

# How to Manage Mobility from Third Countries

## THE CASE OF LSMU

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# Contents

- What is known about third (neighboring, partner) countries?
- May students from partner countries appear different, what aspects?
- Expected issues based on experience with full degree students;
- Working with HEI in partner countries;
- No solutions suggested, aim to share experience ...

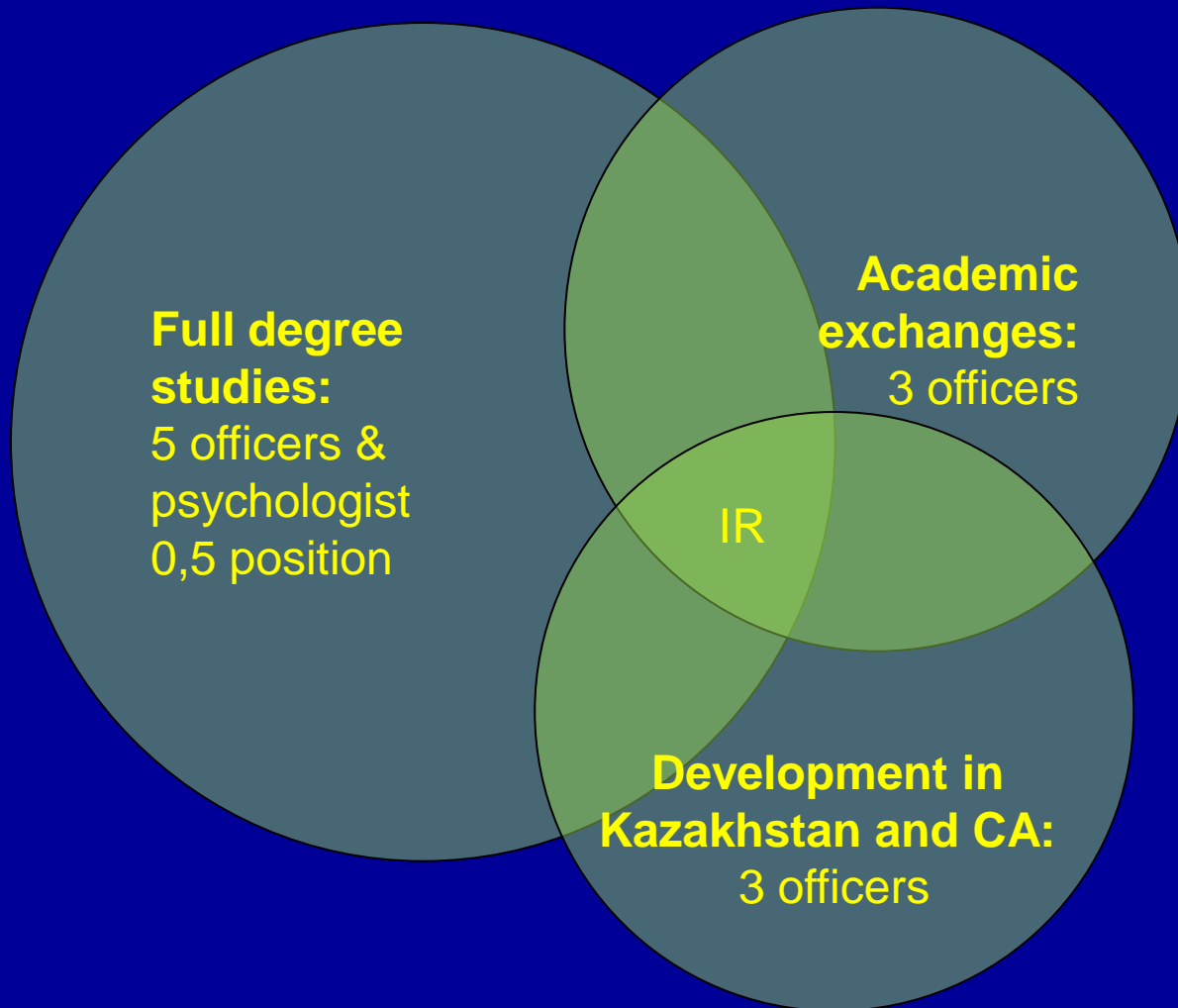
# The current status of Erasmus+

- Fairly known scope of the third countries;
- Minor experience with students and institutions;
- More questions than answers, in general.

# LSMU profile in education of international students

- Full degree programmes in English since 1991;
- Near 600 full degree international students (Oct 1, 2013), over 40 nationalities;
- Erasmus programme since 1999;
- Free-movers programme since 2011;
- Development of activities (including academic mobility) towards the CA since 2010;
- Screening visits in Eastern Europe (Moldova) in 2013.

# Management of international affairs at LSMU

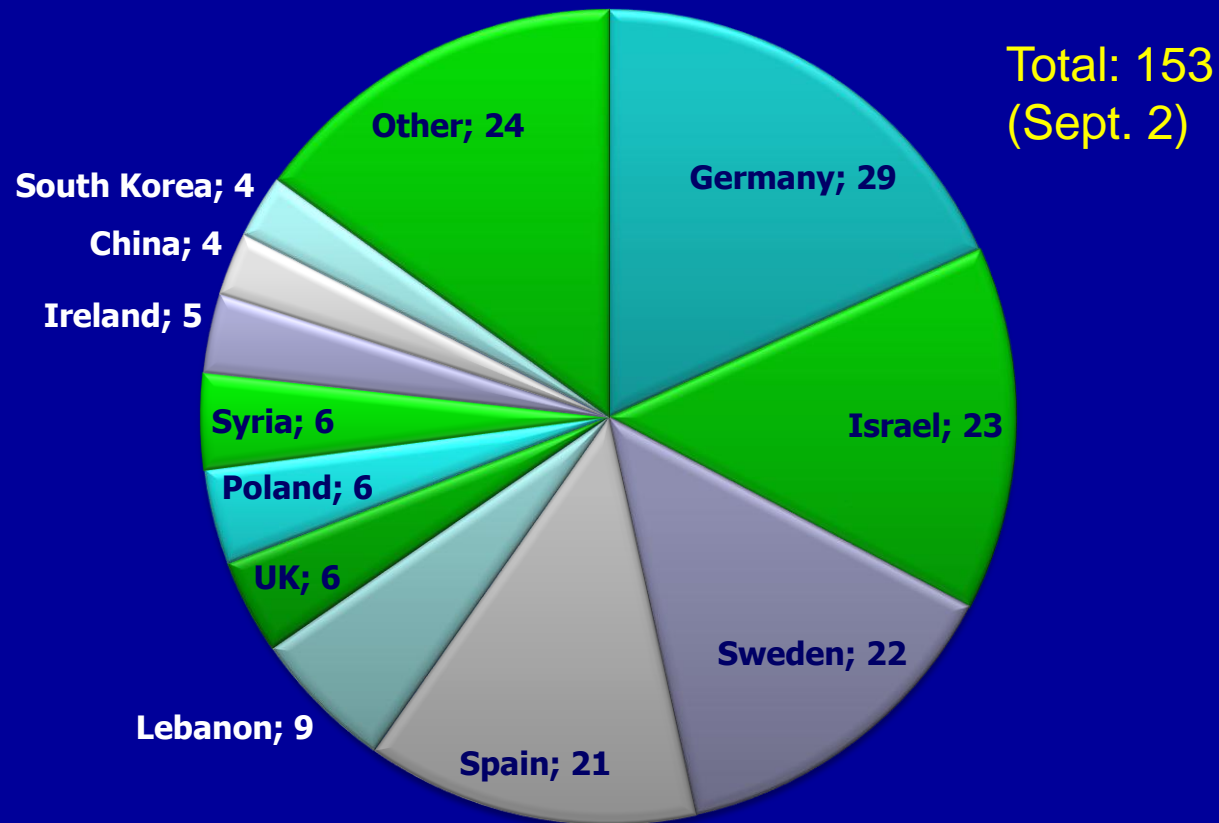


## International Relations and Study Centre

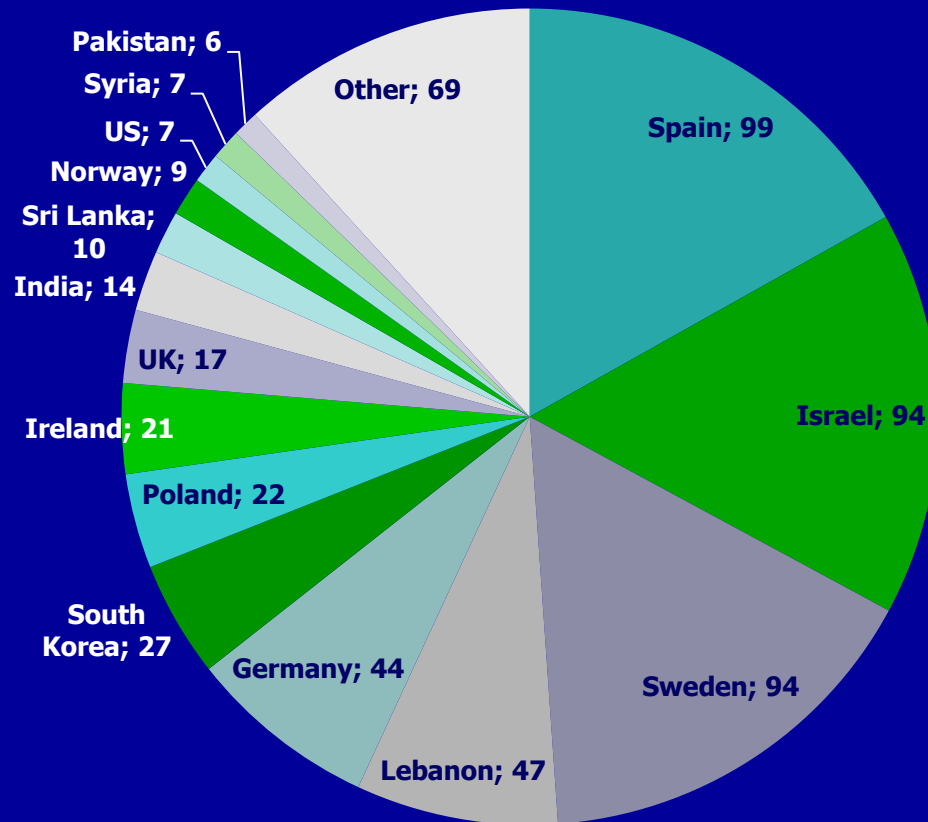
Faculty Status;  
Centralised model;

Management:  
-Dean,  
-Vice-dean,  
-Head of division

# Enrolment 2013 according to citizenship at LSMU



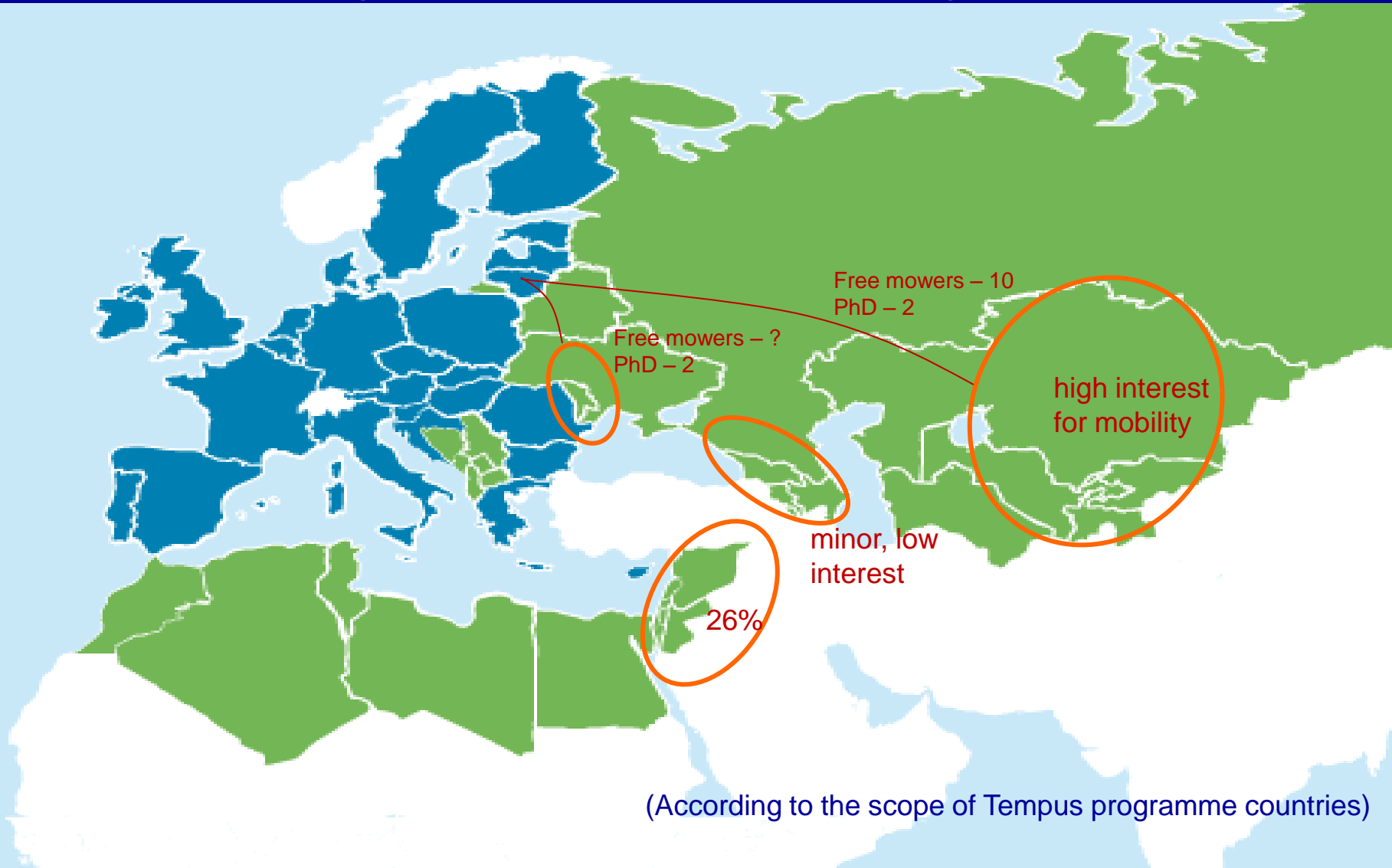
# Distribution of LSMU international students according to citizenship 2013/2014



Total: 587  
(Oct. 1)

Over 40 countries

# Experience with third countries (Middle East, CA)





# Different students expected?

- Academic aspect (objective data):
  - Typically lower academic performance – focus to the grade instead of knowledge;
  - Different learning culture.
- Cultural aspect (live experience by academic advisors):
  - More open in communication, demands, more often arguing;
  - Higher concern and support from parents;
  - From countries under the long term conflicts;
  - Food, calendar (academic vs religion), leisure time, “dress code”;
  - Cheating during the evaluation , plagiarism.

# Different students expected (cont.)?

- Formalities for consideration, expected risk factors:
  - visa and university's guarantees;
  - attractiveness of the Schengen area;
  - relevance to the study programme and according to prerequisites
  - management of scholarships.

# Partner institutions

- CA, Middle East:
  - “Eastern culture” aspect in cooperation (deadlines, often changes, selection of students etc.);
  - Transfer of credits for outgoing students, if any.

# Existing models by now

- Free-mover model with third countries – incoming students:
  - Managed by the academic mobility division;
  - Same schema used as for Erasmus/Nord+ students (LA, transcript of records, optional bilateral agreement);
  - Incoming mobility only.

# Summary – What we may expect at international offices

- Comparing with current status of Erasmus programme:
  - Increased diversity of cultures;
  - Higher workload per student from third countries;
  - Higher workload and cost of cooperation with partner institution;
- On the other hand:
  - MORE FUN;
  - MORE EXPERIENCE AND INTERNATIONAL COMPETENCE;
  - INCREASED INTERNATIONALISATION IN GENERAL.

Thank you !