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Summary

CHAPTER VII
The management of internationalisation in higher education

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1. Internationalisation in higher education

Higher education plays an essential role in building an open and global society. Through policies that favour internationalisation processes, universities address this challenge with clear and defined actions that allow their development. Internationalisation becomes the instrument that provides universities with opportunities to improve the quality of learning, teaching, research, transfer and innovation activities.

The management of internationalisation requires a reflection on why, for what and how strategies favouring an opening towards the international are approached.

1.1. The concept of internationalisation

In recent years, there has been a growth in universities' interest in internationalisation, which has given rise to various definitions that seek to cover a wide spectrum of dimensions, components, approaches and activities. We adopt the perspective provided by De Wit *et al.* (2015), who define internationalisation as

> "an intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society" (p. 29).

Underlying this concept is the relationship between nations, people, cultures, institutions and educational systems. It is conceived as a process of change that aims to respond to the needs and interests of each university. We understand that there is no single internationalisation model and that the best model is one that adapts to the context and circumstances of a university.

1.2. Trends, challenges and perspectives in internationalisation

There are several motivations that drive universities to propose their internationalisation strategy. Knight & de Wit (2018) identify four main motivations: political, economic, social/cultural and academic.

When internationalisation is justified from a political perspective, aspects such as national security, stability, as well as ideological influences derived from internationalisation efforts are considered.

From an economic perspective, the aim is to develop the human and capital resources that a nation needs to be competitive. It also considers that by attracting foreign students the income of an institution will increase and this aspect is considered a priority.

From a social and cultural perspective, particular emphasis is placed on foreign languages and their cultures as a means of communication and diversity is considered a source of wealth.

And finally, from an academic perspective, the objective is to achieve international standards for both teaching and research. Expressing this in a more general way, it is considered that, if a greater internationalisation in teaching, research and service activities is promoted, a higher quality of higher education will be achieved.

While political, cultural and academic motivations are based primarily on cooperation, economic motivation is based more on competition.

Recent studies on internationalisation in higher education (Lungdren, Castro, Woodin, 2020; Knight & de Wit, 2018; Leask, 2015; Hudzik, 2011) advocate the orientation of internationalisation towards training or educational dimensions that contribute to transforming mentalities with a global vision and a commitment to the immediate environment, which implies social, cultural and academic motivations.

In this sense, the internationalisation of the curriculum and internationalisation initiatives at home that seek to offer opportunities to learn in an international environment through the interaction between local and international students is increasingly gaining in strength. To this end, three essential elements are incorporated that add an international dimension to teaching: the promotion of foreign languages as a vehicle of communication and a means of teaching instruction, the use of technologies to promote virtual exchanges through collaborative projects with students from other foreign universities, and the promotion of double degrees to favour international learning environments.

The presence of foreign languages is becoming increasingly important in the internationalisation strategy of universities. Actions are promoted to increase knowledge of languages for the development of multilingual and intercultural competences.

The increase in the use of technologies in the educational field has driven a significant change in internationalisation actions, offering opportunities for virtual exchanges or blended learning.

Likewise, there is a trend towards an increase in double international degrees and internships in international companies. To do this, we will no doubt make progress in the mutual recognition of credits, which has often proven an obstacle to double degrees.

2. CONVERGENCE SPACES IN TRAINING FOR THE MANAGEMENT OF THE INTERNATIONALISATION OF HIGHER EDUCATION

The promotion and optimisation of the management of the internationalisation of higher education is presented within the framework of the European Twinning Project "Support for the Ministry of higher education and Scientific Research of Algeria", whose objective is to offer quality training to contribute to the development of the Algerian economy and to favour the creation of a competitive knowledge space.

In this context, a space for convergence and exchange is created in which the development of knowledge transfer actions is proposed with the following specific objectives:

Provide a vision on higher education's internationalisation policy: concept, trends and challenges.

Show examples of internationalisation management in higher education.

Advise on possible actions for the internationalisation of universities.

Collaborate in joint actions within the framework of the internationalisation of universities.

2.1. Starting contexts

2.1.1. *European context*

The European Commission, through different programmes and proposals, seeks the development of a new university model, more intercultural and global, that contributes to achieving the Sustainable Development Goals proposed by the United Nations. In this regard, it has opted for the development of collaboration and cooperation actions between higher education institutions with the intention of generating an increase in the critical mass and efficiency of the university system and being able to compete, and lead, in training and development at the scientific, humanistic and technological levels in a highly competitive world context.

This European context significantly marks the development of the national policies of the member countries. Spain stands out for its positioning in terms of projects financed by the European Union within the Erasmus+ Programme.

The public university system of Castilla y León, following the guidelines from Europe, has opted for a comprehensive internationalisation model, a proposal that goes beyond traditional student exchange actions or the signing of agreements with other international institutions. The universities that make up the higher education system of Castilla y León have made significant progress in their internationalisation in recent years. Proof of this

are the results that the institutions themselves have achieved in exchange programmes such as Erasmus+KA107, their presence in the main international university networks, as well as their leadership or participation in an increasing number of consortia and actions that promote geostrategic and cross-border collaboration in the fields of research, innovation and cooperation.

In order to promote the institutional development of joint internationalisation actions, which reinforces the good position of the university system of Castilla y León at the international level, an agreement was signed in March 2019 between the four public universities of Castilla y León (Burgos, León, Salamanca and Valladolid) and the Ministry of Education. In the signing of this agreement, collaborative arrangements with higher education institutions in North African countries, the United States and Latin America are indicated as strategic areas.

2.1.2. *Algerian context*

Algeria is, therefore, a preferred partner for Castilla y León in the field of higher education. The existing synergies and the solid work developed through the *Programme d'Appui à la Pédagogie de l'Enseignement Supérieur et la Recherche Scientifique* contribute to this position.

According to the report prepared by the Algerian Ministry of higher education and Scientific Research (2019) for the European project "MERIC-Net-Mediterranean Network of National Information Centres on the Recognition of Qualifications" the internationalisation of higher education is something of great importance to it. Thus, a central element in this policy is the increase in students and academic staff trained abroad, and the attraction of an increasing number of students and academic staff to Algerian higher education institutions, with the aim of having these practices contribute to an increase in the quality of teaching and of the system itself.

In this way, cooperation between both higher education systems will clearly benefit the internationalisation of the university system in both Algeria and Castilla y León. To this end, it is proposed to develop joint actions aimed at facilitating access to the university system of Castilla y León for students and academic and research staff of Algeria, promoting the development of exchange programmes within the framework of the Erasmus+ programme, such as action KA107 and the Capacity Building in higher education, the PRIMA initiative (Partnership on Research and Innovation in the Mediterranean Area) and the "Horizon" research programmes.

2.2. Results of the action

The actions carried out have resulted in the creation of a space for convergence where two key actions have been identified that can be developed within the framework of the internationalisation strategies of the participating universities.

2.2.1. *Internationalisation of the curriculum and internationalisation at home*

The internationalisation of the curriculum is an emerging concept in internationalisation processes that consists of incorporating global, international and intercultural perspectives in a study programme, both in content and in methodology, with the aim of training citizens of the world (Leask, 2015). The main contribution of this approach is that it allows all students in the study programme to develop global and intercultural competencies that, until now, had only been developed through exchange, affecting a small number of students.

In this sense, the internationalisation of the curriculum contributes to the quality of the academic offer of the universities and becomes an element of the internationalisation process at home. Through internationalisation at home, the institutions promote the development of learning contexts or international experiences to their entire community, without the need for any physical movement of the beneficiaries.

The development of internationalisation at home has played and is playing an essential role within the higher education institutions of Castilla y León, which are playing a leading role in this area and whose experience can contribute substantially and qualitatively to the development of internationalisation policies in other institutions.

2.2.2. *Exchange programmes and cooperation projects*

Given the enormous success and impact of the initial Erasmus+ programme, the European Parliament has tripled the allocation of the programme for the Erasmus+ period 2021-2027, enabling more exchange opportunities for young people, based on the principles of inclusion and equity.

Among the actions of the Erasmus+ programme, we highlight those in which partner countries participate. On the one hand, the Erasmus+KA-107 exchange programme for students, teachers and administrative and service personnel between European universities and universities outside the European higher education Area. On the other hand, the Capacity-Building in higher education programme, which encourages the development of transnational projects. These projects are intended to transfer knowledge that favours the modernisation and internationalisation of higher education systems, as well as facilitating access to them, addressing social challenges, increasing cooperation with the EU and converging towards a European model of higher education, as well as fostering people-to-people contacts, intercultural awareness and understanding.

4. CONCLUSIONS

In this chapter we have proposed elements of management of internationalisation in higher education that can be used in the universities participating in the project. They reflect the motivations of our universities to undertake internationalisation processes, in collaboration with universities such as those in Algeria.

Higher education institutions assume the social responsibility of preparing their graduates to live and work as responsible national and global citizens. That is why institutional cooperation is necessary for mutual enrichment and to generate international and intercultural knowledge that is key for the formation of citizens in a world that is increasingly connected at the local, national and global levels.

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