

Internationalisation

for Inclusive, Culturally Responsive, Globally Connected Learning Environment

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Full Partners:

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MINISTRY OF EDUCATION,
YOUTH AND SPORTS



Associated Partners:



Why PROFFORMANCE+ important?

- ❖ Tangible results – statements, assessment tool, short courses, teacher excellence award, etc...
- ❖ Capacity building, sharing experience, etc... (PLAs, webinars, trained persons...)
- ❖ Networking... bringing closer different cultural and educational backgrounds...
- ❖ Overcoming stigmas...



Definition

Internationalisation in Higher Education refers to integrating a global dimension in learning and teaching, along with creating an international environment for the purposes of instruction and assessment in a physical, online and/or blended format. It implies the integration of international content, perspectives, and experiences into the curriculum, as well as the facilitation of cross-border collaborations, mobility, and intercultural competences development. In addition, it involves participation in research, innovation, professional development and other international activities, while adjusting to international standards and quality criteria in various organisational and administrative tasks. Internationalisation finally aims at preparing students and teachers for an interconnected world through supporting diversity and cross-cultural understanding, thus, enhancing the quality of education.



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Internationalisation of L&T on EU Level

Bologna Process/EHEA ~ a **strategic** and **normative** policy framing built on **intergovernmental commitments**

Tirana Communiqué (2024) ~ Strengthening the commitment to **system-level internationalisation**:

- ☐ Integration of **international dimensions** into **curriculum, pedagogy and assessment**.
- ☐ Emphasis on **transnational cooperation**, including joint degrees and networks.
- ☐ Encouraging **digital internationalisation** and sustainable mobility.
- ☐ Underlying importance of capacity building for **internationalised teacher education**.
- ☐ Reinforcing the need for **recognition instruments** (Diploma Supplement, ECTS, automatic recognition).



Internationalisation of L&T on EU Level

- ❖ **Early Bologna:** Focus on mobility and recognition.
- ❖ **Mid Bologna:** Mobility + joint programmes + curriculum innovation.
- ❖ **Recent Bologna:** Mobility + internationalisation at home + inclusive, digital, sustainable, and values-based L&T.

National systems and universities ~ a shared policy base to:

- ❖ Internationalise curricula and pedagogy,
- ❖ Foster student and staff mobility,
- ❖ Develop joint degrees and cross-border programmes,
- ❖ Ensure recognition and quality assurance,
- ❖ Embed intercultural and global competences in learning outcomes.



Internationalisation of L&T on National Level

- ❖ Higher education legislation and regulations (laws, decrees, ministerial orders);
- ❖ National strategies for higher education, internationalisation, mobility, or innovation;
- ❖ Funding and incentive mechanisms (mobility grants, performance-based funding, joint degree schemes);
- ❖ Quality assurance standards aligned with European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG);
- ❖ Recognition frameworks supporting mobility and joint teaching;
- ❖ Teacher and curriculum development policies.



Internationalisation of L&T on Institutional Level

- ❖ **Strategic documents** (e.g. *university strategic plan, internationalisation strategy, teaching and learning strategy*);
- ❖ **Formal governance instruments** (e.g. decisions by governing bodies, quality assurance policies, curriculum regulations, mobility schemes, etc.);
- ❖ **Operational frameworks** (e.g. guidelines for curriculum internationalisation, teaching innovation centres, staff development schemes, etc.).

Common Institutional Policy Goals for Internationalisation in L&T

- ☐ **Curriculum transformation:** integrate global, intercultural and comparative perspectives.
- ☐ **Inclusive internationalisation:** benefit all students, not just mobile ones.
- ☐ **Strengthening staff capacity: support academic staff to teach in multilingual, multicultural and digital environments.**
- ☐ **Joint and double degrees:** develop structured cooperation with international partners.
- ☐ **Recognition and quality assurance:** ensure automatic recognition, transparency and international standards.
- ☐ **Digital internationalisation:** support COIL (Collaborative Online International Learning), virtual mobility and innovative pedagogies.
- ☐ **Linking teaching, research and engagement:** internationalisation embedded across university missions.



Internationalisation of L&T on Institutional Level

1. European University Association – Framework / strategy for internationalisation

- *European University Association (EUA)* — Institutional strategies & internationalisation: “European policies, institutional strategies and EUA support” (EUA) — discusses how EUA supports and frames institutional internationalisation. (eua.eu)
- *EUA FRINDOC* — EUA’s project “Framework for the Internationalisation of Doctoral Education” (as a sub-domain of institutional internationalisation) including good practices and online tool. (eua.eu)

2. EAIE “Internationalisation at Home” / EAIE resources

- EAIE’s *Library for international educators* — filter by topic **Internationalisation at Home** to access webinars, toolkits, articles. (eaie.org)
- EAIE blog / EAIE resource “How to implement Internationalisation at Home” via ACA Secretariat coverage. (aca-secretariat.be)
- EAIE’s “Internationalising Curricula” article in its resource library. (eaie.org)



Internationalisation of L&T on Institutional Level

3. IAU “Global Survey” & Internationalisation Framework

- IAU’s 6th Global Survey on Internationalization — details and link to survey report. (iau-aiu.net)
- IAU “Previous Global Survey on Internationalization” page — access to past survey reports. (iau-aiu.net)

4. PROFFORMANCE+ Teaching Excellence Framework

- PROFFORMANCE+ project “About” page — outlines its mission, assessment tool, training, how it relates to internationalisation, etc. (profformance.eu)
- PROFFORMANCE process/guide document (PDF) describing how their teaching excellence tool works, including integration with institutional strategies. (profformance.eu)



Why Internationalisation of L&T on Institutional Level

To enhance the academic quality and relevance of education

- Internationalised curricula integrate **global perspectives**, cutting-edge research, and comparative approaches.
- They encourage **innovation in pedagogy**, interdisciplinary collaboration, and alignment with international standards.
- Institutions that internationalise teaching and learning often show **higher academic reputation and competitiveness**.

To align with European and global policy frameworks

- Participation in European Higher Education Area (EHEA) requires alignment with mobility, recognition, and quality standards.
- EU strategies (e.g., European Education Area 2030) make internationalisation a **strategic goal** for all universities.
- It enables institutions to access EU and international programmes such as Erasmus+.

To strengthen institutional capacity and innovation

- International partnerships and networks expand resources, expertise, and innovation potential.
- Joint programmes, virtual exchange, and COIL (Collaborative Online International Learning) foster **institutional learning ecosystems**.
- Internationalisation drives digital transformation and inclusive practices.



Why Internationalisation of L&T on Institutional Level

To increase attractiveness and visibility

- Internationalised teaching enhances the **global profile** of the university.
- It attracts **international students, staff, and funding**.
- It strengthens the institution's contribution to global knowledge production and diplomacy.

To support inclusiveness and social responsibility

- Internationalisation at home ensures that **all students**, not just those who are mobile, benefit from international perspectives.
- It helps universities prepare students for **diverse societies** and **complex global challenges** (e.g., climate crisis, digitalisation, migration, health).

At the institutional level, internationalisation in L&T ~ strategic driver for quality, innovation, visibility, and social responsibility.



Why Internationalisation of L&T on Individual Level

To enhance teaching quality and innovation

- Exposure to international pedagogies enriches teaching methods and content.
- Joint courses, co-teaching, and COIL foster **collaborative and student-centred learning**.
- It encourages critical reflection on one's own teaching practices.

To support professional growth

- International engagement expands teachers' **academic networks** and research collaborations.
- It improves **language skills**, intercultural competence, and digital literacy.
- It makes teaching profiles more **competitive** and internationally **visible**.

To shape globally competent graduates

- Teachers are **the key actors of internationalisation at home**.
- Their teaching determines whether students gain **global perspectives** without necessarily going abroad.

To contribute to institutional and societal missions

- Professors become agents of internationalisation, supporting their university's strategic goals and responding to global challenges.

Teachers need internationalisation to remain pedagogically current, professionally connected, and socially relevant.



Why Internationalisation of L&T on Individual Level

To develop global competences and employability

- Students need to work and live in **multicultural and transnational environments**.
- Internationalised teaching develops skills such as: Intercultural communication, Global citizenship and critical thinking, Multilingualism and digital collaboration, Problem-solving in diverse contexts

To ensure equitable access to international learning

- Not all students can be physically mobile.
- **Internationalisation at home** brings global learning opportunities into every classroom.
- This supports inclusion and fairness.

To empower students as global citizens

- It fosters understanding of **different cultures**, perspectives, and value systems.
- It nurtures civic responsibility and global awareness.

To strengthen academic and personal development

- Exposure to international peers and perspectives encourages **independent thinking**, flexibility, and resilience.
- It prepares students to **engage with global research and innovation ecosystems**.

Students need internationalisation to become globally competent graduates ready for complex, interconnected societies.



THANK YOU FOR YOUR ATTENTION!

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