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BALTIC INTERNATIONAL ACADEMY



INTERNATIONALISATION STRATEGY 2026–2030



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¹ The Strategy's Annexes 1-4 are available to authorised users on the NEXUS internal system

INTRODUCTION

The BALTIC INTERNATIONAL ACADEMY's (hereinafter – BIA or the Academy) INTERNATIONALISATION STRATEGY 2026–2030 (hereinafter – BIAIS2030 or the Strategy) is a medium-term strategic planning document that covers the 2025/26–2029/30 academic years and has been developed on the basis of the Baltic International Academy Development Strategy 2026–2030 (hereinafter – BIADS2030), the analysis of the Academy's international activity indicators for the previous period, the recommendations from the accreditation commissions' expert joint report², and Latvian and European planning documents for the further development of education:

- [Sustainable Development Strategy of Latvia until 2030 \(Latvija2030\)](#)
- [National Development Plan of Latvia 2021–2027 \(NAP2027\)](#)
- [Education Development Guidelines of Latvia 2021–2027](#)
- [Universities of the Future 2030 'National Concept for the Development of Higher Education and Higher Education Institutions of Latvia 2021–2030'](#)
- [Good practice in attracting international students and implementing studies](#)
- [EU renewed agenda for higher education](#)
- [European strategy for universities \(ES4U\)](#)
- [Council recommendation on building bridges for effective European cooperation in higher education](#)
- [Rome Ministerial Communiqué \(European Higher Education Area, 2020\)](#)
- [Council of the EU Recommendation on micro-credentials for lifelong learning and employability \(2022\)](#)
- [EU 'Global Gateway' strategy \(2021\)](#)
- [Council of the EU Recommendation on learning for the green transition and sustainable development \(2022\)](#)
- [United Nations 2030 Agenda for Sustainable Development](#)

BIAIS2030 is aligned with the Academy's mission, strategic specialisation, vision and values and corresponds to the fifth strategic goal of BIADS2030: to strengthen BIA's international visibility and cooperation. The stabilisation and expansion of the dimension of BIA's international activity across all areas of activity: creating appropriate offerings to attract international students, attracting guest lecturers and guest researchers, participating in international organisations, cooperating with foreign higher education institutions, scientific and research institutions and enterprises, and participating in the implementation of international projects.

The Strategy is linked to the following strategic tasks of BIADS2030:

- attracting international students;
- intensifying the involvement of incoming and outgoing international mobility of students, academic and administrative staff of BIA and partner higher education institutions;
- strengthening, expanding, deepening and diversifying high-quality international interaction and cooperation;
- creating inter-university (including articulation) study programmes in cooperation with international higher education institutions;
- diversifying study programmes in English, including short-term programmes such as summer schools, professional development and upskilling programmes;
- providing the opportunity to obtain the international certificate of the Academy's ECL certification centre from the ECL Consortium for the Certification of Modern Language Attainment;
- the Academy's participation in national, European Union and other international programmes, projects and grants.

BIAIS2030 complements and elaborates the fifth strategic goal of BIADS2030, "International cooperation", and section 3.4, "Stabilisation and expansion of the international dimension of the higher education institution's activity across all areas of activity".

² The accreditation experts' joint report in the study fields "Economics", "Management, Administration and Real Estate Management" and "Hotel and Restaurant Services, Tourism and Recreation Organisation", as well as the joint report of the higher education institution's accreditation expert group, were analysed.

This Strategy contributes to achieving the goals of the European Higher Education Area, the EU renewed agenda for higher education and the national planning documents (Latvija2030, NAP2027, IAP2027, “Universities of the Future 2030”).

BIAIS2030 is implemented in accordance with the Erasmus Charter for Higher Education (ECHE) granted to the Academy and its principles — non-discrimination, the quality of mobility and the recognition of results. International activity serves as an instrument for the enhancement of studies.

THE INTERNATIONALISATION MISSION OF THE BALTIC INTERNATIONAL ACADEMY is to develop, improve and enhance the Academy’s international visibility, competitiveness and engagement in the international education, science and research community by:

- developing and intensifying the international mobility and experience of students;
- securing and attracting international students, guest lecturers and administrative staff, and by developing their support services;
- attracting and strengthening qualified international academic staff, guest lecturers, scientists and researchers, and the involvement of partner institutions’ representatives in study and scientific research activities;
- building new cooperation links and partnerships and by strengthening, deepening and diversifying existing ones with international education, science and research communities, organisations and associations;
- developing and intensifying applications for, involvement in and participation in international projects and grants, and by strengthening links with employers, professional organisations and associations;
- developing and expanding the internationalised study offering;
- ensuring inclusive and equal opportunities, promoting sustainable (“green”) internationalisation and the engagement of international students in the life of the Academy;
- strengthening international visibility and recognition, including membership in international associations and networks and international accreditations, and by developing participation in international exhibitions, forums, seminars and events;
- enhancing the international, language and digital competences of staff, developing staff mobility and expanding its coverage through international activity.

THE ACADEMY’S INTERNATIONALISATION VISION — to be a continuously and sustainably developed, internationally recognised, competitive higher education institution in the Baltic region, engaged in the international education and scientific research space, with:

- qualified, competitive, internationally oriented students and graduates focused on personal development and growth and on sustainable economic growth;
- effectively performing, internationally oriented and recognised local and international academic and administrative staff, scientists and researchers;
- mutually enriching, knowledge-transfer-promoting, innovation-oriented and sustainable academic, scientific and research cooperation with the international professional environment;
- study programmes (including inter-university and articulation), modules and courses, as well as lifelong learning, non-formal education and other types of intensive/short-term programmes (summer schools, academic/research camps, master classes and international weeks) that improve the competitiveness of students, graduates, academic and general staff, and external stakeholders;
- a friendly study and scientific research environment, attractive to all stakeholders and with a developed intercultural character;
- regularly organised international academic, scientific research and creative events and activities;
- an internationally recognised and recognisable image in the international academic, scientific research and professional environment, whose internationalisation is digitally open, environmentally friendly and inclusive.

INTERNATIONALISATION PRINCIPLES

The Academy's internationalisation is based on the following principles:

- Contribution to society and the community — internationalisation serves not only competitiveness but also contribution to society and sustainable development.
- Comprehensiveness — internationalisation is integrated into studies, science, research, creative activity, student support and cooperation, rather than being a separate line of activity.
- Internationalisation at home — international and intercultural experience is available to all learners and staff.
- Inclusion, equality and accessibility — equal access to international experience for students, academic and general staff.
- Responsibility and ethics — responsible and ethical conduct in all areas of international activity, including building partnerships, the use of data and resources, and student support.
- Reciprocity — cooperation based on mutual benefit, trust and respectful partnerships.
- Academic values and freedoms — institutional autonomy, academic freedom and non-discrimination.
- Sustainability — reducing the environmental impact of international activity and contributing to the Sustainable Development Goals.
- Quality and evidence — a student-centred approach, regular monitoring and continuous improvement (PDCA).

STRATEGY DEVELOPMENT, STAKEHOLDERS AND ANALYTICAL BASIS

BIAIS2030 has been developed on the basis of the aforementioned analytical sources and the recommendations from the accreditation commissions' expert joint report, involving the Academy's stakeholders — both in the development of the Strategy and in its implementation.

Before the Strategy was submitted for approval to the BIA Senate and after the accreditation commissions' expert joint report had been received, targeted consultations were also held with academic and administrative staff, students and employers, in which the strengths and weaknesses of internationalisation, as well as recommendations for the next period for inclusion in BIAIS2030, were evaluated.³

The following parties were involved in the development of the Strategy:

- The Academy's management and staff — the Rector, the Vice-Rector for International Affairs, the quality management specialist, the heads of study fields and the Erasmus+ centre coordinator — coordination, implementation and supervision of internationalisation tasks;
- students, including representatives of the BIA Student Parliament and international students;
- employers and cooperation partners — providing opinions in study field consultations.

The following parties will additionally be involved in the implementation of BIAIS2030:

- foreign partner higher education institutions, international associations and networks — inter-university cooperation, exchanges, events and other joint activities;
- society and local communities — the contribution of internationalisation to the social and cultural environment (engagement through informative, educational, creative and other events).

³ Discussion dates: 04.07.2025., 09.07.2025. and 07.10.2025.

Main results of the previous period (2021/22–2024/25)

The analysis of BIA’s internationalisation indicators shows that most internationalisation goals have been achieved or achieved to a significant extent:

- the engagement of international students has expanded, including in the BIA Student Parliament;
- the target for the proportion of incoming international degree- or qualification-seeking students has been met;
- the network of inter-university, articulation and Erasmus+ programme agreements and scientific cooperation agreements has been strengthened;
- incoming international student mobility has been maintained, reaching the highest value of the period.

Internationalisation SWOT analysis

<p>Strengths (S)</p> <ul style="list-style-type: none"> • Geographically diverse composition of international students • Stable and numerically significant number of incoming and outgoing Erasmus+ mobilities • Broad and stable range of international cooperation agreements (both Erasmus+ and bilateral) • Support for international students and a developed support infrastructure: the “Buddy” programme, the Career Centre, the Psychological Counselling Centre, the certification centre of the ECL Consortium for the Certification of Modern Language Attainment, support with accommodation and visa matters, etc. • Membership in international and professional associations and networks covering all study fields (including 3SI, LDDK, ELIA, ELFA, ESSW, ALTA, etc.) • International quality accreditation in the “Tourism” study field (UN Tourism TedQual) • International social activity, including Latvian language training for Ukrainian citizens • 1st place among Latvian private higher education institutions in graduate employment⁴ • High proportion of international students and involvement of international academic staff, exceeding the statutory minimum • Growing engagement of international students in the work of the Student Parliament and in the activities of the established International Students Division 	<p>Weaknesses (W)</p> <ul style="list-style-type: none"> • The need to improve the monitoring and systematisation of internationalisation • The need to complement Erasmus+ instruments with other internationalisation tools • Insufficient “internationalisation at home” (a lack of guest lectures by foreign lecturers) • Limited participation in projects outside Erasmus+ KA131 • The need to introduce control of staff English language level • Uneven activity of lecturers and incomplete use of Erasmus+ programme opportunities • Updating public information for international students
<p>Opportunities (O)*</p> <ul style="list-style-type: none"> • *Expansion of international cooperation instruments in addition to Erasmus+ mobility • *Development of “internationalisation at home”: guest lectures, virtual exchange (COIL/BIP), intercultural events • *Development of articulation and inter-university study programmes • *Diversification of the geography of admission and cooperation • *Growing demand for studies in English in the Baltic region • *Development of lifelong learning, non-formal education and other types of intensive/short-term programmes and microcredentials that expand the international audience 	<p>Threats (T)*</p> <ul style="list-style-type: none"> • *Demographic trends in Latvia and the region that reduce the student base and intensify competition among higher education institutions in attracting international students • *Competition with new international education centres and foreign higher education institutions/universities • *Geopolitical processes and changes in migration policy that affect the flows of international students and the geography of partnerships • *Changes in the regulatory environment in higher education that require continuous investment of resources • *The impact of the destination country’s reputation and security factors on the choice of international students

⁴ Ranking of Latvian higher education institutions by graduate employment (TVNET+, 2026; based on data from the Ministry of Education and Science and the State Revenue Service): <https://www.tvnet.lv/8406514/latvijas-augstskolu-reitingi-pec-absolventu-ienakumiem-un-nodarbinatibas>

<ul style="list-style-type: none"> • *Strengthening cooperation with employers and participation in sector events • *Development of digital and hybrid formats in international admission and cooperation • *Attraction of internationally recognised and qualified lecturers • *Potential for the recovery of incoming mobility (2024/25 — the highest value of the period) • *The possibility of international quality certification in the future (CeQuInt) 	
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The aggregated (institutional) version. Factors marked with an asterisk (*) are characteristic of higher education in general and/or are an analytical interpretation, including opportunities and threats as an interpretation of recommendations and identified risks; they are not provided directly as lists in the expert joint report. The full SWOT by study field is available in Annex 2.

During the development of the Strategy, the generally accepted professional approaches to measuring internationalisation (EAIE, EUA) were studied and taken into account; the set of indicators is aligned with these reference indicator models (international students and staff, student and staff mobility, programmes in foreign languages). The CeQuInt (ECA) internationalisation quality certification is a possible future goal rather than a commitment of this period.

Grouping of the priority accreditation commission experts’ recommendations according to BIA’s internationalisation strategic goals and tasks

The analysis of the accreditation commissions’ expert recommendations revealed five common areas of development; for each recommendation, the BIAIS2030 goal or task to which it relates is indicated.

Nr.	Recommendation	Solution in the strategy	Linkage (goals / tasks / KPIs)
R1	Strengthening of measurable internationalisation	The Strategy is supplemented with measurable KPIs (Annex 1). The quality of implementation, including the conformity of Erasmus+ host organisations, is ensured in accordance with ECHE principles.	Operational plan with KPIs and the “Implementation, monitoring and evaluation” section
R2	Reducing dependence on Erasmus+ and diversifying instruments	Development of instruments in addition to Erasmus+ KA131 mobility.	Goal 3 (tasks 3.1, 3.2; active agreements 3.1.6)
R3	External cooperation: joint projects, partnerships with employers and attraction of foreign lecturers	Joint international projects and applications; practical cooperation with employers, professional organisations and associations for quality placements and applied research; attraction of foreign lecturers for the study process and guest lectures.	Goal 3 (3.2.1–3.2.4 projects; 3.3 employers); attraction of foreign lecturers — Goal 2 (2.1.2)
R4	Language competences and equal opportunities	Enhancement of language competences before mobility; more equal opportunities for lecturers to use international exchange.	Goal 7 (7.1); inclusion and equal opportunities — internationalisation principle
R5	Improvement of public information	Systematic updating of information intended for international students.	Task 2.4 (public information for international students) and the “Implementation, monitoring and evaluation” section (reliability of partnerships and data management)

The full accreditation commissions’ expert recommendations by study field and for the Academy as a whole are provided in Annex 3.

The goals of the Strategy are aligned with the four horizontal priorities of the Erasmus+ programme and with the internationalisation direction of the national documents, in particular IAP2027, Goal 2, action line 2.3. A detailed linkage of tasks and indicators to the EU/Latvian documents is provided in the Compliance Matrix (Annex 4).

BIAIS2030 takes into account and incorporates both types of internationalisation: internationalisation abroad (mobility and international cooperation implemented in the goals of the strategy) and internationalisation at home. “Internationalisation at home” is a horizontal principle implemented through the active indicators of various goals: the mobility of foreign guest lecturers (teaching and staff development) (2.1.2.), articulation and inter-university programmes (4.1.5.), study programmes in English (4.1.1.), courses and modules in EU languages (4.1.2.), virtual and blended COIL/BIP formats (4.2.), intercultural events and the engagement of international students (5.2.), and the participation of international students in the Academy’s environment (2.1.1., 2.2.1.). This principle is not set apart as a separate goal: its indicators are included in the tasks of several goals. Students’ international and digital competences are developed in an integrated way — through international mobility, studies in EU languages, COIL/BIP and virtual activities.

The next planning period, 2026–2030, is based on the actual scale of activity at the beginning of 2025/26. Some indicators are expressed in relative terms, relating them to one study field or to 100 students, in order to ensure comparability under conditions of changing scale.

THE ACADEMY’S MAIN INTERNATIONALISATION DIRECTIONS:

GOAL 1: INTENSIFICATION OF THE ACADEMY’S STUDENTS’ INTERNATIONAL MOBILITY AND EXPERIENCE

Task 1.1. Intensify students’ international mobility and experience

1.1.1. Number of outgoing students who participated in international study mobility programmes, including Erasmus+ (SMS) and outside it

1.1.2. Number of outgoing students who participated in international placement mobility programmes, including Erasmus+ (SMT) and outside it

1.1.3. Number of graduates of the respective year who had credit mobility during the study cycle

1.1.4. Proportion of students involved in outgoing mobility (% of the total number of students)

GOAL 2: ATTRACTION OF INTERNATIONAL STUDENTS, LECTURERS AND STAFF AND DEVELOPMENT OF SUPPORT SERVICES

Task 2.1. Intensify incoming international mobility

2.1.1. Number of incoming international mobile students, including Erasmus+ (SMS, SMT) and outside it

2.1.2. Number of incoming guest lecturers in international teaching and staff development (training) mobility, including Erasmus+ (STA, STT) and outside it

2.1.3. Number of incoming international administrative and non-academic staff in international staff development (training) mobility, including Erasmus+ (STT) and outside it

Task 2.2. Sustain and increase the number of incoming international students seeking a degree and/or professional qualification

2.2.1. Percentage of incoming international students seeking a degree and/or professional qualification out of the total number of students

Task 2.3. Attract international students

2.3.1. Number of authorised agents and representatives (recruitment network)

2.3.2. Number of international student recruitment and information events (information days, online presentations, open days, etc.)

Note: the attraction of lecturers and administrative staff is reflected in KPIs 2.1.2, 2.1.3, 7.2.1, 7.2.2 and 4.1.4.

Task 2.4. Develop support services for international students

2.4.1. Number of support activities implemented by the Career, ECL and Psychological Counselling Centre involving international students

2.4.2. Number of students, lecturers and administrative staff, including international and external visitors, involved in the activities of the Career, ECL and Psychological Counselling Centre

Note: integration events implemented by other BIA units, including the International and Visa Department, the Erasmus+ centre and the Student Parliament, are reflected in KPI 5.2.

GOAL 3: STRENGTHENING OF EUROPEAN AND GLOBAL COOPERATION NETWORKS WITH INTERNATIONAL EDUCATION, SCIENCE AND RESEARCH COMMUNITIES, EMPLOYERS, PROFESSIONAL ORGANISATIONS AND ASSOCIATIONS

Task 3.1. Strengthen, deepen and diversify the European and global cooperation network

- 3.1.1. Number of bilateral cooperation agreements within the Erasmus+ programme
- 3.1.2. Number of general cooperation agreements and memoranda of understanding outside Erasmus+ programme agreements and activities
- 3.1.3. Number of bilateral exchange agreements with higher education institutions outside the Erasmus+ programme
- 3.1.4. Number of scientific and research cooperation agreements with higher education institutions, organisations and associations

Note: the performance indicators of scientific activity (publications, projects, etc.) are counted within the framework of the Academy's scientific activity.

- 3.1.5. Number of countries in which the Academy's partner higher education institutions are located
- 3.1.6. Proportion of active cooperation agreements (agreements with at least one activity implemented per year)

Task 3.2. Intensify cooperation and interaction within the international cooperation network

- 3.2.1. Number of implemented international and Latvian state co-financed projects in which the Academy is a grant recipient or partner (including those related to internationalisation)
- 3.2.2. Number of international and Latvian project/grant applications (including those related to internationalisation)
- 3.2.3. Proportion of international funding (within projects, grants, scholarship programmes, etc.) in the Academy's annual budget
- 3.2.4. Proportion of state funding (within projects, grants, programmes, etc.) in the Academy's annual budget

Task 3.3. Strengthen cooperation with employers, professional organisations and associations, ensuring the mutual link between education and the labour market

- 3.3.1. Number of internationalisation-related cooperation activities with employers (placements for international students, international projects and events, etc.)
- 3.3.2. Number of cooperation organisations (employers) with which internationalisation-related activities have been implemented

GOAL 4: INTERNATIONALISATION OF THE ACADEMY'S STUDY FIELDS AND PROGRAMMES

Task 4.1. Develop the internationalisation of study fields and programmes

- 4.1.1. Number of study programmes implemented in English (in total)
- 4.1.2. Number of study programmes in which some study courses or modules are taught in EU languages (excluding Latvian; in total)
- 4.1.3. Number of lectures delivered in EU languages (excluding Latvian) by foreign lecturers and representatives of the sector, other institutions and non-academic organisations
- 4.1.4. Percentage of international academic staff involved in the implementation of study programmes out of the total number of academic staff employed
- 4.1.5. Number of inter-university and articulation study programmes (in total at the Academy)

Task 4.2. Develop virtual and blended internationalisation opportunities (COIL, virtual lectures, MOOCs, etc.) and their use in the study process

- 4.2.1. Number of implemented COIL/BIP courses and virtual international activities
- 4.2.2. Number of participants in COIL/BIP and virtual international activities

Task 4.3. Expand the offering of lifelong learning, non-formal education and other types of intensive/short-term programmes, including summer schools, academic/research camps, master classes and international weeks, in English or another EU language (excluding Latvian)

- 4.3.1. Number of lifelong learning, non-formal education and other types of intensive/short-term programmes (including summer schools, academic/research camps, master classes and international weeks) in English or another EU language (excluding Latvian)

4.3.2. Number of participants in lifelong learning, non-formal education and other types of intensive/short-term programmes (including summer schools, academic/research camps, master classes and international weeks) in English or another EU language (excluding Latvian)

GOAL 5: DEVELOPMENT OF STUDENTS' INTERNATIONAL EXPERIENCE AND ENGAGEMENT

Task 5.1. Promote sustainability and “green” internationalisation

5.1.1. Proportion of mobility participants with the “green” travel option (Green Travel) (% of the total number of mobility participants in the respective period)

5.1.2. Number of study programmes, courses and modules, as well as lifelong learning, non-formal education and other types of intensive/short-term programmes (summer schools, academic/research camps, master classes and international weeks), dedicated to sustainable development topics and competences

Task 5.2. Promote the engagement of international students in the life of the Academy

5.2.1. Number of events organised by the Academy to promote exchanges and other international programmes among students and staff (including creative events and events organised jointly with partners)

5.2.2. Number of events and activities dedicated to involving international students in the educational process and the Academy's student community

5.2.3. Engagement of international students in the BIA Student Parliament and the “Buddy” programme

GOAL 6: STRENGTHENING OF INTERNATIONAL VISIBILITY AND RECOGNITION

Task 6.1. Strengthen international visibility and recognition

6.1.1. Membership in international associations, networks and higher education export alliances, international accreditations, certifications and recognitions (actual list)

6.1.2. Number of international visibility and representation events organised by the Academy (international weeks, forums, hosting of delegations, creative and representation events; excluding exhibitions and scientific conferences)

GOAL 7: DEVELOPMENT OF THE ACADEMY'S STAFF INTERNATIONAL COMPETENCES AND CAPACITY

Task 7.1. Enhance the international, language and digital competences of staff

7.1.1. Number/proportion of academic and administrative staff (% of the total number of staff) with English language proficiency at B2 level and above

7.1.2. Number of academic and administrative staff who have upgraded their digital qualifications (total in the 2026–2030 period)

7.1.3. Number of qualification-upgrading events and programmes for academic and administrative staff in international, language and digital competences (including jointly with partners)

Task 7.2. Develop the international mobility of staff

7.2.1. Number/proportion of academic staff (% of the total number of staff) who participated in international teaching and staff development (training) mobility programmes, including Erasmus+ (STA, STT) and outside it

7.2.2. Number/proportion of administrative staff (% of the total number of staff) who participated in international staff development (training) mobility programmes, including Erasmus+ (STT) and outside it

Task 7.3. Expand the coverage of staff through international activity

7.3.1. Proportion of staff (% of the total number of the Academy's staff) who participated in international activity during the year — mobility, projects, lifelong learning, non-formal education and other types of intensive/short-term programmes, events, etc. (calculated from existing records)

IMPLEMENTATION, MONITORING AND EVALUATION

The implementation of the Strategy is based on the operational plan (Annex 1). The Vice-Rector for International Affairs is responsible for the development, implementation and monitoring of the Strategy, in cooperation with the relevant units and their heads, who are designated in the operational plan as responsible for the achievement of the specific indicators (KPIs), and with the quality management specialist.

The Strategy follows the continuous improvement cycle (PDCA):

- plan — goals, tasks and indicators with target values (baseline 2024/25 → interim 2027/28 → 2030);
- do — implementation of tasks in the responsible units;
- check — annual monitoring of indicators based on verifiable sources (official statistics, annual report data) and stakeholder feedback;
- act — adjustment of goals and tasks according to the evaluation results.

Amendments and additions to the Strategy are made and approved in accordance with external and internal laws and regulations and the procedure shown in the diagram below.

DIAGRAM OF THE PROCESS FOR APPROVING AMENDMENTS AND CHANGES TO THE INTERNATIONALISATION STRATEGY





ABBREVIATIONS AND TERMS

BIA — Baltic International Academy

ECHE — Erasmus Charter for Higher Education

ESG — Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015)

AIKA — Higher Education Quality Agency

KA131/KA171 — Erasmus+ mobility actions (within the EU / with partner countries)

STA/STT — staff mobility: teaching / training

COIL — Collaborative Online International Learning

BIP — Blended Intensive Programmes

VIIS — State Education Information System

CSP — Central Statistical Bureau

PDCA — the “plan – do – check – act” cycle

SDG — UN Sustainable Development Goals

Internationalisation at home — international and intercultural experience in the study process for all learners without going abroad.

Microcredentials — short certified educational units linked to ECTS.