



# Newsletter

## STINT

Newsletter 11 November 2016  
Volume 1 Issue 4

University of East Sarajevo, Vuka Karadzica 30, 71123 East Sarajevo, B&H,  
www.ues.rs.ba Qaofficeuis@gmail.com +38765572480

## Greetings

### INSIDE THIS ISSUE 4

- 1 Greetings
- 1 Mobility Strategy 2020 for the European Higher Education Area
- 3 Myths and Misconceptions about Internationalization of Higher Education or no?

Dear Erasmus+ STINT partners,

In this newsletter you can find the latest update regarding the Erasmus+ STINT project and some general issues. The newsletter will be distributed to all project partners periodically. The format of the newsletter is developed and adjusted to our needs and technical abilities. Its content is based mainly on the partners' contribution. Therefore, we call all of you to share knowledge, experiences, and questions related to the project.

Please send your short articles to: Nenad Markovic, MSc,  
Qaofficeuis@gmail.com

## Mobility Strategy 2020 for the European Higher Education Area

### I. Mobility aims and targets

Promoting high quality mobility of students, early stage researchers, teachers and other staff in higher education has been a central objective of the Bologna Process from the very beginning. High quality mobility pursues educational goals such as enhancing the competences, knowledge and skills of those involved. It contributes to expanding and improving academic collaboration and dissemination of innovations and knowledge within the EHEA, further internationalizing higher education systems and institutions and improving them through comparison with one another, promoting the employability and personal development of the mobile people and strengthening the cultural identity of Europe.

Mobility is essential to ensure high quality higher education and it is also an important pillar for exchange and collaboration with other parts of the world. In the Leuven/Louvain-la-Neuve Communiqué, a mobility target is formulated that in 2020, at least 20% of those graduating in the EHEA should have had a study or training period abroad. Further to declarations and communiqués hitherto and building up on mobility target for 2020, EHEA wants to undertake the following measures which shall be implemented at institutional, national or European level:

## **II. Measures for the implementation of the mobility aims and targets**

1. We agree that all member countries develop and implement their own internationalization and mobility strategies or policies with concrete aims and measurable mobility targets.
2. We reaffirm and elaborate our mobility target formulated at Leuven/Louvain-la-Neuve and lay down additional targets.
3. We strive for open higher education systems and better balanced mobility in the EHEA.
4. We encourage the member countries to strive for more and better balanced mobility of the EHEA with countries outside the EHEA.
5. We shall take measures to dismantle existing obstacles to mobility.
6. We will use quality assurance and transparency tools for promoting high quality mobility inside and outside the EHEA.
7. In the spirit of enhancing mobility, we advocate that countries pass on the flexibilities of the Bologna framework to the higher education institutions and restrict the state regulation of study courses to a minimum.
8. We want to increase mobility through improved information about study programs.
9. We will improve the communication of the individual, institutional and social benefits of periods spent abroad.
10. We call on higher education institutions
  - to adopt and implement their own strategy for their internationalization and for the promotion of mobility in accordance with their respective profile involving the stakeholders (in particular students, early stage researchers, teachers and other staff in higher education);
  - to pay attention to the mobility and international competence of their staff, in particular to give fair and formal recognition for competences gained abroad, to offer attractive incentives for their greater participation in internationalization and mobility measures as well as to ensure good working conditions for mobile staff;
  - to create mobility-friendly structures and framework conditions for mobility abroad;
  - to develop other possibilities for mobility such as virtual mobility and enable non-mobile students to have an "international experience at home".

## Myths and Misconceptions about Internationalisation of Higher Education or no?<sup>1</sup>

Jane Knight (2011) writes about “Five Myths About Internationalization”. According to her, these myths are:

- Myth one: Foreign students as internationalization agents: “more foreign students on campus will produce more internationalized institutional culture and curriculum”.
- Myth two: International reputation as a proxy for quality: “the more international a university is (...) the better its reputation”.
- Myth three: International institutional agreements: “the greater number of international agreements or network memberships a university has the more prestigious and attractive it is”.
- Myth four: International accreditation: “the more international accreditation stars an institution has, the more internationalized it is and ergo the better it is”.
- Myth five: Global branding: “an international marketing scheme is the equivalent of an internationalization plan”.

Hans De Witt (2011) writes about misconceptions and challenges for higher education, and he identifies nine misconceptions. These misconceptions are:

- Internationalization is similar to teaching in English.
- Internationalization is similar to studying abroad.
- Internationalization is similar to teaching an international subject.
- Internationalization means having many international students (see Knight’s myth one) .
- Internationalization can be implemented successfully with only a few international students in the classroom.
- Intercultural and international competencies do not necessarily have to be assessed as such.
- The more agreements an institution has, the more international it is (see Knight’s myth three).
- Higher education is international by its very nature.
- Internationalization is an objective in itself.

<sup>1</sup> De Wit, H. (2011) Globalisation and Internationalisation of Higher Education. [Introduction to online monograph]. Revista de Universidad y Sociedad del Conocimiento (RUSC). Vol. 8, No 2, pp. 241-248. UOC.

Project number: 561874-EPP-1-2015-1-BE-EPPKA2-CBHE-SP

*"This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein"*

**University of East Sarajevo**  
**STINT project team**

Vuka Karadzica 30  
71123 East Sarajevo  
Bosnia and Herzegovina

**Phone:**  
+38757320330

**Fax:**  
+38757320330

**E-mail:**  
Qaofficeuis@gmail.com