

Enablers and constrainers of internationalisation of higher education institutions: the case of ISCAP / IPP – Portugal

Anabela Mesquita and Olímpio Castilho
CEOS.PP - ISCAP / Polytechnic of Porto
Porto, Portugal
sarmiento@iscap.ipp.pt; olimpio@iscap.ipp.pt

Abstract

In this chapter, we will describe a case of a situation from a higher education school from the biggest Portuguese Polytechnic that, despite all constraints, was able to advance with a project of internationalisation about 10 years ago. Slowly, it was able to establish contacts, build a network and promote its courses, experience and resources internationally. There were difficulties in this process, but the institution always managed to overcome them. Using a qualitative methodology - interviews with the key persons in this process - it was possible to identify the enablers and constrainers of this process. Lessons learned can help other institutions plan and manage an internationalisation process, as well as overcome the difficulties such process entails.

INTRODUCTION

In the last decades, several changes occurred in higher education worldwide. These include internationalisation, massification, increased competition, collaboration, identification of new teaching methods, ICT revolution, just to name a few. Borders no longer have their traditional meaning, and the selection of a higher education institution to proceed with studies happens at a global level, which contributes to the emergence of a new student profile, involving more diverse age groups, mature and working students, from different ethnic and national backgrounds (Gul et al., 2010, p. 1881). The number of international students in the OECD countries has also increased in the last years. In 2000, the number of foreign students enrolled in tertiary education outside their country of origin (OECD countries) was 2.071.963, while in 2010 this figure more than doubled, reaching 4.119.002 (OECD 2012).

All the changes occurring in higher education internationally and in particular in Europe, are forcing higher education institutions to open themselves to the exterior, offering different solutions to attract foreign students if they want to remain competitive. However, this internationalisation does not happen the same way in all institutions. There are higher education institutions that focus more on mobility, while others prefer the development of collaboration and networking. There are others facing difficulties in starting this process. In this article we will describe a situation of a school from a Portuguese Polytechnic that, despite all the constraints, was able to put forward an internationalisation project about 10 years ago. Slowly, contacts were established, and a network was built to promote its internationalisation. There were some difficulties in this process, but the institution always managed to overcome them. In this article we describe the evolution of the

internationalisation process in this school, and identify the constrainers and enablers that contributed to this success. This article is structured as follows: first we will do a short introduction to the topic at a global perspective (definition of internationalisation, its benefits, challenges and possible formats). Then we will describe higher education system in Portugal and the polytechnics in particular, focusing on the internationalisation and in the students' exchange. Finally, the case will be described and results discussed before presenting conclusions and ideas for future research.

INTERNATIONALISATION – A GLOBAL PERSPECTIVE

Definitions and strategies

A traditional definition of internationalisation of higher education (Knight, 1994; Knight & de Wit, 1997, in Hawawini, 2011, p. 5) sees it as the “process to integrate an international, intercultural and / or global dimension in the objectives, functions (learning / teaching research and services) and distribution of higher education”. According to Hawawini (2011, p. 5), this definition restricts internationalisation to the capacity of an institution to introduce an international dimension in a structure and already existing *modus operandi*. It doesn't capture the essence of the process whose main objective should be “to integrate the institution in a global knowledge and learning network instead of integrating an international dimension in a scenario that already exists”. For these authors, the process should emphasise the capacity of an institution to become part of the global learning ecosystem, not only to benefit from it but also to contribute. This perspective helps the institution to play a more active role, contributing to knowledge and levels of education, training and learning. Of course this implies some changes in the structure of the institution, its *modus operandi* and mentalities (Hawawini, 2011).

Although the concept and definition of internationalisation points towards a very wide scope, in practice, when applied, it is reduced to just a few activities related with the curriculum (Hristova, Petrovska, Dimitrova, 2013) or with student mobility (University of Oxford, 2015). As a matter of fact, according to Knight (2008, p. 1) the strategies to internationalise can be related with four quadrants: research, education, technical assistance and extra-curricular activities.

- Research comprises the establishment of centres of excellence or research with an international focus; the incorporation of an international perspective and international issues into existing research centres and programmes; collaboration with international partners; development of comparative approaches; dissemination of research results and sharing of knowledge through international networks and communication systems (ex: reviews and publications, databases, conferences, seminars, workshops, etc.); the establishment of networks of research institutes or networks and associations of researchers; participation in international R&D programmes and funding, mobility of researchers; cooperation between researchers and research institutes and international business, to name a few.

- Education encompasses the internationalisation of curriculum (curricular units with international content, comparative approaches, international studies, intercultural studies); foreign languages studies, the recruitment of foreign students for full degree programmes; opportunities to study abroad; international cooperation agreements, international exchange of students and faculty for teaching; international guest lecturers; joint and / or double degree programmes; systems of credit transfer; international internships for students and faculty; international summer courses; international study visits, among the most important ones.
- Technical assistance, includes the training of staff and students in the lead institutions; training of staff and students by faculty of the lead institutions at the receiving institutions; curriculum advising; research training, sending books and equipment and instructions in the use of these facilities; management advising and support for the incidental costs of maintaining the bilateral link.
- Extra-curricular activities and institutional services embraces international student advisers; orientation programmes, social events and other facilities for foreign guests; international students' associations; international houses for students and scholars, international guest organisations and the provision of institutional facilities for foreign students and scholar (ex: libraries, restaurants, medical services, sport facilities).

This variety of solutions allows each higher education institution to internationalise according to its own key areas or strengths, being able to evolve to other type of solutions.

Being aware of the importance of internationalisation of higher education and the possible different strategies and solutions, how is Europe dealing with this? Is there a global strategy? Some of the European countries, individually, have defined a strategy for the internationalisation of its higher education (Portuguese Government, 2014). For instance, Denmark has launched recently the second part of their action plan for internationalisation called *Denmark – An attractive destination to study*, focused on the aim to transform Danish higher education and make it more attractive for international students and fix more highly qualified people in the country after concluding studies (op. cit., p. 34). Spain has also presented in 2011 their strategy called *Strategy for internationalisation of Spanish university system* which aim is to help institutions to become more attractive and competitive in a globalised world (op. cit., p.36). Finland also established a strategy for the period 2009 – 2015 with the aim to transform this country in a very attractive destiny for foreign students in order to promote an open society and balanced multicultural environment which contributes with solutions for global problems (op. cit., p. 37). The last example comes from UK that in 1999 started the first internationalisation attempt called *Initiative for International Education*. The objective was to increase the number of international students enrolled in higher education institutions.

As we can see, there are already some initiatives but, according to the Communication from the European Commission, *European Higher Education in the World*, in 2013 (European Commission, 2013), it focus essentially in mobility of students. In a global way, academic cooperation is fragmented and is the result of individual efforts and not necessarily related with

institutional or national strategies. Moreover, the European Commission also refers that in order to be effective, strategies should cover not only mobility of students and staff but also the development and internationalisation of curricula and digital learning, including the application of new ways of teaching and the encouragement of a strategic cooperation, establishment of partnerships for research and innovation and reinforcement of capabilities (European Commission 2013, p. 4).

Benefits and challenges

Among the reasons to entail international activities, authors refer the positive conveyance of values, attitudes and knowledge about people, systems, cultures and different nations. It is also referred that internationalization allows those involved to understand their position in relation to others and the fact that students and staff want to and really learn foreign languages as well as various cultural views. Furthermore, internationalization also prepares knowledgeable and informative students, and helps them develop international skills and attitudes (Ardakani et al, 2011, p. 1691 – 1693). Bordean and Borza (2013) add that benefits of internationalization are also related with the cultural and social impact in local, regional and national communities. Moreover, the mobility of student and staff allows them to gain new perspectives, so they become more aware of the possibilities of cooperation. Internationalisation also grants students and staff to be able to recognize new opportunities and be internationally oriented. Finally, all these activities and exchanges force institutions to develop new perspectives regarding quality assurance.

As highlighted in the 2014 Trends report, as institutions develop more international experience, there is a growing shift from student-focused initiatives, that is, from international student recruitment and branch campuses, towards developing research capacity in partnership with colleagues overseas. In part, this is a tactical shift reflecting the growth of academic engagement in industrial R&D, and in part this has grown out of an understanding that developing research partnerships work for the benefit of both institutions (University of Oxford, 2015, p. 19-25). However, internationalisation does not happen in the same way for all institutions. There are higher education institutions that focus more on mobility while others prefer the development of collaboration and networking. There are others with difficulty in starting this process.

Portuguese situation

In order to provide some information about the Portuguese context, in the next sections we describe the higher education system, the situation of the polytechnics and the Portuguese scenario regarding internationalisation and student exchange.

Higher education system and the situation of the Polytechnics

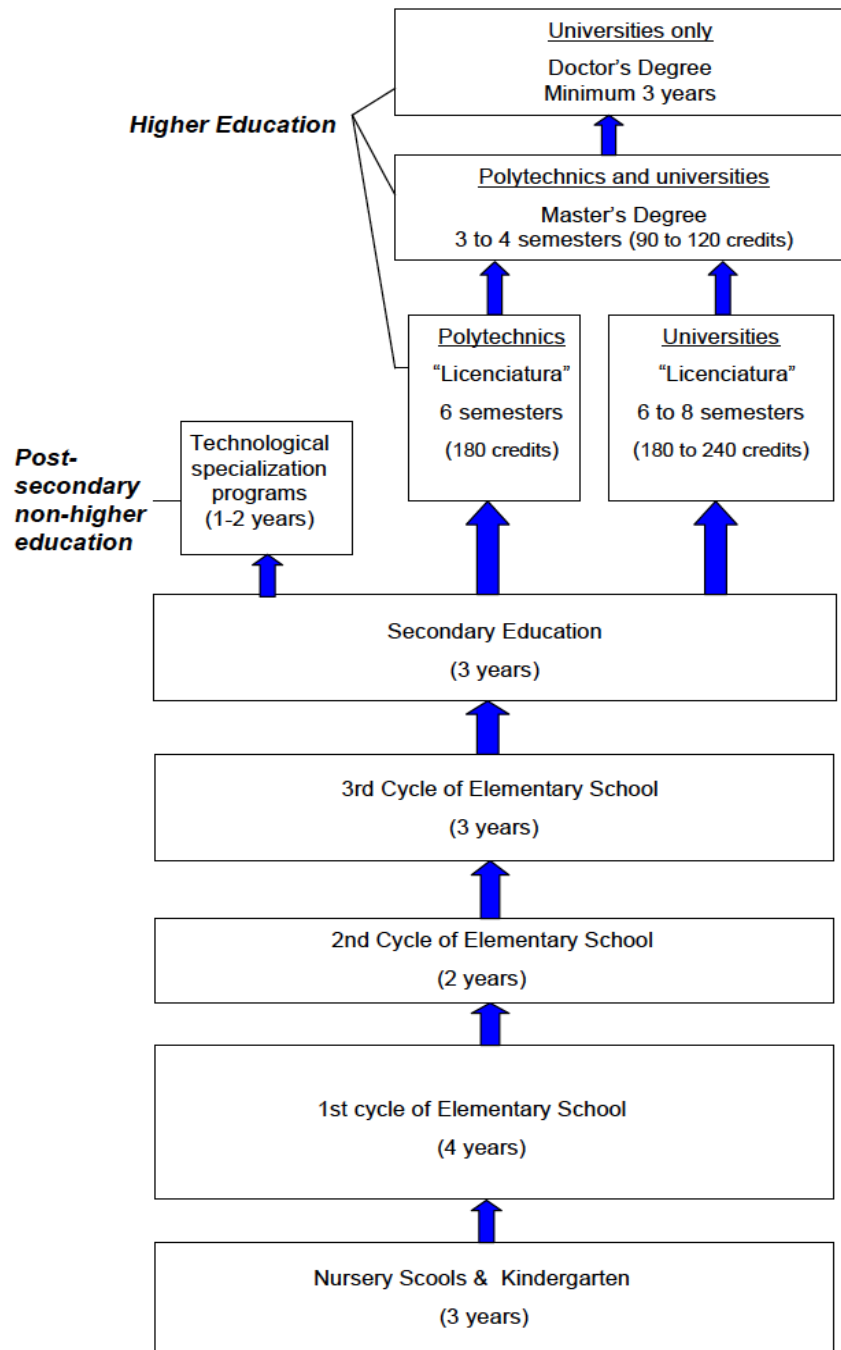


Figure 1 – Portuguese education system

Source: Fulbright, 2010

After signing the Bologna declaration in 1999 (EHEA, 1999) Portugal adopted a 3 cycle framework (EHEA 2014). In Polytechnics, the 1st cycle lasts 3 years (18 – 21 years old), followed

by a 2-year master (21 – 23 years old). Universities could choose between a 3-year cycle for the 1st degree (Bachelor) (18 – 21 years old) and a 4-year cycle (18 – 22 years old) where the student would get a Master's diploma at the end. For some professions, this first degree would last 5 years (ex: Medicine, Architecture) and the student would get a Masters' diploma at the end. The Doctoral degree can only be offered by universities. Figure 1 shows the Portuguese education system, since nursery till the end of PhD.

This difference between Polytechnics and Universities in Portugal is related to the division of HE in this country. As a matter of fact, HE in Portugal is a dual system, being composed of two sub systems: universities and polytechnics. HE can also be public or private. The available places in higher education (universities and polytechnics) are offered on a competitive basis, a system of *numerus clausus* assigned through a national database on students' admission. Additionally, every HE institution offers a number of additional vacant places through other extraordinary admission processes (top-level athletes, mature applicants –aged 23 and over -, international students, foreign students from the Portuguese-speaking countries, degree holders from other institutions, students from other institutions (academic transfer), former students (readmission) and course change, which are subjected to specific regulations set by each institution) (Executive Order no. 199-B/2016 of 20th July).

According to the Decree Law 62/2007 of 10th September, 2007, in Portugal, the university system has a strong theoretical basis and is highly research-oriented, while the polytechnic system provides a more practical training and is profession-oriented (articles 6 and 7 of the referred Decree-Law). Degrees such as medicine, law, pharmacy, natural sciences, architecture, and economics are taught only in universities. Engineering, technology, management, education, or humanities are taught both in universities and polytechnics. As for this last situation, in practice there are no relevant differences in the courses offered by the two sub systems. The biggest difference is related with the possibility a student has to apply for a PhD in a University and not being able to do the same in a Polytechnic. Accounting, preschool and primary school teaching are only offered by polytechnic institutions. The two systems – university and polytechnic – are linked and it is possible to transfer from one to the other.

The network of public HEI comprises 14 universities, 20 polytechnic institutes and 6 institutions of military and police HE. Portuguese universities have existed since 1290. The oldest institution, the University of Coimbra, was first established in Lisbon and then moved to Coimbra. Polytechnics were forecast in 1973, by the Law of the Basis of the Educational System and effectively created in 1977 as higher education of short duration with the objective to prepare technicians of medium level. In 1979 they were designated as “polytechnic higher education”, designation that they still have today. Polytechnics are based in each district, in the main city, having the possibility to have poles in other cities (CCISP, s/n; Mourato, 2014, p. 122). The creation and the decision to designate these institutions as offering courses of “short duration”, of “preparing technicians of medium level” and finally “polytechnic education” were not without polemic and controversy. For instance, the creation of the Polytechnic Institute of Porto, in 1985, comprising some schools that already existed long before the creation of the mother institution,

was, somehow, the result of students' strike that wanted to prevent the transformation of the education institutions (Polytechnic and its schools) in an education institution of medium level (Instituto Politécnico do Porto, 2016).

The 20 polytechnic institutes do not have all the same size and characteristics. We may consider that there are 3 (or 4) big polytechnics – Porto (the biggest) (the number of places available for the 1st cycle is around 3000) (FENPROF, 2012), Lisbon and Coimbra (and maybe also Leiria). All the others are very small (for instance the number of places available for the 1st cycle in the Polytechnic Institute of Cávado and Ave is around 850) (op. cit) although very important for the region where they are implemented since they help the region to grow and to fix the population in the area, in particular the youngsters. Each polytechnic has several schools (correspond to the faculties in relation to the universities). Some of the smaller institutes are now offering courses of medium level (level 4) since they are not able to attract students for the 1st and 2nd cycles. These courses, that last 2 years, are only offered by Polytechnics even if classes take place in other institutions rather than in the schools of the HEI. And since these courses and its offer is still a very sensitive subject in Portugal, even if they have similarities with other courses offered by colleges, in the context of this paper they are designated as of medium level instead of secondary / high school level. We would also like to draw the attention to the IPP that in the last years has developed tremendously being able today to compete with universities as far as research and innovation is concerned.

Internationalisation in higher education in Portugal

A higher education institution in Portugal, being international, is widely recognized as important and needed. Actually, one of the quality indicators of any HEI is its internationalisation level. However, it is curious to note that the indicators used (see form of A3ES - http://www.a3es.pt/sites/default/files/Gui%C3%A3o_ACEF_2014_2015_Univ_Polit_PT.pdf, page 18) are related with mobility (percentage of international students enrolled in the institution, percentage of students in mobility IN and OUT, percentage of foreign lecturers including those in mobility). Of course, in the form, there are also indicators about research and innovation, knowledge transfer and facilities available. But these, as the way the questions are formulated, are not related with internationalisation in a particular way. As for the form, internationalisation is related with mobility.

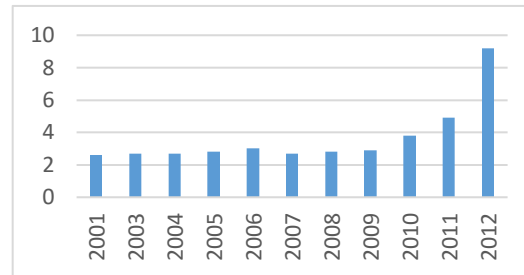
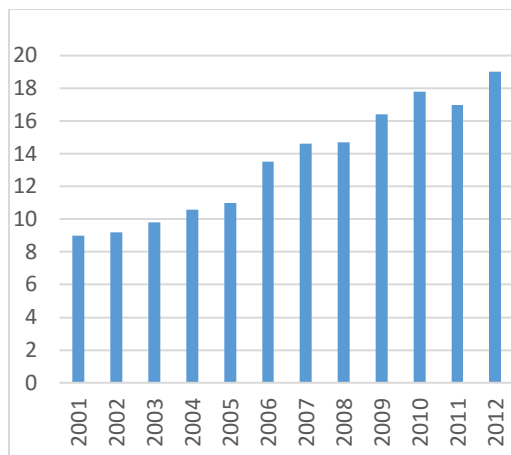
The internationalisation of HE, according to the results of a study ordered by the Portuguese Government and issued in 2014, is not articulated between the different sectors of Public Administration and institutions involved (this goes in line with the results described for Europe, in a global way and as presented in the previous section (European Commission, 2013)). If analysed individually, the results are globally positive. However, it is recognized that with the available resources, more could have been done in this area. As for higher education institutions, one can notice that the activities to attract international students (mostly involving mobilities) are conceived and executed in isolation, by each institution and not in an articulated and synergetic way (Portuguese Government, 2014). In the referred document, the government presents a strategy

that tries to motivate institutions to work together, to build consortia in order to structure curricula, promote relations between researchers, conceive projects together and increase the mobility of students, teachers and researchers. In particular, one of the goals is to increase the number of international students (the objective is to double the figure till 2020). The recent approval of the Statute of International Student is the first tool towards this goal. Other related with accommodation, visa, language, etc. will follow. Besides this, another strategy focus on the amplification of the offer of courses at distance (Portuguese Government, 2014, p. 11 and 12).

Students exchange

The global population of students who move to another country to study continues to rise. The OECD has projected that, with demographic changes, international student mobility is likely to reach 8 million students per year by 2025. These figures reflect the perceived benefits that students see in those exchanges. In fact, studying abroad and having an international experience is seen as very valuable as it allows for the development of a wide range of soft competencies such as intercultural communication, openness to new challenges, problem-solving and decision-making. The European Commission's 2014 report on the 'Effects of mobility on the skills and employability of students and the internationalisation of higher education institutions' found that there is clear quantitative evidence to illustrate the value of studying abroad for students, both in terms of their initial employability as new graduates, as well as on their later career development (European Commission, 2014, page 14). Countries sending out more students are: France, Italy, Germany, Poland and Turkey. On the other hand, the countries that are welcoming students are: France, the UK, Germany and the Netherlands. Portugal is performing in the average in both situations.

We will see now in detail the exchange of students in Portugal. According to graphs 1 and 2 (Eurostat, 2016c), when we compare the situation of incoming and outgoing students we can see that there is a huge gap between them. In fact, Portugal is attractive to foreign students. According to the UNESCO (2014), the top 5 countries sending students to Portugal are Brazil, Angola, Cabo Verde, Spain and Mozambique. The top European countries are Spain, Italy, France, Germany. This can be due to several reasons – considering that students chose a higher education institution abroad to pursue their studies based on quality indicators, one can imagine that the weather and cost of living as well as gastronomy, history and culture can and does play a decisive role when choosing Portugal. On the other hand, the number of outgoing students is lower and the reasons may be linked to cultural roots and cost of living. In the websites <http://erasmusu.com/en/erasmus-lisbon/erasmus-experiences> and <http://erasmusu.com/en/erasmus-porto/erasmus-experiences> it is possible to see some testimonials of Erasmus students in Portugal.



Graph 1 – Incoming students in Portugal Graph 2 – Outgoing students in Portugal
Source: Eurostat, 2016c

Looking into mobility in more detail, the table 1 shows how students were distributed in higher education (polytechnic and university and public and private) between 2011 and 2014 as well as the proportion of mobile students in the total of enrolled students in Portugal. As we can see the number of mobile students has increased in almost all situation, except for the public university. For all the remaining sub systems, this growth represents, in some cases, almost the double.

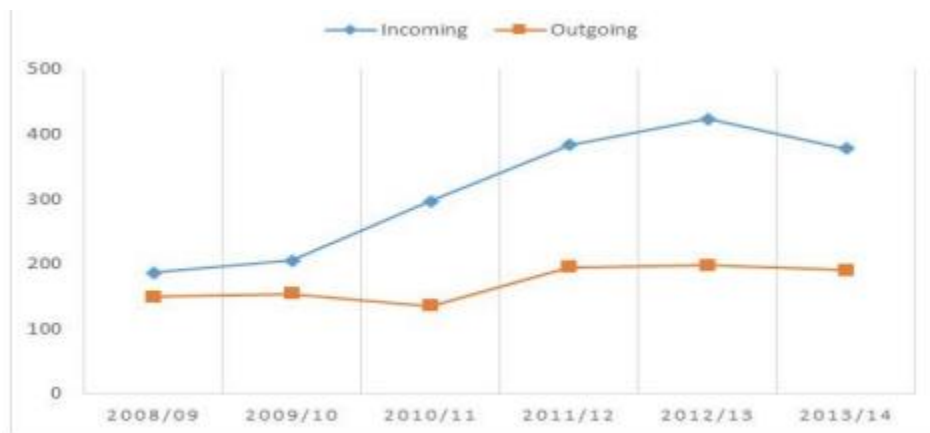
	Public University			Public Polytechnic			Private University			Private Polytechnic			Total		
Year	Enrolled	Mobile	%	Enrolled	Mobile	%	Enrolled	Mobile	%	Enrolled	Mobile	%	Enrolled	Mobile	%
11/12	197912	5721	2,9	113662	1378	1,2	55147	897	1,6	23552	121	0,5	390273	8117	2,1
12/13	197036	7665	3,9	106674	1575	1,5	48716	805	1,7	18574	137	0,7	371000	10182	2,7
13/14	198380	7624	3,8	103274	2458	2,4	44495	1365	3,1	16051	240	1,5	362200	11687	3,2

Table 1 -Proportion of mobile students in the total of enrolled students by higher education subsystem in Portugal

Source: Sin, Tavares and Neave (2015, p. 7)

According to the UNESCO (2014) the top destinations countries for outgoing Portuguese students (universities and polytechnics) are (in this order): Germany, UK, France, USA, Italy, Denmark and Netherlands. As for Polytechnics, what the data reveals is that, since 2008/2009 when data collection started, incoming mobility has been consistently higher than outgoing mobility. The gap between the two has widened from 2009/2010 onwards, with incoming mobility about double of outgoing mobility. Outgoing mobility seems to have stagnated over the past three years, while incoming mobility has kept rising, except in 2013/2014 (see graph 3). This is indicative of the growing attractiveness of the Portuguese higher education polytechnic institutions. The socio-economic background of its student's population might be a likely explanation for the lower levels of outgoing mobility, as well as the financial crisis and limitations (Sin, Tavares and Neave, 2015). Actually, universities have always been more attractive to

students than were polytechnics. This means that for a long time polytechnics received students that were not so good at secondary education. Or received students from the district (residence area) since as said in previous section, almost all districts have a polytechnic while universities only exist in the bigger cities. Going to a university means, for a lot of families, an extra expense since the student needs to move and live in another city. And not all families can afford this situation.



Graph 3 – Evolution in the number of mobile students at Polytechnics

Source: Sin, Tavares and Neave (2015, p. 9)

THE CASE OF INTERNATIONALISATION OF ISCAP

Research design

The aim of this study is twofold: a) to understand how internationalisation in Accounting and Business School (ISCAP) has evolved (by identifying the milestones and the activities carried out during this evolution) and b) to identify the enablers and constrainers of this evolution. To attain the objectives proposed, we first did a literature review concerning internationalisation in order to understand and limit the concepts involved. In a second stage, we described and characterised the context where the study was going to take place – Portugal > higher education system > polytechnic > ISCAP – Porto Accounting and Business School. The method used to gather data was document analysis. Finally, in order to identify the milestones, enablers and constrainers of the evolution, in addition to document analysis, some interviews with key people involved in the process were also conducted (Head of the international office, project manager, Vice-Dean responsible for the school's internationalisation, and three lecturers actively involved in the internationalisation process). The information gathering took place between March and June 2016. In the next section we present the results by first describing the evolution of the school's internationalisation, then by presenting the factors that have enabled or constrained this evolution, and finally, by drawing some lessons learned during this period.

Evolution of the internationalisation of ISCAP

Porto Accounting and Business School (*Instituto Superior de Contabilidade e Administração do Porto, ISCAP*) (www.iscap.ipp.pt) is the second biggest school of the eight of the Polytechnic of Porto (IPP), the biggest polytechnic in Portugal. Its biggest area of intervention is related to Business Sciences. In 2015, ISCAP had around 4400 students and 240 teachers (Coordinator Professor, Adjunct Professor and Assistant) . It offers several graduate courses (Bachelor and Master) as well as some post-graduate courses, specialisations and short courses in the area of Business Sciences. Examples of Bachelor courses are “Accounting and Administration”, “Marketing”, “Business Communication”, “International Commerce”, “Human Resources” to name a few. As for master courses are, for instance, “Digital Marketing”, “Entrepreneurship and Internationalisation”, “Accounting and Finances”, “Business Administration”, “Audit”, “Translation and Interpretation”. Post-graduations include “Technologies for Communication and Innovation” (b-learning), “Translation Assisted by Computer” and “Russian Studies”. There is also a course of Mandarin. Students can attend day classes (normally younger students, between 18 and 21 years old) or evening classes (older students, usually already working).

As already mentioned above, the information presented in the following paragraphs was based on the analysis of the reports produced by the International Office (GRI), Project Management Office (GAP) and Presidency, as well as the results from the interviews conducted during this research. The information was compiled and will be presented in a chronological manner, noting the goals, results and difficulties met during the full process.

ISCAP’s internationalization can be said to have begun in 2004, as before that time the number of international students was low to non-existent. The few existing mobilities were weak and non-structured. During that year, the school’s board decided to undertake internationalisation as a strategy and as something with important value, creating the International Office (*Gabinete de Relações Internacionais, GRI*) and nominating someone to lead the newly created Office.

The main difficulties felt at the beginning of the internationalisation process were (1) the lack of English programmes for foreign students and (2) some resistance to the dissemination of information of international scope. Although most of the students come from non-English speaking countries, in Europe, English works as lingua franca, allowing students to be mobile and attend classes everywhere. An institution not offering classes in English will have a lot of difficulty to attract international students, in particular those coming from countries where the mother tongue is different from the mother tongue of the hosting institution.

Aware of the need to develop an international culture connecting every one of the school’s collaborators, GRI started by organising ISCAP International Day in 2004. This was the first event of its kind in all IPP. The goal was to sensitize ISCAP’s academic community for the mobility issues via the testimony of students and teachers of and from ISCAP. Another objective was to reinforce partnerships and to captivate new possible partners. At the time, the main difficulties felt were related to some technical aspects (for instance, database with the names and contacts of foreign teachers to be invited, internal facilities, staff to help to organize the event, disseminate the

event internally and encourage teachers and other staff to attend), as well as to the captivation of interest of other Universities. Besides, it was very difficult to disseminate materials and courses in English.

In 2005, ISCAP became a member of the European network SPACE: European Network for Languages and Business Studies (www.space-network.org). As a consequence of active participation in the network (by being present at its various meetings over the years), the number of partnerships, projects, and mobilities started to increase. Till march 2016, 2 chairs of the committees of the network worked at ISCAP and nowadays, even the President of the network is from ISCAP.

Another event that has been organized since 2006 is ISCAP's International Week, promoted by GRI. This event consists of an internal internationalisation policy, harbouring visiting teachers to present their subjects to classes of Portuguese students in ISCAP. The subjects taught are, usually, related to the course/class the visiting lecturer teaches. It is also possible for the content to be an introduction to a foreign language non-existent in the curriculum of the several courses (ex: Polish, Czech). This concept of the International Week was already presented in some partner Universities and seemed to be an interesting way to help increase ISCAP's internationalisation. However, the concept was adapted and customised according to the profile of ISCAP. It should also be noted that this concept has won an Honorable Mention in 2014, with the Prize for Good Practice for Internationalisation and Mobility in IPP (*Prémio das Boas Práticas de Internacionalização e Mobilidade no IPP*). One of the difficulties felt at the time remained the lack of classes in English that could increase the number of incoming students. To solve this problem, the English Programme (*Programa em Inglês*, the first of its kind in IPP) was created in 2008 to match the offer of Portuguese for Foreign Students (*Português para Estrangeiros*). At the time, an increase in the number of students willing to make their mobility to ISCAP was already noticed, so the strategy of the Tutor Project (*Projecto Tutorado*) was no longer enforceable. As a consequence, the number of IN students started to increase exponentially. The obstacles remaining were related to the fact that the offer of English classes was just in a limited number of subjects, as not all teachers were equally fluent in that language.

The next step was to think of a way for foreign students to better integrate in ISCAP and the city, simultaneously promoting their involvement with the sponsors (ISCAP students who support and accompany the foreign students) and the remaining students. For that goal, an Orientation Week of ISCAP (*Semana de Orientação do ISCAP*) was created (the first event of this nature to be created within the Polytechnic Institute of Porto). This event consists of a week of activities of entertainment and information, of the Portuguese students, along with the foreign ones. The main difficulties felt were related to the late publication of the academic calendars and the fact that the chosen dates for the event were not always the best possible (in the first semester, especially).

In 2011, the "Cultures on the Move" event was first organized. This is a biannual dissemination event of the cultures from IN students to ISCAP students who have signed up for mobility, having as its purpose an intercultural preparation. Until 2013, this preparation was mostly done in an event with presentations from the IN students; but since 2013 the format has been changed: a) ISCAP

students (OUT) need to write a cultural motivation letter about the desired destination country; b) IN students comment on the expectations and needs of a mobile student in that country; c) Portuguese and IN students meet in a small gathering, discuss important topics about the destination country and its culture, exchange contacts and initiate a relationship that is intended to support ISCAP students' mobility. The main difficulties found with this event concern how to motivate ISCAP students for the presentations of IN students.

It must be said that, upon arrival at ISCAP, each international student is assigned a tutor (a teacher who also helps him / her integrate in the community and helps with pedagogical matters). Also in 2011, COMAP – ISCAP's Accompany Commission (*Comissão de Acompanhamento do ISCAP*) was created, which consists of an informal group of students from ISCAP who collaborate with GRI in the support of IN students in activities such as: sponsor management and distribution, support in housing offers, Orientation Week organisation, to name but a few. The main challenges concern the creation of a regular and effective interaction between IN and ISCAP students, lasting beyond Orientation Week in the first semester.

In 2012, the first Double Diploma between ISCAP and a foreign university was created, in this case Université Bretagne Sud (France). Another Double Diploma soon followed, with Alytos College (Lithuania). These double diplomas allowed for the beginning of an internationalisation of ISCAP's curriculum. The main difficulties were related to motivating the students to participate, especially with the French university, as the work language must be French.

In 2014, ISCAP accomplished its first Joint Programme (*JP*) with two foreign institutions, one from Lithuania and one from Estonia. The main differences between a double diploma and a *JP* is that the latter means the offer of an equal programme (usually developed in cooperation) between all the institutions involved, while the double diploma allows for students to obtain credits in a foreign institution that later recognises and credits them, allowing the student to have a double diploma.

In 2014, ISCAP also joined another network – ACINNET – that is mostly comprised of institutions from South America, allowing for the diversification of students and not only from Europe. This has helped to open doors to Brazil. The relationship started with one institution – UNIS – and evolved to involve others. The activities carried out together include the mobility of students and teachers, the offer of international modules (at ISCAP) for Brazilian students (who come to ISCAP to spend 2 weeks and attend these modules), a Business Game, the involvement of teachers in research, activities within the network (conferences, seminars, connection with companies) and more recently the admission of Brazilian students in Master programmes. This partnership explains the increase in the number of mobilities between 2014 and 2015 from South America (see table 2), which has more than doubled. The institution is also attractive by Africa and this can be explained by the existence of countries where official language is Portuguese. Students from former Portuguese colonies chose Portugal (and in this case ISCAP) for their studies.

The existence of another type of mobility, not only for studies, should also be noted. We are referring to traineeship mobility. In fact, over the last 4 years, ISCAP has received dozens of

students wanting to exert some kind of professional activity over their summer holidays. ISCAP has been integrating these students in diversified services and organisations. Table 2 shows the number of IN students that came to ISCAP in the last 5 years within this scope. It is possible to see that the number of students has been increasing. Between 2014 and 2015, the increase was more significant due to new agreements signed with Brazil within the scope of Master degree programmes. The institutions with whom ISCAP has exchange agreements are similar to the school and to IPP, meaning polytechnics or universities of applied sciences since in Europe the designation of this kind of educational institution may vary from country to country (for instance in some countries Polytechnics are designated as Universities of Applied Sciences). There are also some universities among the partners.

	EU	South America	Russia + Ukraine + Belarus and other neighbouring countries	Africa	Other	Total
2011	120	24	16	84	6	250
2012	144	33	19	75	8	279
2013	147	33	29	64	10	283
2014	138	40	30	61	9	278
2015	189	96	23	51	12	371

Table 2 – Evolution in the number of mobile students at ISCAP according to origin country
The figures for mobile students at ISCAP are line with those for the polytechnics in general (see graph 3).

However, mobilities are not the only factor making up for the history of ISCAP's internationalisation. In the school's curriculum the evolution in terms of international projects should also be mentioned. The first project in which ISCAP participated as a partner was InterCom – International Communication, within the *Comenius* programme, in 2005. This was followed by others where the school was also a partner, and, in 2010, ISCAP has its first two projects as a coordinator approved – “Love language” (Leonardo da Vinci) and FinLiCo (Grundtvig). The main challenges felt with the projects were related to the teachers' motivations to present and submit applications at a national and European level. There were also some problems at the administrative and management levels, related to the projects' formalities. For that, an Office was created – the Project Management Office (*Gabinete de Apoio a Projetos - GAP*) – and a full time employee was assigned, whose functions are, on one hand, to identify opportunities to submit projects, inform the teachers of these opportunities, as well as the procedures to follow for applications submission

and for their follow up. On the other hand, GAP must provide support for financial and administrative procedures following the project's approval. It should be noted that the people involved have little or no previous training in the subject, making any initiative or activity troublesome and time consuming.

The following table (table 3) shows the number of projects already concluded (or under conclusion as it is the case of the projects started in 2014 and afterwards) in ISCAP. The year indicates the start of the project:

Start Year	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Number of Projects	1	1	0	0	2	5	10	2	2	4	2	4

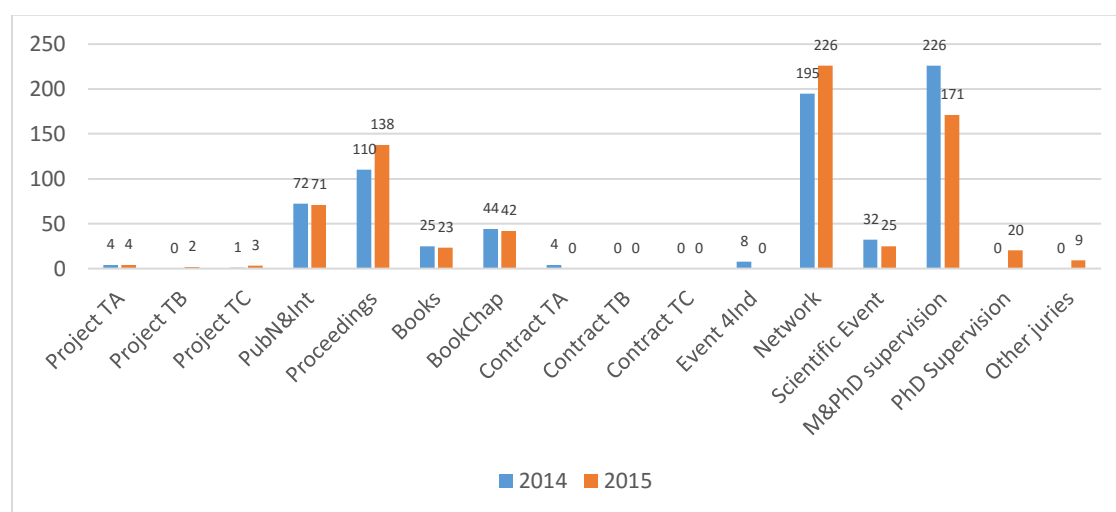
Table 3 – Projects funded between 2005 and 2016 at ISCAP

In 2016, there are three ongoing financed projects, all from ERASMUS+ (started before 2016 and ended between August and October). Also in 2016 4 more projects were approved and funded by ERASMUS+ (new projects).

It should also be noted that, within the SPACE network, several Theme Groups (*Grupos Temáticos*) existed till March 2016. In 2008, the Head of the ISCAP International Office and a lecturer from the institution have attended a SPACE meeting, so that they could more actively participate in the several Groups. Following this participation, ISCAP has begun to be actively involved in these Groups' activities. Shortly, these teachers became the chairs of two of the Theme Groups. These Groups' activities imply the execution of projects of a lesser dimension, with teachers and students from several European educational institutions, which contributes to ISCAP's internationalisation, as more persons become aware of ISCAP, its teachers and its work.

In 2012, the Presidency decided to create some incentives for lecturers to participate more actively in research activities. For that purpose, a regulation was created where points are awarded to specific indicators, which would later be transformed into funds that could be used to participate in conferences, to buy bibliography and to enrol in training courses. The categories of those indicators were as follows: a) Projects; b) Publications (including journals, proceedings, books, book chapters, etc.); c) Relations with industry (contracts and events); d) Networks (participation in networks and scientific events) and e) Juries (Masters, Doctorates and others). It must be said that by that time there were four research centres at the school – two of them already with some years of existence, and other two that had been recently created. At the time this chapter was being finalized, three of these research centres were in process of fusion meaning that at the beginning of 2017 instead of 4 centres, there will be only 2 centres – one related with intercultural studies and another one (resulting from the fusion) about organizational and social studies. It was decided by the Presidency that the funds were awarded to each centre according to their previous

performance, which means that the points obtained were in accordance with the indicators presented. This also means that each centre had to manage its own budget and motivate all researchers to work harder and be more active so that would mean more funds. Graph 4 shows the scientific production for 2014 and 2015 in an aggregated way. It is possible to see that there are slight differences between the two years – the number of publications increased as well as the network activity, while the supervision decreases. In fact, in 2014, the presidency recognized that not all the indicators were correct in the first year (2014) and so some corrections for the following year were introduced, meaning that some new indicators were created (Doctorate supervisions and other juries alone). Each indicator also had different weights – for instance, the indicator “network” could not have the same weight as an international project or a publication in a highly ranked journal.



Graph 4 – Scientific production in 2014 and 2015

At ISCAP, each time a lecturer or a member of staff travels for a mission in a foreign country, he/she needs to fill in a form and explain the nature of that mission. We also analysed these documents (2014, 2015 and 2016 till the end of July) and results are summarized in table 4.

	2014	2015	2016*
Conferences	22	27	28
Projects (meetings or other missions within projects)	21	19	16
Mobility (ERASMUS)	20	34	37
Meetings	7	9	8

*till the end of July 2016

Table 4 – evolution in the number and type of international mobility for lecturers and staff

Figures show that the number of mobilities is still rising, in particular those related with ERASMUS. Participation in conferences has also increased. In 2016, although we have figures only for half of the year, these show that lecturers are getting more and more involved in all international activities (conferences, project proposal submission, mobilities and even international meetings).

Figure 2 summarizes the activities carried out under the internationalisation umbrella using the categories suggested by Knight (2008) – extra-curricular activities, education, research and technical support. Although, at the beginning, the activities were concentrated mostly under the education strategies (mobility), rapidly they evolved to other possibilities. Today, they cover all the quadrants.

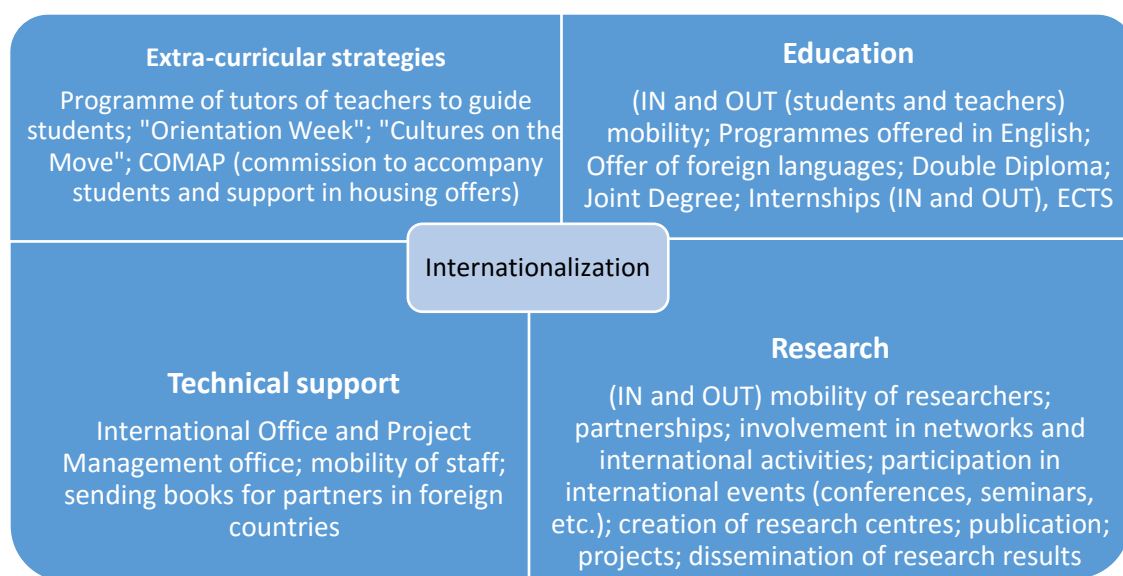


Figure 2 – Summary of all activities being carried out under the umbrella of internationalisation at ISCAP

At the beginning of this section it was referred that internationalisation started with mobilities (students and teachers) and then it proceeded with the internationalisation of curricula. Of course the analysis and comments cannot be done in an atomized way since the result obtained is more than the sum of the parts. In fact each activity and result of an activity is enabling other effects and influences. A colleague that goes abroad to teach is an example for the others. And a teacher that decides to make an effort and teach in English is also regarded as a brave person, as an example for the others. The same happens with the use of technology and participation in projects. Synergies are created, ideas are advanced and step by step, other teachers start getting involved and are willing to participate. More contacts are established, networks built, good practices identified and applied in the school. Just as an example, in 2015 two of the Master (Business Administration and Entrepreneurship and Internationalisation) had, for the first time, about 30

students from Brazil. The whole school had to adapt to this reality. Students spent 2 weeks in Porto to attend classes (15 hours of contact) and the remaining classes were taught at distance. This meant an additional effort to all teachers since some of them had never had contact with the technologies enabling distance learning. Courses had to be provided as well as technological support. In the 2nd semester some teachers went to Brazil for some seminars and this also represented a challenge since some of them were not used to travel, in particular for such far away destinations. For the 2nd edition of this exchange with Brazil, things are going more smoothly and some of the problems identified in the first edition are now being corrected.

The description made in this section was a general one. We did not describe the details since our aim, at this point, was to give the reader a general idea. However, one must say that each activity cannot be in an isolated form since all the activities are related and connect.

Enablers and constrainers

Internationalisation at ISCAP started with students' mobility (as described in the literature (Knight, 2008; Hawawini, 2011) as this seems to be the easiest activity to internationalise due to the existence of ERASMUS scholarships (at least for students coming from Europe). In just 10 years the number of students increased from 0 to about 200 students choosing ISCAP for their mobility. This initiative's success was due to several factors: the creation of an organizational structure (GRI), the appointment of a responsible for this Office with suitable skills (dynamic, enthusiastic, motivated, with dialogue skills and able to involve other colleagues and students, leader, fluent in English) and the strong support from the school's board. The participation in an HEI European network (in this case, SPACE network) was equally important, mostly for the ability to meet partners, to establish a dialogue, to allow the partners to meet ISCAP, the people providing the school's public face, as these personal contacts allow for the layout of trust bonds, essential when a student hesitates between two different institutions at the time to choose his or her mobility. This confidence is not only needed for mobility, but also for every other activity related to internationalisation. In fact, double diplomas arise precisely as a result of this pre-existing confidence between both institutions. It should be said that, even when a good mutual knowledge already exists, the processes can be long and complicated until a final outcome emerges; how would it be if the partners hadn't met before and had to develop trust from scratch?

That same factor – trust – was also present at the dawn of the *Joint Programme*, whose development process was only possible given the trust relationships between every partner involved. And that was only possible because of their participation in the SPACE network. Another crucial factor is related to financial support. This is needed mostly to organise events (namely the International Week, which involves harbouring around 100 people simultaneously) and potential trips abroad (for example, participation in SPACE network and respective Theme Groups meetings, participation in IUNC – International University Network Conference – allowing for the establishment of bridges with Russia, Ukraine, Moldavia, etc.), participation in the ACINNET, just to name a few.

Still, a third factor contributing to the success was the involvement of students and the Student's Union (*Associação de Estudantes*). The many welcoming activities for international students were possible only thanks to their collaboration and involvement. The same happened with helping to find places for the students to stay. If, at the beginning, this activity was carried out in an *ad hoc* and marginal fashion, it has quickly evolved into something more formal and professional, giving rise to both a website and a database that have been growing over the years (www.comap-portugal.com/). The financial situation should also be mentioned. If, at the beginning, it did not seem very relevant (given the small number of persons involved) it quickly became apparent that it was about to change. And, in fact, when a HEI decides to follow an internationalisation path, it is not immediately perceivable, all the costs involved, be they in the execution of welcoming activities for students, school promotion activities, participation in international networks (quotas, participation in meetings, etc.), teacher training (in English language, for example), etc. The solution found was to gather resources from different sources. And "resources" mean exactly that – all kinds of resources, not only financial ones. For example, during International Week some local partners wishing to promote their products were invited to take part in the event. That way, the welcoming session, which was initially supported by the school, was quickly sponsored by local partners (food and drinks). The execution of the events relies on the help of several volunteers that receive a participation diploma at the end, confirming their involvement, and which goes into their Diploma Supplement, contributing to the student's professionalization and their employability. The fact that the school considers International Week's activities as essential to its internationalisation, and consequent project developments, has made it possible for the funding received by one of its sponsors (a bank) to be granted to this event.

Concerning the mobility, a rationalisation of the scholarships attributed to teachers was sought. Currently, there are more teachers wanting to do mobility than scholarships available. To solve this problem, it was decided, in some cases, to split the scholarships in half (doubling their number) and, in other cases, to adjust the value of the scholarship to the effective amount spent. As a consequence, if on the one hand this solution has made it possible for more teachers to accomplish their mobilities, on the other the effective value of the scholarship was reduced, and may not be enough to cover the mobility's full expenses, causing the teacher to complete the spent amount with their own money. And, if for some teachers, that does not affect their family budget in a relevant way, for others this may mean a mobility is simply not possible, which may affect, at a later time, their performance evaluations.

Another issue is the personality of some teachers (individual characteristics). During the interviews it was possible to identify some personality traits that reflect an unwillingness to try new things, to embrace new challenges, to do things in a different way, to meet colleagues from other countries and cultures. These teachers do not belong all to the same scientific area but they are now working together, preparing and submitting project proposals together. Somehow, informally, they created a community of practice having as shared practice the willingness to embrace new challenges and know more, new, and different things (including people, countries and cultures).

Figure 3 below is an attempt to summarise the factors involved in the schools' internationalisation process. Four factors related with the school of the case study were identified - human factors, political factors, cultural factors and structural factors. A fifth factor was also identified – regulation body. Changes in the external environment of the school, such as law and other regulation issued by the government – have impact in the way the school develops its strategy and decides what activities can and should be implemented. Needless to say that in Portugal, half of the budget of any public higher education institution comes from the State Budget, which implies that any cut has a strong impact in whole the educational system. We position it outside the school. In fact, it influences in an indirect way, with the publication of different laws and regulations that, at the end, will force changes to happen.

Human factors are related with people. These can be individual (for instance personality traits) or group (social interactions, communities of practice). As mentioned before, we identified that personality can trigger change, since there are teachers willing to try new things and embrace challenges. There are also other teachers who prefer to wait and if necessary, then follow the first ones. There are also other teachers who will embrace change only if they are obliged to. Actually in the case described, it was possible to identify some teachers that acted as leaders of the internationalisation process and somehow constituted an example for the others. Some of these teachers also tried to motivate the colleagues by inviting them to collaborate, for instance, in the European projects and inviting them to become responsible for the partner. This situation leads to another one consisting of these teachers inviting other teachers and so on. This involvement is also leading to the creating of communities of practice related with the different activities (ex: tutoring, staff exchange, projects).

Political factors are related with power, with decision taking and the establishment of a strategy. In this case, there was first the resolution that internationalisation was important for the school and, related with this, some decisions were taken. As mentioned, there was the agreement to create the offices related with internationalisation and project management. A person was appointed to the GRI with certain characteristics, needed to motivate and trigger changes among the colleagues and get the collaboration of students. Later, another office was created to deal with projects with a full time staff to help teachers in the process of submitting project proposals and managing it after its approval. Another decision was to change some internal regulation in order to give more autonomy to the research centres, and making them responsible for the management of the granted funds. A consequence of this was that funds were distributed to teachers according to their work in the previous year – the more they worked, the more they received. Of course this decision was not accepted pacifically by everyone since this meant a change in the status quo. But now, since criteria is clearer and measurable, all teachers know what they have to do in order to have more funds to attend conferences or do other types of mobility.

Cultural factors are those related to the characteristics of the organisation, such as: individual autonomy, structure and supervision, performance and reward, and the establishment of clear objectives. Also in this case, it is possible to identify aspects related with this – each teacher was given a certain autonomy to decide to embrace a project or not. Of course, at a certain moment it

was possible to identify a multiplier effect related with the example of those teachers who decided to change or introduce novelty in their daily work life. It was possible to see teachers who wanted to mimic the behaviour of their colleagues and try new things. And there were those who felt they needed to do something or they would be left behind. Of course if we see that in the meantime some legislation was put into practice making it compulsory for teachers' performance to be assessed, with heavy consequences for those who did not reach the threshold level, one can only guess that those teachers would suddenly realised that they needed to do something. Also, within cultural factors, it is possible to refer the aura of motivation, encouragement felt with all the events that were organised, with all the visiting teachers and students, with all the activities within the research centres. Internationalisation became something “normal” and regular, and meeting foreign students at the cafeteria or in the corridors is something quite usual. English became the language spoken everywhere along with Portuguese. Even the menus at the cafeteria are also written in English.

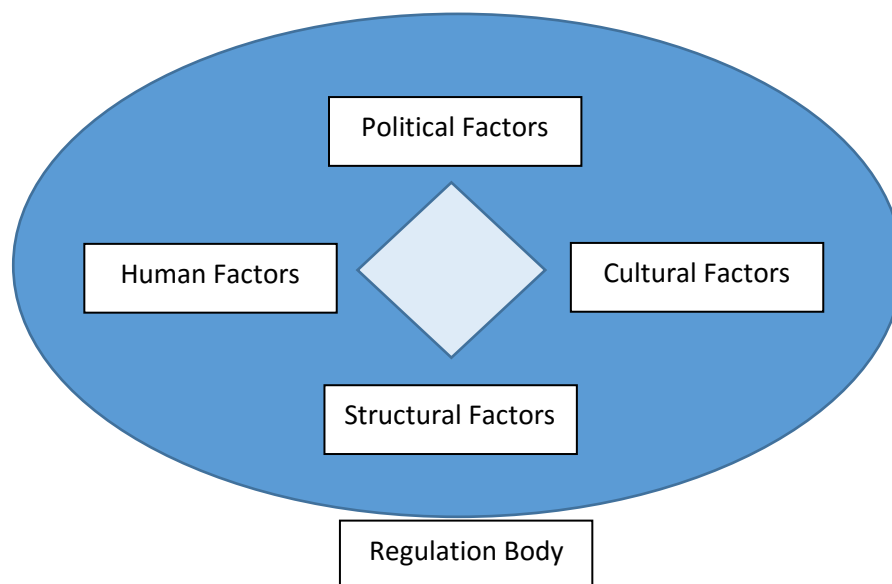


Figure 3 –Enablers and constrainers of internationalisation

As for the structural factors, it is possible to mention the creation of the research centres, the participation in networks, the mobility done by students, teachers and staff, the involvement of students in all the activities (like the involvement of the students' union and other groups of students in the welcome week of international students, just as an example).

Looking back, it is not possible to say which factor has the most influence. Actually, they influence each other, and change is the result of this interaction that happens throughout time (Sarmiento, 2004). Just like in the works of Tsuruta (2013) and Robson (2011), so has ISCAP witnessed benefits at both institutional and personal levels. At an institutional level, this process

allowed for the spreading of the school's name and brand, improved its image and reputation abroad (foreign countries and the community involved) with its consequent increase in internationalisation, in all its sides. At an individual level, the teachers involved were able to share their experiences, learn from each other, open themselves up to the exterior, collaborate, grow, and improve their tolerance and self-reflection. Teachers have also improved their English language skills, learned new teaching and evaluation methods, found new opportunities for collaboration and saw overall improvement in their skills.

CONCLUSIONS AND FUTURE WORK DIRECTION

Internationalisation is not something new worldwide and in Europe in particular, but it is a must and a need nowadays. More and more, students are looking for other countries and foreign institutions to spend some months. This is considered a valuable and unforgettable experience, both for students and employers who recognise that mobility contributes to the development of some skills that would not be developed otherwise.

Usually internationalisation starts with mobility whether of students or teachers, evolving then to other activities enabled by the kind of relation, trust and confidence established among partner institutions. In an ideal situation, internationalisation should comprise all dimensions of educational institutions. It should be seen in a holistic and bidirectional way – being open to be influenced but also being able to influence. Of course, this is a long way and the result of the interaction of different factors such as human factors (individual and group level), political, cultural and structural.

Being aware that this is not an easy process, our purpose with this chapter was to share an experience of one of the schools of the biggest polytechnic in Portugal – Accounting and Business School of the Polytechnic Institute of Porto. Results showed that the evolution was done step by step throughout the last 10 years being the kickoff done in 2004 when the administration of the school considered internationalisation as something strategic for the survival and competitiveness of the institution. 10 years later, the experience is assessed as positive and this school is now being considered the most internationalised one in this Polytechnic as for mobile students. Of course, although the positive result, there were constraints and problems to face and solve. Some decision at the top management had to be made in order to make this internationalisation possible. Motivation and involvement can be described as the keywords for the success.

One of the questions that we may ask ourselves now is: in which direction should or can this school continue as for internationalisation? Where to go from here? As said, internationalisation cannot be confined to mobility and so other strategies should be developed. This means that research and innovation should also be target of a strategy. This means that projects developed together with other researchers from other schools and countries should be encouraged and cherished. Education cannot be forgotten and the good work should be continued being the education at distance and the use of technology one possible solution. For this more training about technologies should be offered to teachers. It is not enough just to say that teachers need to use

technologies as well as new pedagogies. They need to learn how to do that. They need to have opportunities to try and fail and not being punished for that. A possible pathway could be the offer of distance learning courses as well as MOOC. Additionally, although ISCAP has a lot of students from Portuguese speaking countries, one cannot forget those coming from Europe. And this means enabling teachers to speak proper English and encourage them to expose themselves. A final word to say that the internationalisation at home cannot be forgotten and the attractiveness of the school to foreign teachers should be maintained or, if possible, increased.

At a macro level, the identification of the enablers and constraints help to understand how an internationalisation process can be developed. As a next step it is necessary to identify all the factors intervening here as well as the result of the interaction among them, which might constitute the focus of future research. For this, similar studies should be conducted in different countries and different types of organizations so all the factors are identified.

Finally, and since internationalization is a global issue and almost all higher education institutions try to be more international, it would be interesting to start an observatory using the dimensions and indicators already developed by Knight (2008). This could help to accompany the evolution of internationalisation of HEI as well as to identify good practices allowing other to avoid outfalls already experienced by other institutions.

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Keywords: case study, Portugal, internationalization, higher education, enabling and constraining factors