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ERASMUS+ PROGRAMME, KEY ACTION 2
CAPACITY BUILDING IN HIGHER EDUCATION

Internationalisation and Virtual Mobility: Borderless between EU and Asian Countries
acronym: HARMONY; Ref. nr. 617223-EPP-1-2020-1-ES-EPPKA2-CBHE-JP

Benchmarking of Internationalisation at Home: HARMONY project's infographic presentation

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Institutional Policies and Strategies for Internationalisation

The internationalisation and the internationalisation at home (IaH) are mentioned in the institutional mission and vision statement of all responders. A formal policy/ strategy for internationalisation is a part of the overall institutional strategy for the majority of the responders, just 2 (28%) of the responders have a stand-alone-document (Daffodil International University, BANGLADESH and Quang Binh University, VIETNAM).

100%

mentions in the institutional
mission and vision statement

28%

have a stand-alone-document



Institutional Policies and Strategies for Internationalisation

Top 3 institutional priorities for internationalisation

	A	B	C	D	E	F	G	H	I
1		P5-DIU/BD	P6-ULAB/BD	P7-UD/VT	P8-QBU/VT	P9-VIT/IN	P10-NMIMS/IN	P11-UH/IN	FREQUENCY
2	To attract students at all levels of studying.			2		2		1	3
3	To internationalise teaching and learning.	2		1		1	3	3	5
4	To provide our students with the possibility to experience studying abroad.	3	3		3				3
5	To establish cooperation relations with other foreign institutions in research.			3		3	2		3
6	To create an internationalised study environment at home.	1							1
7	To develop learning and teaching partnerships with other institutions.				1		1	2	3
8	To improve our position in international/national rankings.		1						1
9	To attract international professors and academics.								0
10	To provide our staff with opportunities for international experiences.				2				1

**top three, where 1 = most important*



Institutional Policies and Strategies for Internationalisation

Top 3 sources of funds for the implementation of international activities

	P5-DIU/BD	P6-ULAB/BD	P7-UD/VT	P8-QBU/VT	P9-VIT/IN	P10-NMIMS/IN	P11-UH/IN	FREQUENCY
General institutional budget.	1	1	1	1	1	1	4	7
Funds generated from international student fees.			3	2	2		2	4
Funds from other institutional international activities.	3						3	2
External public funds – including grants and/or programmes from international organisations.	2	2	2	3	3		1	6
External private funds - including grants from foundations, corporations and other sources.							5	1
Not funded.								

**top three, where 1 = most important*

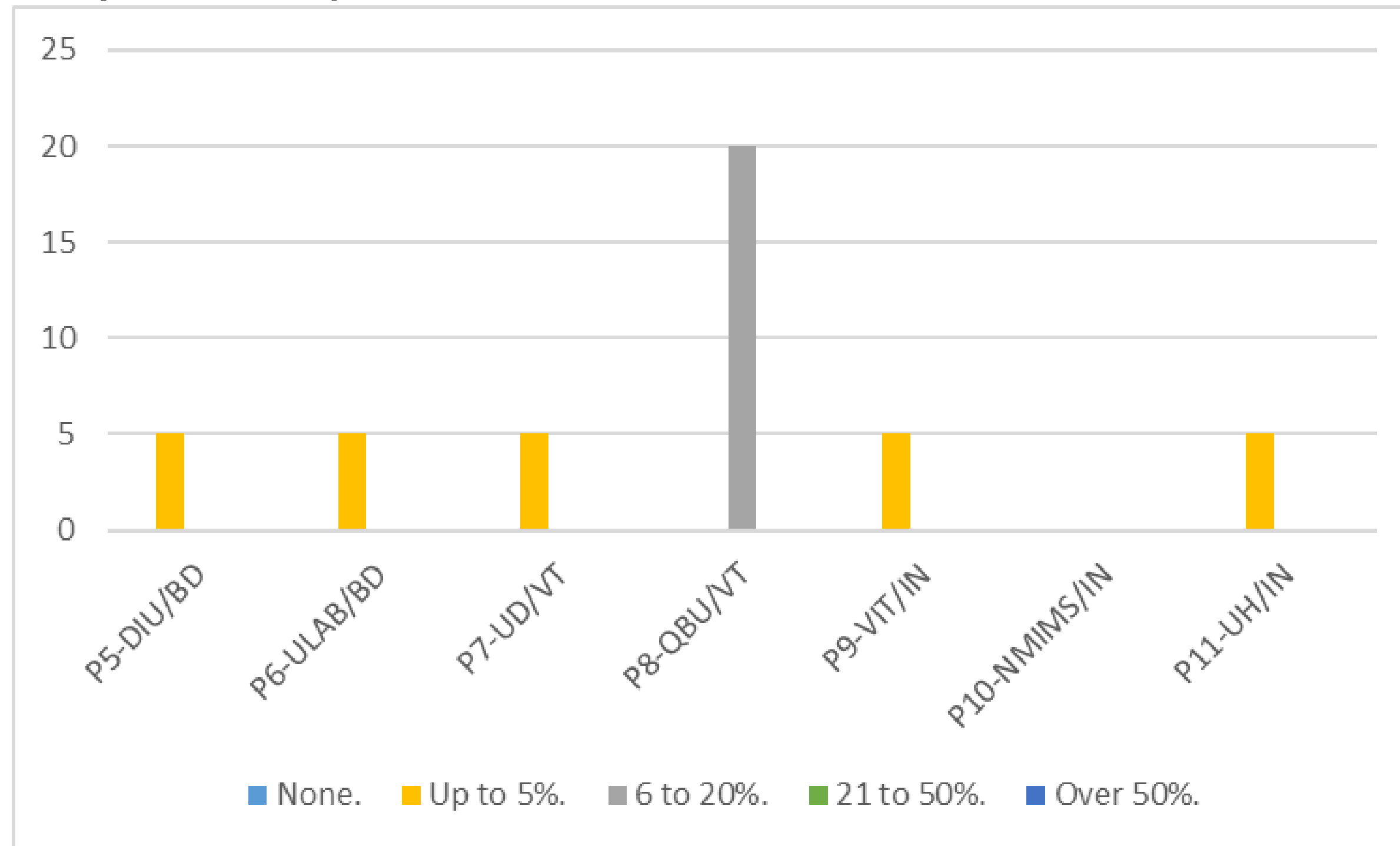


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Internationalisation of Student Community

The percentage of total enrollment that was comprised of international students in the academic year 2019/2020



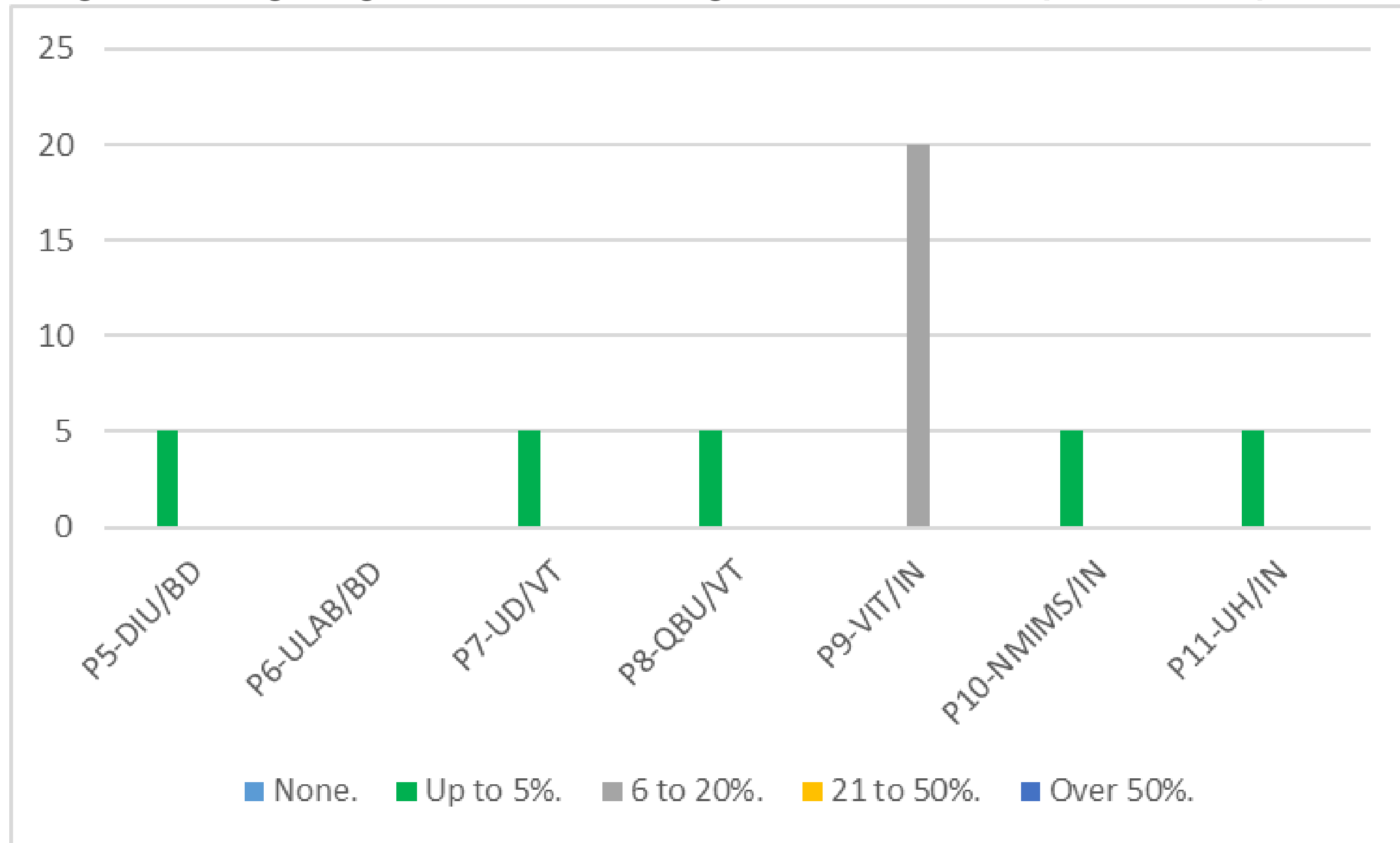


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Internationalisation of Student Community

The percentage of outgoing students during the academic year 2019/2020



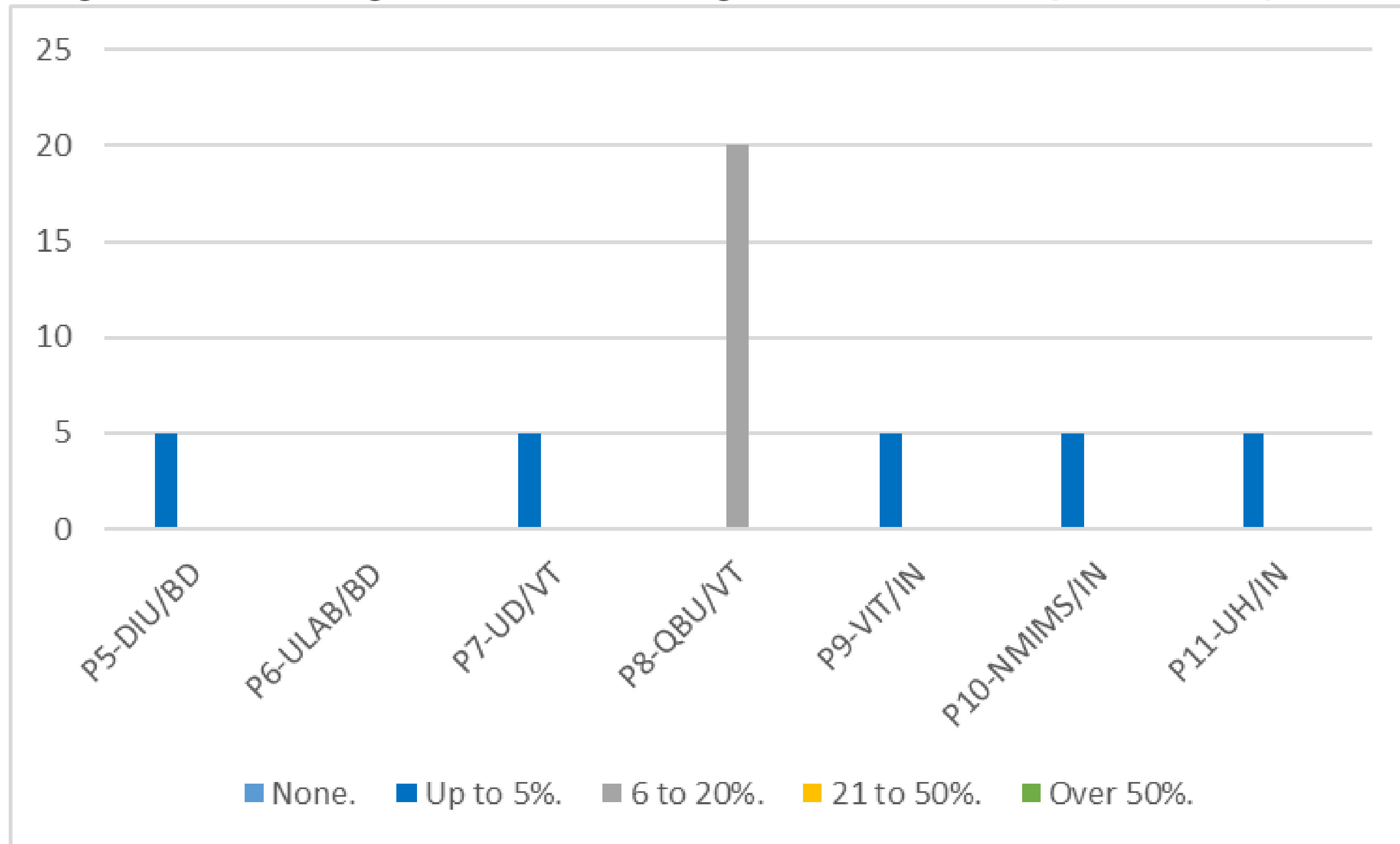


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Internationalisation of Student Community

The percentage of incoming students during the academic year 2019/2020





Internationalisation of Student Community

Top 3 challenges with regard to recruitment of international degree-seeking students

	P5-DIU/BD	P6-ULAB/BD	P7-UD/VT	P8-QBU/VT	P9-VIT/IN	P10-NMIMS/IN	P11-UH/IN	FREQUENCY
Concerns with security.								0
Difficulties related to recognition of prior qualifications.		2	1			2	3	4
Fear of xenophobia/ racism.								0
Increased competition among institutions.		3	3	1		3		4
Lack of financial support.	2	1	2	2	1	1	1	7
Language barrier.	3			3			2	3
Mistrust due to case of corruption/ fraud.								0
Policy changes in source countries.					2			1
Visa/ immigration policies.	1				3			2

**top three, where 1 = most important*

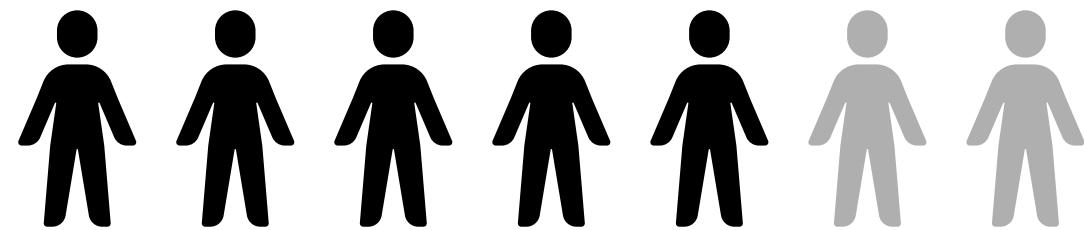


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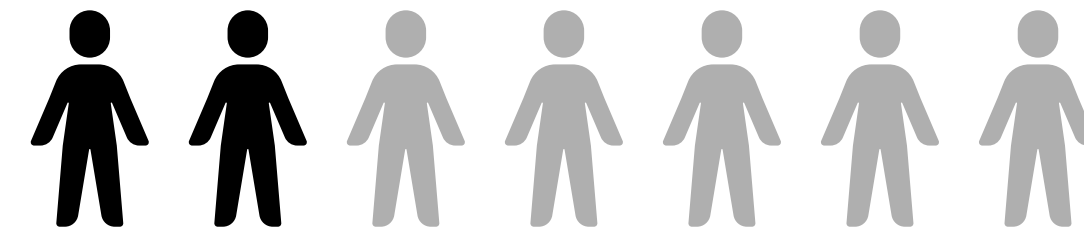
Internationalisation of Faculty and Administrative Staff

international full-time academic staff members in academic year 2019/2020



5 out of 7

have UP TO 5% international full-time academic staff members in academic year 2019/2020



2 out of 7

Don't have international full-time academic staff members in academic year 2019/2020

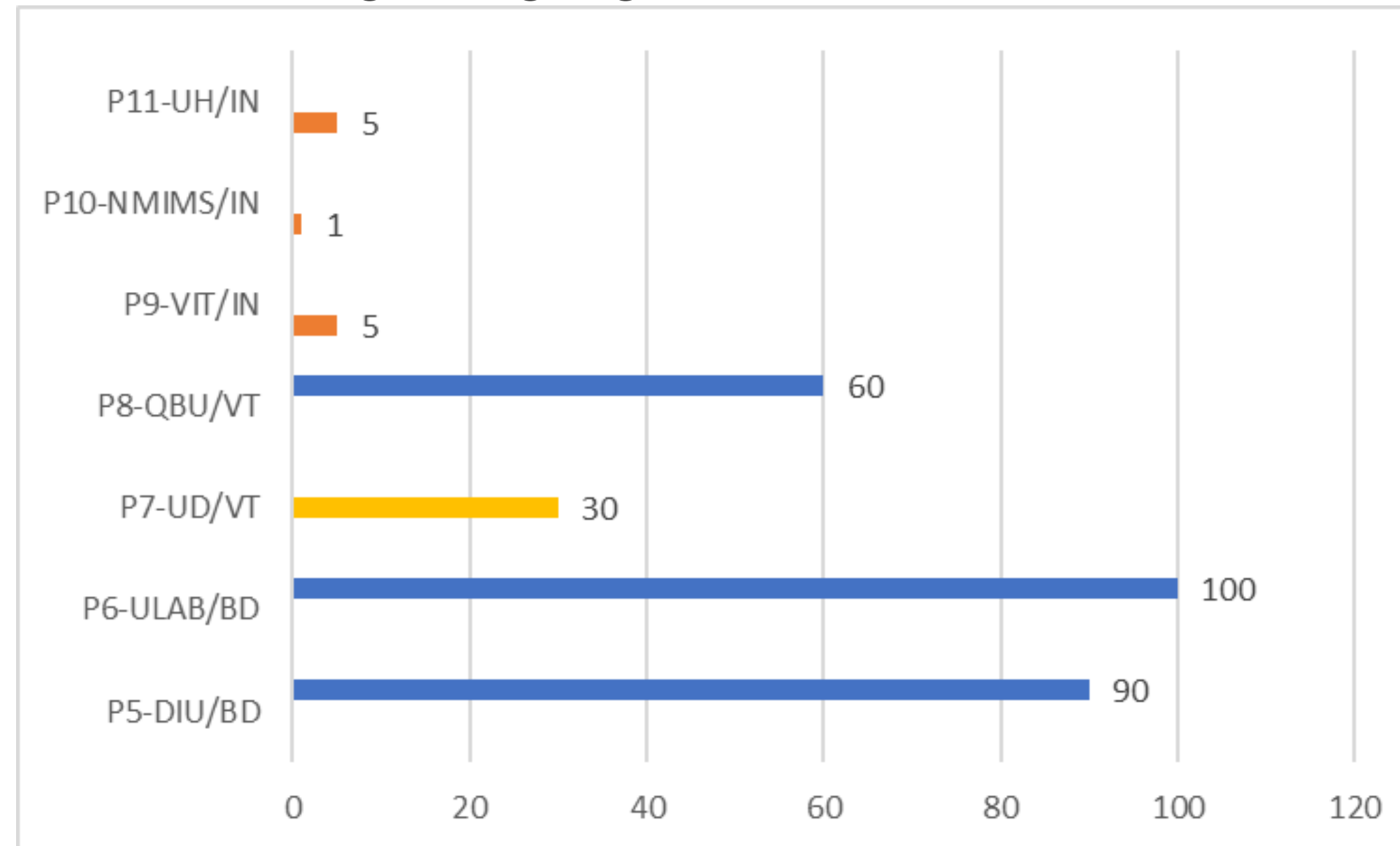


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Internationalisation of Faculty and Administrative Staff

The percentage of academic and non-academic staff members at the institution can speak at least one foreign language





Internationalisation of Formal Curriculum

Top 3 possible ways to internationalise curriculum

01

Integration of international/ intercultural dimensions into learning outcomes for courses and programmes.

02

Professional development for faculty to enhance their ability to integrate international/ intercultural dimensions into teaching.

03

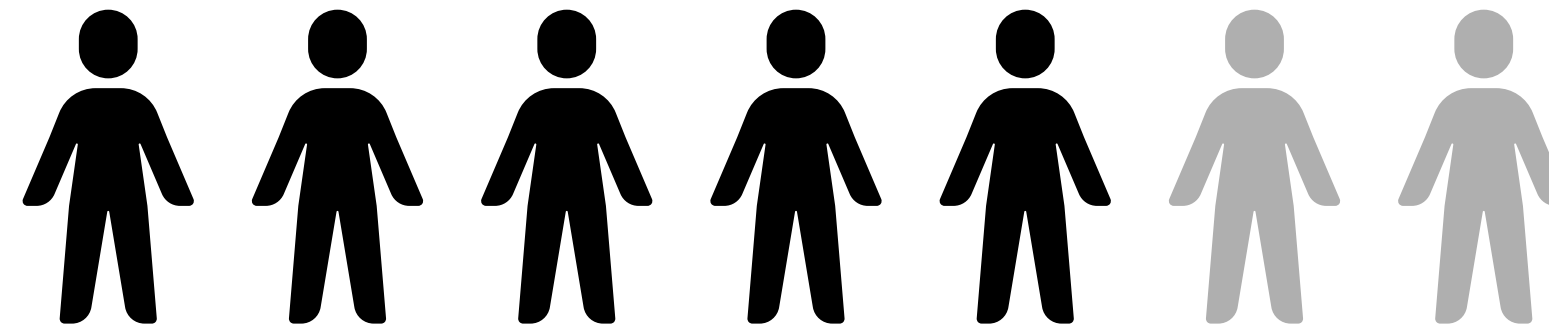
Integrating the experience/ expertise of international students to enrich the learning experience.



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Internationalisation of Formal Curriculum



5 out of 7

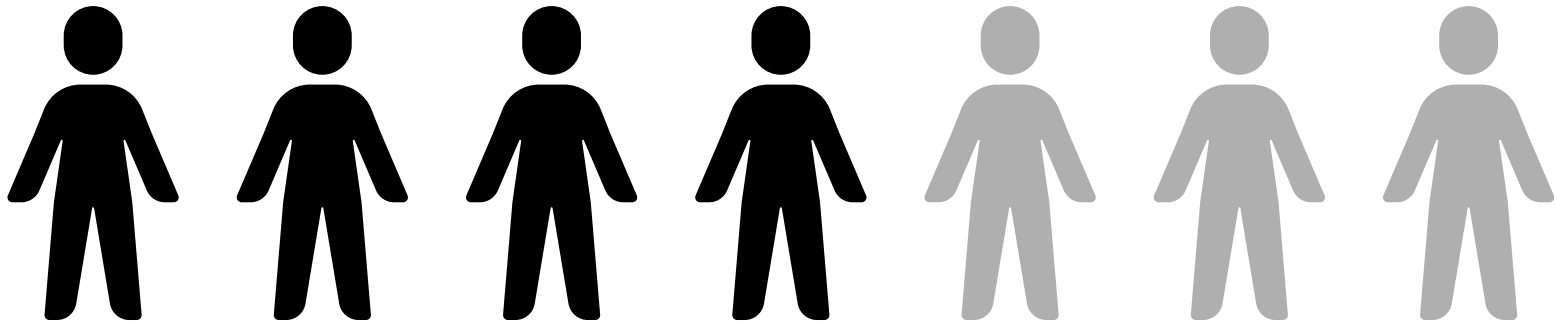
universities have a set of institution-wide learning outcomes related to international/global competencies that all graduates must achieve



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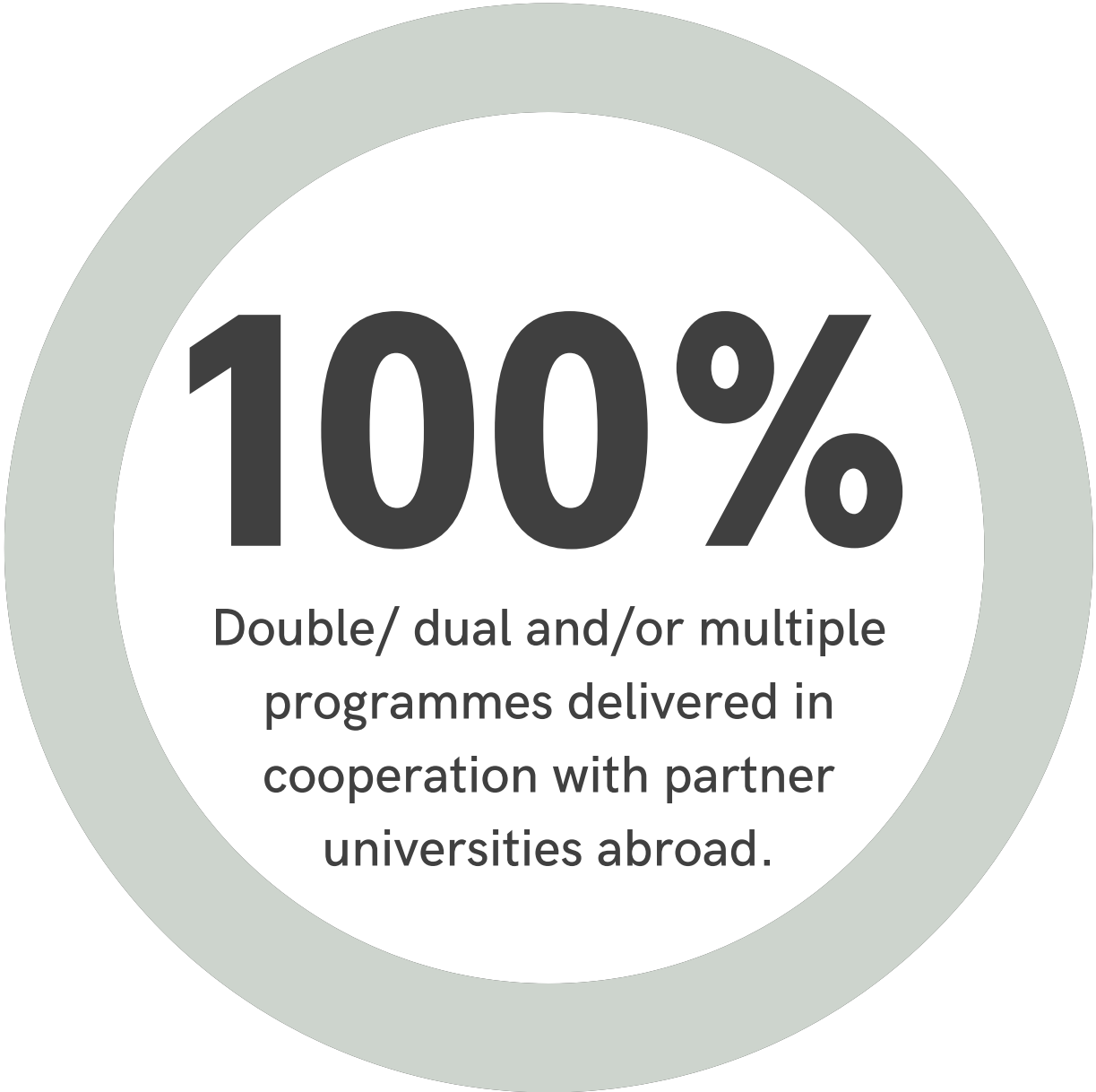
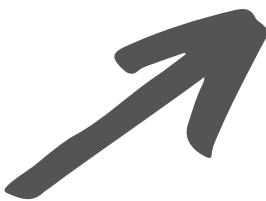


Internationalisation of Formal Curriculum



4 out of 7

universities are involved in transnational
education



100%

Double/ dual and/or multiple
programmes delivered in
cooperation with partner
universities abroad.

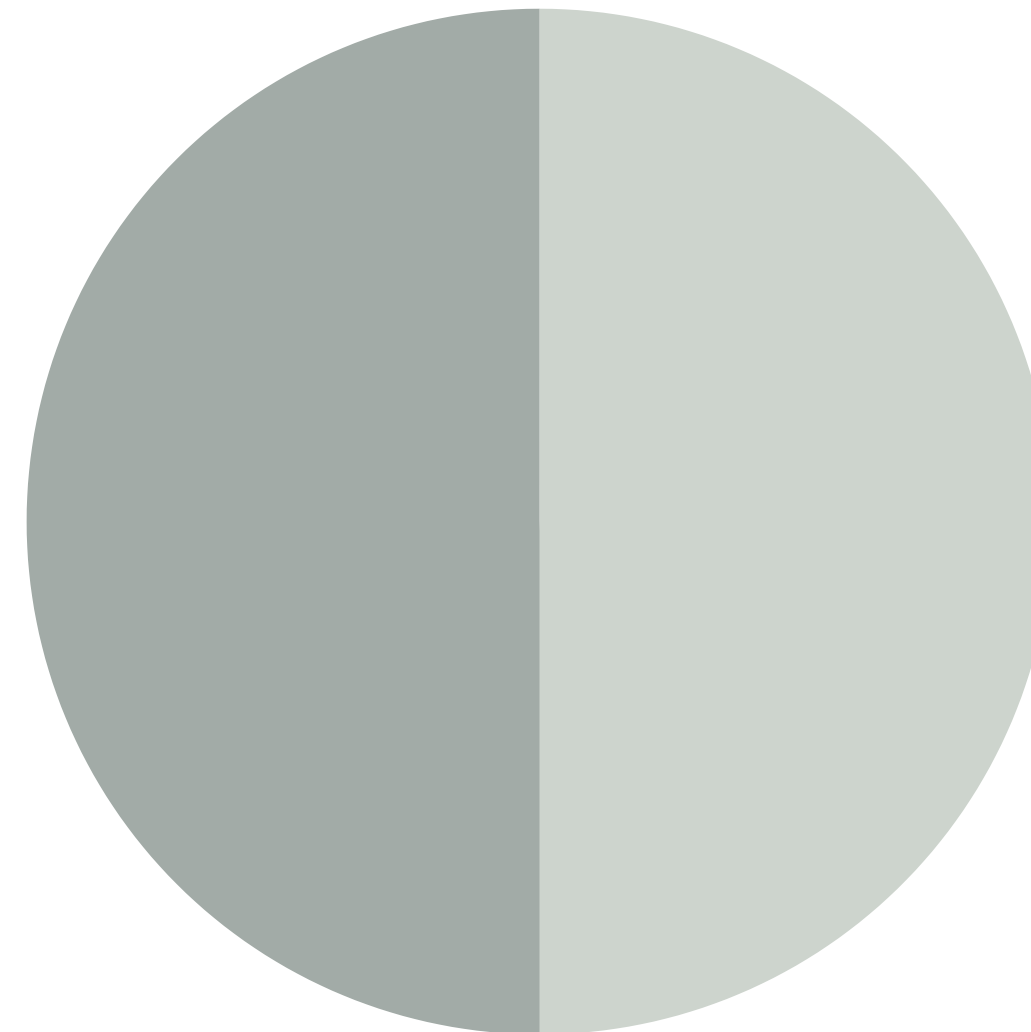


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Internationalisation of Informal Curriculum

Faculties and departments
50%



International Relations Office
50%

The main responsibility for extra-curricular activities for internationalisation at home lies on International Relations Offices and Faculties and departments of the responders.

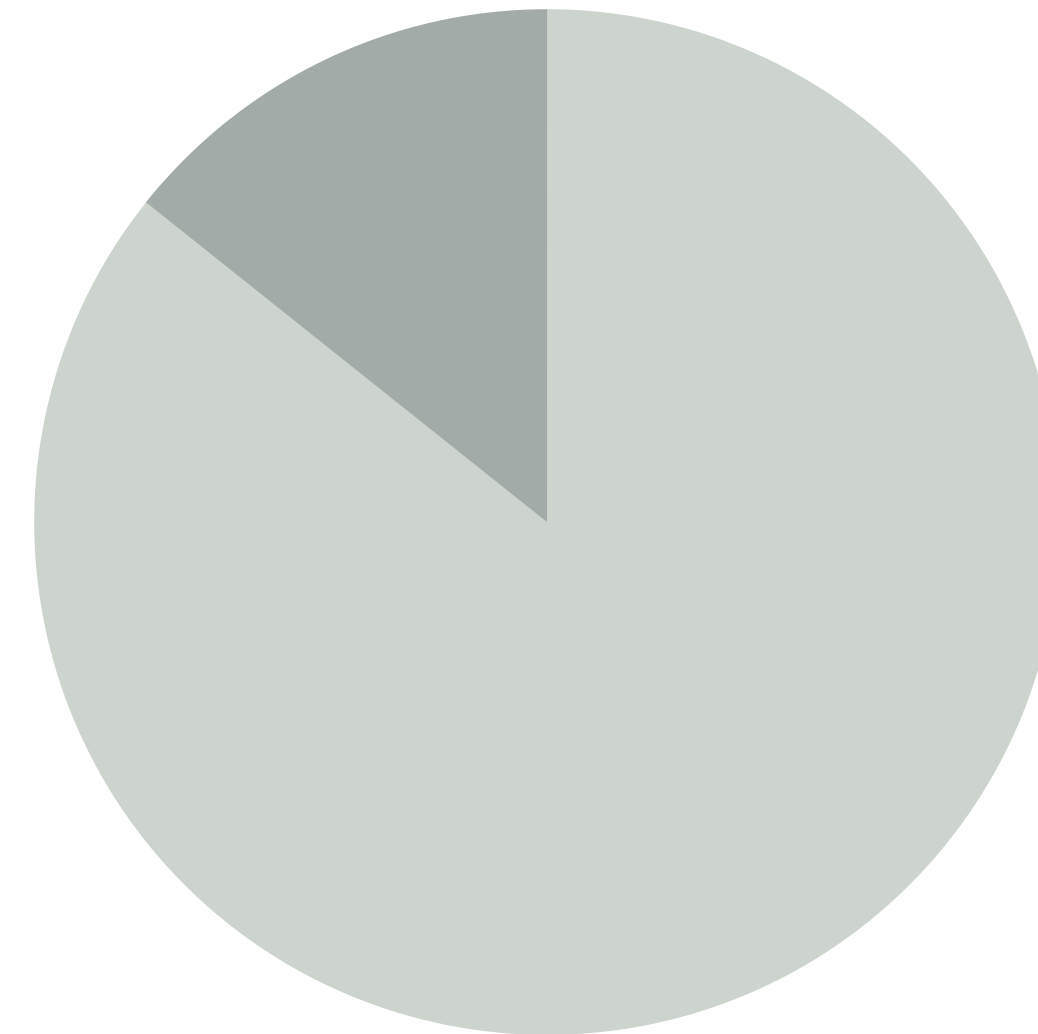


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Internationalisation of Informal Curriculum

Partially published (1 institution)
14.3%



Fully published (6 institutions)
85.7%

The English versions of all information means (key institutional regulations, curricula, detailed practical information and guidance) are published on the institutions' websites.



Internationalisation of Informal Curriculum

Top 5 extracurricular activities undertaken as part of IaH

	P5-DIU/BD	P6-ULAB/BD	P7-UD/VT	P8-QBU/VT	P9-VIT/IN	P10-NMIMS/IN	P11-UH/IN	FREQUENCY
Buddy or mentor schemes to link international students with home students.				2	1	1	3	4
Housing that deliberately mixes international and home students.			1	4	2		2	4
Events that provide intercultural/international experiences on campus or in the local community.	3		2	1	5	2	1	6
Student volunteer work with local immigrant or cultural minority groups.	2	1						2
Student volunteer work with international development or other service projects.	1		5					2
Interaction with students in other countries using ICT-aided programmes.	5		3	5				3
Intercultural skills-building workshops for staff and students.	4		4	3	3			4
Allocating special resources (funding/ space/ staff) for intercultural activities.					4	3		2



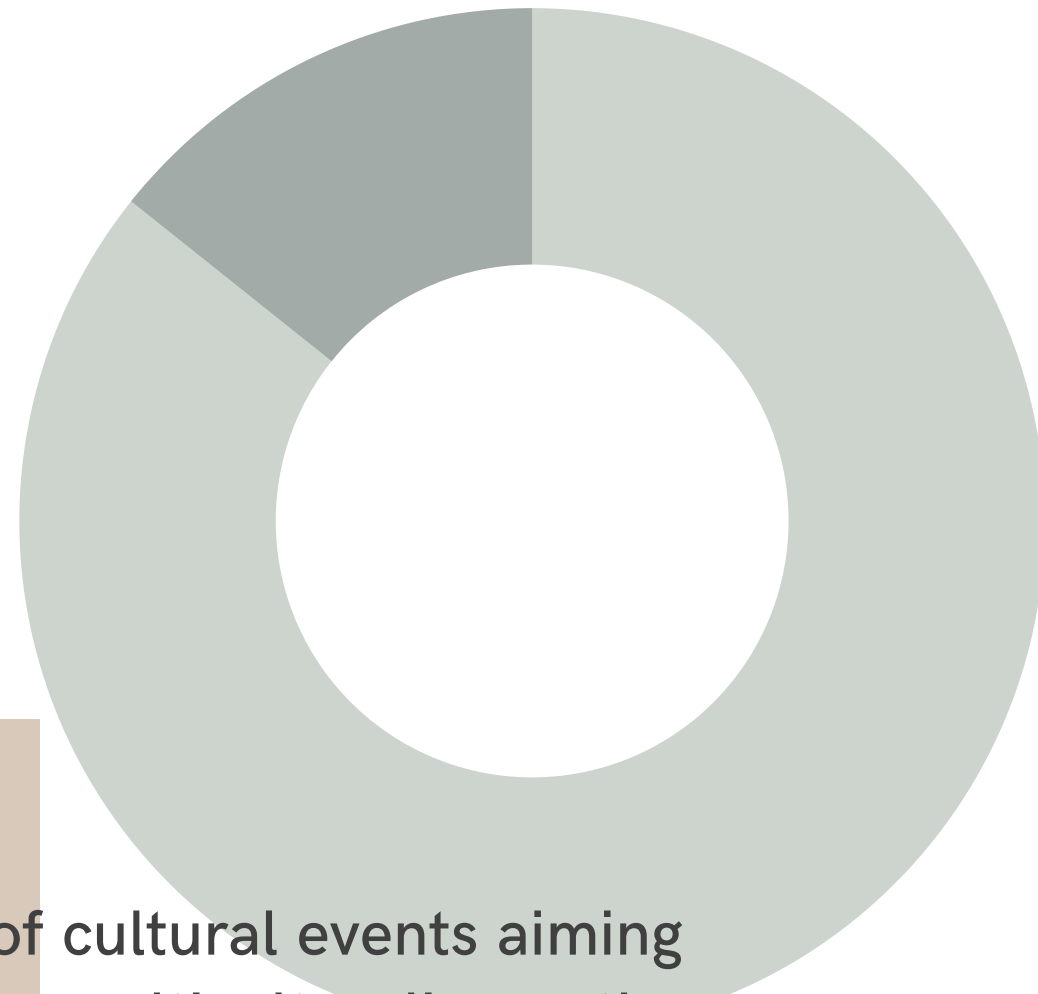
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Internationalisation of Informal Curriculum

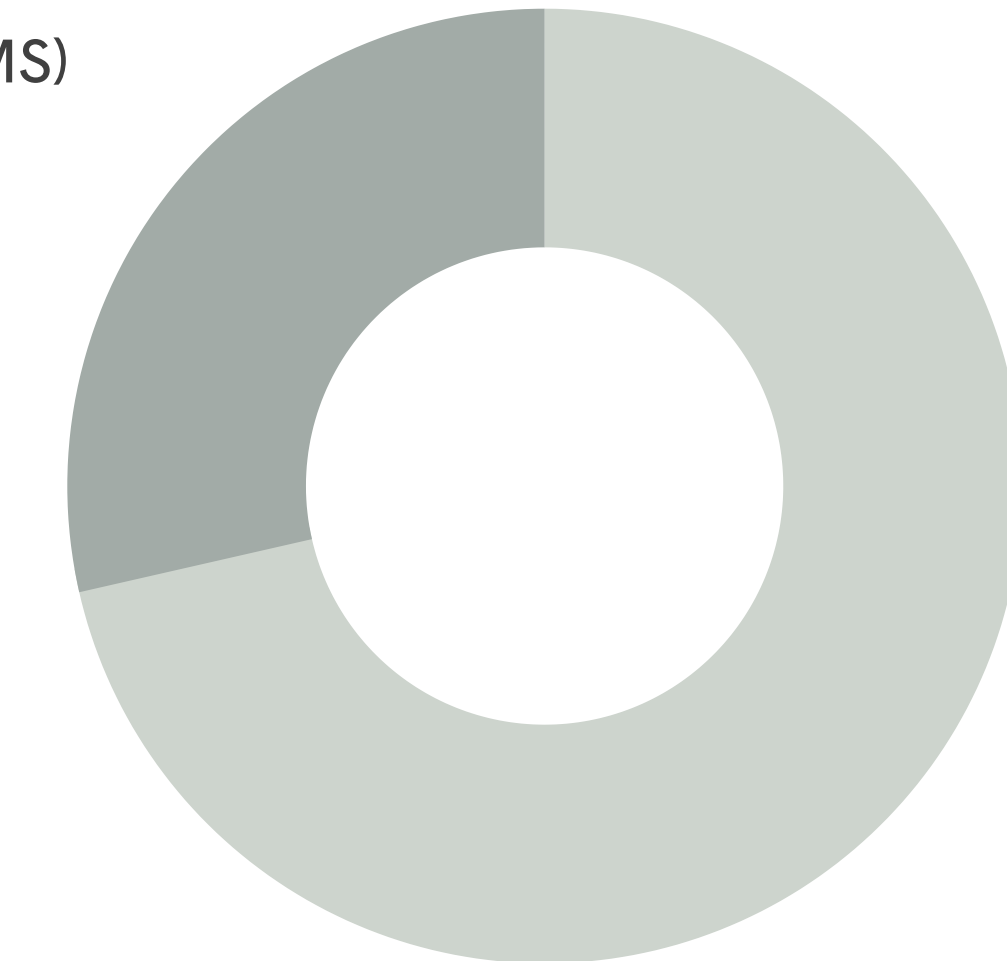
No (1 institution, P10)
14.3%

No (2 institutions, P6-ULAB; P10-NMIMS)
28.6%



Organisation of cultural events aiming to promote multiculturalism the cultures of international students represented on campus as well as the cultural traditions of local ethnic or religious minorities organised.

Yes (6 institutions)
85.7%



Organisation of extracurricular activities' targeted specifically at international students and at students with diverse cultural background in general.

Yes (5 institutions)
71.4%



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Thank you!

Feel free to approach us
if you have any questions.