Understanding Internationalization Process in Higher Education Institutions. Why do HEIs internationalize?

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Introductions – personal internationalization experiences

- Institutional
  - CEU – A university "international by design" (not internationalizing)
  - King's College London – a global university?

- Building and promoting international and transnational models

  – Bologna/EHEA models; Autonomy Scorecard (Kazakhstan, Myanmar), Fundamental Values project

  – EU-third mission: Smart specializations

  – Global: OSUN – Open Society University Network

- Scholarship – funding of internationalization; internationalization of teaching and learning, comparative studies. internationalization by integration; internationalization of the third mission

- Supporting scholarship– MA and PhD supervision (e.g. a global taxonomy of national internationalization strategies); editorial work (new trends, diasporas); national experiences (e.g. Russia, Kazakhstan)

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Journal of the European Higher Education Area

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Journal of the European Higher Education Area

Issue 4 - 2017

The Impact of the Bologna Process in Kosovo
Prospects and Challenges

👤 *Fjolla Kacaniku*

The Bologna Process has brought widespread developments in higher education throughout the European continent and beyond. There are even countries that have adopted the Bologna Process without being a signatory of the Bologna Declaration. Kosovo is such a case. Kosovo started implementing the Bologna Process in 2001 although it was never formally admitted as a member.This article explores why Kosovo implements the Bologna Process despite not being a member country and explains how Kosovo decided to adopt the Bologna Process. It discusses the reforms undertaken, and the improvements in the national higher education system triggered by these Bologna reforms. It also points out the challenges that Kosovo is facing, resulting from the fact that the country is not a formal member of the Bologna Process. Finally, the article argues that Kosovo has adopted the Bologna Process as a model of reforming its higher education system, and concludes that it would hugely encourage the country if it became an official member of the Bologna Process and thus the EHEA.

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Higher Education Reforms in Romania pp 205–226 | Cite as

National Strategies and Practices in Internationalisation of Higher Education: Lessons from a Cross-Country Comparison

Liviu Matei ✉ & Julia Iwinska

Chapter | Open Access | First Online: 01 January 2014

8478 Accesses | **4** Citations | **1** Altmetric

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Abstract

National strategies and practices in internationalisation of higher education vary across countries. So does their efficiency and impact. For countries that, like Romania, are considering adopting a national internationalisation strategy and are deliberating what exact model to choose (or develop), valuable lessons can be learned from a well-calibrated cross-country comparison. The present study was invited by the Romanian Executive Agency for

Table 2 System-level internationalisation strategies and approaches; main documents in which they are elaborated

From: National Strategies and Practices in Internationalisation of Higher Education: Lessons from a Cross-Country Comparison

Poland	Estonia	Germany	Romania
Lack of unified formal strategy at system level Bottom-up approaches coordinated by Rectors' Conference in cooperation with a non-governmental agency and, in some cases, local authorities Poland's Migration Policy (2012) – partially deals with status of international students, researchers, etc	Formal, well-articulated strategy, elaborated in a series of recent documents Internationalization Strategy 2006–2015; Agreement on Good Practice in Internationalization of Estonia's HEIs (Rectors' Conference, Ministry of Education & Research, Archimedes Foundation); Other documents: Estonian HE Strategy 2006–2015 Estonian Research, Development and Innovation Strategy 2007–2013	Numerous strategies in place since 1990s, well-articulated and coordinated, also across sectors and levels, based on and presented in formal documents Latest: DAAD Strategy 2020 (2013); Strategy of the Federal and Länder Ministers of Science for the Internationalisation of the Higher Education Institutions in Germany (2013); Strategy of the Federal Government for the Internationalization of Science and Research (2008)	Lack of unified formal strategy at system level; scattered reference in various documents. Existing practices driven mainly by European/Bologna processes and bilateral agreements. No nationally-driven approaches, except towards Moldova

Understanding internationalization:
J. Knight, 2003 –"classic" definition

the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education

Conceptualization of internationalization: areas and functions

Internationalization:

"the intentional process of integrating an international, intercultural or global dimension into the purposes, functions and delivery of post-secondary education **in order to achieve intended academic, socio-cultural, economic and/or political goals**" (Craciun 2019: 159)

Focus on education (teaching and learning) and research

Advance HE:

Internationalising HE is a transformative and continual process of sector-wide concern. Learning, teaching and research, and the interconnections between them are centrally important.

https://www.advance-he.ac.uk/guidance/teaching-and-learning/internationalisation

Internationalization – from definition to the list and type of internationalization activities

Covers (should cover!) all three missions of higher education:

Education, Research. Third Mission

Better see activities also considering motivations and actors.

A working taxonomy to zoom in

Actors/Motivations	Learning (1st mission)	Knowledge generation (research 2nd mission)	Contribution to society (3rd mission)	Income generation	Competition within HE. Economic Competitiveness.	Geopolitics
International organisations – intergovernmental and non-governmental. Intermediary organisations	European Universities Alliances; Lisbon CoE-UNESCO recognition convention	European Research Area (ERC, EIT)	Smart specialisation strategies	?	Lisbon strategy 200: make the EU the most competitive economy in the world (ERA)	Bologna Process; EU: trans-national, non-national universities – building a European *ethos* and *demos*.
National public authorities, governments and government agencies	Scholarships for study abroad (for incoming foreign students too?)	Support international joint research projects?	?	UK. France, US	Attract foreign students and staff for the economy; compensate for domestic	Networks of Russian, or Turkish universities
Universities	Internationalisation of curriculum; student and staff exchanges; partnerships	Cooperation within or outside formal frameworks	Anchor University network; Bard Prison Initiative	International recruitment; Extensions abroad?	population downturns (Romania); Human Capital; Rankings	?
Students	Study abroad; internships abroad; Joint degrees	Joint research?	?	–		
Staff	Curriculum and pedagogy PL	joint research projects; joint publications	?	–		

Geopolitical function of internationalization
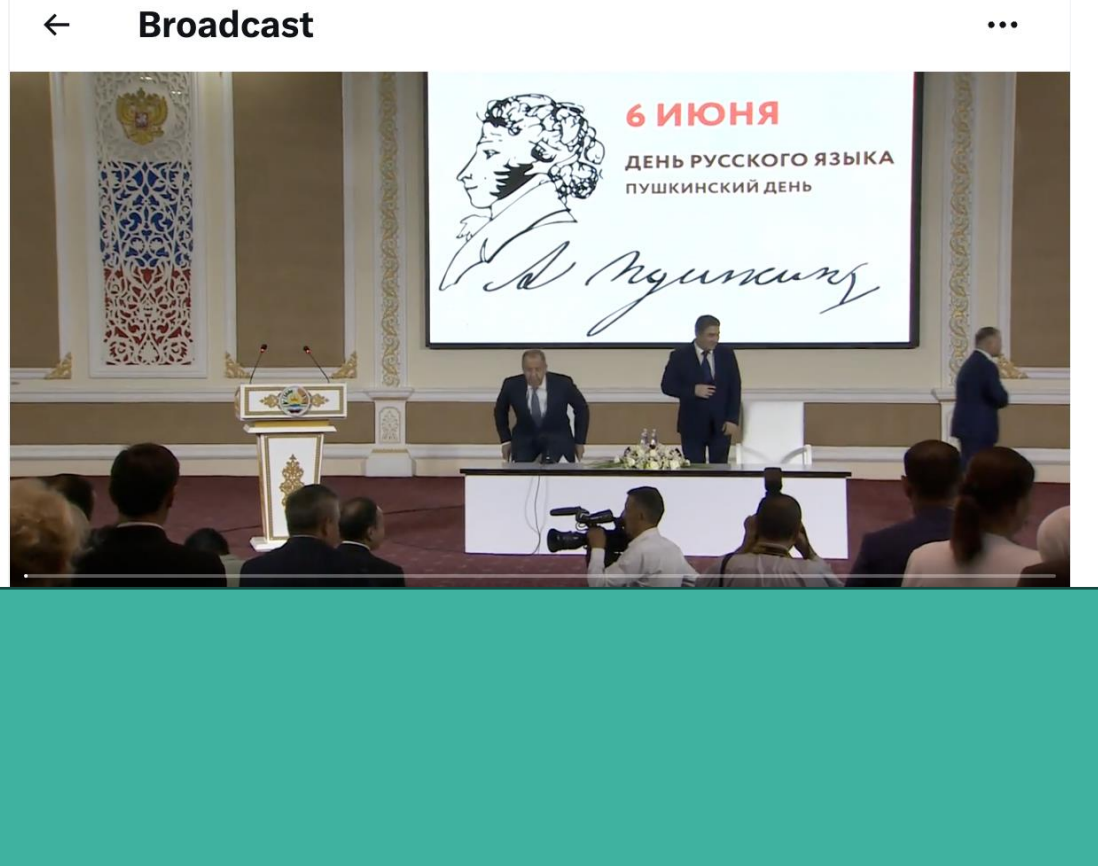
Foreign Minister Sergey Lavrov's remarks and replies to questions
Russian-Tajik Slavonic University, Dushanbe, February 5, 2019

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Russian Foreign Minister Sergey Lavrov addresses students and faculty of the Russian-Tajik Slavonic University

John Kerry, US Secretary of State, Campus Inauguration
American University of Central Asia
Bishkek, Kyrgyzstan
October 31, 2015

Actors

- International organizations; intergovernmental, non–governmental; professional

- National authorities; government agencies

- Universities

- University staff

- Students

Motivations

- Core missions of the university: education, research, contribution to society

- Income generation (from international students; from other sources)

- Competition in HE

- Labor market (directly/indirectly – Bologna, Erasmus, national experiences)

- Geopolitics

Other stakeholders

- Parents

- **Intermediary organizations:** EUA, Ligue of Research Intensive Universities, UNICA; professional associations (e.g. national bar associations)

- **Employers**

- **Local communities:** do they benefit from internationalization? Is that important?

Internationalization of teaching and learning (education) –modalities

- Internationalization at home.

- Student mobility – degree, non-degree mobility (most visible part of internationalization?); virtual mobility

- Staff mobility and exchanges

- Joint degrees –bilateral or in consortia (challenge: recognition and accreditation)

- Provision of education abroad – a reverse trend? Situation in Kazakhstan.

- International, global universities?

- Who funds these?

- International students as a criterion for rankings. Why is it so?

International scholarship programs

Perna, L. W., Orosz, K., Gopaul, B., Jumakulov, Z., Ashirbekov, A., & Kishkentayeva, M. (2014).

Promoting Human Capital Development: A Typology of International Scholarship Programs in Higher Education.

Educational Researcher, *43*(2), 63–73. https://doi.org/10.3102/0013189X14521863

Further zooming in…

- Year/semester abroad

- International internships (voluntary, mandatory/integrated) –Albania?

- Scholarships for studies abroad

Internationalization of research –modalities and tools

- Joint research projects, from small to very big (CERN, astronomical observatories, etc.)

- Joint publications – at all levels?

- Internationalization of research education –the European doctorate; developing research capacity (Mastercard Foundation).

- Models of internationalization of research –and their impact: ERA (ERC, Marie Curie fellowships, EIT, etc.); scholarships for research education abroad (or this is education?) – Science Without Borders, Bolashaq

Internationalization of the third mission – modalities and tools

- Neglected?

- Opportunistic motivation? Build support for internationalization in local community (not all about fees). Case study: post-Brexit Netherland

- Modalities:
    - Involving international students and staff in third mission activities (capacity, learning, building support).
    - International networking for peer learning and support. Ex. Anchor University model

Internationalization activities – and tools

Education, Research. Service to Society: which ones are internationalized?

Motivations, drivers, benefits; **stakeholders**

Motivations and benefits –keep in mind the actors:

- students

- parents

- academics (as educators and researchers)

- higher education institutions

- public authorities

- international organizations

- and more

Motivations, drivers, benefits; stakeholders

Benefits (but keep in mind forms and actors)

- For students: knowledge, skills, values, credentials, better career prospects

- For parents: ?

- For academics (as educators and researches): peer learning, additional capacity (academic and institutional), career advancement

- For higher education institutions: fees, funding (e.g. UK), rankings, enrollment

- For public authorities: competitiveness, geopolitics, compensation for population downturn in HE and labor market

- For international organizations – peace, economic development, geopolitics, ideologies..

Actors/Motivations	Learning (1st mission)	Knowledge generation (2nd mission)	Contribution to society (3rd mission)	Income generation	Competition in HE. Economic competitiveness?	Geopolitics
International organisations – intergovernmental and non-governmental	European Universities Alliances; Lisbon CoE-UNESCO recognition convention	European Research Area (ERC, EIT)	Smart specialisation strategies	?	Lisbon strategy 2000: make the EU the most competitive economy in the world (ERA)	Bologna Process; EU: trans-national, non-national universities
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Universities	Internationalisation of curriculum; student and staff exchanges; partnerships		Anchor University network; Bard Prison Initiative	International recruitment; extensions abroad?		
Students	Study abroad; internships abroad; Joint degrees	joint research?	?	–		
Staff		joint res. projects; joint publications				

Recent developments and trends

- The new Cold War – Europe and the world

- New forms:

  - European university alliances internationalization by integration going ahead?

  - Physical vs virtual mobility

- Reverse trend in transnational delivery? The Albanian scene.

Internationalization of curriculum

- Independently

- Within multilateral frameworks:
    - European Qualifications Frameworks (for Higher Education/LLL)
    - European degree structure
    - European degree programmmes

Descriptors defining levels in the European Qualifications Framework (EQF)
Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.

		Knowledge
		In the context of EQF, knowledge is described as theoretical and/or factual.
Level 1	The learning outcomes relevant to Level 1 are	• basic general knowledge
Level 2	The learning outcomes relevant to Level 2 are	• basic factual knowledge of a field of work or study
Level 3	The learning outcomes relevant to Level 3 are	• knowledge of facts, principles, processes and general concepts, in a field of work or study
Level 4	The learning outcomes relevant to Level 4 are	• factual and theoretical knowledge in broad contexts within a field of work or study
Level 5*	The learning outcomes relevant to Level 5 are	• comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge
Level 6**	The learning outcomes relevant to Level 6 are	• advanced knowledge of a field of work or study, involving a critical understanding of theories and principles
Level 7***	The learning outcomes relevant to Level 7 are	• highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research • critical awareness of knowledge issues in a field and at the interface between different fields
Level 8****	The learning outcomes relevant to Level 8 are	• knowledge at the most advanced frontier of a field of work or study and at the interface between fields

Skills	Competence
In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of EQF, competence is described in terms of responsibility and autonomy.
• basic skills required to carry out simple tasks	• work or study under direct supervision in a structured context
• basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	• work or study under supervision with some autonomy
• a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	• take responsibility for completion of tasks in work or study • adapt own behaviour to circumstances in solving problems
• a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	• exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change • supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
• a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	• exercise management and supervision in contexts of work or study activities where there is unpredictable change • review and develop performance of self and others
• advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	• manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts • take responsibility for managing professional development of individuals and groups
• specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	• manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches • take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
• the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	• demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

INTERNATIONALISATION OF THE CURRICULUM (IoC) AT COURSE LEVEL –why and how

Evidence of global, international & multicultural dimensions in the following areas:	Knowledge	Skills	Values
Content & design			
Learning & teaching activities			
Instructional materials, tools & resources			
Assessment practices			
Extra-curricular activities			

- https://federation.edu.au/__data/assets/pdf_file/0004/197383/Fed-Uni-IoC-at-course-level.pdf

Internationalising course content & design

Ideally, course content should include diverse perspectives on social, economic, political and/or environmental issues and differences in professional practices across cultures. Some tips for broadening topic areas through intercultural approaches include:

- Including subject matter relating to global, inter-cultural and indigenous perspectives (e.g., inclusion of international and national case studies, examples, illustrations, etc.).
- Addressing how knowledge may be constructed differently across cultures;
- Using real-life or simulated case studies which examine cross-cultural communication, negotiation and conflict resolution;
- Referring specifically to intercultural communication in professional practice;
- Examining how professional practices vary in other cultures;
- Including content from both local and international sources;
- Including topics on ethical issues in globalization, such as social justice, equity, human rights and related social, economic and environmental issues;
- Focusing on the historical development of issues relating to current international issues/practices;
- Examining content that addresses critical global environmental issues;
- Comparing and contrast international and cross-cultural research findings;
- Drawing on cross-cultural databases and sources of information (e.g., journals).

Internationalising teaching & learning activities

Ideally, staff should use a wide range of teaching and learning strategies that are specifically designed to develop graduates who demonstrate international perspectives as professionals and as citizens. Tips for internationalising learning and teaching activities include:

- Integrating global issues and cross-cultural perspectives into learning tasks;
- Asking students to consider issues and problems from a variety of social, economic, political, religious, ethical/moral, and cultural perspectives;
- Encouraging students from different cultural backgrounds to contribute relevant examples from their home country or community;
- Including an international component in problem-solving exercises and/or research assignments;
- Including activities/tasks which require students to critically reflect on international or intercultural matters (e.g. by keeping a reflective journal);
- Highlighting to students the ideology behind the discipline and how it has developed, and discuss and analyse any cultural aspects of this;
- Examining the ways in which diversity can impact on the value positions of students in multicultural Australia and how this impacts on how the subject matter is approached;
- Comparing and contrasting how issues of multiculturalism are dealt with in different nations , and how this impacts on citizens both in terms of their personal lives and in professional practice;
- Including activities that examine how culture can impact on the application of knowledge socially, scientifically and technologically and how this can advantage or disadvantage people from different cultural backgrounds;
- Using fieldwork with local organisations working on international projects or national projects with an intercultural focus;
- Encouraging students to compare/contrast how cultural influences can impact on the construction of knowledge around the world;
- Creating a safe, non-threatening learning environment in which students can express their own views/opinions while respecting those of other students and staff;
- Facilitating dialogue and collaborative learning activities between students from different cultural backgrounds which will increase the potential for deep learning and cross-cultural understanding;
- Creating group-based opportunities to learn more about students' backgrounds through such tools as student surveys or brief "get-to-know-you" ice-breaker activities;
- Using team tasks to encourage students to engage with others from different social, cultural, economic, political and/or religious backgrounds (e.g., multi-cultural teamwork, contacting international students in overseas universities via email, chat-rooms or list-serves).
- Exploring the impacts on culture on the development of specific approaches to the profession/discipline;
- Encouraging students to analyse the issues, methodologies and possible solutions related to current areas of debate within their discipline from a range of cultural perspectives.

Internationalising Instructional Materials, Tools & Resources

Ideally, staff should use a wide range of teaching tools, resources and support materials that assist students with acquiring the knowledge, skills and attitudes of a global citizen. Tips for internationalising your learning materials, tools and resources include:

- Using on-line resources, textbooks, and workshop materials from international sources which are culturally sensitive and demonstrate respect for the diversity of the student body;
- Using recently published, international journal articles, conference papers, and texts;

- Including materials and research from national, international and intergovernmental organisations to ensure students have a global perspective on their discipline.
- Using up-to-date multimedia technologies and electronic equipment to ensure that students can develop their skills in these areas;
- Including role-plays and simulations of international or intercultural interactions;
- Including presentations / guest lectures from industry professionals with international experience in specific topics in the course;
- Using electronic links and networks, such as email chat groups and list-serves, with students of the discipline in other countries;
- Encouraging students to locate, discuss, analyse and evaluate information from a range of learning materials (e.g., online resources, textbooks, journal articles, conference papers, video-recordings)

Internationalise Extra-Curricular Activities

- Actively encourage students to join international associations that are affiliated with their disciplines;

- Encourage students to participate in international exchange opportunities, e.g. with other Universities;

- Encourage students and staff to study a second language- this will enable students to appreciate the difficulties faced when trying to communicate in languages other than their mother-tongue;

- Encourage students to complete a workshop in intercultural communication or international studies;

- Provide students with information about the institutional support which are available to assist them with managing academic and personal issues, especially during times of stress, so as to reduce the risk of attrition or failure;

- Introduce peer mentoring schemes that include domestic student mentors supporting international students in order to encourage cross-cultural interactions among students;

- Participate in professional development activities designed to enhance teachers' intercultural awareness, including strategies for assessing and providing feedback to students from non-English speaking backgrounds.

Internationalising Assessment Practices

Ideally, assessment tasks should measure the specific knowledge, skills and attitudes of students that are related to global citizenship. Tips for internationalising assessment include:

- Designing assessment tasks that are aligned with curriculum content, specifically relating to the development of global and intercultural perspectives;
- Making assessment criteria related to global/multicultural capability explicit to students;
- Mapping out the links between assessment criteria and international standards in the discipline area or profession for students, so that they are aware of why the assessment items are important.
- Using assessment tasks early in the course which provide feedback on students' background knowledge, so that teaching can be modelled in such a way as to 'fill in' any gaps in requisite knowledge or skills and hence combat risk of failure;
- Including assessment items that draw on cultural contexts as well as disciplinary knowledge (e.g., comparative exercises that involve comparing/contrasting local and international standards, practices, issues, etc.);
- Including both individual and group projects, so that students' ability to work with others, consider the perspectives of others, and compare and contrast the diverse perspectives of other individuals is assessed;
- Designing assessment tasks that require students to present information to, and receive feedback from, an 'international' or cross-cultural audience;
- Designing activities that encourage students to interact with other another (real or virtual).
- Including the use of peer evaluation and feedback.

The Albanian scene

- Need for a national internationalization strategy: orientation, ambitions, needs

- HEIs internationalization strategies? Same needs, aspirations, same means/tools?

Challenges in internationalization

- Brain drain and brain circulation

- Overdependence of international students (UK HEIs/programs) vs too few international students?

- Regulations: lack of, or overregulation . Examples: funding (UK, France), governance (academic freedom – securitization US,UK, Europe); QA and recognition of qualifications (ESG, EAQR, Lisbon convention)

- Regulations beyond higher education (Russia, Kyrgyzstan)

- Regional and national priorities and policies ("strategic autonomy" in the EU, China)

- Recuperation by politics and ideologies; repression by politics and ideologies

- EUWestern/Global North dominant models in internationalization? What does decolonization of higher education mean

- Recent trends

How to overcome challenges

- Strategies:
  - Institutional internationalization strategies/parts on institutional strategies
  - National internationalizations strategies –how many exist, how do they work. Ex: Germany. Can it work without?. Dedicated national agencies
  - Regional strategies. Ex Bologna Process; the European Union, ASEAN?

- Research:
  - Academic research
  - Applied policy research
  - Institutional research

  Internal university guidelines for international cooperation (in all three missions)
  Internal university support structures
  Funding: institutional, national, regional, international (ADB, loans?)

Tools – for regular and exceptional circumstances

- In the hand of actors/stakeholders – but they are multiple

- Agency and limitations: nation state is key to internationalization

Internationalization and strategic planning at the system level

- Why are national internationalization strategies needed? Are they useful? Motivations/rationales

- Separate or embedded strategies. Alignment of strategies and implementation

- Structure:

  - Objectives/targets

  - Priorities

  - Means (legislation, policies regulations, budgets, special programmes/measures, peer learning)

  - Country examples – with motivations and priorities

A global map of national international-
ization strategies. Source Compiled by
author : Daniela Craciun
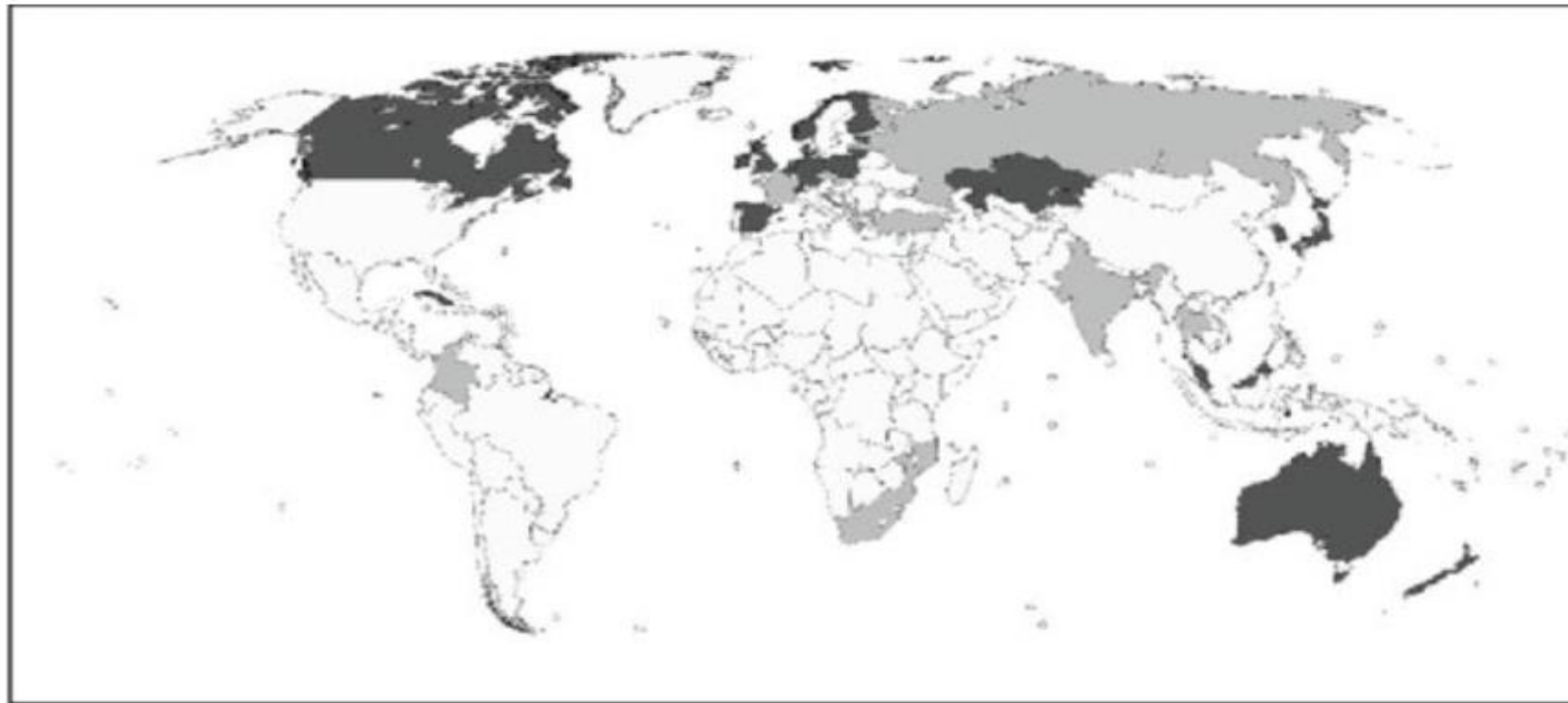
Countries with an
internationalization strategy

Countries with a section on
internationalization in their
higher education strategy

Countries with no higher
education
internationalization strategy

Actors/Motivations	Learning (1st mission)	Knowledge generation (research 2nd mission)	Contribution to society (3rd mission)	Income generation	Competition within HE. Economic Competitiveness.	Geopolitics

Actors/Challenges	Learning (1st mission)	Knowledge generation (research 2nd mission)	Contribution to society (3rd mission)	Income generation	Competition within HE. Economic Competitiveness.	Geopolitics
Government						

Internationalization and strategic planning at the institutional level

- Are institutional internationalization strategies a must?

- Independent or within (multiple) frameworks: regional, international, national, etc.

- Examples.

- Structure:
  - Objectives/targets
  - Priorities
  - Means (infrastructure, staff, governance , internal policies and regulations, budgets)

Actors/Motivations	Learning (1st mission)	Knowledge generation (research 2nd mission)	Contribution to society (3rd mission)	Income generation	Competition within HE. Economic Competitiveness.	Geopolitics
Actors/Challenges	Learning (1st mission)	Knowledge generation (research 2nd mission)	Contribution to society (3rd mission)	Income generation	Competition within HE. Economic Competitiveness.	Geopolitics
HEis						

Evaluating internationalization. How to Measure Internationalization.

- At the system level
  - Operationalize objectives/targets
  - Input and output indicators
  - Impact evaluation
- At the institutional level: student and staff mobility
  - Operationalize objectives/targets (50% target in EUI)
  - Input and output indicators
  - Impact evaluation

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Group work 3: *Group work: planning internationalization activities in the Albanian context.*

1.   National strategy:

– Objectives

– Priorities

– Means/tools

2. Institutional strategies

– Objectives

– Priorities

– Means/tools

– Support needed: what support, from where

Shumë faleminderit dhe shumë suksese!

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