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## **INTERNATIONALIZATION AT HOME**

### **BIOSINT**

#### **Strategy framework and road-map**

**University of Montenegro, Faculty of Medicine**

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**Podgorica, 2023.**

**Erasmus+ KA2 Capacity Building in the field of Higher Education**  
Strengthening capacities and digital competences in biomedical education through  
internationalization at home BIOSINT



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## INTRODUCTION

According to the BIOSINT project task T2.3 – Framework development for IaH at WB universities within Work package 2, Research and needs analysis, the project team from University of Montenegro, Faculty of Medicine, with members of other project teams – WB HEI partners and EU partners held E2.3 workshop in Podgorica, Montenegro, in order to analyse the current situation of IaH at WB countries and based on that analysis to create an adequate model for the IaH strategy for WB partners. This framework is supposed to be integrative and recognised by every WB HEI involved. During the workshop in Podgorica the first draft of strategy framework and road –map was established and revised and discussed at the second EU training, organized by EU partners UniKg in Vrdnik, Serbia.

The strategy framework has six strategic themes, in which we suggested appropriate activities, target values as well as indicators, and road-map time for each of the activity.

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BIOSINT101082863-BIOSINT-ERASMUS-EDU-2022-CBHE

## **1. STRATEGIC THEME 1. PROFESSIONAL LEARNING AND RECOGNITION.**

The theme concerns staffs and students and it involves training, mentoring and professional learning opportunities related to internationalization engagements and achievements. It should lead to some form of institutional recognition, reward and/or accreditation, supported with esteem indicators.

### **Strategic objective 1.1. – Involve the decision makers for internationalization issues.**

This involves the management of each WB partners HEI as well as the University managements since it concerns changes in the internal organization and rulebooks. With this objective we try to raise the awareness of decision makers about needed changes in structure in order to facilitate the process of internationalization.

#### **Operational objective 1.1.1. Provide appropriate policies and/or regulations within and/or university/faculty for academic recognitions of internationalized engagement of staff.**

The main activity within this objective concerns updating the rules and conditions for selection and/or promotion of university teachers and associates. The target value includes at least one new criterion for teachers and associates. This can give appropriate directions and rules for development of IaH through academia staff and education system.

| Activity   | Indicator  | Target value  | Road-map time          |
|--|--|---|------------------------|
| • Updating conditions and criteria for the selection and promotion of university teachers and associates | • Number of criteria related to engagement in internationalization | • One new criterion, at least for teachers<br>• One new criterion, at least, for associates | • Q3 2023<br>• Q4 2023 |

#### **Operational objective 1.1.2. Introducing international teachers and staffs.**

This requires the update or upgrade rulebook on the internal organization of work and the systematization of job posts – to hire new / improve function of employees – teachers, associates, and administrative staff, depending on needs and possibilities of each WB partners HEI and their current staff involvement. Mainly in faculties/universities in WB partners' countries there are no designated posts for people (teachers, associates, administrative staff, and students) involved in process of internationalization. Some have solved the issues by adding these new assignments to employees in charge for international cooperation and mobility, but since the process of IaH is more complex it would probably require some new posts, in faculties and universities, contact persons which would be connected through the implementation. This of course will have financial impact so it represents the risk for the implementation and requires more time and decisions on higher level of management.

For additional motivation it is proposed to create reward system in a form of certificate for internationalization.

| Activity  | Indicator   | Target value   | Road-map time  |
|---|---|--|--|
| <ul style="list-style-type: none"> <li>Updating the rulebook on the internal organization of work and the systematization of job posts</li> </ul> | <ul style="list-style-type: none"> <li>Number of working posts for teachers, associates and administrative staff designated to internationalization jobs on full time basis</li> <li>Number of new posts/improved functions of employees - teachers, associates and administrative staff /adding additional functions, work and title - „for internalisation at home related affairs”</li> <li>The officially established/updated rulebook</li> </ul> | <ul style="list-style-type: none"> <li>One new post, at least, for teachers</li> <li>Two new post, at least, for associates</li> <li>Three new post, at least, for administrative staff</li> <li>One contact person in charge among teachers/administrative staff</li> <li>One contact person in charge among students</li> <li>Extend the functions and obligations of Vice Dean for international cooperation</li> </ul> | <ul style="list-style-type: none"> <li>Q1 2024</li> <li>Q2 2024</li> <li>Q3 2024</li> <li>Q4 2024</li> </ul> |
| <ul style="list-style-type: none"> <li>Create a reward system for students involved in internationalisation</li> </ul>                            | <ul style="list-style-type: none"> <li>Certificate for internationalisation</li> <li>Bonus for future mobilities</li> </ul>   | <ul style="list-style-type: none"> <li>5 or more certificates for internationalisation per HEI</li> <li>5 or more students rewarded with a bonus for future mobility</li> </ul>  | <ul style="list-style-type: none"> <li>Q2 2024</li> </ul>  |

Operational objective 1.1.3. Ensure that all students receive equal opportunities for participation in international activities.

One of the main characteristics of IaH is inclusiveness – the process is focused on all students. The process includes development of proper and inclusive mobility, but also strongly promotes teaching and learning in diverse home environment. IaH targets not only students interested in internationalization, but the whole community, with the idea to bring them closer the concept of internationalization.

Therefore, all the relevant information about this project and IaH in general should be publicly available and transparent through the official website of respected universities, as well as through bilingual posts shared by student parliament in official and social media information. The goal is to raise awareness of all the possibilities that students, but also others involved –teachers, associates, administrative staff can gain through internationalization. This will also facilitate foreign students to get needed information, not only those already enrolled, but also those interested in enrolment or mobility to or from respective universities.

| Activity   | Indicator   | Target value   | Road-map time   |
|--|---|--|---|
| <ul style="list-style-type: none"> <li>Involving all students in international activities</li> </ul>   | <ul style="list-style-type: none"> <li>Number of students involved in international activities on an annual basis.</li> </ul>                           | <ul style="list-style-type: none"> <li>15 students involved in internationalization per year/per HEI</li> <li>5 students involved in new curricula internationalization per year/per HEI</li> <li>At least one student per study program per year/per HEI</li> </ul> | <ul style="list-style-type: none"> <li>Q2 2024</li> </ul> |
| <ul style="list-style-type: none"> <li>Make relevant information about internationalization publicly available and transparent on the website of universities and faculties</li> </ul>                                   | <ul style="list-style-type: none"> <li>Bilingual web page</li> </ul>  | <ul style="list-style-type: none"> <li>One webpage/ section on webpage dedicated to internationalization per HEI</li> </ul>  | <ul style="list-style-type: none"> <li>Q1 2024</li> </ul> |
| <ul style="list-style-type: none"> <li>Ensure bilingual information for students</li> </ul>  | <ul style="list-style-type: none"> <li>Bilingual news relevant to international students on web page/social media post and information board</li> </ul> | <ul style="list-style-type: none"> <li>One webpage/students' section at the webpage per HEI</li> </ul>   | <ul style="list-style-type: none"> <li>Q1 2024</li> </ul> |
| <ul style="list-style-type: none"> <li>Utilize the insights from international students or students who conducted mobilities and their contact persons to guide others in communication techniques associated</li> </ul> | <ul style="list-style-type: none"> <li>Number of meetings/trainings</li> </ul>  | <ul style="list-style-type: none"> <li>2 annual meetings/trainings</li> </ul>  | <ul style="list-style-type: none"> <li>Q1 2025</li> </ul> |

|                            |  |  |  |
|----------------------------|--|--|--|
| with internationalization. |  |  |  |
|----------------------------|--|--|--|

## 2. STRATEGIC THEME 2. INSTITUTIONAL STRATEGIZING

The theme involves key tasks on the roadmap of IaH implementation and subsequent quality improvement. It also encompasses monitoring and evaluation systems, definition of explicit goals, ways to assess them as well as institutional bodies to oversee the progress.

### **Strategic objective 2.1. – The faculty provides the framework, means, agreements and procedures for internalization.**

One of the major activities in the EU HEIs is the faculty and staff development and includes means and procedures that provide staff' language proficiency, competence for various activities in the process of IaH including internationalization of curricula, ability to teach in an international and/or virtual classroom. These activities should include continuous education in English language, joint programs with partner universities for developing international, intercultural and digital capacities, promotion of staff/student mobility.

#### **Operational objective 2.1.1. Establish cooperation agreements with international partners with comparable curricula.**

Newly signed and approved agreement with foreign HEIs are one of fundamentals for development of internationalization. Those will help in transfer of knowledge (basic knowledge about field of studying, but also about different cultures and environments) for students and staff through mobility, joint participation in scientific projects, as well as in developing/creating new joint academic courses/programs which can facilitate mobility.

Since this project involves HEI among biomedical sciences it would be a great opportunity to make initial agreements of cooperation among comparable study programs, with previously prepared regulations about ECTS acknowledgments. Through this cooperation some new opportunities may be open once students/staff spend some time abroad.

Each involved university have already established cooperation with different foreign university so we can focus on also revision of those agreement, evaluate the degree of their use in order to create more chances for student/staff mobility.

Therefore it is important to make more contact with foreign universities acknowledged as possible strategic partners for development of international relations and internationalization at home.

| Activity   | Indicator   | Target value   | Road-map time |
|--|---|--|---------------|
| • Increase the degree of use of signed agreements and/or | • Number of revised/reactivated/new agreements with | • 90% of signed contracts are actively in use, bi-annually | • Q2 2025     |

|  |                       |  |  |
|--|-----------------------|--|--|
| established the new on cooperation with foreign universities | foreign universities; | <ul style="list-style-type: none"> <li>3 signed contracts (re) activated per year</li> </ul> |  |
|--|-----------------------|--|--|

Operational objective 2.1.2. Establish and promote faculty steering committee for internalization and/or increase capacity of existing faculty bodies devoted to internalization.

The end goal is to provide opportunities and motivation for staff to enhance their skill in implementation, development and mentoring others in process of internationalization.

| Activity   | Indicator   | Target value   | Road-map time   |
|--|---|--|---|
| <ul style="list-style-type: none"> <li>Integrate institutional bodies and workplaces for internationalization into joint network</li> <li>Integrate staff and students in international organizations</li> </ul> | <ul style="list-style-type: none"> <li>Number of employees/functions who participated at least for one completed tasks within internationalization network</li> <li>Number of staff /students registered</li> </ul> | <ul style="list-style-type: none"> <li>5% or more from total number of employees, per year</li> <li>2 staff/students registered in international organizations per year</li> </ul> | <ul style="list-style-type: none"> <li>Q4 2023</li> <li>Q4 2024</li> <li>Q4 2025</li> </ul> |

Operational objective 2.1.3. Monitor international levels of achievements with a set of indicators.

One of the important aspect of internationalization process is internationalization of research as well, since it can have impact on research and education productivity through cooperation and exchange of experience and resources, but also on project financing and strengthening excellence. It is important to increase the number of young researchers/teachers, to attract foreign partners and enhance visibility at the international research panel. In order to monitor advances in this fields we chose indicators concerning promotion – number of educational events and scientific meetings of international ranges, but also number of signed projects/project applications with national, WB and international partners. Most universities have already established commissions to monitor progress in these fields.

What can represent risk in this field is lack of motivation and financial resources, not enough compatibility among research teams, established but underutilized cooperation, difficult rules and conditions for research applications for countries in WB region.

| Activity  | Indicator   | Target value          | Road-map time   |
|---|---|-----------------------|---|
| <ul style="list-style-type: none"> <li>Adoption of a quality system indicators for</li> </ul> | <ul style="list-style-type: none"> <li>Number of educational events,</li> </ul> | 20% or more, from all | <ul style="list-style-type: none"> <li>Q4 2025</li> </ul> |

|  |  |   |  |
|--|--|---|--|
| monitoring of teaching and research achievements of international ranges<br>• Evaluation of Teaching and research activity of international ranges | /research project applications/ and scientific meetings of international ranges<br>• Number of days/months implemented throw international activities/ per teacher-research at HEI | achievements<br><br>• 5% or more, from all achievements | <ul style="list-style-type: none"> <li>• Q3 2024</li> <li>• Q4 2025</li> </ul> |
|--|--|---|--|

### 3. STRATEGIC THEME 3. – CURRICULUM AND CO-CURRICULUM

The theme includes activities that are designed to ensure a meaningful internationalized, academic experience of students and staffs. They aim to promote international and intercultural competences, including the formal and non-formal acquisition of knowledge, skills and attitudes about IaH.

#### **Strategic objective 3.1. Internationalize existing and new curricula and co-curricula**

In order for students to be more active and competitive in global job market it is necessary to have opportunity to gain adequate skills and knowledge through internationalized curricula, formal and non-formal. The process of IoC should be one of the main goals through the process of internationalization, but it also represents the most complex part, both theoretically and practically. It includes accreditation of study programs, creating new courses/study programs in English language which can bring some diversity and make academic offer more appealing for home and foreign students. Since this project is being common for different HEIs and Universities, although in the same field, there will be many obstacles in order to harmonize all the differences between the existing curricula, environments, intercultural dimensions. Also, this process will have to include strategy for validation, monitoring and evaluation systems for creation and implementations. Therefore, the recommendations from our EU partners include careful selection of the existing courses, targeting those with the greatest potential for quality improvement, the simplify implementation and the usefulness in global market, and also means for constant evaluation, according to institutional and international practices.

#### **Operational objective 3.1.1. International benchmarking of study programs and international networks.**

Since the knowledge and educational processes are in the continuous evolution and development around the world, with continuous establishment of different HEIs and curricula,



the need for constant evaluation of its performance. Therefore many countries have started to embrace the concept of benchmarking in different fields, including the higher education area. The concept is based mainly on comparing the organization with one or more others that are identified as a reference in respective field, but also in learning from differences and developing adequate methodology to be used in organization in question. Given the fact that V.L. Meek and J.J. van der Lee states that “benchmarking involves two mandatory elements: the existence of an agreement of the institutional leaders to take into account the results of the benchmarking and to make the necessary improvements; and the existence of a collaboration between all the parties involved in benchmarking”, one of the main activities in this objectives should be establishing the cooperation/collaboration with the respective international benchmarking resources (IBR).

| Activity  | Indicator  | Target value                    | Road-map time |
|---|--|---------------------------------|---------------|
| Connecting with and evaluating from the international benchmarking resources (IBR) in higher education area | Number of IBR with established connections and evaluations | One additional IBR, bi-annually | Q1 2025       |

#### Operational objective 3.1.2. Internationalize existing curricula.

Having on mind the fact that BIOSINT involves HEI in biomedical sciences, this gives an opportunity to choose courses that are same/similar in different study programs and do the joint internationalization, which is going to be approved by different universities and will facilitate future cooperation in terms of student/staff mobility. The process will start with proper selection of courses, which focus on the cultural elements, educational systems, structure of health in different countries, but also have both global perspective and future-looking perceptions, the ones related to research in medicine, bioinformatics and statistics. One of the criteria should also be the complexity of the course, and for the start of the internationalization process it is needed to begin from least demanding ones.

| Activity  | Indicator  | Target value   | Road-map time   |
|---|--|--|---|
| <ul style="list-style-type: none"> <li>Select and internationalize curricula from current/common courses</li> </ul> | <ul style="list-style-type: none"> <li>Number of ECTS from current curricula which are internationalized.</li> <li>Number of changed syllabi/courses from current curricula which are internationalized</li> </ul> | <ul style="list-style-type: none"> <li>Up to 30 ECTS are internationalized</li> <li>4 internationalised syllabi/courses</li> </ul> | <ul style="list-style-type: none"> <li>Q3 2024</li> </ul> |

#### Operational objective 3.1.3. Internationalize new curricula.

Many universities in WB area set the new goal of accreditation with new study programs in English language which will make them more visible and present on international level with purpose of attracting new foreign students, easier cooperation with foreign universities and promotion of mobility. It is planned to achieve this goal through creation of new courses/syllabi, organization of summer/winter schools up to forming entire accredited study programs in English language, mainly postgraduate. In this project we will focus on developing and forming joint plan for 3 new virtual elective courses that can be applicable on every study program. Since the process of accreditation of curricula itself is different in each WB country, the target value for this activity will be 3 new course application.

This process is very complex and will have certain risks, with the first one being language barrier, with teachers and students. It is required to educate staff to perform lectures in English language, so HEIs will need to provide appropriate human and material resources. Also language barrier in students, lack of motivation for IaH and overload with regular/current curricula can have negative impact on number of home students willing to enroll in these new courses. Finally the process of accreditation itself can be very complex, so this indicator can represent the main challenge in this project.

| Activity   | Indicator  | Target value  | Road-map time   |
|--|--|---|---|
| <ul style="list-style-type: none"> <li>Develop new internationalized curricula for virtual courses (ICVC)</li> </ul> | <ul style="list-style-type: none"> <li>Number of developed curricula for new internationalized virtual courses</li> <li>Number of IT tools* used during new ICVC</li> <li>Number of students enrolled in new ICVC</li> </ul> | <ul style="list-style-type: none"> <li>3 accredited, new, internationalized virtual courses</li> <li>3 per each accredited, new, internationalized virtual courses</li> <li>Minimum 5 per each new ICVC/ per HEI</li> </ul> | <ul style="list-style-type: none"> <li>Q3 2024</li> <li>Q4 2024</li> <li>Q2 2025</li> <li>Q3 2024</li> <li>Q1 2025</li> </ul> |

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#### 4. STRATEGIC THEME 4. ENGAGEMENT AND INFLUENCE

The strategic theme endorse internal actions for engagement of students and staffs in IaH plans and delivery. The recommendations from EU partners are that faculty and staff should enhance their knowledge and skills related to internationalization and intercultural communication and have to include primarily early career staff, mid-career staff and leadership staff. Therefore careful planning of the types/formats and content of development

actions and programs should be a one of the vital parts of the overall institutional operational objectives.

#### **Strategic objective 4.1. Offer international experience for students and involve all staff members in internalization**

Since the concept and implementation of IaH is broad and complex it is recommended that both internal and external stakeholders should be partners and involved in process. The first and the most important role goes to academic staff, who is responsible for the changes in curricula, teaching about internationalization, educating other members of HEI staff and students, but also for evaluation of the progress. To be effective educators they have to first themselves realize the value of global learning, to promote it outside the classrooms as well, to be ready to acquire new skills, to guide students through this change by connecting students' international and intercultural experience with formal learning. Second major part of involved participants are students which are also target group of the process, so the role of the HEIs and Universities is to create the environment for them to learn about IaH, help in implementation and use the benefits. Others involved should include international officers since they already have certain experience, then quality insurance officers, human resources staff, curriculum developers and off course management and leadership since they have to integrate IaH strategy with overall institutional long-term development plan. External stakeholders include international partners, guest professors, alumni.

##### **Operational objective 4.1.1. Learning track on intercultural competences**

The strategy should include clearly defined competences and instruments for implementation and follow up, with strategic goals being formal recognition for academic, administrative and managerial staff, students learning outcomes and graduate competencies. Also adequate non formal outside classroom activities organized with home students and external stakeholders contribute to intercultural competency development. Design a plan for international students, facilitated by host students, to familiarize them with the cultural, historical, and natural treasures of the country they are studying in.

| Activity   | Indicator  | Target value  | Road-map time                              |
|--|--|---|--|
| • Designing and implementation of intercultural learning path for students and staff | • Number of students and staff who passed the institutional learning track for intercultural competences | • 10% or more of students and staffs completed the learning track, annually | • Q1 2024<br>• Q1 2025<br>• Q1 -15/01/2026 |

**Operational objective 4.1.2. Increase in English course offer and provide sufficient language attestation for teachers.**

Courses taught in English can be considered the one of the first steps to increase the attention of larger number of students interested in mobility to our Universities. In order to increase the number of courses it is needed to provide adequate education in English language primary for teachers, and then for home students as well. Since mainly universities in WB countries have professional English courses in their study programs it is partially resolved. Coordinate collaborative sessions with home students studying English and native language to improve proficiency in these languages for all students, both host and international, to facilitate everyday communication.

| Activity  | Indicator  | Target value   | Road-map time  |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>Organize training of teachers, associates and administrative staff for an advanced level of English language skills</li> </ul> | <ul style="list-style-type: none"> <li>The number of employees who have obtained a certificate of advanced level of English language skills</li> </ul> | <ul style="list-style-type: none"> <li>increase of at least 10% at the end of the school year (base line start of school year)</li> <li>increase of at least 5% at the end of the school year</li> </ul> | <ul style="list-style-type: none"> <li>Q3 2024</li> <li>Q3 2025</li> </ul> |

Operational objective 4.1.3. Create significant pool of international students or adopt plans for enrolment of foreign students’.

Incoming mobility of students and teachers creates opportunities to increase cultural diversities and multi-ethnic surrounding and also help in promotion of universities as good host institutions. This can be achieved through internationalized curriculum, increased number of courses in English language, already established credible student recruitment agents that some universities use, through well prepared and presented offers at international educational fairs, more harmonized study programs that can attract students. Also it is important to have good student network that can offer incoming student all important information about necessities beyond education itself. What is also recommended is organization of courses in native language of host countries for incoming students/teachers to facilitate their everyday activities.

| Activity  | Indicator  | Target value  | Road-map time  |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>Increase the number of international student mobility/ contracts on partnership with credible student recruitment agents in international higher education</li> <li>Increase the number of international students</li> </ul> | <ul style="list-style-type: none"> <li>Number of incoming/enrolled students</li> </ul> | <ul style="list-style-type: none"> <li>0.3% or more incoming students of the total number of students at the university per year</li> <li>0.5% or more incoming students of the total number of students at the HEI per year</li> </ul> | <ul style="list-style-type: none"> <li>Q3 2024</li> <li>Q3 2025</li> <li>Q3 2024</li> <li>Q3 2025</li> </ul> |

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## 5. STRATEGIC THEME 5. SUPPORT SERVICES

This theme fosters the strengthening of administrative, financial and technical resources allocated to the strategic planning and implementation of IaH. It also assigns responsibilities across institutional services, giving the visibility to the end-users of institutional IaH efforts.

### Strategic objective 5.1. Increase financial, human and organizational resources for internationalization activities

Student and staff mobility offer opportunities to exchange experiences with other cultures, environments, educational systems, increase the value of domestic and foreign HEI, encourage development of knowledge and can provide multiple benefits to both students and staff. This also requires some administrative measures to facilitate mobility.

#### Operational objective 5.1.1. Provide the support programs from basic and advanced costs

In order to increase the outgoing mobility it is important to create better conditions for realisation of mobility and recognition of the achievements gained during mobility. It can also help employees acquire the language and intercultural experience required for successful participation in internationalization process. Since the financial situation is one of the main obstacle in mobility programs one aspect of strategy is to implement new cooperation with local self-government (or national) for scholarships.

| Activity   | Indicator  | Target value  | Road-map time   |
|--|--|---|---|
| <ul style="list-style-type: none"> <li>Implement cooperation programs with local self-government for additional scholarships for international mobility of students</li> <li>Implement cooperation / increase the number of applications, programs with local self-government for additional scholarships for student mobility.</li> </ul> | <ul style="list-style-type: none"> <li>Number of student mobility.</li> <li>Average lent of stay of student</li> </ul> | <ul style="list-style-type: none"> <li>1% or more of students in outgoing mobility per year</li> <li>0.5% or more of students in outgoing mobility per year</li> <li>Up to 30 days of stay</li> </ul> | <ul style="list-style-type: none"> <li>Q3 2024</li> <li>Q3 2025</li> <li>Q3 2025</li> </ul> |

#### Operational objective 5.1.2. Increase motivation for internationalization activities, buddy and mentoring programs

Local student associations, student unions, local students in general, never mind being already involved in any sort of organization or not, have an important role in overcoming the gap between formal and non-formal dimensions of IaH. Therefore the concept of IaH and its benefits should be carefully explained through meetings and workshops since they can have some reluctances in terms of integration with international students. For this activity there is a plan to establish annual workshops and meeting, which will be held by teachers/student with mobility/internationalization experience to introduce the staff and students with concept of internationalization. The goal is to increase the number of intercultural workshops, establish buddy program, language tandems, cultural programmes.

| Activity  | Indicator  | Target value  | Road-map time   |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>Train and educate more actively teachers and students on participation in international cooperation programs.</li> </ul> | <ul style="list-style-type: none"> <li>Number of workshops and/or training meetings, organized annually</li> </ul> | <ul style="list-style-type: none"> <li>Two workshops and/or training meetings are organized annually, at least</li> </ul> | <ul style="list-style-type: none"> <li>Q3 2023</li> <li>Q3 2024</li> <li>Q3 2025</li> </ul> |

#### Operational objective 5.1.3. Enhance information environment about internationalization

Besides already proposed means of dissemination of internationalization information through official websites and posts on social media, it is also planned to make joint document/guide for internationalization to be printed on different forms of promotional material, to be used in each University. These means of disseminations are supposed to be used for other various internationalization programs.

| Activity   | Indicator   | Target value  | Road-map time   |
|--|---|---|---|
| <ul style="list-style-type: none"> <li>Production of leaflets, brochures, instructions and multimedia material on various internationalization programs</li> </ul> | <ul style="list-style-type: none"> <li>Number of different print forms and media communication channel of promotional material</li> </ul> | <ul style="list-style-type: none"> <li>A minimum of three forms of different promotional material, and three media channel available</li> </ul> | <ul style="list-style-type: none"> <li>Q1 2024</li> </ul> |

## **6. STRATEGIC THEME 6. INTERNATIONALIZED UNIVERSITY EXPERIENCE**

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The strategic theme ensures the access to an internationalized university experience to all those who may benefit of it, including but not limiting to students, staffs and community members. It also enables the transparent demonstration of institutional IaH competences.

**Strategic objective 6.1. Collaborate with external partners regarding sustainability, multiculturalism and capacity building of internationalization.**

As explained in the analysis of IaH by EU partners in BIOSINT project, community partnership have high impact on authentic intercultural experience, beyond formal education, and provide different perspective for students in domain of societal challenges, community-driven internationalization policies in different areas beyond biomedical sciences, insight in activities of various governmental and non-governmental organization, etc. Therefore the recommendations are to gradually increase and develop cooperation with community stakeholders, selecting the most appropriate arrangements which will have the best academic and societal impact.

**Operational objective 6.1.1. Use comparative advantages of West Balkan region: cultural heritage, natural resources, lower cost of living**

In the EU universities cultural events are organized in variable formats, content and extent. It is recommended that these should be planned in a systematic and resource effective manner taking into an account goals such as diverse and inclusive environment, intercultural competency development and community partnerships. Cultural diversity in the classroom enhances inclusive learning, teaching and assessment practice and what is an advantage in WB region is that cultural diversity already exist among home students (gender, age, nationality, religion, various experiences etc.) despite common background and similar language. So these kind of events may promote several dimensions of cultural diversity, like religion, ethnicity and social class which is important in fostering students' understanding and making a positive and safe classroom environment.

| Activity  | Indicator   | Target value   | Road-map time   |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>Connect and co-operate with local stakeholders which promote cultural heritage and natural resources of the community</li> </ul> | <ul style="list-style-type: none"> <li>Number of organized joint events dedicated to promotion of cultural and natural values of local community</li> </ul> | <ul style="list-style-type: none"> <li>One specific event organized, per year</li> </ul> | <ul style="list-style-type: none"> <li>Q1 2024</li> <li>Q4 2024</li> <li>Q4 2025</li> </ul> |

**Operational objective 6.1.2. Organize new social events and use existing ones, specially dedicated to the internationalized topics, engaging alumni people, students and public**

The international students, staff members and students with international experience as well as foreign guest professors are often engaged actively in internationalization process, which helps create truly multicultural and internationalized environments and experiences.



IaH process should create opportunities for student engagement with ‘cultural others’ in local society (i.e. community research projects; engagement with local cultural, ethnic or religious groups) which can be done by involving employers, local NGOs and other actors in the local society.

| Activity   | Indicator  | Target value   | Road-map time   |
|--|--|--|---|
| <ul style="list-style-type: none"> <li>Connect and co-operate with institutionally-tied, external stakeholders for campaigning of IaH</li> </ul> | <ul style="list-style-type: none"> <li>Number of organized joint events dedicated to promotion of IaH</li> </ul> | <ul style="list-style-type: none"> <li>One specific event organized, per year</li> </ul> | <ul style="list-style-type: none"> <li>Q1 2023</li> <li>Q4 2024</li> <li>Q3 2025</li> </ul> |

Operational objective 6.1.3. Increase publicity and visibility to support sustainability

| Activity   | Indicator   | Target value   | Road-map time   |
|--|---|--|---|
| <ul style="list-style-type: none"> <li>Connect and co-operate with media marketing stakeholders for IaH sustainability assistance</li> </ul> | <ul style="list-style-type: none"> <li>Number of media marketing organization with contractually established co-operation</li> <li>Number of media marketing event</li> </ul> | <ul style="list-style-type: none"> <li>One more contracts/or upgrade regarding marketing and sustainability of IoH (base line before Biosint)</li> <li>One event full supported with marketing organisation per HEI</li> </ul> | <ul style="list-style-type: none"> <li>Q2 2024</li> <li>Q3/Q4 2024</li> <li>Q3/Q4 2025</li> </ul> |





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## ANNEX

The graph below summarise the results of survey performed by the management of all BIOSINT partners.

The main challenges for the implementation of BIOSINT activities at all partners institution and country would be:

### *In dimension of management system*

- The lack of policy, procedures and regulation (no 50%, n/a 12.5%);
- The teacher and admin staff not familiar with IaH (no 62,5%, n/a 12.5%);
- The top management directed themselves (yes 75%) and sometime operated activities alone (not regular meeting between the admin staff and teachers – (no 50%, n/a 37%).

### *In dimensions of QA learning*

- The lack of specific QA indicator for the measurement of IaH outcomes;
- Benchmarking process (yes 50%);
- Classroom integration (yes 50%);

### *In dimensions of supporting services*

- The welcome center for the international students is not established (no 75%);
- The Faculty does not provide a mentor or "buddy" system for the international students (no 75%)

### *In dimensions of external/social life*

- The lack of support for international students on special non-academic needs (no 75%)
- To provide the accommodation rental/insurance services for international students (no 62%, n/a 12.5)

