



# Newsletter

## STINT

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## Greetings

### INSIDE THIS ISSUE 2

- 1 Greetings
- 1 Monitoring visit by EACEA
- 3 Rationales for internationalization
- 4 Changing approaches

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,  
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## Monitoring visit by EACEA

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*“Monitoring visit initiated by EACEA was held at the end of June 2016 at the University of Sarajevo.”*

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At the University of Sarajevo, in the Rectorate, on 30 June, from 11:00 - 15:30 h, the Monitoring visit of the STINT project was held. This visit was being undertaken in cooperation with Erasmus+ office in Bosnia and Herzegovina and Education Audiovisual and Culture Executive Agency (EACEA) as part of the standard monitoring arrangements for all Erasmus+ projects. The meeting was participated by rector prof. dr Muharem Avdispahic and vice-rector prof. dr Faruk Mektic of the University of Sarajevo, representative of EACEA Franco Burgio, representative of Erasmus+ office in B&H Nena Markovic, representative of project coordinator KU Leuven Mr. Geert De Lepeleer, representatives of UNBI - Enes Dedic, Ekrem Pehlic, UBL - Jelena Rozic, RSHEAA - Duska Radmanovic, MPKRS - Jelena Starcevic, HEA - Marina Cicovic, UNTZ - Merima Barakovic, Alma Tanovic, UNZE - Mirza Oruc, Malik Cabaravdic, Amra Muslic, UNSA - Jasna Bosnjovic, Adnan Rahimic, Berina Smajlovic, Mirnes Ibric, UES - Dejan Bokonjic, Nina Licina, Nenad Markovic, UNMO - Maja Kazazic, Alim Abazovic, SVEMO - Inja Bogdan, Ivan Karacic, CIP - Dzenan Omanovic, FMON - Zlatan Buljko.



*“The world of higher education is undergoing fundamental changes – internationalization is one of the key drivers and shapers of this transformation.”*

*- Jane Knight*



At the very beginning, the rector of the University of Sarajevo prof. dr Muharem Avdispahic opened the meeting, welcomed all project partners, especially representative of EACEA Mr. Franco Burgio and representative of Erasmus+ office B&H miss Nena Markovic, representative of the STINT project coordinator Mr. Geert De Lepeleer. He emphasized significance of conducting of this type project for B&H, and pointed out importance of realization of all European projects. After, Dejan Bokonjic, vice-rector of UES, as national STINT coordinator, welcomed participants and expressed his satisfaction with this kind of visit of EACEA and Erasmus+ office B&H. Mr. Franco Burgio greeted all participants and elaborated this visit initiated by EACEA.

After welcomed words, vice-rector of UES prof. dr Dejan Bokonjic presented the project in detail, with wider and specific objectives, activities, budget, reasons for its implementation, state in the country related to internationalization and recognition of qualifications, activities which the partners did from the beginning of the project. Also, Dejan Bokonjic presented quality of the QA measures implemented (quality assurance plans, internal QA measures, composition, role and activities of the team in charge of QA and Risk Management, observations from the QA measures taken into account in the ongoing implementation of the project), percentage of deliverables completed (progress achieved in terms of initial plan), visibility and exploitation (web site, substantial visibility of the project results), publicity obligations (logo presented, printing material with support of the Erasmus+ programme), percentage of budget used, respect of the work programme, timetable and contractual requirements for equipment purchase, type of equipment acquired, training of mobility activities.

MSc Nenad Markovic, QA coordinator of UES, presented part Impact and Sustainability, quality of the dissemination, sustainability and exploitation plan, its availability, implementation plan, newsletter, media activities, academic articles, frequency, target groups, communication channels, data collection, measuring, documentation, measures to guarantee sustainability of the project outcomes, short and midterm level of commitment responsibilities, the quality of web site, Degree (/level) of use (/maintenance / exploitation /mainstreaming / multiplication ) of the project results within the partnership, Efforts made to enhance the maintenance / exploitation /mainstreaming / multiplication of the project results beyond the partnership, Impact on the individuals beneficiaries' enrolment rate and/or career development, Extent to which the project results, new courses / strategies (policies, regulations, etc.) / services (units, centres, etc.) have (/had) an impact beyond the project teams, Extent to which new national cooperation activities (MoUs /research projects / joint publications /participation in networks or associations) have been launched in the (PC) HEIs as a result of the project, Extent to which new international cooperation activities (/ international agreements / MoUs /research projects / joint publications /participation in networks or associations) have been launched in the (PC) HEIs as a result of the project, Extent to which the project contributes to new (/updated) national or regional policies /

laws /regulations in HE, Extent to which the project contributes to the establishment (/ further development) of external bodies (/associations /agencies), Extent to which the project has improved the excellence/ competitiveness/attractiveness of the Higher Education institutions, Innovative character of the results (i.e. of the courses developed; the new tools, services, procedures delivered; the strategies implemented for reaching the target groups; etc.), Extent to which the project has paid particular attention to least developed regions/countries, Extent to which the project contributes to engaging PC HEIs in new cooperation modalities with employers and other stakeholders (e.g. NGOs, associations etc.), Extent to which the project contributes to improving lifelong learning approaches in the PC HEIs, Adequacy of the (PC) HEIs institutional support for maintaining the project results, Adequacy of the external support provided for sustaining the project results, Sources of financial (/logistic) support for sustaining the project results, Quality of project management in the partnership, Ownership of Partner Country Partners in the project design/implementation, Active involvement of all partners (/absence of silent or passive partners), Degree of involvement of students in the project implementation, Degree of involvement of non-educational stakeholders in the project implementation.

Representative of the project coordinator KU Leuven Mr. Geert De Lepeleer presented situation with Partnership agreements, Financial management, and relevance.

After presentations Mr. Franco Burgio asked participants some clarifications related to active participation of EU partners in the projects, elaboration related to sustainability of the project, reasons because internal monitoring hasn't started yet, what this project planned to implement.

All partners were informed that the report about this visit will be sent by Erasmus+ office B&H to all project partners.



## Rationales for internationalization<sup>1</sup>

When we talk about internationalization, it is important to distinguish the question of why we are internationalizing higher education, from what we mean by internationalization. Many documents, policy papers and books refer to internationalization, but do not define the why. And in much literature meanings and rationales are confused, in the sense that often a rationale for internationalization is presented as a definition of internationalization.

Literature (De Wit, 2002, 83-102) identifies four broad categories of rationales for internationalization: Political rationales, economic rationales, social and cultural rationales and academic rationales.

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*“Internationalisation is the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education.”*

*- Knight 2004, p. 11*

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<sup>1</sup> De Wit, H. (2010) *Internationalisation of Higher Education in Europe and its assessment, trends and issues. Accreditation Organization of the Netherlands and Flanders. Den Haag, pp. 9 - 10*

Political rationales such as foreign policy, national security, technical assistance, peace and mutual understanding, national and regional identity, have been very important, in particular after the Second World War, and in the Cold War period, when they were very dominant in the internationalization of higher education.

The second group, economic rationales, including growth and competitiveness, national educational demand, labour market, financial incentives, have come more to the forefront in present-day globalization of our economies.

The third group of rationales are the social and cultural rationales. The cultural rationale has to do much more with the role that universities and their research and teaching can play in creating an intercultural understanding and an intercultural competence for the students and for the faculty and in their research. And the social rationale has to do with the fact that the individual, the student, and the academic, by being in an international environment, become less provincial.

As mentioned before, there is concern that the role of universities in social and cultural cohesion is under pressure these days.

The last group is the academic rationales: developing an international and intercultural dimension in your research, teaching and services, extension of the academic horizon, institution building, profile and status, the improvement of the quality, and international academic standards. Among these, profile and status, as expressed in the growing importance of international rankings, seem to become more dominant.

It is clear that there are different rationales for the internationalization of higher education. These are not mutually exclusive, may be different in importance by country and region, and can change in dominance over time. In the present time, the economic rationales are considered to be more dominant than the other three, and in connection to these, academic rationales such as strategic alliances, status and profile are also becoming more dominant.

Knight (2008, 25) speaks of emerging rationales at the national level such as human resource development, strategic alliances, income generation/commercial trade, nation building, and social/cultural development and mutual understanding; and at the institutional level: international branding and profile, quality enhancement/international standards, income generation, student and staff development, strategic alliances and knowledge production.

## Changing approaches<sup>2</sup>

In the course of history we can identify different institutional approaches to internationalization (De Wit, 2002, 116-118): the activity approach which describes internationalization in terms of categories or types of activity; the rationale approach which defines internationalization in terms of its purposes or intended outcomes; the competency approach which describes internationalization in terms of developing new skills, attitudes, and knowledge in students, faculty, and staff; and the process approach which frames internationalization as a process that integrates an international dimension or perspective into the major functions of the institution.



<sup>2</sup> De Wit, H. (2010) *Internationalisation of Higher Education in Europe and its assessment, trends and issues*. Accreditation Organization of the Netherlands and Flanders. Den Haag, pp. 9 - 10

The first three approaches, in particular the activity approach, are most common to internationalization. Given the growing importance of internationalization in higher education one would have assumed that this would result in a development into a more process approach to internationalization.

The changing landscape of international higher education as a consequence of the globalization of our societies and economies is manifest in many ways: increasing competition for international students and academics, growth of cross-border delivery of programs and emergence of international for profit providers in higher education, the changing position of countries like India and China in the world economy and in the higher education arena.



In Europe but also elsewhere, in national and institutional strategies and approaches to internationalization, mobility - either as part of the home degree or for a full degree abroad - has been dominant until the end of the century. In the United Kingdom this has been the case for full degree incoming mobility, in other countries like Greece and Turkey for outgoing degree mobility, and in other European countries for mobility as part of the home degree: exchanges and participation in European programs, in particular Socrates/Erasmus. In the Communique of the Conference of European Ministers Responsible for Higher Education, Leuven (28-29 April 2009, point 18) on the Bologna Process, there is an ongoing strong emphasis on the importance of mobility: "in 2020, at least 20% of those graduating in the European Higher Education Area should have had a study or training abroad."

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