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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

INTERNATIONALISATION AT HOME
INSTITUTIONAL INFOGRAPHIC REPORT

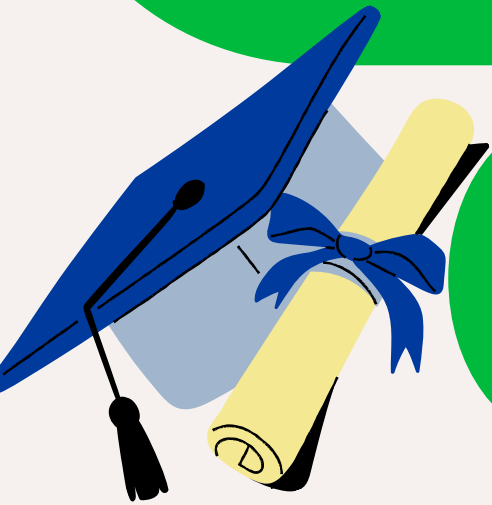
University of Liberal Arts Bangladesh, BANGLADESH



ULAB
UNIVERSITY OF LIBERAL ARTS
BANGLADESH

4194

full-time students
registered in
academic year
2019/2020



NONE

Income students
during the academic
year 2019/2020

NONE

Outgoing students
during the academic
year 2019/2020

**UP TO
5%**

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

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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. A formal policy/ strategy for internationalisation is being prepared. The internationalisation at home is seen as very important in the university.



Top 3 institutional priorities for internationalisation

— 1 — — 2 — — 3 —

To improve
our position in
international/
national
rankings.

To establish
cooperation
relations with
other foreign
institutions in
research.

To provide
our students
with the
possibility to
experience
studying
abroad.



Top 3 most significant potential benefits of IaH

— 1 — — 2 — — 3 —

Enhanced
international
cooperation
and capacity
building.

Enhanced
internationalisation
of the
curriculum/internat
ionalisation at
home.

Improved
graduate
employability.



The main source of funds for the implementation of international activities

**General institutional
budget**

**External public funds –
including grants and/or
programmes from
international
organisations.**

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INTERNATIONALISATION OF STUDENT COMMUNITY



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

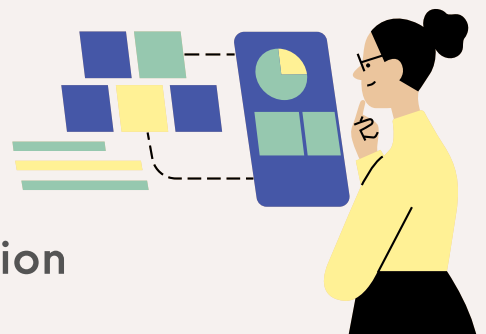
— 1 — — 2 — — 3 —

Lack of financial support.

Difficulties related to recognition of prior qualifications.

Increased competition among institutions.

Top 3 obstacles for both incoming and outgoing student mobility at your institution



— 1 — — 2 — — 3 —

Insufficient funding.

Issues of credit transfer and recognition or rigid course structures.

The complexity of application procedure.



The percentage of total enrolment comprised of international students

UP TO 5%

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

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INTERNATIONALISATION OF FACULTY AND ADMINISTRATIVE STAFF

100%

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



**UP TO
5%**

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



The institution doesn't offer training on interculturality for teachers, researchers and administrative staff. The institution doesn't provide incentives for faculty who are interested and motivated to design, develop and teach a study programme or a course with an international implication that is to say as part of a double/ dual degree partnership and or for the purposes of delivery in English.

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INTERNATIONALISATION OF FORMAL CURRICULUM

The institution doesn't have a set of institution-wide learning outcomes related to international/ global competencies that all graduates must achieve just for some faculties. It is not involved in transnational education. Prior to the COVID-19 pandemic outbreak in 2020, the institution didn't offered opportunities for e-learning courses.

Top 4 possible ways to internationalise curriculum

1

Broadening the knowledge base of the curriculum beyond the canon.

2

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

3

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

4

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

Top opportunities resulted from COVID-19 pandemic (virtual mobility, distance, online/ or e-learning courses, MOOCs)

Online studies

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INTERNATIONALISATION OF INFORMAL CURRICULUM

The main responsibility for extra-curricular activities for internationalisation at home lies on Faculties and departments. The institution hasn't a designated welcome and care center for international students. The English versions of all information means (key institutional regulations, curricula, detailed practical information and guidance) are published on the institution's website.

Extracurricular activities undertaken as part of IaH

1
Student volunteer work with international development or other service projects.



CHINESE SPRING FEST AND OTHERS

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

The extracurricular activities' for international students

NONE

targeted specifically at international students and at students with diverse cultural background in general



The current infographic report represents a summary of the data collected by the institution through the means of a self-assessment tool. The Internationalisation at Home SelfEvaluation Tool in HARMONY was designed as part of the consortium's efforts to outline the 7 Partner Country HEIs' internationalisation landscapes and to identify levels of integration of international and intercultural dimensions into their formal and informal curriculum.

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