

Internationally Active – Professionally Valuable

RESEARCH REPORT

**The level of internationalization of academic
staff at universities in Poland, Germany,
Slovenia, Portugal and Cyprus**



InterAct



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University College of Enterprise and Administration, Poland



Frederick University, Cyprus



International School for Social and Business Studies, Slovenia



Instituto Politecnico De Setubal, Portugal



Technische Hochschule Deggendorf. Germany

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Results of the online survey: “Internationally active – Professionally valuable”

INTRODUCTION

For the last 30 years the internationalization of Higher Education Institutes has become one of the main targets of national research centres and governments in Europe. The European programmes for mobility and research such as Erasmus+ and Horizon2020 have enhanced this effort and have promoted the exchange of students and researchers, the exchange of ideas, and interculturalism between the member states of EU.

However, active and committed participation of the academic staff of HEI is needed to achieve the internationalization targets. Unfortunately, employees of many European universities are not interested in participating in this process or are very reluctant to participate in it. Only a small percentage of employees of European universities show initiative in working with foreign students, applying for foreign grants for research and scientific work, publishing the results of work in international magazines, traveling to foreign universities to conduct research and work with students, or participating as hosts during study visits from other countries.

The main goal of the project **Internationally Active – Professionally Valuable** is to increase the interest of European HEIs staff, in participating in international activities implemented by their universities, by developing a set of tools and guidelines dedicated to HEI staff, giving to international offices real and practical tips on how to motivate academic staff, and on the other hand help employees to overcome barriers that inhibit their participation in international universities.

INTERNATIONALIZATION IN THE PARTNER COUNTRIES

Partners in this Project are the University College of Enterprise and Administration, in Poland (Coordinator), Frederick University, in Cyprus, Technische Hochschule Deggendorf, in Germany, Instituto Politecnico De Setubal, in Portugal and International School for Social and Business Studies, in Slovenia. All universities face challenges when trying to promote internationalization, either because of financial difficulties or lack of interest. In this section we briefly introduce the current situation in the participating countries.



Poland: The situation of universities in Poland, and thus also its employees, is influenced by many factors, the most important being the low level of expenditure on higher education, i.e. 1.3% of GDP, which translates into low wages and excessive teaching workload for employees. Universities in Poland encounter a number of barriers in the internationalization process, which is partly due to the specificity of their operation and concerns the following areas: The first limitation is financial issues, which means that many universities lack the resources to initiate cooperation and to carry out joint international projects. Another problem limiting the international mobility of employees of both private and public universities is the fact that the vast majority of employees work in two or three positions, which significantly limits their time for conducting additional activities. Finally, the limited knowledge of English language, especially among older staff often introduces a division into "younger workers" (more interested in mobility, knowing English, seeing an opportunity to participate in international projects) and "older workers" (rather not interested in participating in mobility programs, knowing English at a basic level, etc.). The National report of Poland can be found in Annex 1.

Cyprus: Since 2007 when the Republic of Cyprus allowed the operation of private universities in addition to public universities, it has put in place an effective higher education framework, which emphasises on research, teaching, internationalization and employability. Internationalization in Higher Education in Cyprus is very much affected by the financial resources of each institution or university. As a result, there is a big difference between the internationalization of public and private universities. Economic breath to private universities gives the European Programme Erasmus+ which provides funds for mobility to students, staff and faculty. The National report of Cyprus can be found in Annex 2.

Germany: The German Academic Exchange Service (Deutscher Akademischer Austauschdienst, DAAD) states that Higher Education Institutions (HEIs) increasingly define themselves over their international reputation and efficiency as well as their presence on the "global market". In total over three quarters of Germanys HEIs have an internationalization strategy and only 10% of those strategies are older than five years. The mobility strategy of the European HEI-union is the base of the internationalization strategies of the HEIs. Germany's HEIs practice staff mobility with a lot of different countries, but still the outgoing staff mobility is not as high as it could possibly be: In 2015, only 7% of Germany's scientific staff took part in organizationally funded teaching/lecturing/researching abroad. Nevertheless, outgoing scientific and non-scientific staff have a great positive influence on the general internationalization of HEIs, as others can benefit from their experience and knowledge. The National report of Germany can be found in Annex 3.



Portugal: Portugal has centuries-old tradition of higher education. The first Portuguese university was founded in 1290 and is one of the oldest in the world. The ability for the institutions to offer internationalization opportunities to its faculty largely depends on obtaining external funding, especially through international mobility programs. This dependence on external programs means that funds are limited, and it is not possible to accept all requests for internationalization activities. On the other hand, it is observed that there is some lack of motivation for internationalization activities on the part of the faculty, generated by the fact that they do not consider that the necessary conditions are in place for them to carry out or propose internationalization activities. The National report of Portugal can be found in Annex 4.

Slovenia: The Strategy for Internationalization of Slovenian Higher Education 2016–2020 (Internationalization of Higher Education | GOV.SI, 2016) significantly directs the development of Slovenian higher education. The strategy is based on the vision of the internationalization of the Slovenian higher education area, defined in the Resolution on the National Higher Education Program 2011–2020 (Resolution on the National Higher Education Program 2011–2020, 2010). Although mobility is the most effective way of internationalising studies, only a tiny percentage of students and academic staff decide to go for mobility in Slovenia. To encourage this, it is essential to strengthening the horizons of students and academic staff, their intercultural and global skills and soft competencies, conditioned by quality, structured, integrated and systematically organised study experience embedded in the internationalised curriculum and the concept of internationalization at home. The National report of Slovenia can be found in Annex 5.

METHODOLOGY

In order to map the current situation on internationalization in the five partner countries, we launched a survey among HEI employees of the countries participating in the project entitled "**Internationally Active-Professionally valuable**". After discussion with the consortium, it was decided that the most appropriate survey to use, would be an online survey. Therefore, an online questionnaire was designed by Frederick University and sent to the partners of the consortium for comments and feedback. After discussions among partners, the questionnaire was improved, and sent for a pilot testing to 5 academics of Frederick University. The comments of the participants were then incorporated and the questionnaire was finalized.

The final version of the questionnaire includes mostly closed ended questions to make the tool easier and faster to be answered, but also easier for the data to be analysed and reach to conclusions. In



addition, the questionnaire is also giving the option to the respondents for comments in each question allowing them to provide information that could not be captured from the questions.

The questionnaire is divided in four (4) sections and includes 16 questions. The first section includes questions about the characteristics of the HEIs and their internationalization strategy. The second section consists of questions about the extent of personal internationalization of the respondents, the definition of internationalization, barriers that prevent internationalization and benefits of internationalization. Finally, there is a question that seeks to capture what would enhance the respondent's involvement in international activities. The third section includes two questions on COVID-19 and to what extent it has affected the internationalization agenda of the respondent, and the last section consists of questions on demographic characteristics of the respondents.

The online questionnaire was set up on the 1ka platform <https://www.1ka.si/d/en>, an open source application that provides services for online surveys. The platform was created by the Centre for Social Informatics, at the Faculty of Social Sciences, University of Ljubljana.

The survey, which lasted between 6 to 8 minutes, was sent on the 19th of April 2021 at the five partners universities, namely, the University College of Enterprise and Administration, in Poland (Coordinator), Frederick University, in Cyprus, Technische Hochschule Deggendorf, in Germany, International School for Social and Business Studies, in Slovenia and Instituto Politecnico De Setubal, in Portugal. The universities in turn, sent the link of the questionnaire to PhD holders working in HEI in their country. Following the timetable of the Gantt-chart Project, the survey was closed on the 30th of June 2021.

Based on the project proposal, the plan was that 150 PhD holders employed at the HEIs of the five (5) countries should answer fully the questionnaire, which means we had to have at least 30 respondents from each organization. The target was achieved and by the 30th of the June 2021, all partners had at least 30 responds each. Specifically, we know that the following recipients answered the questionnaire fully: 31 people from Cyprus, 51 from Germany, 52 from Poland, 81 from Portugal, and 42 from Slovenia-in total 257 respondents. Partially, 300 people answered the questionnaire.

In the next section we present the findings of the survey **Internationally Active-Professionally valuable**.

ANALYSIS OF RESULTS

The frequency tables below show the answers for each question in absolute numbers and in percent form with some description of the highlights of each question. In addition, some graphs or figures are included, to emphasize specific findings.



Demographics

Based on the results there was a balance between the number of men and number of women who participated. 50.4% of the respondents were women and just 1% did not reveal their gender. The most frequent age group was 41-50 years (40%) followed by 51-60 years (32%) and 31-40 years (19%). Concerning ranking, 30% of the respondents were Assistant Professors and 28% Full Professors. The next most frequent rank was Associate Professors (16%). The rest of the respondents (26%) were in lower ranks or held other posts such as visiting or invited professors, directors or officers with PhD, or researchers. The majority of the respondents works full-time (82%) just 16% as part-timers and 2% are in another employment status such as contract.

Table 1 below shows the distribution of the respondents per country. All countries have at least 30 responds with Portugal (81 responds) and Poland (52) having the most responds.

Table 1.

Where do you currently live?				
	Frequency	Percent	Valid	Cumulative
Cyprus	31	10%	12%	12%
Germany	51	17%	20%	32%
Poland	52	17%	20%	52%
Portugal	81	27%	32%	84%
Slovenia	42	14%	16%	100%
Valid	257	86%	100%	

Questions related to the status and strategies of the HEI

In the next section respondents were asked to answer questions related to the status and the strategies of the Higher Education Institution that are employed. According to the responds, the vast majority of the HEIs are public (69.7%), 17.3% of the HEIs are private for profit, and 13% private not for profit. In addition, 49% of the HEIs are focused both on teaching and research, 44% are predominantly teaching focused and only 6% of the HEIs are predominantly research focused. 1% of the respondents did not know whether the HEIs that they are working in, is focused on research, teaching or both. To the question, "is Internationalization mentioned in your institutional mission/strategic plan?" 87% replied positive, just 4% negative and 9% did not know whether internationalization is mentioned in institutional mission/strategic plan (Table 2a). In Table 2b it is



clear that in all countries the vast majority of respondents are aware about internationalization mentioned in their institutional mission/strategic plan.

Table 2a.

Is Internationalization mentioned in your institutional mission/strategic plan?				
	Frequency	Percent	Valid	Cumulative
Yes	233	78%	87%	87%
No	10	3%	4%	91%
I do not know	24	8%	9%	100%
Valid	267	89%	100%	

Table 2b.

Is Internationalization mentioned in your institutional mission/strategic plan?						
	Cyprus	Germany	Poland	Portugal	Slovenia	Total
Yes	25	45	41	73	39	223
No	2	5	1	2	0	10
I do not know	4	1	9	6	2	22
Total	31	51	51	81	41	255

In Table 3 and Figure 1 below it is shown in hierarchical order, the importance that HE institutions from partner countries show towards various Internationalization activities.

For all five countries at least one of the following two, is among the first two activities that are of higher importance:

- International research collaboration (publishing in international journals etc.) and
- Development of institutional strategic partnerships

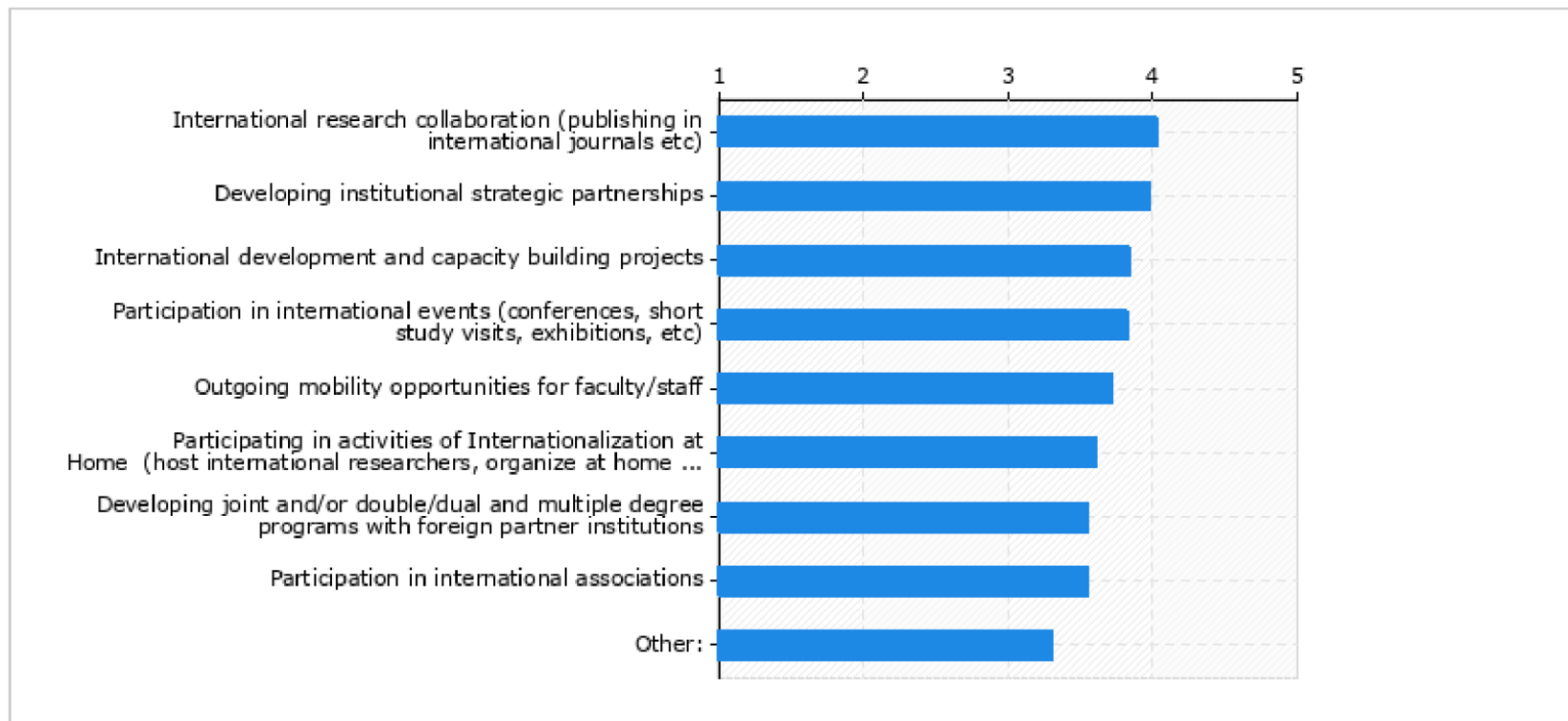
The least favourite activities for all countries according to the responds are the:

- Participation in international associations
- Participating in activities of Internationalization at Home (host international researchers, organize at home international conferences and meetings etc.).

Table 3.

Please rank how important is for your institution the following Internationalization activities:								
	Not at all important	Little important	Do not know	Important	Very important	Valid	Average	Std. deviation
International research collaboration (publishing in international journals etc.)	5 (2%)	25 (9%)	31 (12%)	100 (38%)	104 (39%)	265 (100%)	4,0	1,0
Developing institutional strategic partnerships	3 (1%)	23 (9%)	42 (16%)	106 (40%)	90 (34%)	264 (100%)	4,0	1,0
International development and capacity building projects	8 (3%)	22 (8%)	47 (18%)	116 (44%)	72 (27%)	265 (100%)	3,8	1,0
Participation in international events (conferences, short study visits, exhibitions, etc.)	6 (2%)	37 (14%)	29 (11%)	120 (45%)	74 (28%)	266 (100%)	3,8	1,1
Outgoing mobility opportunities for faculty/staff	10 (4%)	41 (15%)	33 (12%)	112 (42%)	70 (26%)	266 (100%)	3,7	1,1
Developing joint and/or double/dual and multiple degree programs with foreign partner institutions	10 (4%)	33 (12%)	72 (27%)	99 (37%)	51 (19%)	265 (100%)	3,6	1,1
Participation in international associations	8 (3%)	47 (18%)	57 (21%)	97 (36%)	57 (21%)	266 (100%)	3,6	1,1
Participating in activities of Internationalization at Home (host international researchers, organize at home international conferences and meetings etc.)	6 (2%)	43 (16%)	53 (20%)	107 (41%)	54 (21%)	263 (100%)	3,6	1,1

Figure 1.





Internationalization of the respondents

In this section respondents are asked some questions related to their personal internationalization. Almost half of the respondents (48%) reported that they are little active, while 34% said that they are very active (Table 4). In Portugal, most of the responders consider themselves as little or not active at all (69%), in Poland almost half of the respondents (48%) believe that their activity is low, and in Germany approximately 60% of the respondents are “little active”. On the other hand, in the two smaller countries of the consortium, 58% of the respondents in Cyprus and 55% of the respondents in Slovenia, consider themselves very active or extremely active.

Table 4.

To which degree you consider yourself Internationally Active?				
	Frequency	Percent	Valid	Cumulative
Not at all active	18	6%	7%	7%
Little active	128	43%	48%	55%
I do not know	11	4%	4%	59%
Very active	91	30%	34%	94%
Extremely active	17	6%	6%	100%
Valid	265	88%	100%	

For all countries except Germany “Participation in international events (conferences, short study visits, exhibitions, etc.)” is the most popular internationalization activity that the respondents are involved. For Germany the two most popular activities are “International research collaboration (publishing in international journals etc.)” and “Developing institutional strategic partnerships”.

For all countries except Germany again, “Developing joint and/or double/dual and multiple degree programs with foreign partner institutions” is the least favourite internationalization activity that the respondents are involved. For Germany the least favourite activity is “Outgoing mobility opportunities for faculty/staff”.

Table 5 shows in order the popularity of internationalization activities of all the respondents.

According to the table, the first three most popular activities are:

- Participation in international events (conferences, short study visits, exhibitions, etc.)
- International research collaboration (publishing in international journals etc.)
- Outgoing mobility opportunities for faculty/staff



On the other hand, the two least popular activities are:

- Participation in international associations
- Developing joint and/or double/dual and multiple degree programs with foreign partner institutions

When respondents were asked what are the biggest barriers that prevent academics for not being sufficiently Internationally active, respondents in all countries without exception ranked highest at least two of the following three barriers:

- Insufficient time (too many responsibilities at the institution)
- Insufficient financial resources and
- Administrative / bureaucratic difficulties

On the other hand, lack of interest and cultural barriers do not seem to be barriers that prevent academics for being sufficiently Internationally active. Table 6 shows the responds of all participants regardless of the country of origin.

Table 5.

Please rank the degree of your personal involvement in the following Internationalization activities:								
	Not at all involved	Little involved	Sufficiently involved	Very involved	Extremely involved	Valid	Average	Std. deviation
Participation in international events (conferences, short study visits, exhibitions, etc.)	32 (12%)	65 (25%)	65 (25%)	73 (28%)	30 (11%)	265 (100%)	3,0	1,2
International research collaboration (publishing in international journals etc.)	45 (17%)	75 (28%)	57 (22%)	58 (22%)	30 (11%)	265 (100%)	2,8	1,3
Outgoing mobility opportunities for faculty/staff	69 (26%)	77 (29%)	41 (15%)	58 (22%)	20 (8%)	265 (100%)	2,6	1,3
International development and capacity building projects	73 (28%)	77 (29%)	46 (18%)	46 (18%)	20 (8%)	262 (100%)	2,5	1,3
Developing institutional strategic partnerships	87 (33%)	68 (26%)	42 (16%)	38 (15%)	27 (10%)	262 (100%)	2,4	1,4
Participating in activities of Internationalization at Home (host international researchers, organize at home international conferences and meetings etc.)	85 (33%)	74 (28%)	38 (15%)	42 (16%)	21 (8%)	260 (100%)	2,4	1,3

Participation in international associations	88 (33%)	75 (28%)	49 (18%)	35 (13%)	18 (7%)	265 (100%)	2,3	1,2
Developing joint and/or double/dual and multiple degree programs with foreign partner institutions	123 (46%)	66 (25%)	34 (13%)	30 (11%)	12 (5%)	265 (100%)	2,0	1,2
Other:	11 (35%)	6 (19%)	9 (29%)	4 (13%)	1 (3%)	31 (100%)	2,3	1,2



Table 6.

What barriers prevent you personally for not being sufficiently Internationally active?			
Please select at most five (5) items			
	Frequency	Valid	Valid percent
Insufficient time (too many responsibilities at the institution)	156	260	60%
Insufficient financial resources	129	260	50%
Administrative / bureaucratic difficulties	105	260	40%
Insufficient time due to dependents (kids or parents)	70	260	27%
It creates additional burden to my regular tasks	71	260	27%
Insufficient exposure to international opportunities	51	260	20%
Limited institutional empowerment and vision	37	260	14%
International engagement is not recognized for promotion or tenure at my institution	35	260	13%
Lack of knowledge of foreign languages	31	260	12%
Limited capacity / expertise	30	260	12%
Does not apply, I am Internationally active	27	260	10%
Lack of or poor resources by the office responsible for Internationalization	21	260	8%
Lack of self confidence	22	260	8%
I am not interested	6	260	2%
Cultural barriers	2	260	1%
Total valid		260	

It is widely accepted that internationalization has many positive aspects which includes brain gain, exchange of views and improvement of academic quality. For the respondents of all five partners the two most important benefits of internationalization are that it "Allows the exchange of knowledge and experience" and "Establishes new scientific contacts". In addition, for all countries, except Poland, the third most important benefit is that it "Increases one's international network", while for Poland is that it "Improves one's professional development". Table 7 summarizes the results of all respondents.

Table 7.

Which of the following you consider as benefits when you are Internationally Active?							Valid	Units	Average	Std. deviation
	Not all	Little	Do not know	A lot	Very much	Valid				
Allows the exchange of knowledge and experience	5 (2%)	15 (6%)	11 (4%)	98 (38%)	129 (50%)	258 (100%)	258	300	4,3	0,9
Increases my international network	3 (1%)	20 (8%)	11 (4%)	101 (39%)	124 (48%)	259 (100%)	259	300	4,2	0,9
Establishes new scientific contacts	5 (2%)	21 (8%)	9 (3%)	94 (36%)	130 (50%)	259 (100%)	259	300	4,2	1,0
Improves my professional development	5 (2%)	24 (9%)	13 (5%)	108 (42%)	108 (42%)	258 (100%)	258	300	4,1	1,0
Improves the quality of my academic work	6 (2%)	33 (13%)	12 (5%)	106 (41%)	101 (39%)	258 (100%)	258	300	4,0	1,1
Increases my academic achievements	9 (3%)	31 (12%)	27 (10%)	102 (40%)	89 (34%)	258 (100%)	258	300	3,9	1,1
Other	3 (12%)	0 (0%)	9 (36%)	7 (28%)	6 (24%)	25 (100%)	25	300	3,5	1,2



Other benefits of internationalization that were mentioned are: that it broadens personal horizon, improves social networking, and brings visibility to someone's university.

The last question of this section refers to the needs of the academics to enhance their involvement in International activities. Top in the suggestions of the responders to enhance their involvement in international activities are the most expected (Table 8). In addition, in all five partner countries the results were exactly the same, that is, academics need:

- more financial resources
- less teaching times and
- more administrative support

Table 8.

What would you personally need to enhance your involvement in International activities			
	Frequency	Valid	Valid percent
More financial resources	157	257	61%
Less teaching time	137	257	53%
More administrative support	117	257	46%
More exposure to International opportunities	69	257	27%
Recognition of International engagement from my institution	56	257	22%
Support from the office responsible for Internationalization	49	257	19%
More empowerment and motivation	41	257	16%
More trainings	29	257	11%
More self-confidence	24	257	9%
Other	19	257	7%
Total valid		257	

Other needs of the academics that are not included in the list above are, to value internationalization at home and language or translator support.



COVID-19 Question

The last couple of years inevitably the COVID-19 pandemic has affected in one-way or another everybody's life. Table 9 shows, in absolute numbers, how the pandemic COVID-19 has influenced the academics' international activities per country. In the two smaller countries of the consortium, Slovenia and Cyprus, the number of people who have been affected a lot or extremely are more than the people who have been affected a little or not at all. For the other three countries, Poland, Germany and Portugal, the results are opposite. More people have been affected little or at not all than a lot or extremely. This is reflected to the overall results as almost one third of the participants (31%) reported that COVID-19 had influenced their international activities a little, while 28% a lot.

For all countries without any exception the two most affected from Covid-19 activities of internationalization are:

- Outgoing mobility opportunities for faculty/staff
- Participation in international events (conferences, short study visits, exhibitions, etc.)

Finally, in the least affected activities from Covid-19 are for all countries the following two:

- International research collaboration (publishing in international journals etc.) and
- Participation in international associations

Table 10 summarizes the results from all respondents.

Table 9.

Has the pandemic COVID-19 influenced your International activities?						
	Cyprus	Germany	Poland	Portugal	Slovenia	Total
No, not at all	1	13	10	21	8	53
A little	11	15	19	28	8	81
A lot	13	16	12	17	14	72
Extremely	6	6	11	15	11	49
Other	0	1	0	0	1	2
Valid	31	51	52	81	42	257

Table 10.

Please select how your personal International activities have been influenced from the COVID-19 pandemic:								
	Extremely negative	Negatively	Not affected	Positively	Extremely positive	Valid	Average	Std. deviation
Outgoing mobility opportunities for faculty/staff	112 (44%)	70 (28%)	66 (26%)	4 (2%)	2 (1%)	254 (100%)	1.9	0.9
Participation in international events (conferences, short study visits, exhibitions, etc.)	87 (34%)	78 (31%)	63 (25%)	19 (8%)	6 (2%)	253 (100%)	2,1	1.0
Developing institutional strategic partnerships	20 (8%)	70 (28%)	147 (59%)	13 (5%)	1 (0%)	251 (100%)	2,6	0.7
International development and capacity building projects	20 (8%)	79 (32%)	139 (56%)	9 (4%)	2 (1%)	249 (100%)	2,6	0.7
Participating in activities of Internationalization at Home (host international researchers, organize at home international conferences and meetings etc.)	32 (13%)	80 (32%)	111 (44%)	19 (8%)	9 (4%)	251 (100%)	2,6	0.9

Developing joint and/or double/dual and multiple degree programs with foreign partner institutions	16 (6%)	63 (25%)	163 (65%)	6 (2%)	1 (0%)	249 (100%)	2,7	0.7
International research collaboration (publishing in international journals etc.)	16 (6%)	53 (21%)	171 (67%)	11 (4%)	4 (2%)	255 (100%)	2,7	0.7
Participation in international associations	10 (4%)	50 (20%)	181 (72%)	9 (4%)	2 (1%)	252 (100%)	2,8	0.6



CONCLUSIONS

The importance of internationalization in the five universities is proven by the fact that the vast majority of the respondents in all countries (87%) reported that the term internationalization is mentioned in the institutional mission/strategic plan of their universities.

In the two smaller countries of the consortium, Slovenia and Cyprus, the academic staff is more internationally active as 55% of the respondents in Slovenia and 58% of the respondents in Cyprus, consider themselves very active or extremely active. On the other hand, in the three bigger countries, academic staff is less active, as in Portugal most of the responders consider themselves as little or not active at all (69%), in Poland almost half of the respondents (48%) believe that their activity is low, and in Germany approximately 60% of the respondents are "little active".

For all countries except Germany participation in international events (conferences, short study visits, exhibitions, etc.) is the most popular internationalization activity that the respondents are involved. For Germany the two most popular activities are "International research collaboration (publishing in international journals etc.)" and "Developing institutional strategic partnerships".

Barriers are common across all partner universities and countries. Insufficient time (too many responsibilities at the institution), insufficient financial resources and administrative/bureaucratic difficulties are the most common difficulties that prevent academics from being internationally active. According to the respondents overcoming these barriers will enhance their involvement in international activities. Also, for the respondents of all five partners the two most important benefits of internationalization are that it allows the exchange of knowledge and experience, and establishes new scientific contacts.

Covid-19 did not leave any university or country unaffected. In the two smaller countries of the consortium, Slovenia and Cyprus, the number of people who have been affected a lot or extremely are more than the people who have been affected a little or not at all. For the other three countries, Poland, Germany and Portugal, the results are opposite. More people have been affected little or not at all than a lot or extremely. This is reflected to the overall results as almost one third of the participants (31%) reported that COVID-19 had influenced their international activities a little, while 28% a lot. As a result, the outgoing mobility opportunities for faculty/staff and the participation in international events (conferences, short study visits, exhibitions, etc.) were the two most affected activities in all HEIs.

What this survey shows is that the challenges of Internationalization are common for the five HEI in Poland, Cyprus, Germany, Portugal and Slovenia and therefore, university policies, governments and EU should find the means and the ways to enhance internationalization in academia.



ANNEXES-COUNTRY REPORTS

ANNEX 1: Poland-Coordinator

This publication is the outcome of work undertaken by UNIVERSITY COLLEGE OF ENTERPRISE AND ADMINISTRATION, Poland.

Author: Marta Komorska, Translation: Monika Drąg

Introduction

Taking up the research problem, which is the importance of internationalization of academic staff and its impact on the professionalism of employees, it is necessary to introduce the situation of Polish universities in the economic and social dimension and indicate the cultural and historical context of their functioning.

The situation of universities in Poland, and thus also its employees, is influenced by many factors, but first of all, it should be emphasized that the level of expenditure on higher education in Poland is low, i.e. 1.3% of GDP, which translates into low wages and excessive teaching workload for employees. . This problem appeared particularly acutely in the mid-nineties of the twentieth century, when a statistical adult resident of Poland decided to undertake higher education, as the statistics clearly show¹, i.e. in 1990 people with higher education constituted 7% of the Polish population, and in 2020 it was already 44%. This dynamic change was made thanks to the enormous work of the academic staff and the significant teaching load. The situation of employees changed at the beginning of the 21st century and the educational preferences of Poles who choose technical and engineering faculties, medicine and IT changed. Humanities faculties began to have problems with recruiting students, which resulted in the closing of faculties and layoffs. Thus, higher education in Poland and its research and teaching staff were affected by various problems for the next few years, but at that time, as today, no sufficient systemic solutions have been prepared to stabilize the situation.

Also today, universities in Poland face a number of barriers in the internationalization process, which is confirmed by the research conducted. In July 2020, researchers from the Warsaw School of Economics published the Internationalization of Higher Education report. Strategies, challenges, good

¹ Lis S., Skuza K., ZMIANY EDUKACYJNYCH ASPIRACJI POLAKÓW W OKRESIE TRANSFORMACJI SYSTEMOWEJ W: *STUDIA EKONOMICZNE* NR 3 (75) 2015. See also: www.stat.gov.pl



practices², which is devoted to the processes of internationalization taking place at Polish universities. The publication lists a number of problem areas, which partly result from the above-mentioned problems in the functioning of universities in Poland:

1. The first limitation is financial issues, which mean that many universities lack the resources to initiate cooperation and to carry out joint international projects. This problem mainly concerns non-public universities, which do not receive funding from public funds and the main source of their financing is the income obtained, mainly from tuition fees paid by students. It should also be emphasized that as a result of the demographic decline, the number of students in Poland is decreasing. In the case of non-public universities, the internationalization process is mainly based on funds from EU funds.
2. Another problem limiting the international mobility of employees of both private and public universities is the fact that the vast majority of employees work in two or three positions, which significantly limits their time for conducting additional activities. This is due to both the relatively low wages in higher education and the consequences of low salaries in the form of "leaving" young employees from universities - from 2005 to now, a steady decline in the number of research and teaching staff has been noticeable ³. According to the Supreme Audit Office, the decline in the number of young employees is also the result of inadequate incentive mechanisms for scientific development and rapid obtaining of further academic degrees, as well as employment of research workers, mainly in connection with didactic work.
3. Another problem arises from the limited knowledge of the English language, especially among older staff. This fact often introduces a division into "younger workers" (more interested in mobility, knowing English, seeing an opportunity to participate in international projects) and "older workers" (rather not interested in participating in mobility programs, knowing English at a basic level, etc.).

Research concepts implemented under the project "Internationally active - professionally valuable" largely coincide with the substantive scope of the above-cited studies, and subsequent results may indicate possible directions of changes in the internationalization process, especially from the perspective of five different countries.

² Górak-Sosnowska K., Kacperczyk K., *Umiędzynarodowienie szkolnictwa wyższego. Strategie, wyzwania, dobre praktyki*. SGH, Warszawa 2020.

³ According to the data of the Supreme Audit Office for the years 2012-16, the number of research workers has been systematically decreasing. During this period, the number of young workers decreased by 5.8%, i.e. in 2012 there were almost 78 thousand, and in 2016 - 73.4 thousand:



The presented report is a summary of the results of research carried out with the use of an online survey of the project entitled "Internationally Active-Professionally valuable". The study was aimed at employees with a doctorate or professor from five participating countries. The online survey was launched on April 19, 2021 and closed on June 30, 2021. The research concept assumed the participation of 150 doctoral students employed in institutions from five countries; Cyprus, Germany, Portugal, Slovenia, Poland.

The presented report is a partial report that contains statistical information from research carried out with employees of universities in Poland and their substantive elaboration.

Analysis of research results

The statistical data presented below present the answers to the questions contained in the questionnaire. The information was presented in absolute numbers and percentages, and supplemented with a description of the most important substantive elements of individual questions. In the case of key issues, the description is additionally provided with a chart.

- **Socio-demographic description of the studied group**

52 employees representing both public and private universities participated in the survey. The vast majority, ie 58%, are employees of public universities, the rest are employees of non-public universities - 40% (Private not for profit - 17%, Private for profit – 23%).

In Poland, public universities employ over 91% of research and teaching staff, so the study involved overrepresentation of employees of non-public universities⁴.

Table 1. Type of university.

Which of the following types best describes your institution?				
Type of university	Frequency	Percent	Valid	Cumulative
Public	30	58%	58%	58%
Private not for profit	9	17%	17%	75%
Private for profit	12	23%	23%	98%
I do not know	1	2%	2%	100%
N/Valid	52	100%	100%	

⁴ <https://radon.nauka.gov.pl/raporty/Zatrudnienia2019>



Most of the respondents who participated in the survey are women: 32 people (62%), while men are 20 people (38% of the respondents) ⁵.

The age distribution of the studied group shows a large representation of people in the 41-50 year old group (44%) and in the 31-40 year old group (33%). Older people accounted for 17% for the 51-60 age group and 6% for those over 61 years of age. People under 30 years of age did not participate in the study.

Table 2. Gender

What is your gender?				
Gender	Frequency	Percent	Valid	Cumulative
Woman	32	62%	62%	62%
Man	20	38%	38%	100%
Prefer not to say	0	0%	0%	100%
Other	0	0%	0%	100%
N/Valid	52	100%	100%	

Table 3. Age.

In which age group do you belong?				
Age	Frequency	Percent	Valid	Cumulative
up to 30 years of age	0	0%	0%	0%
31-40 years of age	17	33%	33%	33%
41-50 years of age	23	44%	44%	77%
51-60 years of age	9	17%	17%	94%
61 years of age or more	3	6%	6%	100%
N/Valid	52	100%	100%	

The distribution of respondents according to the academic degree shows that the vast majority of answers come from people with a doctoral degree (81%) employed in various positions at the university: Assistant Professor / assistant professor- 33%, Lecturer / lecturer -31%, PhD holder but

⁵ This picture does not coincide with the structure of the total number of employees at universities in Poland, but it is close to the picture of employed women with a doctoral degree, which is over 50% in favor of women.



without a rank / doctor -17%. . Only 17% of the respondents are people with the title of professor: full professor 2 people / 4% and 7/13% associate professors⁶.

Table 4. Academic degree.

What is your academic rank?				
Academic rank	Frequency	Percent	Valid	Cumulative
Professor	2	4%	4%	4%
Associate Professor	7	13%	13%	17%
Assistant Professor	17	33%	33%	50%
Lecturer*	16	31%	31%	81%
PhD holder but without a rank	9	17%	17%	98%
Other	1	2%	2%	100%
N/Valid	52	100%	100%	

*In Poland, the position of lecturer may only be held by a person with a doctoral degree.

In the distribution of the forms of employment of the respondents, we can notice a clear overrepresentation of people employed full-time 75% / 38 people and 10 people / 19% employed in part-time employment. Only 4 people indicated other forms of employment, which may mean the so-called ordering hours to be carried out.

Table 4. Form of employment.

What is your current employment status at your institution?				
	Frequency	Percent	Valid	Cumulative
Working Full-time	38	73%	73%	73%
Working Part-time	10	19%	19%	92%
Other-please specify	4	8%	8%	100%
N/Valid	52	100%	100%	

6 See Dziedzicak-Foltyń A. Równość płci w szkolnictwie wyższym i w nauce. Teoria i praktyka UŁ, Łódź 2010. [www: file:///C:/Users/user/AppData/Local/Temp/AGNI%20ESZKA%20DZIEDZICZAK-FOLTYN-1.pdf](file:///C:/Users/user/AppData/Local/Temp/AGNI%20ESZKA%20DZIEDZICZAK-FOLTYN-1.pdf)



Summarizing the social demographic characteristics of the surveyed group, we can say that it largely represents a nationwide group of employees working at universities in Poland, so we can talk about a high degree of representativeness of the surveyed group. The similarity relates to the distribution of gender, age, degree distribution and employment. A clear difference is noticeable in the case of the type of universities represented by the respondents, where employees of non-public universities were overrepresented. We can explain this by the specificity of the selected methodology of selecting the research sample and the use of the snowball technique, where the employees "sending" the link represented a private university, which is the University College of Enterprise and Administration in Lublin.

Despite the difference in the image of the respondents' representativeness, we can assume that the respondents and their answers meet the condition of reliability and allow them to be transferred to the general population.

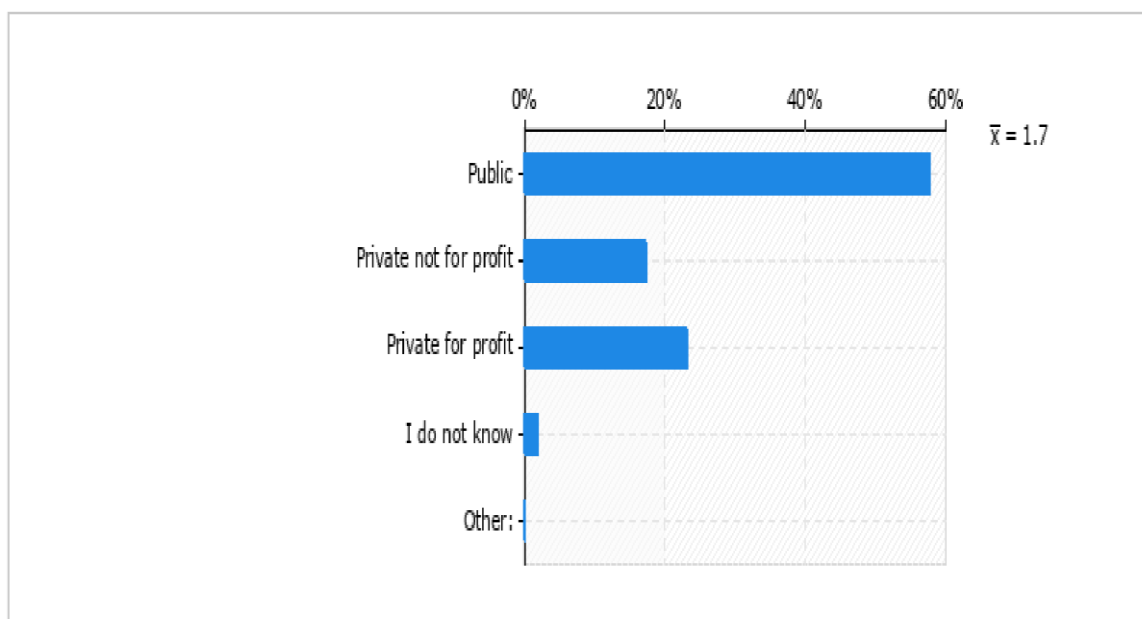
- **Strategy in the internationalization process.**

Moving on to the substantive part of the study, we start with the analysis of questions regarding the mission and strategy of the university and their impact on the internationalization process of employees and their correlation with the type of university.

As mentioned above, 58% of the respondents represent public universities, and the rest are employees of non-public universities - 40% (Private not for profit - 17%, Private for profit - 23%). Therefore, we can assume that the answers given by the respondents reflect the image of both public and non-public institutions.



Chart 1. Type of university.



When asked about the mission and strategy of universities, the following answers were obtained in the respondents' opinions on this subject. Almost 80% of responses (41 people, 79%) are information that the university has the goal of internationalization in its development, nine people were not aware of the mission and strategy of their university. One person denied it. Thus, the vast majority of respondents notice the internationalization process at their universities, which is understandable for both the Bologna Process⁷, implemented in Poland for years and the ERASMUS+ Education Program of the European Union, which has been helping the internationalization of Polish universities for many years. It should be noted that access to the ERASMUS+ program is available to both public and private universities.

⁷ The Bologna Process is a pan-European undertaking, initiated in 1999 by the ministers responsible for higher education in 29 European countries, signing a document known as the Bologna Declaration. The essence of this process is changes in the higher education systems in Europe, with the ultimate goal being the creation by 2010 - as a result of the agreement of some general principles of the organization of education - of the European Higher Education Area.



Table 5. Internationalization in the university's strategy.

Is Internationalization mentioned in your institutional mission/strategic plan?				
Answers	Frequency	Percent	Valid	Cumulative
Yes	41	79%	80%	80%
No	1	2%	2%	82%
I do not know	9	17%	18%	
N/Valid	51	98%	100%	100%

The analysis of the next question relates to the importance that, in the opinion of the respondents, universities attach to various areas of internationalization. Based on the answers obtained, we can indicate that the three most important areas are:

- International development and capacity building projects
- Participation in international events (conferences, short study visits, exhibitions, etc)
- International research collaboration (publishing in international journals etc)

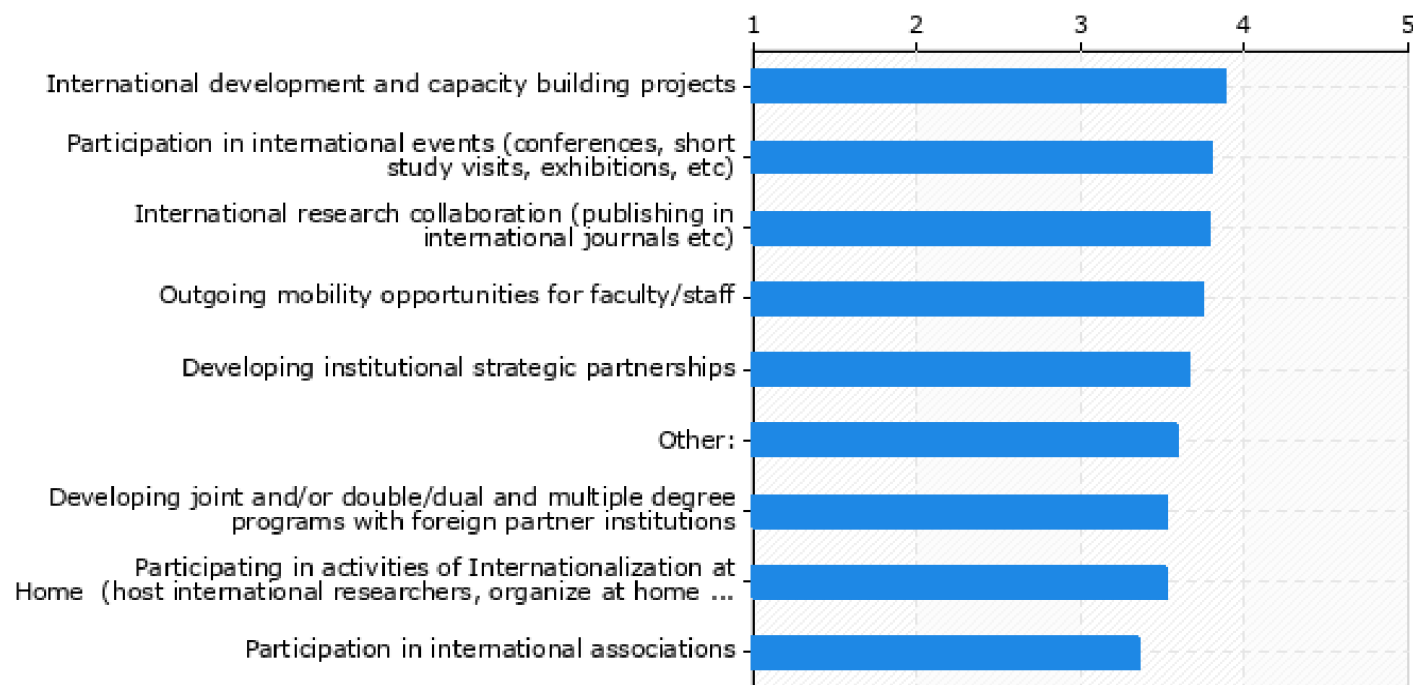
The remaining indications with regard to the types of international activity of universities did not differ significantly, but **Participation in international associations** received the lowest number of responses.

Table 5. International activity.

Please rank how important is for your institution the following Internationalization activities:										
	Answers						Valid	Units	Average	Std. deviation
	Not at all important	Little important	Do not know	Important	Very important	Valid				
International research collaboration (publishing in international journals etc)	3 (6%)	5 (10%)	10 (20%)	15 (29%)	18 (35%)	51 (100%)	51	52	3,8	1,2
Outgoing mobility opportunities for faculty/staff	2 (4%)	8 (16%)	3 (6%)	26 (51%)	12 (24%)	51 (100%)	51	52	3,7	1,1
International development and capacity building projects	3 (6%)	2 (4%)	9 (18%)	21 (41%)	16 (31%)	51 (100%)	51	52	3,9	1,1
Participation in international events (conferences, short study visits, exhibitions, etc)	3 (6%)	6 (12%)	5 (10%)	21 (41%)	16 (31%)	51 (100%)	51	52	3,8	1,2
Participation in international associations	3 (6%)	9 (18%)	16 (31%)	13 (25%)	10 (20%)	51 (100%)	51	52	3,4	1,2
Developing institutional strategic partnerships	3 (6%)	4 (8%)	12 (24%)	20 (39%)	12 (24%)	51 (100%)	51	52	3,7	1,1
Developing joint and/or double/dual and multiple degree programs with foreign partner institutions	3 (6%)	6 (12%)	13 (25%)	19 (37%)	10 (20%)	51 (100%)	51	52	3,5	1,1
Participating in activities of Internationalization at Home (host international researchers, organize at home international conferences and meetings etc)	3 (6%)	5 (10%)	14 (28%)	19 (38%)	9 (18%)	50 (100%)	50	52	3,5	1,1
Other:	1 (6%)	0 (0%)	6 (35%)	8 (47%)	2 (12%)	17 (100%)	17	52	3,6	0,9

Chart 2. International activity.

Please rank how important is for your institution the following Internationalization activities: (n = 51)





When interpreting the above responses, it should be noted that Polish universities are very active in various types of international projects, both for attractive forms of financing, as well as the possibility of increasing the competences of employees and raising the prestige of the university. Also, participation of employees in various types of international events and study visits allows for building a network of international cooperation and is an essential element of scientific promotion. Participation in research and publications is of similar importance, which greatly facilitates an earlier stay at a foreign university.

The low percentage of participation in international associations can be explained by the fact that the respondents were mainly PhD holders who focused the main burden of their activity on individual scientific work, and at a later stage enter the scientific community and work in associations more closely.

- **Internationalization of respondents**

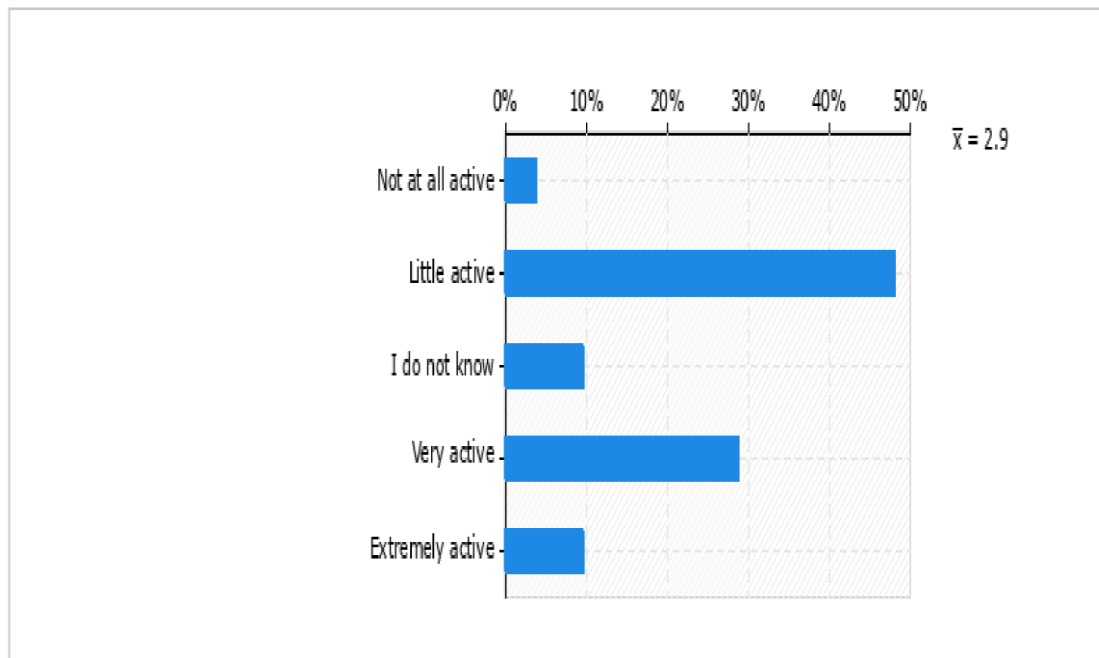
The next question was the assessment of the involvement of the respondents in the internalization process (see: Table 6). The respondents were asked to indicate the level of their own involvement in activity in the field of internationalization. Almost half of the respondents believe that their activity is low and only about a third of 15 people / 29% of the respondents are described as very active, and extremely active is only 5 people / 10%.

Table 6. Level of international activity.

To which degree you consider yourself Internationally Active?				
	Frequency	Percent	Valid	Cumulative
Not at all active	2	4%	4%	4%
Little active	25	48%	48%	52%
I do not know	5	10%	10%	62%
Very active	15	29%	29%	90%
Extremely active	5	10%	10%	100%
Valid	52	100%	100%	



Chart 3. Level of international activity.



Next, the preferences of the respondents in terms of their activity and involvement in various forms of internationalization were analyzed, which is very clearly illustrated in Chart 4, the most frequently indicated:

- Outgoing mobility opportunities for faculty/staff
- Participation in international events (conferences, short study visits, exhibitions, etc.)
- International development and capacity building projects.

The indicated activities largely coincide with the answers to the question about the areas of involvement of universities in which respondents are employed and the needs of international cooperation dictated by the need to gain further points for scientific promotion.

The smallest number of indications concerns:

- Developing joint and/or double/dual and multiple degree programs with foreign partner institutions
- Participation in international associations

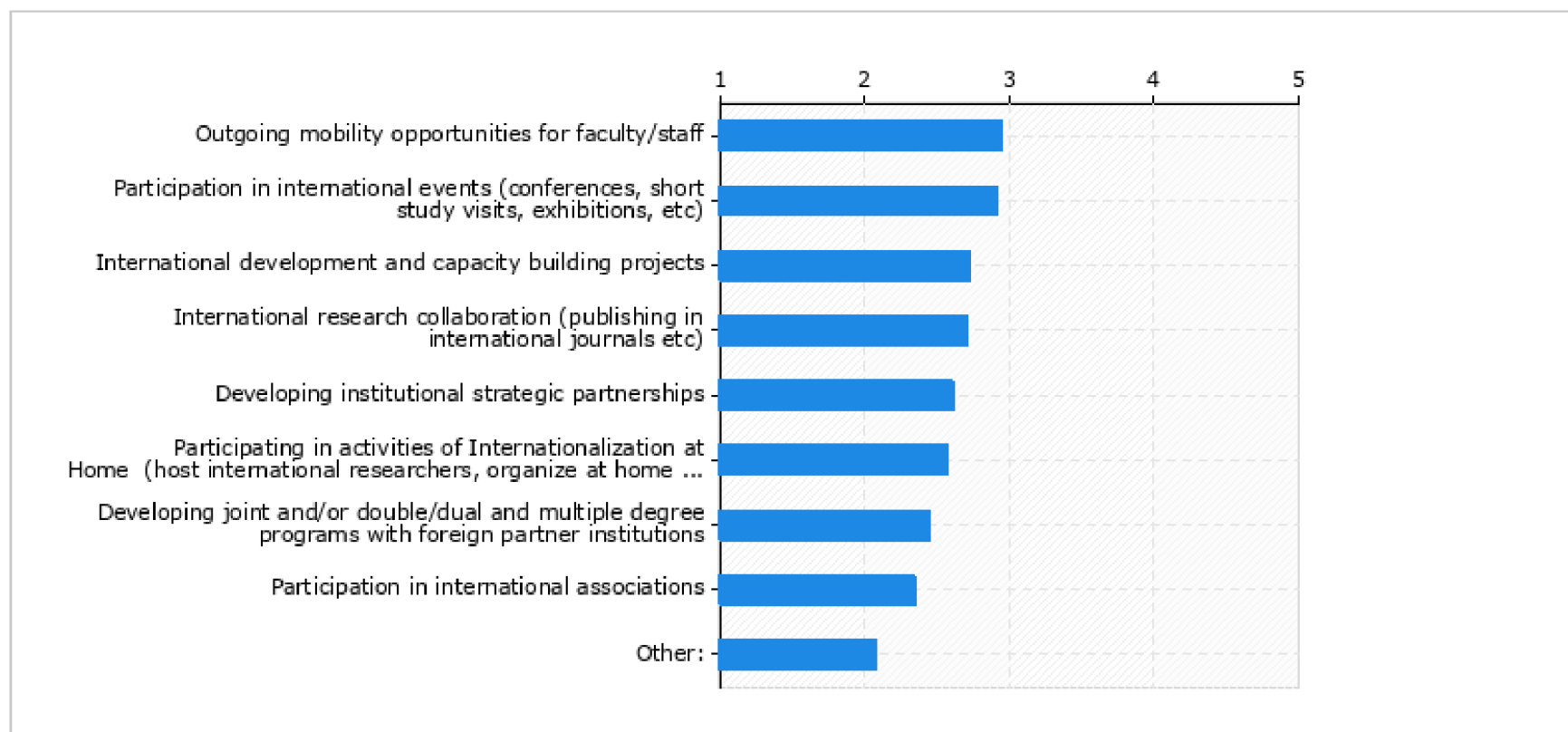
In this case, we also find confirmation and compliance with the answers with regard to the areas of university involvement.

Table 7. Forms of international activity.

Please rank the degree of your personal involvement in the following Internationalization activities:										
	Answers						Valid	Units	Average	Std. deviation
	Not at all involved	Little involved	Sufficiently involved	Very involved	Extremely involved	Valid				
International research collaboration (publishing in international journals etc)	11 (21%)	14 (27%)	10 (19%)	13 (25%)	4 (8%)	52 (100%)	52	52	2,7	1,3
Outgoing mobility opportunities for faculty/staff	7 (13%)	14 (27%)	11 (21%)	15 (29%)	5 (10%)	52 (100%)	52	52	2,9	1,2
International development and capacity building projects	9 (17%)	17 (33%)	9 (17%)	13 (25%)	4 (8%)	52 (100%)	52	52	2,7	1,2
Participation in international events (conferences, short study visits, exhibitions, etc)	9 (17%)	13 (25%)	10 (19%)	13 (25%)	7 (13%)	52 (100%)	52	52	2,9	1,3
Participation in international associations	18 (35%)	13 (25%)	10 (19%)	7 (13%)	4 (8%)	52 (100%)	52	52	2,3	1,3
Developing institutional strategic partnerships	15 (29%)	13 (25%)	6 (12%)	11 (22%)	6 (12%)	51 (100%)	51	52	2,6	1,4
Developing joint and/or double/dual and multiple degree programs with foreign partner institutions	16 (31%)	12 (23%)	11 (21%)	11 (21%)	2 (4%)	52 (100%)	52	52	2,4	1,2
Participating in activities of Internationalization at Home (host international researchers, organize at home international conferences and meetings etc)	13 (25%)	17 (33%)	7 (13%)	9 (17%)	6 (12%)	52 (100%)	52	52	2,6	1,3

Chart 4. Types / forms of international activity.

Please rank the degree of your personal involvement in the following Internationalization activities: (n = 52)





Summing up the above, it should be emphasized that there is a high degree of agreement in the responses regarding the forms of internationalization of employees and their universities, which does not have to correspond to reality. The problem may be the level of actual knowledge among employees of Polish universities about the internationalization policy. This "misinformation" may slightly distort the answers obtained, and the respondents unknowingly equate the scope of their own activity with the scope of activity of the institution in which they work. This problem may be an area of further exploration, but it is not a key issue in the presented analysis.

At this stage of the analysis, we move on to the most important substantive question, which is the identification of barriers preventing the respondents from full international activity. The respondents could choose up to five barriers. The most frequently mentioned answers include:

- Insufficient financial resources
- Administrative / bureaucratic difficulties
- Insufficient time (too many responsibilities at the institution)
- Lack of knowledge of foreign languages

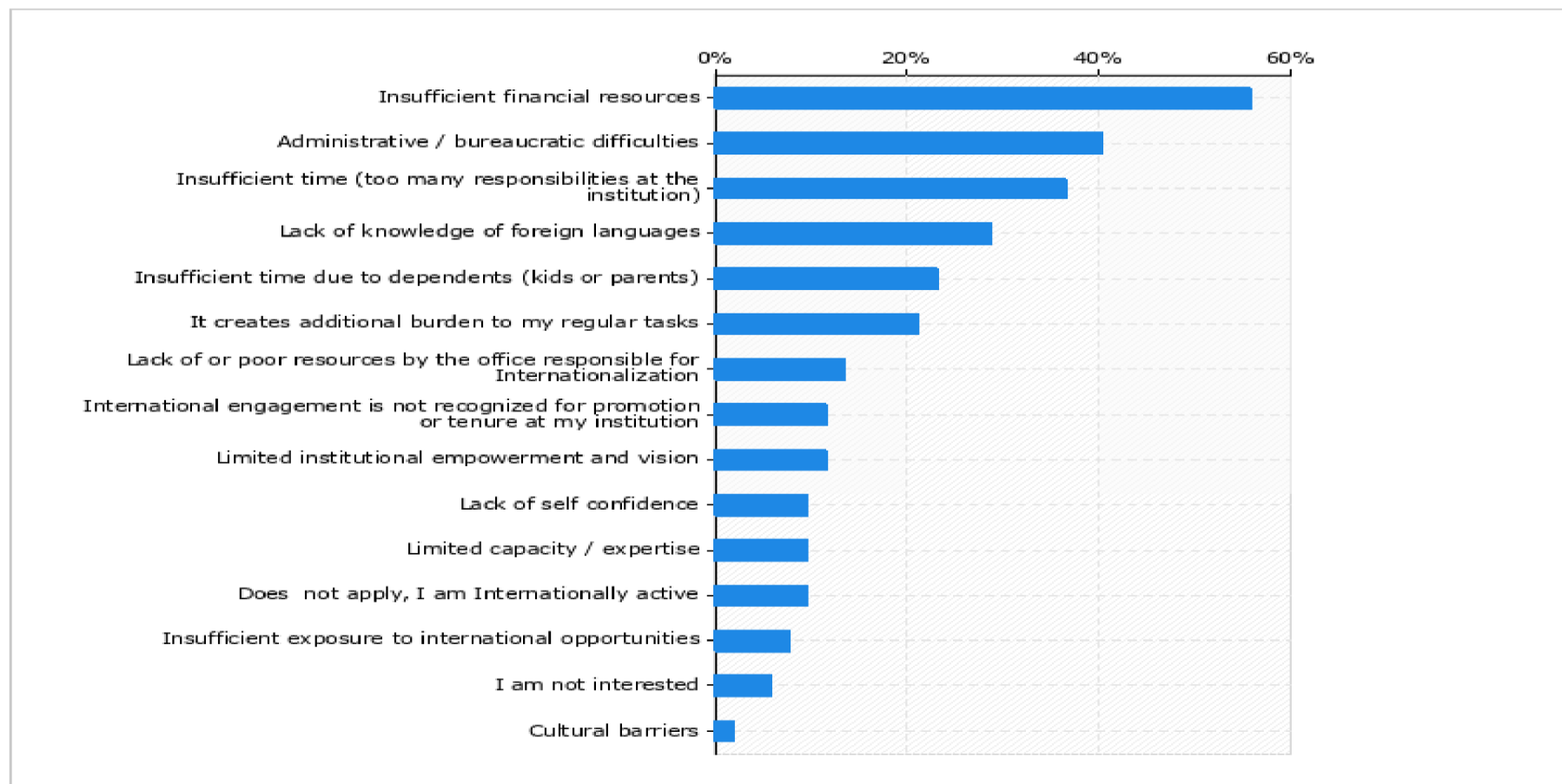
The above-mentioned barriers largely coincide with the limitations indicated in the publication of the SGH Report, cited in the Introduction to the presented report. Limited financial resources, excessive teaching load, administrative difficulties and the lack of good command of foreign languages among employees are the result of many years of neglect in the policy of higher education.

Table 8. Barriers to international activity.

What barriers prevent you personally for not being sufficiently Internationally active? Please select at most five (5) items.							
	Units					Counts	
	Frequency	Valid	% - Valid		% -	Frequency	%
Administrative / bureaucratic difficulties	21	52	40%	52	40%	21	14%
Insufficient exposure to international opportunities	4	52	8%	52	8%	4	3%
Insufficient financial resources	29	52	56%	52	56%	29	19%
International engagement is not recognized for promotion or tenure at my institution	6	52	12%	52	12%	6	4%
Lack of knowledge of foreign languages	15	52	29%	52	29%	15	10%
Lack of or poor resources by the office responsible for Internationalization	7	52	13%	52	13%	7	5%
Lack of self confidence	5	52	10%	52	10%	5	3%
Limited capacity / expertise	5	52	10%	52	10%	5	3%
Limited institutional empowerment and vision	6	52	12%	52	12%	6	4%
Insufficient time (too many responsibilities at the institution)	19	52	37%	52	37%	19	13%
Insufficient time due to dependents (kids or parents)	12	52	23%	52	23%	12	8%
Cultural barriers	1	52	2%	52	2%	1	1%
It creates additional burden to my regular tasks	11	52	21%	52	21%	11	7%
I am not interested	3	52	6%	52	6%	3	2%
Does not apply, I am Internationally active	5	52	10%	52	10%	5	3%
Total valid		52		52		149	100%

Chart 5. Barriers to international activity.

What barriers prevent you personally for not being sufficiently Internationally active? Please select at most five (5) items. (n = 52)





While improving language competences is an easy barrier to overcome, which is definitely already noticeable among academic staff thanks to easily and widely available language courses, the relatively low salary of assistants and lecturers is a serious barrier to free and full international activity.

Among the responses indicating a negligible level of restriction in their international activity, the respondents mentioned: Cultural barriers and I am not interested. The lack of such restrictions indicates interest in this type of activity and openness to various cultures of Polish scientists, which confirms the high openness and activity declared by the employees of Polish universities. Thus, insufficient financial resources and administrative barriers constitute the main barriers.

In the question about the benefits of the internationalization process, and above all about the benefits for the respondents themselves, a number of possibilities were indicated and almost all of them had a similar range of indications. In order of indications:

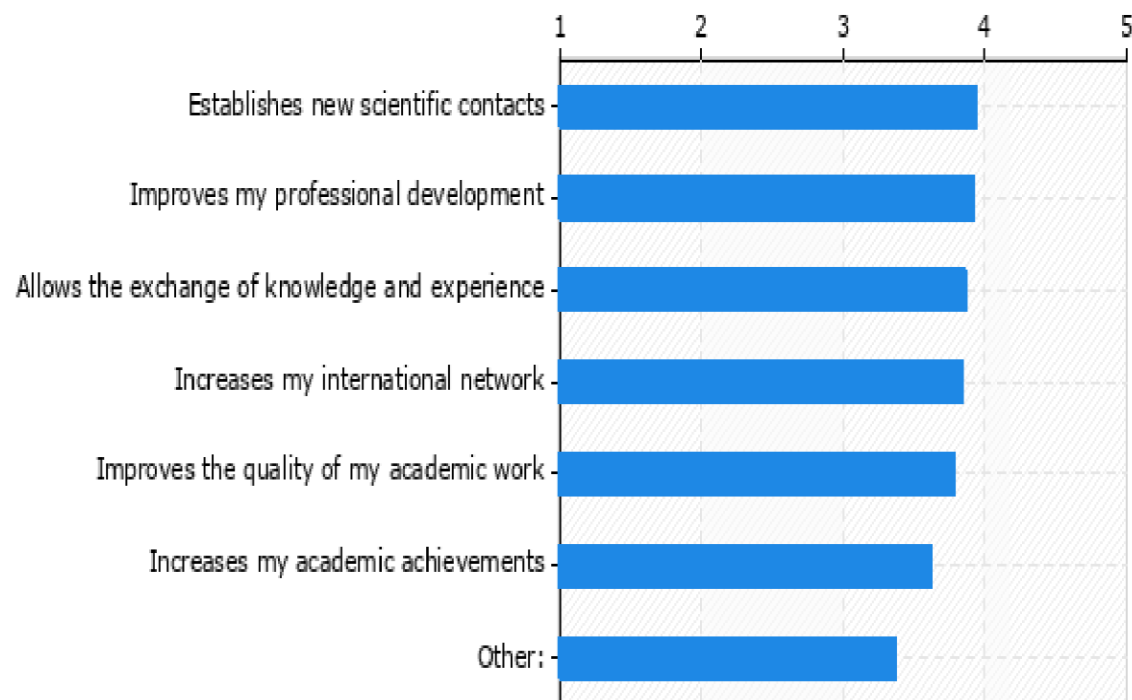
- Establishes new scientific contacts
- Improves my professional development
- Allows the exchange of knowledge and experience
- Increases my international network
- Improves the quality of my academic work
- Increases my academic achievements

Table 9. Benefits of international activity.

Which of the following you consider as benefits when you are Internationally Active?										
	Answers						Valid	Units	Average	Std. deviation
	Not all	Little	Do not know	A lot	Very much	Valid				
Improves the quality of my academic work	1 (2%)	11 (22%)	2 (4%)	21 (41%)	16 (31%)	51 (100%)	51	52	3,8	1,2
Increases my academic achievements	4 (8%)	8 (16%)	5 (10%)	20 (39%)	14 (27%)	51 (100%)	51	52	3,6	1,3
Improves my professional development	2 (4%)	7 (14%)	4 (8%)	18 (35%)	20 (39%)	51 (100%)	51	52	3,9	1,2
Establishes new scientific contacts	4 (8%)	7 (13%)	2 (4%)	14 (27%)	25 (48%)	52 (100%)	52	52	3,9	1,3
Increases my international network	1 (2%)	11 (21%)	2 (4%)	19 (37%)	19 (37%)	52 (100%)	52	52	3,8	1,2
Allows the exchange of knowledge and experience	4 (8%)	7 (13%)	1 (2%)	20 (38%)	20 (38%)	52 (100%)	52	52	3,9	1,3
Other:	1 (13%)	0 (0%)	3 (38%)	3 (38%)	1 (13%)	8 (100%)	8	52	3,4	1,2

Chart 5. Benefits of international activity.

Which of the following you consider as benefits when you are Internationally Active? (n = 52)





The above responses clearly show that employees are fully aware of the importance of international cooperation and its many benefits, and they definitely see the need for this activity. Therefore, a question should be asked about their needs and expectations in terms of strengthening their involvement in international activities.

The most frequently indicated answers include:

- More financial resources
- More administrative support
- Less teaching time

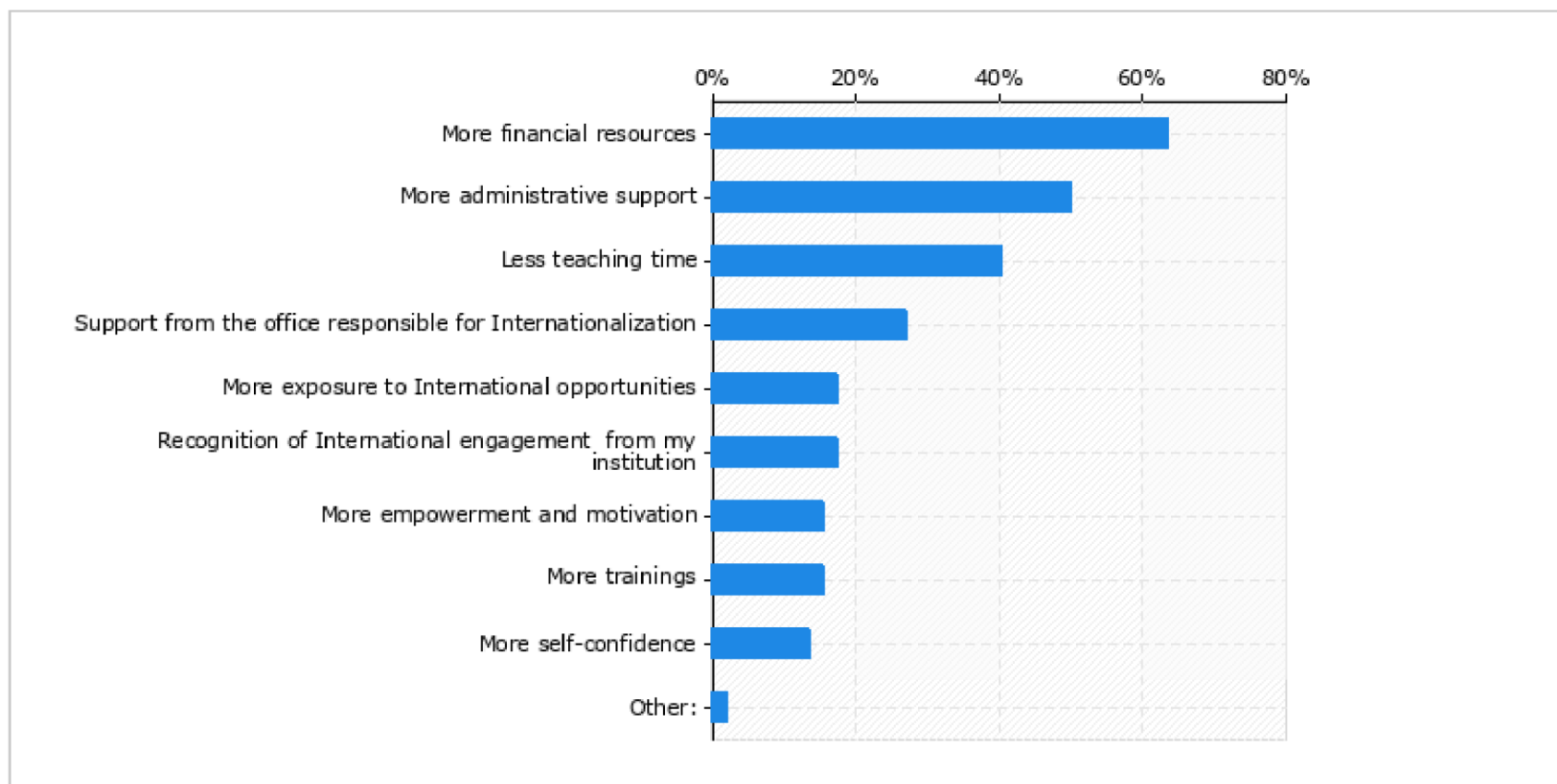
Table 10. Needs and expectations in strengthening international activities.

What would you personally need to enhance your involvement in International activities							
	Units					Counts	
	Frequency	Valid	% - Valid		% -	Frequency	%
More administrative support	26	52	50%	52	50%	26	19%
More exposure to International opportunities	9	52	17%	52	17%	9	7%
More financial resources	33	52	63%	52	63%	33	24%
Recognition of International engagement from my institution	9	52	17%	52	17%	9	7%
Support from the office responsible for Internationalization	14	52	27%	52	27%	14	10%
More self-confidence	7	52	13%	52	13%	7	5%
More empowerment and motivation	8	52	15%	52	15%	8	6%
More trainings	8	52	15%	52	15%	8	6%
Less teaching time	21	52	40%	52	40%	21	15%
Other:	1	52	2%	52	2%	1	1%
Total valid		52		52		136	100%

Chart 6. Needs and expectations in strengthening international activities.

What would you personally need to enhance your involvement in International activities (n = 52)

Multiple answers are possible





The above responses fully confirm the barriers indicated above. The respondents reported the need for support in terms of increasing financial resources, assistance from the administration and reducing the burden of teaching tasks. The respondents do not lack training and self-confidence, but only slightly notice the lack of recognition of universities for their international activity.

- **COVID-19 Question**

The last issue in the presented study was related to the COVID-19 pandemic and contained two questions. Most of the respondents, i.e. 56%, believed that the COVID-19 pandemic had little or no impact on their activity: A little 37% / 19 people and No, not at all 19% / 10 people.

The opinion indicating that the pandemic contributed greatly or extremely to the limitation of their activity was 44% of responses (A flight 23% / 12 people and Extremely 21% / 11 people).

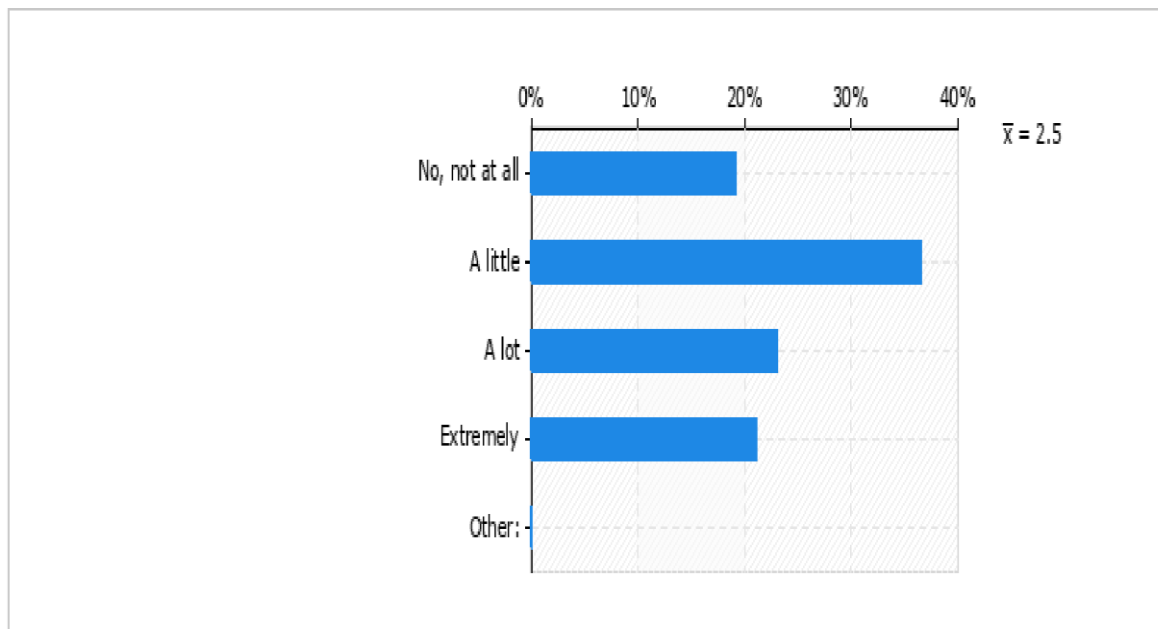
Table 11. The impact of the COVID-19 pandemic on international activity.

Has the pandemic COVID-19 influenced your International activities?				
Answers	Frequency	Percent	Valid	Cumulative
No, not at all	10	19%	19%	19%
A little	19	37%	37%	56%
A lot	12	23%	23%	79%
Extremely	11	21%	21%	100%
Other	0	0%	0%	100%
Valid	52	100%	100%	



Chart 7. Impact of the COVID-19 pandemic on international activity.

Has the pandemic COVID-19 influenced your International activities? (n = 52)



When asked about the forms of international activity that were most limited by the effects of the pandemic, the respondents indicated:

- Outgoing mobility opportunities for faculty/staff
- Participation in international events (conferences, short study visits, exhibitions, etc)

The above-mentioned activities mentioned by the respondents were maximally limited during the pandemic, mainly due to the lockdown, due to the closure of air traffic and the transition to remote education.

Table 12. The impact of the COVID-19 pandemic on forms of international activity.

Please select how your personal International activities have been influenced from the COVID-19 pandemic:										
	Answers						Valid	Units	Average	Std. deviation
	Extremely negative	Negatively	Not affected	Positively	Extremely positive	Valid				
International research collaboration (publishing in international journals etc)	5 (10%)	10 (19%)	32 (62%)	3 (6%)	2 (4%)	52 (100%)	52	52	2,8	0,9
Outgoing mobility opportunities for faculty/staff	24 (46%)	19 (37%)	8 (15%)	1 (2%)	0 (0%)	52 (100%)	52	52	1,7	0,8
International development and capacity building projects	3 (6%)	17 (33%)	28 (55%)	3 (6%)	0 (0%)	51 (100%)	51	52	2,6	0,7
Participation in international events (conferences, short study visits, exhibitions, etc)	15 (29%)	16 (31%)	18 (35%)	3 (6%)	0 (0%)	52 (100%)	52	52	2,2	0,9
Participation in international associations	2 (4%)	11 (21%)	38 (73%)	1 (2%)	0 (0%)	52 (100%)	52	52	2,7	0,6
Developing institutional strategic partnerships	4 (8%)	17 (33%)	28 (54%)	2 (4%)	1 (2%)	52 (100%)	52	52	2,6	0,8
Developing joint and/or double/dual and multiple degree programs with foreign partner institutions	3 (6%)	17 (33%)	29 (57%)	2 (4%)	0 (0%)	51 (100%)	51	52	2,6	0,7
Participating in activities of Internationalization at Home (host international researchers, organize at home international conferences and meetings etc)	7 (14%)	22 (43%)	19 (37%)	3 (6%)	0 (0%)	51 (100%)	51	52	2,4	0,8

Chart 8. The impact of the COVID-19 pandemic on forms of international activity.

Please select how your personal International activities have been influenced from the COVID-19 pandemic: (n = 52)





The above answers are not surprising and are in line with the plans of restrictions that were and are still being implemented in Europe, and they also confirm the indications of actions that, according to the respondents, suffered the least during the pandemic. These are:

- International research collaboration (publishing in international journals etc)
- Participation in international associations
- International development and capacity building projects
- Developing institutional strategic partnerships

The activities indicated by the respondents do not require direct contact and excessive travel. All these activities can be carried out remotely through online communication, which has become a commonly used form of work and contacts during the lockdown period.

Conclusion

The internationalization of universities is currently considered to be one of the most important challenges facing Polish higher education. Poland's membership in the EU, the geopolitical location of our country and the development of a knowledge-based economy are the main factors contributing to increasing the level of internationalization of Polish higher education. Successes in this field are also an opportunity for further development of science and higher education, and for a stronger position of Poland in Europe and in the world. Therefore, an effective state policy requires an indication of the directions of activities and the tools necessary for their implementation.

The assessment of the internationalization status of the research and teaching staff in Polish higher education and the identification of barriers to this process are the two main research areas of this report. Based on the research carried out in Poland, we can indicate that:

- The vast majority of respondents notice the internationalization process in their universities and are aware of their importance in the process of their own scientific and university development.
- The forms of activity most frequently indicated by respondents in the internationalization process are: Outgoing mobility opportunities for faculty / Staff, Participation in international events (conferences, short study visits, exhibitions, etc.) and International development and capacity building projects.



- The least interest among the respondents concerns the following activities: Developing joint and / or double / dual and multiple degree programs with foreign partner institutions and Participation in international associations.
- The most frequently indicated barriers in the internationalization process are: Insufficient financial resources, Administrative / bureaucratic difficulties, Insufficient time (too many responsibilities at the institution, Lack of knowledge of foreign languages.
- The respondents are aware of the benefits of the internationalization process, both for themselves and for the university. The main benefits are: Establishes new scientific contacts, Improves my professional development, Allows the exchange of knowledge and experience, Increases my international network, Improves the quality of my academic work, Increases my academic achievements.
- The needs and expectations of respondents in terms of strengthening their involvement in international activities are: More financial resources, More administrative support, Less teaching time.
- Respondents feel the limitation of international activity resulting from the COVID-19 pandemic and the most severe are: Outgoing mobility opportunities for faculty / staff, Participation in international events (conferences, short study visits, exhibitions, etc.

The above picture clearly shows that over the last two decades, Polish universities have made significant progress in terms of internationalization of their activities, although this progress has been made at a different pace in various areas. However, the constant existence of barriers in the process of internationalization of the research and teaching staff should be emphasized, the more so that these barriers are mentioned in subsequent research works, and attempts to eliminate them do not bring the expected solutions.



ANNEX 2: Cyprus

This publication is the outcome of work undertaken by Frederick University, Cyprus

Author: Petroula Mavrikiou

Introduction

Since 2007 when the Republic of Cyprus allowed the operation of private universities in addition to public universities, it has put in place an effective higher education framework, which emphasises on research, teaching, internationalisation and employability. Public higher education (three universities) is basically free for Cypriots and EU citizens, as the Government fully pays the fees which the Councils of the universities set. On the other hand, private universities (five in number) do not receive any funding from public funds and the main source of their financing is from the tuition fees paid by students, funds gained from competitive European Programs such as FP7, Horizon2020 etc, and national research funding.

Internationalisation in Higher Education in Cyprus is very much affected by the financial resources of each institution or university. As a result, there is a big difference between the internationalisation of public and private universities. Economic breath to private universities gives the European Programme Erasmus+ which provides funds for mobility to students, staff and faculty.

Some measures to enhance the Internationalisation in Higher Education in Cyprus are the following:

- a) the adoption of the three-level qualifications framework and the diploma supplement
- b) offering, under certain preconditions, programmes in foreign languages by public and private universities
- c) offering trans-university programmes of studies that are related to European programmes, such as the Erasmus Mundus Masters Courses
- d) permitting private universities to offer programmes in Greek and/or a foreign language provided that it is stipulated in the University Charter and
- e) the decision of the Council of Ministers to introduce a National Qualifications Framework for Cyprus, in line with the Qualification Framework- QF for the European Higher Education Area- EHEA (Dimensions of Internationalisation in Higher Education-Cyprus, 2019).

The following report summarises the results of the online survey of the Project entitled **"Internationally Active-Professionally valuable"** which was addressed to PhD employees in HEIs of



the five countries participating in the project. The report refers to the results of the online survey addressed to PhD holders working in HEIs in Cyprus.

The online survey was launched on the 19th of April 2021 and closed on the 30th of June 2021. Based on the project proposal, the plan was that 150 PhD holders employed at the HEIs of the five (5) participating countries should answer the questionnaire, which means we had to have at least 30 responds from each organization. The target for Cyprus is achieved as thirty-one (31) people have answered the questionnaire.

In the next section we present the main findings of the survey **Internationally Active-Professionally valuable** for Cypriot HEIs.

Analysis of results

The frequency tables below show the answers for each question in absolute numbers and in percent form with some description of the highlights of each question. In addition, some graphs are included, to emphasize specific findings.

- **Demographics**

The majority of the people who answered the questionnaire is women, that is 18 women and 12 men. One person did not identify their gender. The distribution of age is rather skewed to the left with the majority of the participants belonging in the age group 41 to 60 years of age.

In which age group do you belong?				
	Frequency	Percent	Valid	Cumulative
up to 30 years of age	0	0%	0%	0%
31-40 years of age	2	6%	6%	6%
41-50 years of age	12	39%	39%	45%
51-60 years of age	13	42%	42%	87%
61 years of age or more	4	13%	13%	100%
Valid	31	100%	100%	



Most of the respondents hold higher ranks. Fifteen participants are either full professors or associate professors and thirteen are either assistant professors or lectures. A person identified their self as a researcher and one did not say. 29 out of the 31 respondents (94%) are working full-time and only 2 out of 31 are working part time.

What is your academic rank?				
	Frequency	Percent	Valid	Cumulative
Professor	4	13%	13%	13%
Associate Professor	11	35%	37%	50%
Assistant Professor	8	26%	27%	77%
Lecturer	5	16%	17%	93%
PhD holder but without a rank	0	0%	0%	93%
Other	2	6%	7%	100%
Valid	30	97%	100%	

- **Questions related to the status and strategies of the HEI**

One of the sections of the questionnaire was dedicated to the type, strategies and vision of the HEIs concerning internationalisation. The majority of the Cypriot respondents, 25 out of 31, are working in a private for profit HEI, four in a private not for profit HEI and one in public HEI. Given that Frederick University is a private for-profit university it means that the majority of the respondents come from this university. In addition, the vast majority of the respondents, that is 24 of 31, work in a HEI that is both focused on teaching and research and just seven (7) said that they are working in a predominantly teaching university. A person said that they work in a private anthropocentric HEI.



Which of the following types best describes your institution?				
	Frequency	Percent	Valid	Cumulative
Public	1	3%	3%	3%
Private not for profit	4	13%	13%	16%
Private for profit	25	81%	81%	97%
I do not know	0	0%	0%	97%
Other	1	3%	3%	100%
Valid	31	100%	100%	

On internationalization, 25 people knew that internationalization is mentioned in the institutional mission/strategic plan of their HEI, and only 2 said that internationalization it was not mentioned. Finally, four respondents did not know whether internationalization is mentioned in the institutional mission/strategic plan of their HEI.

Is Internationalization mentioned in your institutional mission/strategic plan?				
	Frequency	Percent	Valid	Cumulative
Yes	25	81%	81%	81%
No	2	6%	6%	87%
I do not know	4	13%	13%	100%
Valid	31	100%	100%	

In the next table and graph it is shown in hierarchical order, the importance that the institution shows towards various Internationalization activities:

The first three activities in rank are the:

- International research collaboration (publishing in international journals etc.), then the
- Development of institutional strategic partnerships and
- Participation in international associations

The least two favorite activities according to the respondents are:

- Developing joint and/or double/dual and multiple degree programs with foreign partner institutions and



- Participating in activities of Internationalization at Home (host international researchers, organize at home international conferences and meetings etc.)

Please rank how important is for your institution the following Internationalization activities:								
	Not at all important	Little important	Do not know	Important	Very important	Valid	Average	Std. deviation
International research collaboration (publishing in international journals etc.)	0 (0%)	1 (3%)	3 (10%)	8 (26%)	19 (61%)	31 (100%)	4,5	0,8
Developing institutional strategic partnerships	0 (0%)	2 (6%)	3 (10%)	12 (39%)	14 (45%)	31 (100%)	4,2	0,9
Participation in international associations	0 (0%)	4 (13%)	4 (13%)	9 (29%)	14 (45%)	31 (100%)	4,1	1,1
Outgoing mobility opportunities for faculty/staff	0 (0%)	4 (13%)	5 (16%)	9 (29%)	13 (42%)	31 (100%)	4,0	1,1
International development and capacity building projects	1 (3%)	2 (6%)	3 (10%)	14 (45%)	11 (35%)	31 (100%)	4,0	1,0
Participation in international events (conferences, short study visits, exhibitions, etc.)	0 (0%)	6 (19%)	1 (3%)	11 (35%)	13 (42%)	31 (100%)	4,0	1,1
Developing joint and/or double/dual and multiple degree programs with foreign partner institutions	0 (0%)	5 (16%)	6 (19%)	14 (45%)	6 (19%)	31 (100%)	3,7	1,0
Participating in activities of Internationalization at Home (host international researchers, organize at home international conferences and meetings etc.)	0 (0%)	6 (19%)	5 (16%)	11 (35%)	9 (29%)	31 (100%)	3,7	1,1





- **Internationalization of the respondents**

Here we present the results of the section where respondents answer questions on how they perceive their-self, regarding internationalization.

Almost half of the respondents consider their-self very active and around one third little active.

To which degree you consider yourself Internationally Active?				
	Frequency	Percent	Valid	Cumulative
Not at all active	1	3%	3%	3%
Little active	11	35%	35%	39%
I do not know	1	3%	3%	42%
Very active	15	48%	48%	90%
Extremely active	3	10%	10%	100%
Valid	31	100%	100%	

In the next table and graph it is shown in hierarchical order, the degree of personal involvement of the respondents in internationalization activities:

The first three activities in rank are the:

- Participation in international events (conferences, short study visits, exhibitions, etc.)
- International research collaboration (publishing in international journals etc.)
- Participation in international associations

The least two favorites according to the respondents are:

- Developing institutional strategic partnerships
- Developing joint and/or double/dual and multiple degree programs with foreign partner institutions

Please rank the degree of your personal involvement in the following Internationalization activities:								
	Not at all involved	Little involved	Sufficiently involved	Very involved	Extremely involved	Valid	Average	Std. deviation
Participation in international events (conferences, short study visits, exhibitions, etc.)	1 (3%)	6 (19%)	6 (19%)	12 (39%)	6 (19%)	31 (100%)	3,5	1,1
International research collaboration (publishing in international journals etc.)	0 (0%)	10 (32%)	8 (26%)	9 (29%)	4 (13%)	31 (100%)	3,2	1,1
Participation in international associations	2 (6%)	8 (26%)	6 (19%)	12 (39%)	3 (10%)	31 (100%)	3,2	1,1
Outgoing mobility opportunities for faculty/staff	6 (19%)	11 (35%)	3 (10%)	8 (26%)	3 (10%)	31 (100%)	2,7	1,3
International development and capacity building projects	5 (16%)	11 (35%)	6 (19%)	6 (19%)	3 (10%)	31 (100%)	2,7	1,2
Participating in activities of Internationalization at Home (host international researchers, organize at home international conferences and meetings etc.	4 (13%)	12 (39%)	7 (23%)	6 (19%)	2 (6%)	31 (100%)	2,7	1,1
Developing institutional strategic partnerships	7 (23%)	5 (17%)	12 (40%)	4 (13%)	2 (7%)	30 (100%)	2,6	1,2
Developing joint and/or double/dual and multiple degree programs with foreign partner institutions	10 (32%)	14 (45%)	5 (16%)	2 (6%)	0 (0%)	31 (100%)	2,0	0,9





For the question which barriers prevent you personally for not being sufficiently Internationally active, the respondents could select at most five questions. The three biggest barriers that the respondents face are:

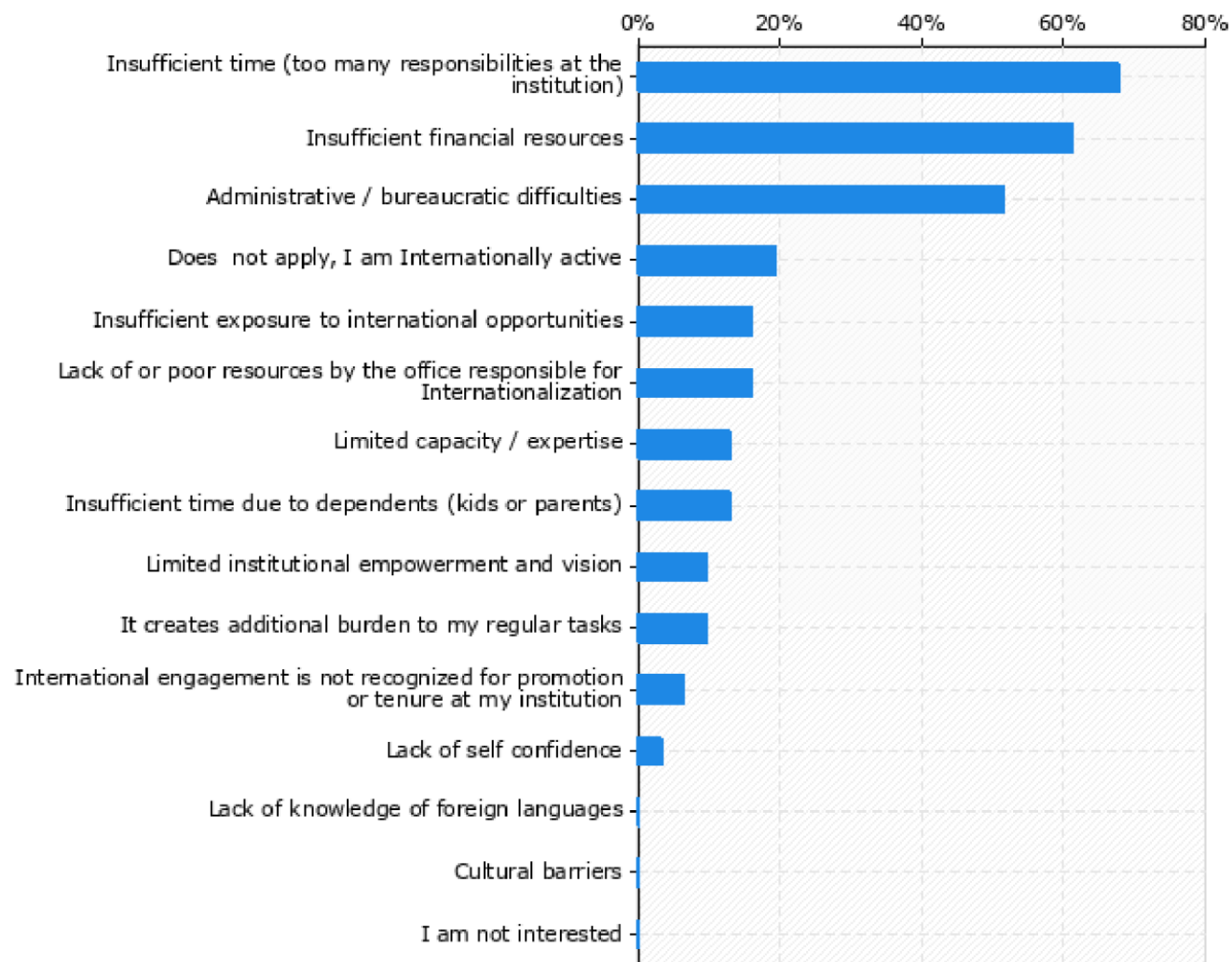
- Insufficient time (too many responsibilities at the institution)
- Insufficient financial resources
- Administrative / bureaucratic difficulties

The least three barriers are:

- Lack of knowledge of foreign languages
- Cultural barriers

None of the respondents said that lack of knowledge and cultural barriers prevent them from internationally active.

What barriers prevent you personally for not being sufficiently Internationally active? Please select at most five (5) items.						
	Frequency	Valid	% - Valid	Total	Frequency	%
Insufficient time (too many responsibilities at the institution)	21	31	68%	31	21	24%
Insufficient financial resources	19	31	61%	31	19	21%
Administrative / bureaucratic difficulties	16	31	52%	31	16	18%
Does not apply, I am Internationally active	6	31	19%	31	6	7%
Insufficient exposure to international opportunities	5	31	16%	31	5	6%
Lack of or poor resources by the office responsible for Internationalization	5	31	16%	31	5	6%
Limited capacity / expertise	4	31	13%	31	4	4%
Insufficient time due to dependents (kids or parents)	4	31	13%	31	4	4%
Limited institutional empowerment and vision	3	31	10%	31	3	3%
It creates additional burden to my regular tasks	3	31	10%	31	3	3%
International engagement is not recognized for promotion or tenure at my institution	2	31	6%	31	2	2%
Lack of self confidence	1	31	3%	31	1	1%
Lack of knowledge of foreign languages	0	31	0%	31	0	0%
Cultural barriers	0	31	0%	31	0	0%
I am not interested	0	31	0%	31	0	0%
Total valid		31		31	89	100%



On the other hand, the respondents find that internationalization can benefit their work and in particular can benefit the:

- Establishment of new scientific contacts
- Increases their international network and
- Allow the exchange of knowledge and experience

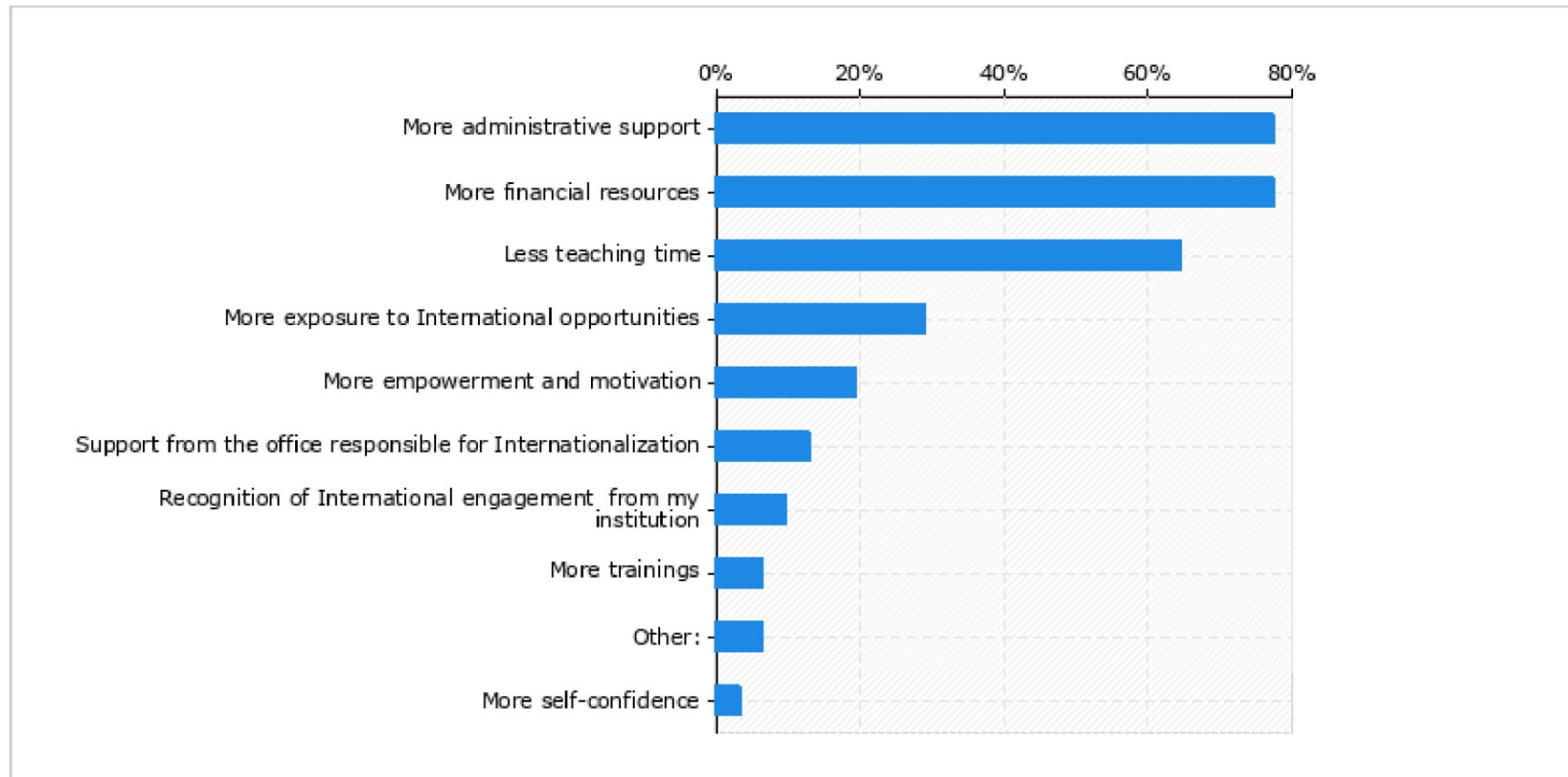
Which of the following you consider as benefits when you are Internationally Active?								
	Not all	Little	Do not know	A lot	Very much	Valid	Average	Std. deviation
Establishes new scientific contacts	0 (0%)	0 (0%)	1 (3%)	6 (19%)	24 (77%)	31 (100%)	4,7	0,5
Increases my international network	0 (0%)	0 (0%)	0 (0%)	9 (29%)	22 (71%)	31 (100%)	4,7	0,5
Allows the exchange of knowledge and experience	0 (0%)	1 (3%)	0 (0%)	7 (23%)	23 (74%)	31 (100%)	4,7	0,7
Improves my professional development	0 (0%)	0 (0%)	1 (3%)	11 (35%)	19 (61%)	31 (100%)	4,6	0,6
Improves the quality of my academic work	1 (3%)	0 (0%)	1 (3%)	9 (29%)	20 (65%)	31 (100%)	4,5	0,9
Increases my academic achievements	1 (3%)	0 (0%)	1 (3%)	11 (35%)	18 (58%)	31 (100%)	4,5	0,9

Top in the suggestions of the respondents to enhance their involvement in international activities are the most expected. The respondents need:

- More administrative support
- More financial resources and
- Less teaching-time

Self confidence and lack of trainings are not affecting their involvement in international activities. Finally a person said that the pandemic is holding people back from internationalization.

What would you personally need to enhance your involvement in International activities						
					Counts	
	Frequency	Valid	% - Valid	% -	Frequency	%
More administrative support	24	31	77%	77%	24	25%
More financial resources	24	31	77%	77%	24	25%
Less teaching time	20	31	65%	65%	20	21%
More exposure to International opportunities	9	31	29%	29%	9	9%
More empowerment and motivation	6	31	19%	19%	6	6%
Support from the office responsible for Internationalization	4	31	13%	13%	4	4%
Recognition of International engagement from my institution	3	31	10%	10%	3	3%
More trainings	2	31	6%	6%	2	2%
More self-confidence	1	31	3%	3%	1	1%
Other	2	31	6%	6%	2	2%
Total valid	31		31	95	95	100%





• COVID-19 Question

The last section of the questionnaire included two questions on the pandemic. More than half of the respondents, that is 19 people, said that the COVID-19 pandemic influenced their international activities, a lot or extremely, and in particular the following three activities are the ones that were affected the most:

- Outgoing mobility opportunities for faculty/staff
- Participation in international events (conferences, short study visits, exhibitions, etc.)
- Participating in activities of Internationalization at Home (host international researchers, organize at home international conferences and meetings etc.)

On the other hand, the following activities were the least affected:

- Participation in international associations
- Developing institutional strategic partnerships
- Developing joint and/or double/dual and multiple degree programs with foreign partner institutions

Has the pandemic COVID-19 influenced your International activities?				
Answers	Frequency	Percent	Valid	Cumulative
No, not at all	1	3%	3%	3%
A little	11	35%	35%	39%
A lot	13	42%	42%	81%
Extremely	6	19%	19%	100%
Valid	31	100%	100%	

Please select how your personal International activities have been influenced from the COVID-19 pandemic:								
	Extremely negative	Negatively	Not affected	Positively	Extremely positive	Valid	Average	Std. deviation
Participation in international associations	1 (3%)	6 (19%)	21 (68%)	2 (6%)	1 (3%)	31	2,9	0,7
Developing institutional strategic partnerships	3 (10%)	8 (26%)	16 (52%)	4 (13%)	0 (0%)	31	2,7	0,8
Developing joint and/or double/dual and multiple degree programs with foreign partner institutions	4 (14%)	5 (17%)	18 (62%)	1 (3%)	1 (3%)	29	2,7	0,9
International research collaboration (publishing in international journals etc.)	2 (6%)	9 (29%)	19 (61%)	1 (3%)	0 (0%)	31	2,6	0,7
International development and capacity building projects	4 (13%)	9 (30%)	15 (50%)	1 (3%)	1 (3%)	30	2,5	0,9
Participating in activities of Internationalization at Home (host international researchers, organize at home international conferences and meetings etc.)	5 (17%)	14 (47%)	9 (30%)	1 (3%)	1 (3%)	30	2,3	0,9
Participation in international events (conferences, short study visits, exhibitions, etc.)	14 (45%)	11 (35%)	2 (6%)	2 (6%)	2 (6%)	31	1,9	1,2
Outgoing mobility opportunities for faculty/staff	22 (71%)	4 (13%)	4 (13%)	0 (0%)	1 (3%)	31	1,5	1,0





Conclusion

HEIs in Cyprus mention internationalization in their institutional mission/strategic plan. Both HEIs and academics consider as important part of internationalization the international research collaboration (publishing in international journals etc.), and the participation in international associations. Participating in international events (conferences, short study visits, exhibitions, etc.), and developing of institutional strategic partnerships are also important for the academics.

The majority of Cypriots reported that insufficient time and financial resources, and administrative/bureaucratic difficulties are the main barriers that prevent them for not being sufficiently internationally active.

Respondents find that internationalization can benefit their work and in particular can benefit them by establishing new scientific contacts, by increasing their international network and by allowing them to exchange knowledge and experience, while they would like to enhance their involvement in international activities. To do so, they need more administrative support, more financial resources and less teaching-time.

Finally, COVID-19 pandemic influenced the internationalization activities of the respondents a lot and in particular the outgoing mobility opportunities, their participation in international events and internationalization at home.



ANNEX 3: Germany

This publication is the outcome of work undertaken by Technische Hochschule Deggendorf,
Deutschland
Author: Kerstin Kleinohl

Introduction

In recent years, internationalization became more and more relevant for higher education institutions in Germany. The German Academic Exchange Service (Deutscher Akademischer Austauschdienst, DAAD) states that higher education institutions (HEIs) increasingly define themselves over their international reputation and efficiency as well as their presence on the "global market". In total over three quarters of Germanys HEIs have an internationalization strategy and only 10% of those strategies are older than five years⁸. The mobility strategy of the European HEI-union is the base of the internationalization strategies of the HEIs. The mobility strategy was established in 2012 by all member states, requiring a customized internationalization strategy by every country⁹. In 2017 the Federal Government of Germany developed a new strategy for internationalization in science, research and education. The strategy was conducted by the federal ministry for research and education (BMBF) and is an expansion to the internationalization strategy by the Federal Government of Germany from the year 2008. This expansion gives the opportunity to focus on new challenges and trends in globalization and digitalization, especially with focus on international collaborations in education, research and science¹⁰.

The British council stated that German HEIs are "exemplary in internationalization" and that the political support for internationalization is comparably higher than in other countries¹¹. Germany has been coming in second place since 2016 in the ranking "The shape of global higher education: International comparisons with Europe"¹². This statement is underlined by facts about the German Research Foundation (Deutsche Forschungsgemeinschaft, DFG): The DFG has a very high support quota, not only in specific projects, but also in "excellence programs", compared to other European financial support agencies for research projects. It is further stated that Germany has been increasing

⁸<https://www2.daad.de/medien/ida/archiv/2018/Kurs35/maschke.pdf> (last access on 28.07.2021)

⁹<https://www.bildungsserver.de/Hintergruende-und-Hochschulpolitik-Internationalisierung--10999-de.html> (last access on 23.07.2021)

¹⁰https://www.bundestag.de/resource/blob/500274/d332b533646d9e8a59078adb4a7c2f3e/Ittel_Stellungnahme-data.pdf (last access on 23.07.2021) after <https://www.bmbf.de/de/internationalisierungsstrategie-269.html> (not accessible anymore)

¹¹<https://www.forschung-und-lehre.de/politik/deutsche-hochschulen-besonders-international-ausgerichtet-2317/> (last access on 23.07.2021)

¹²https://www.britishcouncil.org/sites/default/files/k006_02_the_shape_of_global_higher_education_in_europe_final_v5_web.pdf (last access on 23.07.2021)



the amount of financial support for science and research within the last few years distinctively¹³. The BMBF justifies their high amounts of funding possibilities, as well as its goal to scientifically and culturally qualify Germany's (future) academic staff internationally, with the fact that internationalization for HEIs is more important than ever as international exchange is crucial for innovation and high-level research¹⁴.

Germany's HEIs practice staff mobility with a lot of different countries, but still the outgoing staff mobility is not as high as it could possibly be: In 2015, only 7% of Germany's scientific staff took part in organizationally funded teaching/lecturing/researching abroad^{6,15}. In 2016 again about 16.000 German scientists (approx. 7%) went abroad, compared to approximately 32.000 international scientists coming to Germany¹⁶. HEI staff prefers Northern- and Western-European countries as well as Poland for an Erasmus based stay. The amount of staff taking advantage of the Erasmus outgoing possibilities varies from 4.5% to 8.2% between the different types of HEIs. Additionally, HEI staff has a lot of barriers to overcome before being able to go abroad for a certain amount of time, as it is difficult to find adequate funding formats as well as adequate replacements at their home institution for their time abroad. Taking time off at the home institution is not always a possibility for the staff. Nevertheless, outgoing scientific and non-scientific staff have a great positive influence on the general internationalization of HEIs, as others can benefit from their experience and knowledge⁶.

The Covid-19 pandemic influenced the German internationalization: As the DAAD considers internationalization and international cooperation as crucial to overcome global challenges of mankind, they acquired three new guidelines in 2020: "1. Strengthen excellence and perspectives in education and science through international exchange, 2. Support international cooperation for the good of science, economy and society, 3. Take global responsibility and contribute to development and peace"¹⁷.

To get a better overview of the current situation of internationalization from the scientist's perspective as well as an insight into the general status of international activities of scientists, the Erasmus+ KA2 Project: "Internationally active – professionally valuable" created a questionnaire. The questionnaire had 15 questions with different foci. Not only were the participants of the survey asked

¹³https://www.wissenschaftsrat.de/download/archiv/7118-18.pdf?_blob=publicationFile&v=1 (last access on 23.07.2021)

¹⁴<https://www.bundes-esg.de/them-esg/studiengebuehren> (last access on 23.07.2021) after <https://www.bmbf.de/de/internationalisierung-der-hochschulen-924.html> (not accessible anymore)

¹⁵Funded by a scientific organization like DFG, not all funding organizations are included. Excluded is internal funding by the home institutions/HEIs as well. Therefore the 7% are a bit lower than the actual percentage.

¹⁶https://www2.daad.de/medien/3daad-hochschulpolitik_2019_internationalisierung_der_hochschulen_m.wahlers_pp-folien.pdf (last access on 28.07.2021)

¹⁷<https://www2.daad.de/der-daad/daad-aktuell/de/79823-daad-jahresbericht-2020-in-vielerlei-hinsicht-ein-besonderes-jahr/> (last access on 28.07.2021)



questions about their personal involvement in international activities at work, but also about their work institution in general. Demographic questions and questions about the influence of the Covid-19 pandemic on internationalization were also part of the survey.

Analysis of the results

Only participants with current residency in Germany are considered in this analysis. 51 persons who met this criterion took part in the survey, of which 36 are men, 13 are women and two persons prefer not to tell their gender. Over 90% of participants are over 30 years of age, and over 40% are over 50 years of age.

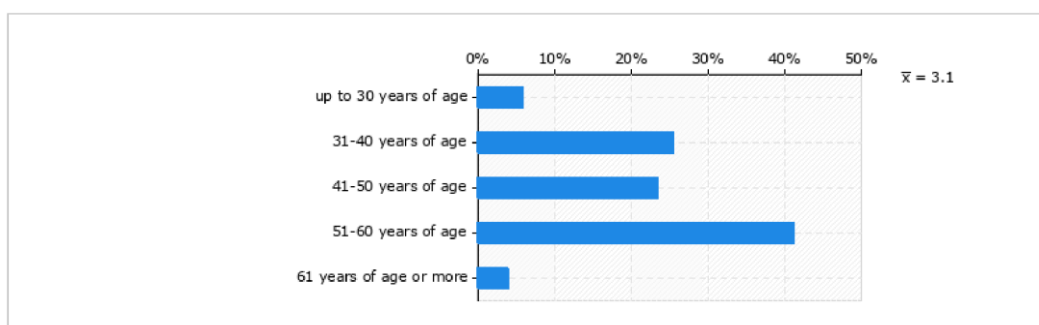


Figure 1: Age distribution of participants with German residency

75% of all participants (combined) are professors or associate professors, 10% are lecturers and 8% are PhD holders without a rank. The section "Other" (see figure 2) was chosen by 8% or four persons, respectively. Three of these four persons answered with "PhD student" as their rank and are therefore not valid per se. But as it is not possible to retrace the given answers to certain persons, the answers of the PhD students are included in the results as well. One person answered with "administration lecturer".

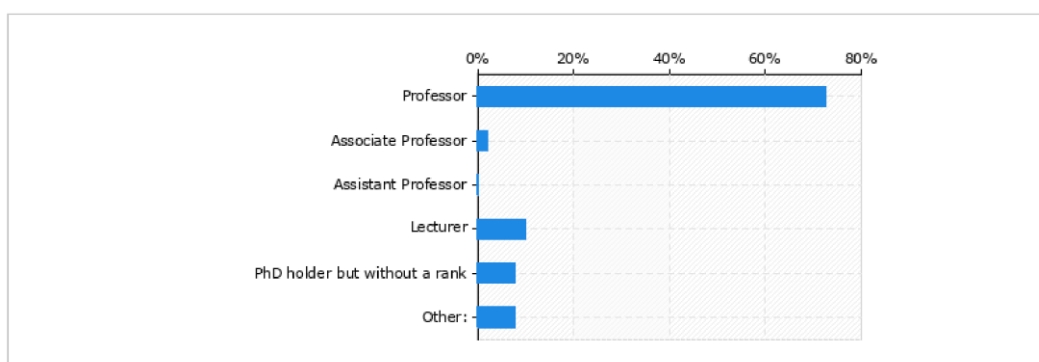


Figure 2: Academic rank of participants. Answers of "Other": 6% PhD student, 2% administrative lecturer

Of all participants with residency in Germany 86% work full time, only 14% work part time. Only two percent of the participants (= one person) work in the private sector, profit oriented., with the remaining 98% percent working for the public sector. In figure 3 it is shown that 96% chose "public", but one person (= 2%) answered with "Other" and specified with "university". As a university is positioned in the public sector as well, the respective 2% are added to the 96% in this analysis.

A great deal of participants stated that their institutions' focus is either predominantly on teaching



(47%) or equally divided between teaching and research (39%). Only 12% captioned their institutions as predominantly research focused (compare figure 4). One person (= 2%) answered the option "Other" with: "predominantly protected area management, partly teaching and research".

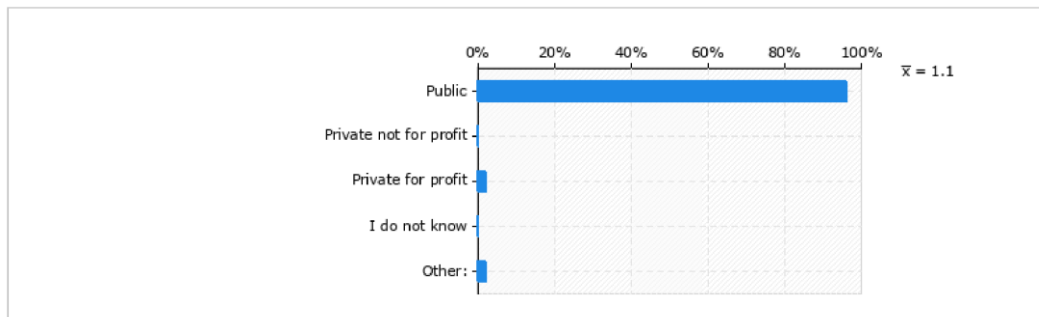


Figure 3: Types of institutions the participants work in. The 2% "Other" answered with "university".

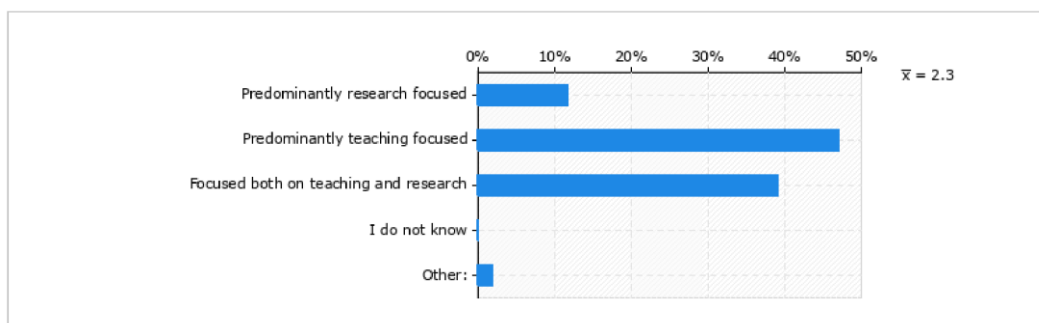


Figure 4: Foci of the institutions, detailed answer of the option "Other": "predominantly protected area management, partly teaching and research"

88% of the institutional missions/ strategic plans provided by the participants' institutions included internationalization. Only 5% of the mentioned institutions do not have internationalization on their strategic plans, whereas one person (i.e. 2% of the participants) did not know. The question about the ranking of importance of different internationalization activities is presented in detail in table 1 and summarized and simplified in figure 5. It shows that developing institutional strategic partnerships and international research collaboration (publishing in international journals, etc) are the most important aspects of internationalization. Developing joint and/or double/dual and multiple degree programs with foreign partner institutions is of high importance to the home institutions of the participants as well. Of medium importance are the participation in international events (conferences, short study visits, exhibitions, etc.) as well as the international development and capacity building projects and participating in activities of internationalization at home (host international researchers, organize at home...). Comparably less important to the institutions are participation in international associations and outgoing mobility opportunities for the faculty/staff.

This question about the institutions' importance ranking followed first a question about the participants' self-assessment of being internationally active and then a ranking question of personal involvement in different internationalization activities. As visible in figure 6, of all 51 participants 29 (57%) considered themselves as little internationally active, 15 (29%) persons considered themselves very active and three persons (6%) even answered with extremely active. Four persons (8%) couldn't



estimate their level of international activity and answered with "I don't know". No one considered themselves as not international active at all.

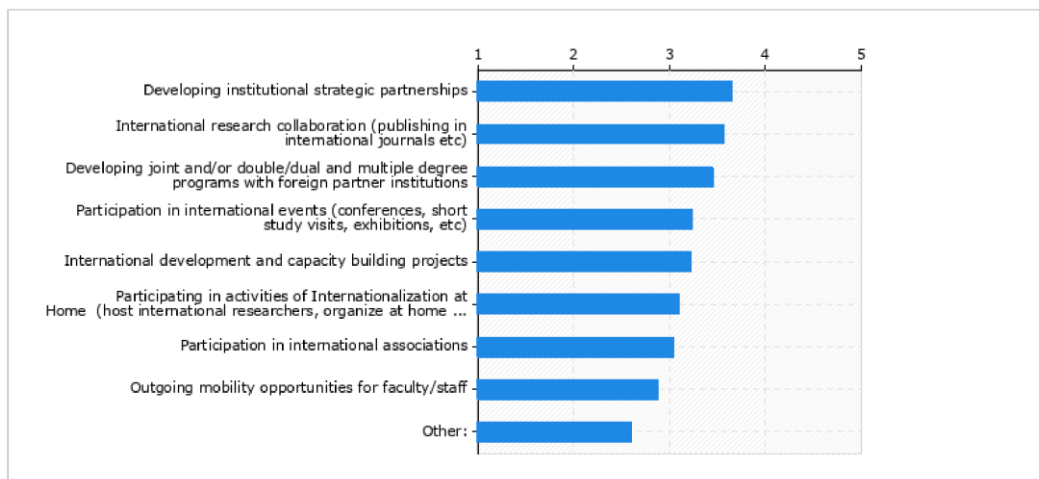


Figure 5: Ranking of the importance of different internationalization activities of the home institutions of all participants (summarized and simplified)

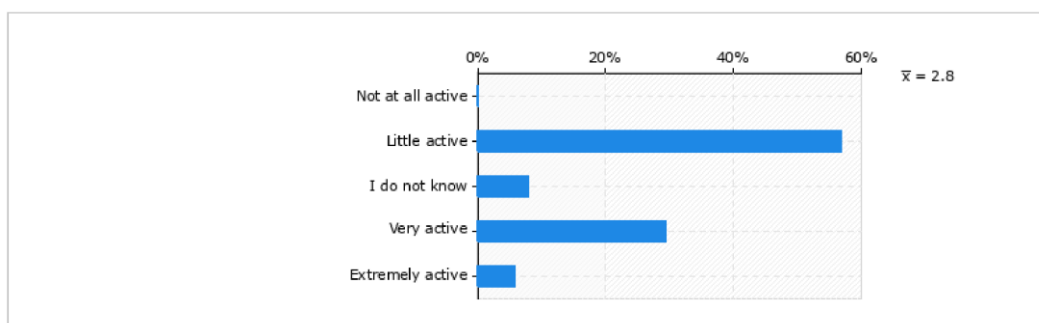


Figure 6: Self-evaluation regarding international activities

Table 2 shows in detail in which kind of internationalization activities the respondents were personally involved, as well as the extent of involvement. In summary the results show that the extent of involvement reduces with the amount of time the participants of the survey would need to invest in certain internationalization activities. It is also visible that the highest percentages are in the fields of "not at all involved" and "little involved" for all possible activities. Most respondents are at least sufficiently involved in participation in international events (conferences, short study visits, exhibitions, etc.). About half of the respondents are at least sufficiently involved in developing institutional strategic partnerships and international research collaboration (publishing in international journals etc). In outgoing mobility opportunities for faculty/staff, international development and capacity building projects as well as developing joint and/or double/dual and multiple degree programs with foreign partner institutions most of the respondents were at least little involved. Respondents are least involved in activities of internationalization at home (host international researchers, organize at home...). Two persons are sufficiently or very involved in "Other" internationalization activities without specification. Figure seven gives a summarized and



simplified overview of the involvement extents in internationalization activities of the respondents of the survey.

Table 1: Ranking of the importance of different internationalization activities of the home institutions of all participants (detailed answers)

Please rank how important is for your institution the following Internationalization activities:											
		Answers						Valid	Units	Average	Std. deviation
		Not at all important	Little important	Do not know	Important	Very important	Valid				
a	International research collaboration (publishing in international journals etc)	1 (2%)	9 (18%)	12 (24%)	18 (35%)	11 (22%)	51 (100%)	51	51	3,6	1,1
b	Outgoing mobility opportunities for faculty/staff	6 (12%)	15 (29%)	14 (27%)	11 (22%)	5 (10%)	51 (100%)	51	51	2,9	1,2
c	International development and capacity building projects	4 (8%)	6 (12%)	19 (38%)	17 (34%)	4 (8%)	50 (100%)	50	51	3,2	1,0
d	Participation in international events (conferences, short study visits, exhibitions, etc)	3 (6%)	13 (25%)	11 (22%)	17 (33%)	7 (14%)	51 (100%)	51	51	3,2	1,2
e	Participation in international associations	3 (6%)	15 (29%)	15 (29%)	13 (25%)	5 (10%)	51 (100%)	51	51	3,0	1,1
f	Developing institutional strategic partnerships	0 (0%)	10 (20%)	11 (22%)	17 (33%)	13 (25%)	51 (100%)	51	51	3,6	1,1
g	Developing joint and/or double/dual and multiple degree programs with foreign partner institutions	2 (4%)	8 (16%)	17 (33%)	13 (25%)	11 (22%)	51 (100%)	51	51	3,5	1,1
h	Participating in activities of Internationalization at Home (host international researchers, organize at home international conferences and meetings etc)	3 (6%)	18 (35%)	9 (18%)	13 (25%)	8 (16%)	51 (100%)	51	51	3,1	1,2
i	Other:	1 (20%)	0 (0%)	4 (80%)	0 (0%)	0 (0%)	5 (100%)	5	51	2,6	0,9

Table 2: Degree of personal involvement in internationalization activities

Please rank the degree of your personal involvement in the following Internationalization activities:											
		Answers						Valid	Units	Average	Std. deviation
		Not at all involved	Little involved	Sufficiently involved	Very involved	Extremely involved	Valid				
a	International research collaboration (publishing in international journals etc)	14 (27%)	17 (33%)	8 (16%)	8 (16%)	4 (8%)	51 (100%)	51	51	2,4	1,3
b	Outgoing mobility opportunities for faculty/staff	17 (33%)	13 (25%)	8 (16%)	11 (22%)	2 (4%)	51 (100%)	51	51	2,4	1,3
c	International development and capacity building projects	15 (31%)	13 (27%)	12 (24%)	8 (16%)	1 (2%)	49 (100%)	49	51	2,3	1,1
d	Participation in international events (conferences, short study visits, exhibitions, etc)	9 (18%)	13 (25%)	13 (25%)	12 (24%)	4 (8%)	51 (100%)	51	51	2,8	1,2
e	Participation in international associations	19 (37%)	17 (33%)	8 (16%)	3 (6%)	4 (8%)	51 (100%)	51	51	2,1	1,2
f	Developing institutional strategic partnerships	16 (31%)	12 (24%)	4 (8%)	11 (22%)	8 (16%)	51 (100%)	51	51	2,7	1,5
g	Developing joint and/or double/dual and multiple degree programs with foreign partner institutions	21 (41%)	13 (25%)	4 (8%)	7 (14%)	6 (12%)	51 (100%)	51	51	2,3	1,4
h	Participating in activities of Internationalization at Home (host international researchers, organize at home international conferences and meetings etc)	19 (40%)	15 (31%)	5 (10%)	6 (13%)	3 (6%)	48 (100%)	48	51	2,1	1,3
i	Other:	3 (60%)	0 (0%)	1 (20%)	1 (20%)	0 (0%)	5 (100%)	5	51	2,0	1,4

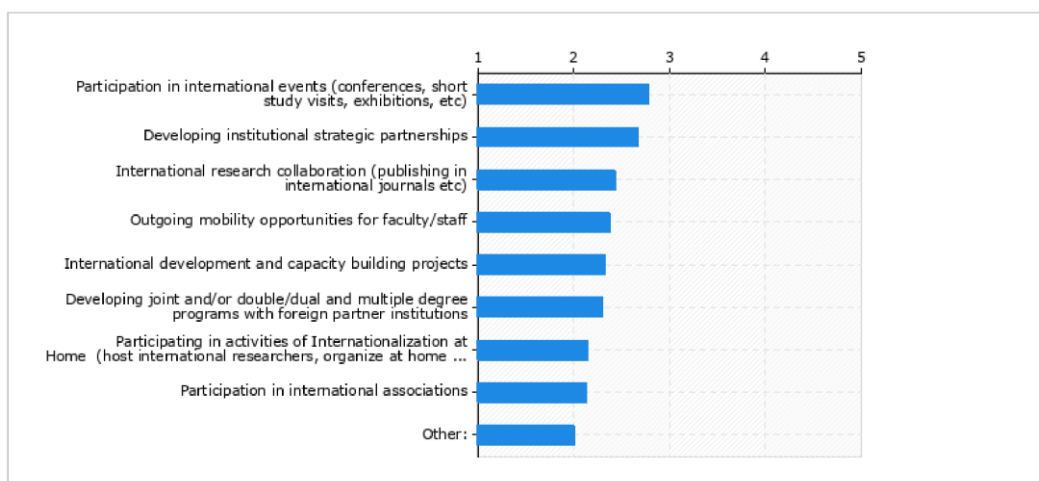


Figure 7: Degree of personal involvement in internationalization activities (simplified)

The next question in the survey was about the different barriers that could possibly prevent the respondents from being internationally active. Table 3 shows the results of the question in detail, with figure 8 illustrating a respective simplification. In summary it is visible that the participants of the survey do not have enough time, funding nor information for being sufficiently international active. External factors are greater barriers than personal reasons that possibly prevent from being internationally active. The respondents could select a maximum of five options.

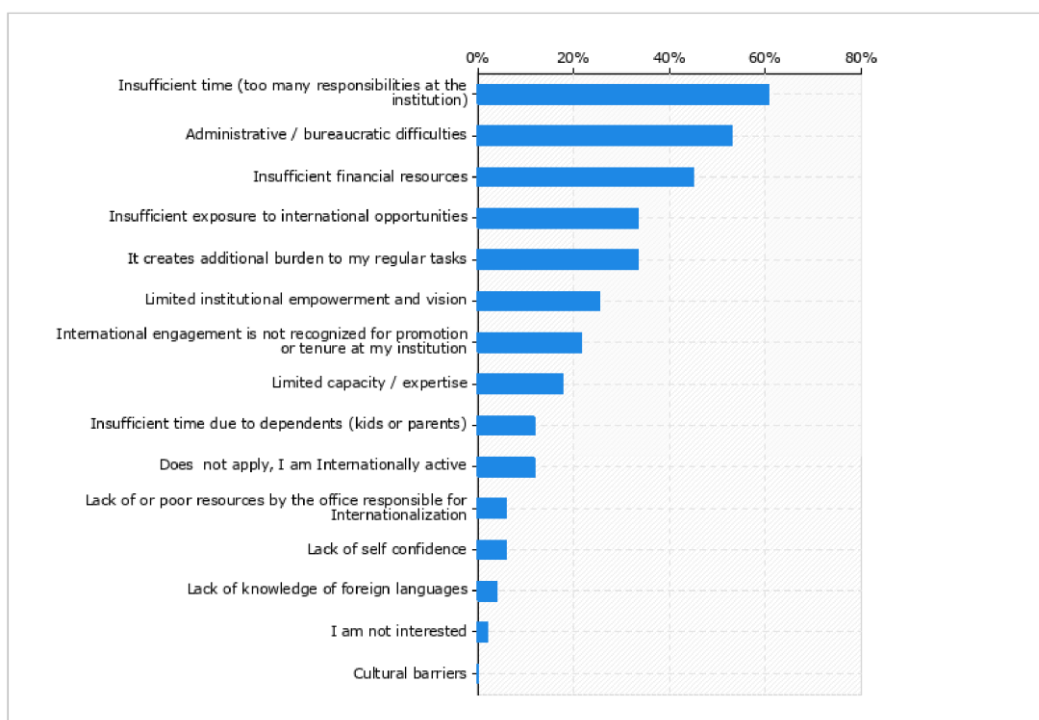


Figure 8: Barriers that prevent from being sufficiently internationally active (max. 5 answers possible)

Table 3: Barriers that prevent from being internationally active

What barriers prevent you personally for not being sufficiently Internationally active? Please select at most five (5) items.								
		Units					Counts	
		Frequency	Valid	% - Valid		% -	Frequency	%
a	Administrative / bureaucratic difficulties	27	51	53%	51	53%	27	16%
b	Insufficient exposure to international opportunities	17	51	33%	51	33%	17	10%
c	Insufficient financial resources	23	51	45%	51	45%	23	14%
d	International engagement is not recognized for promotion or tenure at my institution	11	51	22%	51	22%	11	7%
e	Lack of knowledge of foreign languages	2	51	4%	51	4%	2	1%
f	Lack of or poor resources by the office responsible for Internationalization	3	51	6%	51	6%	3	2%
g	Lack of self confidence	3	51	6%	51	6%	3	2%
h	Limited capacity / expertise	9	51	18%	51	18%	9	5%
i	Limited institutional empowerment and vision	13	51	25%	51	25%	13	8%
j	Insufficient time (too many responsibilities at the institution)	31	51	61%	51	61%	31	18%
k	Insufficient time due to dependents (kids or parents)	6	51	12%	51	12%	6	4%
l	Cultural barriers		51	0%	51	0%		0%
m	It creates additional burden to my regular tasks	17	51	33%	51	33%	17	10%
n	I am not interested	1	51	2%	51	2%	1	1%
o	Does not apply, I am Internationally active	6	51	12%	51	12%	6	4%
	Total valid		51		51		169	100%



Insufficient time and too many responsibilities pose a barrier for more than 60% of all respondents. In addition, more than 50 % stated that administrative and buerocratic differences are preventing them from international activities. 23 of 51 participants (45%) reported that they lack financial resources. "Insufficient exposure to international opportunities" and "It creates additional burden to my regular tasks" are two other highly voted barriers from being internationally active. No one found that "Cultural barriers" are a barrier and only 4% named "Lack of knowledge of foreign languages" as a reason. Only 6% chose "Lack of self-confidence" as a barrier.

The participants of the survey were also asked about possible benefits from being internationally active. They were provided with six different possible beneficial reasons as well as the option to add another personal option. Summarized, all of the six named reasons, displayed in figure 9, are considered important or very important benefits. The most important benefit from being internationall active is the expansion of one's international network, the second most important benefit is the exchange of knowledge and experience. The establishment of new scientific contacts, the improvement of the professional development and the improvement of quality in the academic work are also important benefits. The benefit of increasing the academic achievements is the least, but still important benefit from being internationally active according to the chosen options of the participants of the survey. The additionally named reason of one of the respondents "broadens personal horizon" can also be counted as an important benefit.

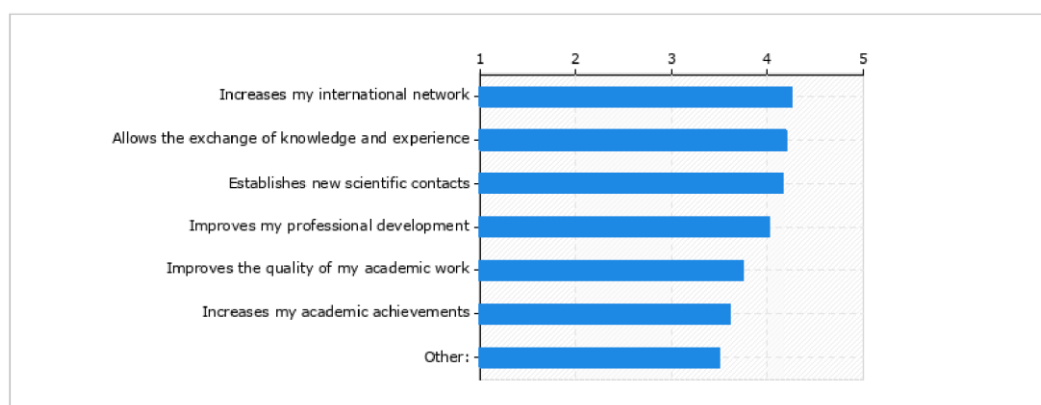


Figure 9: benefits from being internationally active. "Other": "broadens personal horizon"

The next question for the participants was "What would you personally need to enhance your involvement in international activities?" and they were given ten different answering possibilities including adding individual answers. Multiple answers were possible. The results mirror the answers from the question about the barriers preventing the persons from being internationally active. 60% of the respondents would need more financial resources, 58% would need more administrative support to be more more involved in international activities. Less teaching time is the request of 50% of all respondents. About 40% percent would like to be more exposed to international opportunities and would like to get more recognition of international engagement from their home institution for being interationally active. In order to enhance their involvement in international activities 24% of all participants would need more support from the office for internationalization. Only 12% would need more empowerment and motivation and only 10% of all respondents would need more training. The answering option "More self-confidence" was chosen only by two percent of all respondents. 4%, i.e. 2 persons, chose the answering option "Other". One person stated "know what options are there" and another person stated "I do not want to increase my international involvement, I am happy the way it is."

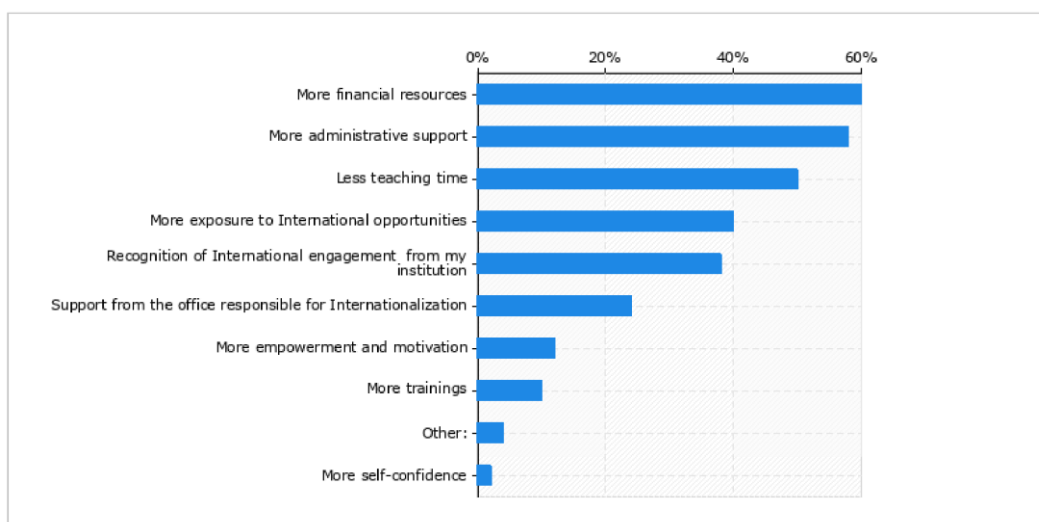


Figure 10: Needs/requests to enhance the international activities. "Other" answers: "know what options are there" and "I do not want to increase my international involvement, I am happy the way it is"

The participants in the survey were asked with two questions about the influence of the Covid-19 pandemic on their international activities. The first question was a general monitoring if and in which intensity the pandemic has influenced the international activities. The answered varied from "No, not at all" (25%) to "extremely" (12%), see table 4. Most participants were either "a little" (29%) or "a lot" (31%) influenced by the pandemic in their international activities, 25% were not influenced at all and only 12% were extremely influenced by the pandemic. One person added a personal answer with the option "Other": "just virtualized".

Table 4: Intensity of the influence of the Covid-19 pandemic on international activities, "Other" answer: "just virtualized"

Has the pandemic COVID-19 influenced your International activities?					
	Answers	Frequency	Percent	Valid	Cumulative
	1 (No, not at all)	13	25%	25%	25%
	2 (A little)	15	29%	29%	55%
	3 (A lot)	16	31%	31%	86%
	4 (Extremely)	6	12%	12%	98%
	5 (Other:)	1	2%	2%	100%
Valid	Valid	51	100%	100%	

The second Covid-19 related question was the question regarding the degree (on a rate from extremely negative to extremely positive) of the pandemics' influence on different international activities of the respondents. In summary, only few respondents found that their international activities were positively influenced. The majority of participants in the survey stated their activities



to be either "negatively" or "extremely negative" influenced. For 25 percent their international activities were not influenced at all.

Table 5: Influence of the Covid-19 pandemic on different international activities on a rate from extremely negative to positive

Please select how your personal International activities have been influenced from the COVID-19 pandemic:											
		Answers						Valid	Units	Average	Std. deviation
		Extremely negative	Negatively	Not affected	Positively	Extremely positive	Valid				
a	International research collaboration (publishing in international journals etc)	5 (10%)	11 (22%)	34 (67%)	1 (2%)	0 (0%)	51 (100%)	51	51	2,6	0,7
b	Outgoing mobility opportunities for faculty/staff	20 (39%)	15 (29%)	16 (31%)	0 (0%)	0 (0%)	51 (100%)	51	51	1,9	0,8
c	International development and capacity building projects	4 (8%)	16 (32%)	28 (56%)	2 (4%)	0 (0%)	50 (100%)	50	51	2,6	0,7
d	Participation in international events (conferences, short study visits, exhibitions, etc)	17 (33%)	12 (24%)	16 (31%)	4 (8%)	2 (4%)	51 (100%)	51	51	2,3	1,1
e	Participation in international associations	4 (8%)	14 (27%)	32 (63%)	1 (2%)	0 (0%)	51 (100%)	51	51	2,6	0,7
f	Developing institutional strategic partnerships	6 (12%)	15 (29%)	28 (55%)	2 (4%)	0 (0%)	51 (100%)	51	51	2,5	0,8
g	Developing joint and/or double/dual and multiple degree programs with foreign partner institutions	3 (6%)	15 (29%)	32 (63%)	1 (2%)	0 (0%)	51 (100%)	51	51	2,6	0,6
h	Participating in activities of Internationalization at Home (host international researchers, organize at home international conferences and meetings etc)	6 (12%)	10 (20%)	28 (56%)	6 (12%)	0 (0%)	50 (100%)	50	51	2,7	0,8



The international research collaboration (publishing in international journals etc), the participation in international associations as well as the development of joint and/or double/dual and multiple degree programs with foreign partner institutions were declared "not affected" by over 60% of the respondents. The outgoing mobility opportunities for faculty/staff and the participation in international events (conferences, short study visits, exhibitions, etc) were extreme negatively influenced by the Covid-19 pandemic according to 39% and 33% of the respondents, respectively. On the other hand, 31% of the respondents stated that the participation in international events was not affected. International development and capacity building projects and developing institutional strategic partnerships were not affected for over 50% of the respondents and negatively influenced for about 30% of the respondents.

Conclusion

The majority of participants in the survey are male and nearly half of the participants are over 50 years of age, working full time as a professor or associate professor in the public sector. The participants' institutions are mainly teaching focused.

According to the participants, their institutions consider the different internationalization activities more or less equally important but surprisingly, the importance of outgoing mobility opportunities for faculty/staff was rated comparably low. This fact should be of interest for the institutions and working on that matter would be important to increase the international activities of staff, which would again lead to a higher level of internationalization and recognition of the whole institution.

The majority of people who took part in the survey are at least a little internationally active, 35% (combined) even consider themselves very or extremely active. Nobody considered themselves as not at all internationally active, which is a very good start. The persons who are internationally active typically appear to participate in multiple (more than one or two) activities. This leads to the thought that, if one is interested in internationality in general, they invest more time in different activities/ uses more than one possibility for being internationally active. It could also be the case that different possibilities are intertwined and that, e.g. if one is participating in international events like conferences in other countries, they also take part and/or help with organizing international activities like conferences for others at their home institution, which would be a positive outcome and is also requested by the government's internationalization strategy. The percentage of involvement in international activities reduces with increasing time effort, workload involved and decreasing own advantage, e.g. less people are participating in international associations than in publishing in international journals.

It seems that all participants know that being internationally active comes with a lot of benefits, e.g. expanding the own network or improvement of the professional development. Yet still not everyone is sufficiently internationally active. This has different reasons according to the results of this survey, whereby the three key reasons are insufficient time, administrative difficulties and insufficient financial resources. This statement is supported by the answers to the question of what people would need to enhance their involvement in international activities, where the answers mirrored the reasons of prevention: People would need more financial resources, more administrative support as well as less teaching time. Thus, it has to be mentioned in a positive way, that neither cultural barriers nor lack of language knowledge seem to be barriers for the participants. In other words, "private" reasons are not as relevant as work-based barriers and changes/improvements in the institutions' internationalization strategies and possibilities are more important to enhance the participation in



international activities within the staff. The problem of having to overcome a lot of barriers before being able to be internationally active is a well-known problem according to the science council of the Federal Government (Wissenschaftsrat) and needs to be solved in near future in order to get higher numbers of internationally active HEI staff/scientists.

The Covid-19 pandemic has influenced the international activities either in a negative way or not at all, depending on the specific activity. Most activities can also be conducted in a virtual way, e.g. conferences, or do not need international attendance necessarily, e.g. publishing in international journals. But especially the outgoing mobilities were influenced negatively. If programs like Zoom or Microsoft Teams would not exist the impact of the Covid-19 pandemic on international activities in general would have been even greater. These programs/services have a great impact on the possibilities of international activities in general, not only during the pandemic, and will possibly stay as an important support, especially as they provide easier access to international activities without having to invest a lot of time and financial resources. Funding services like the DAAD already draw conclusions from the pandemic and the respective changes in internationalization by adapting and broadening their guidelines (see introduction).

To summarize, the internationalization strategy by the German Federal Government and the BMBF is partially implemented: The results of the survey show that internationalization is a part of the HEIs strategic plans, but that the implementation is not yet adequate as the internationality of the staff is not as high as it could be. It can be stated that the involvement in international activities would be way higher if people had more time and access to financial resources as well as sufficient information about their possibilities of being internationally active. The internationalization strategy of Germany provides – in theory – these financial resources, which leads to the thought that probably the main problem is the lacking communication and information transfer as well as the high workload of staff in the home institution, preventing them from taking part in international activities. If more support, not only financial, would be provided, the amount of international activities of HEI staff in Germany would increase. This support needs to be provided not only by the home institution, but also by the government and e.g. the BMBF.

ANNEX 4: Portugal

This publication is the outcome of work undertaken by Polytechnic Institute of Setúbal.

Author: Rossana Santos

Introduction

Portugal has a centuries-old tradition of higher education. The first Portuguese university was founded in 1920 and is one of the oldest in the world. The first private Portuguese higher education institution was founded in 1971. Today, there are 30 public and 28 private higher education institutions. The education system is divided between Universities and Polytechnics. Polytechnics have a more recent history (from the 80s of the last century) and have predominantly practical teaching.

The Polytechnic Institute of Setúbal (Instituto Politécnico de Setúbal - IPS) is a public higher education institution that is part of the Polytechnic subsystem. It started its activity in 1981, being one of the oldest polytechnics in the country. Currently, the IPS comprises five Higher Education Schools that employ around 650 staff and has approximately 6,500 students.

The IPS is located at the Greater Lisbon Metropolitan Area, in the Setúbal region, which is the cradle of strong companies in areas such as the paper and automobile industries, and holds a geostrategic position of great importance, as it is a gateway to Europe. Since 2009, higher education tenured professors in Portugal must have a PhD (or be specialists), which means that, nowadays, there is a tendency for teachers to get a PhD (21424 in total in 2019), with 15446 in Universities and 5978 in Polytechnics. Of the total number of PhD professors, 9837 are women, of which 2473 teaching at Polytechnics.

The ability for the institutions to offer internationalization opportunities to its faculty largely depends on obtaining external funding, especially through international mobility programs. This dependence on external programs means that funds are limited, and it is not possible to accept all requests for internationalization activities. On the other hand, it is observed that there is some lack of motivation for internationalization activities on the part of the faculty, generated by the fact that they do not consider that the necessary conditions are in place for them to carry out or propose internationalization activities.



The following report summarises the results of the online survey of the Project entitled "**Internationally Active - Professionally valuable**", which was addressed to PhD employees in HEIs of the five countries participating in the project. Due to the size of IPS, the report refers to the results of the online survey addressed only to PhD holders working at the Polytechnic Institute of Setúbal, Portugal.

The online survey was launched on the 19th of April 2021 and closed on the 30th of June 2021. Based on the project proposal, the plan was that 150 PhD holders employed at the HEIs of the five (5) participating countries should answer the questionnaire, which means we had to have at least 30 responses from each organization. The target for Portugal was achieved as eighty-one (81) persons have answered the questionnaire.

In the next section we present the main findings of the survey **Internationally Active - Professionally Valuable** for the Polytechnic Institute of Setúbal HEI.

Analysis of results

The frequency tables below show the answers for each question in absolute numbers and in percent form with some description of the highlights of each question. In addition, some graphs are included, to emphasize specific findings.

- **Demographics**

The answers are almost balanced between genders, with forty-two (42) women and thirty-nine (39) men having answered. All responders live in Portugal. The distribution of age is rather uneven with most of the participants belonging in the age group of 41 to 60 years of age.

In which age group do you belong?				
	Frequency	Percent	Valid	Cumulative
1 (up to 30 years of age)	0	0%	0%	0%
2 (31-40 years of age)	10	12%	12%	12%
3 (41-50 years of age)	34	42%	42%	54%
4 (51-60 years of age)	29	36%	36%	90%
5 (61 years of age or more)	8	10%	10%	100%
Valid	81	100%	100%	



The responders are evenly distributed between lower and higher ranks. Thirty-nine (39) participants are either full professors or associate professors while thirty-eight (38) are either assistant professors or lecturers. One (1) responder identified himself as a visiting professor. Sixty-eight (84%) of the responders are working full-time and thirteen (16%) are working part time.

What is your academic rank?				
	Frequency	Percent	Valid	Cumulative
1 (Professor)	24	30%	30%	30%
2 (Associate Professor)	15	17%	18%	48%
3 (Assistant Professor)	36	42%	43%	90%
4 (Lecturer)	2	2%	3%	93%
5 (PhD holder but without a rank)	2	2%	3%	95%
6 (Other:)	4	5%	5%	100%
Valid	80	99%	100%	

- **Questions related to the status and strategies of the HEI**

One of the sections of the questionnaire was dedicated to the type, strategies, and vision of the HEIs concerning internationalisation. All responders belong to IPS, which is a public HEI. Fifty-two (52) responders consider IPS predominantly a teaching focused institution, while twenty-nine (29) consider it is focused both on teaching and research.

Regarding if internationalization is mentioned in the institutional mission/strategic plan of their HEI, seventy-three (73) people knew that internationalization is, two (2) said that internationalization was not mentioned, and six (6) do not know.



Is Internationalization mentioned in your institutional mission/strategic plan?				
	Frequency	Percent	Valid	Cumulative
1 (Yes)	73	90%	90%	90%
2 (No)	2	2%	2%	93%
3 (I do not know)	6	7%	7%	100%
Valid	81	100%	100%	

In the next table and graph, it is shown in hierarchical order, the importance that the institution shows towards various internationalization activities:

The first three activities in rank are the:

- Development of institutional strategic partnerships
- International research collaboration (publishing in international journals etc.)
- International development and capacity building projects

The least two favorite activities according to the responders are:

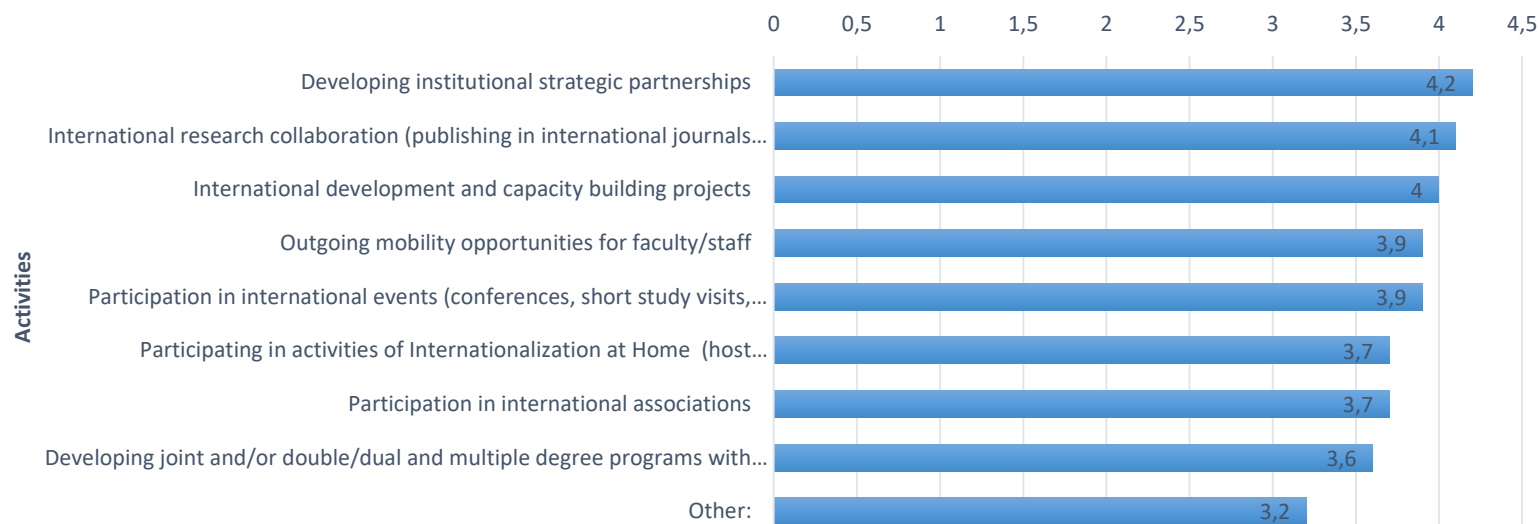
- Participation in International Associations
- Developing joint and/or double/dual and multiple degree programs with foreign partner institutions

One responder considered the support for researchers in publishing in indexed academic journals very important, while the rest of the responders who answered "Other:" did not specify an activity.

Please rank how important is for your institution the following Internationalization activities:								
	Not at all important	Little important	Do not know	Important	Very important	Valid	Average	Std. deviation
Developing institutional strategic partnerships	0 (0%)	6 (7%)	8 (10%)	34 (42%)	33 (41%)	81 (100%)	4,2	0,9
International research collaboration (publishing in international journals etc)	1 (1%)	7 (9%)	5 (6%)	35 (44%)	32 (40%)	80 (100%)	4,1	1
International development and capacity building projects	0 (0%)	6 (7%)	10 (12%)	40 (49%)	25 (31%)	81 (100%)	4	0,9
Outgoing mobility opportunities for faculty/staff	1 (1%)	8 (10%)	10 (12%)	43 (53%)	19 (23%)	81 (100%)	3,9	0,9
Participation in international events (conferences, short study visits, exhibitions, etc)	0 (0%)	9 (11%)	10 (12%)	45 (56%)	17 (21%)	81 (100%)	3,9	0,9
Participating in activities of Internationalization at Home (host international researchers, organize at home international conferences and meetings etc)	0 (0%)	10 (13%)	19 (24%)	33 (41%)	18 (23%)	80 (100%)	3,7	1
Participation in international associations	1 (1%)	11 (14%)	14 (17%)	38 (47%)	17 (21%)	81 (100%)	3,7	1
Developing joint and/or double/dual and multiple degree programs with foreign partner institutions	1 (1%)	8 (10%)	25 (31%)	32 (40%)	15 (19%)	81 (100%)	3,6	0,9

Please rank how important is for your institution the following Internationalization activities:

Average Rank (0: Not at all important to 5: Very important)





- **Internationalization of the responders**

Here we present the results of the section where responders answer questions on how they perceive themselves, regarding internationalization.

Most of the responders consider themselves as little or not active at all (69%), while only three consider themselves extremely active and twenty-two very active.

To which degree you consider yourself Internationally Active?				
	Frequency	Percent	Valid	Cumulative
1 (Not at all active)	15	19%	19%	19%
2 (Little active)	41	51%	51%	69%
3 (I do not know)	0	0%	0%	69%
4 (Very active)	22	27%	27%	96%
5 (Extremely active)	3	4%	4%	100%
Valid	81	100%	100%	

In the next table and graph, it is shown in hierarchical order, the degree of personal involvement of the responders in internationalization activities:

The first two activities in rank are the:

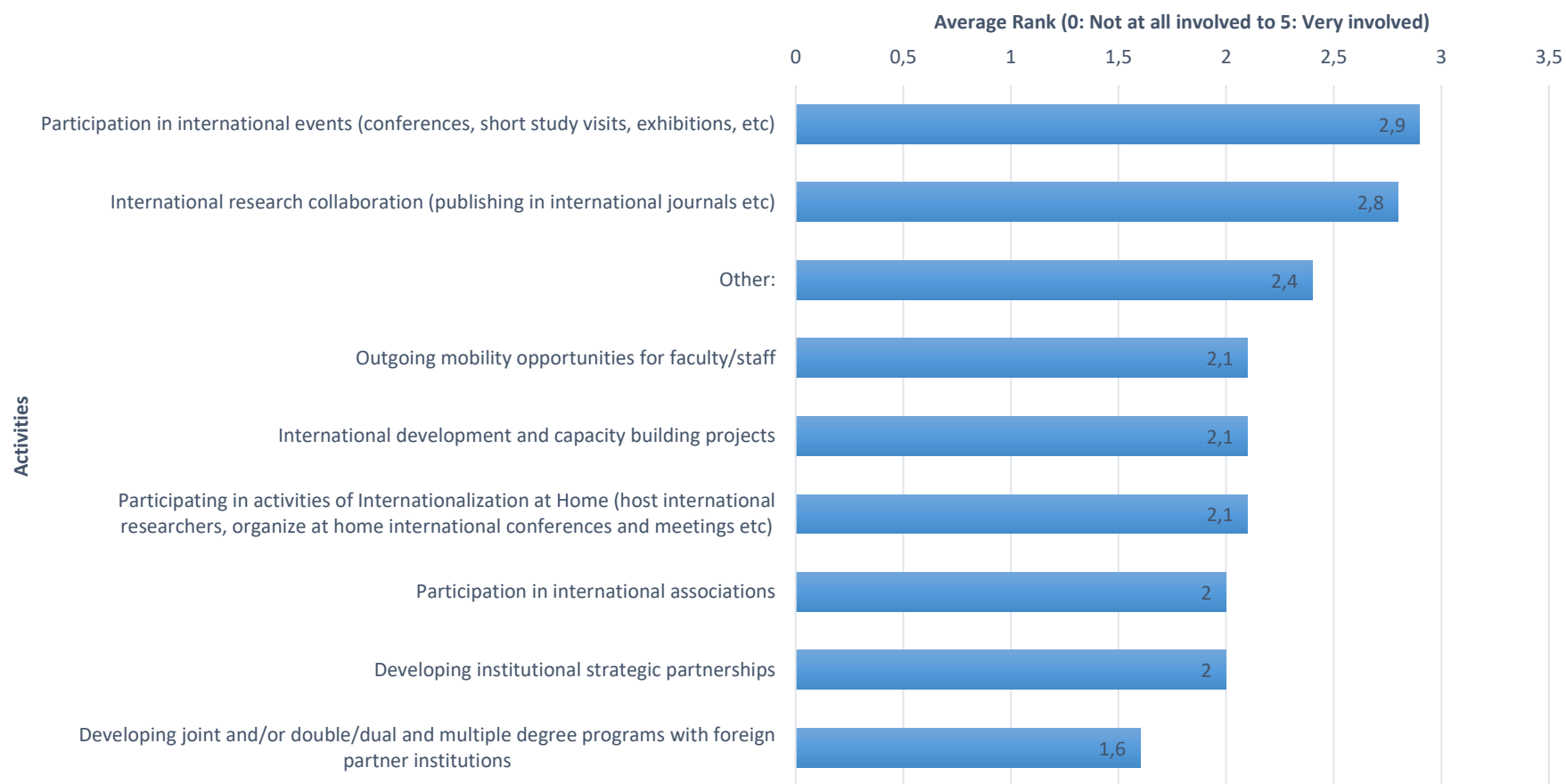
- Participation in international events (conferences, short study visits, exhibitions, etc.)
- International research collaboration (publishing in international journals etc.)
- Other (responders did not specify)

The least two favorites according to the responders are:

- Developing institutional strategic partnerships
- Developing joint and/or double/dual and multiple degree programs with foreign partner institutions

Please rank the degree of your personal involvement in the following Internationalization activities:								
	Not at all involved	Little involved	Sufficiently involved	Very involved	Extremely involved	Valid	Average	Std. deviation
Participation in international events (conferences, short study visits, exhibitions, etc)	11 (14%)	20 (25%)	25 (31%)	18 (22%)	7 (9%)	81 (100%)	2,9	1,2
International research collaboration (publishing in international journals etc)	13 (16%)	24 (30%)	22 (27%)	13 (16%)	9 (11%)	81 (100%)	2,8	1,2
Outgoing mobility opportunities for faculty/staff	35 (43%)	20 (25%)	12 (15%)	10 (12%)	4 (5%)	81 (100%)	2,1	1,2
International development and capacity building projects	34 (42%)	25 (31%)	7 (9%)	9 (11%)	6 (7%)	81 (100%)	2,1	1,3
Participating in activities of Internationalization at Home (host international researchers, organize at home international conferences and meetings etc)	38 (48%)	20 (25%)	8 (10%)	8 (10%)	6 (8%)	80 (100%)	2,1	1,3
Participation in international associations	37 (46%)	20 (25%)	14 (17%)	5 (6%)	5 (6%)	81 (100%)	2	1,2
Developing institutional strategic partnerships	37 (46%)	23 (29%)	8 (10%)	7 (9%)	5 (6%)	80 (100%)	2	1,2
Developing joint and/or double/dual and multiple degree programs with foreign partner institutions	54 (67%)	14 (17%)	7 (9%)	4 (5%)	2 (2%)	81 (100%)	1,6	1

Please rank the degree of your personal involvement in the following Internationalization activities:





For the question regarding which barriers prevent the responders from not being sufficiently internationally active, where at most five items could be selected, the three biggest barriers that the responders face are:

- Insufficient time (too many responsibilities at the institution)
- Insufficient financial resources
- Administrative / bureaucratic difficulties

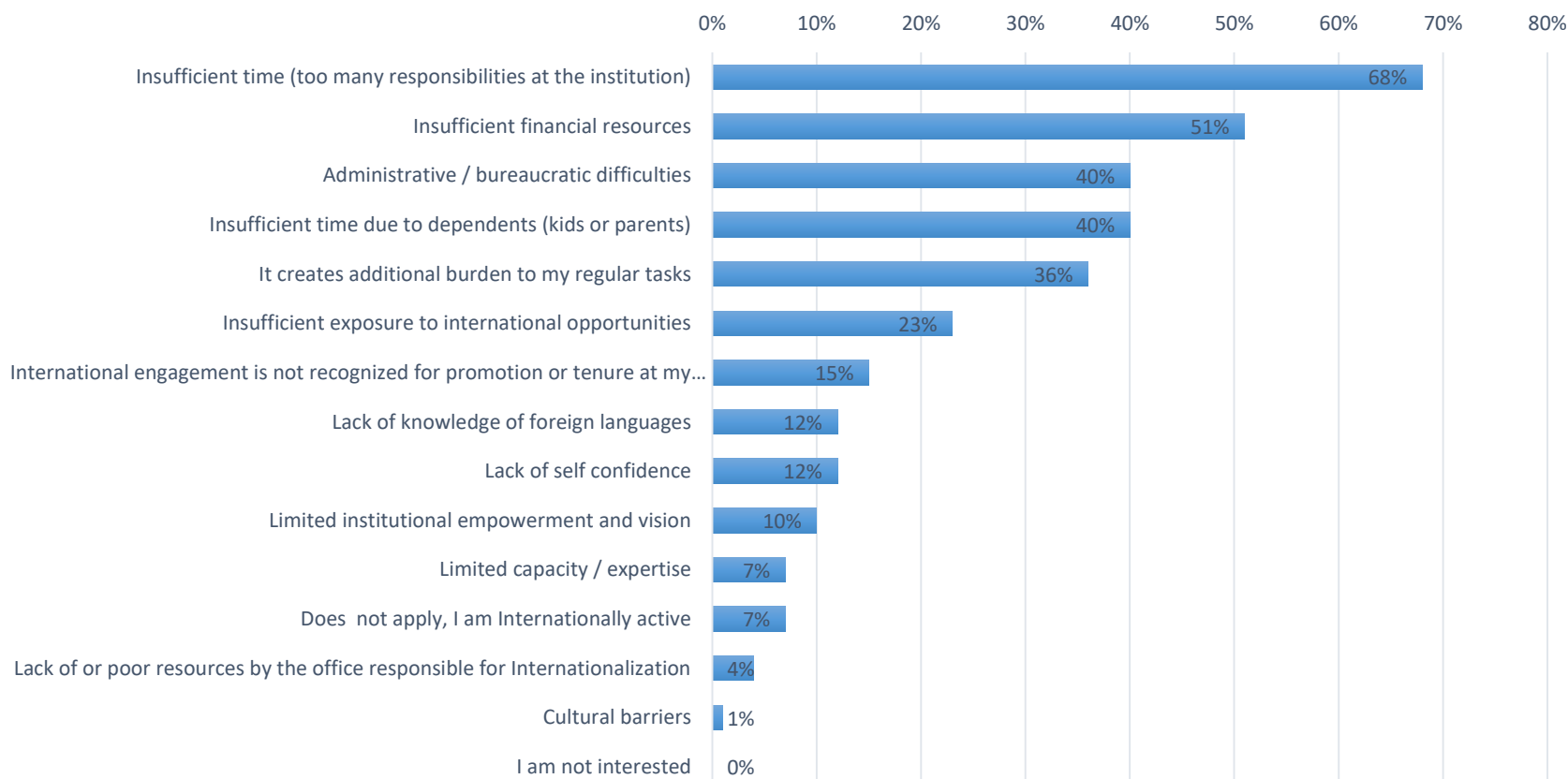
The least barriers are:

- Lack of or poor resources by the office responsible for Internationalization
- Cultural barriers

No participant chose the "I'm not interested" hypothesis.

What barriers prevent you personally for not being sufficiently Internationally active? Please select at most five (5) items.						
	Frequency	Valid	% - Valid	Total	Frequency	%
Insufficient time (too many responsibilities at the institution)	55	81	68%	81	55	21%
Insufficient financial resources	41	81	51%	81	41	16%
Administrative / bureaucratic difficulties	32	81	40%	81	32	12%
Insufficient time due to dependents (kids or parents)	32	81	40%	81	32	12%
It creates additional burden to my regular tasks	29	81	36%	81	29	11%
Insufficient exposure to international opportunities	19	81	23%	81	19	7%
International engagement is not recognized for promotion or tenure at my institution	12	81	15%	81	12	5%
Lack of knowledge of foreign languages	10	81	12%	81	10	4%
Lack of self confidence	10	81	12%	81	10	4%
Limited institutional empowerment and vision	8	81	10%	81	8	3%
Limited capacity / expertise	6	81	7%	81	6	2%
Does not apply, I am Internationally active	6	81	7%	81	6	2%
Lack of or poor resources by the office responsible for Internationalization	3	81	4%	81	3	1%
Cultural barriers	1	81	1%	81	1	0%
I am not interested		81	0%	81		0%

What barriers prevent you personally for not being sufficiently Internationally active?



On the other hand, the responders find that they benefit from internationalization because it:

- Allows the exchange of knowledge and experience
- Establishes new scientific contacts
- Increases their international network

Which of the following you consider as benefits when you are Internationally Active?								
	Not all	Little	Do not know	A lot	Very much	Valid	Average	Std. deviation
Allows the exchange of knowledge and experience	0 (0%)	3 (4%)	4 (5%)	31 (39%)	41 (52%)	79 (100%)	4,4	0,8
Establishes new scientific contacts	0 (0%)	6 (8%)	4 (5%)	34 (43%)	36 (45%)	80 (100%)	4,3	0,9
Increases my international network	1 (1%)	4 (5%)	6 (8%)	34 (43%)	35 (44%)	80 (100%)	4,2	0,9
Improves the quality of my academic work	2 (3%)	9 (11%)	4 (5%)	32 (40%)	33 (41%)	80 (100%)	4,1	1,1
Improves my professional development	2 (3%)	7 (9%)	8 (10%)	29 (36%)	34 (43%)	80 (100%)	4,1	1,1
Increases my academic achievements	1 (1%)	10 (13%)	9 (11%)	30 (38%)	30 (38%)	80 (100%)	4	1,1



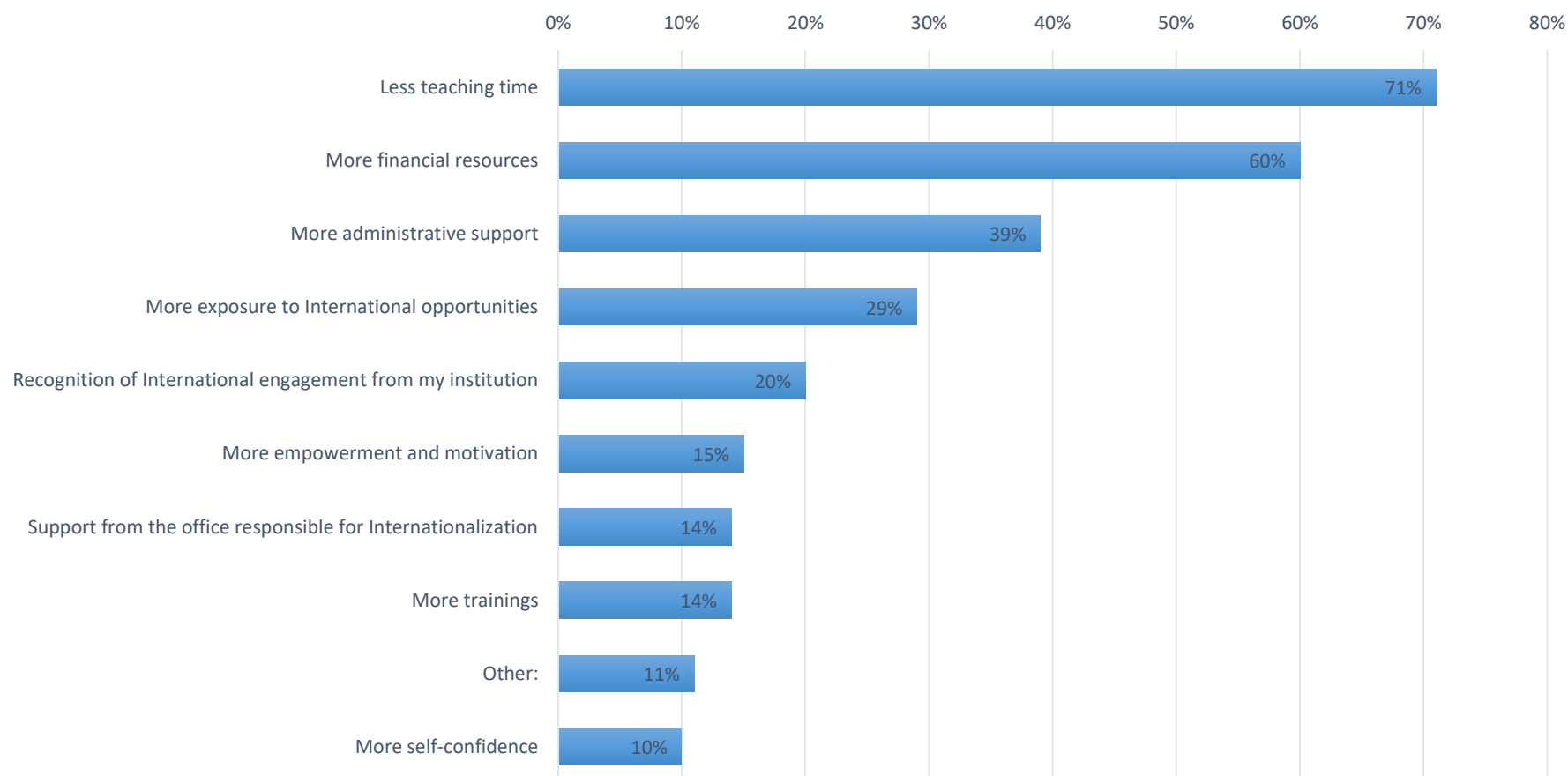
Top in the suggestions of the responders to enhance their involvement in international activities are the most expected. The responders need:

- Less teaching-time
- More financial resources
- More administrative support

The need for more self-confidence is the least affecting item on the list. Other answers were provided: need to be more fluent in english, need to work in academia full time, need less administrative/management tasks, need to reduce family tasks (at this pandemic year, because all international events were online, it was an opportunity to participate actively), need to value internationalisation at home, and need a working group.

What would you personally need to enhance your involvement in International activities?						
					Counts	
	Frequency	Valid	% - Valid	% -	Frequency	%
Less teaching time	57	80	71%	70%	57	25%
More financial resources	48	80	60%	59%	48	21%
More administrative support	31	80	39%	38%	31	14%
More exposure to International opportunities	23	80	29%	28%	23	10%
Recognition of International engagement from my institution	16	80	20%	20%	16	7%
More empowerment and motivation	12	80	15%	15%	12	5%
Support from the office responsible for Internationalization	11	80	14%	14%	11	5%
More trainings	11	80	14%	14%	11	5%
Other:	9	80	11%	11%	9	4%
More self-confidence	8	80	10%	10%	8	4%
Total valid		80			226	100%

What would you personally need to enhance your involvement in International activities?





- **COVID-19 Question**

The last section of the questionnaire included two questions on the pandemic. More than half of the responders, that is forty-nine (49) persons, said that the COVID-19 pandemic did not influence or little influenced their international activities, while thirty-two (32) said they were influenced a lot or extremely, and in particular the following three activities are the ones that were affected the most:

- Participation in international associations
- Participating in activities of Internationalization at Home (host international researchers, organize at home international conferences and meetings etc.)
- International research collaboration (publishing in international journals etc)

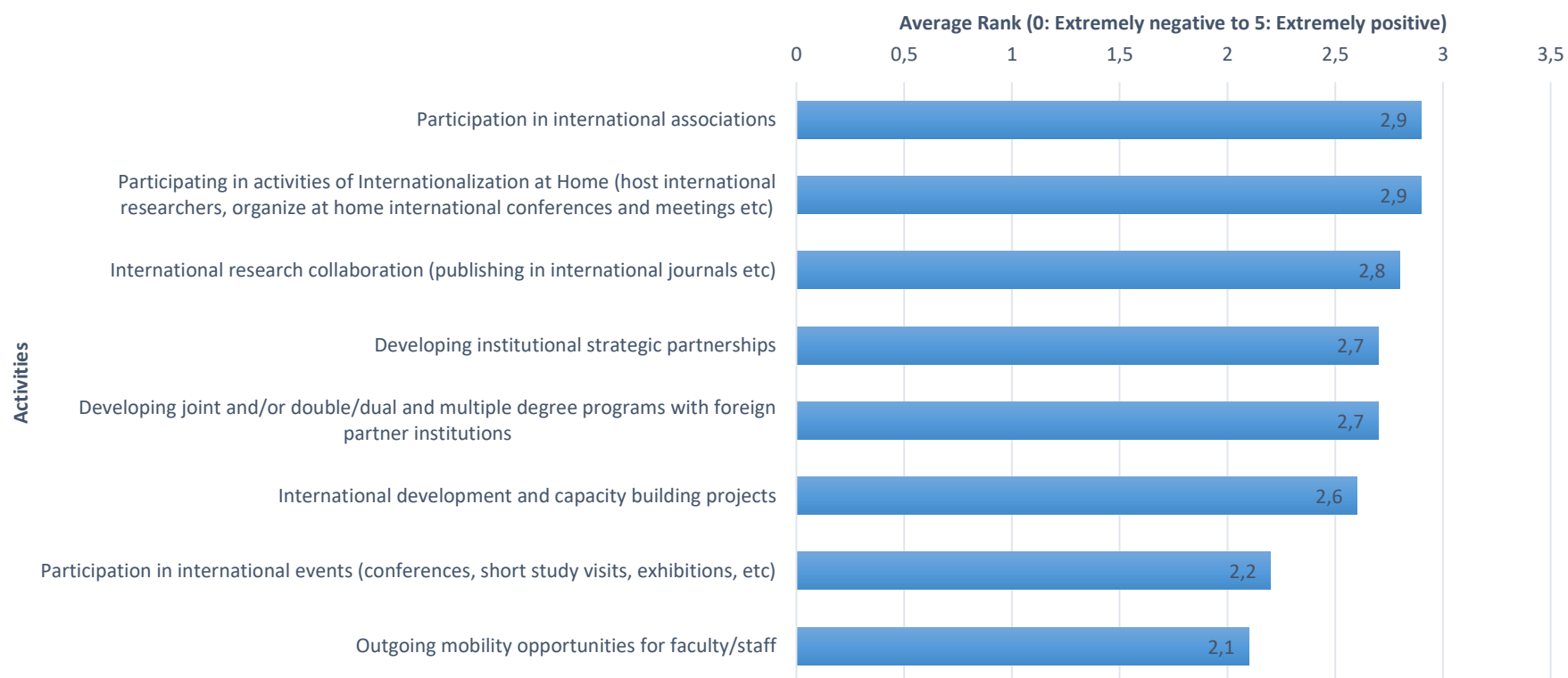
On the other hand, the following activities were the least affected:

- Participation in international events (conferences, short study visits, exhibitions, etc.)
- Outgoing mobility opportunities for faculty/staff

Has the pandemic COVID-19 influenced your International activities?				
	Frequency	Percent	Valid	Cumulative
1 (No, not at all)	21	26%	26%	26%
2 (A little)	28	35%	35%	60%
3 (A lot)	17	21%	21%	81%
4 (Extremely)	15	19%	19%	100%
5 (Other:)	0	0%	0%	100%
Valid	81	100%	100%	

Please select how your personal International activities have been influenced from the COVID-19 pandemic:								
	Extremely negative	Negatively	Not affected	Positively	Extremely positive	Valid	Average	Std. deviation
Participation in international associations	1 (1%)	9 (12%)	63 (83%)	2 (3%)	1 (1%)	76 (100%)	2,9	0,5
Participating in activities of Internationalization at Home (host international researchers, organize at home international conferences and meetings etc)	5 (6%)	16 (21%)	43 (55%)	7 (9%)	7 (9%)	78 (100%)	2,9	1
International research collaboration (publishing in international journals etc)	4 (5%)	17 (22%)	52 (66%)	4 (5%)	2 (3%)	79 (100%)	2,8	0,7
Developing institutional strategic partnerships	5 (7%)	18 (24%)	49 (65%)	3 (4%)	0 (0%)	75 (100%)	2,7	0,7
Developing joint and/or double/dual and multiple degree programs with foreign partner institutions	5 (6%)	15 (19%)	56 (73%)	1 (1%)	0 (0%)	77 (100%)	2,7	0,6
International development and capacity building projects	7 (9%)	20 (26%)	47 (61%)	2 (3%)	1 (1%)	77 (100%)	2,6	0,7
Participation in international events (conferences, short study visits, exhibitions, etc)	27 (35%)	19 (25%)	21 (27%)	8 (10%)	2 (3%)	77 (100%)	2,2	1,1
Outgoing mobility opportunities for faculty/staff	30 (38%)	16 (21%)	29 (37%)	2 (3%)	1 (1%)	78 (100%)	2,1	1

Please select how your personal International activities have been influenced from the COVID-19 pandemic:





Conclusion

In 2020, IPS had two hundred and eighty (280) professors holding a PhD, which means that around 28% (81 professors) participated in the survey. Responders recognize that internationalization is part of the institutional strategy of the IPS that emphasizes the development of institutional strategic partnerships, collaboration in international research and the development and capacity building of international projects.

Most participants consider themselves not to be active internationally, although they consider that participation in internationalization activities allows the exchange of knowledge and experience, is a means to establish new scientific contacts, and allows them to increase their international network. The most common internationalization activities are participation in international events (for example, conferences, short study visits, and exhibitions) and collaboration in international research.

The main barriers identified for not being active internationally were insufficient time, insufficient financial resources and administrative/bureaucratic difficulties. Self-confidence exists in the participants and everyone is interested in participating in international activities, and motivation is not one of the main barriers. Thus, to attract participants to internationalization activities, it would be necessary to reduce the time of teaching activities, have more financial resources and more administrative support.

The majority of participants considered that the pandemic did not affect their international activities, and when they were affected, activities consisted of participation in international associations, participation in internationalization activities at home and collaboration with international investigation.



ANNEX 5: Slovenia

This publication is the outcome of work undertaken by ISSBS, Slovenia

Author: ISSBS, Slovenia

Introduction

The Strategy for Internationalisation of Slovenian Higher Education 2016–2020 (Internationalisation of Higher Education | GOV.SI, 2016) significantly directs the development of Slovenian higher education. The strategy is based on the vision of the internationalisation of the Slovenian higher education area, defined in the Resolution on the National Higher Education Program 2011–2020 (Resolution on the National Higher Education Program 2011–2020, 2010). By 2020, Slovenian higher education should be part of the global higher education space, constantly improving its quality in cooperation with the best foreign institutions. It should become a recognisable international centre of knowledge and an attractive destination for higher education, including pedagogical work, scientific research and professional work of international students and experts. The strategy of internationalisation of the Slovenian higher education area emphasises the importance of:

- 1) Mobility as a crucial part of the Slovenian higher education community open to the international environment.
- 2) Quality international scientific research and development cooperation.
- 3) Development of intercultural competencies.
- 4) Focus on priority regions.
- 5) Promotion, support and monitoring of the Strategy for the Internationalisation of Slovenian Higher Education.

The Action Plan of the Strategy states among the performance indicators, e.g. the following indicators: 5% of Slovenian mobile students, of which 10-15% of all mobile Erasmus + students from socially weaker backgrounds, 8% of mobile higher education staff and 10% increase in the number of students from the Western Balkans region. Nevertheless, the mobility of Slovenian and international students and higher education staff is considered among the worst in the EU. It should be pointed out that in Slovenia, only about 3 per cent of students and about 5 or 6 per cent of academic staff are mobile (Aškerc Veniger & Flander, 2018). Therefore, higher education institutions should encourage the mobility of students and employees and reward them accordingly in their career development, thus fostering international openness and the quality of their institutions.



International scientific research and development cooperation must be systematically aimed at creating excellent knowledge. To establish an appropriate system of collaboration, priority-oriented funding by priority areas is essential.

Although mobility is the most effective way of internationalising studies, as we have already mentioned, only a tiny percentage of students and academic staff decide to go for mobility in Slovenia. To encourage this, it is essential to strengthening the horizons of students and academic staff, their intercultural and global skills and soft competencies, conditioned (above all) by quality, structured, integrated and systematically organised study experience embedded in the internationalised curriculum and the concept of internationalisation at home.

The priority geographical areas of the Higher Education Internationalization Strategy include the countries of the Western Balkans, the countries of the Euro-Mediterranean region, the highly industrialised countries (South Korea, Japan and the USA) and the BRICS countries (Brazil, Russia, India, China and South Africa).

One of the critical elements in promoting the internationalisation of the Slovenian higher education area is, above all, the systematic and active promotion through the established joint entry point Study in Slovenia (STUDY IN SLOVENIA, n.d.). The Study in Slovenia initiative includes a functional and up-to-date website, a Facebook and Instagram group, active participation in higher education fairs in priority regions and presentation activities at professional conferences at home and abroad. The results of various researches (Aškerc Veniger & Flander, 2018) show numerous internationalisation activities at Slovenian higher education institutions and the positive effects of internationalisation on the quality of higher education. Although academics are often reluctant to implement the curriculum's internationalisation actively, Aškerc Venger and Fladrova (2018), based on the analysed results, claim that academic and professional staff in Slovenia are highly motivated and interested in various internationalisation processes and implementation at the system level is weak. It is said, e.g. the gap between academic practice and institutional goals, limited performance of internationalisation at home in most higher education institutions, in the context of which only the presence of international content in pedagogical work is shown, is much less, e.g. offering courses in foreign languages, involving guest foreign lecturers in the pedagogical process and connecting foreign Erasmus students with domestic ones within the pedagogical process.

Analysis of results

The tables below show the answers for each question in absolute numbers and in per cent form with some description of the highlights of each question. The numbers relate either to the frequencies or



the level of specific phenomena measured by the questionnaires. In addition, graphs are added to visualise and emphasise particular findings.

- **Demographics**

The sample comprises 24 (43%) female and 18 male respondents (57 %), mostly coming from either private, not-for-profit higher education institutions (52 %) or public ones (31 %). In addition, 67% of respondents are employed full-time and 26% part-time.

The distribution of age is somewhat skewed to the right, with the majority of the participants belonging to the age group 41 to 60 years of age (50%) and one-quarter of respondents to the age group of 51 to 60.

In which age group do you belong?				
	Frequency	Per cent	Valid	Cumulative
up to 30 years of age	3	7%	7%	7%
31-40 years of age	5	12%	12%	19%
41-50 years of age	21	50%	50%	69%
51-60 years of age	10	24%	24%	93%
61 years of age or more	3	7%	7%	100%
Valid	42	100%	100%	

Regarding their academic ranks, most of the respondents hold the positions of assistant professors (40%) and associate professors (19%). There are only 10% of full professors and 14% of lecturers. One respondent identified their self as a PhD holder but without a rank.

What is your academic rank?				
	Frequency	Per cent	Valid	Cumulative
Professor	4	10%	10%	10%
Associate Professor	8	19%	19%	29%
Assistant Professor	17	40%	40%	69%
Lecturer	6	14%	14%	83%
PhD holder but without a rank	1	2%	2%	86%
Other	6	14%	14%	100%
Valid	42	100%	100%	

- **Questions related to the status and strategies of the HEI**

In the questionnaire, we also asked about the type, strategies and vision of the HEIs concerning internationalisation. As it was already mentioned, the majority of the Slovenian respondents, 22 out of 42, work in private not for profit HEIs, while 13 of them for public universities. Seven respondents



come from private for-profit institutions. In addition, the majority of the respondents, 29 of 42, work in HEIs focused on teaching and research, 11 in predominantly teaching HEIs and 2 in primarily research institutions.

Which of the following types best describes your institution?				
	Frequency	Per cent	Valid	Cumulative
Public	13	31%	31%	31%
Private not for profit	22	52%	52%	83%
Private for-profit	7	17%	17%	100%
I do not know	0	0%	0%	100%
Other	0	0%	0%	100%
Valid	42	100%	100%	

When asked about internationalisation in the institutional mission statement or strategic plan, most respondents (39) concurred with this statement. Only two respondents were unsure whether internationalisation is a part of mission statements or institutional strategic plans.

Is Internationalization mentioned in your institutional mission/strategic plan?				
	Frequency	Per cent	Valid	Cumulative
Yes	39	93%	95%	95%
No	0	0%	0%	95%
I do not know	2	5%	5%	100%
Valid	41	98%	100%	

In the following table and graph, we present the importance that respondents attach to various HEIs' Internationalisation activities.

The first two activities in rank are the:

- International research collaboration (publishing in international journals, etc.),
- Participation in international events (conferences, short study visits, exhibitions, etc.)

The two most minor important activities are on the other hand:

- Developing joint and/or double/dual and multiple degree programs with foreign partner institutions,
- Participation in international associations.

Please rank how important is for your institution the following Internationalisation activities:								
	Not at all important	Little important	Do not know	Important	Very important	Valid	Average	Std. deviation
International research collaboration (publishing in international journals etc.)	0 (0%)	2 (5%)	1 (2%)	17 (40%)	22 (52%)	42 (100%)	4,4	0,8
Outgoing mobility opportunities for faculty/staff	1 (2%)	2 (5%)	1 (2%)	20 (48%)	18 (43%)	42 (100%)	4,2	0,9
International development and capacity building projects	0 (0%)	2 (5%)	5 (12%)	21 (50%)	14 (33%)	42 (100%)	4,1	0,8
Participation in international events (conferences, short study visits, exhibitions, etc.)	0 (0%)	1 (2%)	1 (2%)	21 (50%)	19 (45%)	42 (100%)	4,4	0,7
Participation in international associations	1 (2%)	7 (17%)	7 (17%)	17 (40%)	10 (24%)	42 (100%)	3,7	1,1
Developing institutional strategic partnerships	0 (0%)	1 (2%)	6 (14%)	19 (45%)	16 (38%)	42 (100%)	4,2	0,8
Developing joint and/or double/dual and multiple degree programs with foreign partner institutions	4 (10%)	5 (12%)	10 (24%)	16 (38%)	7 (17%)	42 (100%)	3,4	1,2
Participating in activities of Internationalisation at Home (host international researchers, organise at home international conferences and meetings, etc.)	0 (0%)	3 (7%)	6 (14%)	23 (55%)	10 (24%)	42 (100%)	4,0	0,8





- **Internationalisation of the respondents**

In this section, the self-perceptions of the respondents about their involvement in internalisation at higher education institutions. From the table below, we can see that 55% of respondents consider them as very or extremely active in the area of internalisation; on the other hand, 43% believe that they are not or are very limited in their internationalisation activities.

To which degree do you consider yourself Internationally active?				
	Frequency	Per cent	Valid	Cumulative
Not at all active	0	0%	0%	0%
Little active	18	43%	43%	43%
I do not know	1	2%	2%	45%
Very active	21	50%	50%	95%
Extremely active	2	5%	5%	100%
Valid	42	100%	100%	

In the following table below and the graph visually presenting the table, it is shown that respondents are most frequently involved in the activities of

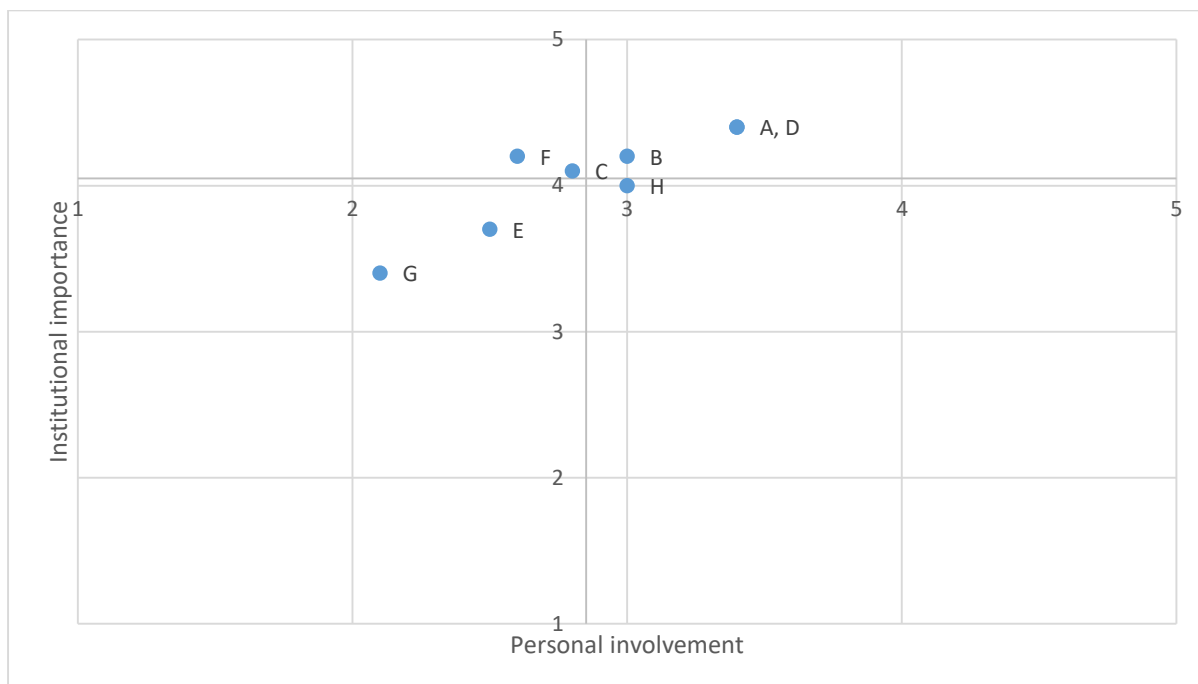
- Participation in international events (conferences, short study visits, exhibitions, etc.) as well as
- International research collaboration (publishing in international journals etc.)

Less frequently, the respondents seem to be significantly involved in:

- Developing joint and/or double/dual and multiple degree programs with foreign partner institutions, and
- Participation in international associations.

Please rank the degree of your personal involvement in the following Internationalisation activities:								
	Not at all involved	Little involved	Sufficiently involved	Very involved	Extremely involved	Valid	Average	Std. deviation
International research collaboration (publishing in international journals etc.)	4 (10%)	7 (17%)	9 (21%)	13 (31%)	9 (21%)	42 (100%)	3,4	1,3
Outgoing mobility opportunities for faculty/staff	2 (5%)	17 (40%)	6 (14%)	12 (29%)	5 (12%)	42 (100%)	3,0	1,2
International development and capacity building projects	8 (20%)	10 (24%)	10 (24%)	9 (22%)	4 (10%)	41 (100%)	2,8	1,3
Participation in international events (conferences, short study visits, exhibitions, etc.)	1 (2%)	9 (21%)	11 (26%)	16 (38%)	5 (12%)	42 (100%)	3,4	1,0
Participation in international associations	9 (21%)	15 (36%)	10 (24%)	6 (14%)	2 (5%)	42 (100%)	2,5	1,1
Developing institutional strategic partnerships	9 (21%)	12 (29%)	12 (29%)	4 (10%)	5 (12%)	42 (100%)	2,6	1,3
Developing joint and/or double/dual and multiple degree programs with foreign partner institutions	18 (43%)	10 (24%)	7 (17%)	6 (14%)	1 (2%)	42 (100%)	2,1	1,2
Participating in activities of Internationalisation at Home (host international researchers, organise at home international conferences and meetings etc.)	7 (17%)	7 (17%)	11 (26%)	13 (31%)	4 (10%)	42 (100%)	3,0	1,2





Note:

- A. International research collaboration (publishing in international journals, etc.)
- B. Outgoing mobility opportunities for faculty/staff
- C. International development and capacity building projects
- D. Participation in international events (conferences, short study visits, exhibitions, etc.)
- E. Participation in international associations
- F. Developing institutional strategic partnerships
- G. Developing joint and/or double/dual and multiple degree programs with foreign partner institutions
- H. Participating in activities of internationalisation at home (host international researchers, organise at home international conferences and meetings, etc.)

In the above graph, we gathered data about the importance HE institutions put on international activities and the data about the personal involvement of respondents in these activities. The axes dividing the quadrants represent the average values of individual variables (i.e., institutional importance and personal involvement). As it is seen from the graph, there are two activities that institutions attach more significant importance; however, the HE staffs seem to believe that they are not involved in these two activities:

- Developing institutional strategic partnerships
- International development and capacity building projects

On the other hand, the respondents feel to be fully involved in the three activities HEIs considered as necessary:

- International research collaboration (publishing in international journals etc.)
- Participation in international events (conferences, short study visits, exhibitions, etc.)
- Outgoing mobility opportunities for faculty/staff



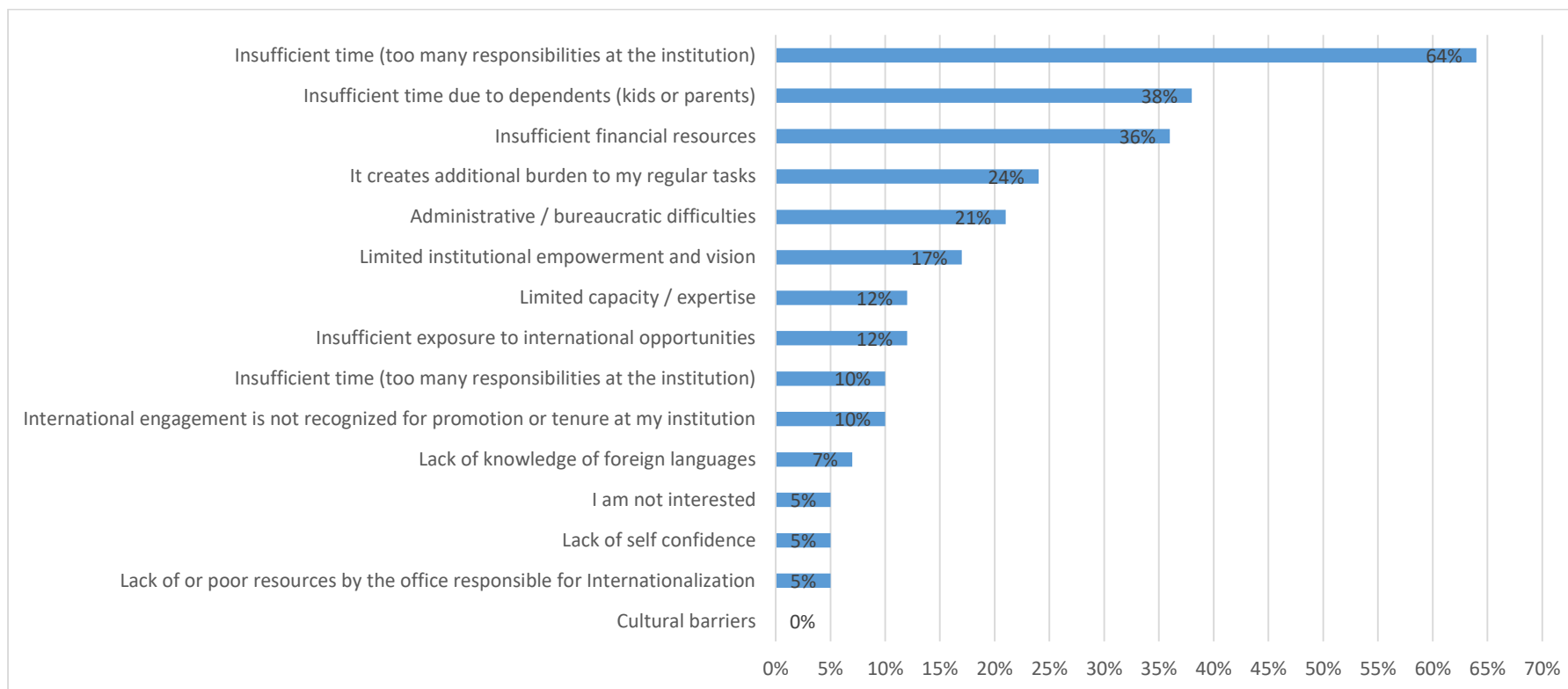
When asked about the barriers preventing their more intense international involvement, the respondents especially stressed out the problem of workload:

- Insufficient time (too many responsibilities at the institution)

Besides, they also emphasised the issue of work-family balance and financial aspects of the internationalisation activities. However, these two aspects are significantly less critical:

- Insufficient time due to dependents (kids or parents)
- Insufficient financial resources

What barriers prevent you personally from not being sufficiently Internationally active? Please select at most five (5) items.						
	Frequency	Valid	% - Valid	Total	Frequency	%
Administrative/bureaucratic difficulties	9	42	21%	42	9	8%
Insufficient exposure to international opportunities	5	42	12%	42	5	5%
Insufficient financial resources	15	42	36%	42	15	14%
International engagement is not recognised for promotion or tenure at my institution	4	42	10%	42	4	4%
Lack of knowledge of foreign languages	3	42	7%	42	3	3%
Lack of or poor resources by the office responsible for Internationalisation	2	42	5%	42	2	2%
Lack of self-confidence	2	42	5%	42	2	2%
Limited capacity/expertise	5	42	12%	42	5	5%
Limited institutional empowerment and vision	7	42	17%	42	7	6%
Insufficient time (too many responsibilities at the institution)	27	42	64%	42	27	24%
Insufficient time due to dependents (kids or parents)	16	42	38%	42	16	14%
Cultural barriers		42	0%	42		0%
It creates an additional burden to my regular tasks	10	42	24%	42	10	9%
I am not interested	2	42	5%	42	2	2%
This does not apply; I am Internationally active	4	42	10%	42	4	4%
Total valid		42		42	111	100%

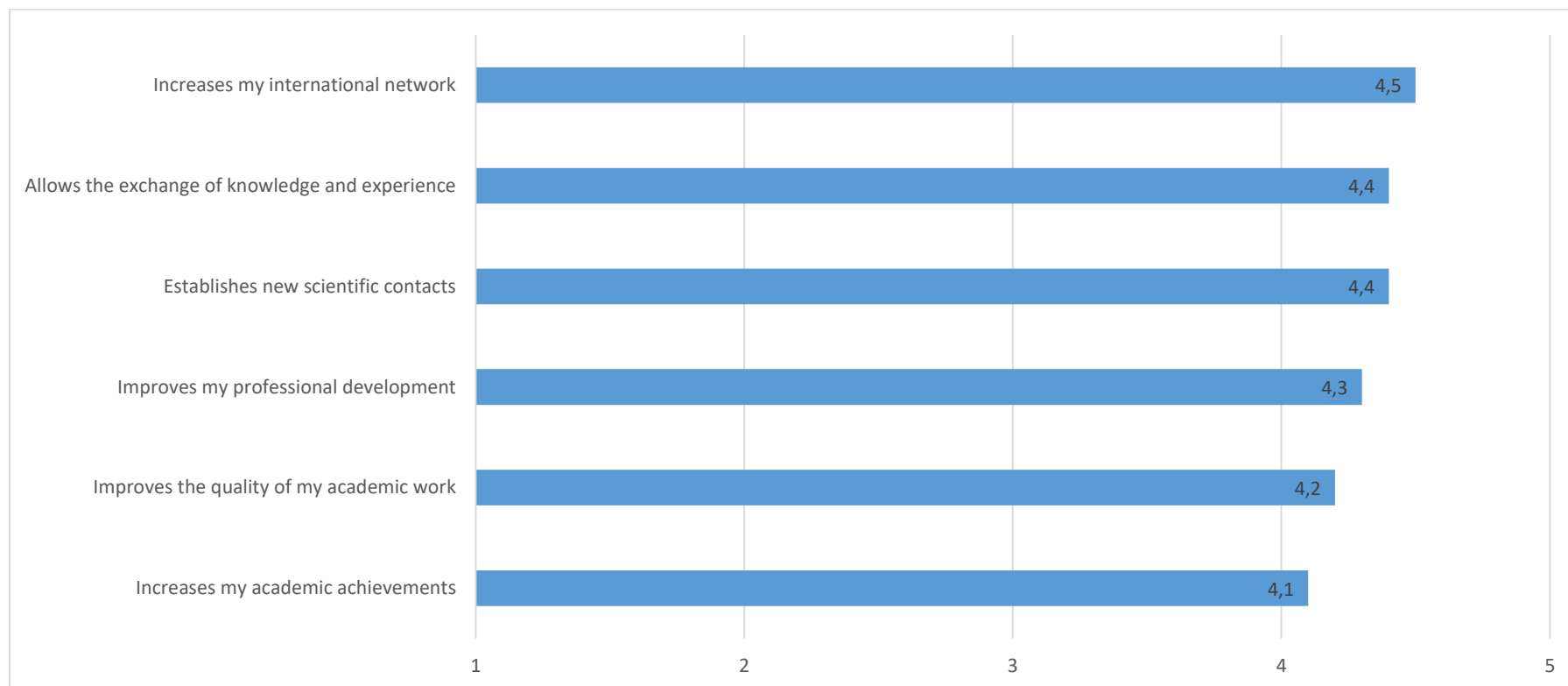




It is essential to know which benefits HEI's staff believe involvement in the internationalisation activities will bring. From the table and graph below, we can see that the respondents highly appreciate internationalisation activities and think that they get a lot of benefits; however, the most frequently chosen benefits by the respondents were the ones related to the creation of international social network leading to exchange of knowledge and research cooperation:

- Increases my international network
- Establishes new scientific contacts
- Allows the exchange of knowledge and experience

Which of the following you consider as benefits when you are Internationally Active?								
	Not at all	Little	Do not know	A lot	Very much	Valid	Average	Std. deviation
Improves the quality of my academic work	0 (0%)	3 (7%)	2 (5%)	21 (50%)	16 (38%)	42 (100%)	4,2	0,8
Increases my academic achievements	0 (0%)	3 (7%)	7 (17%)	16 (38%)	16 (38%)	42 (100%)	4,1	0,9
Improves my professional development	0 (0%)	2 (5%)	0 (0%)	24 (57%)	16 (38%)	42 (100%)	4,3	0,7
Establishes new scientific contacts	0 (0%)	2 (5%)	1 (2%)	17 (40%)	22 (52%)	42 (100%)	4,4	0,8
Increases my international network	0 (0%)	2 (5%)	1 (2%)	15 (36%)	24 (57%)	42 (100%)	4,5	0,8
Allows the exchange of knowledge and experience	0 (0%)	1 (2%)	2 (5%)	18 (43%)	21 (50%)	42 (100%)	4,4	0,7





In the survey, we also asked the respondents about the factors that would allow them to be more internationally active. Two factors seem to be the most important ones:

- More financial resources
- Less teaching time

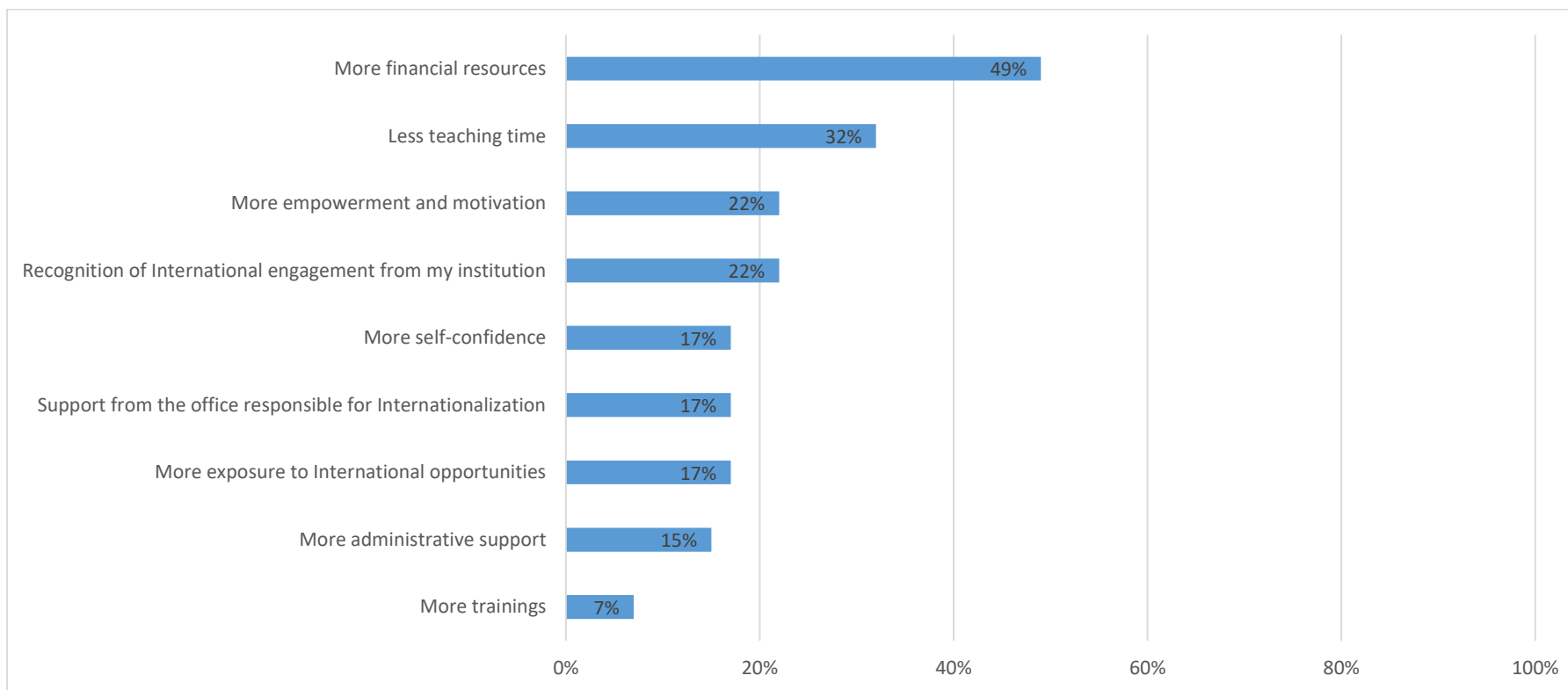
Besides, motivational factors seem to be also quite important:

- More empowerment and motivation
- Recognition of International engagement from my institution

On the other hand, factors related to personal characteristics, skills of the respondents, as well as the support by the institutions were mentioned less frequently.



What would you personally need to enhance your involvement in International activities						
					Counts	
	Frequency	Valid	% - Valid	% -	Frequency	%
More administrative support	6	41	15%	14%	6	7%
More exposure to International opportunities	7	41	17%	17%	7	8%
More financial resources	20	41	49%	48%	20	24%
Recognition of International engagement from my institution	9	41	22%	21%	9	11%
Support from the office responsible for Internationalisation	7	41	17%	17%	7	8%
More self-confidence	7	41	17%	17%	7	8%
More empowerment and motivation	9	41	22%	21%	9	11%
More trainings	3	41	7%	7%	3	4%
Less teaching time	13	41	32%	31%	13	15%
Total valid	6	41	15%		85	100%





- **COVID-19 Question**

The last section of the questionnaire included two questions on the pandemic. Approximately 60% of respondents noted that the COVID-19 pandemic significantly influenced their international activities, another nearly 20% felt minor influences. On the other hand, about 20% of respondents believe that the pandemics did not affect their international activities. From the table below, we can see that all the influences were negative.

The most affected activities were the following:

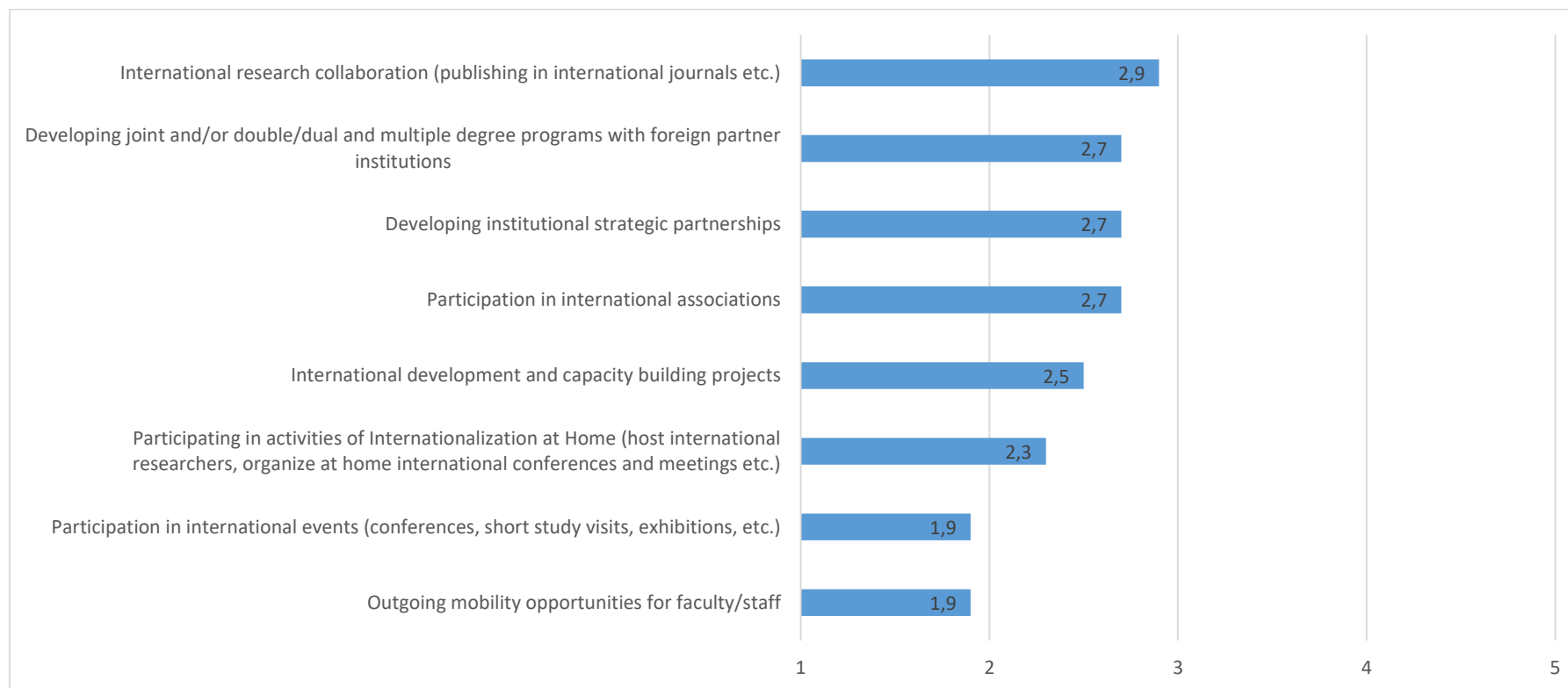
- Outgoing mobility opportunities for faculty/staff
- Participation in international events (conferences, short study visits, exhibitions, etc.)

Less affected activities seem to be the following:

- International research collaboration (publishing in international journals etc.)
- Participation in international associations
- Developing institutional strategic partnerships
- Developing joint and/or double/dual and multiple degree programs with foreign partner institutions

Has the pandemic COVID-19 influenced your International activities?				
Answers	Frequency	Per cent	Valid	Cumulative
No, not at all	8	19%	19%	19%
A little	8	19%	19%	38%
A lot	14	33%	33%	71%
Extremely	11	26%	26%	98%
Valid	42	100%	100%	

Please select how your personal International activities have been influenced by the COVID-19 pandemic:								
	Extremely negative	Negatively	Not affected	Positively	Extremely positive	Valid	Average	Std. deviation
International research collaboration (publishing in international journals etc.)	0 (0%)	6 (15%)	33 (80%)	2 (5%)	0 (0%)	41 (100%)	2,9	0,4
Outgoing mobility opportunities for faculty/staff	16 (39%)	15 (37%)	9 (22%)	1 (2%)	0 (0%)	41 (100%)	1,9	0,8
International development and capacity building projects	2 (5%)	16 (40%)	21 (53%)	1 (3%)	0 (0%)	40 (100%)	2,5	0,6
Participation in international events (conferences, short study visits, exhibitions, etc.)	13 (32%)	20 (49%)	6 (15%)	2 (5%)	0 (0%)	41 (100%)	1,9	0,8
Participation in international associations	2 (5%)	10 (24%)	26 (63%)	3 (7%)	0 (0%)	41 (100%)	2,7	0,7
Developing institutional strategic partnerships	2 (5%)	12 (29%)	25 (61%)	2 (5%)	0 (0%)	41 (100%)	2,7	0,7
Developing joint and/or double/dual and multiple degree programs with foreign partner institutions	1 (3%)	11 (28%)	27 (68%)	1 (3%)	0 (0%)	40 (100%)	2,7	0,6
Participating in activities of Internationalisation at Home (host international researchers, organise at home international conferences and meetings etc.)	8 (20%)	18 (44%)	12 (29%)	2 (5%)	1 (2%)	41 (100%)	2,3	0,9



Note:

- 1 -Extremely negative influenced
- 2 – Negatively influenced
- 3 - Not affected
- 4- Positively influenced
- 5 – Extremely positively influenced



Conclusion

From the survey results, we can conclude that most HEIs in Slovenia included internationalisation in their institutional mission/strategic plans. Furthermore, both HEIs and academics consider as an essential part of internationalisation international research collaboration (publishing in international journals, etc.), participation in international events (conferences, short study visits, exhibitions, etc.), and outgoing mobility opportunities for faculty/staff.

The majority of respondents from Slovenia reported that insufficient time and, to a limited degree, work-family balance and financial limitations are the main barriers that prevent them from being more internationally active.

Respondents find that internationalisation can firmly benefit their work, especially by Increasing their international networks leading to new scientific contacts and allowing for the exchange of knowledge and experience. To even improve their international activity level, they suggest the availability of more financial resources and reducing their teaching time.

Finally, the COVID-19 pandemics influenced the internationalisation activities of the respondents a lot and, in particular, the outgoing mobility opportunities for faculty/staff and participation in international events like conferences, short study visits, exhibitions, etc.

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