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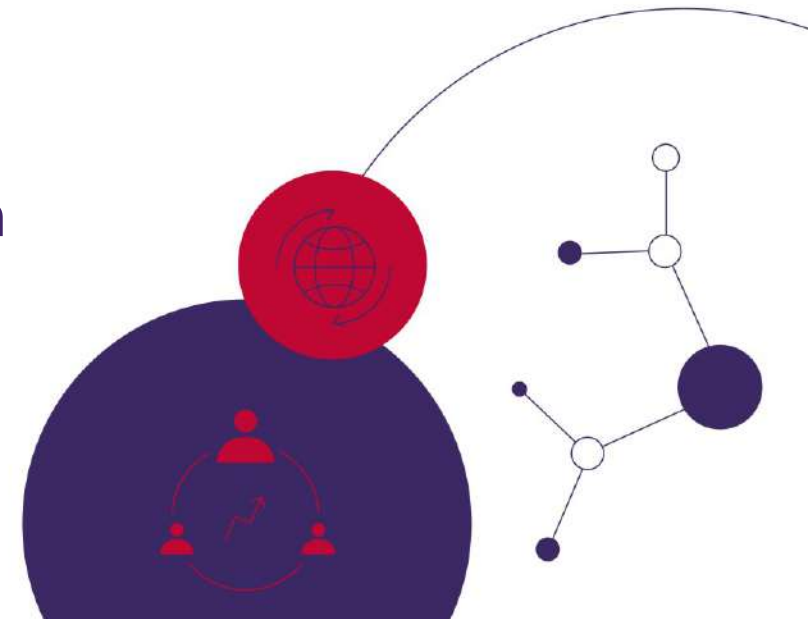
# Virtual TAM seminar “Inclusive Internationalization of Kyrgyz HEIs”

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**ACA**  
ACADEMIC  
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*Virtual TAM seminar “Inclusive Internationalization of Kyrgyz HEIs”*



# “Widening inclusion in international higher education”

## Introductory presentation on inclusive internationalization

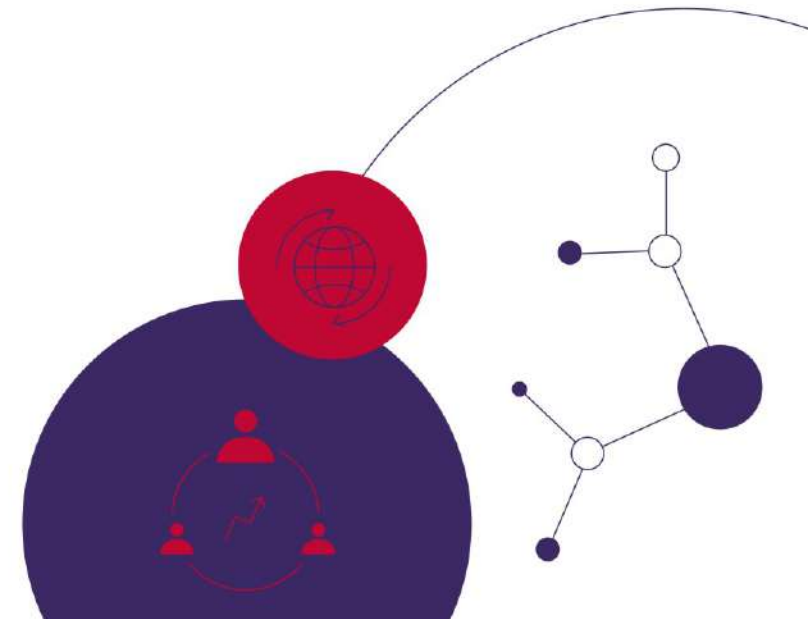
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# About ACA

- A non-profit international association based in Brussels, Belgium
- A membership organisation of national bodies in charge of internationalisation of higher education
- A think tank on internationalisation of higher education
- Representation, advocacy, policy-oriented research, projects, events, monthly [newsletter](#) on higher education developments



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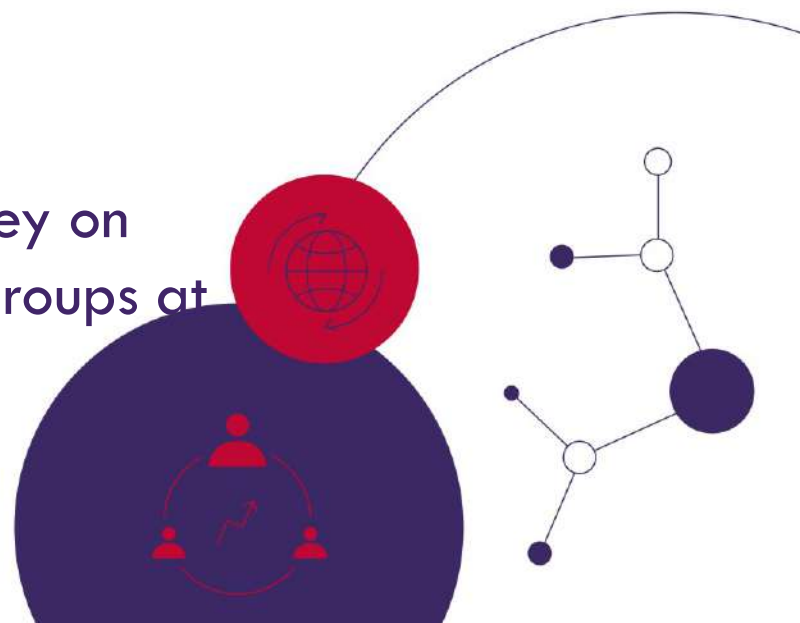
## *Supporting expertise development in inclusion*

### Think Pieces Series on Inclusion

- 7 Think Pieces to date on:
  - the past & present
  - institutional attitudes
  - strategic plans

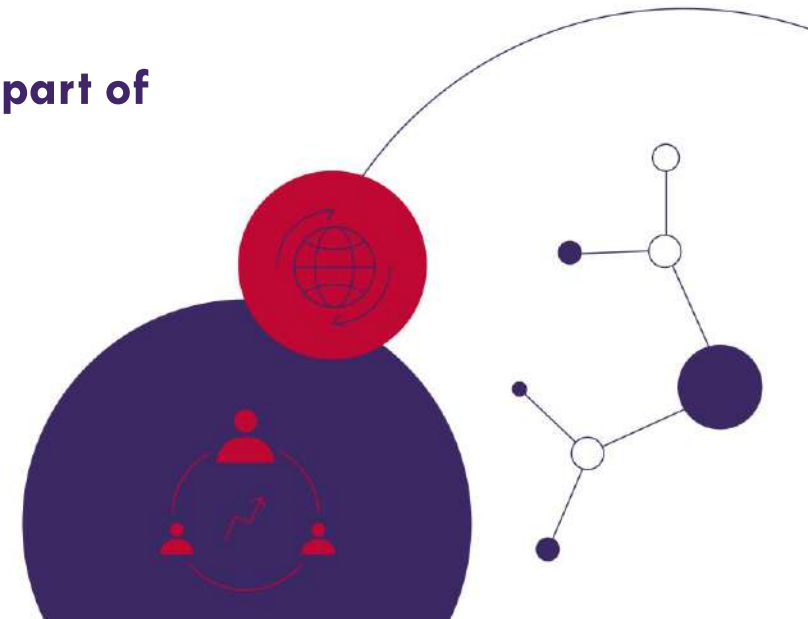
### TPG Inclusion

- Main task: Joint annotation of EC's Inclusion and Diversity Strategy to foster alignment and common understanding (first draft in autumn 2021)
- Upcoming: Mini-survey on identifiable target groups at national



# Questions to be answered

1. Rationale and definition of inclusive internationalization.
2. What does inclusive internationalization mean?
3. Everyone understands internationalization somehow, but does not understand what inclusive internationalization means? Its purpose, objectives, benefits for HEI?
4. What are the aspects of inclusive internationalization? Reasons for Inadequate Inclusive Internationalization?
5. What does the internationalization of the curriculum mean? What international, intercultural learning outcomes should the curricula contain?
6. Rationale for mobility and types of mobility, benefits of mobility - as part of internationalization.
7. Factors promoting and hindering mobility?



## ***Learning outcomes of the training***

**Participants will be able to:**

- 1. Understand different types of inclusive internationalization;**
- 2. Learn about mechanisms of inclusive internationalization from international practice;**
- 3. Develop international and intercultural curriculum learning outcomes;**
- 4. Use tools to involve employees, teaching staff and students in the process of inclusive internationalization;**
- 5. Develop steps for creation of the Network Interaction between educational institutions of Kyrgyzstan to promote intercultural understanding**



## ***Inclusion as policy priority in supranational HE systems***

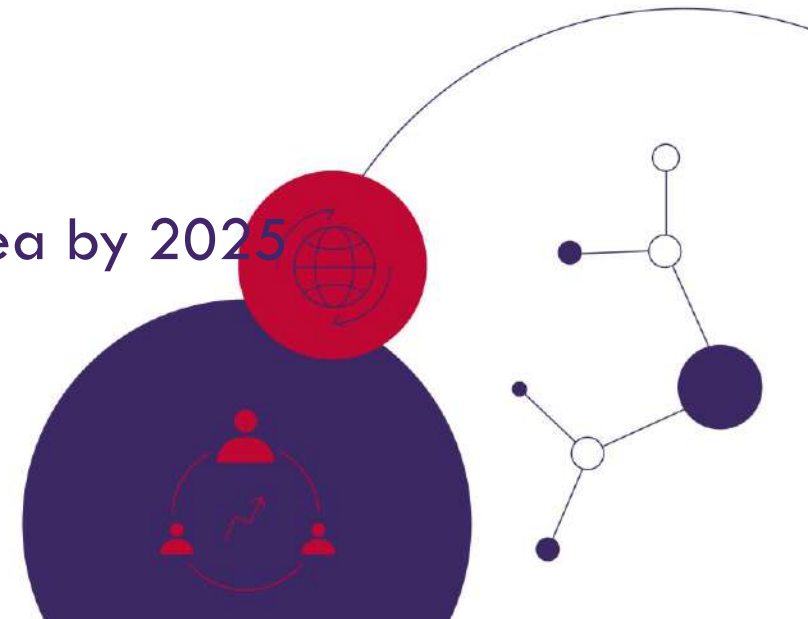
UNs SDGs: ensuring gender equality (SDG 5), improving the quality of education (SDG 4) and reducing social inequality (SDG 10)

EHEA\*: Rome Ministerial Communiqué

Annex 2: Principles and Guidelines to Strengthen the Social Dimension of Higher Education in the EHEA

Erasmus+ Programme (2021 – 2027)  
Inclusion & Diversity Strategy

EC's communication on Achieving the European Education Area by 2025



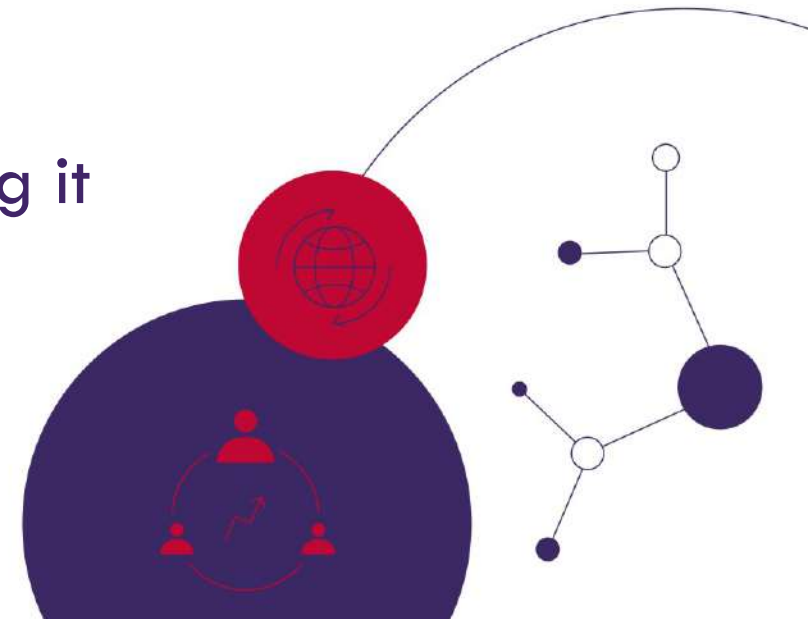
## ***(Social) inclusion in higher education***

There is no unified definition of (social) inclusion in HE!

No unified definition of who underrepresented groups or non-traditional students are.

### **Context specific**

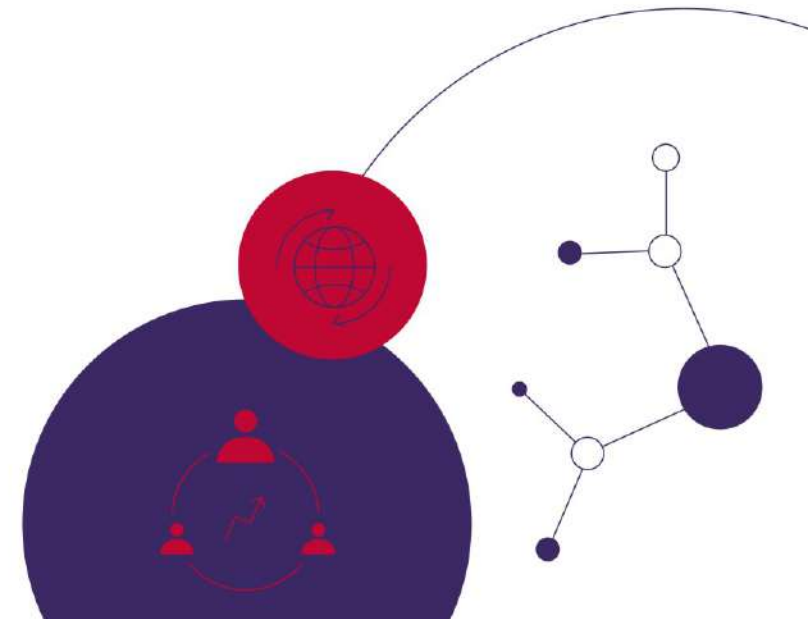
Biggest challenge: defining indicators and measuring it





## Comprehensive **internationalisation in higher education**

*“Commitment confirmed through action to infuse international and comparative perspectives throughout the teaching, research and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is an institutional imperative not just a desired possibility.” (Hudzik 2011:6)*



## ***Different aspects of internationalisation***

**MOBILITY (students, staff)**

**LANGUAGE LEARNING**

**INTERNATIONALIZATION OF CURRICULA**

**INTERNATIONALIZATION AT HOME**

**INSTITUTIONAL PARTNERSHIPS**

**TRANSNATIONAL EDUCATION**

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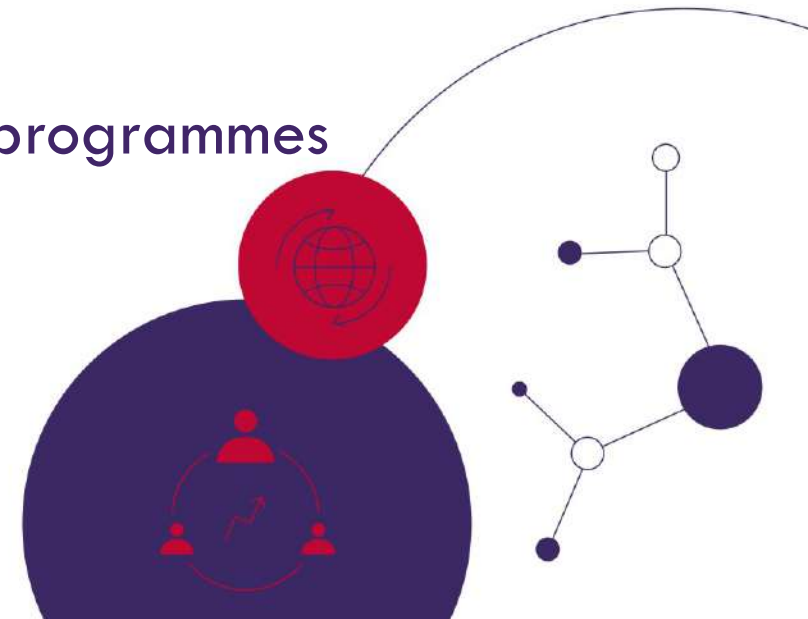
## Benefits of internationalization (IAU 5<sup>th</sup> Global Survey, 2019)

- Enhanced international cooperation and capacity building.
- Enhanced internationalization of the curriculum/ internationalization at home.
- Enhanced prestige/profile for the institution.
- Improved graduate employability.
- Improved quality of teaching and learning.
- Increased international awareness of/deeper engagement with global issues by students.
- Increased international networking by faculty and researchers.
- Increased/diversified revenue generation.
- Opportunity to benchmark/compare institutional performance within the context of international good practice?
- Strengthened institutional research and knowledge production capacity.



## Risks of internationalization (IAU 5<sup>th</sup> Global Survey, 2019)

- International opportunities accessible only to students with financial resources
- Difficulty to assess/ recognize quality of courses/programmes offered by foreign institutions
- Excessive competition with other higher education institutions
- Commodification and commercialization of education programmes
- Brain drain



# ***Inclusive internationalisation – For whom? Defining target groups in E+***

Disabilities

Health problems

Barriers linked to education and training systems

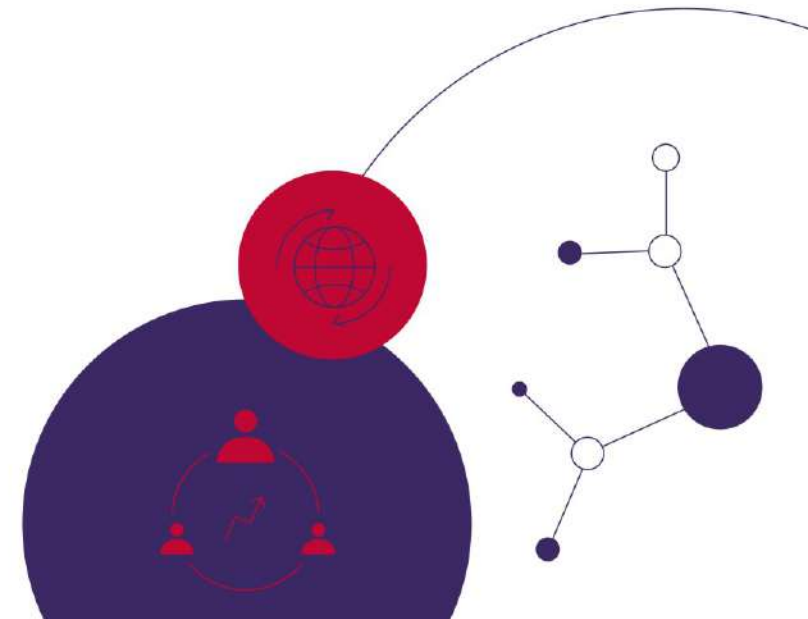
Cultural differences

Social barriers

Economic barriers

Barriers linked to discrimination

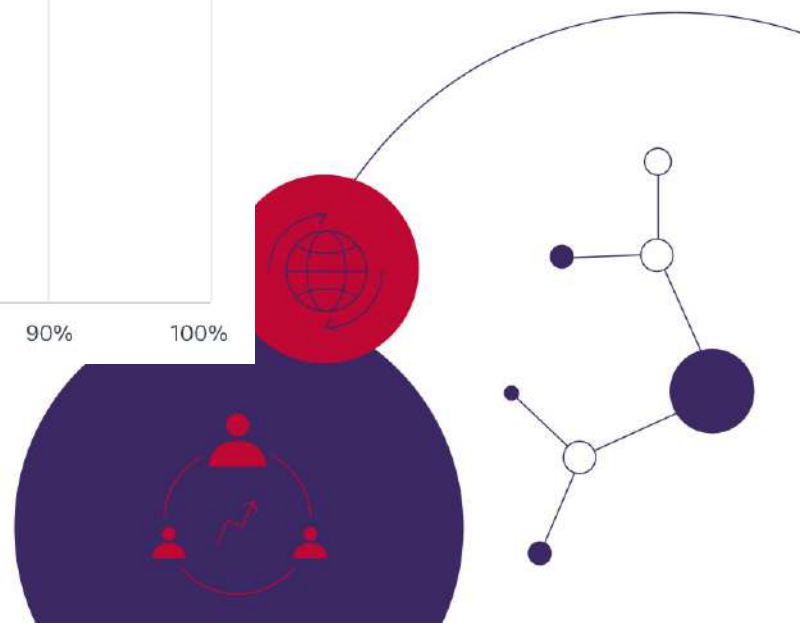
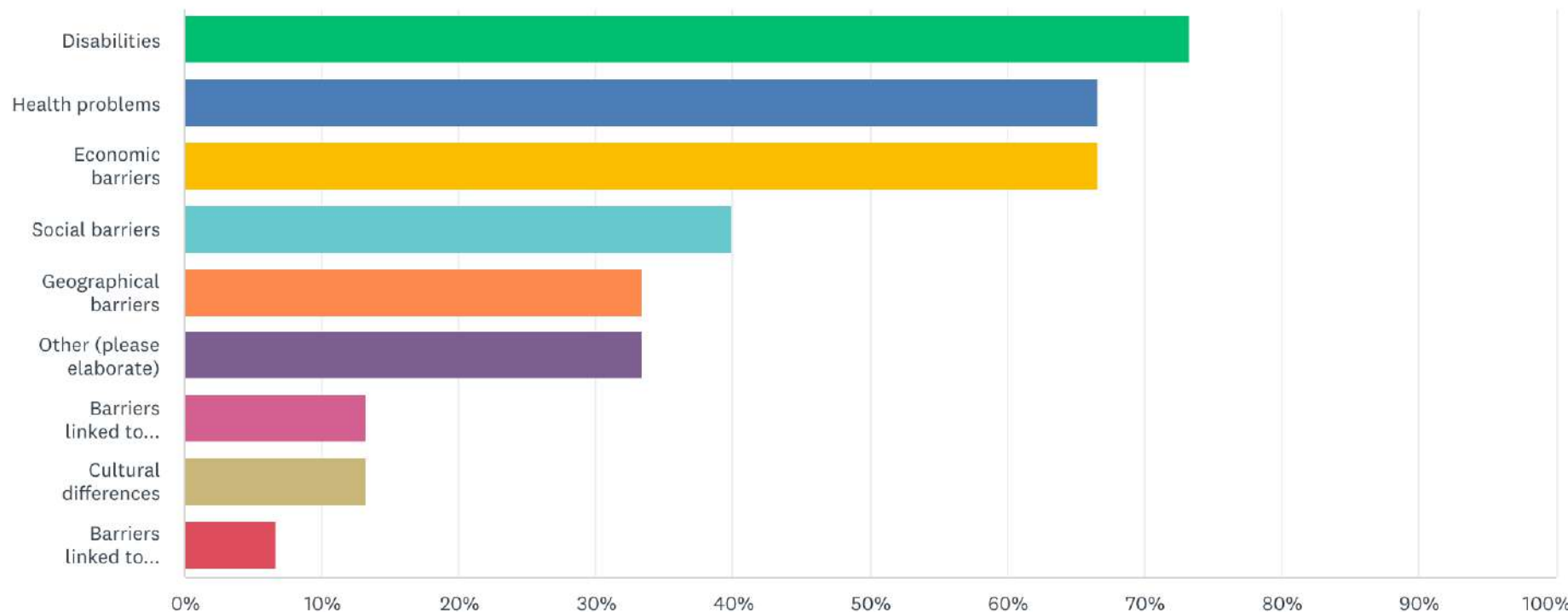
Geographical barriers



## In practice...

On which of the potential target groups covered by the EU Inclusion and Diversity Strategy do you already h...

Answered: 15 Skipped: 0



# Questions and discussion

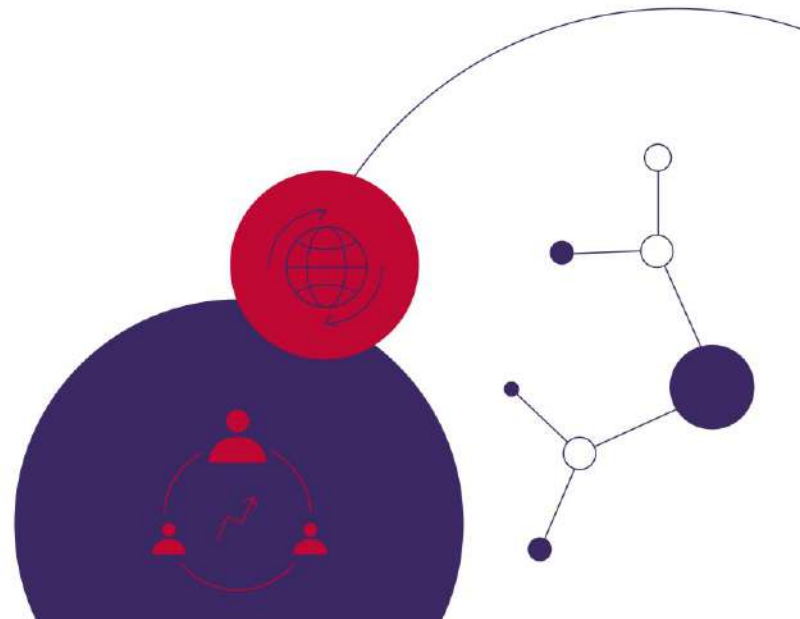
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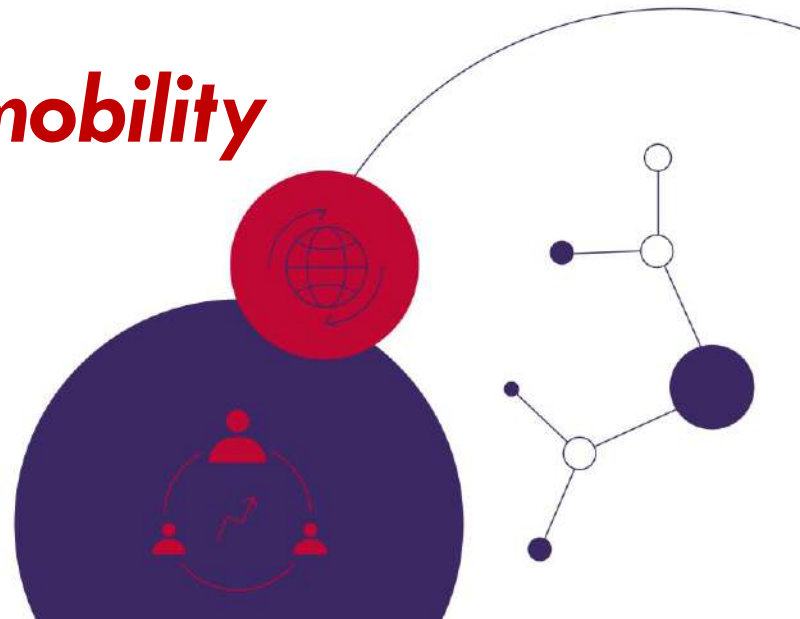
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# **Task 1:**

***What are the reasons for inadequate inclusive internationalization in Kyrgyz HEIs?***

***Identify factors promoting and hindering mobility***





# ***Presentations and discussion***

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