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**Review on European Union higher education institutions models
of legal and administrative framework in regard to
internationalization of education, research and mobility**

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1. Introduction

This document¹ provides the review of European Union (EU) higher education institutions' (HEI) models of legal and administrative framework in regard to internationalization of education, research and mobility at the EU partner universities, in the project titled *Fostering Internationalization at Montenegrin HEIs through Efficient Strategic Planning (IESP)*², Université Côte d'Azur³ (Nice, France), University of Ljubljana⁴ (Ljubljana, Slovenia) and University of Cadiz⁵ (Cadiz, Spain). Respectively, this review provides the analyses from 3 EU member states, namely France, Slovenia and Spain. Also in this document we represent experience in internationalization process as the model of Ghent University. The main focus of this review is to describe the situation provide the situation in the universities mentioned universities as their experience should be useful for Montenegrin HEI⁶.

As the starting point for the IESP project⁷, in Work package 1 (WP1), was the preparation process of gathering information about Montenegrin HEIs and the current situation in regard

¹ All relevant information contained in this document are taken from official documents from these 3 universities, but also from their official web sites and institutional instances from these countries.

² The project *Fostering Internationalization at Montenegrin HEIs through Efficient Strategic Planning (IESP)* is a two-year project whose implementation started in November 2019. The project is aimed at improving international competitiveness and visibility of Montenegrin HEIs through providing an optimum model for strengthening capacities for various aspects of internationalization including: internationalization strategy with action plans, supporting documentation for internationalization, internationalization of research and innovation, international mobility of staff and students, international networking and quality assessment of internationalization.

³ <http://univ-cotedazur.fr>

⁴ <https://www.uni-lj.si>

⁵ <https://www.uca.es>

⁶ Montenegrin HEIs aim to be recognized as attractive national, regional and international centres for education, mobility and international relations capacities.

⁷ Promotion of international cooperation, creation of successful and sustainable education systems gives the possibility to offer competitive and internationally recognized opportunities for learning and research to a diverse population of students. During the project lifetime, Montenegrin HEIs will define models to build partnerships

to internationalization of education, research and mobility. This was conducted through self-evaluation processes and follow-up evaluation processes conducted by EUA (European University Association) Institutional Evaluation Programme in 2018. This review is continuation of that process. A review of existing national strategic documents will be undertaken, ensuring that the strategy development process will be harmonized with national and EU practice, as developed in this review. A review of EU HEIs models of legal and administrative framework in regard to internationalization of education, research and internationalisation of mobility is delivered here. The results and conclusions will serve to propose recommendations to the HEIs in Montenegro in their internationalisation process. This report will be disseminated and incorporated into the interim and final reports of the project. This review is based on the understanding of internationalisation process of higher education in the European context, based on analysis of actual situation in 3 EU universities - Université Côte d'Azur, University of Ljubljana and University of Cadiz.

The main elements that are in focus of this review are the following:

- outgoing mobility
- other forms of mobility: virtual and blended mobility.⁸
- incoming student priority
- international research collaboration and innovation process
- strategic partnerships
- strengthening international/intercultural curriculum

The promotion of intra-European physical mobility of students and academic staff was a core objective in the creation of the European Higher Education Area (EHEA) and was one of the six main objectives of the intergovernmental Bologna Declaration of 1999 – 12 years after the start of the Erasmus programme, itself the core vehicle for student and staff mobility.⁹

with other educational institutions in order to enhance their international competitiveness and for capacity building for various aspects of internationalization.

⁸ Remark: there are not only physical mobility. The actual trend is more into exploring other means of mobility, especially in the current situation. Virtual/blended mobility are becoming more and more a part of institutional strategies and of the Erasmus programme itself.

⁹ The full text of the Bologna Declaration is available here

www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/MDC/BOLOGNA_DECLARATION1.pdf

From the general point of view, the process of the internationalisation of higher education is a relatively new phenomenon. It is essential in order for the development of each university, in different regions, countries and institutions that are searching for answers in response to the changing global environment. In this explanation we have to take care about the historical development of internationalisation as a concept, but also about the main possible models, rationales, approaches and strategies that are defined in the worldwide literature. In this analysis we have to take care about the key trends and issues that have emerged in recent years. Our main focus is the analysis thru three different EU countries (France, Slovenia and Spain). Elements from this review will fully serve to the Montenegrin higher education system to better improve current trends in the field and use the most appropriate approaches, that we develop in this document.

Each university in the world has his international dimension and strategies, either in the concept of universal knowledge and related research, or in the movement of students and his staff.

This international dimension of higher education has changed over the time into the forms, elements, aims and approaches that we have today. The main accent is put on mobilities and competitions between students, or and competition between staff (academic or administrative). It is necessary to know that this internationalization is related to some elements as research cooperation, knowledge transfer, capacity building, and sustainability of our Universities. Also it is related to student, staff exchange and staff cooperation, and as the result internationalisation of the curriculum and of learning outcomes. Internationalisation is not a goal in itself – it is a means to an end, to improving the quality of the education we provide to our students, preparing them to live and work in a globalised society, and the competitiveness of our Universities in a globalised scenario. Employability is another important factor: the internationalisation of the curriculum has, as main objective, to increase the options of future and better employability. Another factor is economy and sustainability, that is representing the connection of the University with its socioeconomic environment helps the companies in the area to increase their international exposure and to look for better opportunities, increasing the welfare of the society. The University is a key actor in the socioeconomic development of the countries. Its internationalisation process helps to the companies and organizations connected

with Universities to increase their international exposure through research-development-innovation projects.

The aim of this review related to the European Union higher education institutions models of legal and administrative framework in regard to internationalization of education, research and mobility is to define a logical approach in order to intensify activities in the direction of further internationalization of the university, through the development of infrastructure to strengthen international cooperation and mobility, at the central level of universities and individual university units. All this, showing the experience of three mentioned EU universities that could permit to Montenegrin universities to better apply and use their experiences.

2. Understanding influences and interests of internationalisation

The internationalisation is a main element in university development that covers many dimensions, components, approaches and activities. It includes credit and degree mobility for students, academic and administrative staff exchange and the search for global talent, curriculum development and learning outcomes, franchise operations and branch campuses, for both cooperation and competition. The internationalisation of higher education is highly important for the establishment and development of any country in the world. Internationalisation can contribute to the development of an internationally experienced, inter-culturally informed and qualified population, as well as to internationally open public and private institutions, which can attract global talent. In this way, each country can increase the attractiveness of its system, and thus boost the possibilities and opportunities. Internationalisation could represent also the competitions between students or between staff (academic or administrative), on the European or international level.

International students, involved in the internationalisation process of the universities, can be defined as either credit-seeking on short-term international programmes, such as Erasmus, as part of their home degree, or degree-seeking, when they are enrolled in an entire programme abroad. It is becoming of increasing importance also the mobility for training, not only to companies, but also to other Universities. The presence of international students is obviously

of interest to the universities that host them, but is also increasingly of interest for governments, cities and a range of other organisations connected to the 'business of higher education': language programs, home stays, academic and non-academic tourism, mobility for training, workshops, international meetings, research and innovation cooperation networks including companies, cooperation with undeveloped countries, volunteering, etc. Mobility of academic staff has developed in a less strategic manner over recent decades but may well take on greater importance through internationalisation of the curriculum. There have also been developments in the mobility of programmes, projects and even institutions, referred to as cross-border (or transnational) education.

The concept of internationalization of universities should be based on the following premises:

- A larger network of partners in the field of education, research and innovation, public sector and economy around the world, which provides a basis for the development of internationally oriented teaching and learning as well as coordinated research and knowledge transfer.
- Recognized value of skills and knowledge of students, academic staff and researchers, not only nationally but also internationally in higher education and research.
- Cooperation for a sustainable development, especially with less developed countries

It is also recommended to have two main components, in the internationalisation of universities:

- a research and innovation unit, that could be dedicated to cooperation activities in applied research, innovation, scientific communication and technology transfer
- a training and information unit, dedicated to cooperation in training, pedagogy and scientific and technological information.

In all these elements, the main strategy is to have international dimension. The new Erasmus+ programme combines all education programmes at all levels and is open to a range of countries both within and beyond Europe. It has an increased overall budget and while most of the funding goes to individual mobility, there are also scholarships for joint masters, student loans, and a budget for strategic partnerships and innovative policy development. It also explores other possibilities of international mobility, such as virtual and blended.

3. New Challenges faced by the European Higher Education Area

Europe has been always in the centre of innovation in Higher Education. However, it was in 2013 when the first strategy for the European Higher Education Area was issued by the European Commission:¹⁰ “A *comprehensive internationalisation strategy should cover key areas grouped into the following three categories: international student and staff mobility; the internationalisation and improvement of curricula and digital learning; and strategic cooperation, partnerships and capacity building. These categories should not be seen as isolated but as integrated elements of a comprehensive strategy*”. It stated the following key priorities:

1. Promoting the international mobility of students and staff, in which the transparency and recognition of learning acquired elsewhere should be a key priority. HEIs should develop better services to send and receive international students or researchers, including individual counselling to advise on career paths and to facilitate integration into the city/region/country, with language training where appropriate.
2. Promoting internationalisation at home and digital learning. Mobility will always be limited to a relatively small percentage of the student and staff population: higher education policies must increasingly focus on the integration of a global dimension in the design and content of all curricula and teaching/learning processes (sometimes called “internationalisation at home”), to ensure that the majority of learners who are not internationally mobile for either degree or credit mobility, are nonetheless able to acquire the international skills required in a globalised world. Integrating an international dimension in curricula highlights the importance of languages. Also, new trends in digital education and the emergence of MOOCs should be an incentive for HEIs to rethink their structures and engage in worldwide partnerships to increase the quality of content and of the learning experience through blended learning.
3. Strengthening strategic cooperation, partnerships and capacity building. The economic importance of international higher education is rapidly growing: international students have undoubtedly a positive economic impact on the host cities. But not only that:

¹⁰ <https://ec.europa.eu/transparency/regdoc/rep/1/2013/EN/1-2013-499-EN-F1-1.Pdf> (last access, 06/07/2020)

international strategic partnerships with a balanced involvement of business and higher education are essential for cross-border innovation to address global challenges.

The Erasmus program has become a flag of the European Higher Education area. Moreover, it has become a keystone in the building of the European citizenship feeling. In 2017 the Erasmus program reached 30 years. During that time, more than 9 million people moved around Europe to study, teach, and learn. But not only that: under the framework of Erasmus, joint Master and Ph.D degrees were developed, cooperation programmes were funded all over the world and helped to build strong cooperation networks that, lately, were able to apply to scientific calls under the different programs of the EC –FW7, H2020, Horizon.

Europe faces the competition in science, innovation and attraction of students and teaching staff with other strong Higher Education systems in EU, Japan, Korea, Australia and, more recently, China or Indonesia. The European Commission is aware of the situation and despite the situation of budget constrain and, more recently, of economic recession caused by the COVID-19 outbreak, supports the Erasmus program. The EC has also increased its scope with a new initiative the “European Universities”. These new European Universities represent an opportunity for internationalisation, not only to the members of each alliance, but also to the HEIs of the European Union and of the rest of the world, as they are called to become reference Universities in Europe. The analysis of the call and its objectives, the projects funded and the models they will develop may be of great utility for the strategic planning of internationalisation and its connection with research, innovation, sustainability and mobility of other Universities within and outside of the European Union.

At the 2017 Gothenburg Summit, EU leaders outlined a vision for education and culture. In its December 2017 Conclusions, the European Council called on Member States, the Council and the Commission to take forward a number of initiatives, including: *'...strengthening strategic partnerships across the EU between higher education institutions and encouraging the emergence by 2024 of some twenty 'European Universities', consisting in bottom-up networks of universities across the EU which will enable students to obtain a degree by combining studies in several EU countries and contribute to the international competitiveness of European universities'*.

European Universities are transnational alliances that will become the universities of the future, promoting European values and identity, and revolutionising the quality and competitiveness of European higher education.¹¹ There are two calls scheduled. Seventeen pilot projects involving 114 HEIs from 24 Member States were approved in the pilot call of 2019 and up to 24 alliances might be approved in the 2020 call. These numbers are higher than the initially 20 European Universities scheduled and shows the importance that the European Commission gives to the project.

Under the vision of the European Commission the alliances will:

- ✓ be based upon a co-envisioned long-term strategy focussed on sustainability, excellence and European values
- ✓ offer student-centred curricula jointly delivered across inter-university campuses, where a diverse student bodies can build their own programmes and experience mobility at all levels of study
- ✓ adopt a challenge-based approach according to which students, academics and external partners can cooperate in inter-disciplinary teams to tackle the biggest issues facing Europe today
- ✓ alliances must create a European higher education inter-university ‘campus’, where:
 - students, staff and researchers enjoy seamless mobility (physical or virtual) to study, train, teach, do research, work or share services at cooperating partner institutions
 - transdisciplinary and transnational teams of students, academics and external stakeholders tackle big issues facing Europe (such as climate protection, democracy, health, big data, migration)
 - students can design their own flexible curricula, leading to a European Degree
 - practical and/or work-based experience is provided to foster an entrepreneurial mind-set and develop civic engagement
 - the student body reflects the social, economic and cultural diversity of the population

¹¹ https://ec.europa.eu/education/education-in-the-eu/european-education-area/european-universities-initiative_en (last access in 06/05/2020).

The objective of this program goes far beyond the classical alliance or network for cooperation supported by other Erasmus+ or Horizon calls. It is rather to build new role models of international Universities across Europe. In these new models international mobility is more than an option for all the University community: it is a crucial part of their CV. Students will get their “European” degrees delivered for more than one University in a self-tailored CV chosen and done by the student. In this scenario, virtual and blended mobility are models to be explored and used along with physical international mobility. Internationalisation at home will also play a key role in the “European Universities” along with new models of University governance and shared facilities.

Moreover, the European Universities represent an opportunity for the rest of HEIs to explore new models of internationalisation based on a smart-specialization approach, and to build strong alliances with them. These new European Universities will need to forge their own international alliances, as any other University. The selection of which European University fits better the needs and objectives of each HEI depends of an in depth analysis of their own needs, strengths, vision and their connection with their cities and territories. HEIs are called to play a key role in the development of their territories and attract international interest, not only to their Faculties, Schools and research laboratories and groups, but also to the cities where they are settled, and the companies they are connected with.

In the case of the IESP project, this is even more evident as West Balkans is a very important geographical area for the EU. The European Commission established in 2004 the Western Balkans Follow-up Committee.¹² Croatia joined the EU in 2013 and has been an Erasmus Program Country since then. Serbia became an Erasmus Program Country in February 2019. In 2010, the Commission issued a favourable opinion on Montenegro’s application to the EU and negotiations opened in 2012. Convergence of the Montenegro HEIs with the EU Higher Education Area (HEA) should be of key importance in their strategic planning of internationalisation. The interaction of Montenegro HEIs with the new European Universities represents an opportunity for them to settled their role within the European HEA.

¹² <https://www.eesc.europa.eu/en/sections-other-bodies/other/western-balkans-follow-committee> (last visit in 05/06/2020).

In times of budget constraints and political tensions, the support given by the European Commission to the Erasmus and the Horizon programs is an indication of the importance that Europe has attributed to the internationalisation of higher education.

4. Internationalization and analysis of the French higher education system: internationalization of education, research and mobility

With more than 2.5 million students, about 15 % of whom are international students, the French system of higher education and research is represented by a high degree of internationalisation, as evidenced by the levels of international recruitment, acceptance of international students and different research partnerships, etc. The system comprises three main types of institution: universities, schools and research institutes. In our strategy we'll focus on universities. In French higher education system, all universities are public institutions and all are required to operate some different admission policies in the first year of both bachelor's and master's degrees. Since 2002, the Bologna three-cycle framework (known as the "réforme LMD" for Licence-Master-Doctorat in French language) has been fully implemented. The first degrees or "licences" have 180 ECTS (60 ECTS per year) allocated, for master's degrees 120 ECTS and for doctoral studies 180 ECTS. Although the majority of students (more than 80%) are enrolled in public universities, the private sector is growing at a relatively faster rate.

In order to better explain in this review, the Internationalization and analysis of the French higher education system, it is used the model of the Université Côte d'Azur (Nice, France). Activities in the field of international cooperation at the level of the Université Côte d'Azur (Nice, France) are coordinated by the International department of the University – Presidency, while at the level of individual units of activity organized in the international relation offices of the faculty units, or are under the authority of the vice dean or vice directors. The following tasks are included within the International department processes:

- preparation of inter-university and international program and plan strategies cooperation

- participation in projects, including the preparation of applications for University participation on international and other projects
- organization and implementation of inter-university and international agreements cooperation
- coordination of activities of international cooperation of units at the level of the University
- mobility of academic and non-academic (administrative) staff and students
- continuous training and teaching and administrative staff for the implementation of the adopted cooperation programs, including applying for projects and scholarships.

Over the last period, national policies for the internationalisation of higher education have been significant, thru specific actions at institutional and national level and have been analysed thru:

- The inter-ministerial approach, the system designed to create the conditions to improve the attractiveness of France as a whole. In the sphere of higher education and research, considerable emphasis is placed on degree mobility (how to attract talent, students, young researchers, researchers and staff and to improve the quality of the hosting process), the internationalisation of curricula and research in partnership with industry (curricula in foreign languages, development of internships in French companies and their subsidiaries abroad). Other issues at the heart of the debate are the conditions for granting visas, improvements in social security and the question of hosting families.
- The French Ministry of Europe and Foreign Affairs, through the development of diplomatic policy, works to strengthen French global influence and to promote bilateral cooperation strategies for higher education and research. It coordinates cultural and scientific diplomacy and is supported by the second largest cultural attaché network in the world, the biggest network of schools and colleges abroad, the “French Alliance”, the “French institute”, and specific programmes and instruments of cooperation in higher education and research.
- The Ministry Higher Education, Research and Innovations (MESRI) coordinates higher education and research policies including internationalisation, which is an integral part of its overall strategic objectives. Over the past years it has developed a system of grants for outgoing degree and credit mobility, with eligibility based on social criteria. These three approaches translate into specific actions at institutional and national level.

Today we have international cooperation forms. They are an integral part of the mission statement of universities, having been enshrined in law since 1968. The concept was extended to include the development of the European Higher Education Area, and the most recent Law of Higher Education and Research regulates new areas of internationalisation, such as the possibility to deliver curricula in foreign languages. The principle of equality for all students, domestic or foreign.

The Université Côte d'Azur became, on January 1, 2020, an experimental university and replaces both the University Nice Sophia Antipolis created in 1965 and the Community of Universities and Establishments Université Côte d'Azur created in 2015. Université Côte d'Azur now brings together 17 major academic players around the historic university core to build one of the 10 major French research-intensive universities. Université Côte d'Azur brings together

- first circle of highly integrated establishments: The Cote d'Azur Observatory, Villa Arson, the International Center for Music Research, the Masso-Kinesitherapy Training Institute and the Regional Acting School of Cannes and Marseille
- major national research centres: CNRS, INRIA, INRA, INSERM and IRD
- second circle of associated establishments: Skema Business School, Center Antoine Lacassagne, The Sustainable Design School, École Supérieure de Réalisation Audiovisuelle, Rosella Hightower International Dance School and the Conservatoire à Rayonnement Régional de Nice.
- Finally, the CHU de Nice (Hospital university centre) is an active partner within Université Cote d'Azur and participates in its governance.

Université Côte d'Azur it is located throughout the Alpes Maritimes department in Nice, Cannes, Menton, Grasse and is a key player in the Sophia Antipolis technopolis. Among more than 30000 students spread over several campuses and training and research units, foreign students represent about 25%, that shows clear international orientation of the University and its strategy. The aim, of the mentioned strategy, is to attract students and young researchers to specific curricula at master's and doctoral levels, from abroad. These students come from countries with strong economic development, in particular emerging countries, as well as from

countries in the southern hemisphere, are welcomed within an overall framework of solidarity and cooperation. Consequently, approximately 30 % of incoming students (degree- and credit mobility) receive need-based scholarships.

The regions, the departments, and the cities each have different initiatives to encourage and finance students mobilities, bilateral cooperation, research projects and doctoral candidates (from France or coming from abroad). Regions have implemented internationalisation policy in higher education and research, some regions are more involved (as in case of French Riviera and Université Côte d'Azur, than others in this area. Part of international strategy at national and institutional level is to prepare graduates for the workplace, enhancing their skills for the increasingly international labour market. And business and industry, anxious to attract the best talent, are more and more involved in the internationalisation process.

At the Université Côte d'Azur some of the strategic objectives that are developed:

- Enhancing policy to improve the reception of international students, young researchers and staff and encourage outgoing mobility
- Improving the balance between national, regional and institutional strategies and ensuring that national strategies closely underpin institutional strategies for internationalisation.
- Encouraging flexible and sustainable European and international cooperation strategies in respect of research and education at university level.
- Developing the systematic use of digital programmes in the curricula and in cooperation activities.
- Optimising and strengthening the relationship with the economic sector in developing joint programmes in targeted regions and countries.
- Developing Public Private Partnership (PPP) and putting main interest on the regional cooperation University-Enterprises-Region.

The international outreach of Université Côte d'Azur is strongly driven by the UCA JEDI Initiative of Excellence, and is fully in line with the strategic priorities of the institution:

- Excellence in research and training
- Transdisciplinarity
- Educational innovation
- Transfer and valorisation of research results and a spirit of entrepreneurship
- Stimulation of the entire Cote d'Azur regional ecosystem

The strategic outreach actions of the Université Côte d'Azur are guided by three principles:

- International outreach activities are based on an assessment of the scientific and socio-economic specialties and areas of excellence of its partners and of their region
- Collaborations are initiated with a view to the long term and to organizational quality
- Activities must be sustainable.

The partnerships of the Université Côte d'Azur follow three strategic goals:

- To develop strengthened partnerships with world-class universities that share the same strategic vision, work in similar or highly complementary scientific fields and strive to meet the same societal or regional challenges
- To significantly increase the presence of Université Côte d'Azur in high-growth regions, especially French-speaking ones, and promote co-development through joint training and capacity building in strategic areas
- To build networks within European regions and encourage cross-border relations.

Researchers and students are strongly engaged in international initiatives. Researchers and students are involved in a variety of actions, supported by the UCA JEDI Initiative of excellence, with an international scope:

- A very attractive policy of international chairs. Funding for visiting scholars, in fields relating to the strategic priorities of Université Côte d'Azur.
- Attractive doctoral and post-doctoral contracts.

- A whole range of services to welcome and assist foreign researchers and students and to help members of the Université Côte d’Azur community carry out international mobility assignments: Welcome Center, Center for Doctoral Schools, Erasmus Unit.
- Regular calls for projects to finance major international conferences and thematic schools.
- Networking workshops bringing together a wide segment of the Université Côte d’Azur community and a large delegation of visiting foreign researchers.
- Several European programs, particularly in the context of Erasmus + and H2020/FP7.
- International conferences and summer schools.
- Laboratories and international institutes.

The Université Côte d’Azur has established 9 core programs in order to enhance and consolidate the transdisciplinary fields of research that are likely to become strong research themes within the University, and are able to offer high-quality, original training programs.

The emergence of transdisciplinarity

Transdisciplinary programs bring together, within the limits of scientific coherence, a large community around a medium-term objective that mobilizes the diverse skills of that community. Transdisciplinarity involves approaching and defining a complex problem or object from the perspective of specialists from different disciplines. Each researcher does not necessarily need to have multiple skills, but he/she has to collaborate and foster the understanding of complexity across and beyond disciplines.

The operation of the transdisciplinary programs of the Université Côte d’Azur is possible thanks to the support of the IDEX (University labelled “**InD**ex of **EX**cellency”), which finances various specific projects, each conceived as a crucial part of the global objective. In order to ensure the link between these different specific projects that constitute the core programs, and to reinforce their coherence, the IDEX also financially supports various transverse actions such as workshops, conferences, summer schools, joint training or dissemination activities, education and outreach.

The construction of the JEDI transdisciplinary programs is supported by the IDEX with each specific projects being conceived as part of the global objective. A transdisciplinary core program is therefore composed of several specific projects. Each core program is accompanied by a Think Tank, composed of two-thirds external members and one third members of the Université Côte d'Azur Academic Council. The mission of the Think Tank is to evaluate the projects submitted and to support the construction of the core program. It helps to define the 4- and 10-year objectives, and proposes coordination and structuring activities to achieve these objectives. In this mission, the Think Tank relies, for some structuring programs, on a group of researchers from the Université Côte d'Azur acting as a coordination committee.

The purpose of the coordination committees is to propose a number of initiatives aiming to:

- coordinate efforts in the field of the core program
- define relevant actions (workshops, invitations, creation of web pages in connection with the Université Côte d'Azur communication service, etc.)
- move towards a more precise and visible structure of the field.

The coordination committees work closely with the committees of the Academies of Excellence which they are intended to relay or accompany on the theme for which they are responsible.

Innovation at the Université Côte d'Azur is regarded as the result of a process of continuous interaction between research, technology, and the market. These interactions are furthered and supported by creative men and women open to hearing different perspectives.

For this, the Université Côte d'Azur has identified several initiatives managed by different bodies:

- Innovation projects provide support and co-financing of projects undertaken by an academic laboratory / company pair whose goal is either to transform a proof of concept or prototype into a key technology for the partner firm, or to carry out collaborative R&D projects. Thirty-four projects were proposed in 2016, 14 of which were selected and funded.

- “Pre-maturation” projects supply co-financing for the transformation of a proof of concept into an operational prototype. Of the 14 projects submitted in 2016, 6 were chosen and funded.
- Reference Centres are dedicated to three societal challenges and whose objectives are to establish public-private partnerships based on development and innovation, testing of technology platforms, and training programs. The Reference Centres can provide co-financing for projects in these areas. The societal challenges addressed by the Reference Centres are:
 - The intelligent territory; prevention and management of risk
 - Health, well-being, and aging
 - The digital challenge
- Centre of Modelling, Simulation, and Interactions (MSI) offers high-level training, special topics workshops, thematic schools in connection with companies, and calls for proposals for transdisciplinary projects between firms and university partners. The MSI has advanced skills in the key fields of high-performance computing and data sciences (Big Data, learning, deep learning, artificial intelligence, etc.)

In general, the French strategy for the internationalisation of higher education has been built on the principles of cooperation and influence, but also on attracting highly qualified persons. This system is attractive and highly considered worldwide.

5. Internationalization and analysis of the Slovenian higher education system: internationalization of education, research and mobility

In Slovenia, the internationalisation of higher educating has been one of the key objectives and one of the main political areas of the Bologna process and the European Higher Education Area (EHEA) from the very beginning. The internationalisation of higher education is important for the establishment and development of Slovenian global relationships and connections in the world.

Main elements that are bringing the Slovenian internationalization process are the following:

- a partnership between the government, higher education institutions and the wider public;
- a partnership between key areas (culture, internal affairs, labour, family and social affairs, external affairs, etc.);
- a common concern for the preservation and development of the Slovenian language;
- an integrated governmental policy;
- the establishment of a recognizable, integrated, national identity for Slovenian higher education.

In order to realize this vision, the Strategy for the Internationalisation of the Slovenian Higher Education is focused on five main areas:

1. mobility as a key component of the Slovenian higher education community, open to the international environment;
2. quality international scientific research and development cooperation;
3. promoting the development of intercultural competences;
4. targeting priority regions and countries;
5. promotion, support and monitoring of the Strategy for the Internationalization of Slovenian Higher Education.

With the aim to improve Slovenia's reputation as a destination of knowledge, the "Study in Slovenia" access point was developed, which is regularly showcased at international fairs, seminars and professional conferences in Slovenia and abroad.

The Strategy for the Internationalisation of Slovenian Higher Education 2016-2020 was adopted by the Government of the Republic of Slovenia on 28. 07. 2016. Ministry of Education, Science and Sport published a tender in 2016 and co-funded establishment and upgrade of these activities at the Slovenian higher education institutions.

Respecting the mentioned adopted strategy, scientific research activities and higher education cannot exist without an international dimension, since international cooperation is a source of new ideas, discoveries and creations, which bring additional value to all involved in the

scientific research and higher education community as well as to the economy and society in general.

The University of Ljubljana (UL), founded in 1919, is the oldest and largest higher education, scientific research and arts institution in Slovenia. The University fosters basic, applied and developmental research. Today, the University of Ljubljana ranks among the top 3% of universities in the world. Each year around 40.000 students upgrade and develop their knowledge and skills at the University. The University of Ljubljana courses are completed by more than half of all bachelor graduates in Slovenia, more than two thirds of master's and specialisation degree holders and more than 80 percent of doctors of science.

University of Ljubljana members are:

- 26 full members (3 academies and 23 faculties): Academy of Fine Arts and Design, Academy of Music, Academy of Theatre, Radio, Film and Television, Biotechnical Faculty, Faculty of Administration, Faculty of Architecture, Faculty of Arts, Faculty of Chemistry and Chemical Technology, Faculty of Civil and Geodetic Engineering, Faculty of Computer and Information Science, Faculty of Economics, Faculty of Education, Faculty of Electrical Engineering, Faculty of Health Science, Faculty of Law, Faculty of Maritime Studies and Transport, Faculty of Mathematics and Physics, Faculty of Mechanical Engineering, Faculty of Medicine, Faculty of Natural Sciences and Engineering, Faculty of Pharmacy, Faculty of Social Sciences, Faculty of Social Work, Faculty of Sport, Faculty of Theology, Veterinary Faculty (some members have international accreditation)
- 3 associated members: National University Library, University of Ljubljana Central Technical Library, University of Ljubljana Innovation-Development Institute

The University of Ljubljana is committed to internationalisation. They promote interdisciplinary and multidisciplinary studies and exchange their achievements in science and art with other universities and scientific research institutions.

Regarding their strategy of internationalization (2014-2020), in 2020, the University of Ljubljana will be recognized, internationally opened and as an excellent research university, which will creatively contribute to the wider quality of life.

The University of Ljubljana offers degree programmes at all levels (bachelor, master, doctoral) and fields of study: Art, Fine Arts, Natural Science, Technology and Engineering, Social Sciences, Humanities, Medicine, Health Sciences, Sport, which are designed in line with the Bologna Process guidelines. Programmes are internationally renown, comparable and professionally attractive, which provides for good and varied international mobility of students and staff.

Bachelor degree programmes last 3 or 4 years (180 or 240 ECTS credit points), while the single-cycle master degree programmes last 5 or 6 years (300 or 360 ECTS credit points). The nominal length of Master's studies is 1 or 2 years (60 or 120 ECTS credit points). Bachelor and master studies at the University of Ljubljana is tuition free for EU students, students from countries with which the Republic of Slovenia has concluded bilateral agreement (Bosnia and Herzegovina, North Macedonia, Serbia, Montenegro and Kosovo), persons granted international protection and applicants for international protection. Tuition fee is paid by students of non-EU countries, all students with already acquired equivalent degree of education, all doctoral students and all part-time students. Scholarships are available through Public Scholarship, Development, Disability and Maintenance Fund of the Republic of Slovenia.

By founding the Doctoral School, the University of Ljubljana took on the responsibility of carrying out doctoral studies in accordance with commonly adopted standards for the preparation and implementation of doctoral degree programmes that offer high quality doctoral studies. Great attention was given to the development of interdisciplinary doctoral programmes involving several members of the University. Doctoral degree programmes are mostly interdisciplinary and cover different fields of science. They last 3 or 4 years and consist of 180 or 240 ECTS credit points. All doctoral degree programmes are chargeable, however students who meet the conditions have the possibility to receive co-funding of their doctoral study.

Within the University of Ljubljana and in cooperation with foreign universities, the University of Ljubljana provide joint, interdisciplinary and multidisciplinary degree programmes in all three cycles. In addition to lectures, tutorials and seminars, the University of Ljubljana place great emphasis on practical training, inclusion of students in project work, international exchanges, career guidance, extracurricular and other activities.

According to Slovenian legislation all programmes have to be organized in Slovene language. The University of Ljubljana offers some programmes in parallel in English and other languages, especially at master and doctoral level of studies. The number of subjects, offered in foreign languages is increasing (800 subjects in 2019/2020). The summer schools' courses are very well attended, even by foreign participants (46 in 2019, among this 33 in foreign language).

The University of Ljubljana implemented activities related to teaching of the Slovenian language (students, staff) and they are encouraging the development of Slovenian scientific and professional language. They have prepared a special activity called Year Plus, which is specially designed to help international students (bachelor and master degree-seeking) to acquire language, IT and other skills in their chosen field of study as well as the opportunity to familiarise with the culture and history of Slovenia in general. They offer freely accessible online course in Slovene for foreigners (courses are available in 7 different languages: German, English, Spanish, French, Croatian, Italian and Russian). Foreigners can also learn Slovenian language at more than 50 Slovene Lectureships at foreign universities around the world.

In order for the University of Ljubljana to become the recognised leading university in the wider region, they are focusing on inclusion in international cooperation, including through an increase in the number of research projects and the quantity of funds received through them, and an increase in the number of foreign students and employees.

The University of Ljubljana is fully respecting Erasmus charter for higher education. They have been participating in the Erasmus+ programme since 1999. At the moment they have 2.523 signed Erasmus+ Inter-institutional bilateral agreements. The number of incoming exchange students has increased and already in 2016 exceed the planned values for 2020 (2.158

in 2018/2019). The number of outgoing students in international exchange is significantly lower than incoming (1.655 in 2018/2019); they have been encouraging students to go for a semester abroad.

The University of Ljubljana is strengthening promotional activities for international students (website, fairs, webinars, video and other presentations, presentation and promotional material, communication with media in selected foreign markets, publishing programmes at the portals master studies and PhD studies and in selected foreign magazines, embassies, Slovenian associations abroad, high schools, lectorates, information days, counselling by Skype etc.). Since 2017 they organize reception ceremony for international students at central level. They began to survey international student to get feedback and improve their work in regard to information on the study programmes offered by the University of Ljubljana as well as on their experiences at the University of Ljubljana and in Slovenia. In 2019, they established info point to provide help to the candidates with foreign higher education at the application-admission procedure. They have increased the number of international degree seeking students for almost 70 percent since 2015/2016 (3.094 in 2019/2020; from 100 countries).

The University of Ljubljana is connected with the most distinguished universities worldwide, and encourages their member faculties to connect with specialised higher education institutions. They have formed strategic partnerships with selected universities in Europe in Asia.

Their goal is to give priority to educational and research activities which are part of an international network. They reinforce international cooperation by playing an active role in international associations, such as CELSA, The Guild, VIU (Venice International Platform), Utrecht network, UNICA network, Rector's conference: Alpe-Jadran, EUA, LERU CE7, CEEPUS, CEI, Western Balkan Platform, Rector's Forum. They are coordinating a new association of six European universities, EUTOPIA, which is striving to establish a linked and inclusive academic community throughout the continent.

From 2008, the University of Ljubljana is committed to respect the principles of the European Charter for Researchers and the Code of Conduct for Recruitment of Researchers, which led to

the award of the “HR Excellence in Research” logo in 2013. The University of Ljubljana is very active in national and international research and development projects and programmes and it successfully cooperates in around 500 European projects every year. The volume of international research and its financial value is increasing and the numbers of international publications and citations are rising. The University of Ljubljana established Development Fund to promote international projects and young researchers. Different trainings and workshops targeting early stage as well as experienced researchers are organised every month, special workshops are dedicated to cooperation in European research funding schemes. A special tailor made research support is addressed to Marie Curie and ERC applicants. University support offices offer to researchers and students support in the field of research management, ethics, intellectual property protection, transfer of knowledge and career development.

The University of Ljubljana employs 6.293 higher education teachers, researchers, assistants and administrative staff. They have increased the number of foreign teachers and researchers who are included in their educational and research programmes for almost 50 percent since 2011 (143 foreigners – permanent employment in 2019). They have identified three barriers to the employment of foreigners: the complexity of administrative procedures for the employment of foreigners, the use of a foreign language in the educational process and the incomparability of the pay system with foreign pay system.

In 2015, they founded the University of Ljubljana Global Alumni and Associates Network (SMUL), which unites principally Slovenian scientists, professors and other prominent figures from the academic, research and development environments abroad.

A particular concern of the University of Ljubljana is the transfer of knowledge to the industry, for the safety of the environment, for people’s health, the quality of life and wealthy economy, which is why they cooperate closely with many Slovenian and foreign companies. Their partners are prominent multinational corporations and top Slovenian organizations.

Main support offices for internationalization:



6. Internationalization and analysis of the Spanish higher education system: internationalization of education, research and mobility

The Spanish Higher Education system is highly internationalized. The reason of this is probably due to the fact that Spain belongs to two large Higher Education communities: The European Higher Education Area and the Latin America Higher Education Area. Spain represents a bridge between Europe and Latin America. Also, its proximity with North Africa allowed many Spanish University to establish strong cooperation links with many Universities in the Maghreb. Last, but not least, the fact that Spanish is the mother language of more than 600 M people, that Spanish is one of the languages with the highest growth rates, and that it has become the second minority language in the US makes the language attractive for a better positioning in the global employment market and, hence, makes of Spanish Universities an attractive destination for many students. Spanish has become an important language for business, as it represents an attractive market of countries, companies, and opportunities.

The responsibility of the definition and development of the Strategy of Internationalisation of Spain falls in the Secretary of Universities (CGU), that reports to the Ministry of Universities (and formerly to the Ministry of Education, Culture and Sports). The Spanish Strategy for the Internationalisation of the Spanish University was launched in 2015, and defines the strategy for the period 2015-2020.¹³ A mid-term document regarding the Internationalisation of Higher Education in Spain was published by SEPIE (The Spanish Service for Promoting the Internationalisation of International Education) was published in 2017.¹⁴

The main actors playing a role in defining the internationalisation of the Universities in Spain are:

1. The Government Agencies and Ministries: since 2020 the responsibility is shared by the Ministry of Universities and the Ministry of Science and Innovation. The Spanish Secretariat for Universities depends directly on the Ministry of Universities and has under its structure the services of SEPIE and the Spanish National Agency for Quality Assessment and Accreditation (ANECA).

It must be mentioned also the role played by CSIC (“Centro Superior de Investigaciones Científicas”, the Spanish Research Council). It has no responsibilities in the definition of the policy regarding the Universities, but it is closely connected with the research done by the Universities and the internationalisation of the research in Spain.

- SEPIE backs a wide range of international initiatives, going beyond the student mobility offered by the successful Erasmus+ program. This is because student mobility is not the only factor behind the internalization of universities, it is just one of many global initiatives. During the last five years SEPIE has facilitated the participation of Universities in world events, fairs, transnational projects, and new employability

¹³ http://www.sepie.es/doc/universidad/Estrategia_Internacionalizacion_Resumen_Ejecutivo.pdf (document in Spanish; last access : 07/06/2020)

¹⁴ Complete document:

http://www.sepie.es/doc/comunicacion/publicaciones/SEPIE-ENG_internacionalizacion.pdf (last access: 07/06/2020)

Executive summary:

http://www.sepie.es/doc/comunicacion/publicaciones/SEPIE-ENG_internacionalizacion_summary.pdf (last access: 07/06/2020)

formula. SEPIE has helped to present worldwide the Spanish University system as a whole, and to build an image of unity that, at the same time, shows its diversity.

- ANECA has played an active role in contributing to the internationalisation of Quality Assurance (QA) practices and as part of the efforts made by the Spanish higher education system to align itself with the European higher education area.
2. The Conference of Spanish University Rectors (CRUE), through its Commission of Internationalisation and Cooperation. The Rectors and Vice-Rectors of Internationalisation of the Spanish University play a key role in defining the strategy of Internationalisation of the Spanish Universities. They act as consultants for the Ministry of Universities of the Ministry of Science. They worked together with the General Secretariat of Universities in the definition of the Strategy of Internationalisation 2015-2020.

The objectives of the Commission of Internationalisation and Cooperation are the promotion and sharing of good practices and policies, the exchange of information, the promotion of internationalisation and the cooperation for development, and to propose specific actions and/or general recommendations in the area of internationalisation. It has three working sub-groups: cooperation for the development, mobility and internationalisation.

The Spanish Strategy for the Internationalisation of the Universities 2015-2020 has as main objective *“to consolidate a strong and internationally attractive university system that promotes mobility among the best students, teaching and administrative staff, and researchers, the quality in the education, the potential of Spanish as a language for higher education, the internationalisation of their degrees and the R+D+I activities, thus contributing to the competitiveness and international appeal of Spain, and a knowledge-based socio-economic development of its territories”*.

The document establishes four strategic areas:

1. The consolidation of a highly internationalised system by:
 - Improvement of the legal framework for the internationalisation
 - Internationalisation of the degrees

- Mobility
 - Internationalisation at home
 - Recognition of degrees and credit recognition
 - Transnational Quality Assurance.
2. To increase the international appeal of the Spanish Universities:
- The Government and the Regional Governments will encourage and facilitate the implementation of internationalisation strategies in each University
 - Orientation Services for international students
 - Specific Adaptation courses for international students
 - Courses taught in English and other languages
 - Joint and multiple international degrees
 - International promotion of the Spanish University System. SEPIE started during this period a new initiative by developing the brand “Study in Spain” and promoting the joint participation of Spanish Universities in international fairs and expositions with a big stand where Universities shared a common space and could present their offer.
3. To promote the international competitiveness of the social and business environment of the Universities:
- Participation in international fairs and workshops University-Company
 - Regional involvement of the Universities with their territories: regional smart-specialisation strategies (RIS3), the initiative of the Campus of Excellence (associations of Spanish Universities around a certain specialization area)
 - Internationalisation of the knowledge transfer offices (UCA and the International Campus of Excellence in Sea Studies have an office in Brussels)
 - Development of business models that can be exported to other countries
4. Enhancement of the international cooperation with specific regions of the world. Several areas were detected as of key importance for the Spanish Universities:
- the European Union and the European Higher Education Area;

- the Latin America Higher Education Area;
- the Euro Mediterranean Area of Higher Education and Research;
- developed and emerging countries;
- cooperation for Development with under-developed countries in coordination with the Ministry of Foreign Affairs;
- cooperation with multilateral programs and organisms in the field of Higher Education.

The authors of the mid-term study¹⁴ remark three fundamental areas in which efforts must be done:

- International talent must be attracted to Spanish universities and scientific community.
- It must be made easier to give researchers and research groups access to the world's leading research spaces.
- Funds and incentives need to be generated to gain mass access to sources of inputs for global research projects.

The University of Cadiz is the public university of the province of Cadiz, in Spain. It has approximately 21000 students and over 1700 teachers, spread over four different campuses with 15 Faculties and Schools. It was founded as such on October 30, 1979, although many of the study centres that compose it, previously existed as independent schools or as faculties within the University of Seville (as was the case of the Faculty of Science). The University of Cadiz has, among other things, the specificity of being specialized in the disciplines of the sea. It thus includes one of the three faculties of marine sciences in the country (the others are in Vigo and Las Palmas de Gran Canaria), a faculty of nautical sciences and another of naval engineering. All three are located on the site of the Andalusian Higher Center for Marine Studies (CASEM) on the Puerto Real campus.

The Internationalization s Commission is the body in charge of ordering international activities at the University of Cadiz, in coordination with the Sub-commissions of Internationalization of each university Faculty/School. It is actually under a reform process. However, at the present time the Internationalization Commission is composed of the following members:

- The Vice-rector for Internationalization, who presides the Commission.
- The Directors of Internationalization, Linguistic Policy and International Cooperation.
- The Rector's Delegate for the European University Initiative
- The Vice-rector of the Campus of the Bay of Algeciras
- The Vice-rector for Students
- • The Dean or Director of each Faculty/School, or the Vice Dean or professor to whom the coordination of Internationalization activities is delegated.
- The Head of Service and a technician from the Internationalization Office, who will act as secretary of the Commission.
- Four student representatives nominated by the Student Council, one from each Campus of the University of Cadiz, and preferably with experience on an international mobility programme. The Vice Rectors may delegate in one of their Directors.

The following are the functions of the Internationalization Commission:

- Developing the lines of action of the University of Cadiz's Internationalization policy, coordinating the actions of the Vice-Rector's Office and the Faculty/School s Internationalization Subcommittee according to the guidelines established by the Government council.
- Submit proposals to the Governing Council on lines of action for the University in matters of Internationalization.
- Approve the applicable criteria in all aspects of the operation of international exchange and mobility programmes that are necessary, including the establishment of the rules regarding the credit recognition system and financial aid to students.
- Advise the relevant Committees on Postgraduate and Doctorate matters, and the Internationalization Subcommittees in those cases that are required or on the Commission's own initiative.
- Inform the resolutions of appeals filed before the Rector for issues related to international mobility programs.
- Any other functions relating to the definition of the internationalization policy and, specifically, related functions requested by other University bodies or regulations.

University of Cadiz adopted in 2015 a new strategic plan (named PEUCA-II: Plan Estratégico de la Universidad de Cádiz) for the period 2015-2020.¹⁵ The evaluation of the Plan has been finished and its objectives have been achieved in more than a 80%. The objectives and lines of action have been extended for another year until a new Strategic Plan could be released. The Strategic Plan establishes internationalisation as a transversal area that has influence in different fields: research, teaching, knowledge transfer, culture, cooperation, and social responsibility.

The main strategic areas for internationalisation developed during the strategic plan has been the following:

1. International double BsC and MsC degree agreements: agreements have been reached with Universities in France, Germany, Italy, and Russia.
2. Joint co-supervised PhD thesis agreements. These agreements allowed establishing stable and long-term scientific cooperation, and have also an impact in the increase of internationally co-authored per-reviewed research papers.
3. Mobility: increase of incoming and outgoing mobility. Since the launch of the Erasmus+ KA107 mobility program, University of Cadiz has ranked as the second University in Spain by funding or number of mobility flows approved. University of Cadiz is one of the Universities in Spain with the highest ratio of attracting Erasmus and other international students in credit-seeking programs. At present time, a strong attention is being focused in exploring other models of mobility: virtual and blended mobility, and internationalisation at home are areas that need strong attention and increase. This will allow that no students will finish their period at the University without the possibility of obtaining the internationalisation skills needed in our globalized world.
4. Academic offer in other languages. This is still a weak point, as the number of courses in languages other than Spanish – basically, English, is still small. The reason is probably the strength of Spanish and the possibility of receiving students from Latin America. However, the basis for its implementation has been set up: courses of English for specific purposes are currently being delivered for the teaching staff in different

¹⁵ Executive summary in English:

<https://destrategico.uca.es/strategic-plan/> (last Access: 06/06/2020).

areas and Faculties, the recognition of a higher workload in terms of hours when the courses are prepared and taught in English is being studied, the number of courses and teaching modules in English has increased at the MSc and PhD programs, among other initiatives.

5. International projects. A policy of support to the academic staff interested in presenting a international project at the European calls has been implemented and has rendered good results. Among the initiatives there are some worth to be mentioned: the creation a specific unit to support the application at the European calls H2020, the creation of a sub-unit for the same purpose but devoted to the Erasmus+ calls at the Internationalisation Office, the opening of an office in Brussels to promote the participation of University of Cadiz in projects, consortiums, networks and calls, or the recognition of the participation of the academic staff in their workload are just some these initiatives.
6. Internationally co-authored per-reviewed research papers. There has been a strong policy supporting the increase of this indicator through the initiatives mentioned in points 2, 3, and 5.

To successfully develop these lines of action the strategic planning detected the following critical factors:

1. It was needed to take advantage of our singularities and strengths in order to differentiate our offer from the rest of Spanish Universities: the environment, the history and attractiveness, or those degrees that are connected to the self of our identity: those related with the sea, agriculture and wine production, sports, archaeology, Spanish; or those related with the industrial network around the University: aerospace, shipyards, wine cellars, tourism, ...
2. Smart specialization in the internationalisation of the Research and Innovation. In this case, the University of Cadiz took advantage of the initiative of the Ministry called “International Excellence Campus” that funded consortiums of Spanish Universities in key areas. The participation of University of Cadiz in this initiative was crucial for the success in the pilot program of “European Universities”. The University of Cadiz

participates in the International Campus of Excellence in Agri-Food (CeiaA3)¹⁶ and coordinates the Global International Campus of Excellence in Sea Studies (Ceimar).¹⁷

3. Spanish as a tool for internationalisation. Spanish is one of the languages with the highest growth ratio. The interest for learning Spanish allowed University of Cadiz to develop new partnerships with important Universities in US, Russia or East Europe that lead to the cooperation in other scientific areas.
4. Increase of the multilingual offer. Besides English and the “classical” European languages (French, German, Italian, Portuguese), University of Cadiz has made a great effort to specialize in Russian. At the present time, is the only University in Spain that has a Pushkin Institute through an agreement with the Ministry of Education of Russia. The number of Russian-speaking students attending University of Cadiz for credit-seeking or degree-seeking programs has increased during the last 10 years and now is one of the Universities in Spain attracting the highest number of students from this region (from East Europe, through Russia until Central Asia).
5. Attracting International talent: during this period University of Cadiz has launched programs and initiatives to attract international specialist for mid- to long research stays (3 months to one3 years) through specific scholarship programs. Also, has actively participated in the Spanish program to bring back young and senior Spanish scientist working in other countries.
6. An internationalisation process that has to be socially responsible and aware or the Sustainable Development Goals. University of Cadiz has recently created a Development Cooperation Office to contribute in the objective of Sustainable Development Goals through three main working lines:
 - Development Cooperation and humanitarian action
 - Education for the development
 - International voluntary service.
7. Redefinition of the administrative structure of internationalisation looking for a more flexible structure and more coordinated with other areas and offices of the University: admission, research, services, culture, sports, etc.

¹⁶ <http://www.ceia3.es/en>

¹⁷ <https://www.campusdelmar.com/en/>

The plan also identified the following geographic areas as of key importance for the internationalisation process of University of Cadiz: the European Higher Education Area, the Latin America Higher Education Area, the Russian speaking countries, North Africa, USA and Canada.

One of the main aspects of the internationalization policy of the University of Cadiz in recent months has been its participation as lead partner in a European University Alliance through the initiative launched by the European Commission in 2019.

The European University of the Seas (SEA-EU) was one of the 17 alliances approved in the first call for proposals of this new European vision for the internationalization of European Higher Education. The partnership, which includes the Université de Bretagne Occidentale in Brest (France), the University of Kiel (Germany), the University of Gdańsk (Poland), the University of Split (Croatia) and the University of Malta (Malta), along with 32 associated partners, including 8 research centres, 5 businesses, 5 cities and 1 provincial authorities, 6 public entities, 4 NGOs and non-profit organization and 3 international clusters of excellence, aims to establish a distinctly international, pluri-ethnic, multilingual and interdisciplinary European University, strengthening the links between teaching, research, innovation and knowledge transfer and creating the conditions in which a student will be able to freely and confidently move between disciplines, languages, countries, sectors. Seamless mobility across borders and academic disciplines will provide a substantial leap in quality, performance, attractiveness and international competitiveness.

The existence and successful activity of the Global International Campus of Excellence of Sea Studies (Ceimar) was key in the creation and success of SEA-EU. Ceimar and Erasmus gave to the project the initial contacts to create the consortium. Ceimar also provided a vision that sea studies go beyond classical marine studies: blue economy, smart specialisation, social awareness, and connection with the social and entrepreneurial network where Universities are located, are basic in Ceimar DNA. And so are they in SEA-EU. The long-term vision for SEA-EU is to take a flagship role in the creation of a European Education Area, strengthening

European identity and values and securing the international competitiveness of education and research linked to innovation and knowledge transfer.

As a result of these activities, University of Cadiz has stable and fruitful partnerships with Universities in all five continents. In addition to the exchange of students and researchers, the University of Cadiz has experience in participation in many international projects, cooperation has been established with a large number of partner universities from European Union member states. Also, through the organization of international conferences and guest lectures, opportunities open up for further improvement of cooperation with renowned European and world leading universities.

7. Internationalization model: Case of Ghent University

Ghent University identified its priorities regarding Internationalisation in an Integrated Policy Plan for Internationalisation (IPPI) for the first time in 2013 for the period 2014-2018. Recently the IPPI 2019-2023 was approved by the Board of Governors. It builds on this 1st policy plan and aims for Ghent University to take a leading role in Europe as a university that excels internationally in education and research, where all members of the Ghent University community, regardless of their background, feel at home and where students are optimally prepared for the challenges of today's globalized society and labour market, across national borders. Regarding that last point Ghent university is putting a lot of effort in embedding international competences in all its study programmes in order to achieve this aim.

This part is elaborated on the processes behind and contents of the Integrated Policy Plans for Internationalisation at Ghent University and focusses especially on our efforts to internationalise our education as much as possible by structurally embedding mobility of students and staff and internationalisation@home.

For many years starting from the late eighties of the last century Ghent University had been one of the most active international players in the field of higher education both in Flanders and Europe. However, the university leadership deemed the development of an integrated

strategy necessary in order to tackle future challenges with a pro-active and coordinated policy. Hence entered idea of the creation of the first Integrated Policy Plan for Internationalisation (IPPI) that ran during the period 2014-2018. Before starting to develop an institutional plan re. internationalisation it is important to answer the question why as a university you want to make structural investments in internationalisation. For Ghent University this is very much related to the following drivers.

- Internationalisation is a driving force for innovation
- Internationalisation creates synergies, inside and outside the institution
- Internationalisation leads to a higher quality of education, research and service to society
- Internationalisation provides content to the social and global responsibility of Ghent University
- Internationalisation strengthens the reputation of Ghent University

But the main difference with the previous period was that the policy needed to be integrated. So it was also important to define why an integrated policy was so important and for our university this lied in the following three key elements:

- Internationalisation is a binding factor within the organisation and interdisciplinary
- Policy provides a framework for both central and decentralised initiatives
- Integration increases the return on investment.

The first (2014-2018) Integrated Policy Plan for Internationalisation created a framework for bottom-up initiatives in a setting of quality assurance and transparency, and set the context for strategic partnerships. It was geared around the following five strategic goals, each with more specific operational goals attached to these:

1. Ghent University creates an effective internal structure and communication mechanisms in order to come to high quality and fully supported policy decisions on internationalisation

- Appointing a Policy Coordinator for Internationalisation
- Creating an Expert Group as advisory board on internationalisation
- Creating thematic working groups in support of the Expert Group

- Strengthening the university-wide mailing service “News on Internationalisation” and organizing training sessions on internationalisation
- Streamlining the funding schemes for internationalisation
- Developing faculty plans for internationalisation
- Creating an incentive model for institutional choices with structural support (financial and administrative)
- Quality assurance in policy development: using in-house experience and setting up external peer review
- Relieving administrative workload for academic staff

2. Ghent University makes clear choices in terms of intensity and form of international cooperation with certain regions, countries and partner institutions

- Commitment to qualitative high level partnerships
- Structuring preferential international cooperation in three forms
 - Regional platforms
 - Thematic networks
 - Institutional partnerships
- Creating a centralised database for all forms of international cooperation
- Focus on regional international cooperation and North-South cooperation
- Further development of the Ghent University Global Campus (Republic of Korea)

3. Ghent University internationalises its education as much as possible by structurally embedding mobility of students and staff and internationalisation@home

- Increasing the outgoing exchange mobility to 25% by 2020
- Expanding the English-taught course and programme offer
- Strengthening the interaction between local and international students
- Engaging academic staff as multipliers of internationalisation
- Reforming internationalisation@home: from projects to structural support

4. Ghent University purposefully recruits international students and academic staff based on a thorough analysis of the needs, the available offer and the critical success factors, emphasising selection and integration

- International recruitment on master and PhD-level
- Development of online procedures
- Development of a preparatory programme
- Recruiting international staff with attention to pre- and post-recruitment guidance and counselling

5. Ghent University becomes a strong international brand

- International analysis of the strengths as the base
- Developing international communication tools within a unified corporate identity
- Further developing the network of international alumni and honorary doctors
- Acting as an active stakeholder in the international policy making

Regarding 2019-2023, by the end of the implementation period of the first plan, it was clear that for Ghent University, internationalisation offers important opportunities to tackle the challenges it is confronted with, both internally and externally, and to optimize the quality of its education, research and services to society. At the same time, Ghent University aims for a greater international visibility and competitiveness and for an impact on external policies (Flemish, Belgian and European) in the field of international cooperation. In the pursuit of these ambitions, other considerations need to be made, such as the possible limitations that may arise with regard to human rights when selecting partner institutions and how to reconcile these ambitions with a pioneering role regarding sustainability. To this end, a holistic and ethical framework will be used in order to guide Ghent University's internationalisation policy within the existing international context. Ghent University applies a model of embedded internationalisation, in which internationalisation is inextricably linked to other university-wide policy visions and plans, and is embedded within the existing central and faculty structures. The implementation of the IPPI, for example, will greatly contribute to the achievement of the university-wide objectives.

In order to achieve the intended leading role and to realize these ambitions, 12 priority areas have been defined within the IPPI 2019-2023, subdivided into 4 clusters:

1. Ghent University and the international context

- Making effective strategic choices regarding qualitative partnerships
- Strengthening the current operations regarding Regional Platforms, International Thematic Networks & Strategic Institutional Partnerships
- Rolling out the pilot project "U4Society, an inclusive European University for all"
- Expanding the Ghent University Global Campus in South Korea (GUGC)
- Strengthening Ghent University's international image

2. Internationalisation as motor of broad innovation & social engagement

- Strengthening the innovative role of internationalisation within Ghent University through monitoring and reporting
- Collaborate with universities and research centres in the Global South

3. Focus on quality of inflow and outflow of students, researchers & staff members

- Expanding the offered opportunities for internationalisation experiences for students, researchers and staff members
- Active talent recruitment
- Improving welcoming and supervision services for international staff, researchers and students
- International alumni policy

4. Internal Ghent University structure regarding internationalisation

- Optimize the positioning, composition, responsibilities of the internationalisation structures, both at central and faculty level

The third strategic goal of the first Integrated Policy Plan for Internationalisation of Ghent University reads as follows: Ghent University internationalises its education as much as possible by structurally embedding mobility of students and staff and

internationalisation@home. This chapter describes the approach that Ghent University set up to tackle this concrete challenge as part of its overall policy.

The comprehensive internationalisation of a university's education starts with the inclusion of it in the goals of the different programmes' curricula. Hence an important starting point for this is the university's Competence Model (or "Learning Outcomes Model"): the so-called envisaged international/intercultural competences (or learning outcomes). These can be of a different nature in one programme as compared to another. This means in practice that programmes need to define these international/intercultural competences and hence make clear what these are for a graduate of that specific bachelor or master.

Defining the envisaged international/intercultural competence is only one step in the process. It is advisable that before taking this step, programmes define a vision on internationalization to assure that all the programme stakeholders are starting from the same assumptions. Other important steps are assuring that all students in the programme (so not only those studying abroad) are offered sufficient opportunities to achieve the envisaged international/intercultural competences and defining assessment mechanisms to measure whether indeed the envisaged international/intercultural competences have been achieved. These issues are dealt with in this guide as well. Such an integrated approach guarantees that internationalisation can be used as a strong means to offer qualitative programmes, ensuring that graduates are internationally/interculturally competent.

Before starting to define the envisaged international / intercultural competences, a programme (or a faculty if more appropriate) defines its vision on internationalisation; to make explicit what the added value of internationalisation is for the programme, especially with regard to what is expected from its graduates.

Such an exercise of course takes time, but there are clearly some advantages to it and it reduces the time investment in the following phases. A first advantage is that defining a vision requires the involvement of all relevant stakeholders (staff, students, graduates, working field...) and this reduces potential resistance during the further implementation. Secondly, there is evidence that when students are made better aware of the 'bigger picture', the achievement of the

envisaged competences is facilitated. Students even react negatively to internationalisation activities which cannot be linked to an overall strategy, based on the programme's vision.

Defining a clear and shared vision is hence a first but necessary and beneficiary step to be able to collaborate in unison at a later stage. It is therefore advisable to write such a vision not only with representatives from a purely managerial level. Use this momentum to turn this vision-writing into a collective exercise to create unity between different stakeholders, including students, alumni and working field representatives, although high-level support for it remains crucial.

The vision of the programme creates a firm basis for the implementation phase, which consists of three main steps:

1. Defining and describing the programme's international/intercultural competences
2. Creating enough learning experiences in the programme's curriculum to allow the achievement of the envisaged international/intercultural competences
3. Measuring the achievement of the envisaged international/intercultural competences

Hereafter it is described how these three steps can be put into practice. As already stated "the envisaged international/intercultural competences can be of a different nature in one programme as compared to another. Defining these concepts in a clear way and translating the competences is often related to learning pathways in the curriculum, a clear programme construction and/or evaluation criteria."

It should be clear that this consignment is a collaborative one involving different stakeholders internally and externally. International standards and expectations from as well employers as society as a whole are to be taken into account. Of course it is logical that programmes do not start this exercise from scratch, but that they base this on the existing practices. One of the main ambitions should be to make explicit what has perhaps been implicitly present in the programme's contents and envisaged competences and/or is assumed to be present. In this way, possible misassumptions can be corrected or existing sub-surface practices can be made apparent. Above all, it gives programmes the chance to better and more clearly communicate

its international ambitions to its students, staff, partner institutions and the outside world in general.

International/intercultural competences could be formulated in a very general way, limiting these to generic, transversal knowledge, skills and attitudes. All too much, one sees these being limited to soft skills such as linguistic skills, citizenship, global engagement, personal growth etc. A more powerful and appealing way of formulating these however is to really contextualise these competences and bring to the front what this could entail for the programme in a more specific way or even incorporate an international/intercultural dimension in the programme's core competences.

After all, being internationally/interculturally competent for sure means something different for a biologist, an engineer, a philosopher, a journalist, a psychologist, an audiologist...

It is equally important to stress that including these international/intercultural competences in the set of programme competences implies that, like all other competences, these have to be pursued by and evaluated for all students. This means that not only the 25% or so graduates that will have spent a sufficient period abroad will have had the chance to achieve the envisaged international/intercultural competences. Also students going abroad for a short period or students staying "at home" should hence be offered enough possibilities to achieve these.

This means that a combination of offering students a variety of internationalisation experiences and including an international dimension in the curriculum has to be strived for. This challenge of creating enough international/intercultural learning experiences will be dealt with in the next paragraph.

As has been made clear, programmes will need to create a variety of opportunities to students to achieve the envisaged international/intercultural learning outcomes, combining a variety of internationalisation experiences and developing an international dimension in the curriculum. Again here, many programmes have already worked hard on developing various mobility opportunities; offer international, English-taught courses to their students; have developed over the years a variety of Internationalisation@home initiatives or use ample reference to

international or intercultural contexts. But this does not necessarily mean that these initiatives are part of clear strategy. It is very well possible that some students following the same programme get abundant possibilities to become internationally/interculturally competent (because of personal choice) but that others don't because they either choose not to do so, are not stimulated or are not offered the possibility. This means that some of the proposed possibilities will exist in a programme and others won't. But programmes are encouraged to reflect on all and strategically decide on what to offer when to whom, keeping in mind that the overall aim is to eventually reach out to all students.

With the overall EU-aim to reach by 2020 at least 250% of all graduates having achieved 15 ECTS-credits abroad, there is a clear quantitative target related to internationalisation experiences. Programmes have hence to define or develop a strategy on how such internationalisation experiences could best be integrated in the curriculum and hence how student mobility could best be facilitated. In international literature, more and more the concept of "Mobility windows" is put forward as a key to success in order to facilitate programmes to include this into the curriculum.

In line with the abovementioned endeavour to reach out to all students, not only the mobile ones, this concept could be renamed "Windows of opportunity" and defined as follows:

- A specific period built in in a study programme in which specific room is offered for acquiring international / intercultural competences, preferably with a choice for students from a range of diverse, complementary learning routes to cater for the diversity in students' abilities, means and possibilities.
- The cruxes to implement these windows include the inclusion of it in an overall (faculty/programme) (internationalisation) vision and strategy, embedding it in the regular curriculum reform processes and guarantee the validation of it as part of the regular curriculum (which means for students the following elements have to be made clear: the envisaged competences, the amount of credits, assessment information, grading system etc.). In short: a regular "ECTS Course description" has to be developed for it.

Another important element in an overall approach to internationalisation experiences is related to the faculty's or programme's approach to "Internationalisation@Home"

A third group of possible internationalisation experiences includes all types of short-term mobility initiatives. Activities e.g. "Intensive programmes", "Summer schools", "Field trips" etc., that can either take place in Belgium or abroad should be created, enforced and above all be offered to both international and UGent-students. An important condition to be able to count these among internationalisation experiences offered in programmes is of course that also for these an "ECTS Course description" (including competences, credits, grading etc.) are developed and that students are given the guarantee that the credits will be validated as part of their regular curriculum.

A fourth group of possible internationalisation experiences to be addressed are virtual mobility initiatives (including video conferencing agreements with foreign partner institutions, the use of MOOCS, cross-cultural virtual group assignments etc.). Again here it is important that regular quality assurance mechanisms are put in place to guarantee validation.

A strong approach to reach out to broad groups of students and offering these learning opportunities to achieve international/intercultural competences, is embedding an international dimension in the programme's curriculum.

An obvious way of putting this into practice is investigating whether current course contents already are or could be made more (explicitly) international/intercultural.

More international/intercultural in this sense means that students are offered and confronted with different world views, concepts, insights etc. In this respect, such an approach is very much related to another new element in the UGent competence model, viz. competence 3.6. "multiperspectivism": to approach a problem from different perspectives.

Two interesting possibilities to embed different perspectives into the curriculum constitute two alternative or complementary approaches to internationalising the curriculum: assuring a more

diverse/international student body and attracting foreign teachers (either on a temporary basis or as part of the regular teaching staff).

More diversification in the student body entails that regular students and incoming (exchange) students are not segregated from each other but purposefully mixed to facilitate a multiperspectivistic approach. This means that programmes should investigate the possibility to join efforts and to make sure that their “Mobility Window” becomes a real “Window of opportunity” when crossing it over with their existing “Exchange Programmes”, hence creating an interesting offer of English-taught “international courses” for both incoming exchange and regular UGent-students. Equally, including foreign (exchange) teaching staff can add such an international/intercultural dimension to the programme curriculum, at least when their contribution is not a “one shot” but part of an overall strategy (see above). The programme can define which courses are more appropriate to do so and even strategically involve staff to add different perspectives to the existing curriculum.

When these two approaches are put into practice on a larger scale, combined with an international content, an appropriate pedagogical approach and the right classroom management, one can talk about an international classroom. Much literature is available on this concept which can also be useful for programmes intending to implement less far-reaching types of internationalisation dimensions.

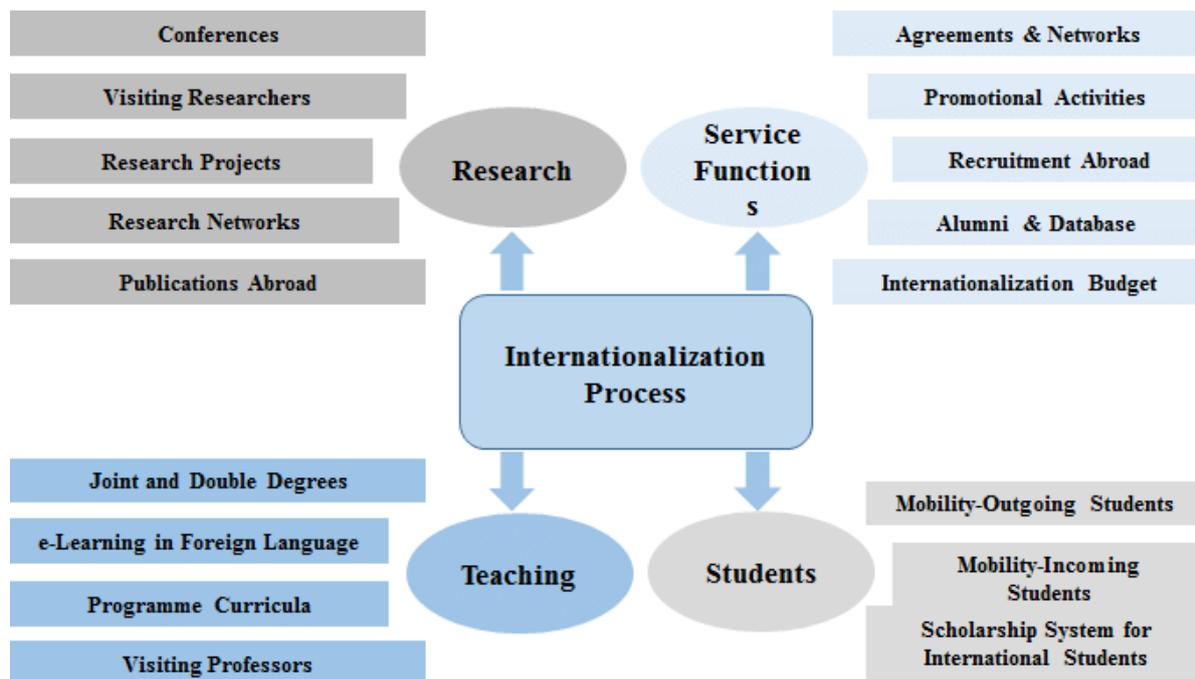
Measuring the achievement of the envisaged international/intercultural competences represents the last step in the process is for sure not the easiest, but probably the most important one. Much neglected in the past, measuring whether an internationalisation experience of a student or the internationalisation dimension of the curriculum have an impact on students’ competences has gained growing attention over the last couple of years. In the past, it seems to have been taken for granted that studying abroad automatically leads to more international/intercultural competence. Not surprisingly, the assessment of international/intercultural competences is progressing simultaneously with the overall growing expertise and experience in competence assessment. Above all this has to be clear: assessment of international/intercultural competences is primarily competence assessment. It hence needs to follow assessment rules, standards, customs.

According to Darla Deardorff it is of prime importance that one first of all clearly describes what has to be assessed and that one defines it as accurately as possible. Hence the importance of a clear vision and accurate definition and description of the programme's international/intercultural competences as described above. Deardorff adds to this the general rule to align the assessment methods to the characteristics of the competences one wants to assess. There are hence some specificities to be anticipated with the assessment of international/intercultural competences. The major specific element is probably that proportionally there is a larger attitudinal component involved in such competences. This necessitates that in some cases a balanced mix of direct (e.g. group presentation) and indirect (e.g. portfolio) assessment methods will be the best option.

8. Concluding remarks related to the internationalization of education, research and mobility in selected countries

Taking in consideration all the above, some important issues should be underlined. When talking of mobility, the focus tends to be on students. However, while European universities often have policies in place to promote student exchange, there is rarely a systematic attempt to promote staff mobility, even though funding is available for academic and administrative staff through the Erasmus programme. In addition to Erasmus, many university agreements provide opportunities for academic exchange, for either teaching or research, but very often it is left up to the departments or the individual academics whether or not they wish to take advantage of the opportunity. Using the case of three mentioned EU universities (in France, Slovenia and Spain), it is clear that those who do engage in academic mobility of these universities find that it is not generally recognised for the purposes of career progression. While there is a range of national programmes and funding made available in most EU countries for academic mobility, these tend to involve short mobility periods of a few days or weeks and are unlikely to create long-term impact in the institutions. A more strategic approach to academic mobility has clear advantages for enhancing research and teaching as well as general professional development. Staff with international experience can bring added value to the classroom, especially in many countries where, because of regulatory and other restrictions, there is very little internationalisation of academic recruitment. Administrative staff mobility

receives even less institutional attention although a small number of institutions offer international professional development opportunities as part of their human resources policy. Academic (and administrative) mobility is in need of greater attention and strategic direction at national and institutional level.



At the institutional level of the university it is important to obtain the significant results of the implementation of the following recommended measures, that could be:

- continuous development of the existing services and infrastructure through the international cooperation
- Improving the capacity of academic and administrative staff engaged in activities in the field of international cooperation
- introduction of more efficient procedures for managing international projects
- increase the institutional/university capacities of academic staff to participate in various EU-funded programmes
- introduction of more efficient procedures for managing mobilities (student and staff)
- promote greater international visibility of the HEI
- efficient procedures in the process of the internationalisation of HEI.

Language is another essential aspect. The language is essential too. It is important that each HEI is able to provide some study programmes (on all levels from the first year of the bachelor till the post-doctoral studies) in all disciplines in English. This will simplify the exchange and opportunities to host more foreign students and researchers too, as well as allow non-mobile home students to gain internationalisation skills.

An integrated internationalisation policy, for the university, also means that internationalisation has to be integrated in the heart of the education mission, policy and practice of an university. When international / intercultural competence is an integral part of the Competence Model, programmes are explicitly triggered to define what this entails for their graduates, who will be working in a global and multicultural society and will need multiperspectivism. We have seen that on experience of Ghent University, this university is convinced that an integrated approach, starting from the definition of a vision and describing three concrete steps that programmes can put into practice is the right way to start. All this in order to guarantee that internationalisation can be used as a strong means to offer qualitative programmes, ensuring that graduates are internationally / interculturally competent.

The aspiring goals of this strategy can only be met if there are concrete national and institutional measures able to advance the international competitiveness, attractiveness and quality of HE and put into use the full potential of HEIs in international partnerships and networks.