

Plenary Lecture | 9:15 Uhr

SUB | Alfred-Hessel-Saal

Frederik De Decker

**International/intercultural competences
for all Ghent University graduates by 2020:
An ambitious but realistic plan**



GHENT UNIVERSITY

Frederik De Decker
Head International Relations Office





**GHENT
UNIVERSITY**

EST.
1817

11
FACULTIES

TOP
100
UNIVERSITY

57
BACHELOR
PROGRAMMES

150
MASTER
PROGRAMMES

50
ENGLISH
TAUGHT
PROGRAMMES

42.000
STUDENTS

2.800
EXCHANGES
YEARLY

600
PHD'S
YEARLY

COMPREHENSIVE UNIVERSITY

PROGRAMMES AND
EXCHANGE OPPORTUNITIES
IN ALMOST ALL DISCIPLINES



HA
AVOR

SAME SAME
BUT DIFFERENT

EGYPTIA
TAJI

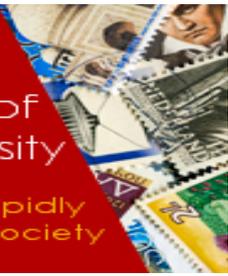






The Age of Superdiversity

rethinking a rapidly
changing society



THEMA

HOGER ONDERWIJS

**STUDENT
GHENTREPRENEUR**





An introduction to
international and intercultural
learning outcomes



Example of an (Inat./Icult) learning outcome (based upon “Core2”)

The nurse **autonomously builds** a professional relationship with a person demanding care, **also in non-familiar and/or complex care situations**, focused on the somatic, social, psychic and existential wellbeing of that person in a multicultural environment.

5 key elements:

- **Active verb** (cfr. Bloom)
- Type of learning outcome:
 - Knowledge
 - Skill
 - Cognitive process
 - Broader competence (integration)
- **Domain of learning outcome**
- **Level-indicator**
- **Scope and/or context of LO**

What are ILO's?

- Learning outcomes that in a certain **domain** and at a certain **level** have an international and/or intercultural **scope and/or context**
 - **domain**: defined by the programme!
 - **level**: can be different for bachelor, master,...
 - **scope and/or context**: strategies and skills for functioning in other cultures, intercultural interaction techniques, cognitive & cultural flexibility, sociability, comparative civics, socio-economic geography,...

Programme accreditation and internationalisation

- A distinctive (quality) feature for internationalisation -

It is by now quite clear how broad and multifaceted the concept internationalisation has become. Higher education institutions and programmes of course need to realise this. Time and time again they will need to question the "internationalisation" objectives they pursue, how they wish to achieve these objectives and whether their internationalisation leads to the desired effect. The NVAO and the Dutch and Flemish higher education institutions are convinced of the importance of internationalisation for education. They view it as an additional contribution to the development of both regions. The Netherlands and Flanders are both indeed very dependent on trade and services and both small regions here depend on good international relations. Internationalisation is therefore self-evident for nearly all professions and disciplines and education would fail terribly if this was not taken into account.

To underline the importance of "internationalisation" NVAO intends to develop a certificate. Within Dutch and Flemish accreditation frameworks this is referred to as a distinctive (quality) feature. The development, assessment and award of such a certificate should preferably take place in an international context.

The NVAO therefore proposes the following principles:

1. The certificate is based on the ambition level of the programme as defined in a policy statement;
2. The certificate is assessed and awarded at the level of the programme;
3. The programme's desired internationalisation must have a significant impact on the overall quality of the programme;
4. The internationalisation of the programme is reflected in the intended and achieved learning outcomes;
5. The operationalisation of "internationalisation" should be reflected in standards that relate to teaching and learning, staff, services and students;
6. The assessment of internationalisation should be undertaken by a panel that has the appropriate expertise;
7. The assessment takes place on a four-point scale: unsatisfactory - satisfactory - good -



Frameworks for the assessment of quality in internationalisation



Certificate for Quality in Internationalisation



e | c | a

European Consortium for Accreditation

DIRECTORATE-GENERAL FOR INTERNAL POLICIES
POLICY DEPARTMENT
STRUCTURAL AND COHESION POLICIES **B**



INTERNATIONALISATION OF HIGHER EDUCATION

STUDY



Set out below are **recommendations** on the internationalisation of higher education for all policy levels:

1. Address the challenges of credit and degree mobility imbalances and institutional cooperation, stemming from substantial differences in higher education systems, procedures and funding.
2. Recognise the growing popularity of work placements and build options to combine them with language and cultural skills training and study abroad.
3. Support the important role of academic and administrative staff in the further development of IoHE.
4. Foster greater higher education and industry collaboration in the context of mobility of students and staff.
5. Pay more attention to the importance of 'Internationalisation at home', **integrating international and intercultural learning outcomes into the curriculum for all students**.
6. Remove the barriers that impede the development of joint degrees.
7. Develop innovative models of digital and blended learning as an instrument to complement IoHE.
8. Align IoHE with internationalisation at other levels of education (primary, secondary, vocational and adult education).
9. Stimulate bilingual and multilingual learning at the primary and secondary education level as a basis for a language policy based on diversity.
10. Remove barriers between internationalisation of research and education, at all levels, for greater synergy and opportunity.

“integrating international and intercultural learning outcomes into the curriculum for all students”

PRACTISE
WHAT YOU
PREACH





ZES.UGENT.BE

1: *donk* BREED

DURF DENKEN &
MULTIPERSPECTIVISME

2: BLIJF ONDERZOEKEN

ONDERWIJS GEBASEERD OP
EXCELLENT ONDERZOEK

Stroom
3 TALENT

TALENTONTWIKKELING VAN
STUDENTEN EN LESGEVERS

4: BOUW MEE

BETROKKENHEID
VAN STAKEHOLDERS

5 *verleg* Grenzen

INTERNATIONALISERING

6: *Kies* Kwaliteit

OPLEIDINGSKWALITEIT



⑤ Verleg Grenzen

De wereld is zo groot als hoe ver je durft te kijken. Daarom bouwt de Universiteit Gent bruggen over de grenzen heen. We zetten onze deuren open voor studenten uit de gehele wereld en verwelkomen buitenlandse docenten en wetenschappelijk personeel. De frisse ideeën, andere invalshoeken en nieuwe visies die zij meebrengen, zorgen ervoor dat we onszelf constant kunnen verbeteren. Wat uiteraard de kwaliteit van ons onderwijs en onderzoek vooruit helpt.

Als universiteit willen we onze studenten en ons personeel internationale en interculturele bagage meegeven. We geven ze de kans om over de grenzen heen ervaring op te doen door samen te werken met collega's en instellingen in het buitenland.



Institution-wide KPI's

- *“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



Continuous monitoring → UGI (UGent integrated information)



UGI-ONDERWIJSBELEID

Start Studentenpopulatie Onderwijsaanbod Professionalisering lesgevers en lesgeversprofiel Studievoortgang Internationalisering Kerngegevens UGent Alle rapporten Info



ManaBa afgestudeerd met mobiliteit: detail

Meetpunt #Afgestudeerden

Laatste update: 29-10-2016

Uw selectie

Slaagjaar

Campus

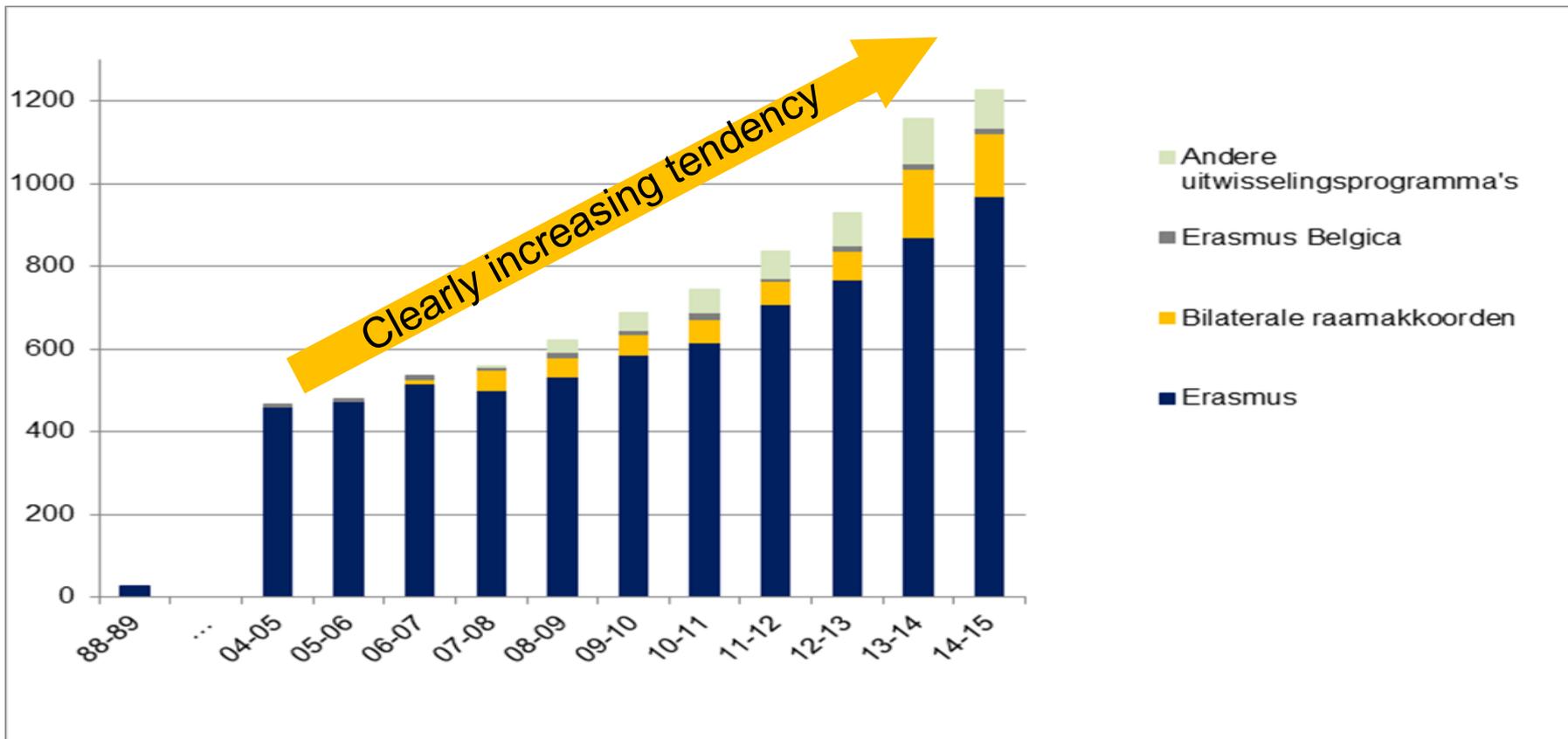
FaculteitCode

Alle waarden	LW	RE
WE	GE	EA
EB	DI	PP
BW	FW	PS

Uitgebreide selectie
Er zijn geen uitgebreide selecties actief

FaculteitCode	Totaal #Afgestudeerd	Creditmobiliteit #Afgestudeerd	Gezamenlijke dipl. #Afgestudeerd	Totale mobiliteit #Afgestudeerd	% Afgestudeerd met mobiliteit
Totalen	5.870	1.023	160	1.183	20,2
LW	675	266	0	266	39,4
RE	470	81	0	81	17,2
WE	295	41	55	96	32,5
GE	885	199	0	199	22,5
EA	717	65	50	115	16,0
EB	973	159	0	159	16,3
DI	217	3	0	3	1,4
PP	584	75	0	75	12,8
BW	502	32	55	87	17,3
FW	137	34	0	34	24,8
PS	415	68	0	68	16,4

Number of outgoing students



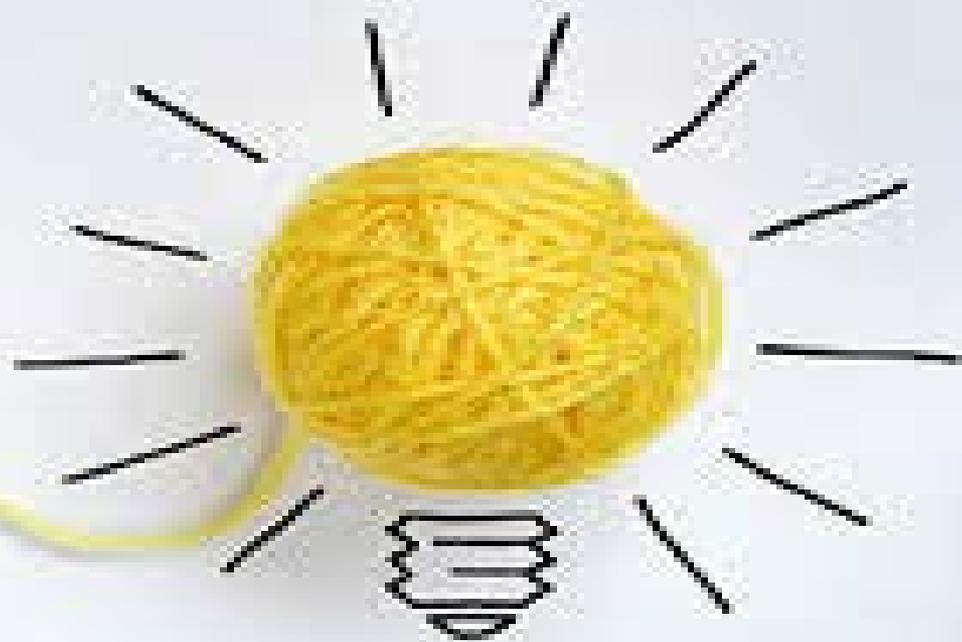
Institution-wide KPI's

- *“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**

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

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 quality and to its impact on students. Above this, the use of the concept of international and intercultural competences enhances transparency since it creates a kind of ‘common language’, beneficial e.g. in contacts with foreign colleagues, and offers opportunities for (international) cooperation and benchmarking. Finally the concept is also more and more used as a core element in different international frameworks focusing on the quality of internationalisation, e.g. the framework for the Distinctive Quality Feature of the NVAO and the frameworks for the Certificate on Quality in Internationalisation of the EOA



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



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DEPENDENCIES



Starting point: the revised UGent Competence Model

Competence field 5: Societal competence

An academic is conscious about the cross-fertilization between the temporary and societal context and science and integrates these insights in his/her own work.

5.4 Have insight in intercultural and international debates

5.4 Integrate culture-sensitivity and respect for diversity in scientific work

Approved by Ghent University
Education Council, 29 October 2015

5.4 Inzicht hebben in interculturele en internationale debatten

Kennis

Inzicht hebben in het internationale en interculturele karakter van wetenschap.
Inzicht hebben in internationale samenwerking, sociale verantwoordelijkheid en culturele diversiteit.
Inzicht hebben in internationale organen en actoren.
Inzicht hebben in internationale structuren, raamwerken en processen van besluit- en beleidsvorming.
Inzicht hebben in internationale benaderingen van de discipline.
Kennis over andere culturen aanwenden zonder uniciteit onrecht aan te doen.
Stereotypering in beeldvorming en vooroordelen herkennen.
Inzicht hebben in de eigen cultuur en de verhouding met andere culturen.
Ontvankelijk zijn voor interculturele kennisverwerving.

Taalvaardigheid

Communiceren met professionele en niet-professionele partners met een verschillende

5.4 Cultuurgevoeligheid en respect voor diversiteit integreren in het wetenschappelijk werk

Kennis

Internationale modellen systematisch aanwenden bij de benadering van complexe vraagstukken.
Systematisch oog hebben voor interculturele en internationale benaderingen.
Culturele contexten systematisch in de analyse van complexe vraagstukken betrekken.
Gangbare paradigma's en concepten rond diversiteit problematiseren aan de hand van inzichten vanuit verschillende sociaal wetenschappelijke disciplines.
(interdisciplinariteit)

Reflectie

Kritisch reflecteren over culturen en hun betekenis voor globale verhoudingen, sociaal maatschappelijke ontwikkelingen en interpersoonlijke relaties
Communicatiestijlen van (cultureel) anderen verkennen en waar nodig de eigen communicatiestijl bijsturen.
Getuigen van culturele gevoeligheid, flexibiliteit en receptiviteit.
Ontvankelijk zijn voor interculturele kennisverwerving.

Design projects and strategies for action in the areas of **social education** related to children, youth, adults and older people in different contexts and situations, taking into account the available knowledge, the integral development of individuals and equality and equity criteria to ensure human rights and social cohesion.

To know and be able to analyze international models of **education and training for** adults and its realization in the international, national and regional contexts.

Have knowledge of business administrative theoretical insights and factual findings on **business**: environmental knowledge: competitors relations, international cooperation, social responsibility, cultural diversity; interaction between companies and determinants of business development.

Social communicative skills: be able to deal with other people and be able to work in a team with people with different; backgrounds and expertise; be able to function in an international **business** context, often in foreign countries; be able to communicate with professional and non-professional partners from different fields of language and culture; be able to communicate in the English language.

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International Classroom

Exchange Programme

Intensive Programmes
Diverse Student Body

Window of opportunity

Foreign Teaching Staff
Moocs

Summer Programmes

Virtual Mobility

Internationalisation Experience

Short Term Mobility Internationalisation@Home

Internationalisation Dimension

Field Trips

Multiperspectivism
International Courses
Course Contents





Di(ver)sability Awareness









workshop

e-learning

online

WEBINAR

seminar

education

training

web



ARE

MOODS

THE FUTURE

OF EDUCATION?



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Content of the “Guidebook”

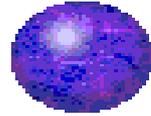
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Monty
Python
& the Quest for the
HOLY
GRAIL



A blue directional sign with a white arrow pointing right, containing the text "change attitude". The sign is mounted on a grey pole against a blue sky with light clouds.

**change
attitude**



IMPACT

***“An evaluation of the IMPACT of internationalisation on the higher education curricula (in Flanders)”
(2003)***

- For each of the following relevant data, e.g.

'short' = also implicit, not intensive, superfluous,...

'long' = +3 months, intensive, explicit,...

	Graduates			Teachers (about graduates)
	None	'Short'	'Long'	
<i>Competence level before training</i>	2.7	2.4	2.8	1.6
<i>Competence level after training</i>	3.5	3.5	3.7	3.1
<i>Importance of competence</i>	4.0	4.1	4.0	3.9
<i>Impact internationalisation</i>	1.6	1.7	3.0	2.5

Statistically relevant!

- Important assumptions:
 - teachers are able to assess students
 - students can cope with self-assessments (but what if not...)

One of the conclusions...

“Although the methodology clearly needs some refinement (...), we are convinced that measuring achieved ‘international/intercultural learning outcomes’ is one of the most effective, impartial (i.e. not biased by disciplines, cultures, activities,...) and all-embracing ways of measuring the impact of internationalisation.”





ZES.UGENT.BE

The international contacts and contents are an added value for the programme

Start **Studentenpopulatie** Onderwijsaanbod

Laatste update: 31-05-2016

Resultaten opleidingsevaluaties: overzicht

Uw selectie

Bevragingsjaar: 2014

Opleidingstype: Master-na-Bachelor

Dimensie: Internationalisering

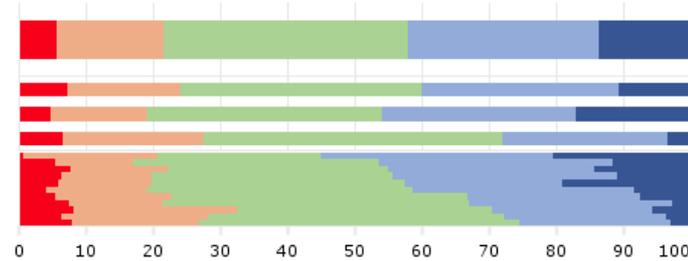
Item: De internationale con

FaculteitGroep: **alfa** beta gamma

FaculteitCode:

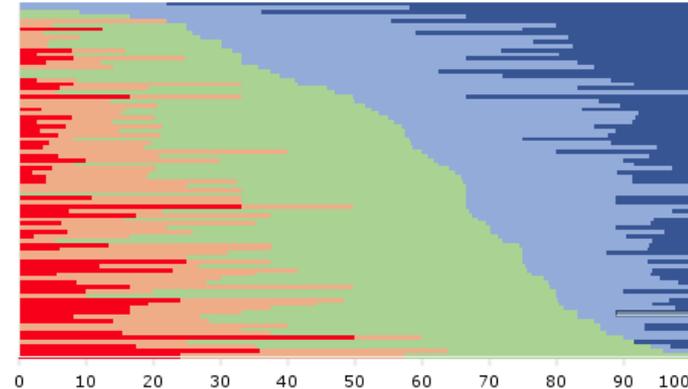
LW	RE	WE
GE	EA	EB
DI	PP	BW
FW	PS	

Item	Dimensie	Internationalisering
De internationale contacten en inhouden zijn een meerwaarde voor de opleiding.	Internationalisering	Alle Master-na-Bacheloropleidingen
		Alle alfa, gamma, beta-Master-na-Bacheloropleidingen
		Alle BW, LW, GE, PP, EA, RE, EB, PS, WE, DI, FW-Master-na-Bacheloropleidingen



Uitgebreide selectie Er zijn geen uitgebreide selecties actief

Opleidingen **Afstudeerrichtingen**



Continuous monitoring → UGI
(UGent integrated information)

Gaan

Beginwaarden

Verwante pagina's

[Detail resultaten opleidingsevaluaties](#)

[Overzicht resultaten opl. eval. werkl](#)



During the programme you were confronted with foreign (guest) professors and/or students

Start Studentenpopulatie Onderwijsaanbod



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Item Je werd tijdens de opl

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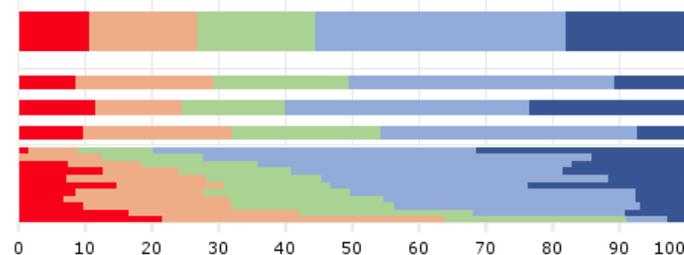
Item Je werd tijdens de opleiding geconfronteerd met buitenlandse (gast)professoren en studenten.

Dimensie Internationalisering

Alle Master-na-Bacheloropleidingen

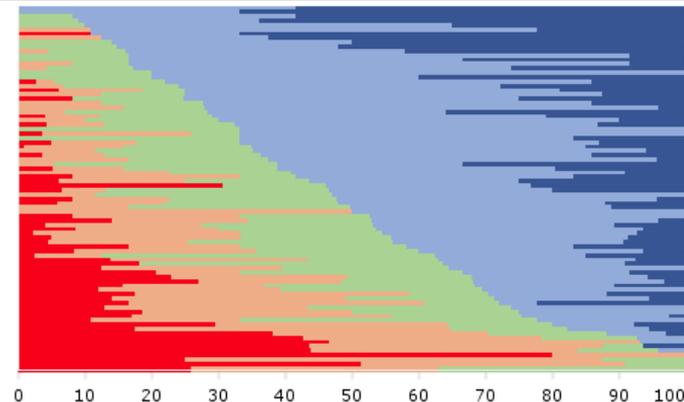
Alle alfa, gamma, beta-Master-na-Bacheloropleidingen

Alle BW, LW, GE, PP, EA, RE, EB, PS, WE, DI, FW-Master-na-Bacheloropleidingen



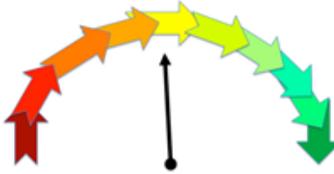
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Opleidingen Afstudeerrichtingen



Continuous monitoring → UGI
(UGent integrated information)



Doelstelling 5	Kwaliteitsindicatoren		
	Harde	Universiteitsbrede	Faculteitsspecifieke
 	<ul style="list-style-type: none"> • performante FCI • goede kwantiteit en kwaliteit internationale partnerschappen 	<ul style="list-style-type: none"> • stijgend aantal studenten met internationale mobiliteit • aandacht voor internationale competenties in bijna alle opleidingen 	<ul style="list-style-type: none"> • veel lesgevers integreren internationale elementen in onderwijs • lesgevers helpen mee aan actief uitbouwen partnerschappen
	<ul style="list-style-type: none"> • initiatieven om bij alle studenten internationale competenties te bereiken • maximaliseren van proactief internationaliseringsbeleid • honorering van internationalisering binnen (functionele) loopbaan 	<ul style="list-style-type: none"> • meer mobiliteit bij studenten bij de helft van de faculteiten • betere monitoring en bredere definiëring van uitgaande mobiliteit • integreren van internationale competenties in opleidingscompetenties 	<ul style="list-style-type: none"> • docentenmobiliteit aanmoedigen en registreren • inspanningen voor terugkerende studenten • meer stimuleren van MA studenten tot mobiliteit en tot het zien van meerwaarde in internationalisering • internationalisering ook ruimer bevragen bij BA studenten

Impact on which



?

- Intensive/long **internationalisation experience** most clearly influenced: *perseverance, communicating in other languages and multi-cultural openness*; to a lesser extent *independent decision-making, using the Internet and interdisciplinary work*.
- **Internationalisation dimension** has an impact on *developing projects, carrying out research independently, synthesising information, solving problems, using the Internet, making ethical choices, selecting relevant information and working in an interdisciplinary way*

Impact on the “International Office”?

- Staff also needs specific (new) competences
- From specific (mobility) projects to generic education issues
- From a focus on a limited number (of students, staff, internationalisation colleagues) to a focus on *all* students and colleagues
- The need for close cooperation with:
 - Colleagues involved in Quality Assurance, Educational development, Professional development,...
 - Both at the central level and the faculty level

**The next big thing
will be a lot of small things.**



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Ghent University

Frederik.DeDecker@UGent.be

