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**HERE seminar “Internationalization of Higher Education”
Wednesday 7 December 2016 (9.30–16.00h)**

Venue: Rectorate of the University of Montenegro (2nd floor)

Agenda

9.00–9.30	Registration of participants
9.30–10.10	<p>Opening session (<i>Vanja Drljević, National Erasmus+ Office</i>)</p> <ul style="list-style-type: none"> ➤ Prof. Mira Vukčević, President of HERE team, Scope and objectives of the seminar ➤ Prof. Maja Baćović, Vice-Rector, University of Montenegro, Internationalization at University of Montenegro - state of the art, ➤ Biljana Mišović, Ministry of Education, The role of state in internationalization of higher education
10.10–10.40	<p><i>Internationalisation – meaning, elements, key trends</i> Irina Ferencz, HERE expert</p>
10.40–11.00	Discussion
11.00–11.20	Coffee break
11.20–12.30	<p><i>Internationalization at institutional (university-) level: opportunities and challenges</i> Irina Ferencz, HERE expert</p> <ul style="list-style-type: none"> ➤ Strategic partnerships/international collaborations ➤ Efficient internal organization (IRO vs mainstreaming internationalization) ➤ Financing of internationalization ➤ Internationalization of the curriculum ➤ Internationalization at home ➤ Quality enhancement ➤ International visibility and marketing
12.30–13.00	Discussion
13.00–14.00	Lunch
14.00–15.00	<p><i>Internationalization at national level: national approaches and strategies</i> Irina Ferencz, HERE expert</p> <ul style="list-style-type: none"> ➤ Approaches vs Strategies



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	<ul style="list-style-type: none">➤ Rationales➤ Country examples➤ Financial aspects
15.00–15.30	Discussion
15.30–16.00	Conclusions and recommendations

Expert profile description:

Irina Ferencz is Deputy Director at the Academic Cooperation Association ([ACA](#)), the organization where she also started her professional career in the field of internationalization of European higher education in 2008. ACA is a not-for-profit pan-European network of major organisations responsible in their countries for the promotion of internationalisation in education and training. Irina, who is a Romanian national, is a graduate of the Katholieke Universiteit Leuven, holding an advanced master’s degree in European Union public policy, decision-making and policy analysis (graduated magna cum laude) and an undergraduate degree from the Babeş-Bolyai University (Romania) in international relations and European studies. Through her research work and project management at ACA, Irina has developed an expertise in student and staff mobility in the European context; specifically, an in-depth knowledge of data collection methods, definitions, caveats on both degree and credit mobility, including Erasmus exchanges; quantitative trends analysis; mobility policy analysis and development. She equally focuses on aspects related to internationalization policies at university and at national level, development of internationalization indicators, multi-level assessment of internationality, and is interested in comparative policy analysis. Irina also serves as a member of the Publications Committee of the European Association for International Education (EAIE) and is a reviewer for the Journal of Studies in International Education (JSIE), and is starting a PhD at Ghent University on organizational change in universities of applied sciences through international engagement strategies.

Background information:

Internationalization of higher education can be observed as a process that improves quality of studying, research and scientific cooperation by using various models, such as launching of joint study programmes with other higher education institutions; incoming and outgoing mobilities of students, academic and non-academic staff. It also implies motivation for the introduction of teaching in foreign languages, as well as cross-border cooperation ensuring quality assurance of universities’ work.

Internationalization of higher education is important because it brings positive improvements not only at individual, but also at institutional and wider social scale too. Although employment



prospective has been perceived as the major advantage of internationalization, it is very important to highlight the benefits of the experience gained while studying and living abroad. It enables different learning experience, thus stimulating the development of new cultural, social and academic values.

Through internationalization, higher education institutions improve quality culture within their study programmes. Throughout the mobility process, students and teachers are the holders of new ideas and contacts, having positive impact on improvement of international cooperation and exchange of research experiences.

Internationalization of higher education may be defined as a very strong link between different higher education systems that remove borders, but at the same time keeping the national specificities. The term internationalization has been very often mixed with the term globalization. Globalization, in its widest form, describes social processes exceeding the national borders. While the concept of globalization encompasses separate and overlapping fields, in its essence it is an economic process of integration exceeding national borders and eventually making impact on the flow of knowledge, people, values and ideas. Globalization also influences at universities in the world through market competition, thus radically changing a perspective of university as an institution. "Do more with less" in the context of economic globalization, would be a potential threat to quality, including universities as well. A need to make a clear distinction between internationalization out of globalization is becoming increasingly urgent, due to growing globalization threatening to reduce institutional options in the field of internationalization even more. All of this is even more noticeable when development of long-lasting collaborative programmes is concerned.

Majority of higher education institutions in Europe consider internationalization process that traditionally starts from traditional "collecting" of foreign students. Many institutions try to extend internationalization definition as such, defining it as a process comprising activities of cooperation and partnerships in research, teaching and learning, in teaching of foreign languages, and deeper involvement of graduates from other countries in partnerships with non-academic international organizations. The importance of culture and infrastructure that support wider definition of "internationalization" is also very important issue that has been very often raised. For many countries, higher education is an important sector of export in which many university campuses attract international students all around the world.

With internationally oriented staff (teachers and researchers, administrative workers and managing staff), it is easier to achieve participation in international networks of higher education that unify joint research and realization of innovative projects that would be potentially focused on global challenges. Emergence of "European model" in the field of higher education and research has normative and structural dimension. Normative dimension emphasizes an importance of values such as: cooperation, dialogue, diversity, mobility. Structural dimension is composed of principles of Bologna process, and in particular: three cycle structure system, European qualification framework, European system of credit transfer (ECTS), quality assurance system and diploma supplement. In the absence of public authority initiative to enforce internationalization strategy and provide funds for its implementation and sustainability, higher education institutions themselves would have to incorporate international activity in its own internationalization strategy, with defined priorities. Well defined strategy and action plan must definitely contribute to



inspiring students through teaching environment predominately based on research activities, while students would be permanently motivated to acquire experience and skills abroad as well.

In the process of internationalization institutional responsibility becomes even more important than the national one. It is manifested through already mentioned strategic internationalization, where the attention must be focused on the aspects such as: establishment and maintenance of strategic partnerships, effective internal organization that will eliminate obstacles for mobility of students and teachers. When students are concerned, it is primarily work on removal of all obstacles in the recognition process of knowledge at his/her home university, as well as effective system of equivalence of acquired knowledge for the purpose of further education. Increased mobility, both incoming and outgoing, must be followed by internationalization of curricula, organization of teaching and examination in foreign languages, as well as providing funds for motivation of teachers and students, outside of the well established system of financing by state.

There is one issue upon which all higher education stakeholders agree, and it is that internationalization enhances the quality of teaching and research, and thus creates conditions for higher attractiveness of the university.

Learning outcomes:

Increased individuals' and institutional awareness of the aspects that should be tackled strategically with the aim to create institutional responsibility toward the internationalization.
Defining global supportive measures.

Target group participants:

Higher Education Reform Experts, University professors from all three universities, representatives of the Ministry of Education, rectors, vice-rectors, deans and vice-deans, director of Center for Doctoral Studies, Director of QA center, students' representatives...

Background publications – suggested reading

Brandenburg, Uwe, et al. (2015) *The Erasmus Impact study: Effects of mobility on the skills and employability of students and the internationalization of higher education institutions*. Study for the European Commission. Retrieved from: http://ec.europa.eu/dgs/education_culture/repository/education/library/study/2014/erasmus-impact_en.pdf

de Wit, H., Hunter, F., Howard L. & Egron-Polak, E. (Eds.) (2015) *Internationalisation of Higher Education*. Study for the European Parliament; Retrieved from: [http://www.europarl.europa.eu/RegData/etudes/STUD/2015/540370/IPOL_STU\(2015\)540370_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/STUD/2015/540370/IPOL_STU(2015)540370_EN.pdf)

Ferencz, I. and Wächter, B. (Eds.) (2012) *European and national policies for academic mobility. Linking rhetoric, practice and mobility trends*. Lemmens Medien: Bonn. Retrieved from: <http://www.aca-secretariat.be/index.php?id=598>



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Hudzik, J. K. (2011) *Comprehensive internationalization: from concept to action*. NAFSA, United States. Retrieved from: http://www.nafsa.org/uploadedfiles/nafsa_home/resource_library_assets/publications_library/2011_comprehen_internationalization.pdf

Kelb, M., Rogers, T. & Rumbly, L. E. (2011) *International Student Support in European Higher Education. Needs, Solutions, and Challenges*. Bonn: Lemmens, 2010. ISBN 978-3-932306-99-0. Retrieved from: http://www.aca-secretariat.be/fileadmin/aca_docs/images/members/2010_International_Student_Support_in_European_Higher_Education_-_Needs_Solutions_and_Challenges_01.pdf

Lam, K.H., Q., Oste, D. with Ferencz, I. and Wächter, B. (2013) *Portable state grants and loans. An overview and their contribution to outgoing student mobility*. Lemmens Medien: Bonn. Retrieved from: http://www.aca-secretariat.be/fileadmin/aca_docs/images/members/ACA-2014_Portable_State_Grants_and_Loans_PDF.pdf

Wächter, B. & Maiworm, F. (Eds.) (2014) *English-taught programmes in European higher education. The State of Play in 2014*. Bonn: Lemmens Medien. Retrieved from: http://www.aca-secretariat.be/fileadmin/aca_docs/images/members/ACA-2015_English-Taught.pdf

For an **overview of data sources on international education**, please see the following blog article: <http://www.eaie.org/blog/top-data-resources-international-education-in-europe/>