

*Panel 2 – Vision on the developments in education: an internationalization for all strategy*

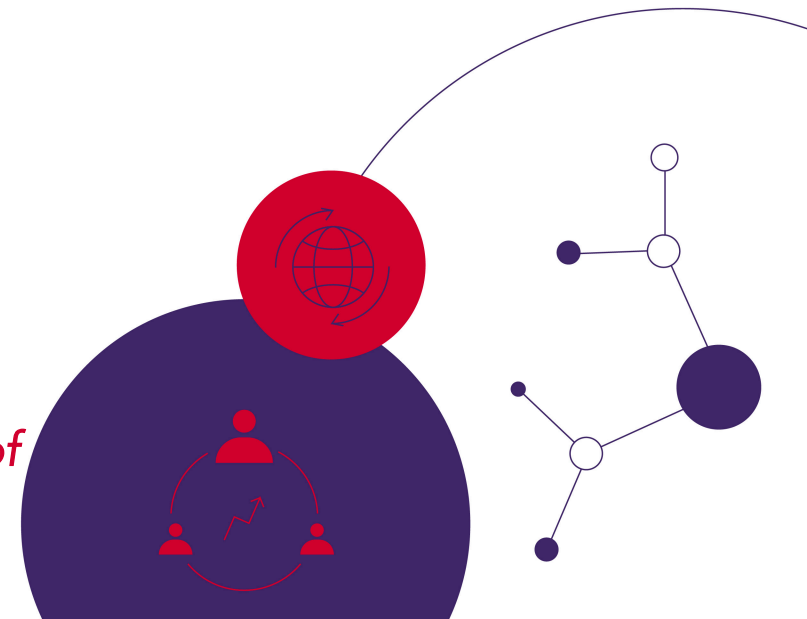
# *European level vision through the lens of an IHE stakeholder organisation*

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ACA  
ACADEMIC  
COOPERATION  
ASSOCIATION



*21 March 2022, Celebration of the 15th Anniversary of  
the China Platform, Ghent University*



# Academic Cooperation Association (ACA)

Stakeholder organisation in international higher education (IHE)

Representing national-level internationalisation funding agencies and policy actors in internationalisation

Monitoring and influencing developments at European level (EUI, ES4U, etc.)

Professional development for member organisations

Knowledge production on IHE

[www.aca-secretariat.be](http://www.aca-secretariat.be)



Austria's Agency for Education and Internationalisation - OeAD-GmbH, Austria



FINNISH NATIONAL AGENCY FOR EDUCATION  
Finnish National Agency for Education – EDUFI, Finland



The Icelandic Centre for Research – RANNÍS, Iceland



Norwegian Directorate for Higher Education and Skills  
Norwegian Directorate for Higher Education and Skills - HKDir, Norway



SPANISH SERVICE FOR THE INTERNATIONALIZATION OF EDUCATION  
Spanish Service for the Internationalization of Education – SEPIE, Spain

Associate members



The International Education Center – IEC, Georgia



De Vlaamse Universiteiten en Hogescholen Raad (Flemish Higher Education Council) – VLUHR International, Belgium



REPUBLIC OF ESTONIA  
EDUCATION AND YOUTH BOARD  
Education and Youth Board of Estonia – HARNO, Estonia



Tempus Public Foundation – TPF, Hungary



POLISH NATIONAL AGENCY FOR ACADEMIC EXCHANGE  
Polish National Agency for Academic Exchange – NAWA, Poland



National Agency for Exchange and Mobility – Movetia, Switzerland



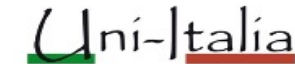
ETS Global, Netherlands/U.S.



Agency for Mobility and EU Programmes – AMEUP, Croatia



DAAD  
Deutscher Akademischer Austauschdienst  
German Academic Exchange Service – DAAD, Germany



Uni-Italia, Italy



SAIA, n.o. (Slovak Academic Information Agency), Slovakia



Rectors' Conference of the Swiss Universities, Switzerland



Institute of International Education – IIE, United States



Dům zahraniční spolupráce – DZS, Czech National Agency for International Education and Research, Czech Republic



State Scholarships Foundation – IKY, Greece



The Dutch Organisation for Internationalisation in Education – Nuffic, The Netherlands



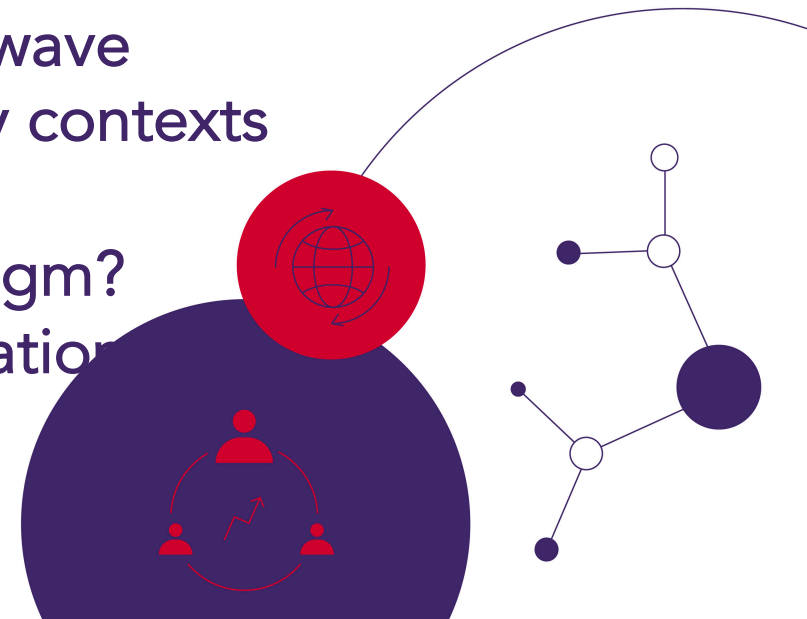
Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes – CMEPIUS, Slovenia

*Current vision at the European level is for an*

*inclusive, digitally-enhanced, green, and synergetic  
internationalisation, rooted in European (fundamental academic)  
values*

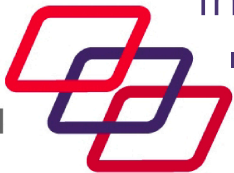
*How did we get here, and where to next?*

1. Riding the 'for all' – 'inclusive internationalisation' – wave
2. Inclusive mobility – a more feasible first step in many contexts
3. Inclusion 'and' or 'vs.' other policy objectives?
4. Inclusive internationalisation in a value-driven paradigm?
5. The future – an open-ended vision of internationalisation



# 1. Riding the 'for all' – 'inclusive internationalisation' – wave

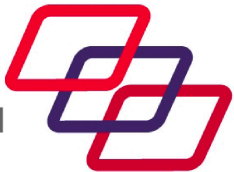
- Rooted in:
  - A wider debate on **"Internationalisation at Home"** (A Position Paper – [2000](#)) and on **"Comprehensive internationalisation"** (Hudzik, [2014](#))
  - **Widening access to HE** – recurrent policy focus: Bologna Process – "social dimension" (London, 2007), also in student mobility, EU programmes: LLP and Erasmus+ ("special needs grants"; KA3 – social inclusion)
- **As of 2018 - new impetus**
  - Bologna Process Paris Communiqué ([2018](#)) – need to develop more inclusive and innovative approaches to **teaching and learning** (cornerstone for 'inclusive societies')
  - Rome Communiqué ([2020](#)) & [Principles and Guidelines to Strengthen the Social Dimension of Higher Education in the EHEA](#) – principle 8 on **inclusive mobility** programs
  - EU level - European Universities Initiative – from 'excellence vs. inclusion' to 'excellence through inclusion', to 'inclusive excellence' in **strategic collaborations**
  - **Inclusive internationalisation** encompasses both '**abroad**' AND '**at home**' activities



# 1. Riding the 'for all' – 'inclusive internationalisation' – wave (2)

## Currently - further acceleration and mainstreaming

- **Erasmus+ 2021 - 2027** (aim: triple beneficiaries)
  - inclusion of **people with fewer opportunities** as one of the horizontal priorities
  - national agencies to design **national inclusion strategies & plans + monitor progress**
  - rewards inclusive projects irrespective of the core topic (labelled as **"highly relevant"**)
- [Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy](#) (2021) - shared understanding of target groups, increased commitment, defines roles and support organisations
- **Full roll-out of the European Universities Initiative** - the 'opening up' of selected alliances to new members to increase inclusiveness (?)
- The **European Strategy for Universities** ([2022](#)) -  
Pillar 2: Foster diversity, inclusiveness and gender equality



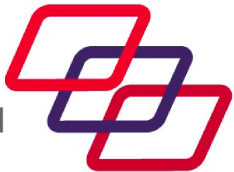
# 1. Riding the 'for all' – 'inclusive internationalisation' – wave (3)

## ▪ **Variety across European countries, National Agencies and HEIs**

- *in level of awareness, prior experience with inclusion* (countries that prioritised increasing access to higher education – net advantage), *scope of approaches* (more targeted vs. comprehensive) and *available resources*
- likely priority on already identifiable target groups 'at home', aiming for gradual expansion, in parallel with data collection

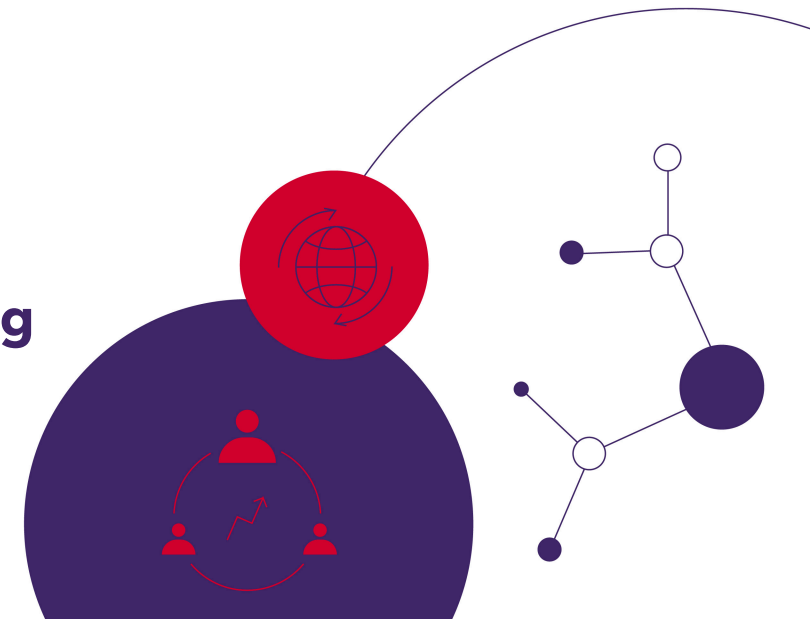
## ▪ **Ongoing institutional transformations**

- 'de-siloing' of institutions
- diversification of professionals in international education – e.g. Inclusion Officers in National Agencies
- need for new peer learning and professionalisation



## 2. Inclusive mobility – a more feasible first step in many contexts

- **Most prioritised** and **most funded** internationalisation activity in the European context
- Not a challenge-free approach, though narrower in scope – **varying understandings of WHO should be included in outgoing mobility**
- E.g. Erasmus+ Programme Guide, 2022 - definitions of **people with fewer opportunities** through the **barriers that hinder their participation**
  1. Disabilities
  2. Health problems
  3. Barriers linked to education and training systems
  4. Cultural differences
  5. Social barriers
  6. Economic barriers
  7. Barriers linked to discrimination
  8. Geographical barriers
- Perspective of **incoming students** and **partners' understanding of inclusive mobility** – new depth of collaboration and support





### 3. Inclusion 'and' or 'vs.' other policy objectives?

Encompassing objectives – inclusion AND digitalisation AND greening (sustainability) – order of priority may vary in different national and institutional contexts

Synergies, but also possible tensions between objectives that need to be identified, addressed & reconciled:

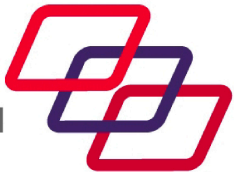
- *How to remove new access barriers for students with fewer opportunities, as well as institutions, to digitally-enhanced (international) education?*
- *How to narrow the benefits gap between students with fewer opportunities and the more privileged groups, when new formats may widen it?*
- *How to avoid an increase in carbon footprint through the multiplication of shorter mobility formats, designed to improve access?*
- *Etc.*





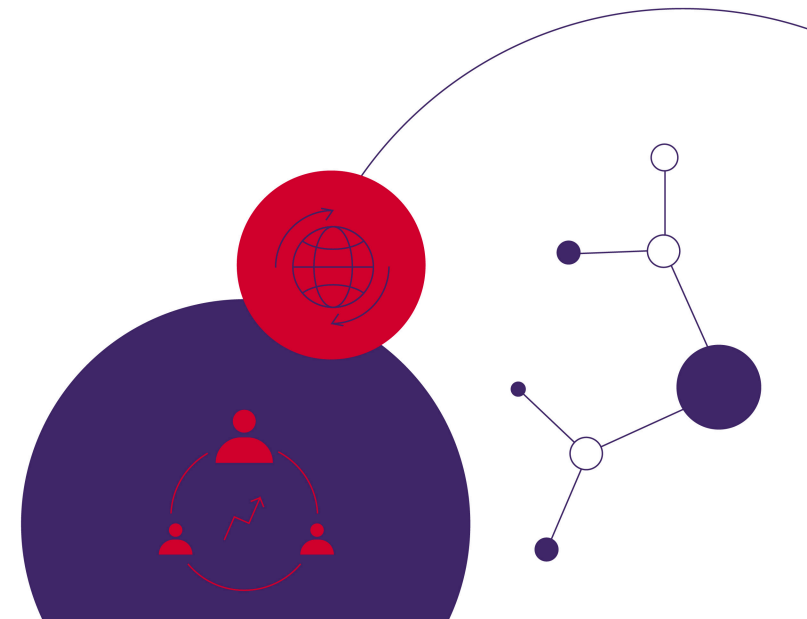
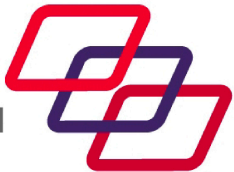
## 4. Inclusive internationalisation in a value-driven paradigm?

- Increasing prevalence of values-anchoring as a fundament for international collaboration, at system and institutional level
- Values defined at European level:  
*“institutional autonomy, academic freedom and integrity, participation of students and staff in higher education governance, and public responsibility for and of higher education” (Rome Communiqué, 2020)*
- A changing geopolitical context – a paradigm shift in European science and education diplomacy?
- Internationalisation for all, might no longer be internationalisation with all:
  - *Will the future of inclusive international collaboration be more exclusive?*
  - *Will more strategic forms of collaboration (e.g. European Universities alliances) make institutional cooperation less diversified?*



## 5. The future – an open-ended vision of an internationalisation for all strategy

- More volatile context – e.g. pandemic, conflict – strategy-making in times of uncertainty becoming the norm rather than the exception
- An imperative – higher degree of flexibility, agility and resilience to adjust ambitious visions to rapidly changing times
- Ability to anticipate and ride ahead of the next wave



*Thank you!*

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