

INTERNATIONALISATION AT HOME; THE UNIVERSITY OF ALICANTE APPROACH

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IROs Models

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CONTEXT

- **‘Internationalisation at home’** is very much a matter for the individual higher education Institution. However, a university does not exist isolated.
- The extent to which it can hope to internationalise itself is therefore also **influenced by forces** which originate from outside of its walls:
 - **Governmental policies** (regional, national, international) + **Funding**
 - **Globalisation**



Internationalisation “abroad”

Movement of people

- Recruitment of international students
- Strategic alliances
- Staff & student exchanges
- Alumni networks
- International volunteering & work placements
- Joint appointments

International projects

- Academic & research partnerships
- Joint publications
- EU projects
- Business partnerships & development of companies

Mobility of programmes

- Joint degrees
- Franchises, twinning
- QA & validation

Mobility of providers

- Branch centres & campuses
- New institutions
- Regional offices



Internationalisation “at home”

Services & extra-curricular activities

- International relevance, perspectives in curricula
- Study abroad, study visits
- Internationalisation of research
- Foreign language skills
- Tailored support for students
- International foundation programmes



Teaching & learning processes

- International recruitment of staff
- Different pedagogical cultures
- Staff development & inter-cultural awareness

Curricula, programmes, research

- Improvement of facilities & diversity of provision
- Participation in social & cultural life of campus & wider community
- Implementation of Lisbon convention (recognition of qualifications)
- International approaches to widening participation

IMPACTS



- **‘Internationalisation at home’ = ‘cultural diversity at home’ & its advantages:**
 - intercultural learning as an approach to addressing **conflict**, encouraging awareness of conflicts and their cultural dimensions and origin.
 - **cultural diversity as a general resource and potential enrichment.** Intercultural learning, although a process of individual development, cannot be left to the initiative of individuals alone.

GLOBALIZATION

CATALYST



REACTOR



AGENT



INTERNATIONALIZATION



AT HOME

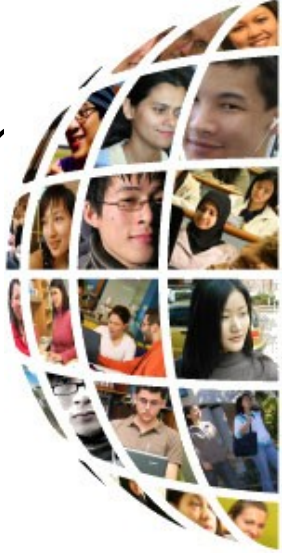
- curriculum/ teaching / learning
- open access education & resources
- domestic students / faculty
- international student / scholars
- extracurricular activity
- research

**ABROAD /
CROSSBORDER**

- Mobility of
- people
 - programs
 - providers
 - projects / services
 - policy

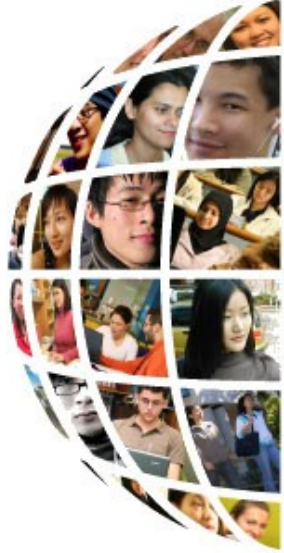
INTERNATIONALISING ...(1)

- Be **patient and realistic**. These kinds of changes in thinking and attitudes take time and effort.
- **Look for good and concrete examples** of internationalised curricula. This greatly facilitates the implementation process.
- Bring together and support **faculty and students** with a strong interest in internationalising the curriculum.



INTERNATIONALISING ...(2)

- **Encourage** all **faculty** to visit and work at foreign universities. How? Funding available...
- Make use of the **international community** (immigrants or expatriates) in the surrounding society – here lie fantastic resources and cultural treasures just waiting for us.



INTERNATIONALISING ... (3)

- Give **IRO specific role** on this topic, as stimulator and facilitator of international education.
- Encourage teachers and computer staff to collaborate in projects for international cooperation and new ideas for a **virtual international classroom**.



internationalizing
the curriculum
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UA GOOD PRACTICE: IBP

<http://economicas.ua.es/en/vri/international-business-programme/international-business-programme.html>

Thank you, Merci, شكرا, Gracias!

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