



Haute École
Galilée

ECSEDI - ISALT

Assistant de direction
Management du Tourisme et des Loisirs

Common international policy of the Haute École Galilée

Increasing the **internationalization** of education and promoting international cooperation

(Objective 6 of the 2015-2020 strategic plan of the Haute École Galilée)

Ideally located in Brussels, the heart of Europe, the Haute École Galilée wants to open to the world by offering exchanges and cooperation, and by enhancing the inter-community and international mobility of students and staff. The presence of European and international organizations in Brussels is an asset and helps us to understand the challenges of a globalized world. Internationalization is an issue that concerns all institutions of higher education today. The European Union requires public services to open up internationally. There are, in short several factors pushing us to go beyond national geographic limits, not least among them the consideration of future opportunities for our graduates. The more international and the more inclusive schools become, the more they are forced to consider that their students future may lie abroad. At the HEG, the degrees vary according to category.

Internationalization is not just about student and teacher mobility. It is multidimensional and concerns, more broadly, the integration of an international dimension into the different functions and actions of the HE in accordance with the concept of Comprehensive Internationalization, which involves the implementation of internationalization programs that involve all actors (Management, teachers, researchers, administrative staff and students). In line with the European indicators for the internationalization of higher education, HEG aims first to increase the quality of these internationalization initiatives rather than their number.

Goals

To intensify and diversify **student academic mobility (courses and internships) and teaching mobility**, especially in the paramedical and pedagogical categories.

- Strengthen existing networks of mobility while avoiding “dormant partnerships”.
- Educate people about HEG mobility programs and promote them in multiple languages and through diverse media. Specifically promote master's programs at international level.
- Strengthen the reception facilities and services for students, trainees and other guests from abroad. Support language, cultural and other practical needs (housing, insurance, visa, etc.)

- Recognition of foreign diplomas in a structured and transparent manner (ECTS, Diploma Supplement, CEC, etc.)
- Develop of institutional relations with international partners for the creation of new training courses.

Internationalization at home (I@H). This dimension of internationalization takes many and varied forms: the internationalization of programs, the inclusion of cultural and linguistic diversity in curricula and learning activities, foreign language courses, the involvement of teachers in international networks, the organization and participation in international activities, training and development of skills relating to European and international projects, the organization of academic stays abroad, the reception of speakers and researchers from abroad, the integration of ICT and e-learning at an international level, international co-organizations and co-diplomas, extra-curricular exchanges between students, etc.

Collaboration in research and **community service**.

- Affiliation to training and research associations and networks.
- Seek international funding.
- Services or other contractual activities with partners from abroad.
- Cooperation with the professional world, companies and organizations on an international level.
- Development Cooperation.

International Governance

- Establish an International Relations Department (RELI) using a matrix management model which is centralized at the level of the General Services of the Haute École.
- Incorporate the international opportunities in Brussels into the training, research and service missions to the community, undertaken by the Haute École.

Indicators to follow

- The number of students and teachers involved in mobility programs both IN and OUT.
- The number and size of international collaboration projects.
- Number and quality of mandates in external international relations bodies.
- Financial and human resources allocated to internationalization.
- Financing of international projects or activities.
- Internal reporting on internationalization.