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Universiteti
Europlan i
Tiranës
mëson përson / gëton në mënyrë grup

KOLEGJI
UNIVERSUM



University of Tuzla
Bosnia and Herzegovina

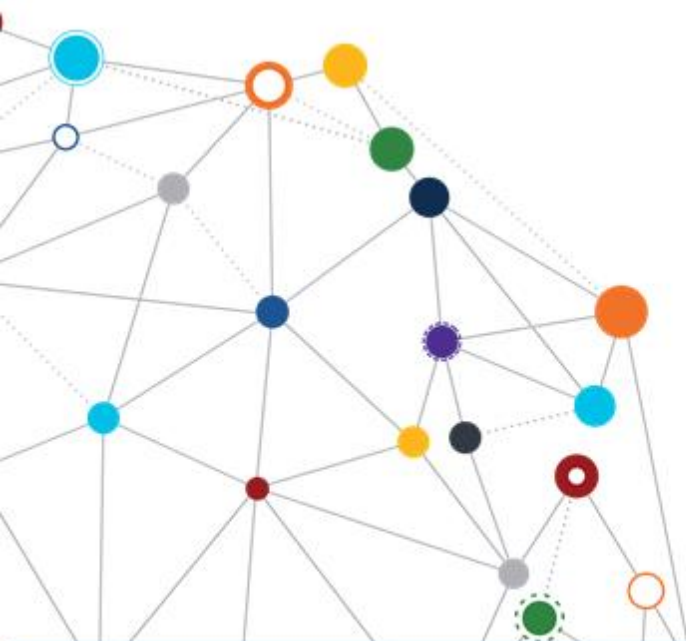


Existing knowledge capital analysis

Work package 1

November 2020 | **INTER**nationalization at Home: Embedding Approaches and Structures to Foster Internationalization at Western **BA**lkans

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Internationalization at Home concept

Today's globalized world has led to an increased tendency for all countries to get involved in the process of sharing intercultural values, ideas and practices of all kinds. Higher education has not escaped this tendency and thus has embraced this process of sharing values and practices through the process of internationalization. Before we examine the concept of internationalization at home, it is important to define the idea of internationalization. The most widely accepted definition of internationalization has been provided by Knight. According to Knight internationalization is "the process of integrating an international, intercultural, or global dimension in the purpose, functions or delivery of post-secondary education". This serves as the basis for an explanation of the internationalization at home.

Within the concept of internationalization, we find the narrower concept of internationalization at home. This definition (and most recent one) has been proposed for the term: "Internationalization at Home is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments." In this way, the concept of internationalization at home consists of a set of activities and instruments which are designed to develop intercultural and international competences for higher education students. In this regard, the implementation of internationalization at home for students must be completed through the proper designation of formal and informal curricula of higher education institutions so they serve the purpose of equipping students with skills and competences that allow them to adjust if exposed to various international experiences.

Through the concept of internationalization at home, universities are supposed to create a learning environment for their students who may not necessarily have opportunities for mobility. The concept operates under the assumption that since the majority of the students may not have a mobility experience (perceived as being helpful to intercultural and international adaptation), will still benefit from the internationalization process at their home institutions and gain the necessary global competences. Higher education institutions are supposed to design their curriculums so program contents and learning outcomes are fully internationalized. More practically, internationalization at home can be applied by the use of several instruments in the learning and teaching process. Higher education institutions must make use of comparative





international literature, guest lecturers from international partner universities, international case studies, online collaborations and others. The process is expected to be greatly facilitated by the use of technology.

While the idea of internationalization at home in addition to Europe has started to gain traction in South Africa and Latin America, there are some implementation issues. The effectiveness of the implementation of this process is based on the capabilities of the academic staff. Still, only a limited number of academic staff have had the opportunity to get involved in the mobility process and often they must complete a structured staff development process. In this regard, if the process of home internationalization at home is to be implemented successfully, staff development is crucial. The concept of internationalization at home, although still under revision by most scholars, remains a clear opportunity for the unification of global education.

Literature review

The concept of internationalization at home is important as it entails an important trend which involves both internationalization in terms of an intertwining of countries and cultures, but also it includes the relevant component of exchange in terms of education. It must be emphasized that the term internationalization at home was first coined in 2001 and since then we witness a rather interesting mixture and overlapping of definitions that have somehow added to the vagueness of the concept. While the concept of internationalization at home seems to be a concept operating under the umbrella of the broader concept of internationalization of curriculum, internationalization at home remains an useful term that could be used effectively in different circumstances and for different purposes. (Beelen & Jones 2015).

Beelen and Jones in their article entitled 'Redefining Internationalization at Home' define internationalization at home as "the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments". Again, while the term internationalization is connected to the broader term of internationalization of curriculum, the latter tends to focus on internationalizing the learning outcomes for every student and not particularly for those who study abroad (Jones & Reiffenrath 2018). Interestingly, according to the European University Association, while 64% of the universities tend to be involved in the process of internationalization, they remain unsure about what the concept of internationalization at home means and how this process can be effectively implemented (Jones & Reiffenrath 2018).





Before proceeding with the components of internationalization at home as a concept, it is necessary to break down the concept further. According to Beelen and Leask, Internationalization at Home does not represent an aim, but it is rather a “ a set of instruments and activities ‘at home’ that aim to develop international and intercultural competences in all students. Leask goes even further in his attempt to clarify the concept of internationalization at home as it adds that internationalization at home is specific to the particular discipline and even to the specific study program of a certain institution (Beelen & Jones 2015).

The concept of internationalization at home has gained particular attention in Europe where there have been attempts to foster the idea of internationalization through using a rather more “sustainable, values-driven and socially responsible approach”. Based on this, several authors have broken down the concept into two relevant components: 1) comprehending the idea of internationalization beyond the component of mobility and 2) the process of teaching and learning in environments that are culturally diverse (Almedia et al., 2018).

In addition to this, the concept of Internationalization at Home is useful also in relation to the promotion of shared values and better understanding among people of different cultures, creation of better relations between different institutions, and the improvement of all involved stakeholders as a result of the process of mutual exchange between different institutions. This has been specifically achieved through the process of shared learning, comparison of involved stakeholders and exchange of good practices among partner institutions (Almedia et al., 2018).

The article entitled “Internationalisation at Home in Finnish Higher Education Institutions and Research Institutes” provides several reasons to demonstrate the importance of internationalization at home. First, internationalization at home is relevant as it improves people’s language skills and their ability to operate in intercultural environments. Furthermore, IaH is also relevant in the sense that there are students who are not able to participate in international mobilities during their studies. In addition to this because of the fact that students are able to develop intercultural skills, this enables them to be less prone to having prejudices and ideas of ethnocentrism. In this regard, internationalization at home equips institutions and students with a





relevant skill set which then enables them to better operate in an international context (Weimar, Hoffman & Silvonen).

Jones & Reiffenrath in their article “Internationalisation at Home in Practice” provide a comprehensive view in regards to the features and benefits of IaH. According to the article, there are several components associated with the concept. First, the article mentions that IaH provides students with a relevant global perspective. Next, there is an important emphasis on the impact of the IaH on the development of the curriculum as the implementation of IaH affects learning outcomes in the curriculum. Furthermore, because of its focus on the idea of cultural diversity, the concept of IaH contributes to the inclusion practices of the institutions. Another important aspect of the role of IaH is the fact that it tends to affect all members of institutions which allows for more comprehensive changes to be implemented at institutions. Interestingly, the article does not necessarily relate the concept with the English language. The concept also tends to take recent developments into consideration and thus accepts virtual communication and exchange in general as part of the concept. Finally, the article tends to emphasize the fact that regardless of its limitations, IaH remains an important aim as it allows universities to cooperate effectively with one-another and thus create a rather synergistic relationship (Jones & Reiffenrath 2018).

Before ending the discussion regarding the conceptualization, components and importance of Internationalization at Home it is important to mention the limitations associated with this idea. First, Internationalization at Home seems to have positioned itself as a Western concept and thus has drawn criticism from African scholars. Furthermore, until very recently it does not appear to be on the agenda of the Asian education. Another relevant piece of criticism has been the fact that the IaH movement does focus more on the activities that ought to be performed rather than on results that should be achieved (Beelen & Jones 2015).

Another relevant part of the criticism has been the intercultural component of the Internationalization at Home. More specifically, several authors have pointed out that IaH might contribute to the strengthening of the national stereotypes rather than working on reducing them. As Internationalization at Home as a concept has been more developed in Europe, this form of criticism has generally taken place in the European context (Weimer, Hoffman & Silvonen 2019).





While a still relatively new concept, Internationalization at Home is rather steadily gaining greater acceptance. The concept, while now generally established in the context of Europe, is also starting to attract attention even in the US. The article entitled “Internationalization at

Home” in the United States: Enhancing Admissions and Enrollment Practices for Marginalized Students during and after the COVID-19 Pandemic” describes the incorporation of IaH in the context of the US and also stresses the importance of the term in “promoting civil and human rights, social justice, and human dignity” (Muniz & Borg 2022).

The vast potential and the comprehensive nature of Internationalization at Home tends to legitimize the efforts toward the promotion of this mechanism in the context of higher education institutions. IaH is now widely perceived as a means to better intercultural capabilities, greater inclusion and greater institutional development for those institutions that employ such practices. With this being the case, it is clear that higher education institutions that have integrated the idea of Internationalization at Home in their work must be supported and that there should be clear efforts toward the promotion of initiatives that enhance the educational experience of students.

Project focus within the internationalization at home framework

There is a rather clear consensus among project partners that INTERBA project focus within the internationalization at home framework will be knowledge sharing between partners. More specifically, all project partners differ in regards to their expertise and needs within the realm of internationalization at home and therefore all share the common goal of attempting to benefit from the collaboration. As it will be mentioned in the internationalization areas prioritization in which a quantitative content analysis has been made by analyzing the frequency of topics that were covered in the projects held by each institution. Therefore, all project partners have the potential to exchange knowledge based on their expertise and thus the various existing projects will support the overall objective of the project in consolidating the process of internationalization at home in their respective institutions. It is worth mentioning that while the project focus will be expertise sharing among partners, the project will also be greatly beneficial to the partners in regards to finding out their main needs concerning the process of internationalization at home which will make them more effective in their internationalization efforts.





The article entitled “Internationalization at home: internationalizing the university experience of staff and students” describes the relevance of knowledge exchange and the process of strategic partnership between institutions in order to facilitate the process of internationalization at home. In relation to this, the entire process of internationalization which is at the core of this project is to promote internationalization as a means of helping students and staff to improve their intercultural outlook and intercultural capabilities in general. The variety of projects and expertise of INTERBA partner institutions will greatly facilitate the completion of the INTERBA project aims.

The INTERBA project, consisting of various partners, also holds an important diversity component. In this regard, Professor Elspeth Jones, Emerita Professor of the Internationalisation of Higher Education from Leeds Beckett University describes that there are various models of developing Internationalization at Home programmes and that all institutions hold the potential to be both creative and proactive in developing such models. This constitutes a major part of the knowledge exchange potential between INTERBA project partners and thus stresses the importance of knowledge exchange in the context of internationalization at home project efforts.

1. Work package description

The goal of the first Work Package was to identify existing knowledge capital in a standardized way that will assist the creation of a knowledge repository at institutional and national level. Specific tasks under this Work Package include:

1. Performing analysis of knowledge capital in partner countries
2. Conducting a needs analysis
3. Prioritizing internationalization areas

2. Methodology

For conducting the analysis of knowledge capital in partner countries, we have used a method which required self-reporting of all partners about their implemented projects until now. We have created a shared file where all partners were required to present all the projects implemented by them so far. For each project they were required to write down a brief description of project objectives, outputs, activities and people involved. The team provided an exhaustive list of possible topics that these projects addressed. Based on the topics, the team identified the expertise that each partner





acquired throughout project implementation. More specifically, we used quantitative content analysis through which we counted the number of times a specific topic was mentioned. Using this analysis, the experience of partners was identified based on the topics they have covered through the implementation of their projects. This part of the report allowed us to arrive at generalizations about the knowledge capital of not only specific partners, but also demonstrated the specific development of internationalization at home in particular contexts.

3. Analysis of knowledge capital in partner countries

From all projects implemented by the partners, the team has categorized the topics that were covered most often by the partners through their projects. They were divided in four categories:

- The first category includes the topics that were covered at least ten times
- The second category includes the topics that were covered from five to ten times
- The third category includes the topics that were covered up to five times
- And the last category includes the topics that were not covered by any project

There are six topics that fall in the first category that are covered most often. They are presented in the table below:

Nr.	Topics	Times mentioned
1	New innovative curricula/educational methods/development of training courses	31
2	ICT - new technologies - digital competences	20
3	Regional dimension and cooperation	16
4	Cooperation between educational institutions and business	15
5	International cooperation, international relations, development cooperation	11
6	Quality Improvement Institutions and/or methods (incl. school development)	10



Further, there is also a small portion of topics that were covered five to ten times and fall under the second category. They are presented in the table below:

Nr.	Topics	Times mentioned
7	Agriculture, forestry and fisheries	7
8	Research and innovation	7
9	Labour market issues incl. career guidance / youth unemployment	6
10	Environment and climate change	6
11	Key Competences (incl. mathematics and literacy) - basic skills	6
12	Overcoming skills mismatches (basic/transversal)	6
13	Pedagogy and didactics	6
14	Quality and Relevance of Higher Education in Partner Countries	6

There is a larger portion of topics that were covered one to five times by the projects that were implemented by the partners. These include 23 topics that are listed in the following table.

Nr.	Fields	Times mentioned
15	Disabilities - special needs	3
16	Home and justice affairs (human rights and rule of law)	3
17	Reaching the policy level/dialogue with decision makers	3
18	Rural development and urbanisation	3
19	Recognition, transparency, certification	3
20	Entrepreneurial learning - entrepreneurship education	3
21	Cultural heritage / European Year of Cultural Heritage	3
22	Cooperation with least developed countries	3
23	Early School Leaving / combating failure in education	2
24	Gender equality / equal opportunities	2
25	Quality Assurance	2
26	Participation of European social partners and/or national social partners	2



27	Social/environmental responsibility of educational institutions	2
28	Creativity and culture	1
29	Economic and financial affairs (incl. funding issues)	1
30	Social dialogue	1
31	Enterprise, industry and SMEs (incl. entrepreneurship)	1
32	Health and wellbeing	1
33	Inclusion – equity Intercultural/intergenerational education and (lifelong) learning	1
34	Romas and/or other minorities	1
35	Open and distance learning	1
36	Promote education in and through sport with special focus on skills development	1
37	Migrants' issues	1
38	Graduate tracking systems	1

And finally, there is a broad array of topics that were not covered by any project and in which the partners don't have any particular expertise.

Nr.	Fields	Times mentioned
39	Access for disadvantaged	0
40	Energy and resources	0
41	Ethics, religion and philosophy (incl. Inter-religious dialogue)	0
42	Natural sciences	0
43	Recognition (non-formal and informal learning/credits)	0
44	Teaching and learning of foreign languages	0
45	Transport and mobility	0
46	Youth (Participation, Youth Work, Youth Policy)	0
47	Post-conflict/post-disaster rehabilitation	0
48	Integration of refugees	0



49	Digital skills	0
50	Green skills	0
51	Civic engagement / responsible citizenship	0
52	Social entrepreneurship / social innovation	0
53	Universities in more remote areas	0

3.1.1 University of Tirana

Nr.	Fields of expertise
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1	Research and innovation
2	Labour market issues incl. career guidance / youth unemployment
3	Digital Transformation
4	New innovative curricula/educational methods/development of training courses
5	Overcoming skills mismatches (basic/transversal)
6	IT Governance
7	Quality and Relevance of Higher Education in Partner Countries
8	Key Competences (incl. mathematics and literacy) - basic skills
9	Environment and climate change
10	Creativity and culture
11	Integration of refugees
12	Social dialogue
13	Gender equality / equal opportunities
14	International cooperation, international relations, development cooperation
15	Social/environmental responsibility of educational institutions
16	Reaching the policy level/dialogue with decision makers
17	Home and justice affairs (human rights and rule of law)
18	Cultural heritage / European Year of Cultural Heritage
19	Regional dimension and cooperation
20	Cooperation between educational institutions and business
21	ICT - new technologies - digital competences

3.1.2 European University of Tirana

Nr.	Fields of expertise
1	International cooperation, international relations, development cooperation
2	Research and innovation
3	Cooperation between educational institutions and business



4	Quality Assurance
5	Pedagogy and didactics
6	Key Competences (incl. mathematics and literacy) - basic skills
7	Disabilities - special needs
8	Pedagogy and didactics
9	Overcoming skills mismatches (basic/transversal)
10	Agriculture, forestry and fisheries
11	Graduate tracking systems
12	ICT - new technologies - digital competences
13	Health and wellbeing
14	Entrepreneurial learning - entrepreneurship education
15	Economic and financial affairs (incl. funding issues)
16	Cultural heritage / European Year of Cultural Heritage
17	Quality Improvement Institutions and/or methods (incl. school development)
18	Rural development and urbanisation
19	Recognition, transparency, certification
20	Inclusion – equity Intercultural/intergenerational education and (lifelong) learning
21	Promote education in and through sport with special focus on skills development
22	Labour market issues incl. career guidance / youth unemployment
23	Participation of European social partners and/or national social partners

3.1.3 University of Tuzla

Nr.	Fields of expertise
1	International cooperation, international relations, development cooperation
2	New innovative curricula/educational methods/development of training courses
3	Disabilities - special needs
4	Overcoming skills mismatches (basic/transversal)



5	Gender equality / equal opportunities
6	Early School Leaving / combating failure in education
7	New innovative curricula/educational methods/development of training courses
8	ICT - new technologies - digital competences
9	Overcoming skills mismatches (basic/transversal)
10	Quality Improvement Institutions and/or methods (incl. school development)
11	Agriculture, forestry and fisheries
12	Cooperation with least developed countries
13	Environment and climate change
14	Cooperation between educational institutions and business
15	Labour market issues incl. career guidance / youth unemployment
16	Pedagogy and didactics
17	Romas and/or other minorities
18	Recognition, transparency, certification
19	Key Competences (incl. mathematics and literacy) - basic skills
20	ICT - new technologies - digital competences
21	Regional dimension and cooperation

3.1.5 University of Mostar Dzemat Bijedic

Nr.	Fields of expertise
1	Agriculture, forestry and fisheries
2	Research and innovation
3	Cultural heritage / European Year of Cultural Heritage
4	New innovative curricula/educational methods/development of training courses
5	Environment and climate change
6	International cooperation, international relations, development cooperation
7	Open and distance learning



8	Cooperation between educational institutions and business
9	Rural development and urbanisation
10	ICT - new technologies - digital competences
11	Quality and Relevance of Higher Education in Partner Countries
12	Regional dimension and cooperation
13	Reaching the policy level/dialogue with decision makers

3.1.5 Universum College

Nr.	Fields of expertise
1	Research and innovation
2	International cooperation, international relations, development cooperation
3	Key Competences (incl. mathematics and literacy) - basic skills
4	New innovative curricula/educational methods/development of training courses
5	ICT - new technologies - digital competences
6	Entrepreneurial learning - entrepreneurship education
7	Cooperation between educational institutions and business
8	Quality Improvement Institutions and/or methods (incl. school development)
9	Quality Assurance
10	Enterprise, industry and SMEs (incl. entrepreneurship)
11	Regional dimension and cooperation
12	Agriculture, forestry and fisheries
13	Pedagogy and didactics
14	Social/environmental responsibility of educational institutions
15	Quality and Relevance of Higher Education in Partner Countries
16	Recognition, transparency, certification
17	Cooperation with least developed countries

3.1.6 University of Pristina



Nr.	Fields of expertise
1	Cooperation between educational institutions and business
2	New innovative curricula/educational methods/development of training courses
3	Key Competences (incl. mathematics and literacy) - basic skills
4	International cooperation, international relations, development cooperation
5	Quality Improvement Institutions and/or methods (incl. school development)
6	Cooperation with least developed countries
7	Cooperation between educational institutions and business
8	ICT - new technologies - digital competences
9	Quality Improvement Institutions and/or methods (incl. school development)
10	Regional dimension and cooperation

3.1. An Institutional Level Analysis of Knowledge Capital Based On Implemented Projects

There is a need to separate the knowledge capital analysis in two basic levels for the purposes of the report. First, there will be an institutional level analysis and then a country level analysis. This form of analysis is expected to provide a better understanding of the current situation in regards to the domains in which particular institutions and countries have a greater expertise.

When analyzing which partner has the most extensive experience in the identified topics, it results that the European University of Tirana (UET) has already covered 23 different topics with their projects. It is followed by the University of Tirana and University of Tuzla who have covered 21 topics each with their projects. Universum College has experience in 17 different topics. University of Mostar Dzemal Bijedic is experienced in 13 different topics and University of Prishtina in 10 of them. The list of experiences for each partner is included in the annexes.

3.2 A Country-Level Analysis of Knowledge Capital



3.2.1 Albania

Generally speaking, we are able to witness some patterns in regards to the knowledge capital of Albania based on the projects implemented. However, what we find interesting in the context of Albania is that the projects are generally very diverse and there are no clear indicators as to a particular project's focus. In this project Albania is represented by the University of Tirana and European University of Tirana. Topics in the context of Albania are very wide-ranging and tend to cover education, labor market, technology and information technology, international cooperation among institutions, but also topics such as environment, gender rights and others. More prominently, we find topics in the area of educational practices improvement and international cooperation which are then followed by topics related to the labor market and topics that have a social component. It could be concluded that higher education institutions that have been part of the analysis are not necessarily focused to a particular area, but are in fact of a rather wide scope.

3.2.2 Kosovo

In this project Kosovo is represented by two universities-Universum College and University of Pristina. Based on the analysis of expertise of these two institutions, we are able to conclude that while we can witness a diverse expertise, there are some patterns regarding their knowledge capital. Primarily, there is a clear pattern of a rather extensive experience in both institutions regarding areas such as education quality improvement and cooperation among higher education institutions. However, it must be emphasized that these two components are particularly prominent when considering the expertise of the University of Pristina. On the other hand, Universum College is also very active in these project areas, but it does also tend to develop projects that fall within the category of information technology, entrepreneurship and business education. Other project categories which are rather part of Universum College portfolio are topics that involve innovation and environmental issues.

3.2.3 Bosnia and Herzegovina

Bosnia and Herzegovina is represented by University of Mostar Dzemal Bijedic and University of Tuzla. In the context of Bosnia and Herzegovina there is a rather diverse focus of knowledge capital when taking into account the variety of projects. More specifically, these two universities tend to have a greater expertise on topics related to the development of technology or more specifically the information technology sector. Furthermore, we also notice that Bosnia and Herzegovina higher education institutions place an emphasis on the aspect of internationalization as there is also a



component of cooperation among universities. Next, there are also many projects that are focused on the development of quality in higher education. There are also projects that fall within the category of environmental protection. Labour market and the skill mismatch is also among most relevant topics when analyzing the expertise of Bosnia and Herzegovina institutions. Other remaining projects have a slightly more dispersed focus as they tackle other issues such as gender equality, minority rights and policy-related topics.

4. Prioritizing internationalization areas

Based on the knowledge capital analysis, the team has concluded that all partners have experience with at least one project in the following fields:

- New innovative curricula/educational methods/development of training courses
- ICT - new technologies - digital competences
- Cooperation between educational institutions and businesses
- International cooperation, International relations, and development cooperation

It is now important to proceed with the process of internationalization area prioritization. More specifically, the next part of this document will focus on the training needs analysis for project partners. All partners have been asked to comment regarding their training needs. Based on the partner institutions' answer in this regard we will arrive at a conclusion as to which are the areas that they have prioritized concerning their further development. It must be noted that the answers of the institutions will then be used to arrive into generalizations regarding the training needs or gaps for the countries these institutions represent.



4.1 An institution-level needs analysis

This section will provide an overview of the training needs for the higher education institutions that are part of the project. As it will be seen further, there are some clear patterns regarding the training needs of institutions, but, of course, there are also needs that should be considered as being particularly important for specific institutions. This part of the analysis is important as it clarifies the focus of the partners regarding the projects they should develop.

4.1.1. University of Tirana

University of Tirana has primarily emphasized the need for more training regarding the development of the new curricula. The idea behind this specific request is that it is necessary for the professors of University of Tirana to be acquainted with the global trends in the area of education. Innovation in research methodology has also been deemed important as it is necessary for the students to understand the importance of the course and the ever-changing nature of the data in general. In line with the global developments is also the need to improve in regards to the digital transformation aspect. This has been deemed important as it will directly improve the processes within the institution. Two last training needs of the University of Tirana remain greater development in the area of ICT and project writing. In general, there is a tendency for this institution to frame their needs in accordance with the recent developments in education and technology.

4.1.2 European University of Tirana

European University of Tirana has also expressed a variety of training needs. This institution has first emphasized the need for innovative teaching methods in areas such as IT, Mathematics and Statistics. While these courses have been part of the program of this institution, it is necessary to improve the practices in these areas. In addition to this EUT has also expressed a need for developmental courses in areas such as new innovative curricula/educational methods/development of training courses and others. Furthermore, this institution has also expressed the need for training regarding the use of new antiplagiarism software. This has been deemed important as students tend to face serious problems when dealing with such software. Digital competences are also among the training needs of this institution and they seem to correspond with the general developments in the area of ICT. Strengthening the role of the HEI in



Social Services in the country has also been considered important as this is a part of the institutional efforts to impact the social services system in the country of Albania. Gender equality training is also part of the EUT training needs. Quality assurance is also among the areas in which the European University of Tirana has seen a need for training and thus greater development for the existing staff.

The

practices regarding the collaboration between academia and industry have also been perceived as relevant. Furthermore, improving the research capacities of the institution has also been perceived as very important. In relation to this aspect, there is also a need for more work and training in the area of innovation. Speech therapy is also among the training needs of this institution. Another program in which there is a need for greater capacity development is the Tourism Management study program. Two last academic aspects that have been emphasized by European University of Tirana are pedagogy and didactics.

4.1.3 University of Pristina

University of Pristina has first emphasized the need for training on project training. In addition to this, there is a great need for development in the area of ICT, better teaching methods and techniques and, in addition to that, there is a need for development in the area of digital skills and media literacy. Furthermore, University of Pristina has expressed interest for great development in aspects such as more developed learning curricula with the aim of improving the learning process. Other elements that have been considered relevant for training are training for entrepreneurship canvas model and distance learning which remains in line with the recent global educational developments.

4.1.4. Universum College

In regards to its training needs, Universum College has first mentioned training on designing hybrid classrooms. The rationale behind this choice is that the pandemic made online learning much more relevant compared to the past, but, in relation to this, the aim of the institution is to develop classes where some students attend face-to-face classes. Training on ICT and digital competences has also been considered relevant by UC. Another relevant training need is training on best international practices regarding student retention as high drop-out levels remain a general issue for more higher education institutions in Kosovo. Another training need emphasized by this institution is training concerning the leadership skills of the administrative staff and faculty deans. Developing such skills is crucial when considering the gradual growth of the institution.

Best practices in



quality assurance have also been considered important by Universum College. Such training must be completed in accordance with the international standards. Another training need which is in alignment with the aim of the institution to cooperate with industry is developing effective business start-up incubation at university. This is particularly relevant as it contributes to lowering the already high unemployment rates among the youth in Kosovo. In relation to the UC efforts to promote greater employability, the institution has also promoted the need to develop career guidance efforts for their students. Generally, the mission of the institution remains in great alignment with the demographic landscape of Kosovo and its need for greater economic development.

4.1.5 University of Tuzla

The University of Tuzla has first mentioned the need for training on integrating research in training. According to these institutions currently students do not really want to participate in research and most importantly do not understand the importance of this process. Innovation has also been considered to be a relevant aspect for the representatives of University of Tuzla. Students' employability is considered relevant by this institution as one of the training needs is work on developing a software that tracks student employment. Furthermore, in relation to promoting student employability, University of Tuzla has expressed interest in developing training that make possible a greater understanding of the labour market issues and enable the institution to provide career guidance to its students.

The University of Tuzla has also reaffirmed the importance of internationalization efforts. More importantly, this institution considers internationalization as a part of university strategy development. This is because the faculty and students of this institution must in fact develop a greater understanding regarding the importance of this particular process. In general, developing greater relations and thus greater cooperation with other international higher education institutions remains one of the key priorities of this institution.

4.1.6 University of Mostar Dzemal Bijedic

University of Mostar Dzemal Bijedic has first emphasized the importance of developing courses that prepare the institution in their efforts for conducting better training. A major training need expressed by this institution is holding training regarding the best practices on internationalization at home. This practically means internationalization of the curriculum and new teaching approaches for institutions. In alignment with these training needs, the institution has also





affirmed the importance of new innovative curricula in general and innovative teaching methods. Furthermore, training on the quality of higher education has been deemed important and, according to the university representatives, this should be achieved through greater cooperation with other institutions.

Similar to other institutions, University of Mostar Dzermal Bijedic has expressed the need for training regarding the importance of career guidance. Of course, the rationale behind this decision is the rather high rate of unemployment for the youth of this country. Thus, according to this institution, it is important to adapt the study programs to the labor market. Another important training need and in alignment with the former is the need of the institution to extend its cooperation with industry in order to promote greater employment opportunities. This would also assist the institution in improving its teaching practices. The development of entrepreneurial skills is also among the training priorities of this institution.

In relation to the recent technological developments, University of Mostar Dzermal Bijedic has also expressed the need for training on digital marketing which would then enable the institution to better promote its values. The development of digital competencies and ICT know-how is also among the training needs expressed by this institution. Soft skills training has also been considered relevant by this institution. Two last training needs expressed by this institution tend to be a response to the new developments in higher education. First, University of Mostar has emphasized the need for plagiarism prevention software and better preparation in facing the needs of the current online learning.

4.2. A country-level needs analysis

4.2.1 Albania

We can witness some general patterns regarding the higher education institutions needs in the context of Albania. More specifically, based on the needs expressed by the University of Tirana and European University of Tirana, we could assess that educational quality remains one of the key priorities for both institutions. Another recurring theme is improvement in the area of digital competencies. Both institutions have asserted that they consider the relationship between education and technology as very important. It must be emphasized that improvements in regards to digital education and technology in general seem to be true for all participating countries. Furthermore, the relationship between academia and industry seems to be another relevant topic





in the context of Albania. Other themes such as project writing or even tourism can also be considered as important and thus tend to complete the training needs landscape of Albania.

4.2.2. Kosovo

Kosovo in this project was represented by University of Pristina and Universum College. Similar to higher education institutions in Albania, there are certain clear patterns for the context of Kosovo too. It must be noted that in line with the recent digital trends, both institutions tend to emphasize the importance of digitalization and ICT in general. Furthermore, we witness that both institutions are interested in improving their curricula, teaching practices and learning/teaching quality in general. Topics such as the relationship between academia and industry are also very prevalent in the context of Kosovo. In addition to this, the development of entrepreneurship education seems to be also relevant for Kosovar higher education institutions. Generally speaking, both institutions acknowledge the importance of ensuring greater employability for the youth and thus have requested for training that would improve such practices. Online learning, media literacy and business incubation are also among the training needs expressed by the representatives of Kosovar higher education institutions.

4.2.3. Bosnia and Herzegovina

University of Tuzla and University of Mostar Dzemal Bijedic are the higher education institutions that represent Bosnia and Herzegovina in this project. It must be noted that perhaps because of the similar context, Bosnia and Herzegovina institutions have also expressed some training needs that seem to be in alignment with those of the institutions from other countries. First, both institutions have expressed an interest in developing training that would positively impact their teaching and learning practices and quality assurance in general. It is interesting that they consider that improvement in the area of internationalization would then positively impact the above mentioned aspects.

In line with other institutions, both Bosnia and Herzegovina institutions tend to emphasize the need for training on those practices that would ensure better employability practices for their students. Again, it must be noted that this is primarily motivated by the high levels of unemployment among youth. Another relevant training aspect in the context of Bosnia and Herzegovina is the need for more training regarding innovation and digital competencies which seem to in fact a rather recurring theme among all institutions. Software development training on areas such students' employment





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monitoring and antiplagiarism software development was also considered relevant by the Bosnia and Herzegovina higher education institutions.



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