

TUESDAY SEPTEMBER 1ST
11:00 a.m. – 2:00 p.m.

UNIT 1. GLOBAL TRENDS IN THE INTERNATIONALIZATION OF HIGHER EDUCATION

Hans de Wit, Ph.D.
Boston College
E.E.U.U.



Unit description

Internationalization of higher education is multifaceted and evolving: there is no one-size-fits-all model, and its meanings and practices are context-dependent, both historically and geographically. Understanding the diversity and complexity of internationalization is essential and forms the core of this unit.

The unit provides participants with a comprehensive introduction to the when, where, why, what, how, and with whom of higher education internationalization.

Learning objectives

By the end of the unit, participants will be able to:

- Gain an overview of the historical evolution of the international dimensions of higher education.
- Understand its multiple rationales, components, activities, and directions.
- Trace the evolution of its meanings and definitions.
- Identify key current trends in internationalization.
- Appreciate similarities and differences in the development of internationalization within and between the Global North and the Global South.

Workload (11 hours)

- 1 synchronous lecture (2 hours).
- Debate (1 hour).
- Readings and discussion forum (8 hours).

Language of instruction: English.

THURSDAY SEPTEMBER 3RD
9:00 a.m. - 12:00 p.m.

UNIT 2: COMPREHENSIVE INTERNATIONALIZATION – GUIDELINES FOR IMPLEMENTATION

Eva Egron-Polak, Ph.D.

Former Secretary-General

International Association of Universities (IAU)



Unit description

An introductory, discussion-driven, online course designed to prepare higher education professionals to reflect on why and how universities can expand their internationalization efforts towards a more comprehensive approach. Building on a brief historical and conceptual review of the evolution of internationalization processes, the course will examine the contours of comprehensive internationalization. It will include critical reflections on the current geopolitical and local contexts, ethical issues to keep in mind when engaging with diverse world regions, as well as consideration of institutional factors, benefits and risks of comprehensive internationalization. Participants will identify some key levers that can facilitate planning the process and the challenges both internal and external that may stand in the way. Within an overall context of change management principles and practices the course will enable participants to discuss the important actors and stakeholders to involve, key milestones to plan, and the framework for monitoring results to put in place when developing and implementing an institution-wide and comprehensive internationalization strategy.

Learning objectives

By the end of this unit, participants will be able to:

1. Explain the key characteristics and requirements of comprehensive university internationalization
2. Identify the key stakeholders that need to be involved, the most important drivers, obstacles, benefits and risks to consider when designing such a strategy
3. Analyze the contextual challenges and opportunities their institutions face
4. Identify key performance and impact measures that such a strategy might be expected to deliver
5. Gain an understanding of what may be needed to set up a monitoring framework to track progress towards comprehensive internationalization
6. Feel prepared to undertake the consultations, planning and elaboration needed to launch an institutional comprehensive internationalization plan.

Workload (11 hours)

- 1 synchronous lecture (2 hours).
- Debate (1 hour).
- Readings and discussion forum (8 hours).

Language of instruction: English.

Week 2

TUESDAY SEPTEMBER 8th
9:00 a.m. – 12:00 p.m.

UNIT 3: TRENDS AND CHALLENGES OF HIGHER EDUCATION INTERNATIONALIZATION IN LATIN AMERICA AND THE CARIBBEAN

Jocelyne Gacel-Ávila, Ph.D.

University of Guadalajara
Mexico



Unit description

This unit aims to provide an overview of the current state of higher education internationalization in Latin America and the Caribbean, based on the main findings of the II Regional Survey on Internationalization of Tertiary Education in Latin America and the Caribbean, conducted by the UNESCO Chair in Internationalization of Higher Education and Global Citizenship. It enables critical debate, analysis, and reflection on the key features, trends, strengths, and challenges of the internationalization process in the region from a comprehensive, comparative, and global perspective.

Learning objectives

By the end of this unit, participants will be able to:

- Characterize the current state of higher education internationalization in Latin America and the Caribbean.
- Critically analyze the features, trends, strengths, and challenges of the internationalization process in the region from a comparative and global perspective.

Workload (11 hours)

- 1 synchronous lecture (2 hours).
- Debate (1 hour).
- Readings and discussion forum (8 hours).

Language of instruction: Spanish.

THURSDAY SEPTEMBER 10th
9:00 a.m. – 12:00 p.m.

UNIT 4: GUIDELINES FOR IMPLEMENTING AN INSTITUTIONAL INTERNATIONALIZATION PLAN IN HIGHER EDUCATION INSTITUTIONS IN LATIN AMERICA AND THE CARIBBEAN

Jocelyne Gacel-Ávila, Ph.D.

University of Guadalajara
Mexico



Unit description

Building on the main characteristics of the internationalization process in the region, this unit analyzes guidelines for developing and implementing an institutional internationalization plan, as well as organizational and programmatic internationalization strategies, using the concept of comprehensive internationalization as a reference framework.

Learning objective

By the end of this unit, participants will be able to:

- Possess the knowledge and elements necessary to elaborate an institutional internationalization plan and to design strategies enabling the institution to establish a comprehensive internationalization process.

Workload (11 hours)

- 1 synchronous lecture (2 hours).
- Debate (1 hour).
- Readings and discussion forum (8 hours).

Language of instruction: Spanish

WEEK 3

TUESDAY SEPTEMBER 22th
9:00 a.m. – 12:00 p.m.

UNIT 5: DIFFERENT FORMS AND TRENDS IN STUDENT AND UNIVERSITY STAFF MOBILITY AT THE GLOBAL LEVEL

Hans de Wit, Ph.D.
Boston College
E.E.U.U.



Unit description

Student and staff mobility is a broad concept, sometimes also referred to as transnational education, and includes both physical mobility and cross-border delivery of programmes and institutions (virtual and face-to-face). This unit provides an overview and typology of the different types of student, staff and programme mobility, together with their dimensions, rationales, directions and specific implications. The second part offers an overview of key trends in international student, staff and programme mobility worldwide and within the Global South and Global North, highlighting the different actors involved.

Learning objectives

By the end of this unit, participants will be able to:

- Identify the different types and modes of international student mobility, international staff mobility, and programme mobility / cross-border delivery.
- Understand the rationales, funding mechanisms, cost factors and service needs associated with different types of student mobility.
- Distinguish between virtual and physical mobility and exchange.
- Recognize the key mobility trends for the three types of mobility (students, staff and programmes), as well as among the different categories of student mobility (degree, credit and short-term/certificate).

Workload (11 hours)

- 1 synchronous lecture (2 hours).
- Debate (1 hour).
- Readings and discussion forum (8 hours).

Language of instruction: English.

THURSDAY SEPTEMBER 24th
9:00 a.m. – 12:00 p.m.

UNIT 6: VIRTUAL EXCHANGE AND COIL

Eva Haug, Ph.D.

The Amsterdam University of
Applied Sciences
Amsterdam



Unit description

Despite the significant increase in universities offering online international collaboration, many misconceptions about COIL / Virtual Exchange (VE) persist. This unit aims to build a solid understanding of the why, what and how of sustainable COIL/VE practice.

The session explores how COIL/VE can be positioned within a comprehensive internationalization strategy and how it connects to internationalization of the curriculum. It demystifies what COIL is and which stakeholders are involved. Trends in the Global North and Global South are examined to learn from good practices and to connect with the Sustainable Development Goals (SDGs). The unit discusses whether online participation promotes inclusion and how equitable collaboration between institutions and students can be ensured. Finally, it takes a closer look at the “how” of COIL/VE, analysing common challenges and opportunities and discussing what is required to build sustainable COIL/VE practice.

Learning objectives

By the end of this unit, participants will be able to:

- Contextualize COIL/VE within institutional internationalization logic and connect the modality to Internationalization of the Curriculum (IoC) and Internationalization at Home (IaH).
- Understand what COIL/VE entails and which stakeholders are involved.
- Identify the most common challenges and opportunities, including those related to educational technology used in COIL/VE.
- Formulate initial steps toward sustainable and contextually appropriate COIL/VE practice.

Workload (11 hours)

- 1 synchronous lecture (2 hours).
- Debate (1 hour).
- Readings and discussion forum (8 hours).

Language of instruction: English.

WEEK 4**TUESDAY SEPTEMBER 29th**
4:00 p.m. – 7:00 p.m.**UNIT 7: CONCEPTUAL TOOLS FOR INTERNATIONALIZATION OF THE CURRICULUM**

Betty Leask, Ph.D.
La Trobe University
Australia

**Unit description**

Internationalization of the Curriculum (IoC) is increasingly recognized as context-dependent and relevant for all students. Yet it is often limited to disconnected activities and isolated programmes (e.g. co-curricular programmes and mobility experiences) that impact only a very small number of students. This unit discusses what it means to approach IoC as a holistic educational concept and practice aimed at providing high-quality education for all students. Contemporary concepts of IoC will be explored, including recent research findings on the topic in Latin America, its theoretical foundations, and implications for policy and practice in universities. A key focus will be the development by each participant of an IoC approach relevant to their unique context.

Learning objectives

By the end of this unit, participants will be able to:

- Identify the key features of an IoC paradigm relevant to their regional, national and institutional context.
- Describe potential impacts on policy and practice in their institutions arising from different rationales for IoC.
- Identify challenges and opportunities for advancing curriculum internationalization for all students in their regional, national and institutional context.

Workload (11 hours)

- 1 synchronous lecture (2 hours).
- Debate (1 hour).
- Readings and discussion forum (8 hours).

Language of instruction: English.

THURSDAY OCTOBER 1ST
9:00 a.m. – 12:00 p.m.

UNIT 8: PRACTICAL ASPECTS OF INTERNATIONALIZATION OF THE CURRICULUM IN LATIN AMERICA AND THE CARIBBEAN

Pablo Beneitone, Ph.D.

Universidad Nacional de Lanús
Argentina



Unit description

Internationalization of the Curriculum (IoC) gained renewed prominence during the pandemic as an alternative to physical mobility, which had previously offered an international experience to only a small elite. Although the debate on IoC has existed for over 20 years, current circumstances have placed it at the centre of the university internationalization agenda, particularly in the region: “A trend is emerging toward greater attention to internationalization of the curriculum and at home, especially in Latin America” (Rumley et al., 2022: 19). This unit focuses on experiences in Latin America and the Caribbean through three analytical dimensions required to advance understanding and implementation. The disciplinary and individual dimensions are the main drivers of IoC within universities. These two dimensions are rarely explored in depth in IoC studies, which tend to prioritize the institutional dimension. This unit addresses all three dimensions in detail and emphasises the need for articulation among them to move beyond isolated successful actions that, due to fragmentation, cannot be replicated or sustained over time.

Learning objectives

By the end of this unit, participants will be able to:

- Analyze the challenges and opportunities for Internationalization of the Curriculum in the Latin American and Caribbean context.
- Review the main modalities and experiences of Internationalization of the Curriculum in universities in the region.

Workload (11 hours)

- 1 synchronous lecture (2 hours).
- Debate (1 hour).
- Readings and discussion forum (8 hours).

Language of instruction: Spanish.

WEEK 5

THURSDAY OCTOBER 6st
9:00 a.m. – 12:00 p.m.

UNIT 9: PRACTICAL EXAMPLES OF INTERNATIONALIZATION OF RESEARCH IN LATIN AMERICA AND THE CARIBBEAN

Marcelo Knobel, Ph.D.

The World Academy of Sciences

UNESCO

ICTP Campus, Italy



Unit description

This unit provides an overview of higher education and research in Latin America and the Caribbean, focusing on challenges and opportunities for internationalization. Major barriers to international collaboration will be discussed, including public policy, funding, language, academic calendars and credit recognition. Recent regional initiatives to promote internationalization of research and higher education will be analyzed. The unit offers a platform for critical discussion of effective strategies to foster international research collaboration, taking into account the particularities of the Latin American and Caribbean context. Case studies and good practices will be explored, enabling participants to reflect on how to apply these insights in their own institutions and contexts.

Learning objectives

By the end of this unit, participants will be able to:

1. Identify the main challenges and opportunities for internationalization of research in Latin America and the Caribbean.
2. Critically analyze the barriers affecting international collaboration in the region, including political, financial and cultural aspects.
3. Evaluate recent strategies and initiatives to promote internationalization of research and higher education in the region.
4. Propose innovative solutions to foster international research collaboration adapted to the context of their own institutions.

Workload (11 hours)

- 1 synchronous lecture (2 hours).
- Debate (1 hour).
- Readings and discussion forum (8 hours).

Language of instruction: Spanish.

TUESDAY OCTOBER 8th
9:00 a.m. – 12:00 p.m.

UNIT 10: STRATEGIES FOR INTERNATIONALIZATION OF RESEARCH AND INTERNATIONAL COOPERATION

Juliet Thondhlana, Ph.D.

University of Nottingham

United Kingdom



Unit description

In the context of recurrent crises and emergencies (health, climate, cultural), the pursuit of knowledge and the pressure on research and higher education institutions to produce globally impactful knowledge have never been greater. Consequently, knowledge production and dissemination, research and higher education institutions and sectors, and related policies are increasingly positioned on the global stage, together with knowledge systems, research and higher education structures, academic cultures, and associated activities at both local and global levels. International collaborations and partnerships (North–North, South–South, North–South, South–North) in knowledge creation and resource sharing are central. This unit introduces participants to key themes, theories, debates, complexities, challenges and interventions in contemporary international research and cooperation.

Learning objectives

By the end of this unit, participants will be able to:

1. Demonstrate broad understanding of the strategies, models and resources required for effective internationalization of research.
2. Show understanding of how strategic international research partnerships are developed and of the inherent complexities and challenges in their own and/or other contexts that impact research internationalization and cooperation.
3. Critically reflect on, analyze and describe their own and/or others' practice in terms of colonial legacies and decolonization steps.
4. Critically engage with and evaluate strategies for internationalizing research and for developing and implementing research partnerships.

Workload (11 hours)

- 1 synchronous lecture (2 hours).
- Debate (1 hour).
- Readings and discussion forum (8 hours).

Language of instruction: English.

WEEK 6

TUESDAY OCTOBER 13th
4:00 p.m. – 7:00 p.m.

UNIT 11: EDUCATION FOR GLOBAL CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Emiliano Bosio, Ph.D.

Toyo University
Japan



Unit description

This unit explores the dynamic interplay between Global Citizenship Education (GCE) and Sustainable Development (SD), focusing on how GCE can serve as a tool to foster sustainable futures and ethical global citizens. It begins by defining key GCE concepts, including its role in promoting intercultural understanding and contributing to peace and sustainability. Core GCE principles—embracing diversity, equity and inclusion, together with a critical understanding of global interdependencies—are examined. By integrating GCE with SD, the unit engages participants in developing practical, action-oriented strategies that can be implemented in educational settings to promote environmental stewardship, social justice and economic viability for all.

Learning objectives

By the end of this unit, participants will be able to:

- Define Global Citizenship Education and Sustainable Development: articulate the key concepts, principles and importance of GCE and its relationship to the broader goals of sustainable development.
- Analyze the intersections between global citizenship education and sustainable development: critically examine the intersections and mutual reinforcement between GCE principles and sustainable development.
- Critique and evaluate global citizenship education and sustainable development practices: critically assess the effectiveness of GCE and SD practices based on current research.
- Reflect on personal and professional growth: engage in ongoing reflection on personal values and professional practices in light of GCE and SD principles.

Workload (11 hours)

- 1 synchronous lecture (2 hours).
- Debate (1 hour).
- Readings and discussion forum (8 hours).

Language of instruction: English.