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HU HEI Internationalization - insiders view from outside:

- 🎓 Reflection of the stand-points of Internationalization in HU and the impact of such on countries in transition, Georgia case.
- 🎓 Internationalization capacity and quality marking from EU to Eastern Partnership - What do Eastern Partnership countries look for?
- 🎓 Projections: The new dimensions and borders of HEI Internationalization.





1. Reflection of Internationalization in HU and the impact of such on countries in transition, Georgia case – [Due to the socio-political globalization up to 20% of Students now spend time in a country other than their own. Economic Review. UNESCO 2017].

internationalization globally has 3 major phases and about 7 basic elements

- a. “the design for internationalization”
- b. partial implementation (Attracting students from abroad and offering classes in English, establishing partnerships with top Universities) - monitoring,
- c. full implementation, evaluation - recalibration phases (diversifying the offer), we must be talking about 10-15 years of experience.



What does the SH look like to Georgia, as a partner country?

Since 2017 Program HU

- 80 Scholarships - BA, MA and Ph.D degrees;
- 30 BA, 30 MA and 20 Ph.D.
- 250 academic concentration areas, (including medical studies)
- Language course, full time enrollment BA, MA, Ph.D. One-Tire (integrated) degree, partial studies available.
- 76 Universities and Schools country-wide (Private HEI not included)

Since 2017 Program GE:

- 10 HU students offered scholarships in 6 Universities of GE, mostly Capital, but also 1 seas side town University.

- Areas of concentration - 6 fields, + Independent Study. Most applicants are interested in short term Programs; 2 applicants would like to enroll in Master level studies in 2018.



Dynamics of SH - Georgia case






Output/outcomes for GE:

- Offering courses that are not available in Georgia: bang Journalism, Destination Management, Engineering.
- MBA that is not supported by any other international Scheme.
- While GE has a number of strong faculties in STEM, or SDSU (costs 7K USD) , HU offers STEM very affordably, so we believe that a new cohort of graduated Bachelors may constitute the next group for IEC MS programs and consequently return to GE upon completion of their second step of tertiary education.
- SH graduates from particular fields may create new professional grounds, academic schools and eliminate the concentration/professional field gap in GE. (ex: Anthropology Dept in Mongolia, HR in Azerbaijan.)





Internationalization capacity and quality marking from EU to Eastern Partnership - What do Eastern Partnership countries look for?

- According to reviews, the most attractive countries for international student are USA, UK, Germany and France- **4.8% for USA over last 5 years.**
- The CEE countries can witness rapid growth in foreign Student numbers - **300% for Slovakia, 200% for Poland**
- **The factors:** State vision, ed politics and polices, affirmative measures for inter- and intranationalization.

Language Factor:
- influencing HEI choice for International Students? (Hungarian and Spanish comparison)





Considerations:

- Winners and International Actors vs Countries in Transition
- risks - massification of internationalization may lead to quality marking and control deficit (EQE), creating easy-target academic degree countries, student trafficking, ghettoization of big clusters of international students, thus depriving the process of international interaction, etc;
- Recruitment Agencies - major contact points for Georgia (ex: Medical studies, 7.000 Students in Medical University of Georgia). The Internationalization in GE is still at an inception period, and is asymmetric in terms of # of schools and faculties involved. <http://www.studyingeorgia.ge/list-of-institutions?query=&city=&language=&items=24>
- Internationalization and INTRANATIONALIZATION must be the process, that would imply the quality marking in “second target” schools in Georgia.
- HU experience would be invaluable to Georgia. Ex: the Program assisting Hungarian expat academicians return to the country, English Language training for faculty and staff, international curricula development (joint programs) , students life and international student hospitality, evaluation/recalibration gizmos for internationalization.





Projections: The new dimensions and boarders of HEI Internationalization –

More branches and joint programs and degrees, but also...

The new dimensions of Internationalization follow the footsteps of HE transformation to “Longer-, fuller- and further Education” [2016, Snyder]

- **A Longer Education** - HEI’s function to front-load a lifetime education is no longer the case. Therefore, HE is to offer more segmented, modular, but lifelong education to various age groups. HEI would expect the internationalization process to adapt to the above and offer exchange, mobility, joint programs considering the factors.
- **A fuller Education** - The market requires combination skills that entail problem solving ability for social and corporate problems. Therefore, the universities offer trans-disciplinary and work-based education. Internationalization process will have to strongly consider how to adapt to the HE where classroom instruction is not a prevailing modus operandi.
- **A further Education** - “More and more candidates will propose trans-disciplinary hypotheses. Dissertations will have to be updates every 10 years in order to keep the degree current. Ph.D earning process will be open to non-academic candidates, who can meet the described standards.” [2014, Snyder].



Thank you very much for your attention!

Köszönöm szépen a figyelmet!



<http://iec.gov.ge/images/File/2016-wlis-angarishi.pdf>

