SELECTED PROCEEDINGS OF EURASIA HIGHER EDUCATION SUMMIT

EURIE 2019

27 February - 01 March 2019

Istanbul, Turkey

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Message from the Editor

I am happy to present the Selected Proceedings of the EURIE 2019 Eurasia Higher Education Summit, which took place on February 27-March 1, 2019 at Lütfi Kırdar Convention Center in Istanbul, Turkey.

EURIE's conference program is designed to address current issues in internationalization of higher education and to cover key topics in higher education management. EURIE also features an exhibition for networking, partnership and business development.

EURIE 2019 was the fourth annual Eurasia Higher Education Summit, which has quickly become the new meeting point for international higher education, connecting the dynamic higher education sector in the Eurasian region with the rest of the world.

EURIE 2019 was attended by 2500+ participants from 60 countries, including 150 exhibitors. 124 speakers took part in 53 sessions over 3 days of the conference.

The conference theme in 2019 was "***Exploring the New Era in International Education"***, focusing on five subthemes:

• Evolving Patterns and Trends in Student and Staff Mobility

• Towards Comprehensive Internationalization

• Emphasizing the Regional Dimension in International Education

• New Models of Transnational Education

• Furthering Internationalization with Digital Technologies

With plenary talks, panels, seminars, roundtables and workshops, the participants had a chance to hear informative presentations and expand their knowledge. They exchanged ideas and best practices in internationalization. They were inspired by sector leaders, who generously shared their vision and insights in higher education policy and practice.

The conference brought together higher education institutions with international associations, public sector representatives, and service providers in the higher education sector. One of the distinguishing attributes of the conference sessions was that they included diverse and com-

parative perspectives from different regions, countries, and various types of higher education institutions.

EURIE 2019 thus provided a valuable platform to reflect upon the current state and future trends of international education, as well as the achievements and challenges of the higher education sector with its numerous stakeholders.

After we wrapped up a successful conference, we offered EURIE 2019 presenters the option of submitting a written article that captures and expands upon their presentations. 26 papers were thus submitted and EURIE 2019 Selected Proceedings were prepared.

These proceedings cover a wide range of topics. There are analyses of larger trends in the higher education sector such as globalization and commodification of transnational education; pressures created by increased competition globally and declining funding nationally; international frameworks and networks creating new standards and guidelines, as well as opportunities for increased cooperation.

There are numerous papers on best practices in internationalization, in the areas of joint degree programs, student and staff mobility, summer schools. Some of the papers are dedicated to the timely concepts of Internationalization at Home and developing the global competences of students, whether they are mobile or not, and utilizing online technologies to this end whenever possible.

Issues related to international student recruitment and admissions receive attention in some of our papers. Why students choose to be mobile, who makes the decisions, how studying abroad affects the employability prospects are addressed. International student recruitment is also covered from the perspective of the hosting countries, which create policies to generate revenue, attract global talent and yield soft power via international student mobility.

Some of the papers focus on different aspects of internationalization in specific country cases. It is important to note that European programs and frameworks figure as a common thread running across diverse issues in many of these papers. This shows the strong regionalization in higher education in this part of the world.

We would like to express our deepest appreciation to the authors whose contributions are presented in these selected proceedings. I also would like to thank the Center for Applied and Theoretical Research on Higher Education of Istanbul Aydın University, which assisted in the publication of the Proceedings. I trust that these Proceedings will be a useful resource on the debates in international education, particularly in the Eurasian region.

Ayşe Deniz Özkan
EURIE Conference Program Coordinator

EURIE 2019 CONFERENCE PROGRAM

Feb 27, Wednesday

Time	Activity	Location
09:00-17:00	Registration	
09:30-12:00	Opening Ceremony	
12:00-17:00	Exhibition Hall Open	
12:00-13:00	Opening Reception	
13:00-16:00	**Workshop: From Discovery to Enrolment: The journey of Generation Z to becoming international students** Trainers: Carmen NEGHINA (Study Portals) Levent GAŞGİL (Study Portals)	Pearl Room
13:00-16:00	**Workshop: The successful Engagement and Integration of International Students** Trainers: William LAWTON (Consultant) Saskia JENSEN (Goldsmiths, University of London)	Jade Room
13:00-16:00	**Workshop: Why Transnational Higher Education Partnerships? Leadership and the Practioners' Viewpoint** Trainers: Şirin MYLES (Consultant) Olgun ÇİÇEK (YÖDAK)	Amber Room
13:00-15:00	*IMAGINE TOMORROW* Entrepreneurship & Innovation Competition Opening	Ruby Hall
13:30-14:00	**Entrepreneurship & Innovation Panel: IT Solutions for Higher Education** Murat Mayda (Yoraca Bilişim Hizmetleri) *"Smart Diploma to Protect Against Fake Diplomas and Credentials" *This session will be conducted in Turkish and is open to Turkish universities.*	Emerald Hall

Time	Activity	Location
14:15-15:00	***Entrepreneurship & Innovation Panel:*** **University-Business Cooperation** Frederick T. WEHRLE (UC Berkeley) *"Internationalization is Dead – Long Live International Programs: How Intercontinental Cert-Degrees Answer Gen-Z's Quest for Impactful Careers"* Tuğçe Baykent BEYHAN (Sabancı University) Chair: Necati ARAS (Boğaziçi University)	Emerald Hall
15:15-16:00	***Entrepreneurship & Innovation Panel:*** **Teaching for the 4th Industrial Revolution** Nevila RAMA (Mediterranean University of Albania) & Nevila XHINDI (Mediterranean University of Albania) & Jona MARASHI (Mediterranean University of Albania) *"University Education and the Demands of the Fourth Industrial Revolution"* Chair: Hasan Alpay HEPERKAN (İstanbul Aydın University)	Emerald Hall

Feb 28, Thursday

Time	Activity	Location
09:30-10:15	**Panel: Effective Management of International Partnerships** Hüseyin DOĞAN (Bournemouth University) *"Building Bridges and Finding Opportunity in Uncertain Times – Challenges with Partnerships Centered on Research and Teaching"* Bing WU (Technological University Dublin) *"Quality and Sustainability: Effective Management of International Cooperation in Education and Research"* Chair: Andy TUNNICLIFFE (Universidad San Jorge)	Ruby Hall
09:30-10:15	**Panel: Internationalization of Business Schools: The Role of Accreditations** Joanna KARTASIEWICZ (Kozminski University) *"The Impact of Business Accreditation on Internationalization"* Yelena ISTILEULOVA (University of Ljubljana) *"Theory of Global Accreditation as a New Alternative Scheme of Global Power in Business Education"* Chair: Tara JONGMA (AACSB)	Emerald Hall

09:30-10:15	**Panel: IT Solutions for International Mobility** Klementyna KIELAK (University of Warsaw) *"Digitization of the Mobility Process"* Are KANGUS (Tallinn Healthcare College) & Asko KESK (Tallinn Healthcare College) *"Efficiency in Using ICT and Digitalization in the Process of Student Admission"*	Sapphire Hall
09:30-10:20	***Around the World with EURIE: RUSSIA*** **Export vs. Import of Higher Education: The Case of Russia** Bogdan VORONOVSKIY (Eastern European University Association)& Valeriya KOTELNIKOVA (State University of Management) *"Export vs. Import of Education"* Anastasia A. MININA (ETU "LETI") *"Best Practices of ETU "LETI" in Student Mobility Flows"*	Pearl Room
10:30-11:15	**Panel: Internationalization Strategy: Allocation of Resources and Financial Sustainability** Magda FERRO (Universidade Catolica Portuguesa) *"Drivers and Tools for Internationalization of HEIs"* Paulo ZAGALO-MELO (Western Michigan University) *"Strategic Resource Allocation Models in Internationalization"* Chair: Ivor EMMANUEL (UC Berkeley)	Ruby Hall
10:30-11:15	**Panel: Internationalization via Summer Schools** Chair and Presenter: Michelle DWYER (University of Liverpool) & Jeroen TORENBEEK (Utrecht Summer School) *"What is the Point of a Summer School? Clear Institutional Aims to Underpin Summer School Design and Activity"* Joseph McMAHON (Universidad San Jorge) *"Summer Schools and Short Courses: Challenges and Opportunities"*	Emerald Hall
10:30-11:15	**Panel: Quality Assurance in Comparative Perspective** Abdelali KAAOUACHI (Mohammed I University) *"Current Trends and Challenges in African Quality Assurance of Higher Education"* Erik MARTIJNSE (Inspectorate for Higher Education Netherlands) *"Changes in the Dutch Accreditation System, Topics in the European Context"* Chair: Şirin MYLES (Consultant)	Sapphire Hall

10:30-11:20	*Around the World with EURIE: FRANCE* **A New Strategy for France** Olivier CHICHE PORTICHE (Campus France) *"France's New Strategy to Attract International Students"* Gaëlle MOAL-ULVOAS (Brest Business School) *"Towards Increasingly Meaningful Mobility"* Solenn DAUDU (ECAM-EPMI Graduate School of Engineering) *"Internationalization Strategy in ECAM-EPMI, Graduate School of Engineering"*	Pearl Room
11:30-12:15	**Seminar: The Value of International Education** Katherine FRANK (Central Washington University) *"Why International Education is More Valuable Today Than Ever"* Ediz KAYKAYOGLU (Central Washington University) *"Internationalization at Central Washington University"* Chair: Şule KUT (Adakademi Foundation)	Ruby Hall
11:30-12:15	**Seminar: Good Governance in HE** **Efficiency, Effectiveness and Value for Money** Thomas ESTERMANN (European University Association) *"Efficiency, Effectiveness and Value for Money: New Challenges and New Opportunities for Higher Education"*	Emerald Hall
11:30-12:30	*Around the World with EURIE: CHINA* **The Rise of Chinese Higher Education** Tayyeb SHAH (King's College London) *"The Rise of China and its Universities"* Lara MARTIN (Heilongjiang International University) *"Building Strategic Partnerships with Chinese Universities"* Nana WANG (Beijing Language and Culture University & Confucius Institute at Okan University) *"International Cooperation of the Chinese Universities from the View of Teaching Chinese as a Foreign Language"* Wen GUO (Shanghai Lixin University of Accounting and Finance) *"International Cooperations of SLU – a Typical Case of Chinese Application-oriented HEI"* Chair: Wenhong LI (Shanghai University & Confucius Institute at Boğaziçi University)	Pearl Room
13:00-13:45	**Seminar: International Research** **Research and Innovation in Europe** David OLIVA URIBE (EIT Digital Academy) *"The EIT Digital Industrial Doctorate Model: An International and Intersectorial Approach to Boost Innovation in Europe"* Şirin TEKİNAY (Sabancı University) *"GEDC and SEFI Networks for Stimulating Innovation and Research Collaboration"* Chair: Susan GIESECKE (UC Berkeley)	Ruby Hall

13:00-13:45	**Seminar: International Rankings** **The Role of Rankings in Recruitment, Internationalization Strategy and Reputation Management** Michael LUBACZ (Times Higher Education) *"The Role of Rankings in Influencing Student and Faculty Recruitment, and Strategies for Internationalization"* Lachyn ITALMAZOVA (Times Higher Education) *"University Brand and Reputation Management - Case Studies"* Chair: Zeynep Çiğdem KAYACAN (İstanbul Aydın University)	Emerald Hall
13:00-14:00	**Roundtable: Internationalization of Curriculum** *Comparative Perspectives from Around the World* Moderator: Jos BEELEN (The Hague University of Applied Sciences)	Jade Room
14:00-14:45	**Panel: Comprehensive Internationalization- From Theory to Practice** Laurent De POTTER (University of Liege) & Mauro CANNONE (Ca' Foscari University of Venice) *"Comprehensive Internationalization – What can We Do to Put Theory into Practice?* Chair and Presenter: Agata MANNINO (University of Trieste)	Ruby Hall
14:00-14:45	**Panel: Research on the Mobility of Chinese Students** Yasemin SOYSAL (University of Essex) & Hector CEBOLLA (*Universidad Nacional de Educación a Distancia*) *"In Search of Excellence: Chinese Students on the Move"* Deborah LOCK (University of Lincoln) *"Teaching, Assessing and Transitioning: A Tale of Two Teaching Cultures"* Chair: Feng LIU (Nankai University)	Emerald Hall
14:00-14:45	**Panel: Local/Regional/Global- Choosing the Right Positioning and Branding Strategies for your Institution** Diederich BAKKER (Hanze University of Applied Sciences) *"From Regional to International – How to Turn Regional Policy into International Strategy"* Emeric ABRIGNANI (Abdullah Gül University) & Ekin Burak ARIKAN (Netkent University) *"Does Location Really Matter? International Promotion of HEIs in Competitive Centers vs. Remote Peripheries"* Chair: Aslıhan ÖZENÇ (UED The Association of International Education Counselors of Turkey)	Sapphire Hall

14:00-14:50	***Around the World with EURIE: CANADA*** **Internationalization of Universities in Canada** Alex KUZNETSOV (University of Alberta) *"Internationalization of Universities in Canada: Case of the University of Alberta"* Sonja KNUTSON (Memorial University of Newfoundland) *"The Changing Canadian Context for International Higher Education and the Rising Demand for Regionalized Solutions"* Chair and Presenter: MaryLynn WEST-MOYNES (Georgian College) *"Georgian College' Internationalization Activities' Effects on Regional Economy and Culture"*	Pearl Room
15:00-15:45	**Panel: Wide Impact of Erasmus+** Gerry O'SULLIVAN (Erasmus+ National Agency Ireland) *"Internationalization of Irish Higher Education"* João Pinto, President, Erasmus Student Network *"Internationalization at Home through Student-led Organizations"* Chair: Hür GÜLDÜ (Turkish National Agency)	Ruby Hall
15:00-15:45	**Panel: Recruitment for Emerging Education Hubs** Maria Victoria CALABRESE (ETS Global) & Melissa ABACHE (Koç University) *"How to Attract International Students to Turkey and Other Emerging Education Hubs: Opportunities and Challenges"* Chair: Ayşegül DALOĞLU (METU)	Emerald Hall
15:00-15:45	**Panel: International Admissions in Professional Education** Robert N. COFFEY (Michigan State University) & Lewis CARDENAS (Michigan State University) & Steven CHANG (University of Detroit Mercy) *"A Dam in the River: Barriers to Professional School Admission for Globally Mobile Students"* Chair: Nurten URAL (Turkish Resource Center of North America)	Sapphire Hall

15:00-15:50	***Around the World with EURIE: TURKEY*** **Internationalization of Turkish HE: Programs and Support of Government Agencies** Mete KARACA (TÜBİTAK, The Scientific and Technological Research Council of Turkey) *"TUBITAK International Cooperation & Scholarship Activities"* Muhammet Akif ATAMAN (Council of Higher Education Turkey) *"Internationalization of Turkish Higher Education System: Strategies and Opportunities"* Sinem BÖLÜKBAŞI (Republic of Turkey, Ministry of Foreign Affairs, Directorate for EU Affairs) *"EU Fund Opportunities for Higher Education"* Meryem UZAR (YTB, Presidency for Turks Abroad and Related Communities) *"Türkiye Scholarships: A Vision for Turkey as a Global Hub for Higher Education"*	Pearl Room
16:00-16:30	**Thursday Plenary Session** David PILSBURY (Coventry University) *"Leading from the Front: Building a Sophisticated, Strategic and Sustainable Basis for Global Engagement"* Chair: Mitat Çelikpala (Kadir Has University)	Ruby Hall
17:00-19:00	IMAGINE TOMORROW Entrepreneurship & Innovation Competition Award Ceremony *Closed session*	Ruby Hall
17:00-18:00	**EURAS General Assembly** Pınar ELBASAN (EURAS Coordinator) Mustafa AYDIN (EURAS President) *Closed session. Available only for EURAS member universities.*	Emerald Hall

Mar 1, Friday

Time	Activity	Location
09:30-10:15	**Panel: From Comprehensive Internationalization to Comprehensive Integration** Helen SPENCER-OATEY (University of Warwick) *"From Comprehensive Internationalization to Comprehensive Integration: Why Integration is so Important!"* Daniel DAUBER (University of Warwick) *"The Global Education Profiler (GEP): Insights into Levels of Students' Integration"* Chair: Didar AKAR (Boğaziçi University)	Ruby Hall
09:30-10:15	**Panel: Promoting Staff Mobility** Anna SADECKA (University of Warsaw) *"How to Improve the Implementation and Recognition of Transnational Mobility of Staff?"* Janerik LUNDQUIST (Linköping University) *"Key Findings from the REALISE Project"* Chair: Alp ÖZERDEM (Coventry University)	Emerald Hall
09:30-10:15	**Panel: International Career Counseling, Internships and Employability** Anna STORGARDS (University of Helsinki) *"Career Services and the International Office Working Together to Enhance Graduate Employability"* Seda OKUR (METU) *"The Contribution of Erasmus Internship Mobility on Students' Professional Development: METU Case"* Chair: Izabela HUTCHINS (University of Suffolk)	Sapphire Hall
09:30-10:50	**Roundtable: STEM Education** Mehmet KARAMANOĞLU (Middlesex University) *"Role of Outreach and Community Engagement in STEM Education"* Devrim AKGÜNDÜZ (Istanbul Aydın University) *"Issues Related to Gender, Economic Disadvantage, and Gifted Children in STEM Education"* M. Sencer ÇORLU (Bahçeşehir University) *"The Early STEM: Learning by Making at the k4 Level"* Moderator: Hamide ERTEPINAR (Istanbul Aydın University) * The language of this session is Turkish.	Jade Room
09:30-10:30	*Networking Meeting btw. Turkish-Kazakh Universities* **Closed session. Available for only Study in Turkey and Study in Kazakhstan exhibitors.*	Amber Room

10:30-11:15	**Panel:** "**Global Graduate" Skills and Competences** David Loren PUENTE (International Studies Abroad ISA) *"What Skills, Competencies and Outcomes Can Students Expect from Studying Abroad?"* Sophie REISSNER-ROUBICEK (University of Warwick) *"Developing 'Global Graduate' Skills and Competencies: Training Initiatives, Resources and Outcomes"* Chair: Deborah LOCK (University of Lincoln)	Ruby Hall
10:30-11:15	**Panel: MOOCs and Transnational Education** Mark BROWN (Dublin City University) *"The Third Wave of MOOCs: Strategic Opportunities for Transnational Education"* Anthony O'MALLEY (Saint Mary's University) *"Transnational Education in the Era of Open Learning"* Chair: William LAWTON (Consultant)	Emerald Hall
10:30-11:15	**Panel: Alumni Services and Return Migration for International Students** Adina LAV (George Washington University) *"After Graduation: Return Migration, Workplace Readiness, and Career Success"* Saskia JENSEN (Goldsmiths, University of London) *"Chinese Student Mobility, Return Migration and the Transition into the Labor Market"* Chair: Andreas ZEHETNER (University of Applied Sciences Upper Austria)	Sapphire Hall
10:30-11:20	***Around the World with EURIE: CANADA*** **Recruiting and Integrating International Students into Canadian Institutions** Jonathan KOLBER (ILAC) & Mike ALLCOTT (Sheridan College) & ZiPing FENG (Thompson Rivers University) *"Recruiting and Integrating International Students Successfully into Your University, a Canadian Model"* Chair: Lorie LEE (Guard.me International Insurance)	Pearl Room
11:00-12:20	**Roundtable: ACCESS TO HE FOR REFUGEES** Moderator: Carsten WALBINER (HOPES- Madad)	Jade Room

11:30-12:15	**Panel: Campus Internationalization** Yulia GRINKEVICH (National Research University Higher School of Economics) *"Comprehensive Internationalization of University Environment: A Sustainable Approach"* Sandra SOARES (University of Aveiro) *"Fostering an Intercultural Mindset in Higher Education: The Case of the University of Aveiro"* Chair: Paulo ZAGALO-MELO (Western Michigan University)	Ruby Hall
11:30-12:15	**Panel: Digital Transformation and Internationalization** Suzanna TOMASSI (The Open University) *"Using Online Methods to Expand Internationalization- Online International Learning, Dual Degrees, Validations and Licensing"* Chair: Mehmet Ali TUĞTAN (İstanbul Bilgi University)	Emerald Hall
11:30-12:15	**Panel: Marketing/Working with Agents** Robert COFFEY (Michigan State University) *"The Influence of Education Agents on Student Choice Making"* Seher NEOZ (ICEF) *"Rethinking Marketing, Recruitment, and Agent Engagement"* Chair: Michiel PAUS (EduNed)	Sapphire Hall
11:30-12:30	*Around the World with EURIE: IRAN* **Current Issues and Trends in Iranian HE** Mahnaz ESKANDARI (Amirkabir University of Technology) *"Internationalization of Higher Education in Iran with Special Approach to Amirkabir University of Technology"* Saeid SHOJAEI (University of Tabriz) *"Internationalization Strategies for Academic Activities- Opportunities and Challenges"* Enayat A. SHABANI (Tehran University of Medical Sciences) *"Curriculum Internationalization: The Case of an Iranian University"* Special Address by Yousef ARAM (Bu Ali Sina University) Chair: Arash SIMCHI (Sharif University of Technology)	Pearl Room
13:00-13:45	**Panel: European Higher Education Area: Recognition and Joint Degrees** Gwenaelle GUILLERME (T.I.M.E. Association) *"Challenges and Opportunities for the Double Degree Program - T.I.M.E. Association's Experience"* Mirko VARANO (KTH Royal Institute of Technology) *"The Present and Future of Joint Academic Programs - A Comparative Study"* Frank BILLINGSLEY (Vesalius College/VUB) *"The Paris Communique 2018: The Future to the Bologna Process"* Chair: Onur Hoşnut (Ankara University)	Ruby Hall

13:00-13:45	**Panel: Erasmus+ Virtual Exchange** Stephanie SIKLOSSY (Search for Common Ground) *"Erasmus+ Virtual Exchange – a Ground-breaking Approach for Inclusion and Internationalization"* Waidehi GOKHALE (Soliya) *"Erasmus+ Virtual Exchange – a Ground-breaking Approach for Inclusion and Internationalization"* Chair: Marcello SCALISI (UNIMED)	Emerald Hall
13:00-13:45	**Panel 3: International Marketing Methods: From Traditional Fairs to Using Smart Technologies to Outsourcing** Timofey TOLMACHEV (BEGIN Group) *"Marketing and Recruitment in Emerging Markets"* Zakaria MAHMOOD (INTCAS) *"Smart Technologies and Managing Risk for International Student Mobility"* Chair and Presenter: Suren NAIDOO (The Learning House, A Wiley Brand) *"Marketing Strategies for International Students in the USA"*	Sapphire Hall
13:00-14:00	**Roundtable: Women's Leadership in Higher Education** Moderator: **Jouhaina GHERIB (***Université de la Manouba)*	Jade Room
14:00-14:45	**Panel: Internationalization at Home- How to Engage the Academic Staff** Claudia BULNES (The Hague University of Applied Sciences) & Eveke de LOUW (The Hague University of Applied Sciences) *"Internationalization at Home- How to Engage your Academics on Campus?"* Chair: Jean-Michel GREGOIRE (EPHEC)	Ruby Hall
14:00-14:45	**Panel: Transnational Education: New Horizons and Models** Saeeda SHAH (University of Leicester) *"Trans-National Higher Education (TNHE): Emerging Landscape; New Horizons; Potential Challenges"* Brent WHITE (University of Arizona) & Tolga TÜRKER (University of Arizona) *"University of Arizona`s Micro-Campus Model: A New Model in International Collaboration"* Chair: Anthony O'MALLEY (Saint Mary's University)	Emerald Hall
14:00-14:45	**Panel: Overcoming Challenges to Student Mobility** Katherine ALLINSON (Universities UK International) *"What More Can Be Done to Encourage Disadvantaged Learners to Go Abroad?"* Baiba PETERSONE (Riga Stradiņš University) *"Mobility in Medical Education: Multi-dimensional Gains from International Exchanges of Medical Students and Residents"* Chair: Lukasz MARCZAK (PWSZ)	Sapphire Hall

14:00-14:50	***Around the World with EURIE: MALAYSIA*** International Higher Education in Malaysia Nordin Bin Yahaya (Universiti Teknologi Malaysia) *"Recent Development of the International Higher Education in Malaysia"* Nik Aloesnita Nik Mohd Alvi (Universiti Malaysia Pahang) *"International Academic Collaboration: A Dual Award Program by UMP Malaysia and HsKA Germany"* Marcus JOPONY (Universiti Malaysia Sabah) *"**Internationalization Strategy in Perspective of Malaysian Universities in Borneo**"* Chair: Mohd Ismid Md. Said	Pearl Room
14:00-14:50	**Inaugural Meeting of Organization for Women in Science for the Developing World (OWSD) National Chapter of Turkey** Chairs: İlkay EDOĞAN ORHAN and Zafer ASLAN	Jade Room
15:00-15:30	**Closing Plenary Session** Jos BEELEN (The Hague University of Applied Sciences) *"Future Trends in Internationalization at Home"* Chair: Ayşe Deniz ÖZKAN (EURIE Conference Program Coordinator)	Ruby Hall

CONTENTS

Transnational Education: the Global Public Good and Higher Education Markets

Anthony Holland O'MALLEY[1]

I. Introduction

Higher education institutions (HEIs) inevitably have been drawn into the increasingly complex social, cultural and economic connectivity and structured networking we have come to call "globalization" (Currie and Newson, 1998). As a faculty administrator and research collaborator in many international linkages and articulation partnerships, I would like to share some reflections on this process with the hope of instigating discussion about its many challenges.

HEI participation in the economic dimension of the globalization dynamic--the dimension most visible to the public in the form of trade and global corporate activity--arises from HEIs being financial entities sensitive to balance sheets produced by the sale of specific goods and services. However, HEIs also participate at the global level as influential socio-cultural purveyors of commodities, such as the credential (over which HEIs have a partial monopoly through accreditation), which embody globally dominant values and norms based on the centrality of markets and individual consumption.

Although it has been the economic dimension that has thrust many HEIs onto the world stage--as they have attempted to make up for lost revenue from ideological alterations in national governance or the need to expand recruitment in response to demographic changes--it is the social and cultural (and allied to this, the political) dimensions that have become increasingly prominent in advocating a marketized understanding of higher education in their role as merchants of educational commodities sold to individual consumers according to perceived, or created, consumer preferences, within a globally competitive market. Similar to the perceptions of former education writers on the "hidden curriculum" (Portelli, 1993), the current structure and understanding of HEIs as basically commercial organizations carries with it, as the medium, its own powerful message.

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In this rapidly evolving context of the increasingly complex combination of economic and value laden roles of HEIs in the globalization dynamic, I would like to comment briefly on a central challenge for HEIs at the global level: the lack of clarity of the relationship between the HEI's traditional socio-cultural role as a crucial institution promoting the public good and the HEI's role as an economic entity, often a non-profit business, with an obligation to cultivate a healthy balance sheet both for stabilizing existing programs (research, curricular, degree) and for the expansion and growth of new programs and activities such as inter-institutional linkages, research collaboration, and similar initiatives (Willetts, 2019).

The challenge presented to HEIs in attempting to combine these two roles can be summarized as one of being a poor fit between a vision of global education as serving the collective, global public good and a more businesslike vision of enhancing participation in global educational commodity markets, whose central product is the credential (Collins, 1979).

II. Higher Education and the Public Good

There has been a long and often passionate debate about the role of HEIs and their overall contribution to the advancement of knowledge, to growth in prosperity, and to the deepening and broadening of valued meanings--principally those meanings generically known as Western European--through individual participation in the higher education process (Filippakou & Williams, 2015).

Economists are right that it is difficult to claim that HEIs are involved in the provision of *a public good*, for this expression has a definite, technical meaning in economics (non-excludable, non-rivalrous) whose precision more or less excludes other, vaguer meanings. There is also some truth to the economists' complaint that saying that HEIs provide *a public service* is simply a roundabout way of saying that they provide a public good (Cooper, 2017). However, I believe that a very strong case can be made that HEIs advance *the public good* in ways that can be empirically demonstrated. I will be using this latter expression throughout our discussion and will assume it to be true. It is unfortunate that economists refer to this important role of advancing the public good as merely a collection of "positive externalities".

The passion in the debate mentioned above arises from the use of a number of the ideas involved in the debate--*the* public good, *a* public good, a public service, and so on--as proxy variables for advancing the claims of opposing ideological positions. The position that HEIs

offer privately consumed educational commodities--courses, degrees, and the like--to discriminating consumers in an excludable and rivalrous manner (and thus cannot be thought of as purveyors of a public good) is closely associated with neoliberal economic (and subsequently, social) policies which give a central--some would say, a sacred--role to markets and individual consumers (Williams, 2016).

On the other hand, the position that HEIs contribute significantly to the public good, and that individual participation, whatever the preferences and motivation that might cause such participation, has significant benefits to the society as a whole that far outweigh the benefits to the individual, is associated with those who look to a strong state--the authority whose responsibility it is to guarantee the protection and growth of aggregate social benefits--to support the HEI system through proactive policies and substantial funding.

There are two dimensions of this debate that are immediately relevant to our discussion. The first is that HEIs acquire the majority of their public prestige as institutions of *higher* learning and the advancement of *publicly* available knowledge from the public perception that they are indeed, and have been for centuries, strongly associated with advancing the public good. Were it not for this perception, HEIs would be perceived as merely another group of commercial entities offering a product of varying market value, and under the usual proviso of *caveat emptor*, to educational consumers. It may be the case that in our neoliberal "end of history" epoch seeing students and other HEI participants as consumers has lost some of the negative connotations it may have had in the past. Yet it remains a fact that the relative prestige of HEIs is associated with their historic contribution to society as a whole, and not simply with the individuals who may earn degrees from them. Put another, and perhaps more important, way we might say that it is the *normative*, rather than the economic, understanding of HEIs that is central to their reputations, and therefore to the more mundane matters--student recruitment, credential marketing, educational innovation--so central to their economic success.

The second dimension is that in a less complex world, empirical evidence could be brought to bear on deciding which of the two positions on HEIs could be demonstrated to be the most accurate and therefore receive the most promotion through resource allocation. Unfortunately, in our rather messy world it turns out that both perspectives turn out to be modestly accurate, each in its own way, and this modest claim on accuracy by both has caused the creation of anomalous policies--both concurrently and consecutively--as the disciples of either position

have assumed power nationally, or regionally. If either is taken to its ideologically strong position, the ensuing policies become mutually exclusive regarding the competing position, which does a disservice to the modest accuracy of each.

The dual role of HEIs in society--that they are basically commercial enterprises and must act as such, and that they are at the same time beyond being merely just another business but are central institutions contributing to the ongoing public good (a basically normative, rather than simply economic, position)--becomes amplified considerably when for various reasons HEIs are compelled to enter the global educational arena as both businesses and agents of the public good (Ramaley, 2016).

III. The Challenges of Higher Education and International Development

Integrating these two roles, each of central, historical importance to the HEI, has been a challenge at the national or regional level (e.g., within the EU). But the challenge has become especially complex with the insertion of HEIs into global dynamics. A major part of the complexity is the lack of any clear, common international understanding of the public good and the general absence of any leading paradigm specific to higher education at the global level that forms part of well thought out international development policies. This absence of policy may be contrasted with the substantial amount of research into policy planning paradigms carried out with respect to primary or "basic" education (Hussain and Hammett, 2015). Educational multilateral agencies, such as UNESCO (2015), which have proposed clear policy guidelines for global elementary education, have proposed much vaguer directions for thinking about global higher education--derived from their understanding of education as a *common* good and education as a human right--that only serve to create new challenges of conceiving of a common international cultural project in our time, and about education being included into the now alarmingly large cornucopia of rights expansionism.

A further complexity arises from the fact that most higher education international development issues draw attention to the *normative*--as opposed to simply the economic--dimension of global participation, and thus draw attention to the HEI's potential role in advancing the public good. The stark inequalities at the global level between the so-called developed and developing societies, the dominance of a single "end-of-history" ideology which favours the status of the already dominant, the "digital divide", and the increasingly poor differential capacity of many countries--or even regions--to acquire even rudimentary resources to create

equitable participation in modern HEI functioning, all raise issues of valuation, power, equity, exclusion, and entitlements that form the important context for the more obvious economic objectives of competitive participation in global recruitment, in credential markets, and the pursuit of commodified curricular opportunities that may prove profitable.

In economic terms, the demand for HEI courses and structured curricula, but especially the all-important *credential*, is expected to grow by over 200% by 2040 (Calderon, 2018). Yet the reality of many developing societies' resources and their position in the global economic structure makes effective demand for HEI credentials a fraction of what the competitive environment of HEI activity at the global level supposes is out there. The solution for converting latent to effective demand is to address both the lack of ability (through creating a lower cost product) or the lack of willingness (through marketing) that result in latent demand. In the case of many developing societies, the marketing of HEI credentials as an essential element of individual advancement has been excellent, so there is usually no lack of willingness. It is however the lack of ability--normally a lack of income and other resources--that causes the latent demand. The World Bank Group (2017) has provided statistics of the comparative participation in higher education by income position in developing societies that are a cause for deep concern, but it nonetheless admits in the same publication that it has never had an explicit strategy for higher education.

This suggests that HEIs should find ways of offering lower cost credentials in order to bring them into line with the ability of potential "educational consumers" to pay. But this defeats the purpose of why most HEIs enter the global competitive educational market in the first place; namely, to overcome the resource starvation arising from the shift to a neoliberal suite of educational policies at home and the concomitant need to find sustainable resources elsewhere.

Global participation also brings into question the putative role of the HEI in furthering the international public good. Although most HEIs actively encourage research collaboration, faculty and student exchanges, and similar activities that can be perceived to be strongly associated with furthering the international public good, global participation by HEIs has come to have as a fundamental objective the economic use-value of such associations, either in accessing the partner institution's national research granting system or in tuition-positive arrangements like articulation agreements, among other economic advantages.

Since much HEI prestige has rested on the normative public perception that HEIs further the public good through broadening individual perceptions and expertise, and that the latter, in the aggregate, contributes to the emergence of a more tolerant, peaceful, and prosperous society, rests uncomfortably with the actual role of HEIs at the global level of being competitors in marketizing their now-commodified inventory, most importantly the credential. That is, the problems of integrating the normative and the economic role of HEIs in the domestic context are multiplied many times at the global level by the absence of any international institution charged with furthering the public good--there is no international state--and by the purely economic environment that HEIs are constrained to operate in, and redefine themselves as competitors in, as a result of the complete dominance of marketized understandings of education at the global level.

IV. Responses to International Challenges

A number of HEIs have acknowledged that attention must be paid to the evolving role for HEIs of shared responsibility in global education for the global public good by creating educational resources that directly address the problems of latent demand for higher education in developing societies (Yob, 2016).

The renowned MOOCS, now in their third generation (Bonk, et al., 2015; Brown, 2019), have opened up educational opportunities for those who have in the past been least able to afford first rate courses from first rate HEIs. MIT's OpenCourseWare suite of courses comes immediately to mind, but there are many other HEIs whose sense of furthering the public good (and their own institutional prestige) at the global level have introduced open courses into their suite of course offerings (Class Central, 2019). Wealthy HEIs such as MIT feel only a modest impact on their revenue stream from their open course ware programs; but for less well-endowed or financed HEIs the thought of giving away courses without tuition, for many HEIs, being a large part of their revenue stream--brings them into the classic challenge of HEIs having to recognize their obligation and responsibility to furthering the global public good, while at the same time treating the global educational arena as a potential market for their commodified educational inventory.

One of the more important ways this challenge has been dealt with is by partitioning the educational product line, if you will, into those products that are potentially flexible with respect

to lowering the cost to potential educational consumers--such as courses and a restricted collection of educational materials associated with courses—and, on the other hand, those products without which the financial position of most HEIs would collapse. The latter products, in a small number of HEIs prominent in public-private research partnerships, would include cost-recovery research programs, courses and materials. However, for most HEIs, the latter consists of the one product they alone can offer and which, though subject to inflation, has an indisputable and officially supported value--the credential; that is, the ability to award an internationally recognized degree.

Latent demand for higher education in developing societies is only partially satisfied through open course ware. Aside from the fact that course ware is not in fact costless--there are local costs in terms of instructional staff, digital software, hardware, and networks--the most important and sought after educational product is the credential. There is little convincing research carried out at the global level which demonstrates a solid correlation between development and access to open courses, but there is considerable research that has shown a strong correlation between acquiring a recognized credential--what is usually meant in the literature by 'educational attainment'--and increased income levels, and in the aggregate increased national prosperity (OECD, 2019).

Another nod in the direction of higher education furthering the global public good is in the area of open learning. This now well-developed initiative not only organizes courses into programs of study--along with facilitating access to such programs of study--but also creates extensive repositories of educational resources which can be used by local, national or regional education authorities to structure their own programs at the tertiary level (COL, 2017). However, as in the case of HEI open course ware, the granting of an open (but not costless) credential--the logical final step in converting latent to effective demand for higher education in developing societies, and a substantial move towards consolidating the presence of HEIs at the global level as agents of the global public good --is considered too challenging a move in the current dynamic to merit any more than an oblique suggestion.

VI. Conclusion

There are many more challenges arising out of the activities of HEIs at the level of global education. One only has to introduce the complications of public funding for HEIs being used for the global (rather than local) good, or the proliferation of private HEIs in our neoliberal epoch,

to see that there is no clear path toward the future with respect to the issues involved. And, too, these are very concrete issues that cannot be dealt with by invoking a common humanity or a common good, for they involve the survival of very particular and local HEIs over very concrete spans of time.

As a final thought, I see HEIs as being able successfully to resolve these issues and challenges in the medium term. However, I have also come to understand that important changes within the HEI itself--both in terms of its academic and administrative structure--will have to be carried out before the contemporary HEI can even begin to meet the global challenge of remaining financially solvent while at the same time contributing, through global education, to the global public good.

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Efficiency and Effectiveness - Insights from the USTREAM project

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Introduction

Since the economic downturn arising from the financial crisis in 2008, policy makers and higher education institutions in Europe have been paying greater attention to the topics of efficiency and effectiveness. The growing interest in these issues has been triggered by changes in funding modalities, university governance and accountability frameworks, as well as by growing competition among higher education institutions and the evolving student body.

The USTREAM (*Universities for Strategic, Efficient and Autonomous Management*) project[2] explored the concept of efficiency in the higher education context, analysed the key drivers, enabling conditions and barriers to efficiency of universities and mapped system-level and institutional efforts to foster efficiency, effectiveness and value for money across Europe. This paper provides a brief overview of the selected project findings. More detailed analysis can be found in other USTREAM publications[3].

A multifaceted approach to efficiency

Despite the rising interest in the topic, the concept of efficiency lacks clarity and requires further attention from a higher education perspective. The USTREAM project proposed a new approach to efficiency based on three levels of higher education (system, sector and institutional) and three contexts of university's work (operational/professional, academic and strategic). Multiple activities pursued at these levels and areas for the purpose of efficiency foster the achievement of the university's missions and goals. Under this approach, efficiency in the higher education context is inextricably linked to effectiveness and value for money.

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2 The European University Association (EUA), the Irish Universities Association (IUA), Universities UK (UUK) and Central European University (CEU) are the partners in the USTREAM project. USTREAM is co-funded by the European Union under the Erasmus+ programme.

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Figure 1. The multifaceted approach to efficiency
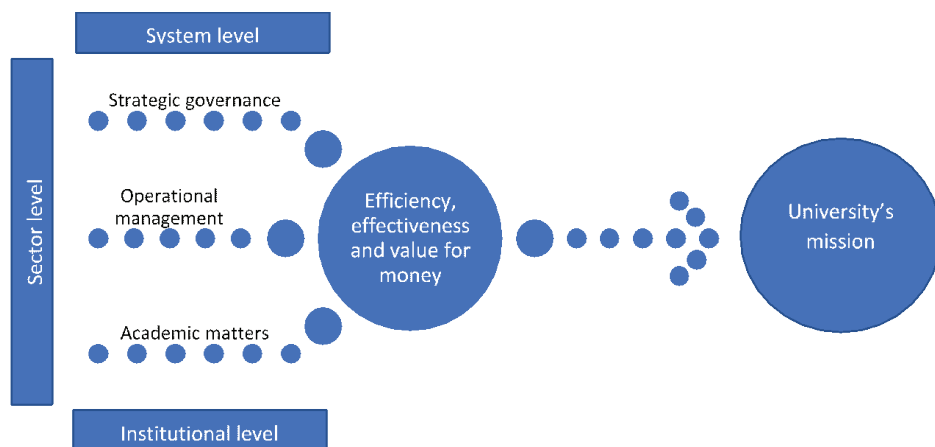
Drivers and Enablers

Efficiency can be enabled or hindered by several factors at various levels. The results of the USTREAM project survey showed that it is mostly the external factors such as budget cuts and decreasing resources that push institutions to look at efficiency, but new institutional approaches also play an important role.

More than two-thirds of all responding institutions from 21 countries in Europe reported that the commitment of the institution's leadership, institutional autonomy, inclusiveness and participation of all relevant institutional actors in the design and implementation of the efficiency agenda are among the key enablers of efficiency.

The efficiency matrix

European universities operate at all three levels (institutional, sector and system level) and apply a broad variety of practices to enhance their professional and support services. Efficiency in the learning and teaching context as well as research and innovation often takes place through collaboration between universities or as part of sector representative organisations, such as national university associations. At system level, universities and sector representative organisations engage in policy-making processes to ensure that European and national policies provide an enabling framework and modalities for efficient and effective operations.

Figure 2 presents some examples of efficiency measures grouped according to different levels and university settings.

Figure 2. Examples of measures pursued at system, sector and institutional levels in the context of operational management, strategic governance and academic matters

	Operational dimension	Academic dimension	Strategic governance dimension
System level	Land use Estate ownership VAT regulations	Programme certification procedures	University autonomy legislation Funding modalities
Sector level	Collaborative procurement Shared services	Shared research assets Shared staff	Exchange of practices Benchmarking Peer learning
Institutional level	Space use optimisation Centralised procurement Asset sharing within institution	Research profiling Review of the academic offer	Leadership and engagement Value for money reports 'Efficiency culture'

Operational efficiency is driven by the need to streamline business processes and optimise the use of resources. It combines a broad range of activities or measures performed to ensure the efficient implementation of day-to-day university operations, including facility and space management, procurement, finances, HR management and student support services. Operational efficiency measures can result in internal institutional reorganisation, or institutions sharing resources to optimise their operations.

Efficiency in academic matters embraces processes associated with the organisation of teaching and research at universities. Examples include optimisation of the academic offer, digital learning and use of ICT for teaching and learning purposes, use of learning analytics to identify students at risk and reduce drop-out and research profiling, among others. The question of academic efficiency arises on all institutional levels, including faculty and departmental levels and concerns all individuals involved in research and teaching activities. Institutional measures in this area can include the definitions of teaching load, class sizes, and research output requirements.

Efficiency in strategic governance is associated with a broad range of activities related to the articulation of efficiency in the context of the value creation model to underpin performance management and institutional development; accountability and stewardship for institutional capital (financial, intellectual, human, relationship, natural, reputational, etc.); development of an institutional 'efficiency culture' based on leadership and staff engagement, investment in skills, technology and capacity-building; creating dedicated task forces to lead institutional processes of enhancement and efficiency; effective internal communication; engagement of governing bodies; stakeholder perception of value and integrated reporting (e.g. through value for money reports). Most activities in this area have a long-term nature based on a strategic, coherent and sustainable approach to efficiency, effectiveness and value for money, which supports the institution-wide development.

Selected examples of efficiency through collaboration

One of the ways to be more efficient is to explore novel forms of collaboration, which pave the way to so-called co-opetition, or competitive cooperation. The USTREAM analysis shows that university partnerships can be highly diverse and cover collaborations at different levels and between various types of actors. The following examples showcase some good practices collected by the USTREAM project. A full overview is available through the USTREAM on-line portal – the University Efficiency Hub (www.efficiency.eua.eu).

Sector collaboration

Irish universities actively collaborate to promote peer learning and develop leading practice and common standards for their finance systems. University Finance Directors developed a comprehensive plan under the Education and Training Sector Shared Services Plan, which includes:

- A review of leading practice across the full range of finance sub-activities;
- Workshops to share leading practice;
- Piloting procurement to pay initiatives for marketplace portals, e-invoicing and invoice capturing technologies;
- A review of all planned finance system/process developments across universities.

Such collaboration has resulted in the development of a Full Economic Cost (FEC) model allocating all costs to the primary activities of the university. The FEC model is consistently applied across the seven Irish universities. Its application has promoted the effective planning and management of university activities based on a greater cost awareness and transparency.

The Irish sector has also achieved significant progress in the field of enhanced teaching and learning through the National Forum for the Enhancement of Teaching and Learning in Higher Education. The National Forum aims to enhance the quality of the learning experience for all students by bringing together all of those involved in teaching and learning in Ireland to support and develop excellent practices in this field.

Institutional partnerships

In 2004, the Technical University of Graz and the University of Graz established a strategic partnership for natural sciences (NAWI Graz). As part of this collaboration, the partners developed six joint Bachelor and 15 Master's programmes in Bioscience, Chemistry, Earth, Space and Environmental Sciences, Mathematics and Physics, that enrolled ca. 5500 students. NAWI Graz curricula are developed by an inter-university committee and approved by the senates of both universities. The partner universities agree how to share teaching responsibilities for each programme. NAWI Graz students are enrolled at the university of their choice and get automatically co-enrolled at the partner university. They receive training at both universities and can choose supervisors from either university.

How to ensure success

The USTREAM project shows that efficiency is an important topic for most higher education systems in Europe, with many actions pursued at various levels and in different settings. Further progress can be achieved by integrating these efforts and creating overlaps and synergies between different actors. They all need to make it a collective responsibility through a continuing dialogue and joint action between policy makers, universities and their networks.

Networks for Stimulating Research Collaboration and Innovation: Global Engineering Deans Council and European Society for Engineering Education

Şirin TEKİNAY[1]

Introduction and Background

It is necessary to start by observing universal trends and themes in innovation to appreciate the fundamental role of collaborative research and engineering. Innovation no longer "happens," nor belongs to singular innovators. Innovation is the result of a multi-disciplinary process, involving design thinking. On the other hand, engineering, while often synonymously used with technology, is more: it is technology-based design.

The innovations in question here are those that address the United Nations Sustainable Development Goals (SDG) [1]. It is fair to say all 17 SDGs hinge on engineering solutions, only to be ushered in by T-shaped experts who can communicate with each other, thus coordinate multi-disciplinary collaboration towards innovative designs of systems, processes, products, or services. It is therefore not surprising that the US National Academy of Engineering Grand Challenges [2] reported in 2008, are the predecessor of UN SDGs. The vision, since then, has been stated as "Continuation of life on the planet, making our world more sustainable, safe, healthy, and joyous."

In this essay based on the presentation delivered at EURIE 2019 conference, we will provide insights to two international networks facilitating collaboration without borders towards engineering innovations: namely, the European Society for Engineering Education (SEFI, [3]), and the Global Engineering Deans Council (GEDC, [4]).

SEFI, the European Society for Engineering Education

SEFI is the largest network focused on engineering education in Europe. SEFI members include higher education institutions, individuals, associations and companies. SEFI has administrative organs in addition to its Board of Directors; the European Engineering Deans Council

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(EEDC), the Board of European Students in Science and Technology (BEST), and Working Groups dedicated to many topics such as

- physics,
- math,
- continuing engineering education and lifelong learning,
- gender and diversity,
- ethics,
- engineering education research,
- curriculum development,
- quality assurance and accreditation,
- attractiveness of engineering,
- open and online education,
- sustainability, and
- engineering skills.

SEFI is involved in European Union cooperation projects (e.g., PREFER Knowledge Alliance, etc) as well as international partnerships such as Federation Europeenne des Associations Nationales d'Ingénieurs (FEANI) notably in the context of the new Engineering Alliance set up in September 2018 and called "Engineers Europe" that brought players from professional engineers to companies together at the European level.

SEFI holds annual conferences, and annual deans' conventions (at the time of writing, preparations for SEFI 47th Annual Conference, Budapest University of Technology (BME), 17-21 September, www.sefi2019.eu, "Varietas delectat… Complexity is the new normality - Industry 4.0 and Diversity in Engineering Education and SEFI 11th Deans Convention, KU Leuven (B), 27-28 May 2019, https://set.kuleuven.be/en/events/eced2019 on «Challenges in University-Business Cooperation in Engineering Education: Crossing Borders» are underway.)

SEFI publishes the scientific journal European Journal of Engineering Education.

GEDC, Global Engineering Deans Council

GEDC is a relatively new body, but it has close to some 500 members from 40 nations, all continents and geographies of the world. GEDC members are engineering leaders from all sectors. It strives to make use of technology for communication and coordination among its members, most recently by introducing a tool called "GEDC Exchange." GEDC holds its annual conferences in alternating years in conjunction with the International Federation of Engineering Education Societies (IFEES) World Engineering Education Forum. At the time of writing, preparations of the 2019 GEDC Conference in October in Santiago, Chile, themed "Engineering minds, hearts and hands: Impact with a purpose" (*https://gedc2019.org*) are underway. GEDC Works closely with Student Platform for Engineering Education Development (SPEED).

Common Threads, Collaboration for Innovation

The four industry revolutions came with interarrival times at scales of thousands, hundreds, and tens of years, respectively. Looking into the future, we should not expect an "Industry 5.0," rather, continuous industrial evolution with frequent disruptions in technology. In order for such rapid evolution to produce solutions that meet the SDGs for the whole world, with the hefty vision summarized as "continuation of life on the planet, making our world more sustainable, safe, healthy, and joyous," the manufacturers, designers, innovators, and all users of technology have to not only deepen their expertise but also understand the interrelations of different disciplines. One school of thought projects the evolution of human race from Homo Sapiens to "Homo Symbius," a new and improved human that is capable of collaborating across STEM disciplines and Arts.

The two international engineering education platforms portrayed here, both comprising engineering leaders from academe and industry, and the public sector, both aiming for sharing of best practices, and collaborating towards research, development, and education of next generation engineers, have been able to produce examples of successful, fruitful collaborations across international borders.

One example is the Carbon Free Innovation Network (CaFIN) conceived during by GEDC in 2015 was officially launched at McMaster University in Canada in 2016, bringing together academics, industry and government officials to explore challenges to reducing carbon emissions, pathways to creating a carbon neutral economy and to better incorporate green technol-

ogy approaches into engineering education. CaFIN has turned into a consortium of 6 universities from Canada, USA, Spain, Turkey, and Korea preparing to obtain funding for the cause.

Facilitation of collaboration across different scales (European, Global, etc.) are likely to form, grow, merge, integrate, and divide so the key is the efficient use of technology, and open access.

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The Paris Communique 2018: The Future of the Bologna Process

Frank E. BILLINGSLEY[1]

Abstract:

The 1999 adoption of the European higher education standardization policy known as the Bologna Process has changed higher education policy and procedures in the 48 countries in Europe and other non-European Union countries.

The purpose of this paper is to evaluate the May 25, 2018, Paris Communique which gives rise to another two years of the educational agreement, and it will provide a recommendation for the 2020 European Ministerial Conference. The conference will assess the outcomes of the 2009 Leuven/Louvain-la-Neuve conference that refined procedures of the 1999 educational agreement. The Communique illustrates that the Bologna Process has been a great achievement and its further states that it has provided academic freedom and integrity, institutional autonomy, the participation of students and staff in higher education governance, and public responsibility in higher education.

Although the European Higher Education Area (EHEA) is reporting great strides to intercountry collaboration, the Education, Audiovisual and Culture Executive Agency (EACEA) states that there is a significant discrepancy between academic standards, credit usage, and transfer, degree recognition, and higher education in some countries is still not easily accessible for those from disadvantaged backgrounds. The Bologna Process has created vast amount mandated administrative tasks to university administrators in the EHEA countries.

This research is indicating that even with strong strides, there are pending issues of partner collaboration and the inclusion of students from diverse social and economic backgrounds**.**

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Introduction

The EHEA policy was developed in 1999, with an aim to standardize various educational processes in European countries. The Bologna Process was the agreement that was adopted to assist in policy development. This process later was implemented as the EHEA, now in forty-eighty European and non-European countries. The Paris Communique was a conference that was undertaken to evaluate the EHEA and the continuation of the educational agreement and evaluate the challenges that educational facilities have faced. The primary aim of the conference was to enhance effectiveness in assessing the primary outcomes of the defined procedures that had been introduced in the 2009 Louvain-la-Neuve conference (Barrett, 2017). The establishment led to the introduction of various essential and unique features in the EHEA based on the national and European goals. Although transparency has been a critical factor, there remain pending issues with the inclusion of students from various economic backgrounds and diversity in social activities, as well as the partner collaboration (Klemenčič, 2018).

May 25, 2018, Paris Communique

Twenty years after the signing of the Sorbonne Declaration, there was a meeting that was carried out in Paris on the 24th and 25th days in May 2018. The conference was aimed at discussing the progress of the EHEA and also developed ambitious and firm commitments that could help in facilitating effectiveness in further development. The Bologna Process was explained as a significant aspect that had been attained successfully based on the policies that had been developed by the European government. The introduction and implementation of the EHEA assisted in guaranteeing that the attractiveness and the quality of student mobility had been achieved on a large scale, and the process created a positive impact on society. The meeting also helped in encouraging trust and development of a mutual understanding in the cooperation of the systems applied by higher education (Shnyrenkov & Pryadko, 2015).

There are significant reforms that have been faced by EHEA education systems. The institutions that have adopted the systems have experienced increased changes in the ways of operations and structure of the curriculum. Europe faces various problems including social inequality, unemployment, migration-related issues, violent extremism, radicalization, and political polarization, and the processes introduced by the EHEA may help in providing decisions and solutions to the problems.

Pending Issues

The development of the EHEA was deemed successful, but there remains differences in cultural norms, traditional activities, national policies, background, and roles, which led to challenges and required that there was the implementation of stern measures to handle the issue. The management team has been facing some of the issues since the solutions and decisions made should be bias-free, and the process has slowed down the progress of the unit across the globe. The issues that are discussed in the study include partner collaboration, the transformation of teaching and learning, furthering implementation, and the integration of sustainable development (Nadtochy, Klochko, Danilina, Gurieva, Bazhenov & Bakharev, 2016).

Partner Collaboration

The collaboration of partners and stakeholders in any activity that have been developed is significant in ensuring that the processes have been made successful. European education is improving over the years. However, after the introduction of other nations, which entail their backgrounds, policies and how activities are undertaken, there have been pending issues that have affected the progress in various nations internationally. The fact that there are some instances where the policies developed by the government administrators have restricted the adoption of new changes and activities in the country, the implementation of the Congress and the EHEA processes have been negatively influenced. Therefore, stern measures should be developed and implemented by the governments and members to ensure that the challenges have been handled to increase the effectiveness and efficiency of the EHEA activities (Von Baum, 2018).

Transformation of Teaching and Learning

The EHEA members have developed measures that are aimed at ensuring that various institutions have adopted the strategies. However, there is a need to incorporate technology and its applications, which requires input from professionals and resources that might not be acquired by various institutions across the globe, and is regarded as one of the primary challenges being faced. The strategies applied also entail support of digitally-based, and new teaching approaches to attain the fundamental requirements of students in the learning centers, which will aid in enhancing the learning and teaching experiences in institutions. The teaching environment should also be attractive so that teacher performance can be improved, which might

lead to increased challenges that will be faced by the national administrators who will be required to ensure that the necessary resources and teaching skills have been attained by the organizations (Nadtochy, et al., 2016).

Furthering Implementation

The full implementation of the Bologna Process is highly dependable on the commitment of the parties that are involved in the EHEA congress. The success also relies on the stakeholders, students, staff and various educational institutions across the globe. The progress has been attained over the decades based on the quality assurance systems that have played a significant role in the implementation of the reforms in diverse countries that are members of the EHEA. The implementation of the common commitments from the stakeholders and the member nations entails a complex process that might affect the activities undertaken by the Communique. Even though it has been rated as significant and beneficial to institutions of learning, the complexity is the primary concept that has led to increased challenges within the EHEA. The process also required increased input that may also lead to increased costs that might not be attained successfully in various nations, especially those that have not been economically stable (Barrett, 2017).

Integration of Sustainable Development

The integration of sustainable development in the reforms that had been developed by Bologna helps in providing an opportunity for renewing the learning and teaching processes based on the training strategies and sustainable curricula. Programming will be incorporated in the various institutions will also adapt to the sustainable development that will have been introduced. However, there are primary measures that should be taken into consideration, which may include the costs and resources that will be required to ensure that the process has been successful. The concept will lead to increased challenges in trying to ensure that the process has been established, and might slow down the process of implementation. Creating a new framework will also be required, which might require qualified personnel to polish the intercultural and interdisciplinary working skills and knowledge in the educational institutions (Shnyrenkov & Pryadko, 2015).

Conclusion

The Paris Communique 2018 was developed to improve various activities in the educational sector, which were based on the EHEA policy established in 1999. The fined processes of the Congress were refined in 2009 by the establishment of the Louvain-la-Neuve conference. The Bologna process has been beneficial in various activities undertaken in institutions of learning, and it has been adopted in various countries. However, its establishment has also been faced with diverse challenges based on the fact that there was the introduction of other nations outside Europe with different cultural practices and traditional norms, as well as government policies that required modification of the congress requirements. The EHEA practices should be established in institutions, but proper measures should be taken into consideration to ensure that the negative impacts of the Congress in the learning process have been reduced to increase effectiveness in providing that student requirements have been attained.

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Theory of Global Accreditation as a New Alternative Scheme of Global Power in Business Education

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International accreditation in Central and Eastern Europe

The accreditation of business schools (B-schools) from the top-accreditations - Association to Advance Collegiate Schools of Business (AACSB), and the EFMD Quality Improvement System (EQUIS) emerged all over the world, including the Central and Eastern Europe (CEE). Despite remarkable growth in accreditations, there has been limited research on this phenomenon (Elliott & Goh, 2013).

Higher education have undergone dramatic changes in transitional countries of CEE: markets commenced their integration, competition became global, "corpocrats" were replaced by entrepreneurs (Kozminski, 2008). In the 1990s, the transfer of the American model of management replaced former ideology (Hull, 2000). The Bologna Declaration, pushed the CEE B-schools developing new identities, relying more on European case studies. "*What the West perceives as opportunity and freedom, the East perceives as a disintegration of the way of life*" (Bennett, 1996, p. 23). Accreditation is an effective form of professional control, but it is a control which is based on forms that are more ideological than coercive (Paccioni et al., 2008). Multiple accreditation systems suit more for the Bologna process in CEE when the West will finally catch up with the East (Westerheijden, 2001).

Power and change in the 21st century

In political science, Nye (1990) developed the concept of "soft power" demonstrating that the United States is not only the strongest nation in military and economic power, but also in a third dimension of "soft power" which is "the ability to get what you want through attraction rather than through coercion." Nye (2004) explains how it works: The concept of power is the ability to influence others. There are three ways to do that: to threaten with sticks; to pay with carrots; and to attract, so people (or organisations) want what you want, and it costs you much less than carrots and sticks. According to Harvey (2004), accreditation is about two things: a

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shift of power from educators to bureaucrats, and when the organisations promote the powerful position of controlling body, where control, legitimated by public interest mixed by control based on self-interest.

Research Findings

The following research questions (RQ 1-6) are considered through the theoretical framework of institutional theory and practices of B-schools with the developed propositions (P1-P6):

RQ1: How do B-schools in CEE perceive international accreditation?

RQ2: Why do B-schools in the East seek international accreditation from the West?

RQ3: What are organizational changes in B-schools as a result of accreditation in CEE?

RQ4: What are the effects of international accreditation process in B-schools of CEE?

RQ5: Do B-schools with accreditation send any signals to their stakeholders?

RQ6: What is an institutional change of B-schools that takes place in CEE?

Table 1 is developed based on the literature on isomorphic changes and effects of accreditation.

Table 1. Types of changes (and 12 effects)

Organisational changes with effects (MI, NO, CO, BA, IA) vs. Quality Performance (PE)					
Organisational change with Isomorphic Effects (IE) (Institutional theory of DiMaggio & Powell, 1983, 1991)			Additional changes with IE emerged in 21st century		Quality Performance
MI	NO	CO	BA	IA	PE
Mimesis	*Attraction*	*Power-political*	*Environmental*	*Information*	*Productivity*
Non-strategic managerial forces		Export forces, infusing values	Peer, social or regulatory	Forces to present quality	Customers' forces

Source: *Developed by Author based on Literature, Abbreviation: A: accreditation MI:mimetic; NO:normative; CO:coercive; BA: bandwagon; IA:information asymmetry; PE:Quality Performance, IE-isomorphic effects*

The Table 1 allows to apply each change with corresponding effects on interviewing the B-schools´experts (from 1 to 4) demonstrated in Table 2 with AACSB and EQUIS. B-school with CEEMAN (Central and Eastern European Management Development Network) accreditation is added for comparison because it is institutional, but it is located in the region of CEE (Slovenia).Table 2. General Profiles of B-schools in CEE

Units	B-schools				
	1.FELU	2.KU	3.ZSEM	4.GSOM	5.IMISP
Country	Slovenia	Poland	Croatia	Russia (also CIS)	
Ownership	Public	Private	Private	Public	Private
Accreditation	*EQUIS* (2006) AACSB (2010)	*AACSB* (2011) EQUIS (1999) *CEEMAN* (2001)	*AACSB* (2013)	*EQUIS* (2012)	*CEEMAN* (1999)

CIS-Commonwealth of Independent States; FELU-Faculty of Economics, Ljubljana University; KU-Kozminski University, ZSEM – Zagreb School of Economics and Management, GSOM-Graduate School of Management St.

Petersburg University, IMISP-International Management Institute of St. Petersburg

Table 3 demonstrates the types of changes and effects within each organisation as a result of accreditation.

Table 3 Isomorphic changes and effects as a result of accreditation

C1. FELU	C2. KU	C3. ZSEM	C4. GSOM	C5. IMISP
Compare 1& 4 T.32 **EQUIS**	Compare 2&3 T.44 AACSB, Ceeman	Compare 3&2 T.53 AACSB	Compare 4&1 T.64 **EQUIS**	Com2&5 T.72 **Ceeman**
No-13, Mi-8, Co-7, IA-6, Pe-4, Ba-0	Co-17, No-15, IA-14, Mi-7, Pe-5, Ba-5, Iso-4, Le	Mi-15, No-14, Co-13, Ia-8, Pe-4, Ba-1, Le	Ia-10, No-8, Mi-6, Co-3, Ba-3, Pe-4, Le	Mi-4, No-3, Ia, Co

The following graphs also demonstrate effects of accreditation practices on each organizations (FELU, GSOM as public B-schools and KU and ZSEM as private organizations.
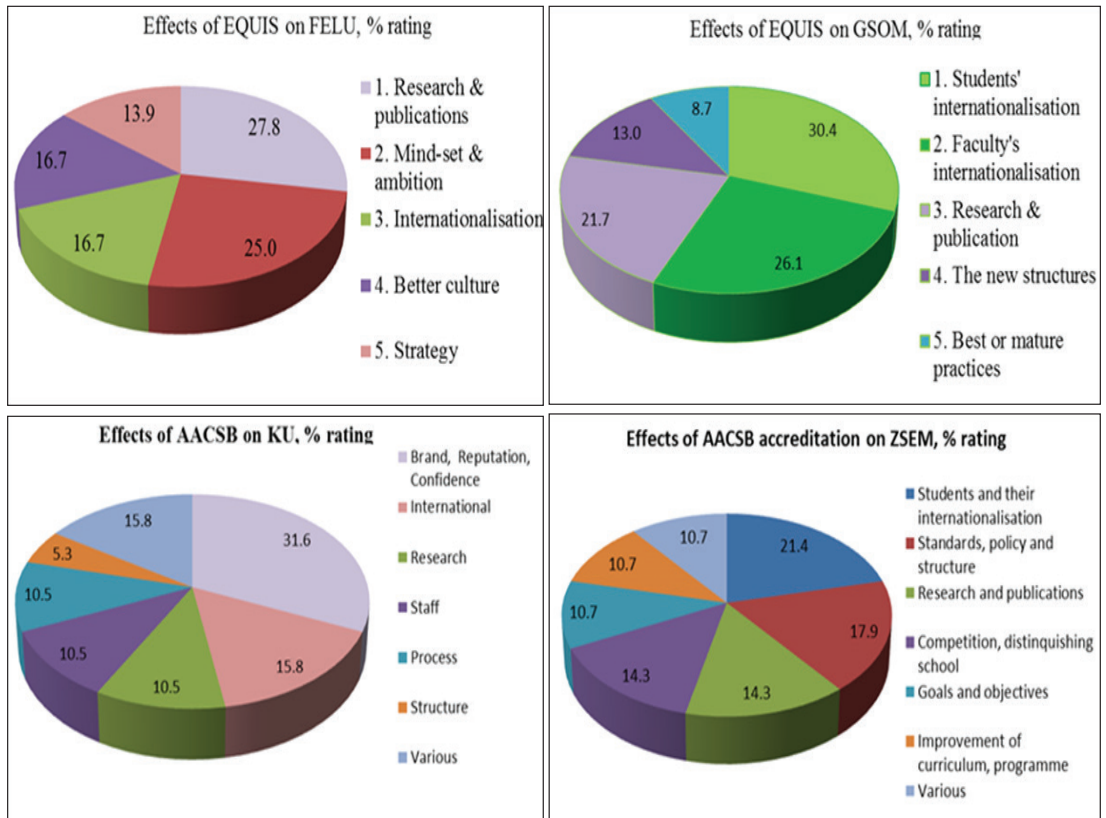
Conclusions

The first statement in the following propositions (P1-P6) answers research questions (R1-R6), thus becoming the basis for the proposed Theory of Global Accreditation (TGA):

P1: Perception of accreditation values in B-schools is relatively more important than perception of accreditation cost. P1 is confirmed in all schools with AACSB and EQUIS accreditation. CEEMAN: neither confirmed nor denied.

P2: B-schools seek accreditation to achieve legitimacy. P2 is confirmed in all cases. CEEMAN in IMISP: neither confirmed nor denied.

P3: B-schools enhance isomorphic changes (mimetic, normative, coercive) as a result of ac-

creditation. P3 is confirmed with key changes (NO, MI, CO). In the case of EQUIS in KU, MI are missing. It can be explained that accreditation was introduced in 1999, being the first in CEE market. In KU case, CEEMAN shows the merged isomorphic (ISO) features.

P4: B-schools acquire more isomorphic changes (bandwagon & information asymmetry) as a result of accreditation; P4 is not confirmed, (BA and IA are missing) when accreditation is the first introduced on market or brought artificially (as a project), without any market demand.

P4a: B-schools seek accreditation as a result of bandwagon effects. In the case of GSOM, BA is not available on local market, but it is brought by the partners (peers) from outside markets. *P4b*: B-schools seek accreditation to reduce information asymmetry. P4b is confirmed, except CEEMAN accreditation in KU.

P5new: Accreditation is a legitimacy tool with a positive signaling to its competitive schools. First, the findings show that signals are different from being "quality" only. "*Positive*" signaling means "*signaling for actions*", adjusting competitor´s strategy for accreditation.

In P5, what is the most important is a rival´s perception about the awarded accreditation. Does it mean a signal to follow accreditation trends? P5 is confirmed for the rivals of FELU, KU and ZSEM. P5 is not confirmed for GSOM rival (with EQUIS). P5 is not confirmed for CEEMAN.

P6new: Institutional change occurs through the mechanisms of isomorphic organisational change with bandwagon and information asymmetry changes, under the condition that accreditation distribute bandwagon effects among rivals. P6 is confirmed with AACSB and EQUIS except Russian case (with EQUIS). CEEMAN accreditation has a weaker signaling and doesn´t bring evident institutional change.

Organizations with strong accreditation (AACSB & EQUIS) send signals with bandwagon effects to their rivals spreading "innovation" from organizational to regional levels, accelerating accreditation globally.

In private schools of CEE region, accreditation produces effects on mission, faculty and teaching, in public - on strategy, faculty and programs. The more accreditations organization acquires, the more isomorphic it becomes. TGA explains why accreditation takes place and how organizational changes are transformed into institutional change. The "key" is coercive change linked to "infused" values and culture, brought by "change agents" to B-schools..

Organizational change turns into the institutional change, when organizations copy new practice through bandwagon (domino effect) among professional organisations. Bandwagon and information asymmetry's effects might be missing when: a) organisation is the first mover of new accreditation practice in local market; b) organization acquires "weaker" labels (regional accreditation) that do not produce strong signaling (CEEMAN). TGA can be applied not only on B-schools and universities´ accreditation processes, but also to the quality assurance practices (for instance: TQM & ISO).

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Towards Comprehensive Internationalization

Agata MANNINO[1]

Over the last decades, much has been written about the strategies and key factors of comprehensive internationalization. Among the many definitions of it, I like John Hudzik's one: *Comprehensive Internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education* (Hudzik - 2011). In order to describe this concept I'd like to use Hans de Witt's words: Mainstreaming of internationalisation is a concept that *"(omissis)… implies that internationalisation is no longer a separate pillar of university policies and strategies but integrated into all other pillars: education, research, human resources, finances, student affairs, faculties, etc.".* (de Witt, 1998). Nowadays internationalization has become an institutional duty more than an option. Yet there are *many institutions,* which *do not see internationalization as integral to their identity or strategy…a gap exists between institutional rhetoric and reality"* (Green et al. 2008). Therefore, if it is not an option and if we do not want to keep this gap, we simply should face this challenge.

To do so, first of all we may list at least some of the **purposes** of internationalization:

1. A better connection of the institutions to a **global** world with a continuously changing environment?

2. The preparation of graduates for life and work in a **global** market?

3. The strengthening of research capacity and institutional acknowledgment in the **global** knowledge society?

In the best possible situation, we should try working towards the combination of all these purposes. Considering Internationalization of Higher Education Institutions (HEI) a final product for which we need a recipe, then the (certainly incomplete) ingredients' or tools' list would be:

1. Student mobility;
2. Internationalizing the curriculum;
3. Building and developing foreign language knowledge;

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4. International partnerships;
5. Joint degrees;

However, if we really want to internationalize our institution in a comprehensive manner, then all these tools, and many others, have to be used. We must think of **integral actions**, which means using all *ingredients*, not only part of them. To do so, internationalization should be considered an **integral part of the institutional goals and** it should occupy a priority position. Otherwise the risk is that it will be marginalized and only part of the important action towards internationalization will be carried on. In other words, internationalization is often seen as: *one of the shops in the university mall from which some elect to purchase the product, rather than as something to which all shops in the mall contribute in unique ways* (Stohl, Hudzik: 2009).

As long as we consider internationalization a specialty reserved for a few privileged people and not a specialty to which everyone on campus contributes, internationalization will not create win-win situations. As mentioned internationalization must be an integrated action; there should be awareness and openness to internationalization and a sufficient **commitment across the entire institution** to move forward and to pass from rhetoric to action. Moreover, we might consider a merit system that **rewards** internationally engaged scholars and staff in promotion.

Creating a real **culture for internationalization** that is defined by the goals it reaches and the learning and research outcomes it fulfils, is much more than measuring internationalization with numbers, such as money allocated to it or numbers of outgoing and incoming students, even if these are important indicators of the impact that internationalization is having.

A widespread and deeply-rooted internationalization culture is needed to survive changes in organizational leadership. Comprehensive internationalization requires **fully engaged leadership** that pursues campus dialog and consensus-building on the importance of internationalization. It needs **building a widespread mind-set** of shared responsibility and coordination of effort, effort to **train colleagues in administrative and policy structures** that will facilitate support and facilitate internationalization.

Moreover, we should not forget to consider **organization and structure** on campus, either there is a centralized office to lead and coordinate internationalization, or decentralized models. Personally, I think that best would be having a central unit leading, and international reference offices at departments/faculties level. International central offices have to be fully engaged with academic, support, and service units. Everyone has to be involved and, it goes without saying, all institutional missions (teaching, research and service) have also to be considered. Finally, there can't be internationalization without an adequate **financial support. T**his is possible only if internationalization is integrated into institutional priorities, the engagement is seen as a core function at department level, and it is therefore enabled to access sufficient resources.

Least but not last is establishing measurable, clear goals which drive behaviour. In order to set goals, there must be **motivations**, such as:

- National and international reputation
- Student outcomes (i.e. employability)
- Better research results
- More international scholarship to enhance activities (learning, research)
- Bridge-building among international partners

After defining, describing and trying to explain internationalization, maybe we should in any case consider if there are risks in exchanging all these good practices with the world, with our neighbors, or those on the other side of the planet, and asking ourselves if internationalization is really worth the effort and resources. Internationalization has in fact both, a **competitive and a collaborative dimension** and both are strengthening. For instance, Trieste is on the border with Slovenia, close to Croatia and Austria, collaborating with universities in these countries could be tricky because potentially we share the same target student population. But indeed we collaborate intensively with partners of this area because it is easier to reach each other's place; it's cost-productive having projects together; we are in some regional networks; also linked through similar backgrounds and common research interests. All this means that, actually these collaborations produce very often win-win situations. It is impossible for every institution to be the best in everything. Sharing knowledge contributes to be the best together. But of course, to realize these collaborations, teaching staff needs an international perspective

and opportunity, an internationalized campus environment, policies and administrative structures supporting international research.

Conclusions

From this excursus into the world of comprehensive internationalization, we may assert that, if successfully implemented, internationalization will impact the entire campus life, and will substantially shape the institution's external frames of reference, partnerships and relations. Internationalized institutions may change their positioning from being mainly local, regional, or national to becoming global. And this is crucial, if we think that all HEIs face the dual challenge of being internationally engaged, while remaining connected locally (local vs global). Although a commitment to comprehensive internationalization presents challenges in terms of capacity, costs and institutional change, not committing to it would accelerate consequences (referring to a global reconfiguration of markets, systems of research, communication etc.). Global internationalization will inevitably reshape twenty-first century higher education knowledge creation and knowledge dissemination.

It is difficult to identify a universal model of comprehensive internationalization that would be relevant and effective in Europe or in the world, such an extensive area, where opportunities and obstacles that HEIs face can vary tremendously from one country to the other, sometimes even inside the same. Varying missions and starting points will therefore produce uniquely tailored responses to the challenges and opportunities of internationalization.

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Towards Comprehensive Internationalization: Summer Schools: Challenges and Opportunities

Joseph MCMAHON[1]

In this current international education framework, internationalization entails many different forms and formats. Students continue studying abroad as they have been doing for decades and lecturers and researchers are visiting partner universities more than ever. In this fast-paced society in which time is such a valuable asset, summer courses abroad are gaining momentum in higher education.

Universidad San Jorge is a young and dynamic institution, opened in 2005 and located on a modern university campus outside of Zaragoza in northern Spain. Recently we have noticed an increased interest in our students to participate in one-week courses abroad and our campus has become a popular destination of our partner universities. We would like to analyse what difficulties must be overcome to properly manage participation in summer courses and take an introspective look at what has worked for us and what we have learned from mistakes we have made as well.

We have found that summer courses provide a taste of studying abroad and experiencing different cultures for those who perhaps cannot afford to go abroad for a longer period due to time and economic constraints. The experience also benefits other programs such as Erasmus+ because students want to then have a longer, more intense experience and are encourage to do so. The benefits for institutions are also positive as relations between universities are strengthened and students positively value the experience.

Our internationalisation strategy is committed to providing our students with the skills and knowledge required to live and work in a globalised workplace and to offering students from overseas an international experience that will contribute to their own future professional development.

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As a small university community, we are able to offer both our degree-seeking and visiting students a personalised and friendly approach to teaching which guarantees a learning experience that can be adapted to their individual needs.

Over recent years Universidad San Jorge has organised a series of tailor-made summer schools for groups of students from partner universities, designed according to the requirements and budget of the home university, as well as to the academic needs of students from a variety of disciplines.

These short learning experiences can be designed around Spanish language and culture, around specific themes taken from the subject areas offered by the university, and delivered in English, or can be hybrid packages including both Spanish language instruction and specific academic sessions and workshops.

Our short courses and summer schools normally last between one and four weeks, with around 20 hours of classroom-based activities per week together with relevant industry visits and complementary social and cultural activities. Students are generally not given too much work to complete outside the classroom so that they have free time to get to know Zaragoza, immerse themselves in the local culture and, of course, improve their Spanish language skills.

Learning outcomes from student workload and participation in activities are reflected in the certification of corresponding ECTS credits.

At San Jorge University we are just getting started in setting up summer schools. Our first attempts were cases where partners asked us if they could come during a term and use our facilities and lecturers. We set up activities, classes, visits to companies, etc., but there was no recruiting per se, it was a collaboration with a partner university.

Our reasons to date have not been to make money, but rather to strengthen relations with partner universities and to find ways for our students to have international experiences "at home," without leaving Zaragoza.

One of the problems we have encountered is finding lecturers to participate in the summer courses. We are a small, private university and most of our staff have many teaching hours,

administrative tasks while research basically takes place in their free time. It can be quite challenging to convince lecturers to participate. We have found that we have had to pay them extra for their time in order to convince them to participate. Like all universities, we have our "international champions," those lecturers who are motivated to participate in these sorts of courses mainly due to their international profiles.

We have had more success with lecturers getting involved in courses taught during the academic year (October, March for example) than in July, mainly because staff members are physically and mentally exhausted after two gruelling semesters.

As far as recruitment is concerned, it is not a major issue for our institution to make money on summer courses. In this context, we are in quite a different position than some of our larger, more experienced partners. We do not have a marketing plan or a budget to try to set up summer school programs. Nevertheless, we inform our partners that we are open to organizing courses at almost any time of the year because we want to do activities outside of Erasmus.

In conclusion, at Universidad San Jorge, we are still learning how to successfully start up and run summer school programs. We have enjoyed some success due to our institution's flexibility and openness towards collaborating with our partners. Spain is a popular destination due to the climate and culture and we have found that by combining Spanish language and culture courses with area specific units, participants enjoy learning while having fun. That is our formula for success and we are confident that we can continue growing and strengthening relations with our partners while at the same time providing an international setting for our Spanish students.

Challenges and Opportunities for the Double Degree Program T.I.M.E. Association's Experience

Gwenaelle GUILLERME[1]

Established in 1989 by Ecole Centrale Paris (today CentraleSupélec, France), T.I.M.E. Association is an international network in the field of engineering education. It gathers 57 institutions of 22 countries. With about 315 double degree agreements in operation, there are over 500 students currently going through the system every year.

Since 1989, the main objective of the T.I.M.E. Network is to train bi-cultural and bilingual engineers via the Double Degree. What does it mean? It means that the student will have the opportunity to spend at least 3 semesters abroad and at the end, obtain the degree from his home and host institution. It has, of course, an impact on member institutions. Indeed, double degrees is one way of internationalising and one way of developing the institution's understanding that what it means to internationalise.

The concept of the T.I.M.E double degree is based upon our assumption that going abroad means that the environment is going to be essentially different and diverse. Therefore, there cannot be one single model for a double degree. A double degree between Japan and Italy will not be the same as a double degree between Germany and Spain, or Turkey and France for example. This also assumes that it is individual institutions and individual countries which carry the final responsibility for certifying the quality and for issuing the degrees. So it's quite a decentralised and quite a diverse system.

The double master degrees are based on the following T.I.M.E Association's values and regulations:

a) **Prolonged Study Abroad,** which means more than one year abroad. Our belief is that the longer the students stays in a different environment, the more benefit he/she will have. So to recognize the double degree, we do insist that students must have studied abroad for more than one year. This typically means three or four semesters, but it depends on the in-

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stitutions. The student on a double degree exchange is a full student of the host institution and takes the same curriculum as the home students, has the experience of cultural and linguistic immersion of course and finally, is studying for the degree of the host institution. So this is a prolonged study abroad and in-depth integration into another system.

b) **Extra academic credits.** There is no reason why somebody should receive two master degrees with the same amount of study as one. Otherwise, we are devaluing the qualification concerned. So again, we do insist on prolonged study and extra work.

c) **Respect for diversity,** which means different teaching approaches, curriculum and different assessment methods, as there is no single model basically for a T.I.M.E double degree. That's somehow the complexity but also the beauty of the model.

What can this kind of cooperation, double degree cooperation, bring to an institution?

First of all, all education institutions essentially are national-based and are funded mostly nationally. Their culture, their staff and their students are essentially based in one country. Their degree tends to be a national degree. All institutions are operating internationally, but within the reference of a national framework. Of course, there are cultural and intellectual assumptions and therefore by working with people from other places the institution can have the same benefit as a student. Basically, it challenges your ways of operating and what your values are. Of course, it can also lead to professional development in faculty and staff. Finally, it has an impact on the students who do not have the opportunity to move abroad. The ERASMUS Programme aimed originally at 10% mobility in European students. But, we know that not even 10 % of students are mobile. Therefore, the presence of foreign students who stay around for quite a long time is a great enrichment for the institution, for its students, for its administration, and for its institutional culture.

Disruptive challenges

Nevertheless, there are disruptive challenges. We may all assume what study means – study is something which happens between secondary education and employment. What about lifelong learning? What about part-time study? What about social pressures and economic pressures which mean that some people cannot afford to study for a long time. So we should al-

ways be ready to challenge our implicit model, which is that young people leave school, go to university and then have a job. It does not always happen in that sequence and it may happen less and less in that sequence.

We should not be unaware of the development of online education, different delivery methods, and pedagogies. Is higher education something which happens in a given physical place or is it something which is much more online and virtual?

Conclusion

We should not underestimate the power of education and international education. Educating engineers and more generally people in international education is the best investment for a peaceful world. We all know the expression "thinking outside the box". We are always thinking in a box. Therefore, educating our people to see there are other boxes sitting in the world is the best way to really understand and not to think about "the truth".

How to motivate students for an international Double Degree? At least, we – institutions, professors, and administrators should help the students to figure out who they are and how they can get to the place which will make them happy. It is much easier if the whole world is their playground, instead of being confined to one country.

The Present and Future of Joint Academic Programs - A Comparative Study

Mirko VARANO[1]

What is the impact of double degree studies on the graduates' life and career and what lessons can universities in science and technology learn from the stakeholders to develop more efficient international programs leading to enhanced employability?

The members of the CLUSTER network (www.cluster.org) have been cooperating since the early 1990s in the development and management of joint educational programs and agreed that an analysis based on feedback from all the involved stakeholders (current students, alumni, program developers and employers) on the existing programs was needed to identify the potential for improvement. A subset of seven members of the consortium embarked in September 2015 in a two-year project (REDEEM) supported by the Erasmus+ Strategic Partnerships program to provide the network and the partner universities with answers and innovative tools in this sense.

The universe surveyed includes all graduates of each partner institution who participated and earned a Double Degree (DD) between 2004/05 and 2014/15. By choosing this period the purpose was to understand realities of graduates who experienced double degree programs in different periods. An online questionnaire was conducted to garner information through a LimeSurvey platform. The global response rate was 25.2% against a universe of 6546 graduates.

The survey on which the qualitative analysis is based focuses on two key dimensions: the objective dimension (hard facts) and the subjective dimension which encompasses the motives that led them to choose a DD and their perceptions of the skills gained and competitive advantages.

The largest percentage of surveyed graduates resides in Western and Southern Europe, with respectively 39.8% and 20.8%. Nevertheless, the geographical origin gives us a different sce KTH Royal Institute of Technology, International Relations Office, Stockholm/Sweden. varano@kth.se nario, with 55.8% of surveyed graduates originating from Southern Europe. The marked differences in the distribution of surveyed graduates in these two indicators (place of

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residence and origin) suggest that we are faced with a significant scenario of professional/post-academic mobility, which is confirmed when the percentage of surveyed graduates, who are currently residing abroad is identified, which is 49.3%.

All motivational aspects are, at different levels, important. Aside from the potential income growths which, while not being totally unimportant, have a considerably smaller amount of importance, all other aspects were important for DD graduates. A more in-depth analysis is necessary, but it is noticeable that "Living in a different country during my studies" is/was the most important aspect. "Interacting with new cultures" ranks second. It is interesting to observe that cultural/social related motivations are considered more important than more "corporate" or "Labor market" ones. This is the pattern observed in the group and in the graduation period breakdown where the "Living in a different country during my studies" and "Interacting with new cultures" are always the major motives.

Nearly half of the surveyed graduates are working outside their home country. Among these graduates, a slightly different pattern in terms of motivational factors is observed. While the key motive for taking a DD is the same as in the overall results, the top 3 is different when compared with graduates who are working in their home country. Aspects related to professional mobility and labor market rank higher than the "cultural/social" aspects, which are present on the top 3 of graduates who are not in a professional mobility situation.

When it comes to measuring the graduate perception of the role played by the DD in the development of additional academic skills, unsurprisingly, most graduates consider that the DD experience gave them the ability to work in an international context. While "International context" might be a quite vague concept and can encompass several different understandings, the main idea is to get a hint of how an international academic experience potentially gives graduates an ability to perform a job which addresses the challenges of a global labor market, both mobility-wise and global connectivity-wise. This would suggest that the skills that are directly or indirectly linked to the mobility experience have a larger percentage of agreement. It is conspicuous that the percentage of agreement steadily decreases in skills that are not necessarily associated with a mobility experience and may be acquired in an equally efficient manner in a program without mobility. Nevertheless, agreement percentages are considerably high, and only skills in information and communication technologies fall short of 50%.

When comparing double degree graduates with graduates holding only the national degree, employment status does not vary much. For single degree graduates, the global average of monthly salary is €3146, considerably lower than €3618 of double degree graduates. The location issue should be highlighted, in that the largest percentage of respondents was working abroad, in Southern Europe, where salaries are lower than those in Western and Northern Europe. Against this background, it becomes more pertinent the analysis and comparison of remuneration by location.

It comes as no surprise that the items that have the biggest difference in terms of % of agreement are the ones that relate to experiences with other countries in terms of cultural understanding and socializing and work habits. Still, in these sorts of skills, the % of single degree graduates who claim to have gained these skills is considerable. All the skills where the single degree graduate has a higher % of agreement are not at all associated with mobility and deal with skills that concern directly with the performance of the job. It is also important to mention that 37,6% of the graduates with an exchange experience but holding a single degree are working outside their country of origin. It is a smaller percentage than the mobility observed among the double degree graduates (49,3%).

As for the awareness single degree graduates have of double degree programs, 80.9% have indicated that they are aware of the existence of double degree programs. Of this group, 51.4% stated that they would consider entering a double degree.

Double degree graduates in our survey were clearly more satisfied about their study program than other groups. Double Degree-graduates do overall earn more than their peers with single degrees. The difference seems to decrease with the increasing of age.

The presumption we had when entering this project that employers are generally unaware of what a Double Degree stands for was strengthened. This is disheartening for institutions and graduates that as a rule see the Double Degree students as a group that is very ambitious, fearless, borderless and with guaranteed intercultural experience.

One theme that comes up again and again is how to bring together individual developers with the university administration in the initiation phase. This would both save time by making the process more efficient and would also prevent universities to enter into agreements not compatible with national regulation and institutional policies.

A second theme that is clear is that many institutions which have been active in Double Degree-programs are moving into a more mature phase of their internationalization activities. It is then not enough to work out the programs mobility paths and to meet requirements for learning outcomes. This development is likely to be a result of a constantly increasing competition for funding that is pushing developers and institutions to present ever more attractive programs with unique features in order to stand out against the competition. Generally extra funding is needed to support mobility and for other inter-institutional activities.

Two main categories of Double Degrees of very different nature have in fact been identified: The ones seeking compatibility (combination of two curricula with very similar contents and learning outcomes) and the ones seeking complementarity (combination of compatible curricula that offer nevertheless completely different specializations not available at the home university). These differences should be clearly addressed in the recruitment phase by shifting the focus from the mobility component to the real impact of Double Degrees on the life and careers of the graduates.

Especially for programs that are recruiting globally more professional communication methods seem to be needed. The need and possible advantage of having tailor-made information and support for this group of students is clear. The Double Degree-students often feel that they fall between the two major groups of students which are the regular degree seeking students and the exchange students. Specific support and services for this category of students need to be developed by universities.

More efforts should be made by developers and institutions in general to communicate externally what the real nature of Double Degree programs is and what are the real learning outcomes and profiles of the graduates.

Although the quality of a Double Degree is generally very high and appreciated by the developers and students and the advantages they bring about are consistent and objective, there is a clear need for more efficient double degree programs in terms of student/industry needs, expectations and employability aspects through full involvement of the employers in the whole process.

A more extensive comparative analysis based on the institutional approaches to double degrees and on the perceptions of double degree graduates worldwide is currently being carried out by the follow-up project REDEEM 2 (www.redeem2.eu).

Erasmus+ Virtual Exchange – A Ground-breaking Approach for Inclusion and Internationalisation

Stephanie SIKLOSSY[1]

Waidehi GOKHALE[2]

Virtual Exchange in a globalized and digitalized world

In today's world, technology is revolutionising our capacity to communicate with one another, and we are globally connected in unprecedented ways. At the same time, our diverse and pluralistic societies continue to trigger polarization and divisions, thereby threatening social cohesion. In this context, Virtual Exchange is a ground-breaking demonstration of how modern technologies' power can be used to bridge divides and build intercultural understanding in an inclusive way, and at low cost.

In parallel, the ability for youth to understand and appreciate differences has become more imperative than before, with workforces and public spaces alike becoming more diverse, interconnected, and international. Part of working and living in the modern world is effectively being able to communicate through digital spaces and cultural divides. To prepare young people to become active 21st century citizens, higher education and informal learning institutions

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need to focus on soft skills and emotional intelligence as much as on hard skills and technical knowledge. Young people need to acquire social and intercultural competences, critical thinking, empathy, as well as digital and media literacy. A meaningful intercultural experience online can offer this skill-building opportunity.

Virtual Exchange is distinct from regular online educational programming, and has several defining components:

It is people to people, focusing primarily on genuine, personal and real-time interactions between young people as the core of the exchange and learning.

These interactions are facilitated, supported by trained facilitators to ensure they are meaningful and reach the intended learning outcomes.

A virtual exchange is sustained over time, designed as a pedagogical process.

It is technology enabled, using the broad reach and scope of new media technologies to bring geographically distant people together.

Unlike other forms of online learning, Virtual Exchange focuses on participants' experiences at least as much as on content, and gives them the chance to become more comfortable with communicating and collaborating with people of different backgrounds and diverging opinions. Through safe, moderated and sustained exposure to opposing perspectives, young people are empowered to co-create knowledge, and are equipped with those crucial competencies that allow them to interact and succeed in our globalising world.

Erasmus+ Virtual Exchange – a tool for inclusion

The Erasmus+ Virtual Exchange project launched by the European Commission in 2018, offers an accessible, innovative tool for young people to engage in intercultural learning, through Virtual Exchange. By launching the initiative as a means to expand and enrich its Erasmus+ programme, the European Union is piloting and testing the most effective approaches to Virtual Exchange to complement physical exchange actions.

On the one hand, Virtual Exchange programmes are offered to youth aged between 18 and 30 originating from Europe and the Southern *Mediterranean* region. Exchange programs vary in length and thematic scope, and center around distinctive skill-building and learning outcomes. On the other hand, training programs are offered to professionals involved in the youth and education sector to build their capacity to develop, lead and facilitate Erasmus+ Virtual Exchange activities.
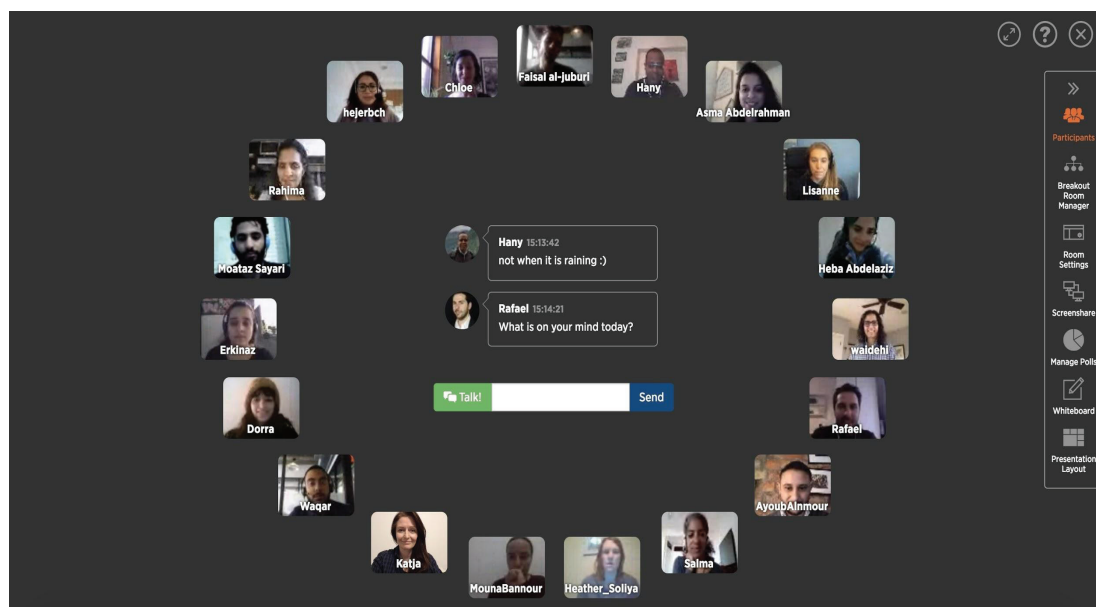
Example of real-time online interaction on the exchange platform

The success of Erasmus+ physical exchange programs to build cross-cultural skills, empathy and transnational cooperation is widely recognised. Nonetheless, given the costs and potential geographic, security and administrative constraints linked to physical exchange, many young people around the world are not able to access such an international experience as part of their education, leaving them disconnected from a highly relevant skill-building and transformative opportunity. Virtual Exchange is uniquely placed to expand the reach and scope of traditional intercultural learning programs. Utilising the power of technology, such programming can bring unprecedented numbers of people together in facilitated dialogue as part of their formal or non-formal education. In addition to offering these learning experiences to youth, the project is also aimed at building capacity within the education and youth engagement sectors to design, facilitate and implement relevant Virtual Exchange projects.

A valuable instrument for internationalization-at-home

Erasmus+ Virtual Exchange provides valuable opportunities for universities to enhance their internationalization-at-home strategy with a portfolio of experiences that are freely available to students and staff. Universities can select among a wide range of Erasmus+ Virtual Exchange activities to offer to students as optional courses, through which they develop transversal skills such as intercultural competence, digital literacies and communication skills. Such educational programs can also be integrated as a graded part within existing curricula.

Erasmus+ Virtual Exchange also aims to build capacity within universities by training educators to develop and integrate their own Virtual Exchange programs in collaboration with partner teachers. This results in enhancing digital competences of educators as well as modernizing and internationalizing course curricula. These virtual exchanges can be designed for any discipline and become an integral part of already existing courses. Students are thus exposed to different perspectives on their course content and have the opportunity to interact and collaborate with international peers.

Not only does participation in these activities prepare students for work and civil engagement in a global context, it also fosters greater student interest in Erasmus mobility programs, and can also prepare students and staff for mobility and intercultural experiences.

Future perspectives

Monitoring and Evaluation findings from the project clearly demonstrate the value and impact of Erasmus+ Virtual Exchange, making a strong case for future investment in the field. Since the start of the project, over 10,000 young people and youth professionals from 42 countries participated in Virtual Exchange activities and training programmes. Partnerships were built

> *Impact on skills development*
>
> **91%** of participants agreed that taking part had a positive impact on their ability to **work in a culturally diverse place**
>
> **78%** felt that the project helped them improve their **digital competencies**
>
> **67%** of participants agreed or strongly agreed that participating helped them improve **teamwork** and **collaborative problem-solving skills**

with 113 higher education institutions. The high satisfaction rates among participants and trainees are a testament to the project's effectiveness: 87% of young people were either sat-

isfied or very satisfied with their experience, which demonstrates its relevance as a tool to secure the engagement of the targeted groups.

The analysis of Erasmus+ Virtual Exchange's efficacy further evidences its potential to enhance critical thinking, self-esteem, and curiosity, improve key employability skills, and foster tolerance.

Impact on change in attitudes

81% respondents indicated that they had developed **greater understanding of the relationships between societies**

71% agreed that they built **positive/ meaningful relationships** with peers from different countries/ regions through participation the project

62% agreed that they increased **self-awareness about stereotypes/ biases** they hold about another group post participation

Beyond gaining "real-world" experience and building positive relationships with peers abroad, young people were also empowered to play a role as active citizens in their communities through their involvement in this initiative. Indeed, a majority of participants not only reported recognizing and reflecting on their own biases and assumptions, thereby increasing their cultural sensitivity, but also activated their newly-acquired skills in their interactions with other members of their communities by sharing information about what they learnt and challenging media (mis)representations, thus demonstrating their ability to engage their offline community in their learning in a critical manner.

Having successfully pioneered the introduction of Virtual Exchange in the European context and piloted its integration in the Erasmus+ program, the European Commission will be able to draw from its experience to plan for programmatic expansion and upscale of the project. In the wake of the adoption of the proposal for the next Erasmus+ program for 2021-2027 - with an overall budget expected to double -, the European Commission may consider an extension of the reach and geographic scope of Erasmus+ Virtual Exchange, positioning Virtual Exchange as a regular action of the future Erasmus. Given its efficacy in bridging cultural divide, gradually broadening the project's geographic scope would be desirable, with a view to turn this regional initiative into a more global one in the long run. Through this steady development of the Erasmus+ Virtual Exchange initiative, young Europeans and their global peers would be offered an ever-increasing chance to reap the benefits of exposure to other perspectives, which

would further strengthen Europe's links in a global context. In parallel with the geographical expansion, the continued consolidation and development of new partnerships – including within the higher education sectors - will be critical to add to the number and diversity of participants.

Find Out More and Get Involved: www.europa.eu/youth/erasmusvirtual

How to Improve the Implementation and Recognition of Transnational Mobility of Staff?: Example of REALISE project

Anna SADECKA [1]

Introduction

Staff mobility plays a very important role in the processes of internationalization and development of higher education institutions. More and more often international experience is a must while facing opportunities and challenges of the academic world, both in the case of academic and non-academic staff. This paper seeks to provide answers to a frequently asked question how to improve the implementation and recognition of transnational mobility of staff. It seems that there are not enough data and publications focusing on this topic. The context for the analysis is Erasmus+ Strategic Partnerships project "Realising the potential of the international mobility of staff in higher education" (REALISE), implemented by 10 European universities in the years 2016-2019. The paper describes project aims and main results, while making an attempt to address the question of a more efficient use of the potential resulting from international mobility of staff.

What is REALISE?

The overall aim of the Erasmus+ Strategic Partnerships project REALISE is the improvement of the implementation and recognition of staff mobility in order to maximize its impact on both individuals and institutions. Specific aims embrace: identification and development of innovative practices regarding the implementation of the Erasmus+ program for staff mobility; fostering the recognition of mobility in the career development of academic, administrative and technical staff in higher education institutions; raising institutional awareness about the added value of staff mobility and its contribution to the universities' internationalization strategies. Constructive outputs of the project contain 5 elements: a set of survey tools to assess mobility practices; comparative quantitative and qualitative analysis of staff mobility across Europe; Handbook of good practices; training module (Toolbox) on how to improve staff mobility activities; conclusions of the national and European policy dialogue aimed to make

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innovative recommendations. The context and inspiration for the project is the European program Erasmus. However, the partnership strongly believes that the findings and outputs can also be applied in the case of other staff mobility programs.

The partnership includes 10 universities from 10 European countries, spread in the North and South, East and West of Europe: University Paul Valery Montpellier 3, France (project coordinator); Ghent University, Belgium; Humboldt University, Berlin, Germany; Linkoping University, Sweden; Middlesex University, London, United Kingdom; University of Barcelona, Spain; University of Catania, Italy; University of Coimbra, Portugal; University of Ljubljana, Slovenia; University of Warsaw, Poland. In addition, over 80 associate partners and stakeholders are involved.

REALISE Survey on staff mobility

One of the main project activities was a complex survey on staff mobility (quantitative and qualitative), comprising 3 elements: questionnaire for staff; so called Mapping Tool (a questionnaire aimed at offices responsible for the management of Erasmus staff mobility) and semi-structured interviews with university managers. The purpose of the questionnaire was to gather data on the experiences of the Erasmus program, provided by academic and non-academic staff members – those who had participated in staff mobility programs, and those who had not. Over 6000 respondents from 10 European countries completed it. The role of the Mapping Tool was to combine quantitative and qualitative data related to Erasmus+ staff mobility regarding such aspects as: management; promotion; co-funding; preparation, follow-up and exploitation of mobility; recognition in professional and career development; link with the internationalization strategy; data collection and quality monitoring of mobility activities; main figures regarding staff mobility. The data were provided by 61 universities from 10 European countries. Semi-structured interviews were targeted at higher education institutions top management on the central and departmental level (president, rectors, vice-presidents, vice-rectors, deans, vice-deans, heads of departments). They were addressed both to persons familiar and not familiar with activities regarding staff mobility. The main purpose was to gather feedback on the drivers and obstacles to mobility, as well as possible solutions aiming at the maximization of the effective use of the results of staff mobility. In total, 50 interviews were conducted.

Key findings of the Comparative Analysis of current practices in Erasmus staff mobility

In terms of mobility demographics and activities, it was found out that over the past 5 years, 1 in 3 respondents across 50 European higher education institutions had participated in European mobility. There has been a 10% increase in the participation of administrative staff and slight increase in the number of academic staff in humanities and social sciences going abroad. The proportion of academic staff in engineering participating in mobility programs has halved in the past 16 years, probably due to the availability of other funds. The great majority of all staff who went on mobility had worked at a university for more than 6 years. 2 in 3 of them are female. 90% of staff who went on mobility highly estimate the level of their strongest foreign language.

The survey proved that there was a great need for recognition through pay rise and job promotion and it was necessary to link mobility with the university wider strategy. Staff expect support, for example, through simplification of the administrative procedures, family support and sensible work arrangements. The key individual problem associated with mobility is insufficient funds, whereas the key institutional obstacle concerns working conditions and lack of replacement. The most frequently mentioned discouraging factors include: problematic work arrangements (problems to find replacement, too heavy workload) and insufficient information on the mobility programs. Despite these issues, the vast majority of respondents are satisfied with what they have achieved during mobility and 99% of them state that they fully met their expectations. In terms of impact, mobility is associated with professional development, acquisition of skills and competencies, access to resources, networking opportunities. As the survey results suggest, the main source of information about mobility programs is through the word of mouth. Also, informal dissemination of the results of mobility seems to be the most common.

84% of staff who know colleagues who have been on mobility recognize that participation in the Erasmus program has helped them professionally. However, the overall perception of recognition tends to be rather low: barely more than 1/3 of the participants of the mobility program feel that their experience has been highly valued and acknowledged by their institution. It seems that the main obstacle to the recognition of mobility is lack of awareness of the benefits and value added of such experience – on the departmental and institutional level. The participants of the survey observed that mobility of staff could help to enhance the university's

educational mission, improve society's sustainability, contribute to the emotional well-being of staff, provide opportunities for personal and professional development and international cooperation.

It can be concluded that if higher education institutions address the above issues and barriers, the number of mobile staff will increase. Apart from practical solutions, like finding replacement at work, providing family support and more sensible work arrangements, it is vital to make efforts to assure effective communication: from basic dissemination of information on mobility opportunities or results, to more complex perspectives that connect personal development with university strategies. Other crucial aspects include: raising awareness with regards to the benefits resulting from staff mobility on the individual, departmental and institutional level; need to include staff mobility into the strategies and development policies of the universities (also on the level of departments and services); necessity to align mobility with experiences that can contribute to recognition through promotion opportunities. Staff mobility has an evident impact on the internationalization of any institution, which should provide motivation to reduce any barriers to active participation of staff in mobility programs.

Toolbox and Handbook of Good Practices

Based on the survey results and partner universities' experiences, the partnership prepared a set of tools (Toolbox), helping to improve the implementation and recognition of international mobility of staff. The tools were constructed on 4 levels: strategic; management; promotion and dissemination; encouragement and recognition. Then, they were developed into specific actions. All the REALISE partners and some associate partners tested the tools at their institutions and described their experiences and conclusions in the Handbook of Good Practices, available on the project website. The users can select tools which are useful and feasible at their institution and test them. In addition, the Handbook can be treated as a source of inspiration for developing new tools, adapted to a given institution's needs.

Conclusions

The partnership assumed an ambitious task to find solutions aiming at the improvement of the implementation and recognition of staff mobility and maximization of its impact on individuals and institutions. Use of the REALISE Toolbox and Handbook can help to identify and develop innovative practices regarding the implementation of staff mobility programs;

overcome barriers to international mobility of staff; make the best of staff mobility programs' potential; foster recognition of mobility in the career development of academic, administrative and technical staff; raise institutional awareness about the added value of staff mobility and promote its contribution to the university's internationalization strategy.

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REALISE Handbook of Good Practices: https://realise-erasmusplus.fr/content/hand-book-good-practices

Contribution of Erasmus Internship Mobility on Students' Professional Development

Seda OKUR[1]

Faruk ÇAM[2]

Erasmus+ Programs enable students to spend a maximum 12 months period in 28 EU member countries plus Iceland, Liechtenstein, Norway, the FYR of Macedonia, and Turkey. The activity can be in the form of studies in one of the Higher Education Institutions (HEI) or in the form of an internship. It is defined as "spending a period of time in an enterprise or organization in another country, with a view to acquire specific competences that are required by the labor market, carry out work experience and improve the understanding of the economic and social culture of that country" (Erasmus Program Guide, p.320). Internship (work placements, internship, etc) abroad is for students currently enrolled in higher education institutions in Program countries at Bachelor and Master level, as well as for doctoral candidates and these opportunities are also open to recent graduates (EU Program Guide, 2019). European Commission states that "wherever possible, the internships should be an integrated part of the student's study program (EU Program Guide, 2019, p.34). Thus, it is considered that internship is an important activity in terms of combining theoretical knowledge, which is gained throughout the higher education, with practical experience. However, when the Erasmus participants are asked whether the internship program is promoted enough, only 49% of the students thought that the HEIs provide a lot of information regarding placements abroad compared to 68% who agreed to this statement for their study abroad.

Internship activities in HEIs are mostly promoted through career planning centers and majority of this promotion and support are facilitated through domestic market purposes. As Di Pietro (2012) suggests, studying abroad increases likelihood of working abroad by between 18 and 24 percentage points. Erasmus+ Student Mobility as a program for international mobility for HEI-members, aims to improve the level of key competences and skills of young people, including those with fewer opportunities, as well as to promote participation in democratic life in Europe and the labor market (Erasmus Program Guide, p.26). As scholarly approach

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and the Erasmus Program Guide emphasize the significance of Erasmus internship, it is therefore required to promote and inform subjects of this program even more. Hence, it is obvious that there is room for improvement regarding information for work placements abroad (The Erasmus Impact Study, 2014). In line with this, a series of studies edited by Senyuva (2017) showed that the most common reason why participation to the Erasmus internship program is low is the lack of time, which is illustrated in the figure (Venturi et al., 2017). The reason for this could be fact that the participants may not be aware of that they actually have a chance to do internship after graduation. Because it is shown in the *Figure 1* that "Lack of time" emerges as the primary reason for not participating Erasmus internship. If an awareness could be raised about the possibility and opportunities for internship after graduation, it can be assumed that students would be more eager to take these chances.
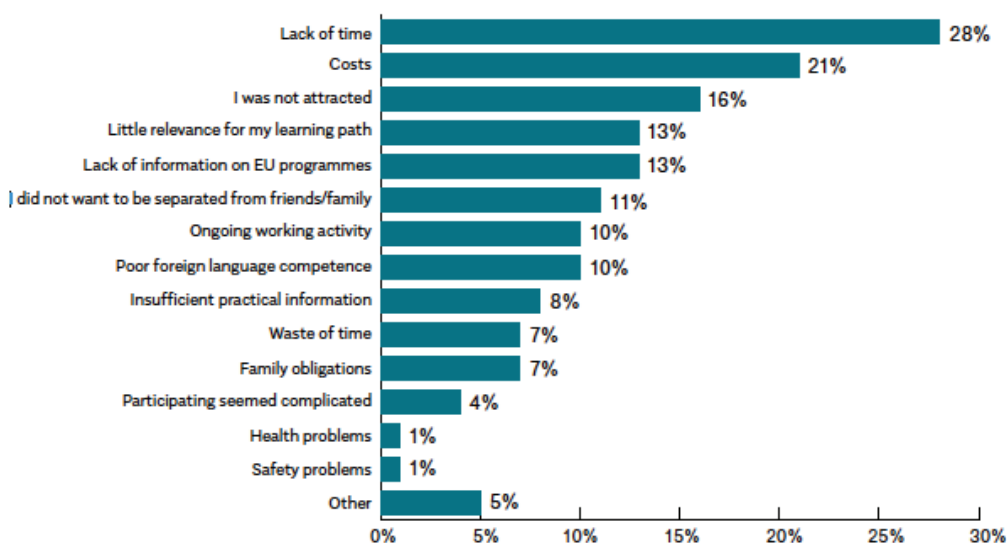
Figure 1 Reasons for not participating to the Erasmus Internship

Though internship program is somehow underestimated, it was shown that, it contributes to the various skills of the participants, which is also illustrated in Figure 2 (Pachocki, 2017).

Figure 2: Responses to the questionnaire. The degree of occupational competence acquisition during training, according to the former interns and trainees.
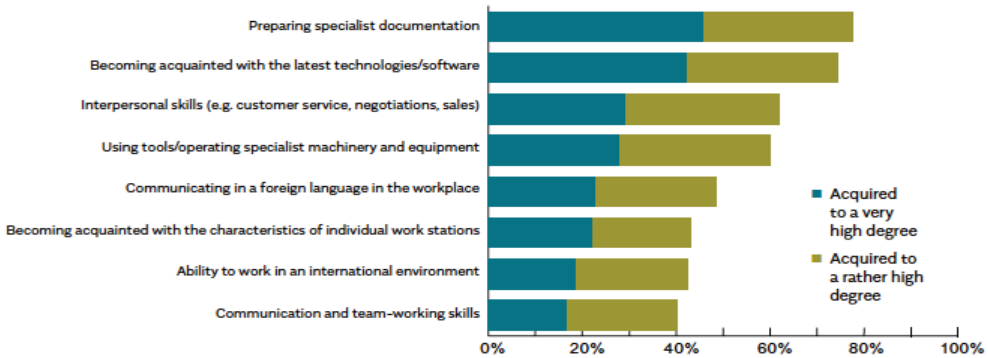
Figure 2 Contributions of participating in Erasmus internship

Considering the importance of the Erasmus+ internship program and the relatively lower number of students compared to the student mobility and realizing that many of our students are not aware the fact that they can benefit the internship program after their graduation, Middle East Technical University (METU) International Cooperations Office (ICO) has decided to prepare an action plan to promote the internship program among students. With this aim, ICO has contacted METU's Career Planning and Research Center to provide students with an international network to find internship opportunities. Besides, ICO has increased the number of information sessions in which ICO introduces internship program procedures and the experiences and benefits that are expected to be gained throughout the internship period. Apart from the information sessions, ICO has maintained a position which is easily reachable by students, which means that students were able to ask about their future internship abroad. This included, phone calls, in-person meetings and swift email-response procedure. What is most important about this network is that students were now able to ask whether their acceptance letter was complying with the standard and appropriate for applying for the Erasmus internship. This had an enormous impact on valid application numbers, since students were given the chance for correcting their mistakes for application documents in advance. During the application period, ICO constantly gave feedback to the applicants to ensure that they have completed their applications properly, so as to meet the application criteria. Moreover, to comply with the European Commission rules in terms of recognition, all departments at METU has opened a course called "International Student Practice" to ensure recognition for students

for whom internship was not a part of their curriculum. Also the graduate students were able to enjoy having their internship recognized under the "International Graduate Student Practice" course. Last but not the least, our university allocated an extra budget to increase the number of students who would be granted mobility funds.

As a result of all these efforts, we have increased the number of internship students from 20 to almost 164 for 2017-2018 academic year. Therefore, considering that it will be important to see the results of such an increase and share them with both prospective internship students and METU stakeholders, the researchers at METU International Cooperations Office has decided to examine the results of European Survey- Mobility Tool Results to observe the effects of internship results on METU participants. The results showed a parallelism between the previous studies (Pachocki, 2017) and indicated that internship is an important activity in terms of improving both their cognitive & reasoning and occupational skills. As it was indicated that, international labor skills for the students were improved in this regard.

Figure 3 Results of European Survey Results

In addition to the survey results, the informal interviews with the internship participants showed that as a result of such an experience, they were able to develop empathy and create a network for themselves, which they believe will increase their chance of employability. What is more, they reported that they got an invaluable experience and learnt good practices through the internship period.

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Future Trends in Internationalization at Home

Jos BEELEN[1]

Introduction

Internationalization at home emerged twenty years ago, as a reaction to the generally low participation of European students in education abroad. Internationalization at home aims to bring the benefits of internationalization to all students in a purposeful manner. This purposefulness implies integrating international and intercultural dimensions into learning outcomes of programs and modules and assessing their achievement. The rationale for internationalization at home has not fundamentally changed over the last twenty years, as we are still aiming to give all students international perspectives while dealing with a 'mobile minority' (Beelen & Jones, 2018).

Particularly in the Nordic countries, the Netherlands and Flanders, where internationalization at home emerged first and strongest, several issues have manifested themselves that slow down the implementation process. The key issues are misconceptions, the lack of strategies for the implementation of internationalization at home, the lack of skills of academics and lacking connections between stakeholders, particularly between specialists in education and internationalization (see Beelen, 2017). These issues are interconnected and deeply rooted in the systems of universities and have therefore plagued internationalization at home from the start, and no doubt, will continue to do so in the future.

However, I also identify a number of new issues and recent developments that could evolve into future trends. These trends may further reinforce the existing issues but the opposite may also happen: the new trends result may work to overcome issues and obstacles. For example, one of these trends, the first of seven that I describe below, is possible limitations on student mobility because of environmental impact. This may give a boost to internationalization at home and to virtual mobility of students.

I describe seven of these future trends. Some of these are dictated by external factors, such as global climate change and technology (future trends 1 and 2, below), others relate to the

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context and orientation of education, teaching, learning and curricula (trends 3 and 4) while yet others refer to the systemic aspects of universities and how higher education institutions implement internationalization at home (trends 5-7).

Future trend 1: Environment and mobility

The implications of student mobility for the environment will become a much-discussed topic. Already, attempts are made to estimate the volume of carbon emissions that can be attributed to academic mobility.[2]

While student mobility (either for degree or for credit) is only one aspect of internationalization, this discussion is likely to be overshadowed by the misconception that student mobility *equals* internationalization. Many will therefore argue that internationalization as a whole will be hampered by limitations on air traffic. However, internationalization at home, arguably the most substantial component of internationalization in terms of student learning, will be little affected. While incoming mobility of students and lecturers is a valuable ingredient of an internationalized home curriculum, such a curriculum does not depend on outgoing or incoming mobility and can be entirely enacted with local partners, as long as these enable meaningful international and intercultural learning. Limitations on air travel, the sense of responsibility for the planet and related emerging 'flight shame' may generate more focus on collaboration within Europe.

Indeed, some universities have started publishing their sustainable travel strategies, encouraging their staff to travel across Europe by train rather than by plane. Some of these strategies are not entirely convincing as they for example advocate train travel between Dutch and Belgian cities, between which flight connections do not exist in the first place.[3]

Limits on physical mobility of students and academics, whether caused by environmental (or geopolitical) issues, may become a strong driver for internationalization at home, encouraging universities to find international and intercultural learning opportunities in their own environment and to make use of the opportunities of technology for internationalized teaching and learning.

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2 see e. g. www.timeshighereducation.com/news/campuses-told-offset-carbon-emissions-student-mobility
3 see e.g. www.ugent.be/nl/univgent/waarvoor-staat-ugent/duurzaamheidsbeleid/duurzaamreisbeleid/travelpolicy)

Future trend 2: Making use of technology

Technology has brought new tools for internationalizing home curricula within our reach. Virtual mobility, virtual exchange and Collaborative Online International Learning (COIL) are all terms that are used to describe practices in which students collaborate across borders without being physically mobile. Yet, merely developing on line *activities* for some students is not enough. The *outcomes* need to be clarified first and the learning opportunities carefully designed with the partner abroad.

COIL needs collaboration with students at a partner university abroad, and in this sense differs from internationalization at home, which can be shaped with non-academic partners. In addition, COIL practices may face issues of scale in programs with large numbers of students, so that not all students can participate. This is unlike internationalization at home, which explicitly focuses on all students. Nevertheless, the importance of technology in internationalization will increase, with virtual reality potentially becoming a substitute for travel and apps and holograms potentially serving to learn intercultural communication skills.

Future trend 3: Decolonization of curricula

Decolonization of curricula has developed into an important theme in higher education. While it may seem a new phenomenon, I argue here that decolonization actually fits within internationalization of home curricula, with its focus on comparing and contrasting (disciplinary) perspectives, dewesternization, critical thinking and addressing the hidden curriculum. For example, questioning dominant and emerging paradigms has been an element of internationalization of the curriculum for a considerable period of time now (see Leask, 2012). Therefore, it makes sense to combine decolonization and internationalization of the curricula, although some may find a contradiction in this as they consider internationalization a western, neo liberal and even (neo) colonial concept. The discussion on Africanization versus internationalization is also well known (see Leask, Beelen & Kaunda, 2013). This particular trend can thus be considered renaming of an existing trend.

Future trend 4: Wicked problems in the curriculum

Dealing with wicked problems will increasingly become a component of curricula, and not only in higher but also in secondary and primary education. Universities and schools will want to move beyond mere awareness of global issues to active engagement into solutions, simply

because the problems of societies are urgent and need addressing. They will also want to instill the insight that while wicked problems cannot really be solved, it is still necessary to keep on trying to find solutions, because without them the problems becomes even bigger. Wicked problems[1] are characterized by complicated interactions between stakeholders, between cause and consequence and between problems and solutions. Despite best efforts, wicked problems will not go away and in many cases cannot be solved.

Like in the case of decolonization of the curriculum, wicked problems are not a new focus for internationalization at home. Working across disciplines, countries and cultures and identifying, comparing and balancing perspectives is the bread and butter of internationalization at home and provides opportunities to contrast local and global perspectives. What is distinguishes this trend is that wicked questions stimulate techniques and approaches that are already well established within internationalization at home.

Future trend 5: A concept expanding across Europe

The concept of internationalization at home was first embraced in the Nordic countries, the Netherlands and Flanders, all areas with relatively small languages and populations in Northwestern Europe. This is now changing as universities in European countries with more widely spoken languages enter the field of internationalization at home. This trend is particularly noticeable in Germany and Austria, where universities of technology have assumed a guiding role (see e.g. Ittel & Meyer, 2018) and research is also conducted into internationalization at home.

Universities in France and southern European countries are slower to follow, as are central Central European countries. However, Slovenia has developed a range of initiatives (see e.g. Beelen & Askerc, 2019) and in Poland and the Czech Republic training for internationalization at home is emerging. This leads to the expectation that internationalization at home will further expand across Europe.

Future trend 6: Preparing and engaging academics

While internationalization at home aims to bring the benefits of internationalization to all students, there is still not much urgency on engaging and preparing all academics. While we have known for a long time that lack of skills and engagement of academics are key obstacles

1 See e.g. https://nnsi.northwestern.edu/social-impact/nnsi-blogs/wicked-problems-what-a-re-they-and-why-are-they-of-interest-to-nnsi-researchers/

to internationalization across the globe, these obstacles are still hardly addressed. The *EAIE Barometer* (Sandström & Hudson, 2018) reveals that only 10% of European universities prioritize training for internationalization. A subsequent survey showed a positive correlation between professionalization for internationalization and perceptions of making progress in internationalization (Sandström & Hudson, 2019, p. 20).

Some of the issues with regard to the lack of engagement of academics are deep seated and relate to the lack of acknowledgement of the importance of teaching when compared to research. Therefore, this trend may take time to materialize, but it is unmistakable that teaching is gaining importance at European universities.

Future trend 7: Involving academic developers

In Anglophone countries, educational developers (i.e. experts in education and curriculum development)) tend to become involved in internationalization of higher education since programs delivered in English attract international students. Adapting to the needs of international students has long been the focus of educational developers.

Outside the Anglophone world, where most programs are delivered in a local language -and are therefore not accessible to international students-, educational developers have been mostly focused on these domestic programs.

However, both in the Anglophone world and outside it, educational developers have not been prepared for a task in developing international and intercultural dimensions of teaching and learning and matching these with learning outcomes and assessment. There is still much that needs to be researched about how educational developers can be involved and what could motivate that involvement (see Killick, 2018). Involving educational developers will mean a great step forward for the internationalization of home curricula.

Conclusion

It is difficult to predict if and how these trends will really develop in the way that I described above. However, it is evident that internationalization at home can offer alternatives to mobility. Having said that, it is a misconception to consider mobility of a small minority the norm and practice for the great majority an alternative.

Rather, internationalization starts with an internationalized curriculum for all students, which will familiarize them with a variety of perspectives from other geographical and disciplinary contexts, incorporating wicked problems and maybe preparing for mobility that adds value.

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The Role of Student-Led Organizations in Internationalization at Home

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Studying abroad is becoming an essential part of every student's curriculum. The Erasmus Impact Study (2014) has shown that 64% of employers consider international experience an important element when recruiting new employees, a number that has grown from only 37% in 2006. This is not surprising when the same study concludes that when recruiting, 92% of employers are looking for transversal skills such as problem-solving and critical thinking. These numbers are in line with the more recent Future of Jobs Report (2018) which places these two skills as the most important for employers in 2020. Initiatives like the Erasmus Program are offering students more opportunities to acquire these skills, making studying abroad an ever growing tendency.

The reasons why students go abroad are many. Some aim at, precisely, increasing their competitiveness in the job market. Others, are simply looking for the social and cultural aspect of the international experience, allowing them to develop their intercultural competence and critical thinking. Some others look for the challenge of living alone in a new country. Regardless of the reason, all in all, international mobility makes students more attractive to the job market, more resilient citizens, and more aware of themselves as individuals. The positive aspects are also noticed by higher education institutions as according to the same Erasmus Impact Study (2014), 99% of them have seen a substantial improvement in their students' confidence and adaptability.

The reality is that despite the growing numbers, international mobility is still just for some. Consecutive ESNsurvey and Erasmus+ evaluation reports have shown that there four main obstacles to international mobility: lack of financial means to cover the cost of mobility; lack of information about mobility opportunities and of their added value; incompatibility between the university curricula and the abroad experience; and fear of losing touch with one's personal circle. The European Commission and other providers of study abroad programs have been exploring options to tackle these challenges, such as the introduction of shorter mobility periods and, a more recent tendency, collaborating with alumni of their programs in peer-to-

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peer promotion initiatives. However, for as much as institutions work to increase study abroad opportunities for students, international mobility is still not an experience for every single person.

For these students, and even for those who intend to go abroad later or are just returning from their exchange, the concept of internationalization at home can present some solutions. Even though the definition of the term is not consensual, Jos Beelen and Elspeth Jones (2015) have defined internationalization at home as "the purposeful integration of international and inter-cultural dimensions into the formal and informal curriculum for all students, within domestic learning environments". Through different types of initiatives, local students can experience an international environment without leaving their campus, developing to some extent the same characteristics as their mobile peers. Local students that experience internationalization at home often integrate the circles of international and exchange students, feeling sometimes more comfortable within this multicultural environment than among their local colleagues. After their studies, these connections are potentially kept, providing them with an internation-al network of contacts for life.

However, the debate is often kept at what can happen inside classrooms: courses taught in En-glish, classrooms composed by local and international students, seminars offered by foreign professors, or virtual classrooms are among some of the main discussions within the wider topic of internationalization at home. Despite their relevance, the truth is that formal learning is only a part of the studying abroad experience. To acquire the competences requested by the job market and modern society as a whole, students must go through different experiences, some of which can only happen in informal contexts outside of classrooms. For internation-alization at home to be somewhat comparable to a study abroad experience, the competences acquired through informal learning must be brought to the very center of the discussion. It is not possible for these students to fully acquire the competences developed by their mobile peers, but through the implementation of the right strategies it is possible to replicate them to a certain extent.

Creating an environment conducive to informal learning is not, however, an easy task for higher education institutions. The opportunities for such connection between locals and in-ternationals are often easier to recreate outside of the classroom environment and after work-ing hours. In most of Europe, student-led organizations such as the Erasmus Student Net-work (ESN) have been key in the provision of opportunities for informal learning, especially

through the connection of students and their connection with local communities. In the case of ESN, 13000 volunteers, most of them local students, give part of their free time to organize all sort of activities to welcome and integrate their international and exchange peers in their campus and society at large, all under the motto "students helping students". By volunteering in this type of organizations, local students experience internationalization at home, developing also project and event management skills. As the experience for exchange students increase in quality and their social expectations are more easily met, these become ambassadors of their host university, further promoting it as a destination for other students and sometimes returning for a full degree.

Despite their capacity to deliver, often with a reduced cost for universities, students are still mostly considered as "end-users" of university services and initiatives. Certainly, universities are interested in receiving students' opinions to improve their services, but steps still need to be taken to fully include students as equal partners when discussing new policies, especially when related to informal learning. This reality is even more surprising when the ESNsurvey 2016 concluded that 82% of European universities have student organizations supporting international and exchange students, showing that there is an already functioning collaboration at the activity level in most cases. Hence, there is awareness among universities of the role student organizations can have as creators of the environments enabling the acquisition of competences through informal learning. However, there is work to be done to include them in the very creation of the overarching university strategies, including those related to internationalization in general and internationalization at home in specific.

The activity of student organizations show that students can be an asset also at this level, offering unique perspectives that can only enrich internationalization strategies. As the demand for the "international competence" grows both among students and employers, universities need to increasingly cooperate with student organizations both at the policy and activity level in order to meet these demands. Universities are therefore invited to create their internationalization strategies *with* students and not only *for* students.

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Fostering Global Graduates: Why is Integration so Important?

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Universities throughout the world aim to foster within their students the knowledge, skills and personal qualities that they will need after graduation. As the world becomes increasingly globalized, there is increasing recognition that graduates need to be 'interculturally competent'; in other words, to be able to function effectively when working across cultural boundaries of various kinds. A British Council report explained it as follows:

> The modern workplace is increasingly globalized and competitive. Communicating with customers, colleagues and partners across international borders is now an everyday occurrence for many workers around the world. Consequently, employers are under strong pressure to find employees who are not only technically proficient, but also culturally astute and able to thrive in a global work environment.
>
> (British Council, 2013, p. 3)

This raises several fundamental questions:

1. What does it mean to be interculturally competent or culturally astute?
2. How can integration help foster these skills?
3. How can we enhance integration and hence foster 'global graduates'?

I discuss them in turn in this paper.

Understanding intercultural competence

Academically, there have been numerous conceptualizations of intercultural competence (for a review, see Spitzberg & Changnon, 2009); professionally, employers have also listed qualities that they look for in new recruits. In a recent article, Spencer-Oatey and Dauber (2019b) put these together into a combined table (see Table 1).

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Knowledge-related competencies	Communication-related competencies	Interpersonal/ relational competencies	Personal qualities
● Openness to new ideas ● Understanding of different cultural contexts and viewpoints	● Listens/observes to deepen understanding ● Adjusts communication to suit different cultural contexts ● Multilingual	● Demonstrates respect for others ● Works effectively in diverse teams ● Builds trust	● Accepts cultural differences ● Adapts easily to different cultural settings ● Awareness of own cultural influence ● Tolerates ambiguity ● Flexible ● Continuous learner

Table 1: Intercultural skills identified by employers (British Council, 2013, p. 11), grouped according to the Global People Competency Framework (Spencer-Oatey & Stadler, 2009)

This indicates that intercultural competence entails a wide range of elements, cognitive (i.e. knowledge-related), affective (i.e. attitude- and motivation-related) and behavioural (i.e. skills-related). This leads us to the next question: How can integration help foster such competence?

Fostering intercultural competence through integration

Within the intercultural field, it is widely accepted that some kind of experience of difference, which is unsettling or disorienting, is needed as a stimulant for intercultural growth – "the annoyance of being lost", as the famous anthropologist Edward T. Hall (1976, p. 46) referred to it. This can occur in a variety of ways and a study abroad experience is a common route promoted by universities for enabling such 'out of the comfort zone' experiences. However, not everyone can have or can take the opportunity to study abroad, so is this a problem? Fortunately, it is not, because unsettling or confusing experiences of difference can also occur at home. If students mix with people from different sociocultural groups (e.g. from different national, social and/or ethnic backgrounds), ideally in both social and academic contexts, this can also offer them valuable 'experiences of difference', which in turn can provide the stimulation needed for behavioral growth and change. For instance, a recent case study by Spencer-Oatey (2018) reports the intercultural learning gain that was achieved when students were asked to make conscious attempts to mix with students of other nationalities, reflect on their experiences in relation to a chosen 'challenging communication behavior', and then make attempts to

adjust their own communication. All students found it a very positive experience and felt they had developed significantly through the process.

This mixing with others from different backgrounds, or 'integration' as it is often labelled (Spencer-Oatey & Dauber, 2019b), is a vital first step, but it does not in itself guarantee personal growth. Further steps are needed for this, and this leads us to our third question: how can we enhance integration and hence foster 'global graduates'?

How can we enhance integration and hence foster 'global graduates'?

The Global People Growth Model (Spencer-Oatey, 2018, see also Spencer-Oatey & Dauber, 2018) proposes that there are three key elements: contexts for growth, routes to growth and manifestations of growth. In terms of contexts, there are two key elements: (a) people's experiences of difference (as we have discussed above) and (b) their motivation or attitudes towards growth. Positive attitudes and strong motivation are always important: people need to be curious, open and interested in differences around them, as otherwise they may avoid moving out of their comfort zones and may thereby fail to experience the differences that can stimulate their growth. Then, when they are encountering these differences, they need to observe them carefully, reflect on the facets they notice, and have the opportunity to seek advice and explanation from someone with more insider understanding. This will help them gain insights into what is happening and why (i.e. grow cognitively), be more understanding and accepting of aspects that they found annoying or uncomfortable (i.e. grow affectively/ attitudinally), and be in a better position to make appropriate adjustments to their behavior (i.e. grow behaviorally).

However, it is important to be aware that students cannot usually achieve this on their own. They need support from peers, from staff (in all roles), and from university senior management. Spencer-Oatey and Dauber (2019b, p. 15) suggest some concrete ways in which this could be supported and how it could help form an integration strategy for higher education institutions. They propose a three-level set of responsibilities for integration: the individual level, the community level, and the institutional level, and at each level they distinguish between human integration (which focuses on the relational/interpersonal aspect of integration) and structural initiatives and facilitators (which act as affordances for human integration).

Table 2 gives a few examples to illustrate.

Integration level	Integration pathway		Integration outcome
Individual	Human	● Mixing with people from diverse backgrounds ● Experiential learning process: observe, reflect, accommodate	● Academic, social and personal well-being ● IC competence ● Elevated employability ● Positive engagement in global citizenship behaviour
	Structural initiatives and facilitators	● Learning about the new educational system ● Adapting to institutional regulations	
Community	Human	● Departmental (social & academic) events ● Supportive classroom interaction	● Increased quality of living, study and working experiences
	Structural initiatives and facilitators	● Internationalisation of the curriculum ● Intercultural training provision for staff	
Institutional	Human	● Fostering of values of mutual respect and trust across diversified university community	● Enhanced reputation/ image ● Efficient management of diversity and general organisational complexity ● Extended know-how of internationalisation
	Structural initiatives and facilitators	● Design and building of accommodation blocks and social spaces to facilitate interaction ● Establishment of support units to cater to diverse needs of student and staff	

Table 2: A multi-level integration strategy for universities (abbreviated version of Table 4 in Spencer-Oatey & Dauber, 2019b, p. 15)

Concluding comments

If integration can play such an important role in fostering global graduates, a key element in any university strategy needs to be a tool to check progress. The Global Education Profiler (GEP) was designed by Spencer-Oatey and Dauber (2015) for this purpose and initial results on levels of social and academic integration (students' attitudes towards it and their actual experiences of it) in a range of European universities are reported in their recent paper, Spencer-Oatey and Dauber (2019a).

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How to Tell a Global-Ready Graduate (and *What* to Tell a not-yet Global-Ready Graduate)

David PUENTE[1]

"It's a horrible irony that at the very moment the world has become more complex, we're encouraging our young people to be highly specialized in one task."

Elizabeth Segran, *Fast Company*, "The Future of Work"

To complement the focused, skill-specific approach to study abroad, I want to place international student mobility in a bigger global picture of human migration.

For more than 15 years I have made my living in education abroad. My organization is committed to the idea that leaving your birthplace and cultural in-group for a time, whether in search of academic credits, social prestige, professional development or personal self-discovery, tends to be a good thing both for individuals and for societies—one that may even lead to something so grandiose sounding as 'global competencies.'

Each year, the North Americans who participate in my organization's programs are part of a pool of a few hundred thousand (332,727 in 2016/17) 'credit-mobile' university students, and in one appreciable way they are an anomaly. It's estimated that the number of transnational students will nearly double in the next decade. If so, by 2030 there will be approximately 7 million students on academic programs outside their home countries, most of them seeking degree credentials in countries with more highly developed, higher prestige universities. In

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fact, if you look at the data in order to speculate about why people change their countries of residence, a remarkably consistent pattern emerges: that of migration away from countries with lower education levels to those with higher education levels. In this very broad sense, and taking future generations into account, one might suggest that most human migration amounts to a kind of educational mobility.

The students I've worked with over the years represent, in these big picture terms, a curious counter-narrative in that they are leaving a high-prestige education country for short sojourns in countries that may or may not be famous education hubs. 'The Global Flow of People', an interactive graphic which appeared recently in the journal *Science*, allows the user to click on countries or regions and see estimated gross and net in-flows and out-flows, aggregated into five-year totals. Play with this graphic for a few minutes, and you will come away convinced not only that changing your country of residence is a pretty normal thing nowadays but also that a few million international students represent a drop in the bucket compared to scores of millions of border-crossing non-students.

This larger perspective raises interesting questions about global competencies. Some of my current research (Doerr & Puente) attempts to re-situate the skills we claim to offer American undergraduates within this much bigger picture of human migration. Do non-student border crossers, such as immigrants and refugees, possess or acquire intercultural skills worth iden- tifying and trying to measure? Or is access to deliberate pedagogical intervention a condition for acquiring these latter? Some in our profession have begun to worry about potentially elitist overtones of assuming too readily that the only important intercultural learning leading to marketable skills comes from participation in overseas university programming supervised by expert mentors. Obviously, such programming is beyond the financial means of most people. But I raise this issue because a consensus is emerging among professional international edu- cators that certain global competencies do not occur naturally and automatically.

The next thing a fuller picture of education abroad needs to reckon with is the global business climate as, if you will, a kind of 'weather pattern' of transnational flows of human resources. After all, according to OECD, a primary reason to seek global competencies is "to thrive in changing labor market" (18). Here, the story being told by experts is that there is a gap be- tween what traditional education systems are producing, and what the global economy needs. Just as climate change experts predict looming catastrophe resulting from stressors on the

environment, soon the traditional models of career preparation—e.g., college degrees, with accredited universities as gatekeepers who in a sense monopolize credentials needed to enter the labor market—may face disruption. These days we hear a lot about the global skills gap (see chart). Payscale, a website that tracks data on salary and compensation, found in a 2018 survey of hiring officers that over 50% of American university graduates are unprepared for the work force. This measures a perception, obviously, but it's one that is beginning to impact consumer behavior in higher education markets.

Last year a Pew Research Centre survey showed that only 16% of Americans think that a four-year university degree prepares students for a high-paying job.

Figure 3: Need vs. Proficiency of Career Readiness Competencies, by Percent of Respondents

COMPETENCIES	CONSIDERED ESSENTIAL*	RATED PROFICIENT**
Teamwork/Collaboration	97.5%	77.0%
Digital Technology	64.2%	65.8%
Critical Thinking/Problem Solving	99.2%	55.8%
Professionalism/Work Ethic	100%	42.5%
Oral/Written Communications	95.9%	41.6%
Leadership	68.6%	33.0%
Global/Multi-Cultural Fluency	31.1%	20.7%
Career Management	47.1%	17.3%

Source: *Job Outlook 2018*, National Association of Colleges and Employers. * The percentages corresponding to "considered essential" represent, among all responding employers, the percentage who, on a five-point scale, indicated that the respective competency was either "essential" (4) or "absolutely essential" (5) for college graduates to enter their work force. **The percentages corresponding to "rated proficient" represent, among all responding employers, the percentage who, on a five-point scale, rated recent graduates either "very" (4) or "extremely" (5) proficient in the respective competency.

According to the 'skills gap' theory (NACE, Economist) here is clearly a widening mismatch between what employers demand and what institutions supply. For this reason, higher education leaders should avoid taking for granted the relevance and durability of the traditional, residential university campus as a place to gain marketable skills. Some (Butler 2019) predict that disruption of the traditional skill-acquisition models will be sudden and swift, leaving many universities in a position similar to that of Kodak or Bell Telephone a few decades back. My own guess is that to stay relevant, universities will need to compete with upstart issuers of digital badges, 'micro-credentials' or other alternatives to the college degree (SurfNet 2019). Amazon and Google already train many their own future workers, feeling they can do so more efficiently than a university. And they are not alone in being open to recruiting candidates who did not attend universities. General Assembly and Knack are examples of 'fast companies' making an end-run around higher education by offering efficient education and training courses focused on the job market (Economist 2017).

To their credit, some universities and education ministries have reacted to this challenge. For instance, SurfNet has partnered with Dutch higher education to create alternative credentialing pathways, and in the US the University Learning Store is a good example of 'unbundling' the college degree so that job seekers can learn relevant skills flexibly and affordably.

In case it isn't obvious, my idea of what makes a global-ready graduate is informed by this emerging ecosystem of affordable, relevant and flexible education credential issuers. I believe that students who want to thrive in the global economy will need to become life-long learners who are constantly adapting and adjusting their skill sets. Hiring officers are increasingly seeking employees to fill 'hybrid jobs', and the skill combinations most sought after include many, like coding, that we do not traditionally associate with university degrees. According to LinkedIn, the fastest growing demand is for 'data visualization expertise', up more than 2,500% in the past five years. If you know how to create a graphic like the one I cited above, one that is beautiful to look at and intuitive to use, you should have no trouble finding gainful employment. Needless to say, this kind of skill isn't commonly learned in a university (although in principle it could be).

Not only are there gaps between the supply and the demand for previously mentioned skills such as problem solving and team work; increasingly, altogether new kinds of 'global' skills and literacies are being demanded. Robotics, AI and digitalization of communication technol-

ogies have brought about a Copernican shift in professional and career readiness. A generation ago it seemed possible to answer the time-honored question, *what do you want to be when you grow up?* by producing a list of conventional options most people could recognize. I know from personal experience that some secondary school guidance counselors still operate as if the main career options available to young people had not changed since the time when our parents and grandparents were entering the labor force. Few young people grow up dreaming of becoming cybersecurity analysts, compliance officers, geriatricians, industrial psychologists, or genetic consultants. Yet these are jobs increasingly in high demand, while many futurists speculate the even doctors and lawyers could perhaps be replaced soon by robots!

Students who leave their comfort zones to cross cultures should have an advantage over those who seek comfort in shopworn cultural scripts about career success. And universities who offer 'bundled' multi-year courses in domain-specific knowledge but do not address deep learning—learning how to learn in shifting contexts—could be left behind. Once you develop the knack for comparing cultural contexts, shifting frames of reference, and coping with uncertainty and discomfort, you are well on your way to navigating what promises to be a zigzagging but exciting cross-cultural career.

Though earning college credit abroad doesn't guarantee these global competencies, I have personally witnessed how dozens of intrinsically motivated individuals leveraged the semester abroad experience to launch *sui generis* international careers with eccentric trajectories that no guidance counselor could foresee. In comparing the latest employment data with the growing literature on education abroad outcomes, I am more convinced than ever that the transferable soft skills associated with being able to navigate today's global economy look an awful lot like the ones that assessment experts associate with education abroad.

For me, the clear lesson for digital natives who want to be future-ready is to be quite intentional about seeking these skills and cultivating the attendant attitudes. The cognitive, interpersonal and intrapersonal skills worth being called 'global' are ones that enable learners to transfer what has been learned to new situations and apply the knowledge to solve problems in new domains.

Many of the researchers I cite here speak of 'unanticipated career pathways.' Hence the obsolescence of questions about what young people *want to be when they grow up*. As a parent of teenagers, my interest in the research cited above has immediate, practical application in Father-knows-best advice. I have tried to raise my daughters with the flexible values of artist-entrepreneurs. I tell them to brace themselves for a mobile future in which they may need to change jobs and locations often—something that runs counter to the cultural script where we currently live. I also encourage them to embrace the 'engineering problem' of perpetual readiness to reinvent yourself. My hope is that I will have raised kids who know how to retro-fit their skill sets so as to take advantage of opportunities their college professors may not remotely have imagined—assuming they choose to attend college.

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Inside the Applicant's Mind: Understanding Students' Study Abroad Decision-making Processes

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Over the past fifteen years there has been a dramatic increase in the enrollment of English-taught programs (ETPs) in Europe and Asia. This trend witnesses international students rapidly mobilizing to non-English speaking countries to participate in these programs. This also means that students are no longer only prefer the US, UK, Canada or Australia to study, but value English-taught programs in other countries. This paper explains the trends in student decision making and perceptions. The study focuses on who initiates the study abroad decision and the reasons for studying abroad. Using online survey, we conducted a study to 8528 students who planned to study abroad in an English speaking country or in a program taught primarily in English. To conclude, both rational and emotional elements play a role into students' study abroad decision making process. One practice that helps the expansion of international enrollments is by creating admissions process using standardized language proficiency.

Keywords: English taught programs, internationalization, international admissions

1. Background

English Taught Programs (ETPs) have been massively growing in the past fifteen years, rising from 725 in 2001 to 8089 in 2014 (Maiworm, & Wächter, 2014). The growth pattern of ETPs has been uneven in recent years, especially for the Bachelor programs, with 14% growth in 2014, 43 % in 2015, 10% in 2016 and 9% in 2017 (Sandström, & Neghina, 2017). This growth of ETPs has mobilized international students from the English speaking countries such as US, UK, Canada and Australia, to non-English speaking countries such as the Netherlands, Germany and Turkey. As the students start to value the ETPs in other non-English speaking countries, we are curious to investigate the trends in students' decision making and perceptions. The study aims at understanding global applicant motivations by identifying the key influencing factors leading students to decide where to study. Using this study, we expect to gain insights into international student decision making around where they choose to apply and why. This study is also expected to give implications to support international student recruitment efforts.

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2. Methods

An online survey was conducted in this study. The study participants were students who planned to study abroad in an English speaking country or in a program taught in English. Around 8528 students from Europe and Eurasia (France, Germany, Spain, Russian Federation and Turkey), Latin America (Brazil, Colombia, Mexico), South West Asia/ Middle East and Africa (Bangladesh, India, Iran, Pakistan, Saudi Arabia, Nigeria) and East Asia (China, Indonesia, Japan, Malaysia, Philippines, South Korea, Taiwan, Vietnam) participated in the survey.

3. Results and Discussion

In most countries, the decision to study abroad is most frequently initiated by the student themselves. However, there were some differences noted in specific countries. As seen in Figure 1-4, the student's parents in Brazil and India play an important role in the study abroad decision. Friends are also an important influencer among Indian students. In China, the student's father is a major influencer in the study abroad decision. In the Philippines, the mother is a strong influencer.
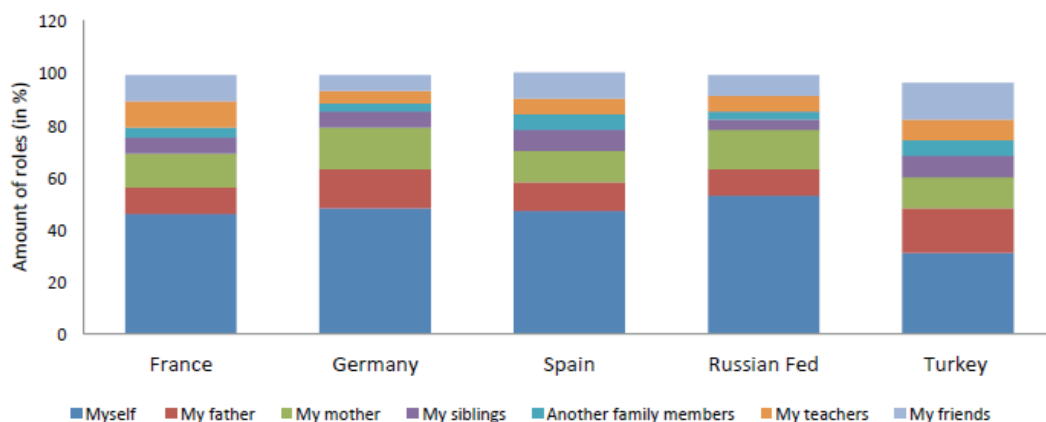

Figure 1. Initiators of studying abroad for students from Europe and Eurasia
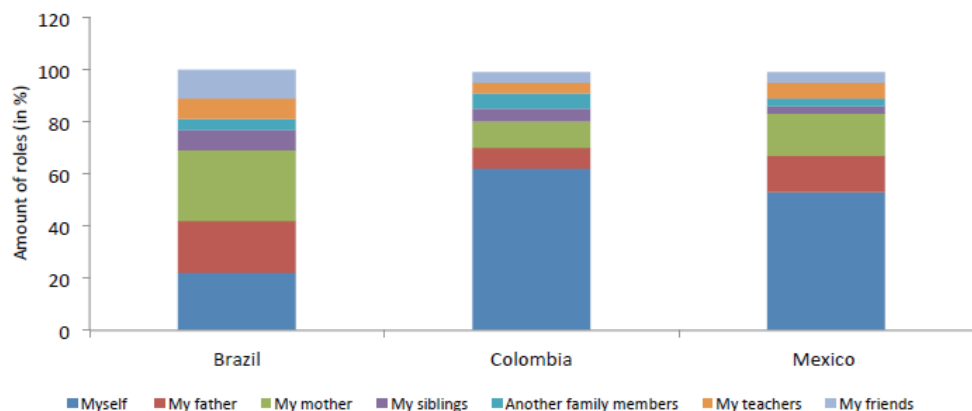
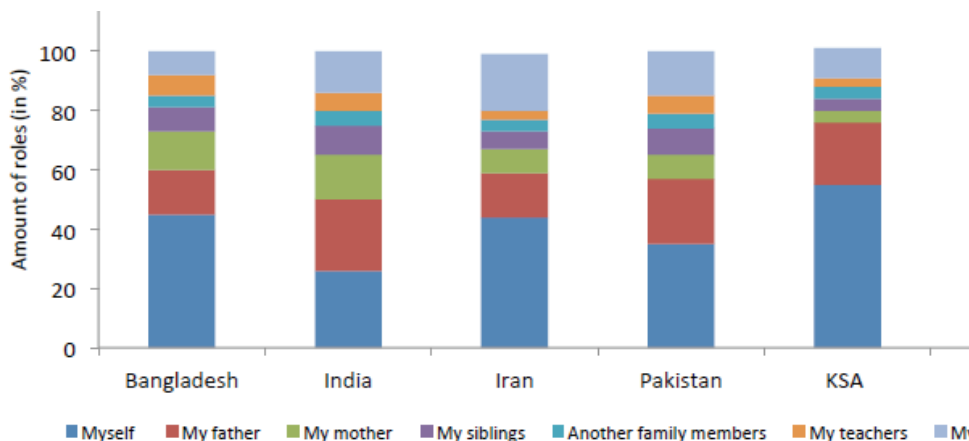*Figure 2.* Initiators of studying abroad for students from Latin America

Figure 3. Initiators of studying abroad for students from South/ West Asia, the Middle East and
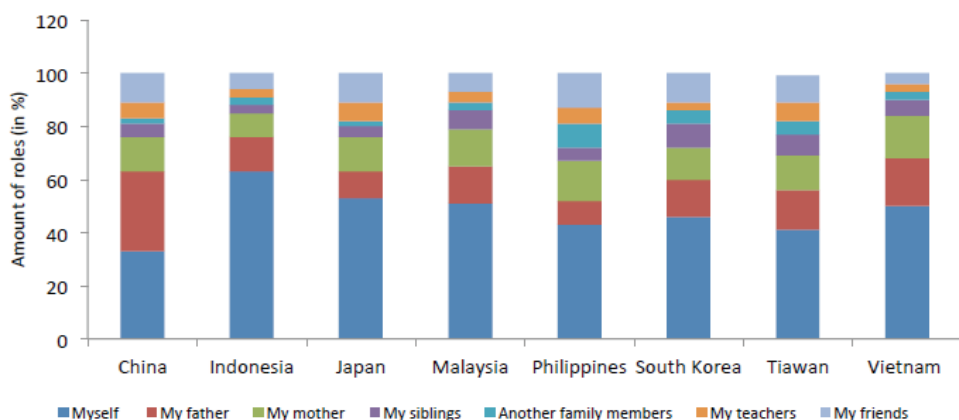

Figure 4. Initiators of studying abroad for students from East Asia

The online survey also showed that the three primary reasons for studying abroad are to gain greater career success, get a better job after graduation, and to get a better education than what could be achieved in their home country. For students from Malaysia, living independently and challenging themselves is important to Malaysian students, and becoming well-rounded is important to Indonesian students. For students from France, Germany, Spain, Russia and Turkey, another important reason to study abroad is to experience new cultures. Likewise, students in South America and Mexico, students study abroad to travel and to experience new cultures.

4. Conclusion and Implications

The applicants' mind in making the decision to study abroad has many influencing factors. Both rational and emotional elements play into the process. The results showed that the decision to study abroad is most frequently initiated by the student themselves. In general, the main reasons for studying abroad are to gain greater career success, get a better job after graduation and get a better education. Despite of some challenges in assessing the capacities of candidates with such different backgrounds and evaluating international applicants' language skills, universities which provide ETPs should consider the factors behind the study abroad decision factors. The more the universities know, the better they are able to address and have students who will be a good fit, and arrive on campus and stay through to graduation. Besides, creating admissions process using standardized language proficiency would help the expansion of international enrollments and prepares the success of the university students.

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A Dam in the River: International Admissions in Professional Education

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Globalization and the economic, political, and cultural forces attributed to it compel adaptive responses from citizens, organizations, institutions, and governments. Failure to respond risks both forfeiting the (purported or actual) benefits delivered by globalization, and risking irrelevance in a fast-evolving global society. Altbach (2001) has suggested that the most tangible evidence of the impact of globalization has been "the emergence of a worldwide market for academic talent, stimulated in part by the large numbers of students who study abroad" (p. 7). Approximately 4.9 million students are currently studying for a postsecondary credential outside their home country (UNESCO, 2019).

Student migration and its primary stakeholders experience and respond to globalization in varying ways. For international students (and their families), it stimulates an interest in postsecondary opportunities abroad. This demand is fueled both by constrained resources at home (arguably an indirect outcome of globalization) and a desire to attain greater wealth and status through an overseas credential. Each stakeholder in the institution-government-student triangle is pursuing an objective other than simply conferral of the credential itself. Governments seek a source of skilled migrants through international student recruitment. Institutions pursue both enriched educational outcomes and increased revenue at a time of scarcity. Students value both the prestige of an overseas credential and the possibility of expedited migration for them and their families.

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In contrast to the dense information networks middle- and upper-class students/families in North America can leverage during the postsecondary search process, international students' networks may be much sparser (Coffey, 2014). This constrain the number of information sources while increasing the influence of those that are accessible and visible. It may also explain the overwhelming popularity of ranking systems as a shorthand for assessing quality and prestige (Marginson & van der Wende, 2007). While debate continues about the utility of postsecondary "league tables" as a predictor of fit, these foci may provide even less information and insight about *professional school* (a postgraduate institution that prepares students for careers and – in some cases – credentialing or licensure in a specific field) admission.

While all postsecondary institutions function within national policy and regulatory (e.g., immigration and visa; research integrity) environments, professional schools must also respond to policies and regulations that govern practice in their fields. These include (but are not limited to) eligibility criteria for program entrance or licensure exams; restrictions based on citizenship or nationality (e.g., ineligibility of non-citizens to take a licensure exam); alignment of undergraduate and postgraduate curricula; and recognition of extra-jurisdictional professional or academic credentials. All these function as constraints that limit international student access.

Professional schools deliver a credential that prepares the learner for licensure and ultimately practice. However, a credential earned in one jurisdiction may not qualify the bearer to practice in another. Even within the US, licensure may be geographically bounded. For example, a law school graduate may take successfully pass the bar in Michigan, but this does not qualify her to practice in all fifty states. Further, in many countries, licensure does not itself provide for work authorization in the country where the student has studied.

In some ways, these barriers are the result of a policy conflict between educators and practitioners. In the US, licensing bodies may limit access as a strategy to reduce saturation and competition in a particular market. Increased competition from a flood of new practitioners may drive down the fees charged for services. These barriers can also be a response to hyper-competition for limited seats. This helps explain why most US medical schools will not consider international applicants.

Students who hope to pursue professional education overseas should therefore undertake care-

ful research involving credible information sources from the outset. Areas of focus should include careful investigation of (1) the utility of the credential in the country of intended practice; (2) policy, legal, or regulatory barriers to admission, licensure, or practice for non-citizens; and (3) curricular alignment between sending and destination programs. Less selective or less highly ranked institutions may have lower barriers to admission into professional programs.

Institutions who seek to widen participation by international students in their professional programs should consider and adopt admissions policies that provide flexibility in responding to non-standard preparation. Articulation agreements that allow for mutual evaluation of curricula can provide applicants, admissions officers, and program directors alike with greater clarity. Where possible, professional schools should consider developing pathways to licensure for learners with overseas credentials. All this said, professional schools do have an obligation to be transparent about policy, regulatory, or legal barriers that may prevent or limit graduates' ability to use the credential they have earned.

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Study-to-work Transition for Foreign Educated Chinese Returnees

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The number of graduates returning to China was over 480,000 in 2017 and as a proportion of the outbound students this constituted almost 80%. At the turn of the century the proportion returning was only 23% and this declined to a low of 14% in 2002. Since then, there have been steady increases in the numbers of returning students.

Whereas in the West, job search networks are generally framed around "weak ties," in China, social networks are formulated around "strong ties". *Guanxi* is a central idea in Chinese society which stresses the importance of "associating oneself with others in a hierarchical manner in order to maintain social and economic order". There is an emphasis on mutual obligations, trust, and reciprocity, which are the foundation of *guanxi* networks. While the concept of *guanxi* originated as a cultural phenomenon that refers to personal relationships, it was extended to the organisational level, and when it comes to businesses and the labor market these networks can help to open doors and find new opportunities (Luo et al, 2011). Consequently, career choices may be embedded in interdependent social relations rather than being the result of individual decision-making processes. Therefore, career development might be more closely linked to the fulfilment of social roles rather than professional development (Dyer & Lu, 2010).

Chinese international students, however, have been away from their *guanxi* networks for an extended period of time and are, therefore, entering the labor market as independent young adults. They gained internationally recognized qualifications and have developed English language skills and for middle- and low-income families in particular, having a child pursuing degree-level studies abroad is a source of pride and prestige. Students who have returned upon graduation are often proudly presented in social circles. Wei SHEN's research confirms that the attraction of sending children abroad mainly lies in the prestige of foreign degrees and advancement in English (Shen, 2005).

In her research Anni KAJANUS found that Chinese students pursuing tertiary education abroad feel obliged towards their parents to succeed. Prior to commencing their studies abroad, they

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were convinced that an overseas education would result in superior career prospects and support their upward social mobility in China. The reality, however, is often characterized by marginalization, feelings of alienation, and disorientation. Student life in the UK is often not what students had expected, and cosmopolitan competency isn't always acquired. A lack in skills and confidence paired with restrictive visa regulations result in difficulties in finding graduate-level work in the UK, while the transition into the Chinese labor market is often negatively affected by filial obligations, a different mentality, and competition for desirable jobs. On the other hand, students reported that living abroad had provided them with a feeling of independence and freedom and had equipped them with cosmopolitan competency; however, they feel under pressure to return to China in order to pay back the parental support (Kajanus, 2015).

A study undertaken by DYER and LU with Chinese student migrants in New Zealand showed that most participants confirmed that their jobs reflect their interests and beliefs as well as their career expectations. All interviewees highlighted the importance of their study experience abroad to gaining employment – particularly networks that developed during their study years, extra-curricular activities, internships, and part-time employment were named, along with the acquirement of soft skills, such as decision making and teamwork (Dyer & Lu, 2010).

While, for years, Chinese students would stay on to work abroad after graduation, the labor market for returning students is changing and foreign-educated Chinese nationals are now returning to China in greater numbers. A report by Forbes explains the increasing number of returnees with the strength of the Chinese economy and large venture capital investments. Another factor for returning to China is the so-called "bamboo ceiling" theory which posits that Chinese graduates have low career progression chances abroad. Third, many graduates feel obliged to return to China due to family ties. As a result of this development hundreds of thousands of foreign-educated Chinese students and scholars, who constitute an enormous source of human capital for China, have returned home.

Yet, a foreign degree is not always a guarantee for a successful study-to-work transition. Many Chinese institutions have climbed up the international rankings and league tables, and due to the high number of internationally mobile Chinese students and returnees, foreign degrees have become quite common among applicants.

However, despite high competition and comparatively low starting salaries, a Centre for China and Globalisation poll showed that there are consistent perceived benefits of an international

education among Chinese graduates. Returnees (*hai gui*) feel they have an advantage with regard to English language proficiency, intercultural communication skills, and global competence. Respondents also mentioned that the experience was life changing and improved their sense of empathy. Most graduates are optimistic that their salaries will see greater increase in the long run. Overall, returnees feel that their experience abroad is precious and outweighs the financial burden it has put on them.

At the same time, foreign-educated graduates are aware that study abroad puts a financial burden upon them and their families, and opportunities which might have arisen at home during the period of their absence might be missed. They are also increasingly aware that career success is not a given and a degree from a university abroad is no longer a route into a great job. Other challenges returnees have to face are reverse culture shock and cross-cultural adjustment. Becoming comfortable with China's distinct form of networks and relationships again, becoming re-accustomed to the style and pace of working in China and getting used to local cultures in general have reportedly been major issues for many returnees (Hao & Wen, 2016).

Many foreign-educated graduates see themselves as special and show a degree of superiority, but upon returning to China quickly need to understand that they have to re-integrate into a rapidly changing society. While Jia HAO and Anthony WELCH talk about "distinct advantages" for the *hai gui*, the increasing number of returnees, an improving quality of domestic graduates, and an incoming international workforce mean that not all *hai gui* have a smooth study-to-work transition upon return. In fact, many have to adjust their expectations when looking for jobs and re-embrace their home culture (Hao & Welch, 2012).

Over a decade ago, Cheng LI wrote about the status and characteristics of foreign-educated returnees in China and Chinese leadership. Their 2007 study showed that the percentage of foreign-educated returnees in high leadership positions in China was comparatively small. However, those who have returned to China after completing an international education played an important role in the country. Many established private enterprises or found work in research centers, educational institutions, consultancy companies, media networks, and the creative industries. With returnees growing in numbers, their influence has increased considerably. It is to be expected that this development will further shape both China's interaction with the outside world and the image the outside world has of China. LI argues that Chinese leadership is in great need of foreign-educated individuals and their expertise and knowledge. However,

only a small percentage of returnees is appointed to high-level leadership positions and most returnees influence China's development from outside the political establishment. However, their growing influence is indicative of the increasing effect they have on officials and decision-making circles (Li, 2007). Relationships with the academic community outside of China and their ties with the leadership and the party within China make foreign-educated returnees important contributors to the country's coming of age. Due to China's rapid economic development and its integration with the world economy, more advisers with relevant expertise will become necessary and those positions are likely to be filled with foreign-educated nationals who understand China and its positioning in an international playing field as well as the ever changing global economic and financial landscape.

More recent research has shown that returnees are believed to have greater confidence in their own abilities and are more open to diversity. Higher levels of maturity and independence are also associated with foreign-educated graduates – qualities that can translate into greater human capital and wider job choices (Hao & Wen, 2016). Recognising the need of a workforce with these refined set of skills, the Chinese government has emphasised the importance of international professionals and recruitment of returnees in their National Plan for Medium- and Long-Term Human Resources Development, signaling a genuine interest in successfully utilising the foreign educated. The Thousand Talent program is only one of ten national schemes that were designed to support the recruitment of highly skilled talent – particularly foreign-educated returnees (Hao & Welch, 2012).

So while a foreign degree is not always a guarantor for a successful study-to-work transition, the opening of the Chinese market, large investments and a growing economy have created a need for international expertise and present manifold opportunities for foreign-educated graduates.

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Export vs Import of Education: The Case of Russia

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Rethinking of its educational strategy, Russia wants to attract more and more international students not only as part of so-called soft power political strategy, but also as a tool of attracting investments. Increasing of non-commodity export is on the agenda and education could be one of the successful instruments for it.

There are some national projects, which includes education as part of them. They are Education, Science and International Cooperation and Export. Each project includes several sub-projects. All of them will get the strong financial support from the government but they also require external investments.

The newest subproject, which was launched in 2018, is the Russian Education Export Project. It unites 39 selected higher education institutions, which are the flagships for others. The other universities are also involved in the project by obligation to provide their data due to implementations of the main goals of the project. There are 2 main purposes for it: one is increasing international student numbers (including all kind of programs) and the second is growth of income from this.

Project passport has been developed, and key targets have been identified, along with key performance indicators established for the country. Russia is following other countries' internationalization strategies, such as China, South Korea, and Australia. However, most of them started this process earlier.

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Table 1. Recruitment of students in Internationalization Strategies in different countries

Countries	Planned numbers of international students, k	Year of realization (due to National Strategy)
Russia	710	2025
China	500	2020
Australia	720	2025
Canada	450	2022
France	470	-
Germany	350	2020
Thailand	58	2019
New Zealand	143	2025
Malaysia	220	2025
South Korea	200	2023
Ireland	44	2019-2020

As for the list of the most successful leaders of import and export in education (Table 2), we should not be surprised by the leading importers, the number of students they are sending abroad are due to their population. As for leading exporters, it's interesting to note that the US and the UK have had loses in the percentage of students they are hosting over the past 2 years. When the final figures for 2019 are ready it will be interesting to find out that Australia may overtake the UK for the first time in history.

Table 2. Import vs Export Leaders

IMPORTERS	EXPORTERS
• China (33%)	• USA (19%)
• India (18%)	• UK (8%)
• South Korea (5%)	• Australia (7%)
• Saudi Arabia (4%)	• France (5%)
• Canada (2.4%)	• Germany (5%)
• Vietnam (2.2%)	• Russia (5%) – USSR 10.8% (1991)

Let's see what models of export these countries use in comparison to Russia. Internal internationalization is common. Mutual understanding, capacity building and skilled migration

approaches in OECD countries are combined with Joint Educational Programs approach in Russia. Digitalization of education is fast growing nowadays. It is everywhere, and in Russia we try to use it also for export of education. Besides we established such forms of export as network universities. They are consortiums of universities from BRICS countries, CIS countries, SCO countries. Network University may unite several institutions from 2 or more countries (Russian-French University, Russian-Vietnamese University and others). Besides some universities are opening their branches in the countries with high demand on Russian education such as Kazakhstan, Vietnam, China, Slovenia. Although there are only a few universities which may allow a collaborative kind of project. There are several programs supporting promotion of Russian Language abroad. One of them is foundation courses in the Russian Centers of Science and Culture in different countries. This is quite a successful approach.

We should mention that due to Russian Education Export Project, Russia has 2 groups of main partners (Table 3). They are countries which will be involved in the development of the Russian Education Export project. But the lists are very debatable due to experts' opinion as they were made from paper-based research without practical orientation.

Table 3.Main partners for Education in Russia

First Stage	Second Stage
Angola	Bangladesh
Brazil	Germany
Vietnam	Iran
India	Iraq
Indonesia	Italy
China	Egypt
Malaysia	Morocco
Mongolia	Nigeria
France	Turkey
South Korea	USA

Discussing import and export of education in Russia, we should bear in mind the advantages and disadvantages of education in the country (Table 4).

Table 4. Advantages and Disadvantages of Studying in Russia

Advantages	Disadvantages
● Strong academic traditions (15th place in QS)	● Lack of programs in English
● Affordable tuition fees	● Language difficulties
● Low living expenses (excl Moscow)	● Visa issues
● Cultural and historical heritage	● Migration rules
● Government scholarships	● Lack of tolerance
	● Inadequacy of Government scholarships

Despite some intentions to import new approaches to education (following Bologna process, Global Education Project and others) it seems Russia is not ready to import education or to support it as well as export. Even the numbers of Russian exchange students studying abroad are decreasing year by year. It is explained by internal restrictions, which universities and students face if they want to study abroad for a short period such as a semester. It is all about the recognition of study abroad period and content of the programs, quality assurance and differences in curricula and academic calendars.

But let us remind you Russian famous tsar Peter the Great. We may call him the first exchange student from Russia. He travelled abroad within so-called Grand Embassy delegation, spent 1,5 year in Western Europe. He was not alone; he was quite young and invited young rich men to travel and study with him. He managed to bring new skills, knowledge and customs of clothing, cultural manners to Russia. Peter the Great invited foreign professionals to Russia and established the First Academy of Sciences and Arts. The history knows how difficult it was to implement the knowledge and skills he brought from Western Europe. Nevertheless, we know the impact it had.

What conclusions may we get after analyzing these facts? Universities and official bodies should pay attention to import of education as a source of economic development of the country, try to decrease barriers for import of education at least simultaneously with the education export project's implementation and establish partnerships between countries and institutions for support both export and import of education.

Atlantic Canada: A Regional Approach to Internationalization

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The Region of Atlantic Canada consists of the four smallest of the Canadian Provinces. The population of the Region is small, and it is also aging faster than the rest of Canada. This reality of declining demographics has led to immigration being a policy priority for both the federal and the provincial governments. International Higher Education (IHE) is increasingly seen as pathway to immigration, as international students are provided numerous and simplified options to become permanent residents of Canada following graduation. This creates both opportunities and tensions as the IHE sector attempts to both support Regional priorities but maintain a focus on local needs and obligations.

Canada has a unique approach to Education policy, as Education is mandate of each Province and not the Federal government. This creates a situation where the Federal government can support initiatives for population growth through immigration policy and economic incentives, but the policies for the Education sector and in particular internation education, are the purview of the Provinces. Each Province has its own approach and policies which govern IHE. To complicate matters further, the Atlantic Region, with its four provinces, is expected to work together on matters related to population growth. Thus the IHE sector across the four provinces has been urged to co-develop a number of recruitment and retention programs to which all necessarily must agree.

The Atlantic Growth Strategy was launched by the federal government in 2016 and supports regional growth for all industry sectors, including Education. The Atlantic region has 15 universities, 5 public college systems, and options for English or French higher education systems. The IHE sector has been exceeding expectations for international student recruitment and retention, though the factors are likely due more to the current global context which is favoring the Canada brand for higher education. What is new to the Region as a whole is an urgency to be increasingly involved in post-graduate retention initiatives for international students, and paying attention to programs that foster "belonging". In this area, the Region differs from the rest of Canada and is currently leading the country in the development of innovative

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new programs to attract and retain international students (and their families) to the Provinces in which they have studied.

Some of the new programs that institutions in the Region are employing to attract and retain students we hope will be motivated to immigrate after graduation are through low tuition fees, high quality education with comprehensive range of programs, supports for the spouses and families of students, and a focus on career development, entrepreneurship training and preparation for start-ups. In addition, some of the Provincial governments are providing free public health plan enrolment for international students and their spouses, fast-track programs for permanent residency and supportive, accessible immigration officers.

These regional needs have also created changes within the usual roles of an International Office within each institution. There have been major shifts in staff focus from student arrival and orientation to support for student retention after graduation. There has also been an increased need for collaboration and communication between International Offices in the Atlantic Region as well as with both federal and provincial governments. One real benefit has been an initaitive to benchmarh the satisfaction of international students in the Region, leading to supports for improved attention to students' sense of being welcomed and "belonging". One of the Provinces, Newfoundland and Labrador, took this to the next level, embarking on systematic cross-cultural training for Public Service staff, while one of the local post-secondary institutions, Memorial University, began a similar program for faculty, staff and students.

Unsurprisingly, new challenges have arisen as a result of the push to work more closely across the post-secondary sector. One example is how to deal with competition versus cooperation in terms of international student recruitment. This challenge arises frequently, as we question where and how we should work together. The Region is also concerned with branding, because Canada has a well-recognized and successful brand already. How do we work to showcase our Region without getting lost inside the Canada brand and also not compete with it? A third area of concern is our own institutional local role, within that Regional context, since we are funded by our Province and not by our Region. So putting our special obligation to our own Province first is an area we strive to balance especially in cases where we are urged to embark on regional endeavors which we know will be problematic for our own local area. These concerns remain a challenge as we move forward with the Atlantic Growth Strategy and the leadership role of International Higher Education in growing the recruitment and retention of talented newcomers to the Atlantic Canadian Region.

Integrating Students into your Institution: A Canadian Model Belonging and Student Success at Sheridan

A. Michael ALLCOTT[1]

With campuses in the Greater Toronto Area, Sheridan offers 110 programs at the Bachelor's Degree, Diploma, Advanced Diploma, certificate and post-graduate certificate levels. Many of our dedicated professors have professional industry experience that ensures our students receive high quality applied learning. State-of-the-art facilities, as well as work experience through internships or paid co-op programs prepare our students to be ready-to-work on graduation. A wealth of student services, including tutoring, peer mentoring, academic and cultural advising are all provided to students.

We find that students who come to us by way of Pathway Partners like ILAC, ILSC, ESC, Kaplan, and others have high success rates in our programs. These students are often better prepared in English language, but also in their understanding of Canadian academic expectations, culture, and life. Our partners help students to select the best program at Sheridan to fit their goals. These students have opportunities to visit the college prior to making their final enrolment decision. Some come to our partners intending only to study English language, but choose to continue to higher education while in Canada. Pathway partnerships give students access to the post-secondary programs that will qualify them for work permits, post-grad work permits, and opportunities for a future in Canada.

Sheridan helps to integrate students by recognizing that a sense of belonging in our community, as well as timely information and supports, are essential to student success. Our orientation programming begins before their arrival on our campus, and is delivered either in-person or through Virtual Communities on our on-line learning platform. On our campus, prior to the beginning of studies, we aim to provide "just-in-time" programming by predicting and meeting their most pressing needs. For net-generation students, this means ensuring their laptops and mobile devices are ready for connecting to our systems. It also means ensuring they have campus ID cards, information about health insurance and services, as well as banking, housing, and advising regarding their study permit and immigration regulations.

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The Sheridan International Centre has a full complement of RISIA-certified International Student Advisors. This ensures that we provide the most accurate information and advising to students regarding study permit compliance, extensions, co-op permits, and post-graduate work permits.

At Sheridan, we also recognize that orientation is a continuous process. Through a mobile phone app, we ensure that they are connected to the information and services they need throughout their studies. These include integrated services with the Library, Tutoring Centre, Career Centre, and Accessible Learning Centre. Further, we aim to ensure their overall wellness, not only through our Health and Counselling Centres, but also through Athletics and Recreation facilities. Finally, we are committed to developing the whole person through volunteer service and leadership opportunities.

We recognize that studying in a new country and culture is a transformative experience, and that students' emotions are integral to their success. Creating a sense of belonging and emotional comfort in their first days on our campus is important to their perception of themselves and their potential for success. Affirming them for the values, experience, language, perspective, and knowledge they add to our community ensures that positive self-perception.

The culminating moment of our international student orientation is our International Welcome Festival. The festival welcomes all new international students and provides the excitement of a celebration of all the cultures that contribute to our campus and Canadian community. The festival includes a variety show with Latin American dancers, Chinese musicians, a dragon dance, bangra, and other artistic expressions of world cultures. Food from around the world, and typical Canadian cuisine give students a chance to sample the multicultural possibilities of our community. Likewise the festival includes a market of agencies that support students and ensure safety and well-being, including settlement support agencies, cultural organizations, student clubs and groups.

The International Welcome Festival also includes a performance by a Sheridan alumnus who is a YouTube sensation for his musical talent. By mixing his traditional Indian drum performance with pop music, he is able to affirm the full spectrum of diversity in our international student community. His enthusiasm for Sheridan, and the pride he shows in his Canadian identity, rooted in a global community ensures that our students begin their journey on a high note.

Internationalizing Ireland's Higher Education System

Gerry O'SULLIVAN[1]

Although an island, the character and composition of the population of Ireland have been shaped by many different peoples over several millennia – the Celts, Vikings, Normans, English, Scottish and in more recent times other Europeans, Asians, Africans and Latin Americans have all left their mark.

Lying to the west of Great Britain, it is no surprise that as a former colony of our nearest neighbor, the influence of the "relationship" has impacted on every aspect of Irish life including education.

Following a struggle for independence, the country was partitioned in 1922 with Ireland (26 counties) as an independent state and six of the northeastern counties forming Northern Ireland under the jurisdiction of Great Britain.

Education a key Irish national priority

In the period since and especially from the start of the 1960s, the Irish Government has prioritized educational expansion at all levels – a policy that is seen as crucial to the country's economic and social well being and its ability to survive in an extremely competitive world.

The strategy has been a major success story with Ireland's performance in several key areas equal to or better than international comparisons.

For example,

- second level (high school) completion, the Irish rate is 93%
- 43% of adults (25 -64) have a higher education qualification (OECD – 35%)
- 52% of those aged 25 -34 have a higher education qualification (OECD – 42%)

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Membership of the EU

From the early 1960s, the Irish Government had set itself the target of becoming a member of the European Economic Community (EEC) now the European Union (EU). This ambition became a reality in 1973, when Ireland joined the EEC along with the United Kingdom and Denmark. At the time, it was inconceivable that Ireland would remain outside the Community given that the country's largest trading partner – the UK - had decided to join the so called "Common Market".

46 years later, as the UK prepares to leave the Union, it is an indication of a much changed national landscape, that Ireland's capacity and commitment to remaining part of the EU is stronger than ever. Membership of the Union has not been without its difficulties for Ireland but the benefits outweigh the disadvantages.

One of the areas where Ireland has participated fully has been the Erasmus program. Established in 1987 and launched by the then Commissioner, Irish man Peter Sutherland, to date some 60,000 students from Ireland have studied or engaged in traineeships in other programme countries.

Erasmus Units

The impact of the program has been very significant. As a consequence of Irish involvement in the program, higher education institutions had to establish "Erasmus units" within their structures to manage the program. Although students from many different countries have been coming to Ireland from long before the Erasmus Program, this was the first time that universities and other colleges had to examine their provision and adjust to the fact that international students come with different prior experiences, different expectations, had different needs and required support services that didn't always match what was being traditionally supplied. That expertise has grown since then and the focus of the Irish higher education sector has been broadened to embrace the concept of international engagement not just within the EU but globally in teaching, learning, professional development and research - core features of any higher education institution that wishes to remain relevant in a 21st century context.
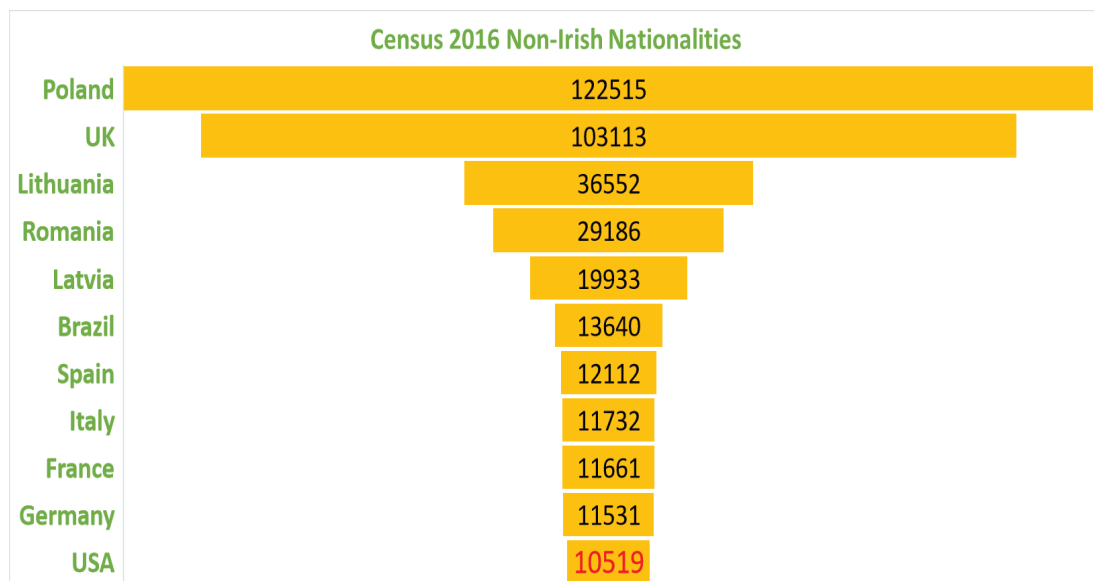
120,000 students have visited Ireland

Some 120,000 students from other program countries have come to Ireland since 1987, attracted by the English language, the quality of the higher education, the warmth of the welcome and the high quality of life in the country.

The long-term impact of this relationship is difficult to measure but the Irish higher education sector firmly believes that students who come to the country for a period of study or work return to their home places as strong ambassadors for Ireland.

Demographic Change

Participation in Erasmus+ and membership of the EU go hand in hand. Both have played a huge part in changing the composition of the population of the country. Up until the 2016 census, UK nationals formed the largest part of the Non-Irish population. In the 2016 Census, that position has been taken by Poland. Of the eleven countries shown in the table below – nine (includes UK) are currently members of the European Union.

Census 2016 Non-Irish Nationalities	
Poland	122515
UK	103113
Lithuania	36552
Romania	29186
Latvia	19933
Brazil	13640
Spain	12112
Italy	11732
France	11661
Germany	11531
USA	10519

Joint International Partnerships

Universities from time to time set out to build international joint programs/degrees – an often difficult task. But in the case of Erasmus+, this is happening without any major fanfare. In the

case of Ireland, 75% of the students engage in study visits – attending European universities; regularly pursuing their programs in a language other than English or Irish; being taught by the host university staff on programs developed by that host university; being assessed by that host university and having those studies recognized by their sending higher education institution for the purposes of receiving an Irish academic award. That this is happening across the continent for some 300,000 mobile Erasmus+ higher education students each year is a remarkable testimony to the trust that has been established over the past three decades.

Huge Network

The Erasmus+ family consists of over 4,500 institutions spread across 34 program countries who have the Erasmus Charter for Higher Education (ECHE). This represents a remarkable network of excellence to which each ECHE holder has access to. The potential for collaboration is not just within the areas of teaching and learning but partnerships that are established under Erasmus often grow in the major research collaborations with funding from Horizon 2020. Erasmus+ provides the space for the essential trust between institutions to be established and is a great enabler of further collaborations in capacity building projects and in co-operation activities with countries whose higher education systems are at a different level of development.

New Partners

Part of the 'plus' in Erasmus+ has been the introduction of Key Action 107 – International Credit Mobility in 2015. This action has been an outstanding success and has helped to build educational bridges between the EU and all parts of the world. In the case of Ireland, traditionally many of the higher education sector's partnerships were with other EU member states or with the Anglophone world. Today, thanks to Erasmus+ and KA107, Irish higher education institutions are forging new relationships with countries on all continents. Asia and Central Asia are among those areas, with student and staffs flows to and from almost 20 countries.

Future

As a new Erasmus+ program is being prepared for the 2021-27 period, it is remarkable how the initiative has grown to embrace not only the noble intention of providing a space for mainly young people to share their experiences during an important stage in their educational journey. Erasmus+ now seeks to play a role in addressing other current critical challenges

such as - intercultural understanding, unemployment, digitization, migration, social inclusion, multilingualism and innovation to mention but some.

Over 9m people have benefited from Erasmus since 1987. Historically the only time numbers of that magnitude were mobilized into action in Europe was for the purposes of war. As the EU enters a difficult period in its evolution, we should not lose sight of this very important fact.

Realizing Turkey's International Education as Diplomacy

Mustafa AYDIN[1]

Turkey's International Education is on the rise. It is conditioned by the economic success realized in the last decade. An important signifier, the number of international students, has increased from about 18.000 in 1999 to 178.000 in 2019. Turkey began to view international education as a part of its foreign diplomacy, essentially to advance its national priorities abroad. For Turkey, educational diplomacy is increasingly becoming an important part of its soft power. International Education supplements conventional diplomacy and trade. It is becoming a significant aspect of foreign policy, through creating a positive image for Turkey and providing means to exert influence. It is now seen as an essential part to achieving an effective foreign policy and universities are the natural medium through which this can be realized. Be it as it may, there are also challenges in connecting the soft power benefits of educational diplomacy to the realities of geo-politics.

Yet, while international education continues to be one of the most active sector, Turkey has a long way to go to realize its soft power potential, particularly in terms of depth, volume, relationships and achievements that may result from it. At this early stages of the development of its international education, Turkey needs to produce a more coherent public leadership and inter-institutional coordination, improved evaluation of the sector and expanded awareness within the sector and the broader community.

In a nutshell, education has a multidimensional aspect and it is becoming increasingly globalized. Modern world arrangements presents great opportunity for student, academic and community exchanges and interactions. Most countries in the world see out-bound student mobility as the main contributor to their future prosperity, as it facilitates connections to the global supply chains. Technological development applied within the educational sphere enables positive exchanges between nations of intellectual, commercial and social experiences using in-house and on-line modes of delivery. Such intellectual mobility turns the whole world into one classroom while nations enhance ability to influence regional and global policies. They can hence build their reputations on the outcomes of international education.

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It is true that Turkey's priorities has shifted its international education engagement over time. In the past Turkey has offered academic exchanges to friendly and developing nations through government to government interactions particularly by focusing on development of technical skills and education exchange scholarships. Today, Turkey's international education is evolving towards a commercialized full-fee approach. As Turkey's international educational revenues increase, higher education is recognized by providers and policy makers across the sector as a services export category.

The area of International Education includes diverse range of participants operating in a highly competitive domestic and international Marketplace, wherein the opportunity for commercial gain, primarily through inbound student numbers, is a dominant driver. Turkey needs to put policies in place to provide an appropriate framework as an instrument through which state and non-state actors can build and manage actions to advance their interests in this competitive environment. It is necessary to emphasize hereby that effective educational diplomacy needs to engage international and domestic actors as its targets and favors two-way dialogue and interaction over a one-way information or promotional push. In other words, developing a perspective and necessary instruments requires a co-ordination of understanding with Turkey's long-term strategic vision. Recent international practice suggests that educational diplomacy has been brought in from the margins of foreign policy to take on the broader national social and institutional set-up. This is because a successful educational diplomacy requires activities delivered primarily through Turkey's overseas missions, bilateral foundations, councils and institutes, such as Yunus Emre.

Turkish government has taken steps to address some of the core concerns within the international education policy setting. Additionally, industry through the initiatives developed through DEİK (Foreign Economic Affair Council) has been a strong supporter and advocate in this process. Accordingly, easing up student visas, enhancing the quality of education services offered, completion of Bologna Process, improved regulations vis a vis student welfare, as well as the sustainability of international education has been addressed. Higher Education Council (YÖK) has improved its organizational capacity and established a long-term international educational strategy.

As a result of the strength of the Turkish economy, visa restrictions on the inbound student programs of Western countries, demand for inter-country skills, transnational nature of imple-

mented education programs, enabled Turkish government to directly target and attract international students. But international education is not only about inflow and outflow of students. Educational diplomacy engagement is inevitably transnational. In other words, the growth of offshore delivery models for the sector, can attract international students without leaving their home country to the Turkish universities abroad. In this sense, education has the potential to become an area of outbound FDI for Turkey.

International education is the knowledge transfer, exchange and capacity-building that occurs in association with Turkey's development assistance programs. This type of educational involvement provides not only commercialized education and training services, but also aims to contribute to overall diplomacy. Additional layer in Turkey's international education diplomacy effort is international research collaboration. The approach to strategic global research collaborations is now more important to the universities in Turkey as they vie for places and prestige in global research rankings. Global research collaboration enables exchange of research students and academics, but also helps contributing the development of solutions and frameworks to global challenges, such as climate change, desertification, migration, disease management, security and cybersecurity.

EU Fund Opportunities for Higher Education

Sinem BÖLÜKBAŞI[1]

EU provides financial assistance facilities both to reduce internal social and economic development disparities and to support the harmonization process and administrative structures of the candidate countries. Turkey is one of the countries using financial assistance provided for candidate countries in the scope of the activities carried out in the pre-accession period.

Turkey's preparations to meet the obligations to be introduced with EU membership are supported by financial assistance for political-social and economic harmonization activities. Assistance is provided through the programs prepared by public institutions and organizations in Turkey that have specific goals and priorities. The projects prepared by legal entities (municipalities, chambers, professional organizations, universities, associations, foundations, local administrations, trade unions, SMEs, etc.) can be supported by **Grant Scheme** method generated under programs designed by public institutions, within the **Instrument for Pre-Accession-IPA**. A Grant Scheme is an implemetation methodology, being a part of programs developed by public institutions and is designed for supporting the participation of local institutions/organizations to EU accession process.

A Grant Scheme is settled through a call for proposals. Guidelines for grant applicant is published along with call. Guidelines of grant applicant includes eligible actions, eligible applicants and size of grants for grant scheme. All of the grant schemes have deadlines and the projects are selected competitively.

Higher education institutions can develop projects on themes like education, civil society dialogue, employment, capacity building, entrepreneurship, culture and tourism, renewable energy implementations, etc. and find available funds. Higher education institutions can follow the call for proposals regarding funding opportunities within IPA on the Current Grants section of the official website of Directorate for EU Affairs (www.ab.gov.tr) and Europaid portal (https://webgate.ec.europa.eu/europeaid/onlineservices/index.cfm?do=publi.welcome&userlanguage=en)

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In addition to IPA, EU Programs are another EU financial assistance mechanism which provide variety of funds for higher education institutions. EU Programs form part of the move towards ever closer relations between the partners within the EU and those in candidate countries, potential candidate countries and third countries; and familiarizes them with policies and working methods while facilitating exchanges of experience and best practices. There are many EU Programs, however Turkey participates in Erasmus+, Horizon 2020, COSME, Customs, Fiscalis, Employment and Social Innovation, Civil Protection Mechanism and two agencies being European Environment Agency and European Monitoring Centre for Drug and Drug Addiction. Among them, Erasmus+, Horizon 2020 and Employment and Social Innovation programs provide funds for higher education institutions.

Erasmus+ program provides funds for supporting school education, higher education, vocational education, adult education, training youth and support between 2014-2020. The seven year program has a budget of €14.7 billion. The Program contains three Key Actions:

Key Action 1: Learning Mobility of Individuals

Key Action 2: Cooperation for Innovation and the Exchange of Good Practices

Key Action 3: Support for Policy Reform

Erasmus+ Program is being implemented by the National Agencies. For further information and current call for proposals higher education institutions can visit the official website of Turkish National Agency (www.ua.gov.tr) and European Commission Erasmus+ website (https://ec.europa.eu/programmes/erasmus-plus/). Higher education institutions can visit Erasmus+ Project Results website for thousands of good practices and success stories as well. (https://ec.europa.eu/programmes/erasmus-plus/projects/)

Horizon 2020 Program is the world's largest research and development program. The program has a budget of nearly €80 billion for funding between 2014-2020. Horizon 2020 has three priorities: Excellent Science, Industrial Leadership and Societal Challenges. Horizon 2020 is being implemented by the European Commission related department. However there are national coordinators in program countries for providing detailed information about the program. The Scientific and Technological Research Council of Turkey (TÜBİTAK) is the national coordinator in Turkey. For further information and current call for proposals, higher education institutions can visit official website of TÜBİTAK for Horizon 2020 (https://

ufuk2020.org.tr/en) and official website of European Commission (https://ec.europa.eu/pro-grammes/horizon2020/what-horizon-2020). Higher education institutions can visit CORDIS website for thousands of good practices and success stories as well https://cordis.europa.eu/projects/en).

Employment and Social Innovation Program (EASI) provides funds to support a high level of quality and sustainable employment; guaranteeing adequate social protection, combating social exclusion and poverty and improving working conditions. The total budget of the program is €921 million for 2014-2020. EASI has three priorities: Progress, Micro Finance and Social Innovation and EURES. EASI is being implemented by European Commission related department. However there are national coordinators in program countries for providing detail information about the programme. Directorate for EU Affairs is national coordinator in Turkey for EASI. For further information and current call for proposals, higher education institutions can visit official website of Directorate for EU Affairs (www.ab.gov.tr) and official website of European Commission (https://ec.europa.eu/social/home.jsp).

EU funds for developing countries are another fund opportunity for higher education institutions such as **European Instrument for Democracy and Human Rights** and **Instrument for Pre-Accession – Civil Society Facility (IPA – CSF)**. There are also other EU funds available worldwide. Information and current call for proposals for all these funds, higher education institutions can visit Europaid portal (https://webgate.ec.europa.eu/europeaid/online services/index.cfm?do=publi.welcome&userlanguage=en).

Understanding TÜBİTAK's Role in the S&T&I Ecosystem at Globalized Era

A. Mete KARACA[1]

Ayda KARA PEKTAŞ[2]

Internationalization and globalization are two of the most popular words in the world we live in. Following the considerable inventions of the 20th century such as radio-television broadcast and more importantly the internet, those terms have been a huge part of our life. To have an access to knowledge has been as easy as to touch the bottom of an electronic device, mostly. This easy access procedure is sometimes via TV, sometimes via computer and even via cell phones as we mostly do every day. Due to this easy access routine of the era, it is possible to say that the boundaries of the states do not carry a lot of weight as it previously did and this brings the "internationalization" and "globalization" into our lives in all spheres. Both good and bad things such as science, technology and innovation, knowledge, inventions, diseases, epidemics, treatments can cross the borders of the states very quickly and easily and thus can affect people and also nation-states deeply.

During the globalized last few decades, people, jobs, knowledge have become more mobilized and mobility increased the degree of internationalization. For instance, a student can learn about a funding opportunity made available thousands of kilometers away, few seconds after its announcement. And to catch the most updated knowledge or opportunities contributes a lot to the development of the Science, Technology and Innovation (S&T&I) worldwide, indeed.

The European Commission lays emphasis on this issue and identifies a number of factors that boost the globalization of science which can be summarized as below:

Drivers and barriers for the internationalisation of Science

● The globalisation of the world economy drives firms to increasingly access scientific

● "The globalization of the world economy drives firms to increasingly access scientific sources outside their local boundaries.

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● Students and researchers are increasingly mobile. As a consequence, scientific institutions and firms are ever more competing for talent in a global labor market.

● The ICT and the internet revolution have reduced the cost of international communication and boosted international exchange in science. These trends are amplified by the growth in transport systems and reductions in real transport costs of the last few decades.

● ICT and internet have also fostered new ways of gathering knowledge, leading to innovative international knowledge transfer models in the fields of fundamental research.

● The research agenda is increasingly being made up of issues that have a global dimension, such as climate change, energy, safety, pandemics.

● Policy makers are increasingly focusing attention on international S&T cooperation and funding programmes to stimulate internationalization of higher education and research. This includes many governments from emerging economies, who have come to view Science and Technology (S&T) as integral to economic growth and development. To that end, they have taken steps to develop their S&T infrastructures and expand their higher education systems. This has brought a great expansion of the world's S&T activities and a shift toward developing Asia, where most of the rapid growth has occurred.

● Costs of and access to infrastructure lead to stronger incentives to cooperate and share resources across boundaries.

● Increased specialization of knowledge production globally makes excellence being located more diversely and makes it vital to seek advanced knowledge where it is.

● Scientific knowledge is produced with greater "speed" and impact, creating incentives to avoid duplication."[1]

In this direction we can once again underline that internationalization and globalization seriously contributed to S&T&I activities worldwide. In other words, more countries started to run bilateral and multilateral programs; more countries make scientific activities collaboratively that the whole world will be able to benefit and more indicators come together in S&T&I ecosystem by means of internationalization and globalization.

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[1] European Commission, "International Cooperation in Science, Technology and Innovation: Strategies for a Changing World" *Report of the Expert Group Established to Support the Further Development of an EU International STI Cooperation Strategy*, 2012, page 21-22, https://www.researchgate.net/publication/265295518_International_cooperation_in_science_technology_and_innovation_strategies_for_a_changing_world_Report_of_the_Expert_Group_established_to_support_the_further_development_of_an_EU_international_STI_coop#pf16, (Date accessed: 03.04.2019).

In this ecosystem, if we have a look at the S&T&I leading countries in terms of total spending on R&D as a share of GDP; top 10 countries will be seen as stated below:

1.   South Korea (4.3%)
2.   Israel (4.2%)
3.   Japan (3.4%)
4.   Finland (3.2%)
5.   Switzerland (3.2%)
6.   Austria (3.1%)
7.   Sweden (3.1%)
8.   Denmark (2.9%)
9.   Germany (2.9%)
10.   United States (2.7%)[2]

Following the statistics above, the next question will be the percentage of Turkey for total spending on R&D. Turkey seriously increased the number of the budget allocated for R&D especially after 2006. In 2006, the R&D expenditure rate in GDP was 0.56 but the number increased to 0.96 in 2017. In other saying, the budget allocated for R&D activities increased nearly two folds in the last decade. Moreover, Turkish R&D intensity increased 40 points.

As The Scientific and Technological Research Council of Turkey (TÜBİTAK) is the leading agency for management, funding and conduct of research in Turkey since 1963, it goes without saying the importance of TÜBİTAK in increasing these statistics. With its related 20 institutes and more than 4000 employees, TÜBİTAK leads Turkish R&D and S&T&I Ecosystem for all the public sector, private sector, academy, industry, scientists, experts, students and every mechanism that is involved in the S&T&I ecosystem.

Under the auspices of TÜBİTAK, in 2018, 27.468 projects/experts/scientists were found eligible and funded. The budget transferred for those projects was 1.9 Billion TL. In 2002, the amount of the funds was just 154 M TL, which means 12 times less than today.

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2 For further information: UNESCO, http://uis.unesco.org/apps/visualisations/research-and-development-spending/, (Date accessed: 03.04.2019).

TÜBİTAK succeeded to increase the numbers in such a short time by coordination among its different units. Every single department at TÜBİTAK has its own expertise in different programs for the national and foreign scientists and experts. International Cooperation Department is also one of those departments that focuses on international cooperation activities.

International Cooperation Department runs bilateral and multilateral calls; organizes scientific events, workshops and seminars; supports scientific exchange and staff exchange programs; strengthens the ties with Turkish Diaspora and many other facilities as well. The department's priority target is to increase Turkish R&D activities in international S&T&I platform.

TÜBİTAK has bilateral programs from the USA to Japan, United Kingdom to South Korea, Germany to China and from France to India, more than 50 countries and 62 institutions.[1] Besides, TÜBİTAK also participates in the activities of a variety of European research programs such as Horizon 2020, EUREKA and Eurostars. Moreover, TÜBİTAK is closely in touch with more than 30 regional and international organizations like OECD, COST, IDB, APSCO, CERN, EMBO and many others.

Thanks to the strong official relations that TÜBİTAK and International Cooperation Department have with S&T&I leading countries worldwide, just in 2018, 25 bilateral calls have been announced and run. There are currently 318 ongoing projects based on the calls mentioned above.

Based on the numbers and statistics presented briefly, it is possible to say that TÜBİTAK has targeted and focused R&D collaborations with Global Leaders. The emerging technologies in focus sectors are being followed closely. While doing this, TÜBİTAK also pays attention to addressing global/regional challenges jointly.

The use of R&D as a tool and communication with the countries where the cooperation is strategically perceived within the scope of foreign policy objectives is accepted as the centerpiece for TÜBİTAK. We believe that this perspective will help us to achieve our goals.

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1 Bilateral and multilateral programme numbers belongs to year 2019. The number of the agreements that enable the scientific activities increase rapidly in time

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