

CELEBRATION 15 YEARS CHINA PLATFORM – 21 MARCH 2022

# INTERNATIONALISATION FOR ALL AT GHEENT UNIVERSITY

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# INTRODUCTION – SETTING THE SCENE

# STARTING POINT

- **A holistic and ethical vision on internationalisation**  
(5 P's: PEOPLE – PROSPERITY - PEACE – PARTNERSHIP – PLANET)
- Internationalisation experiences: creating opportunities **for all students** → need to diversify
- **“Leave no one behind”** as the central, transformative promise of the 2030 Agenda for Sustainable Development and its Sustainable Development Goals



# INSTITUTION-WIDE KPI'S RE. INTERNATIONALISATION

- *“Internationalisation has a prominent place in Ghent University’s education to offer students maximal chances to gain international/intercultural competences. To achieve this, there is a strong focus on internationalisation projects, optimal student- and staff mobility, Internationalisation @Home and virtual mobility.”*
- By 2020:
  - 25% of all graduates have a study abroad experience
  - 100% of all study programmes have incorporated international and intercultural competences in the programme competences

# TARGETS FOR (INCLUSIVE) STUDENT MOBILITY AFTER 2020

# VISION RE. MOBILITY

*Mobility is not an aim in itself – it is a means to an end, which is the enhancement of students' international / intercultural competences*



blended  
short term  
online credit  
thesis work  
physical  
traineeship  
degree  
studies

# NEW GHENT UNIVERSITY POLICY: TARGETS FOR STUDENT MOBILITY AFTER 2020

- Approved by Internationalisation & Education Council
- 2 Core principles:
  - There are **different types of internationalisation experiences** ('mobility')
    - all types are treated equally
    - all students need to have access to all types regardless of their background
    - all are outcomes oriented
  - **Quality is key** (curriculum committees have a crucial role to play in this – best way to guarantee recognition & full recognition is the prime condition for more inclusion)



# TWO IMPORTANT CONCEPTS

- In curriculum reforms, programmes pay attention to building "**Windows of Opportunity**" into a "learning line on international / intercultural competences"
- **Stepping stone** principle
  - both play a crucial role in the road towards more inclusive mobility
  - Both are being further developed in the framework of ENLIGHT European University (in which inclusive mobility is one of the priority areas!)

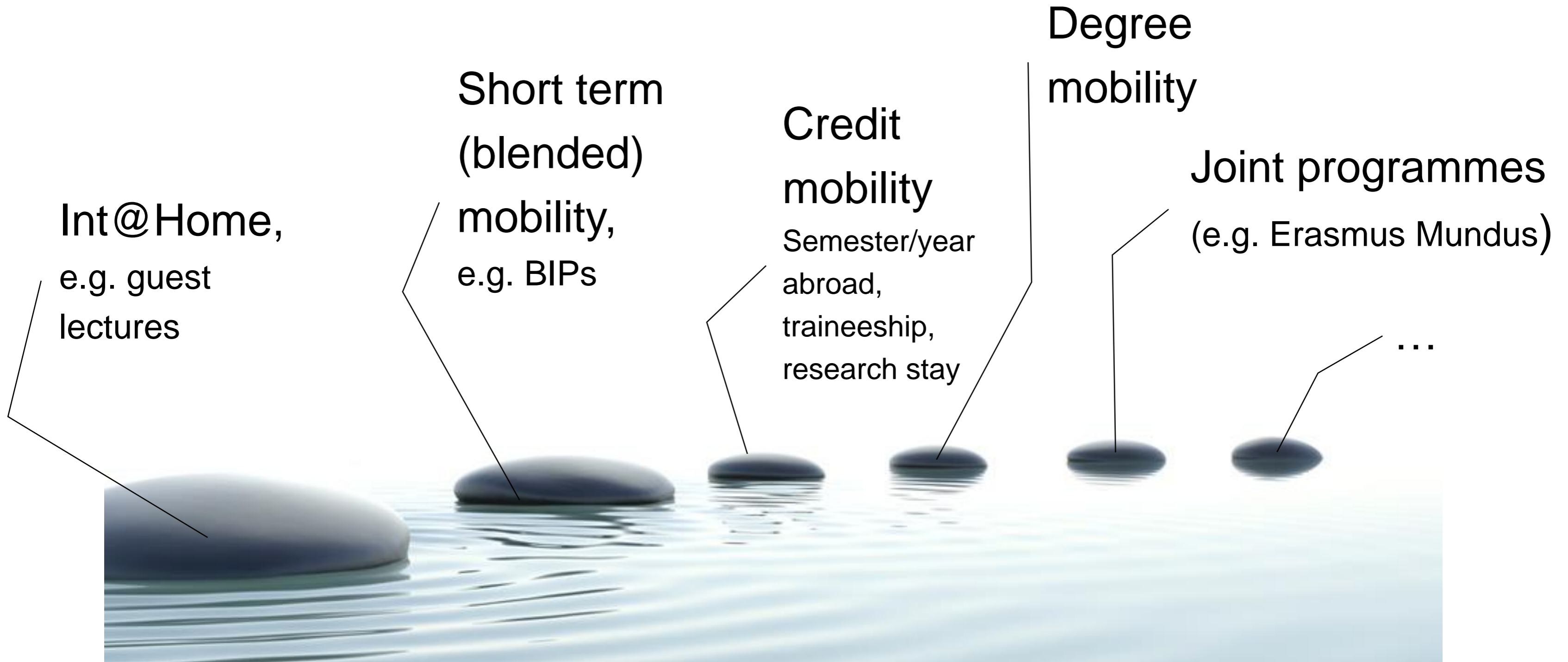


# WINDOWS OF OPPORTUNITY

*A specific period built in in a study programme in which specific room is offered for acquiring international / intercultural competences, preferably with a choice for students from a range of diverse, complementary learning routes to cater for the diversity in students' abilities, means and possibilities.*



# 'STEPPING STONE'-PRINCIPLE



# SOME CONCRETE PROPOSALS TOWARDS MORE INCLUSIVE MOBILITY

- Learning Agreements “with an annex”
- Adapted communication
- Promote our unique Ghent University scholarship system
- More ‘short term mobility’ options

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# INTERNATIONAL AND INTERCULTURAL COMPETENCES IN ALL PROGRAMMES



# International and intercultural competences for all Ghent University graduates: an introductory guide

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## *Preface*

*This document is meant to **support faculties in the general introduction of “international and intercultural competences” in all programmes.** There are several reasons to implement this concept. Current challenges in society make us first of all question whether contemporary curricula are acceptable without graduates achieving such international and intercultural competences. It is also a unique chance to anchor internationalisation in the curricula and to broaden internationalisation to all students and to include (almost) all staff members in internal internationalisation debates. It shifts the focus on internationalisation as an end in itself to internationalisation as a driver for educational*

# CONTENT OF THE “GUIDEBOOK”

- Defining a vision on internationalisation
- Three steps implementation phase
  - Defining and describing the programme’s international/intercultural competences
  - Creating opportunities for international/intercultural learning experiences
    - Internationalisation experiences: creating opportunities for all students
    - Internationalisation dimension: creating international curricula
  - Measuring the achievement of the envisaged international/intercultural competences



# CONCLUSIONS

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Internationalisation for all (SDG: “leave no one behind”) entails:

- International/intercultural competences for all students
- Involvement of all staff members
- Different ways to become competent:
  - Inclusive mobility (= different types of mobility, embedded in the study programmes)
  - Internationalisation@home
- Internationalisation to be part of the overall education strategy

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