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Energizing Internationalisation : Evaluation and analysis of internationalisation at
Lillehammer College January - April 2000
Working paper no 102, 2000

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Summary, mini-cv, and foreword

Summary

This report contains the results of a research about internationalisation at Lillehammer College. The results are stated as recommendations. In total this report covers 9 recommendations, both for central level and administrative level.

This reports gives ideas for the solution of the problems of the college, stated in the research plan. These problems are:

- a) The college is in need of an evaluation and analysis of their international programs.
- b) The college is unsatisfied about the communication with the students who take part in the programs.
- c) The college has insight in other/new exchange-possibilities within the Socrates-program, but wants more detailed information about these possibilities.

With this report an evaluation and analysis of the international programs is given. And solutions for the communication and exchange-possibilities are integrated.

Following up these recommendations will lead to large changes to the organisation. Time, effort and resources are required to make internationalisation as stronger element in the organisation of Lillehammer College. This input will lead to positive changes.

Mini-cv

The writer of this report and executor of the research is Petra Hoogenboezem. This research is a part of her graduation of a Social and Cultural education at Leiden College in the Netherlands.

In the third year of her education, Petra was an exchange student at Lillehammer College and did over 4 months of practical training in Norway.

This experience gave her a first insight in how internationalisation works at Lillehammer College. It was out of an interest in internationalisation in higher education and because of various international experiences, that she was motivated to do this research.

In order to execute this research she lived in Norway for another four months during the fourth and last year of her study.

Foreword

Education makes students familiar with the world we live in. It prepares them for functioning in the world where all their talents will appear to full advantage. The world of today is and especially that of tomorrow looks more and more like an 'global village'. This new generation of students will be spending an increasing amount of time outside their national frontiers. And also within their borders they will come in more contact with foreign countries.

Picture a college where internationalisation is well integrated in all levels of the organisation. Co-operations with foreign institutions regarding research, staff- and student-exchange are successfully continued. Experiences and knowledge is exchanged with international contacts. Networks of relevant institutions are initialised.

For those students and staff that have a realistic image of their opportunities in an international presence and future, this college works on an internal international perspective as well. Studies and courses include an international perspective, relevant international developments are discussed. An atmosphere of information, exchange and discussion is created around foreign students, guest-lecturers and – teachers. By setting up arrangements for this Norwegian students are offered a way to reflect upon their own culture. It enriches the education and culture, not in the least important for those students and staff that have no opportunity to travel abroad.

The international perspective of a college needs to be both directed towards the outside world, as well to the internal culture. On both levels internationalisation is an essential asset to the organisation. An asset which can not be missed in preparation for a global future.

This research is about internationalisation at Lillehammer College, at all levels of the organisation. It involves the students, teaching staff, administrative staff and board. It covers a variety of international elements within this organisation. It is my genuine ambition that this research and its report will effect all these levels and elements of Lillehammer College.

Finally I would like to thank Inger Norbye, international co-ordinator and lecturer at Lillehammer College for her support and open attitude towards this research. And I thank my supervisor from Hogeschool Leiden, Froukje Postmus, for her reflective guidance.

Petra Hoogenboezem

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Introduction

This research was executed in the period January-April 2000. The stated problems as described in the research plan (see also appendix: research plan) were:

- a) The College is in need of an evaluation and analysis of their international programs.
- b) The College is unsatisfied about the communication with the students who take part in the programs.
- c) The College has insight in other/new exchange-possibilities within the Socrates-program, but wants more detailed information about these possibilities.

The next goals were formulated for this research:

- a) Execute an evaluation and analysis to come to better international programs.
- b) Improve the communication with the participating students, in such a way that the school is better informed about the needs and wishes of these students.
- c) Gain more detailed insight in forms of students- and teacher-exchanges within the Socrates-program and the possibilities of these for the College.

The first part of this report contains the necessary background information that is needed to understand the organisation of internationalisation at Lillehammer College.

Then follow the recommendations, divided over two parts. At first the recommendations that relate to the organisation of internationalisation at central level are covered. The recommendations for administrative level are described in the third part.

As a part of this research questionnaires were sent out (see appendix: results of questionnaires) and interviews were taken (see appendix: results of interviews). Other sources of information were literature, internet, reports of researches and seminars and an visit to Oslo College.

"Internationalisation refers to the level and the contents of education and research, the level and the profile of the graduated (especially their ability to operate in an international and multicultural environment), the profile of staff, the management en the organisation's structure, the institutional collaboration agreements etceteras." This quote from the Dutch ministry of Education, Culture and Science (1998) describes how internationalisation is not only reflected in the international programs of an organisation as Lillehammer College, but on all levels of the organisation.

The results of this research are not limited to the goals that were initially stated. To come to better international programs the whole organisation of internationalisation at Lillehammer College needed to be taken in contemplation.

Knight (1997) gives a suitable definition of internationalisation in higher education:

"Internationalisation of higher education is the process of integrating an international/intercultural dimension into the teaching, research and service functions of the institution." This definition states that internationalisation is a process. Let this report be an energizing element in the process of improving the international dimension of Lillehammer College.

Part 1: The contents of the organisation

This first part of the research report will give the necessary background information about the Lillehammer College. It especially gives information about internationalisation at the college and the strategic plans on this subject.

1.1 Lillehammer College

History

The college was establish in 1970 as Hedmark/Oppland Regional College), and the first students began their studies in pedagogy in the autumn of 1971. The college became a test bed for new ideas in teaching directed towards widening opportunities. These where both academically and pedagogically different from those at the traditional institutions of higher education.

Right from the start, the college has insisted that the teaching should be research based.

Today

Lillehammer College today offers courses in the arts and the media, education and social studies, tourism, business administration and applied social science. The College offers full-time courses, part-time courses, decentralised courses and distance learning. In the autumn of 1999, 1240,75 students were registered at the college.

Still nowadays is teaching at the College based on research, with the academic staff in combined teaching and research posts. The research and development work is extensive.

The College has collaborative agreements with Norwegian and foreign universities and colleges. This partnership takes both place in research and in education, the latter covering all levels from foundation courses to advanced degree level.

Distance learning is becoming steadily more popular, and the College's "Centre for Continuing Education" is the department working in this area. In the "life-long learning" context, the College works closely with the universities of Oslo and Tromsø and with NKS Distance Education.

1.2 The organisation

Departments

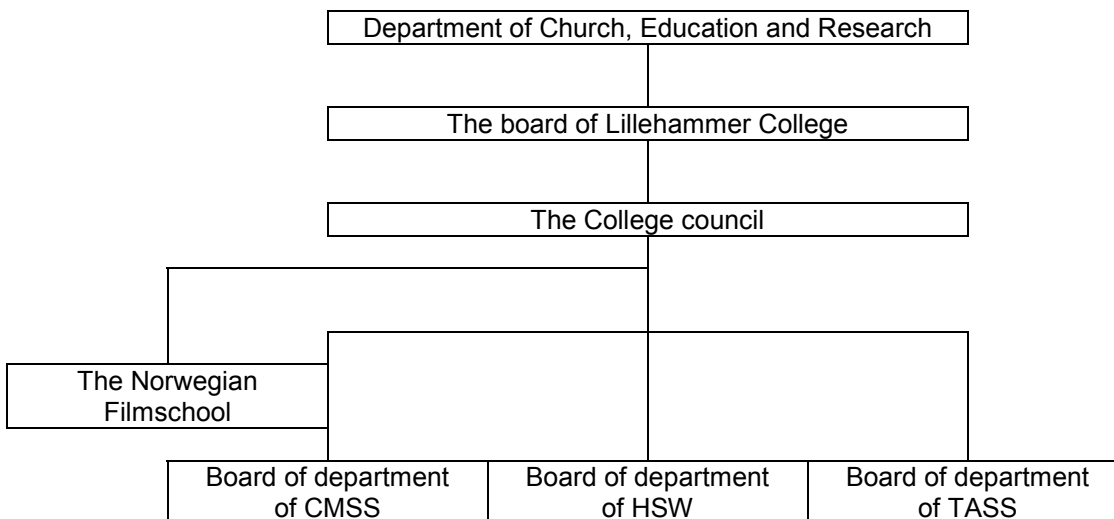
Lillehammer College consists out of the next four departments. The amount of students registered in the autumn of 1999 are mentioned for each department as well:

- Department of Culture, Media and Social Science, with 122 students
- Department of Health and Social Work, with 681,75 students
- Department of Tourism and Applied Social Science, with 365 students
- Department of Film and Television, with 72 students

(For a complete survey of the studies and courses at these departments, see appendix 1)

Structure

Lillehammer College is a state college under the Department of Church, Education and Research.



The rector has, as the board's leader, the overall responsibility for the operations of the college. The rector is the legal representative and the college's spokesman. He is chosen for a period of 3 years. The prorector is the rector's substitute.

The college director is the highest leader for the administrative activities from the college. He is secretary for the board and has responsibility to carry out decisions made in the institutions directing organs and for the disposition of resources and ownership related to the board's decisions.

The board is the highest organ of the college. It is empanelled with the rector, prorector, 3 representatives of the specialised employees, 1 representative of the administration, 2 students and 3 external members that are named by the Department.

The college-council is an advising organ for the board when it regards the college's activities and matters of large principal meaning. It also functions as an information- and contact-organ between the board and the faculties, and between the faculties. The council is composed of representatives of the faculties, the administrative employees and students.

1.3 Strategic plan 1998 – 2003

This chapter contains a summary of the strategic plan of Lillehammer College for the years 1998 –2003. Only those parts that are related to the research are summarized.

General goals

The work of Lillehammer College has its foundation in the area of:

- Education
- Research, deepening and specialised development
- Mediation

The overall goals within this area all branded by the wish for the best possible quality: the college wants to educate good candidates with reflective specialized engagements. This will lead to extended research and development on national and international level. Mediation of research related knowledge will contribute to the general knowledge-development, not the least regional.

Internationalisation, current situation

The plan includes chapters about internationalisation. Lillehammer College uses its resources to stimulate student- and teacher-exchange. The faculty of Health and Social Work, for example, has exchange-agreements with 20 different educational institutions in Europe within the Socrates-program. Besides this the college is involved in the Nordplus-co-operation. The national agreements on grants limit the amount of participants in exchange programs. The studies that are offered are adjusted to the European Credit transfer System (ECTS, see appendix: Erasmus).

The college is project-responsible for the European Comparative Gender and Politics, which is the largest distant-learning-project within the Socrates-program.

Since 1995 the college has been involved in establishing a regional college in Vidzeme, Latvia. Co-operation includes advising, designing educational plans and the exchange of teachers.

The academic staff publishes articles in international magazines and takes part in international conferences. The college itself also arranges such conferences.

Goals for internationalisation

The college wants to increase the exchange of students and staff within the institutions agreements, as long as resources are available.

The college wants to continue and increase the participating in educational programs within the EC and Scandinavia (including Finland and Iceland). First this relates to the subjects that are covered by the different faculties, but later on other subjects should be included.

It is a special ambition to increase the number of student who come to the college and take part in education as they would in their home-countries. To adjust these relations it can be suitable to teach some subjects in English.

The college wants to work with co-operative agreements that will give students the opportunity to study further, for example at master-level at foreign universities. To attain these relations an active marketing approach is needed. The international marketing that Lillehammer has been experiencing the last few years should be used in a positive way.

The college thinks it is important that staff-members take part in international scientific co-operations.

Initiatives

- Taking part in EC's and Nordic's education and research programs.

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- Marketing the college up against foreign institutions of education and research, establish co-operation and make contacts for our students who want to study abroad.
- Make practical arrangements for hosting guest-researchers and foreign students.
- Adapt courses about the Norwegian society, making them suitable for foreign students.
- Allocate travelling needs/expenses, which stimulate increasing international participation of academic staff.

1.4 International programs

Lillehammer College is involved in several programs in order to offer international possibilities to her students, teachers and academic staff. And besides sending out people, the college wants to be able to host foreign students and foreign guest-researchers and guest-lecturers. To create these opportunities the college has joined the following programs.

- Socrates / Erasmus
- Nordplus

Socrates is the European Community action program for co-operation in the field of education. The Erasmus program is a part of the Socrates program. Erasmus is the section for higher education within Socrates. It offers direct financial help for student-exchange and for the European activities of associations of university teachers, administrative staff or students.

Nordplus is the Nordic Program for Mobility of University Students and Teachers. The objective is to advance a positive interrelationship between the universities and institutions of higher education in the Nordic countries creating a distinctive sense of common ground.
(For more information about these programs, see appendix)

At the moment of writing this report Lillehammer College has one international co-ordinator, Inger Norbye. For 25% of her work she is co-ordinator for the international affairs of the whole college. She takes care of administration. For another 25% she is responsible for the international affairs of the department of Health and Social Work. Besides this, she is a lecturer at this department for 50% of her work.

1.5 Report of international work 1999

Translation of 'Til Busjettforslag 2001, rapportering fra 1999', by Inger Norbye.

1. Institutional agreements outside the international educational programs

The institutional agreement between Lillehammer, Gjøvik and Hedmark College and the University of Karlstad has been proceeded within the "UNISKA" project and has been expanded with Østfold College.

2. Institutional agreements within Socrates/Erasmus and Nordplus

Lillehammer College has proceeded institutional contracts with EC-commission, as a part of the Socrates/Erasmus-program, in the following areas:

- Create student- and teacher-exchange
- Support the development of ECTS (see appendix: Erasmus)
- Support of preparative work

Allowances of the EC in 1999 were a bit higher then previous years, especially for the student-exchanges.

In 1999 a new agreement was made to take part in an intensive program, Viennet, with teachers and students. The program is co-ordinated in Vienna and accounted for by the social work studies. Within the Nordplus-program a new agreement was established with social work studies in Copenhagen and Lund. The program involves both student- and teacher-exchange.

3. Participating in Socrates/Erasmus 1999

Student-exchange:

Norwegian students abroad:

Socrates: 10 Women: 8 Men: 2

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Bilateral: 8	Women: 7	Men: 1
Foreign students at the college:		
Socrates: 12	Women: 11	Men: 1
Bilateral: 7	Women: 5	Men: 2

In addition the teacher-exchange has continued, within the Department of Health and Social Work (Ireland, Denmark, the Netherlands), and within the Department of Culture and Media Studies (France). As a part of the Socrates-program, there have been partner-visits to Austria, the Netherlands and Belgium. These visits concerned student-exchanges.

4. *Participation in Nordplus 1999*

Lillehammer College co-ordinated a network meeting in Island within NORDICIL (film). Besides this preparative meetings have been held within FREYA (network of social work studies).

5. Other projects

Lillehammer College continued the support of the establishment of a regional college in Vidzeme, Latvia. Both student- and teacher-exchanges took place. Besides participating in educational-/exchange programs, academic staff actively has taken part in international conferences and has co-operated with research-institutions abroad.

Part 2: The recommendations for central level

2.1 *Introduction*

In this second part of the report a set of recommendations are presented and accounted for. These recommendations all refer to the organisation of internationalisation on central level.

Same as it was not possible to evaluate the international programs at the college without looking at internationalisation as a whole, it is also not possible to disconnect these recommendations from each other. The recommendations for administrative level in part 3 of this report, for example, can best be put in practise after the recommendations for central level are executed. This way a system for internationalisation is created throughout the whole college, on all levels.

Unfortunately, there was no time within this research to take a close look at internationalisation of research. The need for this should be investigated.

The next recommendations for central level are written as a result of this research:

- Prioritize internationalisation by holding one person responsible on central level
- Centralize the administration of international affairs
- Formalize an international co-ordinator for each department
- Establish and international committee

The next chapters will account for these recommendations.

2.2 *Prioritize internationalisation by holding one person responsible on central level*

An information- and authority-structure needs to be set up in order to improve the information-flow and decentralisation. Such a structure will make it possible to define the strategic goals and put them in practice. It is therefore that I recommend the college to hold one person responsible for internationalisation on central level. This will put internationalisation on the agenda and it will be the beginning of a more defined structure within the organisation.

"International contact and co-operation from a Norwegian perspective, is first and foremost viewed as an opportunity to improve the country's own perspective, and to establish links to international centres of

excellence. Coming from a small country in the periphery of Europe, it is vital for Norwegian researchers, students, industry and business to actively pursue contacts with the international community, in order not to be isolated.” (Högskoleverket Studies 1997: 8)

This quote states the importance of internationalisation on a national level, for Norway. This can easily be translated to the relevance for Lillehammer College. In order not to disadvantage itself in the competition for staff and students, Lillehammer College needs to prevent international isolation.

Goals for internationalisation are included in the strategic plan of the college. Unfortunately it is the experience of many staff-members at the college that this part of the strategic plan is not put in practice well enough (see appendix: interviews). In the interviews it was often mentioned that internationalisation lacks structure, strategic funding, resources and defined planning.

A research-report of the NIFU (Norwegian Institute for Research and Education) was presented in 1999. This research is about how universities and colleges have achieved their goals for internationalisation and which effects the increasing internationalisation has had. The study was focussed on the formalised international research- and educational co-operations at central level at the Norwegian institutes for higher education. Also in this report is a statement made about internationalisation as a part of a strategic plan.

“In strategic documents internationalisation can be given a high priority at an institutions or within a department. At the same time must be stressed out, that there is not necessary a relation between the formal strategy and the activity level.”

Staff-members who voluntarily co-ordinate internationalisation on their department, administrative staff and the international co-ordinator state in the interviews that they miss a clear message from central level. And they are in need of time and resources in order to improve internationalisation at the college. The fact that responsibilities are not made formal and clear, leads to confusion and insecurity. This problem was also signalled in the NIFU-study (Olsen, 1999). “Many of the administrative staff miss a precise description why it is important for the institution to be involved in international work and what is the desire to get out of it for the students, staff, and the institutions as a whole.”

There is a great need to organize internationalisation better at the college. An information- and authority-structure needs to be set up in order to improve the information-flow and decentralisation. Such a structure will make it possible to define the strategic goals and put them in practice. That will be very difficult within the current situation, where many staff-members are insecure on their role. In order to set up an information-flow, decentralisation and to prevent international isolation Lillehammer College needs to prioritize internationalisation on central level. Therefor Lillehammer College needs to develop itself.

De Rooij (1996) gives a very suitable definition of organisation-development:

“A planned, related to the whole organisation and from the top regulated attempt to increase the effectiveness and health of an organisation, through planned interventions related to the processes within the organisation, using knowledge of behavioural sciences.”

One of the central elements of this definition is that the ‘top’ has initiated. De Rooij (1996) explains that a bottom-up initiative has little chance of succeeding and does not take in account the distribution of authority within the organisations. It means that the top and the other employees have their own responsibility and task at the initiation. And it definitely means that there needs to be a shared responsibility.

“It is assumed that the institutional context in which international activity is initiated contains all the normal characteristics of a collegium and a professional bureaucracy, with all that this implies in terms of inertia, resistance to central directives and a very healthy decentralisation of expertise and autonomy at the level of the individual and basic unit. Strategy development and implementation thus requires appropriate instruments of change.” (Davies, Millennium 1998)

Van der Wende (Centre for Higher Education Policy Studies, University of Twente) names some future directions for progress in the area of quality assurance of internationalisation in her article in Millennium (11/1998).

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"Institutions should make internationalisation explicit, and develop clear institutional strategies on it. This in order to internalise it and to create a sense of ownership. Only in this way a shared responsibility for quality assurance and improvement can be achieved."

As mentioned earlier, Lillehammer College needs to prioritize internationalisation on central level. Only then can the strategic goals be lived up to. On central level of the organisation decisions need to be made on this subject and clear signals have to be sent out to administrative and teaching staff. Besides this, a defined policy has to be developed on internationalisation, authority needs to be decentralized and responsibility needs to be shared. I recommend that one person on this central level is held responsible for internationalisation. This way, one person on central level can arrange this process of developing internationalisation. With creating this position an authority-structure can be initiated from top to bottom.

Within the current structure of the organisation it is mostly the Director of Studies who is held responsible for internationalisation in central level. It is my recommendation that the size of this position regarding internationalisation is enlarged, in order to give the Director of Studies the chance to specialise, initiate and direct on this subject. Therefore resources and time must be allocated.

2.3 Centralize the administration of international affairs

To create a structure and overview for internationalisation, in order to improve the internal and external communication, I recommend that the administration of international affairs is centralized. This way Lillehammer College can improve the communication with students, host-institutions and benefit more from existing exchange-contracts.

It is mentioned in the interviews (see appendix) that the college could benefit more from its international contacts if their administration would be centralized. This way not only one department or study could profit from a contract, but other departments can profit too.

A result from the questionnaires (see appendix) is that students would like more opportunities to meet foreign and Norwegian students. The same conclusion was made after the Evaluation Conference Norway "The Erasmus Student Experience" (SIU 1999). "It was pointed out that exchange students generally tend to stick to each other at the host institution and that in general they are not well integrated with the local student population. The exchange students often feel isolated; they wish to learn something about the people and the culture but they need some help to get started".

The research plan states that Lillehammer College is unsatisfied about the communication with the students who take part in the programs. They wish to improve the communication with the participating students, in such a way that the school is better informed about the needs and wishes of these students. The questionnaires did not show that the students also felt that communication between the college and the students needed to be improved. What was mentioned often in these questionnaires was that there is a need for closer contact between the host- and home-institution concerning the exchange of students. Several foreign and Norwegian students have had rather negative experiences what this communication is concerned.

These same statement was made on that "Evaluation Conference Norway" (SIU 1999). There, it is strongly pointed out that students experience these institutions to be miles apart. This concerns being aware that a student is taking part in a certain exchange program, as well as the reception and arrangements made for the student.

It is not my opinion that centralizing the administration will immediately solve these issues. It is my belief that more changes need to be made for that. Centralising the administration, though, offers the structure and overview to start improving these points.

By arranging social activities for these students from a centralised place all exchange student, from all departments can be involved in these activities. This way it is prevented that foreign students do not meet because they are located at different departments.

And contacts with host-institutions are best arranged on central level. This way most information about an institution is gathered on that level from where it can be distributed if necessary. Through this central contact person the college is internationally represented as a whole, as a unity. This way not each department works for its own contacts and contracts can be established for the whole college.

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When a central person, as the Director of Studies is responsible for internationalisation, a person on his department has to be responsible for the administration and of internationalisation. Internationalisation of education and studies belongs with the central administration.

This person responsible for this central administration could support the work of the Director of Studies. It can provide the necessary infrastructure and organisation in relation to internationalisation of education and studies.

The next tasks can be given to this position:

- Prepare and follow-up the contracts with foreign institutions
- Preparing the reception of foreign students, by arranging housing, language courses and social activities
- Be in charge of application procedures, student contracts, introduction of ECTS and distribution of grants
- Inform students at the college about the possibilities for student exchange and inform foreign institutions and students about study and practical training possibilities at Lillehammer College
- Be responsible for informing and updating the departments and co-ordinators regarding the organisation of the programs, international affairs and general developments
- Be involved in formal and informal information networks and participate in relevant national and international seminars and conferences.
- Have contact with the international co-ordinators on a regular bases (for example through a international committee) and support them in their work (see recommendations 2.4 and 2.5)
- Set up activities to integrate foreign students with each other and Norwegian students (see recommendation 3.2)
- Develop an standard evaluation system (see recommendation 3.5)
- Write an annual report on internationalisation for the whole college

2.4 Formalize an international co-ordinator for each department

In order to create a clear information-structure and to decentralise the responsibility for internationalisation, an international co-ordinator should be formalized at each department. This position will have both administrative and co-ordinative tasks. These tasks will unburden staff and define the internal communication-flow.

Creating this position will also encourage departments to budget internationalisation.

A goal of this research (see appendix: research plan) is to improve the communication with the participating students, in such a way that the school is better informed about the needs and wishes of these students. Since Lillehammer College is a rather small college, I think this should be used as a strong point. It should be used for a personal and open approach towards the student.

On the matter of informing about internationalisation, that can be best achieved by creating a position for an international co-ordinator on each department. If this structure is clearly communicated towards the students they should know who this person is and where he is found. There should not be one threshold for the students to contact this international co-ordinator.

Lillehammer College has a rich international climate, which is mostly based in individual contacts. These contacts are not formalized. This was often mentioned in the interviews (see appendix: interviews).

Through the interviews it became clear the staff experience that they are short of time to organise and initiate international agreement, exchanges and co-operation within the formal exchange-programs. The current international co-ordinator, Inger Norbye, is for 25% of her position responsible for internationalisation at the whole college. This is barely enough time to maintain the existing contacts, let alone develop new formal contacts. The informal and unofficial co-ordinators at other departments are not given time and resources to enlarge internationalisation.

The people I interviewed felt that a lot of staff is not well informed about their international possibilities given by the college. The large amount of time that is needed to prepare and carry out an exchange

explains why a lot of staff is not strongly motivated to take part in these exchange-programs (see appendix: interviews).

These next conclusions were written in the NIFU-Study (Olsen, 1999)

“Staff engagement is considered to be the most important condition for internationalisation. Very many informants mention that the staff lack motivation and engagement for international co-operation.”

“One of the most important barriers for increasing internationalisation is the lack of motivation among students and staff. All informants acknowledge that there is a big and important assignment to give more information and help with preparations.”

Improving internal communication, informing students and staff and allocating time for internationalisation are not the only reasons for formalizing an international co-ordinator at each department. All departments decide over their own budget. Only the department of Culture, Media and Social Science has budgeted internationalisation, this year for the first time. In order to be able to energize internationalisation the departments need to budget financial means to internationalisation.

By centralizing these next tasks and the source of information staff can be unburdened and the internal communication on internationalisation will be defined. Besides this, internationalisation then needs prioritizing and budgeting. These process can be started and supported by an international co-ordinator at each department.

The next administrative and co-ordinative tasks can be given to the position of the international co-ordinator of each department:

Administrative task:

- Work out contract for international agreements
- Work out written information in English about the college and studies
- Take care of preparation and guidance of outgoing students about study-relevance, living circumstances, applying schemes etc.
- Translate faculty- and study-plans to English for ECTS (for ECTS see appendix: Erasmus)
- Apply for financial means internal, on central level and external
- Register incoming students
- Gain knowledge about Socrates, Nordplus and other international exchange programs
- Guide staff about exchange possibilities
- Work out an ECTS-catalogue
- Be responsible for continuity and succession

Co-ordinative tasks:

- Make courses and studies appropriate for exchange
- Establish international contacts
- Be updated about study-programs with international partners
- Initiate recognition of the studies and courses abroad
- Help interested students with their grant
- Give information to colleagues
- Participate in network meetings
- Be responsible for the study-programs of foreign students
- Co-operate with the administration (central and on department level) on the strategic planning of internationalisation
- Write annual report on internationalisation for the department (as a part of the annual report for the whole college, written by the central administration)

Staff on each department have specialised knowledge about the courses/studies offered on this department and its contents. Besides this they are familiar with developments within the work-field. It is therefor that they are the most suitable persons to initialise new international contacts in order to support the student- and teacher-exchange.

I recommend that the size of the position of an international co-ordinator varies at each department, according to the level of international activities at the department. Looking at the current position of the international co-ordinator at the department of Health and Social Work, a position between 30 and 50 %

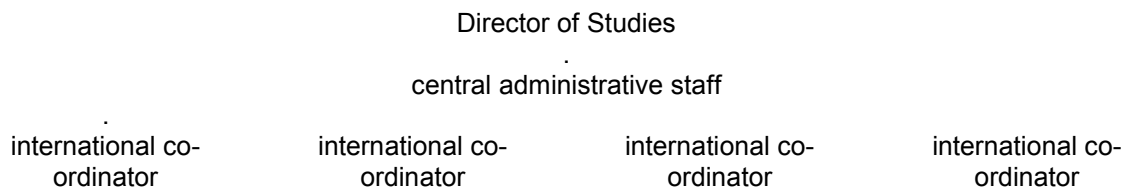
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will be sufficient. The positions of international co-ordinators at Oslo College are about the same percentages.

It is my advice that once the international work at a department starts taken too much time for the co-ordinator, the administrative tasks are taken over by the central administration of the department. This system has proven to be successful at Oslo College.

The next figure shows the decentralisation of internationalisation according to these recommendations in the second part of the report. First responsible is the Director of Studies, on his department there is one administrative staff-member responsible. And on each department one international co-ordinator is held responsible. They all have different tasks and responsibilities.

Decentralisation of internationalisation



2.5 *Establish an international committee*

By gathering the staff (international co-ordinators, administrative responsible and central responsible) and students who are involved in internationalisation in a formal committee, information can be exchanged and policy can be made by those who are most involved.

The NIFU-study (Olsen, 1999) also involved the organisation of international committees at state colleges. "Of the 25 participating state colleges half of them had established international committees. These committees are either an advising organ or a policy-making organ. In all cases the committee consists of students, teaching and administrative staff. Usually the committee is centred on the administrative responsible for internationalisation.

The need for a larger degree of system or formalisations on this area is mentioned frequently as the reason for establishment.

Several informants mention that co-operation between those who are responsible for internationalisation in administration and representatives of departments has been of importance to motivate teachers and students to engage with new projects."

The suggestion of establishing a committee is made in the proposal for the budget of the year 2001 (see appendix: budget for 2001). This report was written during the research. I consider this proposal an early result of the research. Though, no motivation for this proposal is given in this report.

One of the recommendation of the 'Study on the sustainability of international co-operation programmes in higher education' (NUFFIC, 1998):

"Institutional involvement and commitment should be ensured at the highest possible level as well as at the departmental and faculty level."

Once a system of decentralization of responsibilities for internationalisation is established, it is necessary that these people responsible and involved in internationalisation are gathered in a formal setting. This way international co-ordinators of each department, administrative staff, students and those responsible for internationalisation on central level write the policies on this subject. It will lead to more integration between the departments, and the members can exchange information directly.

In order to write policies the committee needs to be given authority.

Policy-making will now involve all levels of the organisation, and all these levels have influence on the new policy regarding internationalisation. This way, policy-making is not structured from top to bottom, but leaves room for an bottom-up approach as well.

By letting students sit in this committee their voice is reflected too. Their contribution should represent all students involved in international activities at the college. This way the college gets an impression of their needs and wishes. At the same time the students get a vote when it comes to the decisions the college makes about internationalisation.

Part 3: The recommendations for administrative level

3.1 Introduction

The third part of the report encloses the recommendations of this research that refer to internationalisation on the administrative, intermediate level of the organisation.

Also here it needs to be stressed out that these recommendation follow up part 2. They can not be separated from part 2. Without prioritising internationalisation on central level, creating time and resources for decentralisation of authority and an well-organised administrative organ the next recommendations will be difficult to execute. The staff will lack time to invest in new developments within the organisation regarding internationalisation. And the current system will not distribute information effective among international co-ordinators, staff and students.

Lillehammer College states in her strategic plan 1998-2003 that she has the wish to increase the exchange of students and teaching staff within institutional agreements. Especially is expressed the wish to increase the number of students who come to the college and take courses as a part of their education in their home-country. It is mentioned that to establish these relations it can be appropriate that some subjects/studies are lectured in English.

This part of the report contains recommendations that support that part of the strategic plan. It gives clear openings for fulfilling these wishes.

“Gain more detailed insight in forms of students- and teacher-exchanges within the Socrates program and the possibilities of these for the College”. This is one goal of this research. The next recommendations are accounted for in the next chapters:

- Participate in more exchange programs
- Set up integrating activities for Norwegian and foreign student
- Adapt the program of courses and studies
- Develop a credit program in English
- Develop a Standard evaluation system

3.2 Participate in more exchange programs

In order to increase the number of student-exchanges Lillehammer College needs to get involved in more exchange programs.

Right now Lillehammer College participates in Socrates/Erasmus and Nordplus. The involvement strongly varies with each department.

Only one department has an international co-ordinator, who is also assigned to take care of the administrative work for other departments, what these exchange-programs is concerned.

A few students mentioned in the questionnaires that they were not satisfied with the amount of exchange possibilities that the college offers them. It is most likely, that when more opportunities are offered to students, then more students will join. Simply because suitable placements for all students can be offered.

At this moment it is difficult and hard work for the college to use all the available grants every year. This may imply that there is no motivation to participate among students. After talking to staff-members the last few months, it became clear that it is not is a matter of motivation. It is a matter of information, structure and opportunities. When the students are offered a variety of opportunities to travel abroad, when a clear

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structure is offered by the college to get this information about these opportunities, it is my belief that that will increase the amount of students who are genuinely interested in taking part in these programs. This clear structure can be established when recommendations in part 2 of this report are executed. Now a variety of international opportunities need to be offered to all students, at all departments.

It was a goal of this research to gain more detailed insight in forms of students- and teacher-exchanges within the Socrates-program and the possibilities of these for the College.

In the current system no staff has the time to set up contracts with new exchange programs.

Unfortunately, because a few very relevant programs are around. By participating in these programs Lillehammer College could benefit from financial support and funding. I recommend that Lillehammer College gets involved in the following programs:

- Leonardo da Vinci
- Co-operation Program for Central and Eastern Europe

Leonardo da Vinci

The Leonardo da Vinci Community vocational training action programme, introduced in 1994, is now entering its second phase, which will run from 1 January 2000 to 31 December 2006.

Promoting a Europe of knowledge is central to the implementation of the programme, which seeks to consolidate a European co-operation area for education and training.

The programme actively supports the lifelong training policies conducted by the Member States. It supports innovative transnational initiatives for promoting the knowledge, aptitudes and skills necessary for successful integration into working life and the full exercise of citizenship, and affords scope for links with other Community initiatives - particularly the Socrates and Youth programmes - by supporting joint actions.

Proposals may be submitted by private, public or semi-public organisations and institutions involved in vocational training. Potential promoters will therefore include:

- establishments or training organisations, including universities, which, in accordance with national laws and/or practices, design or undertake vocational training, further vocational training, refresher vocational training or retraining, irrespective of what they may be called in the Member States;
- research centres and organisations responsible for vocational training surveys and analyses;
- undertakings, particularly SMEs, and the craft trade sector, or private or public firms, including businesses active in the vocational training field;
- professional organisations, including chambers of commerce etc;
- the social partners;
- local and regional bodies and organisations;
- non-profit associations, voluntary organisations and non-governmental organisations (NGOs).

The programme has three general objectives:

- A. to improve the skills and competencies of people, especially young people, in initial vocational training at all levels; this may be achieved inter alia through work-linked vocational training and apprenticeship with a view to promoting employability and facilitating vocational integration and reintegration;
- B. to improve the quality of, and access to, continuing vocational training and the lifelong acquisition of skills and competencies with a view to increasing and developing adaptability, particularly in order to consolidate technological and organisational change;
- C. to promote and reinforce the contribution of vocational training to the process of innovation, with a view to improving competitiveness and entrepreneurship, also in view of new employment possibilities; special attention will be paid in this respect to fostering co-operation between vocational training institutions, including universities and undertakings, particularly SMEs. (Source: European Commission, internet)

This programs opens up opportunities to collaborate with institutions abroad. Staff- and student-exchanges can be set up once suitable partners are found. Research and exchanges can be combined. A strong asset of Lillehammer College here could be the Centre for Life-Long

Learning.

Co-operation Program for Central and Eastern Europe

Under the Norwegian Co-operation Programme for Central and Eastern Europe the Ministry of Foreign Affairs, the Norwegian Council of Universities and the Research Council of Norway have established a programme to support collaboration in higher education and research.

The programme has an annual budget of about NOK 17 millions, and the agreement is signed for a five year period (1997-2001).

The programme supports co-operation projects between universities, colleges and research institutions in Norway and corresponding institutions in Central and Eastern Europe. In addition, a separate scholarship programme has been established.

The co-operation works in accordance with the overall purpose of the programme and the strategy set by the programme committee. Geographical priority is given to north-west Russia and the Baltic States.

The program comprises all fields of higher education and research. However, priority is given to the following subject areas:

- Environmental protection and environmental technology, Northern Russia.
- Social sciences in the Baltic States.
- Economics and administration.
- The Russian part of the Barents Region:
 - medicine and health,
 - language and culture,
 - further development of the Norwegian-Pomor University Centre.

Within higher education and research financial support is given to co-operation between institutions on a project basis. Through the program the institutions have concentrated their collaboration to the following areas:

- Research.
- Curricula development.
- Network building.
- Infrastructure building.
- Staff and student exchange.
- Contact with business community and government officials.

Co-operation projects are carried out by the individual institutions and the co-operation is based on equality between the partners. Departments and individuals are responsible to their institutions as executives. However, the overall financial responsibility rests with the Norwegian party.

As of 1999, most of the total budget of the program is allocated or set aside to ongoing projects in order to secure continuity and commitments in the projects and enhance long term co-operation. Notably, there will not be any official announcements of available means in the two following years.

The scholarship programme has annual announcements, and will award new scholarships every year.

(Source: SIU 1999, internet)

This program could support the project in Vidzeme, Latvia for both student- and teacher-exchanges.

Lillehammer College has been involved in establishing an regional college in Vidzeme since 1995. As can be read above, there is funding to be found for this project.

Notably, applying and running the administration for these programs takes up a lot of time. In the current situation, it would be the work of the international co-ordinator to apply for this program. Since her work only concerns the whole college for 25 %, she has no time for this in addition to her daily work.

Only when administrative staff (see recommendation 2.3) is centralised and structured time can be found to join these programs.

3.3 Set up integrating activities for Norwegian and foreign students

In order to let foreign and Norwegian students meet and boost the international atmosphere at the college, integrating activities need to be set up.

A clear result that shows on the questionnaires that were received from outgoing students is that all students are interested in being involved in international student activities after their return to the college. Time and exams are mentioned as barriers by few. The fact that such activities are not offered is seen as a pity.

Also the incoming students make a clear remark about this. They are not satisfied with the arrangements that Lillehammer College made for meeting other students. Linked to this is the fact that half of the responses included remarks about missing student-meetings and-guidance.

A conference about the evaluation of the Student Erasmus Experience was organized by the SIU in 1999. As it turned out, 23 institutions, with a satisfactory geographic coverage selected 32 students. The group of students in fact represented 9 home/host countries and a wide range of subject areas. Here are some remarks out of the summary of main points and recommendations of the conference's evaluation report.

"It was pointed out that exchange students generally tend to stick to each other at the host institution and that in general they are not well integrated with the local student population."

"The exchange students often feel isolated; they wish to learn something about the people and the culture but they need some help to 'get started'. Also with regard to the cultural experience the need for preparation was underlined; a wide variety of information is necessary (not only covering academic aspects and university topics)."

"The students recommended that all host institutions had a mentor system. Not only should the host institution have a functioning mentor system on arrival, but the institutions should also try to make better use of students as 'mentors' as sources of information and guidance when the study period is in preparation.

Both the questionnaires and the above quotes make very clear that there is a need for the integration from Norwegian students with foreign students. Lillehammer College needs to respond to this with social activities, a mentor-system or combined classes/courses.

Not only will this support a positive experience for the foreign students; it also gives those students who have no possibility to travel abroad a chance to come in contact with students from other countries.

3.4 Adapt the program of courses and studies

In order to implement international elements in all courses and studies, Lillehammer College needs to adapt their programs. International possibilities and elements need to be integrated in the program, so it will be possible for all students to learn about the international aspects of their chosen education.

Some studies at Lillehammer College are short (see appendix: studies and courses at Lillehammer College), 1 or 2 years. This leaves the students too little to participate in an international exchange for 3 months, as is the case in the current exchange-programs for students.

In order to implement international elements in all courses and studies at Lillehammer College, different opportunities need to be offered. These chances can be offered when intensive exchange-programs are set up. Such programs are for very short periods of time and can be based on certain themes.

Financial funding for short intensive exchange-programs for teaching and administrative staff can be found within the Socrates/Erasmus and Nordplus programs.

Arrangements should centrally be taken care of, for example by the central administration. This way teaching staff and administrative staff can be unburdened from these tasks.

Some studies at Lillehammer College have an integrated curriculum. This makes it nearly impossible for students to take courses abroad or to take part in an exchange. If these studies are modulated, space is created for those students who are interested in going abroad for their studies (see appendix: interviews).

Not only space needs to be created through the use of modules, I also recommend that an international element in all studies and courses, is established through regular internal seminars and discussions about international developments. These seminars do not have to be internationally set up, the present knowledge at the college can be used. Such seminars and discussions are made part of the standard curricula of courses and studies. It will live up the internal international awareness of the college and give all students access to this information.

Only after existing policies are defined and authority is decentralized, can curricula be altered. Then a system can be created wherein all students experience internationalisation as a part of their study or course. This should be arranged internal, within the college, through seminars and discussions. And an external aspect should be offered, outside the college, through short intensive exchanges. In order to offer these opportunities, the curricula of courses and studies needs to be modulated.

3.5 Develop a credit program in English

It is mentioned in the strategic plan 1998-2003 that Lillehammer College wishes to increase the number of students who come to the college and take courses as a part of their education in their home country. To establish these relations it can be appropriate that some subjects/studies are lectured in English.

It is my recommendation that a credit program in English is developed within the credit system of ECTS. "The European Credit Transfer System (ECTS) is a system for allocating and transferring academic credits, developed several years ago as part of Erasmus activities. The aim is to facilitate academic recognition between partner institutions through mechanisms for allocating credits that are generally applicable and based on the principle that, for all European higher education institutions, one academic year is equivalent to a fixed number of 60 credits." (SIU 1999) By using this credit transfer system foreign students can relate the weight of the offered courses to their own education..

The study of the NIFU (1999) about how universities and colleges have achieved their goals for internationalisation and which effects the increasing internationalisation have had, concludes: "A barrier for receiving foreign students is to get a program in English. Many institutions have first concentrated on sending out students. And only since the last few years, changes have been made to the educational programs. This can be of current interest for the future. A big majority stresses that it is important to be an attractive party in the competition around students and competent staff, both national and international. An educational program in English and agreements with other institutions about student- and research-exchange is considered an important link in this marketing, and can contribute to make internationalisation a higher priority." Developing a credit program in English can make Lillehammer College more attractive in the competition for students and staff.

And finally, in the strategic plan it is also named that the college would like to develop a master-program. It is my advice that this is combined with a credit program in English. This way both Norwegian students as well as foreign students can enrol for this study. The college can profit from more enrolments and a stronger position on the international market.

3.6 Develop a standard evaluation system

The fact that there was a demand for an evaluation research, states that a standard system for evaluation is missing.

During the executing of my research I was in need of an overview of what was done on each department regarding internationalisation. Unfortunately, it is not common yet that annual reports are written about this subject. It is my opinion that writing such reports on internationalisation can increase the awareness of the departments and college. Having an overview makes it possible to spot progress and to compare departments. Evaluation is an instrument that can be used to strengthen, renew and adapt the existing policies. It also states that internationalisation is taken seriously.

In order to keep Lillehammer College informed about the opinions of those students and staff participating in their international programs standard evaluation systems have to be developed. This way the college stays updated about the needs and wishes of staff and students, regarding internationalisation.

In the introduction of this report a suitable definition of internationalisation is given: "Internationalisation of higher education is the process of integrating an international/intercultural dimension into the teaching, research and service functions of the institution." Knight (1997) This definition states that internationalisation is a process, this process can be monitored throughout the future. The evaluation of the process of internationalisation and the evaluation of international programs should not end with this report.

It is my recommendation that developing this evaluation system is a responsibility of the central administration. In co-operation with the international co-ordinator these evaluations will reach the right persons.

Summary

This report contains the result of a research about internationalisation at Lillehammer College. The research was executed in the period of January – April 2000.

This reports gives ideas for the solution of the problems of the college, stated in the research plan. These problems are:

- a) The college is in need of an evaluation and analysis of their international programs.
- b) The college is unsatisfied about the communication with the students who take part in the programs.
- c) The college has insight in other/new exchange-possibilities within the Socrates-program, but wants more detailed information about these possibilities.

With this report an evaluation and analysis of the international programs is given. And solutions for the communication and exchange-possibilities are integrated.

As a part of this research interviews have been taken and questionnaires have been send out. Both staff, from all levels of the organisation and students were involved in this research. Sources of information are internet, literature seminars and articles written about internationalisation of higher education. The solution to problems that were shown as clear results from this research, are formulated in the form of recommendations. These recommendations are divided over two levels within the organisation of Lillehammer College.

The following recommendations are made for central level:

- Prioritize internationalisation by holding one person responsible on central level
- Centralize the administration of international affairs
- Formalize an international co-ordinator for each department
- Establish and international committee

These recommendations are made for administrative level:

- Participate in more exchange programs
- Set up integrating activities for Norwegian and foreign students
- Adapt the program of courses and studies
- Develop a credit program in English
- Develop a Standard evaluation system

Following up these recommendations will lead to large changes to the organisation. Time, effort and resources are required to make internationalisation as stronger element in the organisation of Lillehammer College. This input will lead to positive changes. Internationalisation will become a stronger element in the structure of Lillehammer College.

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Appendix

1. **Defined research plan**

Introduction

Lillehammer College is involved in several international programs in order to offer international possibilities to her students, teachers and academic staff. And besides sending out people, the college wants to be able to host foreign students and foreign guest-researchers. To create these opportunities the college has joined the following programs.

- *Erasmus* is the section for Higher Education within the European Community action program in the field of education "Socrates".

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- *Nordplus* is the Nordic Program for Mobility of University Students and Teachers. The objective is to advance a positive interrelationship between the universities and institutions of higher education in the Nordic countries creating a distinctive sense of common ground.

Accountability

Students profit from good quality of their education and international programs. It is an investment in their future.

“Institutions for higher education (should) have a system for quality-care, or to be precise: a system for internal quality-care. The educational institution is the first one responsible for creating quality.” (Willems, '92)

Lillehammer College is in need of improvement of the communication with the students who are involved in the Socrates-program. The quality of the program needs to be evaluated and where necessary it has to be made better. In this case an outsider is attracted to carry out this assignment, this is a form of external quality-care.

To the students participating in the Socrates- and Norplus-programs, it won't be all the same whether their college offers quality or not. After all, it is an important part of their education. And they rely on their college for an international placement, housing and financing.

Stated problems

- a) The College is in need of an evaluation and analysis of their international programs.
- b) The College is unsatisfied about the communication with the students who take part in the programs.
- c) The College has insight in other/new exchange-possibilities within the Socrates-program, but wants more detailed information about these possibilities.

Goals

- a) Execute an evaluation and analysis to come to better international programs.
- b) Improve the communication with the participating students, in such a way that the school is better informed about the needs and wishes of these students.
- c) Gain more detailed insight in forms of students- and teacher-exchanges within the Socrates-program and the possibilities of these for the College.

Associated questions

- * What are the wishes and needs of students going abroad and foreign students coming to Lillehammer College, in reference to the international programs?
- * Does the current educational part of the program meet the needs and wishes of the students coming to the college. Do they have the need for education and are the offered subjects relevant for them?
- * How is the contact between Norwegian and foreign students?
- * Students who have been abroad are supposed to guide the foreign students coming to the college. Is this system working?
- * Which other/new forms of students- and teacher-exchanges are possible within the Socrates and Nordplus programs? What are the possibilities of these forms for Lillehammer College?

Plans for research

- a) Lillehammer College is in need of an evaluation and analysis of the current international programs. This type of research encloses picturing, inventorying, describing and analysing the programs and the situation around it. The product that is being pursued is an inventory and analysis of the weak and strong elements. The function of this diagnostic research is to set up recommendations regarding the acting of the college.

b) Preceding this stated problem, an effect-evaluation took place. The central question was: Is the communication between the college and the students effective? The answer was negative. The consequence is that a research will be done after the reasons why this communication is not effective enough. This is a process-evaluation. The main goal of process-evaluation is to give feedback on the (correct) executing or improving the program and the acting of the college. Through field-research, where all aspects of the international program and its social surrounding will be shadowed, evaluation-data will be gathered. This data needs to be analysed. Sources of information are among others: the executors of the program, staff-members involved in international work, plans of work and actions, scenarios and the participating students.

A survey of the needs and wants can determine whether the students experience a difference between the currents and the wanted situation, regarding the international program. For determination of these subjective needs data-gathering techniques as interviews and questionnaires can be used. The results of this survey have to be implemented as soon as possible. When results are available they should be translated to eventual adjustments of the international program.

c) The last part of this assignment refers to other/new exchange-possibilities within the Socrates and Nordplus programs. These possibilities can be found by surveying a developmental research. Within my assignment there is no time to test and implement possible new forms of student- and teacher-exchange. It will be limited with an inventory of possibilities and proposals for suitable forms of exchange. Different sources of data can be used for this developmental research. Like literature-studies, document-studies, other used exchange-forms elsewhere and internet.

Accountability

A few small changes are made to the research concept to create this document. While getting started at the College I found out that there is also a big demand for more information about teacher-exchanges. Within this research there will be not enough time to evaluate the international possibilities of teachers completely. One reason for that is that the international contacts of teachers are very individual. It would be hard to get a grip on all the contacts around in the College.

The research will focus on the international work of the department of Education and Social Science. This department sends out most students and hosts most foreign students. The other departments will be involved, but they deliver a small contribution because of the smaller volume of their international work.

2. Questionnaires

Accountability

In order to implicate the opinion of students in this research, questionnaires were sent out. In total 37 questionnaires were sent, 19 to Norwegian students and 18 were sent to foreign students.

Questionnaires were sent to those students of the college:

- who are taking part in the Socrates- or Nordplus-program during the research
- who have travelled within the Socrates- or Nordplus-program in 1999
- who have travelled within the Socrates- or Nordplus-program in 1998

Questionnaires were sent to those foreign students:

- who were hosted by the college, as a part of the Socrates- or Nordplus-program in 1999
- who were hosted by the college, as a part of the Socrates- or Nordplus-program in 1998

The response was 45%. In total 17 students sent back their questionnaires back, of which 8 students were Norwegian and 9 were foreign.

A response of 55% was needed to create a real representation of the experiences of these students. Even though the response was little lower, it was still 15% above the expected response of 30%. According to Willems ('92) a response of 30% is normal.

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A response-rate lower than 55% decreases the statistic value of this part of the research. Still, the questionnaires are a valuable source of information in this research, since it reflects the opinions of those students who were directly involved in the international work of Lillehammer College. Their shared experience is the result of the output of internationalisation at this college and can have a signalling function. Only after their opinions are taken seriously, evaluation and analysis of the international exchange-programs at the college can start.

The questionnaires included questions that could be given a rating between 1 (totally agree) and 5 (totally disagree). When questions are rated with 3, that needs to be considered critical. When results show rates lower than 3, they need to be taken in close consideration. The questionnaires also included as open questions. The results of the analysis of these questionnaires can be found in the text below.

Questionnaires for outgoing students

These students participated in one of the international programs of Lillehammer College and went abroad for their practical training of three months.

The average given for the preparations of the college is 2.1. Students are very satisfied about the accessibility of information about the international programs at the college, as well as about the amount of possibilities within these programs. All though, there is one student that regrets the fact that there are no exchange possibilities with institutions outside Europe. A mark made about this subject is that all students should be given the same information about these exchange-programs. Another student would wish that she was informed about the possibility to apply for funding.

The guidance from the college in this preparation-phase was rated sufficient. The Department of Film and Television is recommended to increase the possibilities, even though the one international contact is a suitable one.

Another student mentions that Lillehammer College should know more about the host-institutions.

Students are satisfied with the placement and guidance from the college. A few students had problems with their host-institutions and training centres. Not only language problems, but also bad preparation of their arrival is mentioned. Two students had placements that were not suitable for their education in Norway. The average rate given for the guidance from Lillehammer College is a 2,4.

All students note that all their needs and wishes were provided in by the college. Still a few marks are made; better co-operation between Lillehammer College and the host-institution and more suitable placements is mentioned.

All 9 responses state that they would have liked to be involved in international student-activities after their return to Lillehammer College. Two students, though, mention time, as a barrier. One names the exams that were coming up right after her return. But it is obvious that there is interest for such activities amongst these students. That such activities are not offered at this moment, is seen as negative.

It needs to be pointed out that it was very frustrating for students to receive a disorganised reception at their host-institution. More contact and co-ordination from Lillehammer College on this matter could avoid these problems for the future.

Questionnaires for incoming students

The most remarkable result of the analysis of these questionnaires is that 4 of the 8 students complain about the bad preparations for their stay by Lillehammer College. Either they were badly informed before departure, or on arrival they did not have a placement yet.

Also these students mention that there should be more communication between the host-institution (in this case that is Lillehammer College) and their home-institutions. The average rate given for the guidance of the college is a moderate 2,5. Less pleased were most students with the arrangements that

the college made for meeting foreign and Norwegian students. Only two students rated a 2 for this. All the others gave lower rates, bringing the average to a 3,4. This result needs to be taken in consideration.

Linked to this might be the fact that half of the responses included remarks about missing student-meetings and –guidance. Students mention that their stay was badly timed, because of holiday periods in Norway. Others say that they would have liked Norwegian students to show them around in Lillehammer and at the college. Some mention that they had lessons together with other foreign students and that was a good way of meeting each other. Lessons with Norwegians are suggested, so integration with Norwegian can be easier.

Six of the eight students who sent back their questionnaires have followed classes at the college. These classes were especially arranged for foreign students, except for one student who followed ordinary classes of the TV-studies. The rates given for the organisation of the classes, the topics and themes of the classes and the relevance for their education are more than satisfying. The teachers were mentioned to be very competent and the materials that were used were appropriate. The average given to these educational arrangements is a 1,5. This number states that these arrangements are suitable and appreciated.

Also six of eight students say that this training added extra value to their education (rated 1). But two students complain that their placements were unsuitable for their education. They advise more communication between the home- and host-institution.

General the student are content about the college providing in their wishes and needs. Here is again mentioned that classes with Norwegians would be nice, as well as more opportunities to meet other students (foreign and Norwegian).

3. Interviews

These 11 staff members at Lillehammer College were interviewed for this research:

- Halvor Gaarder, unofficial co-ordinator of the international work for the Department of Tourism and Applied Social Science
- Jens Uwe Korten, senior teaching co-ordinator for the TV-studies, part of the department for Culture, Media and Social Science
- Ingvild Sigstad Begg, lecturer and involved in teacher-exchange and teaching foreign students
- Kjell Ivar Iversen, leader of Centre for Life-Long Learning, formerly involved in international work
- Ole Petter Askheim, lecturer and formerly involved in international work
- Sidsel Kalterborn, Office Director of the department of Culture, Media and Social Science, formerly involved in international work
- Odd Inderhaug, Director of Studies
- Inger Norbye, international co-ordinator and lecturer at department of Health and Social Work
- Janneke van der Ros, initiator of the European Comparative Gender and Politics Studies
- Gudmund Moren, pro-rector
- Magne Velure, director

Interviews were held with staff involved in international work at all levels of the organisation. One department is left out in this review. Unfortunately it has not been possible for Malte Wadman, leader of the Norwegian Filmschool, to answer questions before the writing of the research.

The general opinion of all these people is that internationalisation lacks fundament within the organisation of Lillehammer College. International work is not institutionalised nor budgeted enough. Staff on different departments is in need of policy statements on this subject. There is a lot of uncertainty amongst staff, involved in international affairs, about what their job is concerning internationalisation and who is responsible.

At the Department of Culture, Media and Social Science and the Department of Tourism and Applied Social Science there is no one responsible for internationalisation. Those staff-members co-ordinating international affairs do this in addition to their contract.

International work is said to be important in writing, but in practice consequences are not taken. No structure of motivation is offered. Right now there is a lack of system supporting the increasing internationalisation. Here a missing link in the organisation is mentioned several times. The reason for the missing structure for internationalisation is not the lack of will, but maybe a question of awareness, administrative and organisational.

Besides putting internationalisation on the priority-list, the organisation needs to be stronger and better aware of organisational challenges.

Each one of them mentioned that one central person should be held responsible for internationalisation, on central level and on administrative level. At this moment no one is designated to be responsible for internationalisation. Having an inspiring central person responsible for internationalisation could enlarge the international capacity of the college.

More resources are needed in order to stimulate, prepare and exchange. Right now too little resources are allocated for internationalisation. Lack of resources and information are stated to be the biggest thresholds for developing international work.

It is felt that there are enough exchange-possibilities within the international programs that Lillehammer College is active in. It is recommended that contacts with English institutions are set up.

A more effective and complete way of informing the students of all departments should increase the number of student-exchanges. This goes as well for the possibilities to follow further education abroad. Staff-members involved in internationalisation get a lot of questions about this subject. And on some departments there is no system or official place where information can be found. For example on the department of Tourism and Applied Social Science, the international exchange-possibilities are not mentioned in the year-guides. Mouth-to-mouth communication is the information-system that is used. Unfortunately, this way a lot of students do not get informed about their opportunities.

Another problem that arises here is the curricula of some courses and studies. Some of them are completely integrated, leaving no space for students to go abroad during their studies. If these studies were modulated all students can be offered the opportunity for taking a part of their study abroad.

To increase the involvement of teachers there is a need of information and encouragement.

Encouragement not only through financial means, but also through personal contact. It is often mentioned that it is difficult to motivate staff on this subject.

It takes a lot of time for teachers to prepare an exchange. It is mentioned often that teachers should not have to prepare their exchanges in their own time, in addition to their daily work. The college should make this time free for them. And also, having one person responsible on the administrative level could unburden the teaching staff.

There is a rich international culture present at the college, but the contacts are not formalised. Those staff members catalysing internationalisation are individuals, they work alone. The exchange of knowledge and experience about this subject is missed.

It is also mentioned that international contacts are only useful on long-term bases. Only then a real exchange of information and involvement of guest-teachers is possible. Contacts can be closer and more in depth. Long term international collaboration gives the time to know a system at a college.

The need to increase international contacts regarding research is mentioned. Within this research there has been no time to look into this aspect of the organisation. It is my recommendation that this need is investigated.

4. Socrates

The European Community action programme for co-operation in the field of education is Socrates. Including the 15 Member States of the European Union, as well as Norway, Iceland and Liechtenstein, it is the first European initiative covering education at all ages and forms part of a broader approach to the concept of lifelong learning. Socrates is now being extended to some of the associated countries in Central and Eastern Europe.

Petra Hoogenboezem: Energizing Internationalisation - Evaluation and analysis of internationalisation at Lillehammer College January - April 2000. Lillehammer college: Working paper no 102, 2000.

The program doesn't aim at uniformity and is designed to get maximum benefit from the diversity of education systems in the different countries. It supports transnational co-operation, as a means of searching for innovative solutions appropriate to particular circumstances.

Familiarity with other countries, languages and ways of life is an increasingly necessary educational and professional aspect. Mobility and exchange systems are therefore an important part of Socrates. At the same time the programme wants to give a European dimension to learning at home as well as abroad. Joint curricula development and school projects, exchange visits for teachers and university staff, the use of electronic distance learning methods and European networking between educational administrators are all included in Socrates.

The programme gives particular attention to making sure that poorer or more remote regions can participate fully. The educational needs of disabled or other disadvantaged people, and equal opportunities are stressed in all aspects of Socrates.

Objectives

Article 126 of the Maastricht Treaty on European Union, which came into force in November 1993, provides that the Community "shall contribute to the development of quality education" by means of a range of actions, to be carried out in close co-operation with the Member States.

The specific objectives of the Socrates programme are:

- To develop the European dimension in education at all levels, which strengthens the spirit of European citizenship, drawing on the cultural heritage of each Member State.
- To promote a quantitative and qualitative improvement of the knowledge of the languages of the European Union.
- To promote the intercultural dimension of education.
- To promote co-operation between institutions in the Member States at all levels of education, thereby enhancing their intellectual and teaching potential.
- To encourage the mobility of teachers, promoting a European dimension in studies and to contribute to the qualitative improvement of their skills.
- To encourage mobility for students, enabling them to complete part of their studies in another Member State.
- To encourage contacts among pupils at all types of schools.
- To encourage the academic recognition of diplomas, periods of study and other qualifications, with the aim of facilitating the development of an open European area for co-operation in education.
- To encourage open and distance education in the European context.
- To foster exchanges of information on education systems and promote exchange of experience among educational policy makers in the Member States.

Socrates uses the experience of European Community programmes launched in specific sectors of education in recent years.

These include the Erasmus program in higher education and the Lingua programme for European language learning,

There have also been smaller-scale actions, such as teacher exchanges and initiatives in intercultural education and for the children of migrant workers and professional travellers.

The programme also interacts closely with other initiatives at EC level, especially the Leonardo da Vinci programme for vocational training, the Youth for Europe III programme and various parts of the 4th Framework Programme for research and technology development.

What activities are involved?

The funding of Socrates is designed to support a broad range of activities, including:

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- The creation and promotion of transnational projects, networks, partnerships and associations.
- The development of curricula, modules, teaching materials and other educational products.
- Exchanges and mobility of teachers and learners.
- Transnational training courses for educational staff.
- Visits to facilitate project preparation or sharing of experience.
- The preparation of studies, analyses, guides and data collection activities.
- Project evaluation.
- The circulation of results.

The programme is structured to promote European co-operation in six areas:

Higher education
 School education
 Learning of European languages
 Open and distance learning
 Adult Education
 Exchange of information and experience on educational systems and policy.
 (Source: SIU '99, internet)

5. **Erasmus**

Erasmus is the section for Higher Education within the European Community action program in the field of education "Socrates".

'Every year Norwegian students use only half of the available Erasmus-scholarships. To get more students to travel abroad is an important goal for Erasmus in Norway. Just as important is it to encourage more foreign students to come to Norway.' (Translation from SIU '98)

Grants to develop the European dimension of universities:

- Organised exchanges of students for recognised periods of study.
- European Credit Transfer System (ECTS).
- Teaching staff mobility and exchanges.
- Language preparation for outgoing and incoming students and staff.
- Short intensive teaching programmes.
- Curriculum development activities relating to all levels of study.
- Language studies combined with other academic disciplines.
- University co-operation projects on subjects of mutual interest (thematic networks).
- Visits to prepare future co-operation activities.
- Applications of open and distance learning methods.

Grants for students:

Direct financial aid to help cover the mobility costs (travel, language preparation and differences in the cost of living) of students carrying out a 3-12 month period of recognised study abroad.

Other measures

Grants for the European activities of associations of university teachers, administrative staff or students, and other awareness-raising activities relating to the European dimension in higher education.

European Credit Transfer System

The European Credit Transfer System (ECTS) is a system for allocating and transferring academic credits, developed several years ago as part of Erasmus activities. The aim is to facilitate academic recognition between partner institutions through mechanisms for allocating credits that are generally applicable and based on the principle that, for all European higher education institutions, one academic year is equivalent to a fixed number of 60 credits.

(Source: SIU '99, internet)

6. Nordplus

Nordplus is the Nordic Program for Mobility of University Students and Teachers. The program is designed to meet the challenges of the 1990ies in the fields of higher education. The objective is to advance a positive interrelationship between the universities and institutions of higher education in the Nordic countries creating a distinctive sense of common ground.

Nordplus has these specific goals:

- to promote wide-ranging and intensive co-operation between the universities of the Nordic countries with the view to establish a Nordic educational community;
- to increase substantially the number of university students carrying out an integrated and fully recognised period of study in another Nordic country;
- to encourage the increased mobility of university teaching staff, thereby improving the quality of the education and training provided by the universities.

The instruments of the program are:

- student mobility grants, awarded to full-time students as a supplement to national study grants for a period of a study at another Nordic university for up to one full academic year;
- academic staff mobility grants, awarded for a maximum of four months;
- short study visits for academic staff and university administrators;
- joint intensive study courses, grants awarded to staff and students participating in such programs.

A further feature of the program is that Nordplus-grants are awarded only where a co-operation agreement has been entered into by the exchange institutions.

The SIU ('98) states that the present pattern of applications indicate a substantial unexploited potential within a number of central and significant university departments. The development of this is a future potential is a future priority along with networks containing elements of:

- participation of West-Nordic institutions, Faeroe Islands, Greenland, Iceland;
- small professions that could not be sustained based on the market of a single country;
- sharing of facilities;
- balance in the exchange of students and teachers between institutions;
- extensive co-operation between institutions mutually agreeing upon long term planning and programs.

(Source: SIU '99, internet)

7. The budget for 2001

Translation of 'Til Busjettforslag 2001, rapportering fra 1999', by Inger Norbye

1. Institutional agreements within Socrates/Erasmus

Lillehammer College has requested to continue the institutional agreements within the Socrates-program for the next year. The next are prioritised:

Petra Hoogenboezem: Energizing Internationalisation - Evaluation and analysis of internationalisation at Lillehammer College January - April 2000. Lillehammer college: Working paper no 102, 2000.

- Student- and teacher-exchange
- ECTS
- Co-operation in intensive programs with student- and teacher-participation
- Preparative visits.

The request involves all departments of the college. The challenge is to follow up the activities where possible and preferably increase the activities.

Working with ECTS needs a higher priority. Lillehammer College should create the possibility for foreign students to follow courses at the college, which can be approved in their home country.

To get more students to participate in the international programs, more exchanges should take place in an intensive program of 10 days with both teacher- and student-participation.

Working on such programs will be prioritised on the preparative visits.

2. Agreements within Nordplus

The Nordplus co-operation will be continued within the department of Health and Social Work, and expanded to other departments.

The department of Film and Television will also continue co-operation.

3. Agreements outside Socrates and Nordplus

The bilateral co-operation agreement between the department of Education and Social Science and two universities in Eastern Europe will be continued. The agreement involves student-exchanges of 4 weeks and teacher-exchange. Since none of the countries are member of the EC, the agreement can not be proceeded within Socrates.

The co-operation with the college in Latvia will continue.

UNISKA co-operation continues.

4. Other projects

The extension of an introduction program for foreign students continues and tries to fit all the foreign students arriving at the college. Right now the program is used at the department of Health and Social Work.

An international committee should be established at, with participants from all departments.

Resources should be combined into an international office. If that is not possible to reserve an area to present information, regular information days for students who are interested in taking part in international programs would be a good substitute.

8. Studies and courses at Lillehammer College

- Department of Culture, Media and Social Science
 - Examen philosophicum (preliminary philosophy exam), half-year unit
 - Film studies, foundation and intermediate courses
 - History of art, foundation course
 - Radio and television technique, two-year course
 - Television and video directing, two-year course
 - Education, foundation course (full-time and part-time) and intermediate course (part-time), advanced degree course in collaboration with the University of Oslo
 - Contemporary history, foundation and intermediate course
 - Political science, foundation course
 - European Comparative Gender and Politics (distance learning)
 - Norwegian and international politics, supplementary year
 - Gender and politics, foundation course (part-time)

- Department of Health and Social Work
 - Health and social studies, three-year courses (Child welfare, Social work, welfare nursing)
 - Pedagogical aspects of counselling, half-year unit (part-time)

- Department of Tourism and Applied Social Science
 - Business administration, two-year course
 - Business administration, one-year course
 - Geography, foundation course
 - Personnel development and management, one-year course (full- or part-time)
 - Travel and tourism, three year course
 - Planning and development in the public sector, two year course
 - Organisation and management in the public sector, one-year unit (part-time)

- The Norwegian Filmschool
 - Advanced three-year course in film and television studies, with the following specialisations: photography, editing, sound, screenwriting, production, directing