



# Internationalization at Home

## THE CASE OF CYPRUS

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# Internationalization

## A brief description:

*Internationalization is an ongoing process:*

- ▶ *encompassing teaching and learning,*
- ▶ *research collaborations,*
- ▶ *curriculum development,*
- ▶ *the student experience,*
- ▶ *staff development,*
- ▶ *student support services*  
*and much more.*

# European Higher Education Area

## Current Landscape - Similarities and Differences

- ▶ Internationalization is **NOT** developing in similar ways in Higher Education throughout the EHEA and throughout the world.
- ▶ Each country has its own **national policies**- and certain countries follow **supranational policies** concerning the implementation of internationalization.
- ▶ **At an Institutional level** not all HEIs have a leading role in internationalization, thus **motivation** for internationalization is **not homogeneous throughout the area**.
- ▶ When HEIs invest and engage in International Education, **they do it for various reasons**.
- ▶ Frequently, there is a certain disconnect between the content of internationalization strategies and how internationalization is actually implemented .

# European Higher Education Area Following the EAIE Barometer:

- ▶ **Improve the quality of education- 56%**
- ▶ Prepare students for a global world- 45%
- ▶ Attract more international students- 35%
- ▶ Improve international reputation- 35%
- ▶ Improve the quality of research & development-34%
- ▶ Increase competitiveness- 26%
- ▶ Labour market demands-18%
- ▶ **Financial benefits for institution- 10%**

*“International Education is primarily viewed as an inextricable element of what constitutes a high quality education”*

# The Case of Cyprus HEIs

## The Background

- ▶ In Cyprus, internationalization strategies are filtered and contextualized by the specific internal context of each Higher Education Institution.
- ▶ HEIs in Cyprus, are at the most characterized **by public funding sources, or private funding sources.**
- ▶ At a National Level, policies are shaped which affect decisions for all HEIs.
- ▶ Currently the Council of Ministers has authorized the offer of non-Greek courses as well as Degrees ( both at an Undergraduate and Postgraduate Level), **for public HEIs.**
- ▶ Initiatives are at the most bottom up - ( coming from the IRO/ ERASMUS offices) however, implementation, remains a top-down ( Rector/Vice-Rector) process.
- ▶ For ALL HEIs the presence of institutional strategies plays an essential role in the institutions efforts to enhance internationalization.

# The Case of Cyprus HEIs

1. HEIs in Cyprus, were asked to analyze their performance with reference to the following internationalization themes:
2. **Mobility**
3. **Recognition and Quality assurance**
4. **Curriculum Development - Reform**
5. **Joint Degrees**
6. **Alumni Relations- Social Dimension**
7. **Promotion and Marketing**

# The Case of Cyprus HEIs

## Findings for HEIs funded by Governmental financing

- ▶ For the most part, HEIs funded by governmental financing, following the recent advancements in national legislation, have introduced or are in the process of introducing:
  - With reference to Curriculum Development- **Courses in other Languages ( mainly via English)**
  - Offer MOOCs ( Massive Open On-line Courses)
  - With reference to Joint Degrees- **Are participating or are in the process of participating in the Erasmus Mundus Program.**
  - With reference to Mobility- **Are planning to introduce degree- embedded placement periods via Mobility Programs - Participate actively in Mobility Programs.**
  - Public funded HEIs have strengthened their collaborative agreements ( Thervantes and Comfucius Institutes, IAESTE national committee, European funded Programs) in order to enhance competitiveness and prestige.

# The Case of Cyprus HEIs

## Findings for Privately funded HEIs

- For the most part, privately funded HEIs operate as international branches located in Cyprus, and have formed synergies with International Educational Networks / Organizations .
- Have systemically increased academic and collaborative partnerships.
- With reference to Curriculum Development- Since their inception, private funded HEIs are characterized by a continuous enhancement of their curriculum with English medium Programs.  
Offer Joint Programs in English with leading Universities open to International Students.
- With reference to Promotion and Marketing- Privately funded HEIs systematically retain a high quality on the recruitment of students international or not, and recruitment of international Teaching and Administrative Staff.
- With reference to Mobility-Participate actively in Mobility Programs.
- With reference to Alumni Relations-Social Dimension- have established strong bonds via alumni associations and student clubs.



# Workshop Questions:

- ▶ How should universities make decisions about which international projects to pursue?
- ▶ Is only mobility of students and academic staff sufficient for an Internationalization policy?
- ▶ What measures would you suggest to your Institution for a more successful Internationalization practice?