senior management has a significant impact on the content and structure, and on the other hand, due to the increase in teacher mobility, teachers' contact capital has a significant impact on the network. The Erasmus + coordinator of the specified institution is contacted by the Erasmus+ coordinator of the institution and they will agree on the field of mobility and the mobility frameworks, although the contract is signed by the Rector of the institution on behalf of the College. In the future, the interinstitutional contract will be countersigned by the Rector's digital signature, in line with digitization efforts. Eötvös József College informs the public on the official website if the College develops a cooperation and contract with the selected partner institution (the website provides information on the contact details of the partner institutions, the required level of language skills).

2. The published Erasmus+ call for proposals within the institution

Within one academic year, we announce two applications (autumn and spring) in each semester with the consent of the Rector and the Chancellor, and in some cases we also announce a supplementary invitation. Applicants can apply for Erasmus+ mobility by downloading or completing the online application form and then sending it by e-mail or sending it directly through the website (in the case of online applications). Application forms are managed and organized by the staff of the International Relations Office. Once the call for proposals has been closed, the institutional coordinator and the specialist coordinators, in the presence of the Rector, will rank the candidates and then notify them by e-mail of the result of the ranking (supported, zero-grant and rejected applicants). The evaluation criteria system will be uploaded on the website. When defining the evaluation criteria system, we take into account predictability and stability. Applicants may object to the decision by e-mail within 8 days. Appeals are examined by a committee convened by the Institutional Erasmus+ Coordinator, which consists of the Rector, the Chancellor, the Head of the Accreditation Department, the Head of the Study Department and the Institutional Erasmus+ Coordinator. Once the final order has been

established, the Erasmus+ coordinators will consult the applicants on the implementation of the mobility. The institutional coordinator notifies the successful candidates by e-mail (nomination) to the coordinator of the partner institution chosen by the applicant, and then the coordinator of the partner institution contacts the applicant, so he / she will be in direct contact with the competent authority of the host institution. The institutional coordinator provides access to the OLS language proficiency survey for students participating in mobility.

3. Learning agreement for studies/traineeship, Mobility agreement for training/teaching and the grant agreement

Erasmus+ coordinators will assist in preparing a learning agreement, an internship plan and a mobility agreement for training or for teaching. In the selection of subjects, in the compilation of the traineeship plan students may ask help from the institute directors and lecturers beside the Erasmus+ coordinators, facilitating the acceptance of their foreign study and work performance. Staff may request administrative assistance in compiling their mobility plan. Once the applicant has a study or internship learning agreement or mobility agreement, the institutional coordinator countersigns or sends the draft grant (scholarship) contract, the Erasmus+ Charter for Higher Education and the documents contains quality requirements for the applicant. The grant agreement is signed by the applicants, the rector, the chancellor, the head of the financial department and the institutional Erasmus+ coordinator.

4. Departure and pre-departure activities

Before start the mobility, the applicants will take part in a short information presentation and consultation, which will be held by the institution's Erasmus+ coordinator. As part of this consultation, they will receive significant information of their tasks, opportunities and obligations - eg: modification of the learning agreement and its process, use of an OLS language course, number of ECTS credits to be completed, certificate of completion, who to turn to in case of health problems, etc. As well as the importance of completing the OLS language proficiency test upon their return, the process of accrediting the obtained ECTS credits, and the availability of the necessary documents. The institutional Erasmus+ coordinator helps to take out various insurances, i.e. informs the applicants about the offers of frequently used insurance companies. For the most

effective mobility possible, „travelers” will receive a checklist to help them with what to do. we provide a short-term, intensive language development training (which can also be attended by those involved in staff mobility) Before traveling, EJC also provide the opportunity to attend specialist classes in foreign language (these lessons are typically for incoming Erasmus+ students). For our outgoing students, in order to improve their language skills, we offer them to participate in this training.

5. Post-departure activities

The staff of the International Relations Office will remain in constant contact with the participants in the mobility even after the start of the mobility, increasing the maintenance of a high level of mobility satisfaction. We ask for continuous (monthly) feedback by e-mail on outgoing students about the process of completing the chosen lessons, as the student consults with his/her host lecturer of the subject to be accredited before starting the mobility. This process is also required by students in order to avoid the potential risk of non-completion of the academic year. If the study agreement has been amended, the field coordinator will assist in the modification of the subjects or help to contact the instructor related to the new chosen subject.

The institutional Erasmus+ coordinator is in contact with the coordinator of the partner institutions before, during and after the mobility. The recognition of foreign achievements and the assessment of student accreditation applications will be processed by the staff of the accreditation department of the institution, which also includes the Erasmus+ coordinator of the institution and the head of the Study Department.

After the student or staff member has arrived, the participant have to prepare a short text report illustrated with pictures, which will be published on the institution's website, thus helping to promote the Erasmus+ program.

Following the end of the academic year, the results of the online central satisfaction questionnaire feedback from mobility participants will be evaluated by the International Relations Office and, if necessary, the steps of the procedure will be developed by defining action plans.

In the near future we would like to introduce a new type of mobility, which is blended mobility. On the one hand, in order to maintain a homogeneous professional network established and maintained with international partners, it would be implemented in staff

(for teaching and for training) mobility. Professional knowledge and knowledge base, educational methodology and didactic elements, good practices, etc. mutual exchange and transfer may presuppose the possession of certain professional knowledge, which cannot be fully understood during the completion of the mobility period, as the parameters of the mobilities (eg time interval, environment, etc.) do not allow this. In order to avoid this, the transfer of mainly theoretical background knowledge would take place in the online, virtual mobility part (3-5 consultations / day on request), while the transfer of expertise essential for physical contact would take place during the actual visit (5-7 consultations / day). However, this solution can also be implemented through student mobility.

In order to continue partial studies or in the case of internship in abroad, we would like to provide an opportunity for the students to acquire virtual competencies. Before the actual departure and physical start of the mobility, the student will travel just after the preparatory training and after acquiring the skills that can be implemented and acquired online. The online preparation would take a week or two, and the mobility part, which requires a physical connection, would take 2-4 months, depending on the type of mobility. Due to the nature of the trainings provided by the Institution, the training network includes a mandatory internship in almost all trainings. In establishing homogeneous professional networks, we also tried to conclude a cooperation agreement with prominent representatives of practical life (foreign kindergartens, primary schools, economic actors), whose representatives regularly give lectures on the practical side of the profession and present their business at Erasmus+ events organized by the institution. The initiative has had a beneficial effect on the mobility skills of non-mobile students and their commitment to professional life, with more and more students applying for Erasmus+ mobility to gain work experience in abroad.

Due to capacity constraints, blended mobility would make it possible to increase the number of participants in mobility and the efficiency of performance during the actual physical performance. In the implementation of blended mobility, it is determined by taking into account a sensitive aspect when determining the duration of virtual mobility, therefore the staff of the International Relations Office provides help and encouragement to the participants.

In order to simplify the Erasmus+ processes and make them more transparent, we would like to introduce the use of the Erasmus+ Dashboard application as early as September. The application would be available as a virtual support system, allowing the development of a unified system of applicants, consistent management, and the planned implementation of transparent activities of mobility processes. The Erasmus+ Dashboard application appears as a guideline for environmentally conscious development within the institution, as it facilitates and supports the implementation of digitization and paperless workflows and procedures. Online interinstitutional agreements, the possibility of concluding study contracts, the possibility of digital signatures, the European Student Card and the possibility of linking the Erasmus+ mobile application simplify the whole procedure and activities mentioned above in many areas. The Erasmus+ Dashboard would be managed and coordinated by the staff of the International Relations Office. The application allows the staff of the International Relations Office to be available as a kind of virtual support, reminding students in mobility about meeting deadlines and current events. Applicants for mobility can use the free Erasmus+ mobile application to manage the mobility process in the so-called through a one-window system. Which means that the application form, learning agreement (in the case of an internship from 2021) could be implemented through digital signature. The digitization of online study contracts frees up the staff of the International Relations Office from significant work, so the source of possible errors can also be significantly reduced. However, the possibility of linking it to the OLS system would make it even easier and more efficient to take part in an OLS language course during mobility, thus having a positive effect on the development of language skills. The institution is committed to the implementation of these developments, as it enables the simplification and digitization of work processes, the environmentally conscious procedure, ie a more sustainable and modern institutional activity system, but at the same time expects other tasks and problem-solving approaches to create a virtual support atmosphere.

- Activities related to incoming mobility

In the case of incoming mobilities, the selection process is carried out by the sending partner institution using a pre-prepared evaluation system. The coordinator of the

partner institution will notify EJC about the list of the applicants by e-mail. The institutional coordinator of EJC will contact the applicant and send the necessary documents (list of subjects, school year schedule, application form, study contract, accommodation, entry and insurance assistance, etc.). In order to simplify the application process, we would use an online interface by filling in the application form and attaching the necessary documents. The next step is to complete the learning agreement. Thanks to the online interface, the application process takes place with faster feedback and shorter lead times. The study contract containing the subjects chosen by the incoming student is signed by the institutional Erasmus+ coordinator. In terms of tasks, the institutional coordinators provide assistance in the administrative tasks of the applicants, which include the completion of application forms, information about visa, insurance, travel and accommodation. EJC use a recognized ECTS credit system, which facilitates the recognition of the student's studies by the sending institution. During the semester, the student can complete an average of 30 credits, for which subjects we provide a subject description for the partner institution and the student. (it can be downloaded from the website of the institution, and contains the number of hours of the subject per week, the ECTS, the required language level), thereby also facilitating the acceptance of the subjects.

The institutional coordinator holds an information / orientation day for the incoming students (introduces the institution, city, local features, assists in obtaining a library and sport card, and helps with enrollment and residence permit documents). On the orientation day, the representatives of the service units (sports office, career center, HÖK, service office, etc.) will also introduce themselves and inform them about their activities (thus strengthening the system of personal contacts). The college notifies the local police headquarters about the incoming students in order to prevent and avoid any inconvenience. At the same time, we consider it important to inform the local population, international students are greeted by the institution at an official host event (Rector, Vice-Rector, Chancellor, the Mayor of the city and the Erasmus+ Coordinator of the institution will greet the students in the presence of the local TV).

In the case of incoming students, the field coordinators are in constant contact, so the feedback on the performance is continuous, and if necessary, we will give a help for the

students. The daily lives of incoming students are assisted by mentor students, "erasmus bodies" selected from among the students of the institution. The role of "erasmus body" is typically filled by a student who has already participated in an Erasmus+ program. Erasmus body helps the incoming student in the operational tasks (for example: library, college events - freshman ball, sports services, student day, vocational college opportunities, hiking, excursions).

The Transcript of Records document is issued by the institutional coordinator, while it is signed by the Rector or the Head of the Studies Department. In the case of staff mobility, the institutional Erasmus+ coordinator helps to contact, prepare and coordinate the necessary documentation, which is more necessary for staff mobility. The training / education and completion certificate is signed by the institutional coordinator.

The possibility of blended mobility, a new type of mobility, would also be developed for students and staff involved in incoming mobility. It could be implemented for the employees in order to maintain a homogeneous professional network efficiently and effectively, or for the purpose of continuing partial studies or for students starting their internship abroad, we would like to provide an opportunity to acquire virtual competencies and skills for the participants. The technical preconditions for blended mobility are given, the professional competencies and qualifications of the instructors can be brought to the appropriate level with the help of the staff of the IT Group, so participants can take part in preparatory training, presentations about the institution and its environment, welcome meetings to support entry, introductory conversations, language development training, and the acquisition of skills that can be implemented and acquired online before travel and start the second part of the mobility (which takes 2-4 months depends on the type of the mobility).

With the introduction of the Erasmus+ dashboard application planned in the near future, incoming mobilities can be brought into a unified framework. After the notification by the coordinator of the partner institution about the applicants, the necessary documents (invitation letter, application form, learning agreement, mobility agreement, if possible the certificate of completion, etc.) are managed in digital form, through well-traceable processes. In the case of incoming mobilities, we would like to create an access to an inclusive, complex package of services, for which we would utilize the free Erasmus +

mobile application and the European Student Card. The coordination and signing of the learning agreement would be complete online, with a digital signature. Before and during the mobility, up-to-date information on current deadlines, activities or events could be provided through the Erasmus+ mobile application. The “erasmus body” system operated by the institution and the social platform would be supplemented and connected with the Erasmus+ mobile application. By 2025, we plan to achieve uniform access to the service packages offered by the institution (library rental card, sports card, etc.) with the help of the European Student Card.

As a higher education institution, up-to-date multicultural educational techniques, the possibilities of preserving and surviving linguistic diversity, and learning new areas of cooperation are the benefits of the program. The primary objective of the Erasmus + program (keeping in mind the systematic construction, ie building on the results of the previous period) was to further deepen the connection with partner institutions and international professional cooperation, in particular to utilize the mutual benefits of homogeneous professional networks by deepening vertical and horizontal collaborations (launching joint trainings, carrying out joint research, etc.). The primary goal of these efforts is to increase the intensity of mobility between institutions (students, staff), to launch joint trainings and to broaden the knowledge base, to increase operational efficiency by mutually adopting good practices and partially or completely transforming work processes. In addition to the development of language skills, getting to know the cultural heritage and economic environment also increases the possibility of higher quality education. For the EJC, the primary impact will be the publications and results of joint events and research that underpin the cooperation, which will help to raise internationalization to a higher level. By achieving all these factors, our goal can be formulated to strengthen competitiveness by consolidating the supply portfolio and reputation of institutions. The implementation of the mobilities provided by the Erasmus + program.

The implementation of different types of (student, staff) Erasmus + mobilities can have a number of positive effects on the process of internationalization of our institution. Increasing the level of satisfaction and recognition by linking participation in mobility

and the advancement of the professional career model, the first initiative of its connection points was successfully implemented in the implementation cycle of the previous Erasmus+ program. The most striking positive benefits of mobility can be attributed to student mobility. Student mobility (study, internship) helps to broaden the horizons of our students, to acquire the way of thinking of other educational, learning and work cultures, to acquire new professional knowledge, to get to know different European cultures, and to develop their foreign language skills. Staff mobility can serve as a suitable framework for improving the efficiency of processes within the institution by adopting the good practices of the partner institutions, but at the same time it can have a beneficial effect on the effectiveness of student mobility between institutions by creating common work platforms and work processes. While on the part of lecturers, instructors, professional competencies, a wider range of even new knowledge, new directions and trainings may be prerequisites as highly eligible components. Lecturer who have international connections or who have just spoken a foreign language, mobility (learn the good practice of a partner institution) brings an advantage during their career. In addition to the implementation of the institutional strategy, the processes have a beneficial effect on the experience of the European life of university citizens. Especially in the case of our Institution, where neither the students' family background nor the operational framework of our Institution allows the implementation of international student and staff mobility.

Among the types of mobility for students, we would like to focus on SMP, ie mobility for professional internships in the future, thanks to our extended network of contacts. This type of mobility is very popular in both economics and pedagogy field, taking into account the results of previous years, we involve 20-30 students in each application period, which in the future we would be able to pursue with the same, if not more intensity. Unfortunately, despite our efforts and promotional activities, study mobility lags behind the participation rate of internships, the main reasons for which are the student's language and other uncertainties. We are trying to reduce these uncertainties in several ways, such as by launching language courses and involving foreign students. Mobility for teaching has always been very popular in our institution with regard to Croatian and German specialization in the field of pedagogy. Regarding the mobility of

employees for training purposes, it can be said that due to the intensive promotional work of recent years, the participation shows an increase, and we expect a further increase in the popularity in the future too. EJC also provide language training in English for instructors and staff thereby helping for the participant. With regard to the target areas for mobility, although the list is led by the institutions providing the basis for professional cooperation with Croatia, Romania, Slovakia, Germany and Austria, although several of our colleagues are open to strengthen future cooperation with not so prominent contacts (Turkey, Portugal and Malta).

In the longer term, we would like to realize the following average quantitative mobility figures per academic year:

- Study mobility: 3% of the total number of students,
- Internship mobility: 7% of the total number of students,
- Teacher mobility: 70% of the teaching staff,
- Training mobility: 50% of the staff server staff.