

FOSTERING INCLUSIVE INTERNATIONALISATION FOR A RESPONSIVE & ADAPTABLE HIGHER EDUCATION:

THE TRIPLE-III-HELIX MODEL

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ALEX



AGE: 20 20

PERSONAL INFORMATION

TIME BUSINESS



FULL-TIME STUDENT

LANGUAGE SKILLS

INTERNATIONAL

SS

BUSINET RELATIONS

FRENCH

LANGUAGE SKILLS

LANGUAGE PFALES

1. I have a good command of English and can communicate effectively in a business context.

2. I am fluent in French and can use it in a professional setting.

3. I have a basic understanding of Spanish and can use it in a simple way.

4. I am currently learning German and hope to reach a fluent level soon.

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FUTURE PLANS





Maria

Works parttime a Primary school teacher
Teacher

Personal Details

Age: 40

Skills

Primary school

Skills

Skills

- Balancing work a work with
- family responsibilities
- and ongoing developm

Balancing work with family
ongoing personal development.

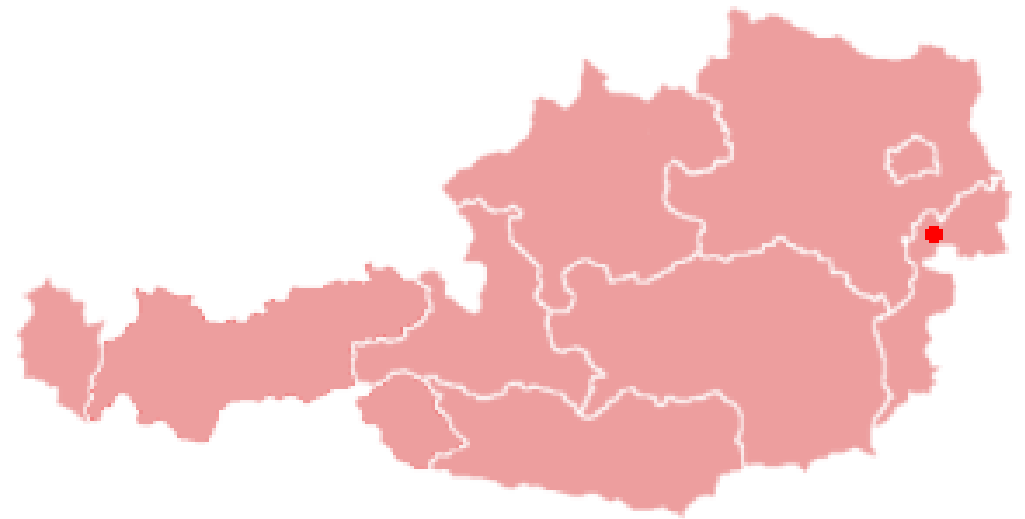
EDUCATION

Defining non-traditional students

“[...] older or adult students with a vocational training and work experience background, or other students with unconventional educational biographies.” (Schütze and Slowey, 2002, p. 312)

1993: Foundation of Fachhochschule Burgenland

001: BA in International Business Relations



FAZIT ZUM
STUDIUM

Bachelor Internationale
Wirtschaftsbeziehungen



Why do you think we chose to focus on internationalisation back in 1993?

1. To prepare students for the post-Cold War global economy?
2. To attract international students to Austria?
3. To address the growing need for intercultural communication in business?

Degree programmes at the Department of Business

BUSINESS

BA

International Business Relations

[APPLY NOW](#) ➤

🎓 bachelor's programme

📍 Eisenstadt

📅 full-time study, part-time study ➤

BUSINESS

BA

International Sustainable Business

[APPLY NOW](#) ➤

🎓 bachelor's programme

📍 Eisenstadt

📅 Career enabling ➤

BUSINESS

MA

European Studies - Management of EU Projects

[APPLY NOW](#) ➤

🎓 master's programme

📍 Eisenstadt

📅 part-time study ➤

BUSINESS

MA

International Business Relations - International Marketing

[APPLY NOW](#) ➤

🎓 master's programme

📍 Eisenstadt

📅 part-time study ➤

BUSINESS

MA

Human Resource Management and Labour Law

[APPLY NOW](#) ➤

🎓 master's programme

📍 Eisenstadt

📅 part-time study ➤

BUSINESS

MA

International Business Relations - Applied Corporate Law

[APPLY NOW](#) ➤

🎓 master's programme

📍 Eisenstadt

📅 part-time study ➤

BUSINESS

MA

International Business Relations - Financial Management

[APPLY NOW](#) ➤

🎓 master's programme

📍 Eisenstadt

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BUSINESS

MA

International Wine Marketing

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🎓 master's programme

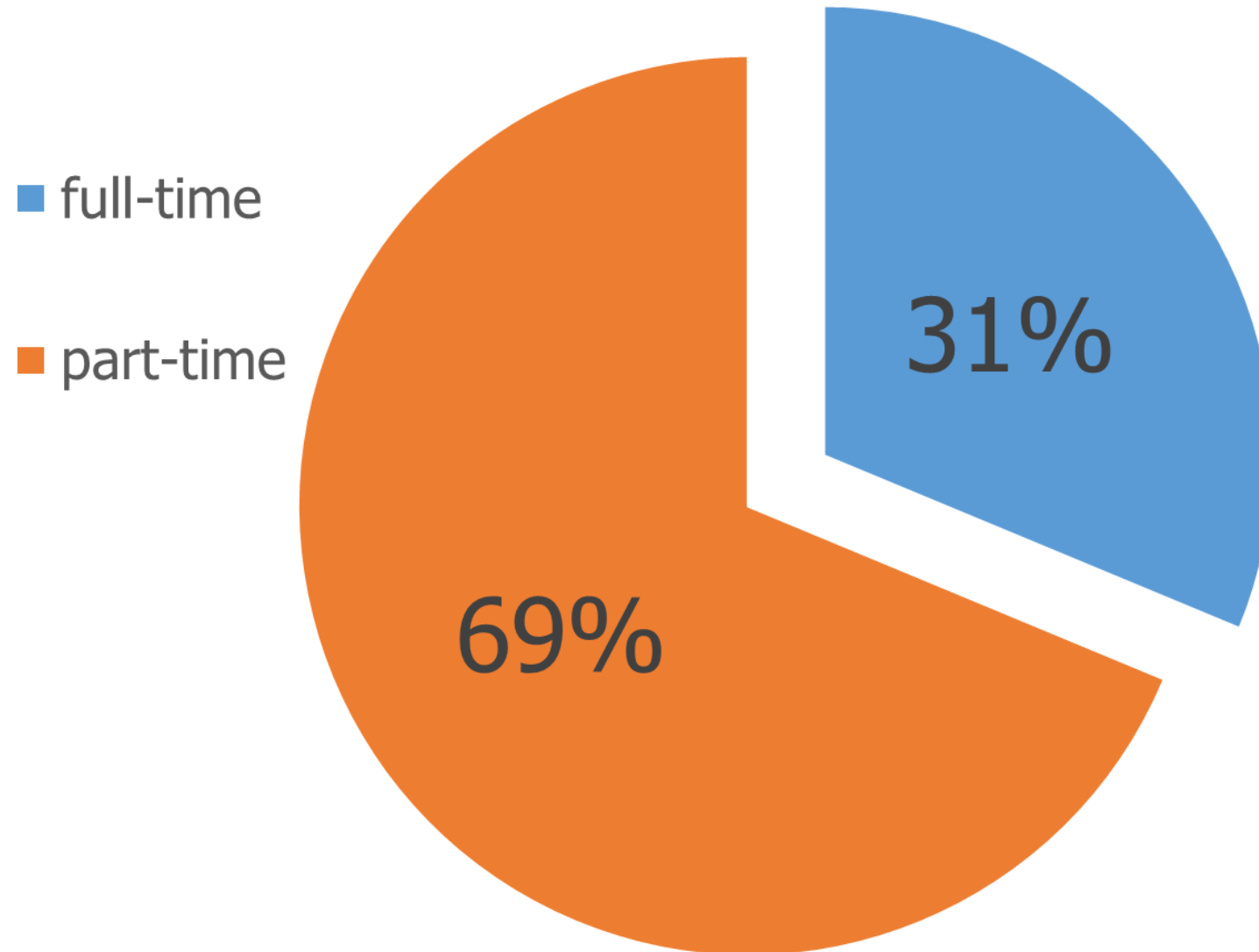
📍 Eisenstadt

📅 part-time study ➤



Key data as of 11/2024

Proportion of students by organisational form



No. of students

Regular students: 2,800
Non-academic students: 5,600

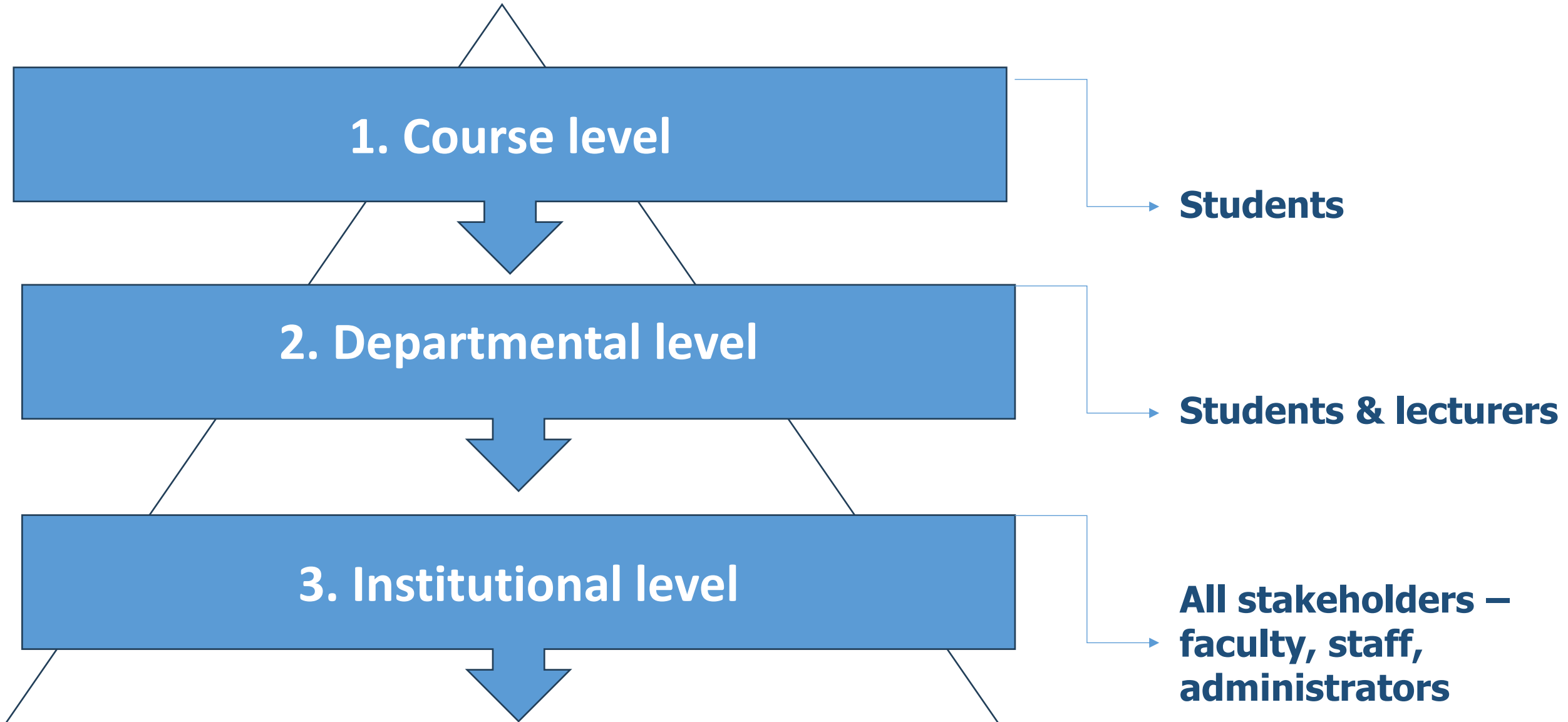
Regular students in %

Full-time: 31%
Part-time: 69%

Average age

BA programmes: 25.6 years
MA programmes: 30.6 years

Triple-III-Helix Model



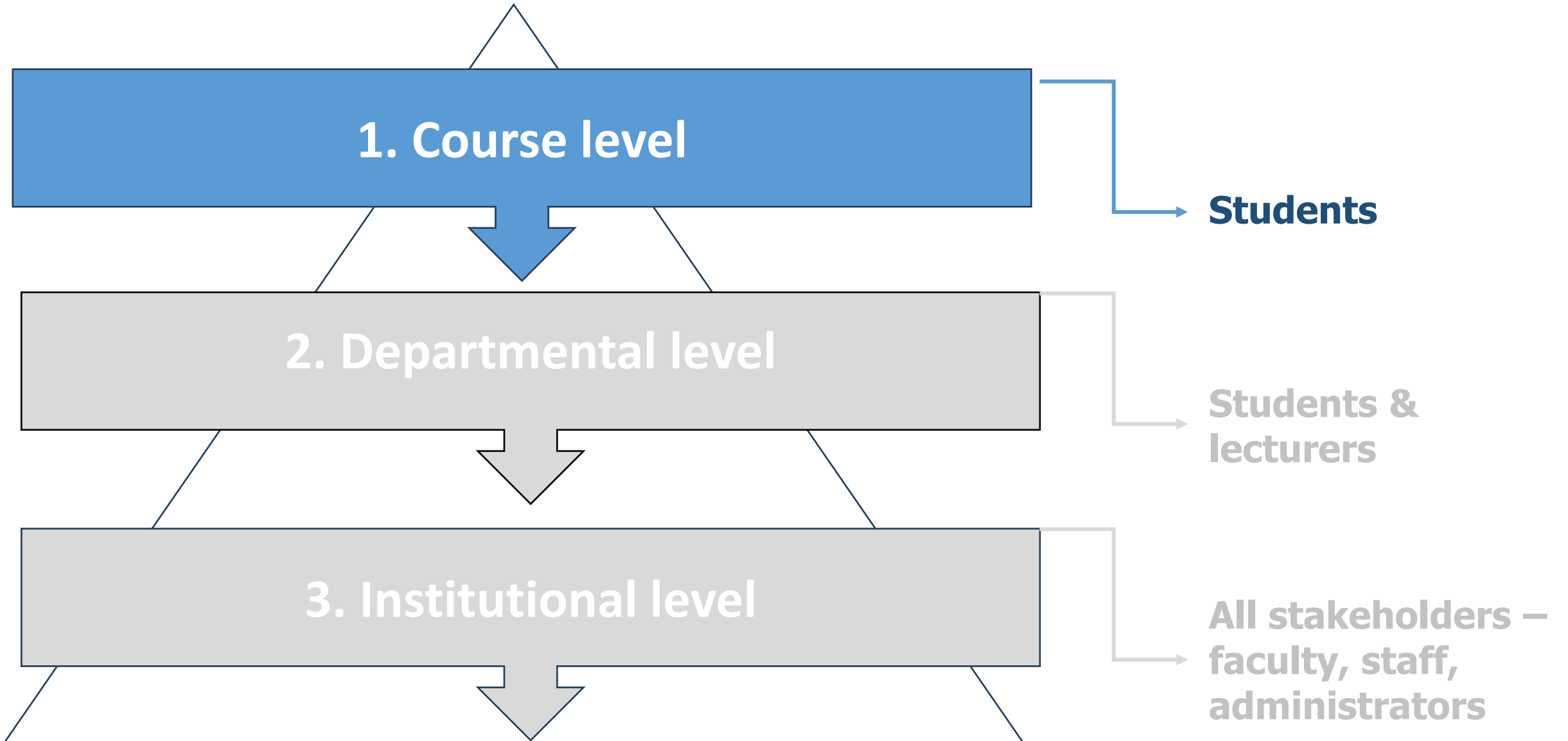
Three key elements

**Contact and
exchange
between cultures**

**Collaboration
between
individuals and
groups**

**Reflection on these
experiences**

Triple-III-Helix Model

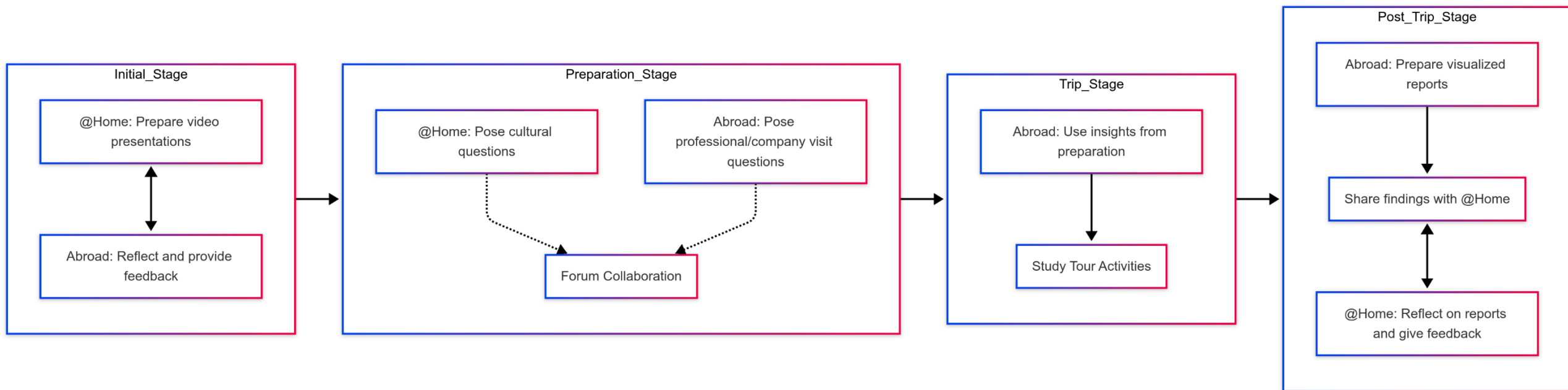


IBDO

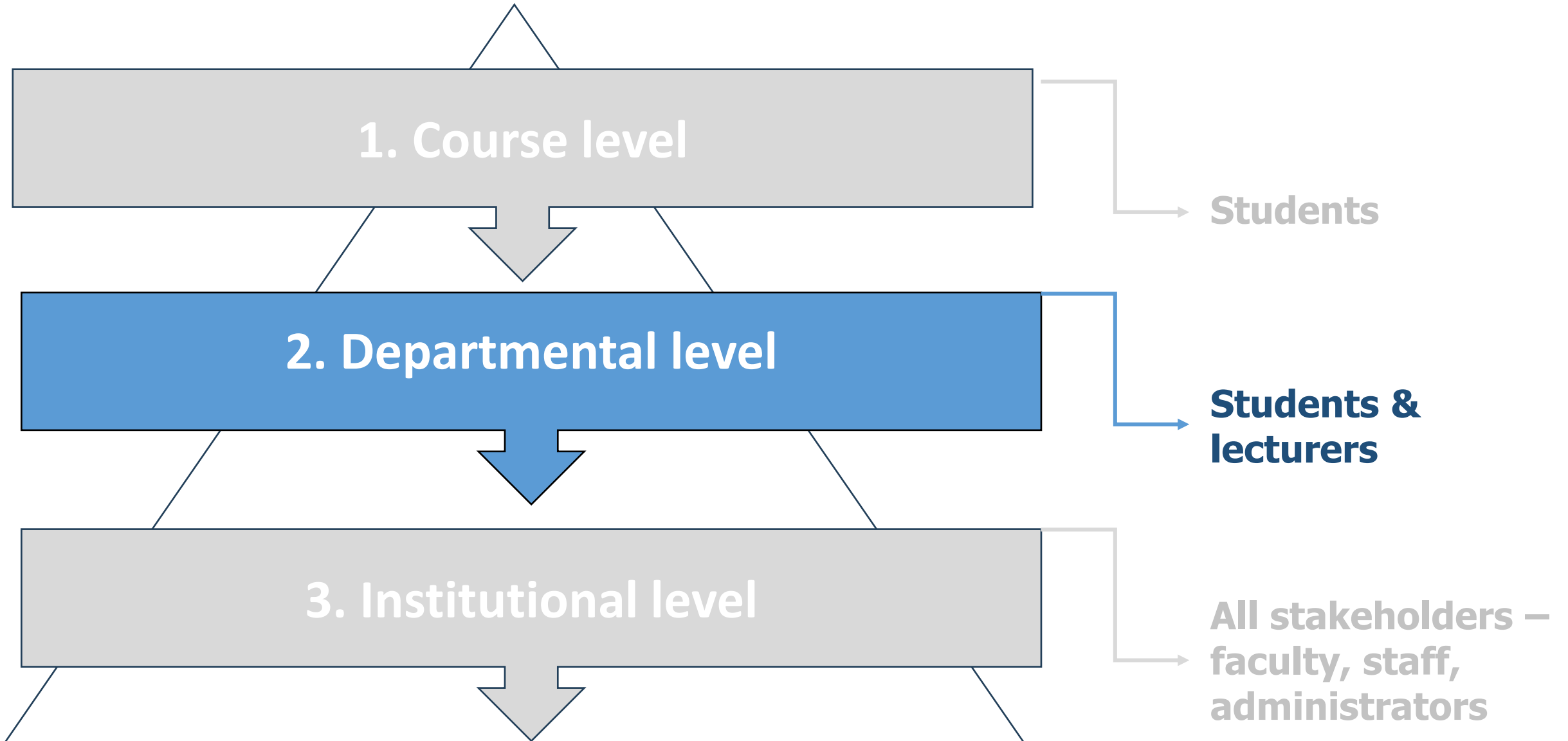
London 2023



Student-centred feedback model



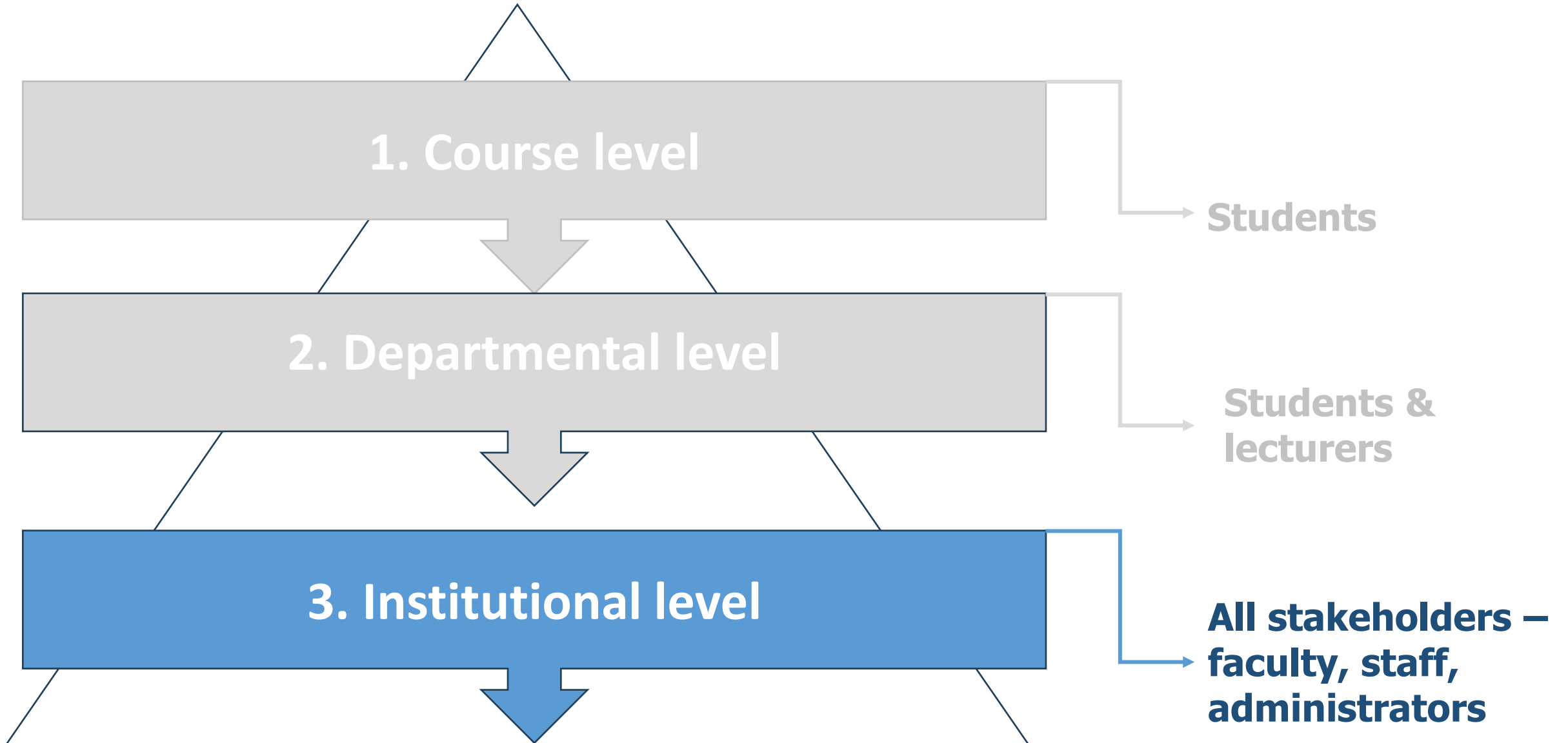
Triple-III-Helix Model



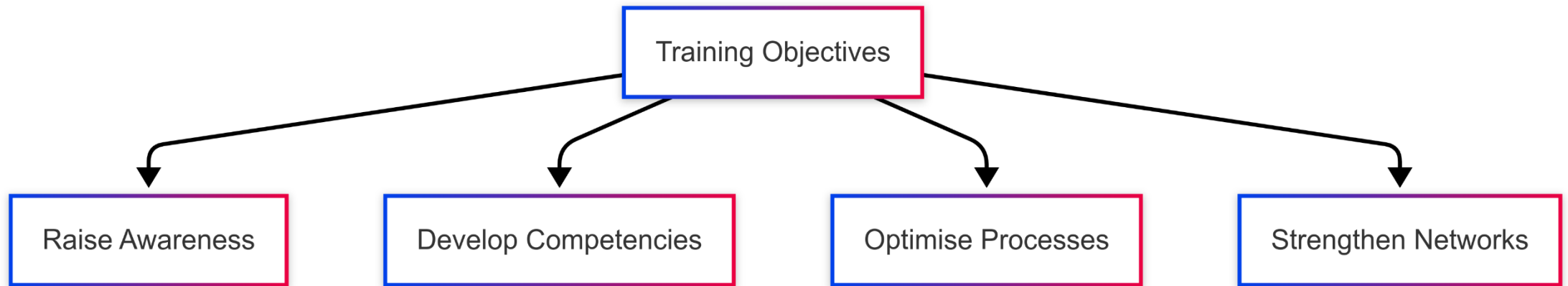
Integrating COIL: Modelling Best Practices in Sustainable Tourism Education: an Interactive Transfer Project



Triple-III-Helix Model



INTERACT: Inclusive Network for Transformative Education, Research and Cross-cultural Training



GENERAL FACTS

Modules:

Basic Certification & Advanced Certification

Format:

In-person and e-learning

Organisation:

Subsidiary "Akademie Burgenland"

Cost:

No fees for staff

Planned start:

Winter semester 2025/26

BASIC Certification

Seminar components

Introduction, Awareness Building, Processes & Workflows

Mandatory completion within 2 years

Target group

All stakeholders (faculty, staff, administrators)

INTRODUCTION TO INTERNATIONALISATION

Definition and Goals

Understanding (inclusive) internationalisation, its significance for universities and alignment with institutional missions.

Global Trends and Local Implementation

Promoting international mobility and diversity while bridging local and global perspectives.

Challenges

Identifying common barriers and exploring effective strategies to address them.

DEI AWARENESS

Intercultural Competences

Understanding, respecting, and navigating cultural differences.

Unconscious Bias

Recognising and mitigating implicit biases in administrative and academic processes.

Communication Strategies

Employing inclusive language and effective intercultural communication techniques.

BASIC Certification

PROCESSES & STRUCTURES FOR INTERNATIONALISATION

Administrative Foundations

Streamlining enrolment processes for international students and facilitating recognition of qualifications and degrees.

Support Systems

Providing accessible guidance and support for international students and staff while using digital tools to enhance processes.

Collaboration Management

Establishing and maintaining sustainable partnerships with global institutions and organisations

ADVANCED Certification

Seminar components

Strategies, Practical Projects, Monitoring

Not mandatory

Target group

All stakeholders, with a focus on staff with international responsibilities

SUSTAINABLE STRATEGIES FOR INCLUSION

Inclusive Teaching and Learning Environments

Facilitating access to inclusive academic opportunities through administrative support.

Accessibility

Ensuring physical and digital accessibility across all services.

Gender & Diversity Management

Addressing the diverse needs and experiences of students and staff.

PRACTICAL WORKSHOPS ("CONTACT")

Projects with Partner Universities

Collaborating on initiatives to promote inclusion and internationalisation.

Case Studies & Best Practices

Learning from successful examples of inclusive strategies.

Role-Playing & Scenarios

Simulating real-world challenges to foster problem-solving in inclusive internationalisation.

Feedback & Reflection

Sharing experiences, discussing insights, and identifying areas for improvement.

Staff Week Activities

Organizing dedicated time for focused learning and collaboration.

MONITORING AND EVALUATION ("REFLECTION")

Simulation Game

Engaging in hands-on exercises to address inclusion-related scenarios.

Measuring Success

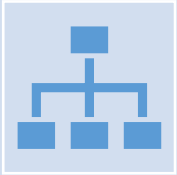
Identifying and using key indicators for inclusion and internationalisation progress.

Feedback Culture

Encouraging input and active participation from international students and staff.

Continuous Improvement

Maintaining adaptability and flexibility to refine processes and strategies over time.



What challenges do institutions face when trying to integrate internationalisation into the curriculum, especially in terms of **balancing inclusivity and high academic standards**?



How can we ensure that **all voices**, particularly those from underrepresented groups, are meaningfully included and amplified?



How can institutions **measure** the success of inclusive internationalisation initiatives like the Triple-III-Helix model in terms of student outcomes and global competencies?



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Schütze, H.G., Slowey, M. (2002). Participation and Exclusion: A Comparative Analysis of Non-traditional Students and Lifelong Learners in Higher Education. *Higher Education* 44, 309–327.
<https://doi.org/10.1023/A:1019898114335>