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Abstract

Policies on comprehensive internationalisation are currently in the focus of discourses on the development of internationalisation in European higher education. However, it remains to be answered, whether in Slovenian higher education, internationalisation policies and practices are indeed being implemented consistently and comprehensively, contributing to the overall quality of the higher education system. The paper obtains answers to this question through the analysis of different documentary sources and findings from semi-structured interviews, which were conducted as part of the PhD research. Firstly, it provides a general overview of the Slovenian higher education system, whilst afterwards, it explores the comprehensiveness of internationalisation in Slovenian higher education through the analysis of internationalisation policies before and after the Bologna Process. Based on the distinction between the ‘abroad’ and ‘at home’ dimension of internationalisation in higher education (Knight 2008), it continues with the examination of trends in mobility and

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internationalisation at home, which represent essential parts of comprehensive internationalisation policies and strategies. On this basis, it discusses the real importance of internationalisation for the quality of (Slovenian) higher education and concludes that the existence of different internationalisation models results from diverse approaches and rationales for internationalisation and hence, from often-contrasting views of individual actors and stakeholders on what is the quality of higher education and its (comprehensive) internationalisation. (HRK / Abstract übernommen)