

UNITA RECIPES HANDBOOK FOR INTERNATIONALISATION





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AUTHORSHIP

This Handbook has been jointly developed within the framework of the Erasmus+ project UNITA RECIPES for INTERNATIONALISATION, through the collaborative efforts of partner universities:

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Preface

Welcome to the UNITA Recipes Handbook for Internationalisation! This handbook is designed as a practical guide to help higher education institutions embrace the opportunities of internationalisation. As the global landscape evolves, universities must adapt to ensure their students and staff are prepared to engage meaningfully in an interconnected world.

Internationalisation is not just about mobility or partnerships—it is about embedding a global perspective into every aspect of higher education. It fosters innovation, enhances the quality of teaching and research, and equips students with the skills they need to thrive in diverse professional and cultural settings. However, achieving this goal is often challenging. Institutions face numerous barriers, including rigid curricula, language constraints, resource limitations, and logistical hurdles.

The UNITA Recipes Handbook for Internationalisation, developed within the framework of an Erasmus+ project, is designed to provide practical solutions for overcoming these challenges. Inspired by the concept of a cookbook, this handbook offers 26 carefully structured “recipes”, each providing step-by-step guidance on integrating international elements into university degree programmes. It was initially intended for Heads of degree programmes. However, whether you are a Head of a Degree Programme, a professor, or an administrative staff member, you will find strategies that can be tailored to your needs.

This resource is open, flexible, and inclusive, ensuring that internationalisation is accessible to all—regardless of background or discipline. By promoting both physical and digital international experiences, we also encourage sustainable mobility solutions, reinforcing our commitment to environmentally responsible education.

We invite you to explore, experiment, and contribute to this living resource. Let’s embrace internationalisation together and create a more globally engaged academic community.

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Welcome to the UNITA Recipes Handbook for Internationalisation!

Internationalisation supports Universities' broader mission.

How can we prepare students for jobs that do not yet exist, to face challenges in society that are still unknown, and to work with technologies that have yet to be developed? How can we ensure they are ready to thrive in a globalised world, where they must understand and respect diverse viewpoints, engage with others in a respectful manner, and take responsible action towards sustainability and collective well-being?

Internationalisation is a major challenge for higher education institutions. By bringing diverse perspectives into teaching and fostering global networks, internationalisation enriches learning, prepares students for the global workforce, and advances research. Its purpose is to enhance the educational experience, research, and global engagement. **The ultimate goal is to improve teaching quality, drive innovation, and create global citizens who can solve global challenges.**

To achieve this, it acknowledges that all members of the university community - students, teaching and administrative staff - are learners and essential to the institution's equitable and intercultural transformation. It should be a strategic, coordinated framework that integrates policies, programmes, initiatives, and individuals. Internationalisation should be seen as a comprehensive, continuous process which embraces your whole organisational growth mindset, rather than a static goal.

In today's interconnected world, the demand for global skills has reached unprecedented levels. A recent report by the World Economic Forum indicates that more than half of all employees worldwide will need to upskill or reskill by 2025 to adapt to new responsibilities driven by automation and emerging technologies. Additionally, their "Future of Jobs Report 2025" highlights that, on average, **39% of workers' core skills are expected to change by 2025**, emphasizing the necessity for continuous learning and adaptation. A study by the British Council found that **79% of employers consider intercultural skills essential for the workplace**, as they enhance teamwork, communication, and problem-solving. Furthermore, research by McKinsey & Company reveals that companies with diverse and internationally skilled teams are 35% more likely to outperform their competitors. These statistics highlight the increasing value employers place on global competencies, not only for organizational success but also for individual personal development.

UNITA Recipes for internationalisation: an Erasmus+ Project

Our mission?

Born from the collaborative efforts of the UNITA European University Alliance, this Erasmus+ project aims to foster the internationalisation of degree programmes across our partner institutions, and possibly beyond. Recognising the urgent need to adapt our education systems, by considering what we could call 'competencies for the future'



(knowledge, skills, attitudes, and values) that students and teachers will need to thrive in the future, the aim of UNITA Recipes Project is to **promote internationalisation of university degree programmes for All, and in every possible ways.**

Our added-values?

We know that internationalising higher education isn't always a piece of cake. Heads of degree programmes and professors often face numerous challenges:

- Rigid curriculum structures
- Language barriers
- Lack of international partnerships
- Time constraints
- Limited resources and funding

Our handbook is designed to help you navigate these obstacles and find creative solutions that work for your specific context. **We provide concrete, practical solutions** to internationalise curricula, staff and students' profiles.

Through this initiative, we aim to provide **inclusive, flexible, and innovative approaches** that allow the whole academic community (students, teaching staff and administrative staff), regardless of their background, to benefit from international experiences. The project is rooted in the belief that **internationalisation should be for everyone**. Internationalisation for All in its “internationalisation at home” dimension, also implies greener practices. In this book, we also promote sustainable mobility solutions and digital collaboration to reduce the environmental footprint of international activities.

This inclusive approach is baked into every recipe we offer in this book.

Who is this Handbook for ?

This Handbook is primarily designed for **Heads of Degree Programmes**, as they play a crucial role in shaping the international dimension of study programmes. However, we've ensured that our recipes are accessible and valuable to all academic staff. Professors looking to add an international twist to their courses will find plenty of inspiration within these pages.

Are you ready to spice up your degree programmes with a dash of international flavor?

Look no further!

The UNITA Recipes Handbook for Internationalisation is your guide to creating a more globally-oriented educational experience!



How to use this Handbook ?

1. **Start** by using our self-assessment tool (SAT) to identify areas where your programme could use a pinch more international seasoning. This SAT is another tool developed with the Project to allow users to evaluate the current level of internationalisation of degree programmes, and identify relevant strategies.
2. **Then**, browse our carefully curated recipes to find the perfect blend of activities and strategies to suit your needs. Think of this handbook as your personal internationalisation cookbook. The **25 recipes** presented in this Handbook are structured as easy-to-follow guides, to help integrate internationalisation into degree programmes. Each recipe offers practical steps, tested methods, and real-life examples to inspire action. These recipes align with the Internationalisation Self-Assessment Tool.
3. **And we don't stop there!** Coming soon, we'll be offering a series of training sessions to help Heads of degree programmes to master these recipes and further support their internationalisation efforts.

An open and accessible resource

In line with UNITA's commitment to knowledge sharing, the Handbook will be available in two formats:

- A downloadable PDF for those who prefer their recipes in a traditional format
- An interactive digital version, available through the UNITA Virtual Campus

It is **open-source and translated into all UNITA languages**, plus English. It will be referenced on the UNITA website, ensuring easy access for institutions beyond the project's immediate partners.

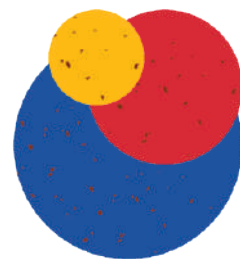
This Handbook is more than just a collection of recipes. It is a **living tool** designed to evolve through collaboration, feedback, and shared experiences. We invite you to explore, experiment, and contribute to improve this Handbook and making internationalisation a reality for all students.

Beyond this Handbook: tailored support and training

Internationalisation is not a one-size-fits-all process. That's why each partner university has appointed an Advisor in Internationalisation to provide personalized support. Whether you need coaching, training, or just a brainstorming session, they're here to guide and assist you in selecting and adapting recipes that best fit your specific institutional and disciplinary contexts.

Now, let's get cooking!





Recipes presentation

Welcome to the heart of this guide: our collection of 26 carefully crafted "recipes" designed to help you infuse internationalisation into your programmes and degrees. Just like in cooking, successful internationalisation requires the right ingredients, a clear method, and a touch of creativity.

Each recipe in this chapter follows a step-by-step approach, guiding you through practical and tested methods to integrate international dimensions into your curriculum. Whether you are looking to develop joint degrees, implement virtual mobility, or enhance intercultural learning, these recipes will provide you with concrete actions, essential tools, and inspiring ideas. When we could, we've included useful resources such as videos or practical examples.

In order to simplify your search, the recipes have been classified by categories :

■ Internationalisation Strategy

- these recipes highlight internationalisation strategies

■ Internationalisation through national and international students

- these recipes focus on local and international students as key vectors of internationalisation, and enable your degree programme to be internationalised through student mobility (IN and OUT).

■ Internationalisation through partnerships

- these recipes focus on partnerships, allowing you to approach internationalisation from a partnership perspective and to get inspired from best practices.

■ Internationalisation through pedagogical activities and development of international skills (curriculum)

- these recipes focus on teaching methods and practices, and how you can internationalise student curricula, often in a very accessible way!

■ Internationalisation through development of international skills for staff members

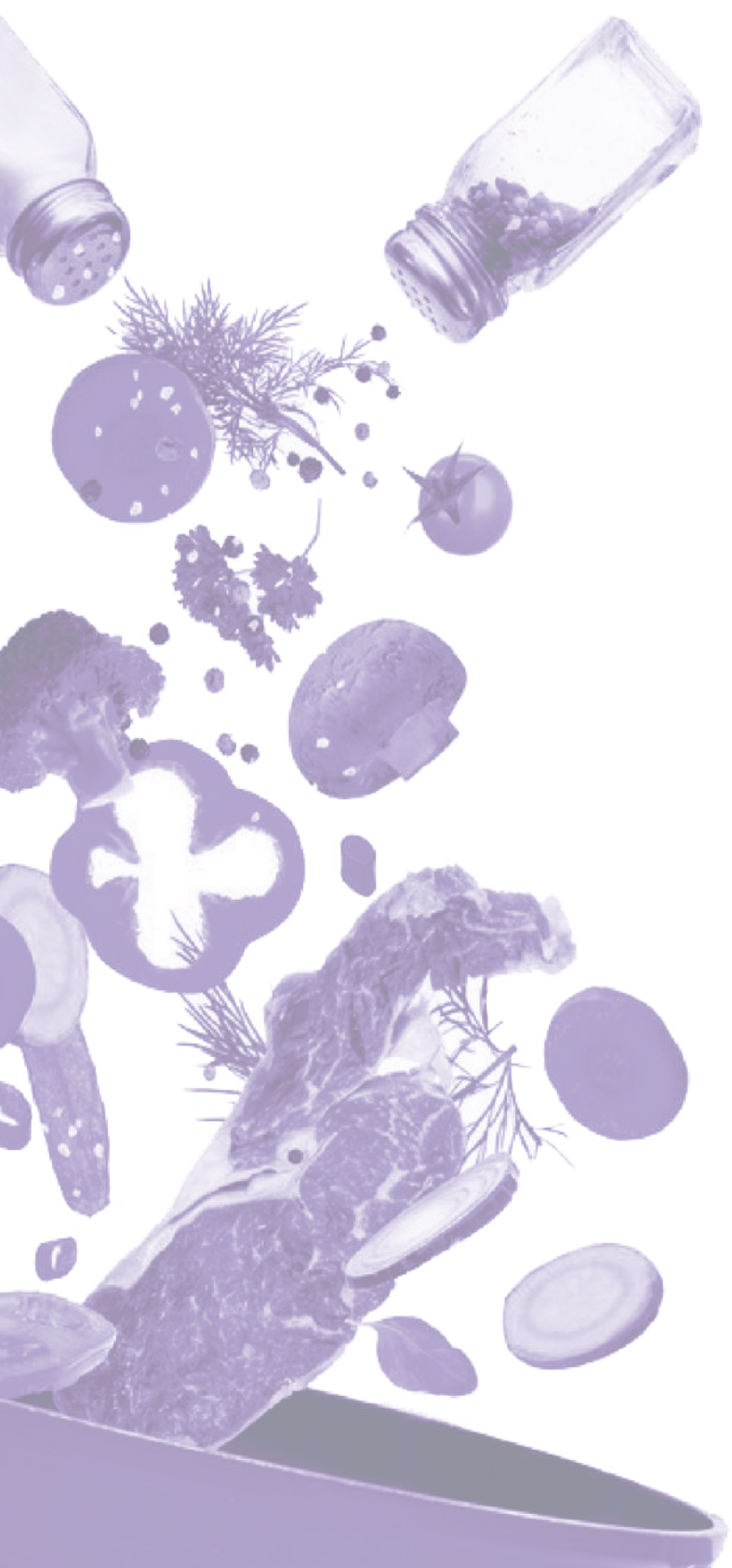
- these recipes address the development of international skills for academic and/or administrative staff members

Think of this as your internationalisation cookbook—choose the recipes that best suit your needs, adapt them to your context, and experiment to find the perfect blend. If you need help to implement a recipe, don't hesitate to contact your International Relations' office or Advisor in internationalisation (see Section "Contacts & Resources")

Ready to get cooking?

Let's begin!





The Recipes

CURRICULUM

- International collaboration to update and coordinate content of your degree programme
- Organise a Summer intensive thematic programme
- Organise a Summer intensive language programme
- Create a COIL (Collaborative online international learning)
- Integrate international / intercultural competencies into your curriculum's skills framework - LEVEL 1

STUDENTS

- Send a student on an Erasmus+ outgoing mobility for study (SMS)
- Send a student on an Erasmus+ long-term outgoing mobility for traineeships (SMT)
- Peer-mentors for incoming students
- Welcome and integrate international students through Student-Centric Teaching initiatives
- Refugees Integration Programme
- Intercultural Seminar

STUDENTS

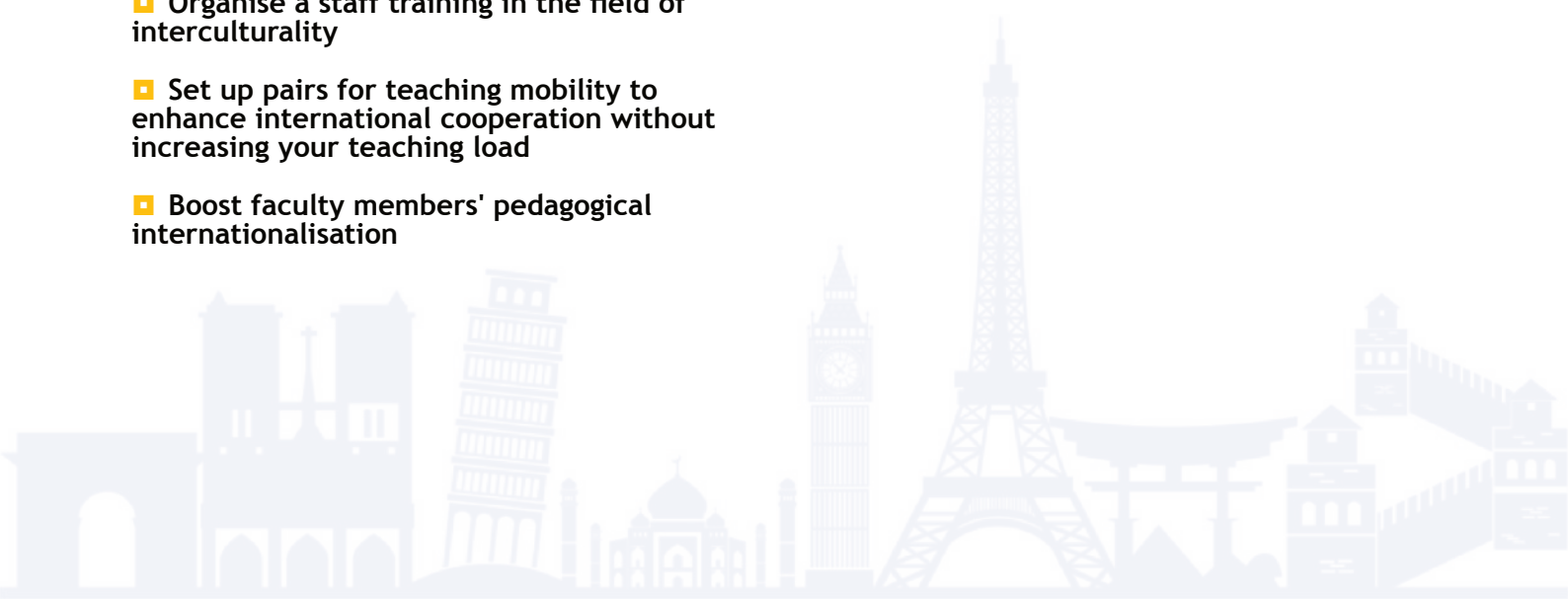
- Organise an Erasmus+ teaching mobility (STA)
- Organise an Erasmus+ staff mobility for training (STT)
- Organise a staff training in the field of interculturality
- Set up pairs for teaching mobility to enhance international cooperation without increasing your teaching load
- Boost faculty members' pedagogical internationalisation

STRATEGY

- Integrate international / intercultural competencies into your curriculum's skills framework - LEVEL 2
- Recruiting faculty members with international profiles/skills
- IRIS - Internationalisation through Research Activities
- AI-driven multilingual courses for interdisciplinary education

PARTNERSHIPS

- BIP - Blended Intensive Programme
- Identifying International Research Partners thanks to A.I platforms
- Organise a Summer school with a partner
- Create a double diploma with a foreign university
- Submit an Erasmus+ Key Action 2 Project:
Cooperation among organizations and institutions
- Host a colleague with 'visiting professor' status to teach in your course





International collaboration to update and coordinate content of your degree programme

Category of recipe: Internationalisation through research activities, Internationalisation through pedagogical activities and development of international skills for students (curriculum), Internationalisation through national and international students.

Objective: Improving academic Quality / offer; Attracting International students; Academic, professional and personal growth; Developing global competence / employability skills; Improving academic quality / offer; Ensure that degree programmes remain competitive and applicable.

Short description: Professors and academic networks collaborate to update and align course content across institutions. This ensures consistency with the latest academic and professional developments, facilitates student mobility, and supports the mutual recognition of ECTS credits.

Academic recognition: The acquisition of the updated and coordinated contents is integrated into the general framework of the degree programme, and therefore they will be systematically assessed and contribute to obtaining the diploma (and associated ECTS).

Level of difficulty: Advanced.

Calendar and time needed: Whenever you can update the contents of your degree programme, and in any case before presenting to the students the intended learning outcomes of the concerned courses.

Cost summary: No funds needed.

Language and level required: The level corresponding to the degree programme.

Roles and Responsibilities:

- ▣ **Course coordinators:** Responsible for a course that is taught in two (or more) institutions and who wish to collaborate to up-date and coordinate the contents of that course will work together to ensure that the course remains aligned with current academic and disciplinary developments. This can involve integrating recent research findings, best teaching practices, or international benchmarking efforts. Each person within their own institution will have to manage the corresponding bureaucratic processes to produce the final course guide.
- ▣ **Institutional administration:** Supports the approval and implementation of updated course content, ensuring alignment with internal policies and regulations.
- ▣ **Professors:** Participate in discussions, share insights, and contribute to the development of content based on evolving academic and professional trends.
- ▣ **International Relations Office:** Assist with coordination efforts, particularly in ensuring alignment with international education frameworks and student mobility programmes.

■ Advisor in Internationalisation (if there is such a person in the university): Provides strategic guidance on international partnerships and supports content alignment with global academic standards.

■ Pedagogical Engineers (if there are some in the university): Offer expertise in curriculum development, instructional design, and technological integration to enhance the quality of teaching and learning.

Ingredients:

■ A course within a degree programme that is offered in two or more institutions.

■ Leaders with responsibility and capacity to modify the contents of this course in each of the institutions, and who are willing to boost internationalisation.

■ Partnerships with international institutions to support course content alignment and academic collaboration.

■ Opportunities for professors to engage in global teaching-focused collaboration initiatives.

■ A group of professors who:

- Recognise the benefits and added value of coordinating course content across institutions.
- Are committed to working collaboratively to improve the academic experience for

students.

- Are willing to implement best practices and innovative teaching methods that address global challenges.

Steps:

■ Step 1: Identify professors interested in content alignment

- Engage professors interested in aligning and updating the content of a specific course across institutions.

■ Step 2: Internal coordination

- Organise an information meeting with those engaged professors within each institution to inform and discuss the expected integration, coordination and update of contents of a specific course content.

■ Step 3: International coordination

- Host an international meeting with partner institutions to establish an agenda for content alignment.

■ Step 4: Schedule regular meetings

- Plan virtual across institutions, virtual or in-person within institutions to maintain ongoing collaboration and alignment.

■ Step 5: Key milestones for content alignment

- Provide a list of the intended learning outcomes that can be coordinated across the participant institutions considering the idiosyncratic characteristics of each institution.

- Once (a) is accomplished, identify and provide a list of the minimum contents identified by recent research and academic consensus as essential and best practices for students to achieve the intended learning outcomes.

- Identify internationally recognised and reliable resources of information and ensure the





Organise a Summer intensive thematic programme

Category of recipe: Internationalisation through pedagogical activities and development of international skills (curriculum).

Objective: Attracting International students / diversify the student body; Improving academic quality / offer.

Short description of the recipe: Organise a short-term thematic programme designed primarily for people wishing to rapidly develop skills / get specialised in a specific thematic and deepen their knowledge of the thematic while integrating into the local environment. Choose your laboratory preferred / specialist area.

Academic recognition: at a minimum a certificate of attendance, and if validated, this course must earn ECTS credits per session to be attractive.

Level of difficulty: medium

Calendar and time needed: 8 to 12 months before teaching.

Cost summary: €€€

Language and level required for students: The aim being to attract international students, you can choose to organise a bilingual course, or it can be just in English or in your local language (in this case you must request a B1 or B2 level in your local language, depending)

Roles and Responsibilities:

- A Programme Coordinator, who manages the day-to-day planning and execution of the summer school programme.
- An Academic Lead must coordinate the pedagogical aspects by structuring the curriculum to ensure a rigorous and engaging learning experience, help develop interactive methodologies, and ensure alignment with best practices in thematic education.
- An expert (or more) in the chosen field (who can be the same as the Academic Lead)
- Receiving institution must provide support services (administrative, communication, housing and other logistical aspects, etc.): one or more colleagues in charge of managing the administrative, logistical, communication and financial aspects of the project.
- Advisor in internationalisation (if available in your university) may help design the programme with an international perspective, identify relevant academic and institutional partnerships, and support the promotion of the summer school through global networks.
- International Relations' Office can facilitate the administrative process for international students, ensure compliance with institutional and funding regulations, and help integrate the programme within broader faculty internationalisation efforts.



Ingredients:

- ▣ Vision and objectives: 2 cups of clear academic and cultural goals.
- ▣ A team enthusiastic team of (at least) 3 persons highly motivated to organise a summer school in your faculty (see roles and responsibilities, in the above section).
- ▣ At least 1 expert.
- ▣ A pinch of rigorous, innovative curriculum.
- ▣ Target audience: a clear profile of international students, with a group interested in your programme.
- ▣ 1 or 2 time slots of 3 weeks each, during summer (before the summer closing of your institution).
- ▣ Cultural activities: a dollop of local immersion experiences.
- ▣ Collaborations: partnerships with universities or other partners (2-3 strong ones recommended).
- ▣ Budget: 1 well-prepared financial plan (includes tuition, scholarships, and logistics).
- ▣ Marketing strategy: 1 robust mix of social media campaigns, international fairs, and email outreach.

Steps:

- ▣ Step 1: Define the theme and objectives of your Summer school
 - Begin by selecting a focused, engaging theme relevant to the participants. For example, if you choose "Sustainable innovation in Education," make sure it resonates with the current trends in higher education.
 - Set measurable learning objectives that align with the goals of the programme (e.g., enhancing leadership skills, fostering innovation, expanding academic networks).
- ▣ Step 2: Create a Planning Committee
 - Assemble a team to assist in organising the event. This should include:
 - A programme coordinator to oversee the entire event.
 - Administrative assistants to handle logistics and registration.
 - Subject-matter experts: colleague(s) or external facilitators who will lead sessions.
- ▣ Step 3: Select the venue and format
 - Set the dates: 1 or 2 sessions of 3 weeks each, during summer (before the summer closing of your institution). Students may choose to attend just one or both sessions.
 - Choose a suitable venue: it should be accessible, comfortable, and equipped with the necessary technology (Wifi, microphones, projectors).
- ▣ Step 4: Collaborate with partners
 - Reach out to international universities for joint teaching efforts or credit transfer agreements.
 - Secure partnerships with local organisations for site visits and guest lectures.
- ▣ Step 5: Develop the Programme content
 - Develop a detailed work plan as well as activities to make sure you reach the goals and meet the needs (identified in step 1).
 - Organise a variety of sessions, such as:

- Keynote speeches from experts in the field.
 - Workshops where participants actively engage in discussions or project-based learning.
 - Panel discussions for broader viewpoints.
 - Ensure content is dynamic, engaging, and interactive to avoid passive learning.
 - Prepare materials (slides, handouts, case studies) for each session.
- **Step 6: Budget and funding**
 - Create a detailed budget, accounting for academic content, accommodation, meals, and excursions.
 - Explore funding sources: Erasmus+, external grants, or sponsorships.
 - Apply to those grants / calls for proposals.
- **Step 7: Inform the following players: Your institution & your faculty (they can relay the information on your programme offer, at their level)**
- **Step 8: Establish a Communication Plan**
 - Communicate actively on internal and external channels: mailings to universities, research labs and other partner institutions (e.g. your network of Embassies, etc.)
 - Design and send out invitations to potential participants:
 - Already attending courses in my degree programme
 - Already attending courses on the campus
 - Abroad / in partner institutions.
 - Create a digital brochure with event details (agenda, speakers, registration process). Communicate on the opening and closing dates of the applying process. NB: if the students benefit from scholarships (ex: ISEP grants) you must close the registrations in early April at the latest, to facilitate the remaining administrative and logistical work.
 - Promote the programme through social media channels to generate interest and engage participants. Showcase the benefits of such intensive programmes!
- **Step 9: Get some help from Support services of your institution or faculty (Schooling service, International Relations' Office, Communication Department):**
 - To continue communication actions.
 - To start the registration process at least 6 months in advance, as this is a much time-consuming step.
 - Once registrations are closed, take care of the administrative steps:
 - Find an accommodation for the international students and set the contract for them (or send them useful information in that sense / make sure they do it).
 - Take care of the immigration process - if letters of invitation and other administrative documents are required (students may need to apply for a visa...).
 - Communicate clearly on the personal liability insurance which is compulsory. The university declines all responsibility.
 - To coordinate logistics:
 - Finalise transportation and accommodation for speakers and out-of-town participants (if necessary).
 - Arrange for catering services (lunches, coffee breaks, dinners) that align with the programme schedule.
 - Prepare participant kits that include event materials, schedule, and other helpful resources.
- **Step 10: Send out a Welcome notice to the registered participants: anticipate the guidance provided to international students upon their arrival (accommodation, access to internet and classroom, guidance for local transportation, groceries, etc.).**
- **Step 11: Serve the Programme**
 - On the day of the event, ensure that all preparations are in place: check equipment, seating arrangements, and materials.



- Welcome the students: welcoming tour / activities, settling in the housing... And introduce them to all useful people /staff.
- Organise the teaching and evaluation: explain the context of your university and how it works. Encourage active engagement throughout the programme (discussions, group work, networking).

■ Step 12: Post-event follow-up

- Send thank-you notes to speakers and participants.
- Measure the satisfaction of students and academic staff.
- Review feedback to evaluate the success of the programme and identify areas for improvement in future editions.
- Share post-event materials (session recordings, slides, further reading).

Budget description:

- Cost for the organising institution: €€

- Cost per participant: You must communicate clearly on the things that are covered or not by the registration fees (e.g. xx hours of class, access to cultural and sports activities organised by your university for its international students; for all participants may cover at least the costs of accommodation and the courses, accommodation, meals and any other personal expenses.

- Business model of the activity: registration fees may cover at least the costs the courses, potentially more aspects, but not all fees engaged (see above).

- Budget type / sources of revenues:

- Bilateral funding (mobility programmes such as embassies / Campus France / ISEP grants, etc.)

- Erasmus funding, if relevant in your case

- Call for applications: internal or external to your university

- How to obtain financing: Apply to specific call for proposals, contact Embassies (they can give grants for international students)

Non-mandatory items:

Tips & tricks

- Presentation matters: your promotional material should highlight the unique value of the programme.

- Keep it fresh: change the theme or activities annually to maintain novelty.

- Stay adaptable: always have a Plan B for unforeseen circumstances.

- Key dates: the programme of your summer school must be designed by December of the year before, to start communicating on it to students in early January, and close the registrations end of April.

- Adapt your offer & the type of package to the target you want to reach. For example, if you wish to attract students from the USA (cf. ISEP agreement), opt for a fully packaged programme as they are used to it and looking for that type of offers. You must be aware that this public is very demanding and that the level of expectation is usually higher than the average.

- Person to contact for further information: To be personalised according to each institution.

Successful examples of this recipe

- Webpage of the French & Sciences programme, organised at USMB (conceived by Emilie Viret-Tasiniphone)

- French research summer schools

- List of short programmes offered by French universities, advertised on Campus France website.





Organise a Summer intensive language programme

Category of recipe: Internationalisation through pedagogical activities and development of international skills (curriculum).

Objective: Attracting International students / diversify the student body; Improving academic quality / offer.

Short description of the recipe: Organise a short-term local language programme designed primarily for people wishing to rapidly develop their local language skills and deepen their knowledge of the language while integrating into the local environment.

Academic recognition: at a minimum a certificate of attendance, and if validated, this course must earn ECTS credits per session to be attractive.

Level of difficulty: Medium.

Calendar and time needed: 8 to 12 months before teaching.

Cost summary: €€€

Language and level required for students:

- ▣ The aim being to attract students who want to learn your local language, you must set the appropriate level requested in your local language.
- ▣ Therefore, if the goal is to attract students for an exchange or as Freemovers, a B1-B2 level is ideal. If it's just to introduce them to your country and university for future enrolment, a beginner level is enough.

Roles and Responsibilities:

- ▣ A Programme Coordinator, who manages the day-to-day planning and execution of the summer school programme.
- ▣ An Academic Lead must coordinate the pedagogical aspects.
- ▣ A language teacher - ore more (who can be the same as the Academic Lead)
- ▣ Receiving institution must provide support services (administrative, communication, housing and other logistical aspects, etc.): one or more colleagues in charge of managing the administrative, logistical, communication and financial aspects of the project.

Ingredients:

- ▣ Vision and objectives: 2 cups of clear academic and cultural goals
- ▣ A team enthusiastic team of (at least) 3 persons highly motivated to organise a summer school in your faculty (see roles and responsibilities, in the above section)

- At least 1 language teacher
- A pinch of rigorous, innovative curriculum
- Target audience: a clear profile of international students, with a group interested in your programme
- 1 or 2 time slots of 3 weeks each, during summer (before the summer closing of your institution)
- Cultural activities: a dollop of local immersion experiences
- Collaborations: partnerships with universities or other partners (2-3 strong ones recommended)
- Budget: 1 well-prepared financial plan (includes tuition, scholarships, and logistics)
- Marketing strategy: 1 robust mix of social media campaigns, international fairs, and email outreach

Steps:

- Step 1: Define the language and objectives of your Summer school
 - Set measurable learning objectives that align with the goals of the programme.
- Step 2: Create a Planning Committee
 - Assemble a team to assist in organising the event. This should include:
 - A programme coordinator to oversee the entire event.
 - Administrative assistants to handle logistics and registration.
 - Subject-matter experts: colleague(s) or external facilitators who will lead sessions.
- Step 3: Select the venue and format
 - Set the dates: 1 or 2 sessions of 3 weeks each, during summer (before the summer closing of your institution). Students may choose to attend just one or both sessions.
 - Choose a suitable venue: it should be accessible, comfortable, and equipped with the necessary technology (wifi, microphones, projectors).
- Step 4: Collaborate with partners:
 - Reach out to international universities for joint teaching efforts or credit transfer agreements.
 - Secure partnerships with local organisations for site visits and guest lectures.
- Step 5: Develop the Programme content
 - Develop a detailed work plan as well as activities to make sure you reach the goals and meet the needs (identified in step 1).
 - Organise workshops where participants actively engage in discussions or project-based learning.
 - Ensure content is dynamic, engaging, and interactive to avoid passive learning.
 - Prepare materials (slides, handouts, case studies) for each session.
- Step 6: Budget and fundings
 - Create a detailed budget, accounting for academic content, accommodation, meals, and excursions.
 - Explore funding sources: Erasmus+, external grants, or sponsorships.

- Apply to those grants / calls for proposals.

■ **Step 7: Inform the following players: your institution & your faculty (they can relay the information on your programme offer, at their level)**

■ **Step 8: Establish a Communication Plan: Communicate actively on internal and external channels: mailings to universities and other partner institutions, language schools/networks (ex: ISEP, Campus France, Cervantes Institutes, your network of Embassies, etc.)**

- Design and send out invitations to potential participants:

- Already attending courses in my degree programme

- Already attending courses on the campus

- Abroad / in partner institutions.

- Create a digital brochure with event details (agenda, speakers, registration process).

Communicate on the opening and closing dates of the applying process. NB: if the students benefit from scholarships (ex: ISEP grants) you must close the registrations in early April at the latest, to facilitate the remaining administrative and logistical work.

- Promote the programme through social media channels to generate interest and engage participants. Showcase the benefits of such intensive programmes!

■ **Step 9: Get some help from Support services of your institution or faculty (Schooling service, International Relations' Office, Communication Department):**

- To continue communication actions.

- To start the registration process at least 6 months in advance, as this is a much time-consuming step.

- Once registrations are closed, take care of the administrative steps:

- Find an accommodation for the international students and set the contract for them (or send them useful information in that sense / make sure they do it).

- Take care of the immigration process - if letters of invitation and other administrative documents are required (students may need to apply for a visa...).

- Communicate clearly on the personal liability insurance which is compulsory. The university declines all responsibility.

- To coordinate logistics:

- Finalise transportation and accommodation for speakers and out-of-town participants (if necessary).

- Arrange for catering services (lunches, coffee breaks, dinners) that align with the programme schedule.

- Prepare participant kits that include event materials, schedule, and other helpful resources.

■ **Step 10: Send out a Welcome notice to the registered participants: anticipate the guidance provided to international students upon their arrival (accommodation, access to internet and classroom, guidance for local transportation, groceries, etc.)**

■ **Step 11: Serve the Programme**

- On the day of the event, ensure that all preparations are in place: check equipment, seating arrangements, and materials.

- Welcome the students: welcoming tour / activities, settling in the housing... And introduce them to all useful people /staff.

- Organise the teaching and evaluation: explain the context of your university and how it works. Encourage active engagement throughout the programme (discussions, group work, networking).

■ **Step 12: Post-event follow-up**

- Send thank-you notes to speakers and participants.

- Measure the satisfaction of students and academic staff.

- Review feedback to evaluate the success of the programme and identify areas for improvement in future editions.
- Share post-event materials (session recordings, slides, further reading).

Budget description:

Cost for the organising institution: €€

- Cost per participant: You must communicate clearly on the things that are covered or not by the registration fees (e.g. xx hours of class, access to cultural and sports activities organised by your university for its international students; for all participants may cover at least the costs of accommodation and the courses, accommodation, meals and any other personal expenses.
- Business model of the activity: Registration fees may cover at least the costs the courses, potentially more aspects, but not all fees engaged (see above).

Budget type / sources of revenues:

- Bilateral fundings (mobility programmes such as embassies / Campus France / ISEP grants, etc.).
- Erasmus fundings, if relevant in your case.
- Call for applications: internal or external to your university.

How to obtain financing: Apply to specific call for proposals, contact Embassies (they can give grants for international students).

Non-mandatory items:

Tips & tricks:

- Presentation matters: your promotional material should highlight the unique value of the programme.
- Keep it fresh: change the theme or activities annually to maintain novelty.
- Stay adaptable: always have a Plan B for unforeseen circumstances.
- Key dates: The programme of your summer school must be designed by December of the year before, to start communicating on it to students in early January, and close the registrations end of April.
- Adapt your offer & the type of package to the target you want to reach. For example, if you wish to attract students from the USA (cf. ISEP agreement), opt for a fully packaged programme as they are used to it and looking for that type of offers. You must be aware that this public is very demanding and that the level of expectation is usually higher than the average.
- Person to contact for further information: To be personalised according to each institution.

Successful examples of this recipe (already implemented and proven to be easily replicable)

- Example of activity programme: An Alpine Summer programme organised at USMB (conceived by Emilie Viret-Tasiniphone)
- List of short programmes offered by French universities, advertised on Campus France website.





Design a COIL (Collaborative online international learning)

Category of recipe: Internationalisation through pedagogical activities and development of international skills.

Objective: Inclusion and reaching students who cannot travel on a long mobility: by enabling new and more flexible mobility formats, COILs aim at reaching all types of students from all backgrounds, study fields and cycles. COILs allow teachers to develop international skills and networks.

Short description: A COIL is a virtual exchange in reference to online teaching centred on inter-university collaboration, both between teachers and between students, and enriched by the approaches and experiences of each, including an intercultural dimension. Different teaching models are possible. Courses can be entirely online or, more commonly, they can be organised face-to-face at each of the partner institutions, with an online dimension to the teaching. The duration of the COILs varies from a block module to a full-semester course.

Academic recognition: ECTS.

Level of difficulty: Medium.

Calendar and time needed:

- ▣ Ideally, start building your COIL 1 year before the training delivery.
- At HES-SO, a call is launched every year in order to support the development of COILs. A grant is given to support the organisation of a COIL.

Cost summary: €

Language and level required: Language level required to follow the course, depending on the pedagogical contents.

Roles and Responsibilities:

- ▣ Co-Partner University (at least 2): develop the pedagogical aspects of the COIL.
- ▣ Professor(s) who teach in the COIL.
- ▣ Students who participate in the COIL.
- ▣ International Relations Office: to help for the administrative tasks and allowing the grants if available.

- IT support: to help students with technical aspects before and during the COIL.
- Advisor in internationalisation (if this resource is available in your university) can give you more information on how to start designing a COIL.

Ingredients:

- The COIL is identified in the university's basic education programme (Bachelor's/Master's) or in the framework study plan.
- ECTS credits are allocated based on an assessment of performance.
- The COIL is a synchronous or partially asynchronous online course/module/project.
- The COIL is organised in partnership with at least one foreign higher education institution.

Steps:

- Step 1: Identify the need of a COIL / Develop the concept of your COIL
- Step 2: Look for a partner university and a tandem of teachers who are willing to work together
- Step 3: Ensure that the COIL is part of the learning content of the study plan.
- Step 4: Define the learning objectives with the partner university.
- Step 5: Develop the teaching material in collaboration with the partner university
- Step 6: Set the teaching dates.
- Step 7: Set the evaluation method(s).
- Step 8: Apply for a possible grant at your university (Erasmus or else).
- Step 9: Teach the COIL
- Step 10: Evaluate the COIL

Budget description: Grant available at the HES-SO, for example CHF 4400.-/COIL. Contact your International Relations Office for more information.

Non-mandatory items:

- Successful examples of this recipe (already implemented and proven to be easily replicable)
- COIL at the university of applied sciences in social work, Fribourg <https://www.hets-fr.ch/fr/evenements/people-on-the-move-2024/>
- COIL between Gustave Eiffel University and Dallas University: <https://www.youtube.com/watch?v=HVnHVkR71Zg>





Integrate international / intercultural competencies into your curriculum's skills framework

LEVEL 1

Category of recipe: Internationalisation through pedagogical activities and development of international skills (curriculum).

Objective: Developing global competence / employability skills; Improving academic quality / offer; Cultural exchange; Contributing to sustainable development; Ensure that programmes remain competitive and applicable.

Short description of the recipe: This recipe shows you a possible way to integrate international/ intercultural competences in your curriculum's skills framework. The aim is to give intercultural competences* a place in the learning outcomes of the typical graduate. In other words, having developed these skills or aptitudes will thus become a prerequisite for obtaining your diploma. In this Handbook, we offer you 2 levels of implementation to suit your current needs:

- Level 1: Improving your framework (small-scale adjustments to incorporate international/ intercultural elements)
- Level 2: Restructuring the framework of the curriculum (more comprehensive changes to the degree programme's structure)

The following recipe is addressing the Level 1. If you want to implement it at Level 2, the corresponding recipe is also available in this handbook.

Academic recognition: As the acquisition of the targeted competences (international and intercultural) is integrated into the curriculum's skills framework, the assessment of these skills will be systematic.

Level of difficulty: Medium.

Calendar and time needed: Whenever you are able to modify the skills' framework of your curriculum, and in any case before presenting to the students what's expected from them at the end of the courses that are concerned by such changes.

Cost summary: No funds needed.

Language and level required: Not applicable.

Ingredients:

- A degree programme already equipped with an existing skills framework.
- A designated leader to coordinate the whole process of modifying the skills framework
- A team of professors who are:
 - Convinced about the benefits / added value of international & intercultural skills, for the

benefits of students personal and professional development.

- Ready to invest themselves in this process.
- Willing to communicate on the benefits of international & intercultural skills, to students.

Roles and Responsibilities:

- The Head of degree programme must facilitate the whole process.
- The designated leader of the process must coordinate the action of modifying the skills framework, and the relations between the pedagogical team and pedagogical engineers (if your university do have such a service).
- Several members (ideally all members) of the pedagogical team must be involved in the skills' framework modification process.
- International relations' officers (of your faculty, or at central level) must remain available to provide support (ex: logistical support to organise the meetings).
- The Advisor in Internationalisation of your university must remain available to provide support at all the stages of the process. His role is to provide you with specific tools (designed for this purpose and to save time) and supportive resources (PPT presentations, scientific insight / recent bibliography to prove the benefits of international skills, benchmark of good practices at international level, arguments in favour of the approach, etc.).

Steps:

- Step 1: Rally your teaching team around this goal
 - Identify as many colleagues as possible, who are willing to be involved in the internationalisation process of your degree programme, and in this specific case in modifying the skills framework, to add an international flavour to the curriculum.
 - Organise an information meeting with these colleagues, Instructional designers, international relations' officers of your faculty, and the Advisor in internationalisation of your university, to explain the approach, raise awareness on the concept and benefits of international & intercultural skills. The aim here is to make sure everyone is comfortable with the approach.
- Step 2: Needs analysis and key considerations
 - Gather your pedagogical team (don't hesitate to ask Instructional designers for help at this stage) and designate a leader of the process.
 - Define the general profile of a graduate (skills and knowledge required).
 - Start by drawing up the general profile of the typical graduate student (if not existing yet). [At this stage, draw the 'general profile' of your graduate student, without integrating yet the international dimension. This will be the following step]. Agree on all the skills developed by the students at the end of the programme, what they need to know and be able to do, in relation to professional expectations, for example. Those learning outcomes¹ describe what students should be able to do by the end of the curriculum. Learning outcomes of a degree programme are cross-cutting objectives which are related to, but different from, teaching aims, which instead describe broadly what the session or course is about and its overall purpose.
 - Once you have finalised the general profile of the graduate student, identify where the international and intercultural dimension comes into play in the learning process, to draw-up an international sub-profile of the graduate student. Ask yourselves: what are the expectations of the pedagogical team regarding the capacity of students to work efficiently in an international and/or intercultural context. What should students learn from their international and/or intercultural experiences, in terms of the values and requirements of the degree programme, and the career opportunities associated with it? Ex: what would be the added value of an internship abroad compared to an internship at home? Make it consistent with the expectations of the semi-professional players.

¹ Core principles of learning outcomes: Learning outcomes should: avoid jargon; use action verbs to describe what it is that students should be able to do during and/or at the end of a session or course. One way to ensure this is by completing the sentence: 'By the end of the session students will be able to ...' (see the 'Learning outcome verbs' table later in this guide); not be too numerous. This helps to avoid writing a list of 'content to be covered' and will also help you prioritise what students need to do; be specific. Writing learning outcomes can help you to plan your teaching, for example, by prioritising key learning points for the session or course and enabling you to plan your teaching across a session or course. You may also want to share learning outcomes with your students to help them to understand what they are meant to be learning.

- Determine where international/intercultural aspects naturally fit into the curriculum.
- Compare your graduate profile with existing international skills frameworks to find common ground: compare your “international graduate sub-profile” (see previous step) with international reference documents on international skills. There are 2 ways to proceed here:
 - In case your university has already adopted an international skills framework, directly take inspiration from it. You can also pick “ready-to-use” skills in there, to draw-up the international graduate sub-profile.
 - If your institution hasn’t selected a specific existing framework, compare your “international graduate sub-profile” (see previous step), with any international skills’ framework that you feel is sufficiently robust to serve as a benchmark. See if there are affinities/possible connections to enrich your initial brainstorming. Below are a few examples of existing frameworks (see the Resources section).
- **Step 3: Modify your curriculum skills’ framework:** If you have chosen to implement this recipe at Level 1, the goal is to embed international and intercultural elements into the existing curriculum without major restructuring.

Follow these concrete steps:

- **Step 3.1. Identify where to introduce International/Intercultural elements**
 - Review your current skills framework and mark places where global or intercultural skills naturally fit.
 - Look at course descriptions, learning outcomes, and assessment methods.
 - Identify subjects where global perspectives already exist (e.g., business, humanities, sciences).
 - Questions to ask:
 - Do any courses cover international regulations, case studies, or cross-cultural communication?
 - Are students expected to collaborate in teams? If so, could they work on intercultural group projects?
 - Are there courses where international guest speakers, virtual exchanges, or case studies could be added?
- **Step 3.2. Adjust Learning Outcomes to Reflect Global Skills**
 - Modify learning outcomes in existing courses to reflect international and intercultural competencies.
 - Example of adjustments to Learning Outcomes:
 - Instead of: "Students will demonstrate strong communication skills."
 - Change to: "Students will demonstrate strong communication skills, including effective interaction in intercultural and multilingual settings."
 - Instead of: "Students will understand ethical decision-making in business."
 - Change to: "Students will understand ethical decision-making in business, including considerations of global markets and cultural perspectives."
 - Instead of: "Students will conduct research and present findings."
 - Change to: "Students will conduct research on global issues and present findings, incorporating diverse cultural perspectives."
- **Step 3.3. Modify teaching methods to include an international component**
 - Introduce small, manageable activities in existing courses:
 - Case studies & examples
 - > Use international case studies (e.g., global companies, international policies, cultural comparisons).
 - > Example: In a marketing class, discuss Coca-Cola’s advertising in different countries and how cultural norms impact messaging.

- Intercultural group work
 - > Form groups that mix students from different backgrounds and assign projects requiring global perspectives.
 - > Example: In a business class, have students analyse how different cultures negotiate business deals.
- Virtual collaboration
 - > Set up online exchanges with universities abroad (even a single guest lecture or short-term project).
 - > Example: A computer science course could include a project with students from another country solving a tech challenge together.
- Multilingual elements (if applicable)
 - > Encourage students to work with sources in different languages.
 - > Example: A political science class could analyse news reports from international sources instead of only local media.
- Guest speakers & industry connections
 - > Invite international professionals or alumni working abroad for guest lectures.
 - > Example: A law course could have a lawyer specialising in international human rights speak about legal challenges across countries.

▣ Step 3.4. Align assessment methods with international competencies

- To assess international skills without adding new exams, tweak existing assessments:

- ▣ Instead of: A standard essay on leadership
- ▣ Assign: An essay comparing leadership styles in two different cultures
- ▣ Instead of: A business pitch
- ▣ Assign: A business pitch targeted for different international markets
- ▣ Instead of: A final project on local sustainability issues
- ▣ Assign: A project analysing global sustainability efforts in multiple countries

▣ Step 3.5. Document & communicate the changes

- Update syllabi and course descriptions to reflect international and intercultural competencies.
- Inform professors, students, and administrators about the changes and their benefits.
- Promote the initiative via university websites, faculty meetings, and student portals.
- Monitor and adjust based on feedback from students and faculty.

Non-mandatory items:

- Name of the author of the recipe: Yannick Vidal and Ingrid Le Ru (USMB)
- Resource: International skills frameworks that can be consulted:
 - Central Connecticut State University: International/Intercultural Competencies for CCSU Students, developed by the Internationalisation Laboratory - 2008 : Knowledge, Attitudes, Skills.
 - UNESCO Competency Framework, AKI Erasmus+, Global Steps competency framework, P21 Framework for 21st Century Learning , WEF 21st century skills, Erasmus skills framework (AKI), UNICEF skills framework, KeyStart2Work.
 - Or any other skills framework that seems relevant to your pedagogical team.

Tips and tricks:

- A well-designed international competency framework should be dynamic, recognised, and practical, enhancing graduates' employability and mobility on a global scale.
- Person to contact for further information: Advisor in internationalisation of your university.
- Ask your administrative colleagues to communicate on the recognition of these skills on the webpage dedicated to the online training offer. There is a real challenge in communicating this offer to attract more students to your courses.



Send a student on an Erasmus+ outgoing mobility for study

Category of recipe: Internationalisation through pedagogical activities and development of international skills (curriculum); Internationalisation through national and international students; Internationalisation through partnerships.

Objective: Academic, professional and personal growth: sending a student on an Erasmus+ outgoing mobility for study aims to boost long term mobility as students will spend at least 1 semester within the receiving institution, in a different country, having to adapt to a new way of living in a different culture and experiencing new methods of learning.

Short description of the recipe: Erasmus+ students outgoing mobilities for study (SMS) are activities organised within the framework of Erasmus+ programme that can be carried out in any study field (compatible with the student's degree-related learning) and cycle (short cycle/ bachelor/master/doctoral). The study mobility will be carried out within a partner higher education institution.

Academic recognition: ECTS according to the OLA (online learning agreement) and certificate of attendance.

Level of difficulty: Basic.

Calendar and time needed: 1 semester to one academic year before the study mobility - to prepare the mobility. The duration of the mobility can be of 1 semester (minimum) up to a full year programme (maximum). The student's selection procedure will respect the calendar approved by each receiving institution.

Cost summary: € (covered by the Erasmus programme).

Language and level required: According to the inter-institutional agreement.

Roles and Responsibilities:

- Erasmus+ coordinators from the sending and the receiving institutions: In charge of assisting the students during the whole process of preparing the mobility, as well as during the mobility; drafting the OLA; signing the OLA; approving the changes to the initial OLA (if the case); preparing the transcript of records.
- The commissions for selection of students, recognition and equivalence of studies at the level of each faculty or the International Office of the University: in charge of selecting the students; recognition of the study mobility period and the credits obtained.
- International Relations Office/Erasmus+ office: In charge of organising the calls for the selection of students and the events for popularising the Erasmus+ programme among students;

- ▣ ensuring the financial and administrative monitoring; preparing the documentation related to students mobilities (e.g. financial contracts).
- ▣ The faculty schooling service and/or the International Relations Office is also responsible for student registration and for accepting the recognition of mobility completed by the Degree Erasmus+ Coordinator.
- ▣ Participants from receiving institution: Erasmus+ coordinator, teachers, staff.
- ▣ Participants from sending institution: Erasmus+ coordinator, students, staff.

Ingredients:

- ▣ A biannual application process according to a calendar communicated in advance.
- ▣ A Bachelor, Master or PhD student that fulfils the selection criteria.
- ▣ A well identified receiving higher education institution.
- ▣ An existing institutional agreement between the sending and the receiving institutions.
- ▣ One Erasmus+ coordinator for each institution to help the student during the whole procedure and agree on the Learning Agreement content.
- ▣ An online learning agreement (OLA) accepted both by the sending and the receiving institutions; any changes to the initial OLA should be approved during the first month of mobility.
- ▣ An acceptance letter from the receiving institution.
- ▣ A duration of the mobility of one semester (minimum) to a full year for the duration of the whole study programme.
- ▣ Student physical presence within the receiving institution.
- ▣ A confirmation of attendance accompanied by a transcript of records.
- ▣ Recognition of the credits obtained at the partner institution by the receiving institution.

Steps:

- ▣ Step 1. Organise a few events to popularise the Erasmus+ programme among students
 - Choose an appropriate time for the events so that you can reach as large an audience as possible. You can invite former Erasmus+ students from your university as well as incoming students to share their experiences and answer students' questions.
- ▣ Step 2. Launch the call for Student Mobility for Study selection
 - Set a selection calendar at the beginning of each semester or each academic year.
 - Use as many channels as possible to share the information - e.g. direct communication through Erasmus+ coordinators/tutors/study programmess coordinators.
- ▣ Step 3. Select the students
 - Make sure they have the required language proficiency.
 - Make sure that the selected students fulfil all the eligibility requirements set by the sending and the receiving institutions.
- ▣ Step 4. Prepare the mobility
 - Nominate the selected students to the receiving institution according to the agreed calendar.
 - Verify the students receive the invitation or the acceptance letter from the receiving

institution.

- Assist the student in filling in the Learning Agreement, verifying the compatibility with the student's degree-related learning (the subjects selected must be coherent with the subjects at the home institution).
- Conclude the institutional funding contract: The student will conclude a financial contract with the sending institution before starting the mobility.
- Erasmus+ mobility can only be carried out during the eligible period of the Erasmus+ institutional funding contract for which the grant for that mobility is granted.

■ Step 5. During the mobility

- Make sure the students send the confirmation of registration once he/she starts the activity at the receiving institution.
- Make sure any changes to the initial OLA are done no longer than 4 weeks from the beginning of the mobility.

■ Step 6. After the mobility

- Handing over the mobility documents by the student.
- Make sure you get from the partner institution the transcript of records containing the professional results (grades and credits in the subjects provided for in the Learning Agreement Student Mobility for Studies, to recognise and equate the studies.

Budget description:

- Business Model of the Activity: Students receive an individual grant to support their travel and living expenses during the mobility. The total amount is determined by multiplying the actual number of financed mobility days by the monthly grant amount, calculated on a 30-day basis.

- Budget Type / Sources of Revenue:

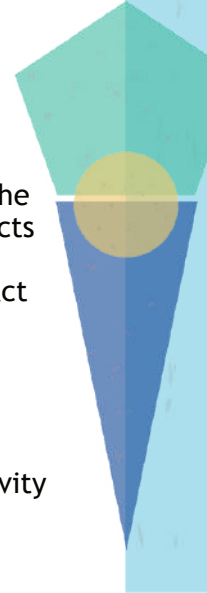
- Erasmus+ Programme Funding - covers mobility costs based on the country of destination and institutional agreements.

- Cost per Participant:

- The grant amount varies depending on:
 - The destination country (adjusted for cost of living differences).
 - The duration of the stay (minimum one semester, maximum one academic year).
 - The mode of transportation used to travel to the host institution.
 - Top-up for Green Mobility: Students using low-emission transport (bus, train, ferry, or carpooling with other Erasmus+ students) receive an additional grant.
 - If using sustainable travel, the funded travel duration can be extended by up to four additional days (from 2 to 6 days).
 - Students must retain travel receipts and submit proof of sustainable travel to qualify for the additional grant.

Non-mandatory items:

- Successful examples of this recipe: Erasmus+ student testimonials: <https://www.youtube.com/watch?v=lQtWioPfPCs>





Send a student on an Erasmus+ long-term outgoing mobility for traineeships

Category of recipe: Internationalisation through pedagogical activities and development of international skills (curriculum); Internationalisation through partnerships.

Objective: Boost long term student mobility: sending a student on an Erasmus+ long-term outgoing mobility for training aims at boosting long-term mobility as students will spend at least 2 months within the receiving institution (a higher education institution, an enterprise, a research institute, a laboratory, an organisation or any other relevant work-place), in a different county, having to adapt to a new way of living in a different culture.

Short description of the recipe: Erasmus+ outgoing mobilities for traineeships are activities organised within the framework of Erasmus+ programme that can be carried out in any study field (compatible with the student's degree-related learning) and cycle (short cycle/bachelor/master/doctoral) as well as extracurricular internship, that can be included in the diploma supplement. The mobility of traineeships will be carried out within a higher education institution, an enterprise, a research institute, a laboratory, an organisation or any other relevant workplace.

Traineeships for recent graduates are also possible and must be completed within a maximum of twelve months after the end of the graduation cycle (and must be completed within 12 months after graduation). Students will be selected by the higher education institution during their final year of study.

Academic recognition: ECTS according to the OLA and certificate of attendance. Improved language and international skills.

Level of difficulty: Basic.

Calendar and time needed: 1 semester (minimum) or one academic year (maximum) before the traineeship mobility. The selection procedure starts at the beginning of each semester and the mobility will take place during the following summer holiday. In the case of traineeships mobility for fresh graduates, the mobility should be organised in the first year after graduation.

Cost summary: €.

Language and level required: According to the inter-institutional agreement.

Roles and Responsibilities:

- Erasmus+ coordinators: In charge of assisting the students during the whole process of preparing the mobility, as well as during the mobility; drafting and signing the Learning Agreement for Traineeships.

- ▣ The commission for recognition and equivalence of studies at the level of each faculty: In charge of selecting the students; recognition of the traineeships mobility period and the credits obtained.
- ▣ International Relations Office/Erasmus+ office: In charge of organizing the calls for the selection of students and the events for popularizing the Erasmus+ programme among students; ensuring the financial and administrative monitoring; preparing the documentation related to students mobilities (e.g. financial contracts).
- ▣ Faculty schooling service: Students' registration.
- ▣ Participants from receiving institution: Erasmus+ coordinator, teachers, staff.
- ▣ Participants from sending institution: Erasmus+ coordinator, students, staff.

Ingredients:

- ▣ A biannual application process according to a calendar communicated in advanced.
- ▣ A Bachelor, Master or PhD student that fulfils the selection criteria.
- ▣ A well identified receiving higher education institution, enterprise, research institute, laboratory, organisation or any other relevant workplace.
- ▣ A learning agreement is accepted by the sending and receiving institutions.
- ▣ An acceptance letter from the receiving institution.
- ▣ A duration of the mobility between 2 and 12 months.
- ▣ Student physical presence within the receiving institution.
- ▣ A confirmation of attendance.
- ▣ Recognition of the credits (if the case) obtained at the partner institution by the receiving institution.
- ▣ A specific programme called SEMP, following the same rule as Erasmus +, in case of collaboration with Switzerland).

Steps:

- ▣ Step 1. Organise a few events to popularise the Erasmus+ programme among students
 - Choose an appropriate time for the events so that you can reach as large an audience as possible. You can invite former Erasmus+ students from your university as well as incoming students to share their experiences and answer students' questions.
- ▣ Step 2. Launch the call for SMS and SMT selection
 - Set a selection calendar at the beginning of each semester.
 - Use as many channels as possible to share the information - e.g. Erasmus+ coordinators/ tutors/study programmes coordinators.
- ▣ Step 3. Select the students
 - Make sure they have the required language proficiency.

- Make sure that the selected students fulfil all the eligibility requirements.

■ Step 4. Prepare the mobility

- Nominate the selected students to the receiving institution according to the agreed calendar.
- Verify the students receive the invitation or the acceptance letter from the receiving institution.
- Assist the student in fulfilling the Learning Agreement Student Mobility for Traineeships.
- Conclude the financial contract.

■ Step 5. During the mobility

- Stay in touch with the student.
- Make sure he/she sends all the required documents to the sending institution.
- Adapt the Learning Agreement in case of course/module changes and request the signature of all three parties involved (student, sending and host institution).

■ Step 6. After the mobility:

- Handing over the mobility documents by the student.
- Making sure you get from the partner institution the certificate of attendance to recognise and equate the studies.

Budget description:

- Cost for the organising institution
 - Erasmus+ grants cover mobility expenses, reducing costs for institutions.
 - Additional administrative costs may arise depending on internal procedures.
- Business model of the activity
 - Fully subsidised activity through Erasmus+ grants.
- Budget type / sources of revenue
 - Erasmus+ mobility funding.
 - Institutional funds (if applicable).
 - Swiss-European Mobility Programme (SEMP) for mobilities involving Switzerland.
- Cost per participant
 - Erasmus+ grants provide financial support for travel and subsistence during the training mobility. The amount varies based on factors such as the receiving country, travel distance, and duration of the mobility.
- Participants using green travel methods (bus, train, ferry, car-pooling) are eligible for an additional grant. Sustainable transport options may extend the funded travel period by up to 4 days, increasing from 2 to a maximum of 6 days.
- Participants must complete and sign a declaration of green travel, detailing the number of travel days, travel route, mode of transport, and distance. Travel receipts must be kept and presented to the sending institution for reimbursement.



Peer-mentors for incoming students

Category of recipe: Valuing internationalisation activities in students' paths; Internationalisation through national and international students.

Objective: Encouraging local students to actively participate in internationalisation; Engaging in international experiences beyond physical mobility; Fostering peer mentorship to enhance the experience of incoming international students; Creating a supportive environment where local students share knowledge and cultural insights; Developing global competence and employability skills.

Short description of the recipe:

- This initiative boosts the involvement of local students in internationalisation by encouraging them to become peer-mentors for incoming international students.
- As 'buddy friends', local students support international peers during their mobility by assisting with daily life tasks (e.g., shopping, translation, healthcare, scheduling).
- The mentoring experience also fosters intercultural exchange through storytelling, testimonials, and multimedia sharing (e.g., videos, photos).
- Additionally, returning mobility students can act as mentors, sharing insights about their experiences abroad, including accommodation tips, academic expectations, and cultural adaptation.
- This peer-driven support system enhances the mobility experience, promotes inclusion, and encourages future participation in international programmes.

Academic recognition: Official recognition of the peer-mentor role in the Diploma Supplement. Optional certification of participation, which can be included in students' academic or professional portfolios.

Level of difficulty: Easy.

Calendar and time needed:

- The programme should be implemented every academic year.
- Peer-mentoring can take place before, during, and after the mobility period to provide a continuum of support.

- Institutions can set fixed time frames for matching mentors with incoming students, typically at the start of each semester.

Cost summary: Not applicable.

Language and level required: B1-B2 level in the university's main language or English is recommended.

Roles and Responsibilities:

- ▣ **International Relations Officers (or UNITA Office):**
 - Oversee and promote the peer-mentoring initiative.
 - Manage student matching and maintain a record of mentor activities.
 - Provide training and guidance for peer-mentors.
- ▣ **Professors (if involved in coordinating the initiative):**
 - Encourage participation and integrate peer-mentoring into broader internationalisation efforts.
- ▣ **Student associations:**
 - Help recruit and engage students in the programme.
 - Organise social and cultural activities for mentees and mentors.
- ▣ **Advisor in Internationalisation (if there is such a person in the university):**
 - Ensure that peer-mentoring aligns with the university's overall internationalisation strategy.
 - Provide insights on institutional best practices for peer support and cultural adaptation.
- ▣ **Pedagogical Engineers (if there are some in the university):**
 - Assist in designing digital resources and mentoring frameworks to enhance the programme.
 - Support innovation in mentoring methodologies and ensure alignment with pedagogical goals.

Ingredients:

- ▣ Proactive students willing to engage in internationalisation.
- ▣ Student associations to facilitate integration activities.
- ▣ Language courses to support communication between mentors and mentees.
- ▣ Mobility students as both mentors and mentees.
- ▣ Cultural activities to strengthen interaction and community-building.
- ▣ Institutional recognition framework for peer-mentoring activities.

Steps:

Before implementation:

- ▣ **Step 1:** Develop a framework for the mentoring programme, outlining its goals and expected outcomes.
- ▣ **Step 2:** Establish selection criteria for peer-mentors.
- ▣ **Step 3:** Recruit mentors through institutional communication channels and student



associations.

- ▣ Step 4: Match international students with peer-mentors based on shared interests or study fields.
- ▣ Step 5: Provide an orientation session or handbook for peer-mentors.

During the programme:

- ▣ Step 1: Support peer-mentors and mentees through regular check-ins.
- ▣ Step 2: Encourage participation in intercultural events and group activities.
- ▣ Step 3: Monitor the impact of the programme through student feedback.
- ▣ Step 4: Encourage students to reflect on their experience to foster further engagement with internationalisation initiatives.

After completion:

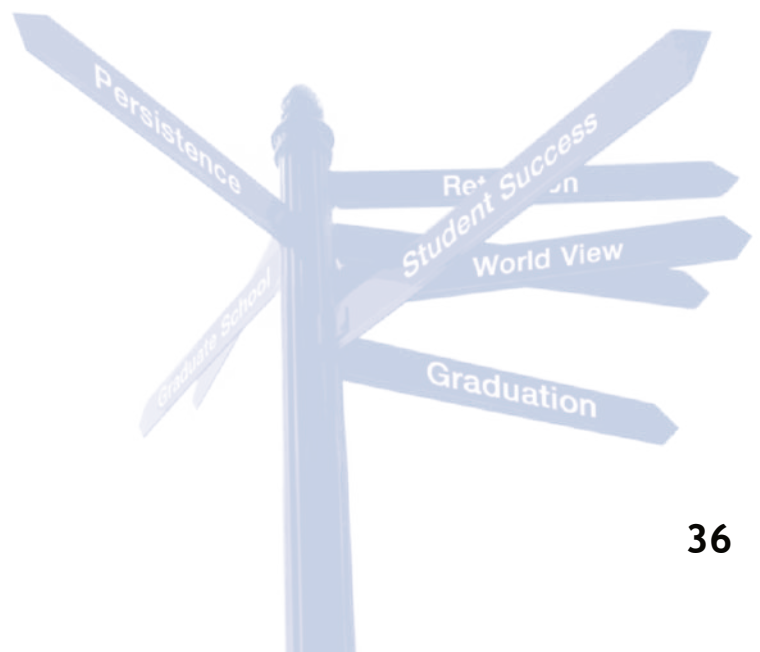
- ▣ Step 1: Issue a certificate of participation to active peer-mentors.
- ▣ Step 2: Gather testimonials and best practices for future improvements.
- ▣ Step 3: Promote success stories to encourage future participation.

Budget description:

- Cost for the Organising Institution: No direct costs required, but universities should approve a list of mentoring activities that align with institutional resources and support structures.
- Business model of the activity: Peer-mentoring is a voluntary activity but can be incentivised through academic recognition or social engagement opportunities.
- Budget Type / Sources of Revenue:
 - Institutional support (if any).
 - Erasmus+ programme funding (for related internationalisation activities).
 - Student associations' funding (if they organise social events for peer-mentors and mentees).

Non-mandatory items:

- Successful examples of this recipe (already implemented and proven to be easily replicable)
- Buddy activity at IPG: <https://politecnico guarda.pt/ensino/mobilidade/>
- Buddy programme at UPNA: <https://www.unavarra.es/mentor ia/buddy-programme?languageId=1>





Welcome and integrate international students through student-centred teaching initiatives

Category of recipe: Internationalisation through national and international students.

Objective: Attracting International students.

Short description: Welcome and integrate international students in their first undergraduate experience by creating interactive and student-centred learning environments. This includes structured group activities, peer mentorship, and cultural exchange elements integrated into classroom dynamics. This recipe fosters a welcoming environment and builds meaningful connections with local students, enhancing the overall experience of international students.

Academic recognition: Certificates of participation. This incentive formally recognises international students' engagement in structured activities such as peer mentoring, intercultural projects, and collaborative learning experiences. The certification serves as a valuable addition to their academic and professional portfolios, highlighting their adaptability and global competencies.

Level of difficulty: Basic.

Calendar and time needed: Ongoing throughout the academic year.

Cost summary: €€ (costs may vary significantly depending on institutional resources and the scale of activities implemented.)

Budget description:

■ **Cost for the organising institution:**

- Institutionally funded training courses in student-centred methodologies for professors.
- Development and implementation of a material translation system for lecture notes or resources to support international students.
- Additional costs for welcoming events, social activities, and symbolic items (e.g., goodies, welcome kits) to enhance student integration and sense of belonging.

■ **Budget Type / Sources of Revenue:**

- Institutionally funded, with possible grants or subsidies from national educational agencies. Erasmus+ funding may be available depending on the programme's alignment with mobility

and inclusion objectives; institutions should verify eligibility with their Erasmus+ National Agency.

Language and level required: Intermediate-high level of English (B2 or C1) to ensure active participation in academic and social activities.

Roles and Responsibilities:

- ▣ **Professors:** Responsible for integrating international students through interactive learning activities, such as group discussions, case studies, and peer mentoring exercises. Faculty members also support language accessibility by providing multilingual materials and fostering an inclusive learning environment.
- ▣ **Heads of Programmes:** Oversee the programme implementation, support the allocation of resources, and encourage faculty to attend relevant training.
- ▣ **International Relations Office:** Provides guidance on available resources, supports partnerships with local students, and promotes integration activities across campus.
- ▣ **Advisor in Internationalisation (if there is such a person in the university):** Supports the implementation of student-centred methodologies and ensures alignment with institutional internationalisation objectives.
- ▣ **Pedagogical Engineers (if there are some in the university):** Assist in the design of interactive learning experiences and development of digital tools for engagement.

Ingredients:

- ▣ Training courses on student-centric methodologies for university staff.
- ▣ Information on mentorship programmes for international students.
- ▣ Pairing initiatives between international and local students.
- ▣ Cultural integration activities in classrooms.
- ▣ Feedback mechanisms for international students' needs.
- ▣ Language support materials (e.g., translated lecture notes, multilingual resources).

Steps:

- ▣ **Step 1 (Pre-recipe):** Head of programme should attend courses offered by the institution on student-centric methodologies.
- ▣ **Step 2 (Pre-recipe):** Compile information on mentoring programmes offered by the institution to incoming students.
- ▣ **Step 3 (Recipe):** Disseminate information on mentoring programmes to incoming students. Provide a clear overview of the benefits (e.g., academic support, cultural integration, networking opportunities) and possible structures (e.g., one-on-one mentoring, peer groups, faculty mentorship). A dedicated resource document listing different mentoring models and their advantages will be available in the resources section.
- ▣ **Step 4 (Recipe):** Pair local and international students in student-centric activities during the lectures, giving them the option to select a preferred partnership structure. Enable

meaningful, competency-based learning experiences, like peer-led discussions and study sessions.

- Step 5 (Recipe): Integrate cultural activities into classroom sessions and dedicated events with larger audiences, providing international students with opportunities to share their cultural backgrounds. These activities should encourage meaningful exchanges, ensuring that students have a voice in how their culture is represented and experienced by others.
- Step 6 (Recipe): Conduct feedback surveys or focus groups that include international students, inviting continuous feedback on the programme's effectiveness.
- Step 7 (Recipe): Offer and advertise language support materials.

Non-mandatory items:

Successful examples: The professor organises student groups for graded assignments and positively values the inclusion of an international incoming student in each group. This peer group serves as a support system and a regular point of reference. Additionally, when providing examples or explanations, the professor encourages integrating insights on how similar processes or situations occur in the incoming students' home countries, ensuring that this knowledge is recognised and valued in the classroom.





Refugees Integration Programme

Category: Internationalisation through national and international students.

Objective: Enable refugees to return to higher education in their host country. The presence of refugees on campus contributes to the internationalisation of the university and also helps to develop intercultural skills.

Short description:

- An integration programme lasts one or two semesters and is designed to help refugees and asylum seekers integrate into their host country's higher education system.
- Participants in the programme follow specific courses of a Bachelor programme and can take assessments. If they pass, the ECTS credits obtained virtually will be credited to them once they enrol in a Bachelor course. This allows them to 'save' time on their higher education studies. At the same time, participants in the programme can improve their language skills, are supported by student mentors and are part of a network that provides them with day-to-day support in their social and academic integration.

Academic recognition: ECTS: refugees who take exams can have their ECTS credits validated once they enrol in a bachelor's degree course after the integration programme. This requires adaptation to your university regulations.

Level of difficulty: Advanced.


Calendar and time needed: Ideally, start planning your integration programme at least one to two years before the start of the academic year.

Cost summary: €€€€

Language and level required: Refugees should have a B1 level in the language spoken at the university when they enter the integration programme.

Roles and Responsibilities:

- Project manager: In charge of the project/programme.
- International relations service or Diversity/Inclusion department: It can be involved as support.
- Project management and fundraising unit, if any in your university, may assist you in finding the appropriate funding channels.
- Teaching staff: Welcome the refugees in their class and make sure that the refugee is well integrated in the classroom.
- Refugees: Participants in the programme.

- 
- ▣ Students-mentors: Students who volunteer as mentors for refugees, to offer them support in the university, for academic and social integration.

Ingredients:

- ▣ Institutional support, if possible, from the rectorate/top management.
- ▣ Financial resources.
- ▣ Project manager.
- ▣ Eligible candidates, becoming participants in the programme.
- ▣ Involvement of the teaching staff.
- ▣ Admin support.
- ▣ Support from the admissions department.
- ▣ Close collaboration with institution supporting refugees.
- ▣ Students-mentors.
- ▣ Personal investment and be highly motivated.
- ▣ Strong belief in the power of human resilience.
- ▣ Have the firm conviction that this programme can change lives (and it does).
- ▣ Mastering the art of convincing and negotiating.
- ▣ A lot of patience.

Steps:

- ▣ Step 1: Get the support of your hierarchy/institution/top management to implement such a programme in your university.
- ▣ Step 2: Look for available funds (internal or external).
- ▣ Step 3: Appoint the project manager and inform the teaching staff about the project.
- ▣ Step 4: Set up a collaboration with institutions working with refugees to raise awareness of the programme and to find eligible candidates.
- ▣ Step 5: Prepare the programme concept (courses available, mentoring programme, resources, etc.).
- ▣ Step 6: If necessary, adapt the institution's rules and regulations. For example: a specific regulation may require an adaptation of the text to allow refugees to attend courses as free auditors.
- ▣ Step 7: Set up the student mentoring programme.
- ▣ Step 8: Work closely with the admissions department in order to analyse the eligibility of candidates.
- ▣ Step 9: Interview refugee candidates for the admission procedure to explain the programme to them and measure their motivation. Experience has shown that taking part in such a programme requires a high level of motivation, as it requires a great deal of



commitment.

- Step 10: Monitor programme participants throughout the academic year (social, academic and financial monitoring).
 - Organise regular feedback sessions with the participants refugees, students' mentors and professors to identify and address challenges at an early stage.
 - Organise regular feedback with the institutions taking care of refugees so that an open communication is maintained, allowing for the early identification of potential issues and the coordination of support measures to enhance the integration and success of programme participants.
- Step 11: Adapt the mentoring programme if necessary.
- Step 12: Coordinate the programme within the university to ensure smooth implementation.
- Step 13: Evaluate the programme at the end of the academic year.

Budget description: Check with your university if there are grants available for this kind of project. Check also if there are funds available outside your university (funds from foundation, specific call for the integration of refugees in the host country, or specific funds who are allocated for the integration of refugees in the host country). For more information, contact your International Relations Office, or if you have a department in charge of Inclusion.

Non-mandatory items:

- Name of the author of the recipe: HES-SO (INVOST project).

Resources: Check the testimonials of the refugees programme at the HES-SO

Tips and tricks: Associations or NGOs that work with refugees are good contacts: they can help you co-develop this programme and give you good advice on who to approach.

- It could be very useful to promote the international skills of refugees, based on an international skills repository, and consider issuing them with open badges as a form of recognition, to help them integrate into the workforce.
- Setting up such a programme requires a great deal of personal investment and financial resources. As a first step, it is a good idea to get in touch with a university that has already experimented with such a process, in order to share best practice.
- The concept of the programme must be adapted to your country's asylum regulations and your university's regulations. Asylum is dealt with differently from one country to another, and the stakeholders involved differ. It is important to surround yourself from the beginning with the right people and institutions that will be able to support you in setting up the programme.

Successful examples of this recipe:

Check information related to UPNA's Refugee Programme: La UPNA ha acogido a 39 personas refugiadas en los últimos cuatro cursos académicos

Check the HES-SO Refugees programme: INVOST.



Intercultural Seminar

Category of recipe: Internationalisation through national and international students; Internationalisation through pedagogical activities and development of international skills.

Objectives:

- Bring students some basic intercultural knowledge for both personal and professional contexts through diverse pedagogical activities and interactions with those with experience in the field.
- Showcase the cultural diversity that exists within the group of participating students.
- Contribute to making students aware of different cultures, with their inherent values, beliefs and ways of doing things.

Short description: The 3-day Intercultural Seminar is divided into four main parts (see Programme in Appendix 1 of this Recipe):

- Workshops (mornings, 8am-11am): from the 4 workshops on offer, in our version, students do 3. Each workshop lasts 3 hours.
- Presentations by participating students (mornings, 11am-12pm).
- A time of presentation and exchange with QLIO1 students from outside France: an extremely formative activity for the students concerned. They were able to present and explain their culture of origin OR an international volunteering experience.
- Exchanges with professionals (afternoons): each one presented his or her ‘international’ experience in a company, through a job/project abroad, contact with international colleagues and/or colleagues at work with a different cultural background. This was followed by a discussion with the students.
- A piece of work to hand in that requires the students to reflect on and take a step back from what they learnt during the seminar (see Appendix 4)

Academic recognition: In our context, the Intercultural Seminar is part of a module called, “Communication Skills”. Therefore, there is ECTS recognition indirectly. An additional use of this seminar could be as preparation for another type of international activity, such as a semester of mobility or a BIP.

Level of difficulty: Basic.

Calendar and time needed: In our academic year, the Intercultural Seminar takes place mid-March each year. It is part of a “Communication Skills” module.

- End of previous academic year:
 - As the whole year group will be participating, it is essential to block off the days and necessary rooms in their timetable.
 - Contact the guest lecturer(s) from the partner university and/or those invited to do a workshop on their native country to confirm availability.
- 4 months before:
 - Contact the professionals you wish to invite guest lecturer(s) from the partner university and/or those invited to do a workshop on their native country to confirm availability.
 - Ask the university's Community Manager or Communications department to come and take photos and prepare a short article in the university newsletter or for the institutional website.
- 1 month before:
 - Ask the students that if they have a family origin other than where the Intercultural Seminar is taking place (in our case, France), could they present that country to their colleagues.
- 1 week before: prepare the student lists, room posters (see Appendix 2) for the different activities and the main Intercultural Seminar poster.

Cost summary: €. The costs involved are:

- Paying the teacher and workshop leaders (the hours are already budgeted for as they are part of the teaching programme).
- End-of-seminar soft drinks (optional)
- Language and level required: Most of the workshops and presentations are done in the native language (in our case, French) so that the challenges of interculturality are better understood. However, in previous years (see Step x) we have invited a guest lecturer from a partner university to come for a STT mobility and give their "Country workshop" in English to several groups of students.

Roles and responsibilities:

- **Coordinators:** This seminar is coordinated by the English teacher and the Communication Skills teacher in the department. Both have a profound interest in all things intercultural! They have the following roles:
 - Build the programme.
 - Recruit the different workshop leaders, students and professionals.
 - Liaise with the timetable coordinator for the rooms.
- **Workshop leaders:** As teachers, they are responsible for the content of their 3-hour workshop. They are given a general framework as detailed below:
 - Ask the students what they know about the country and its' culture.
 - Present the culture in a fun way (e.g. via quizzes). Another example is a calligraphy activity used in the Japan workshop. This 'hands-on' activity is very popular with students. We buy any materials that are necessary.

Ingredients:

- 1st-year university students.
- Workshop leaders.

- ▣ Students with a culturally different family origin.
- ▣ Professionals with intercultural / international experience in work.
- ▣ Classrooms.
- ▣ Material for the cultural activities, like calligraphy.

Steps:

- ▣ Step 1: Decide on the length and dates of the Intercultural Seminar.
- ▣ Step 2: Reserve the rooms and block the periods in the students' timetable.
 - NB: the four parts of the seminar described in "Short description", and the times given are based on the author's experience and context. These activities could also be separated and done over a longer period. Advantage: it will allow the students more time to think about things.
- ▣ Step 3: Decide on which countries/activities you wish to do in the morning workshops and find the workshop leaders. This could also be done the other way around: i.e. find possible workshop leaders and see if this fits with the vision you have for this part.

A1) Country workshops

- This 3-hour workshop is ideally led by a native of the country presented. It should enable the student to:
 - Get a basic understanding of the culture (knowledge)
 - Ask questions about the given culture(s): some reflective thinking!
 - Identify the differences and similitudes between his/her country and the one discovered during the workshop: some reflective thinking again!
- For flags to use for poster, free of copyright, I recommend: World flags | free flag gifs

A2) Other possibilities

- Intercomprehension workshop: With the arrival of UNITA, we decided to add an Intercomprehension workshop to encourage another approach to making links between similar cultures, via a common ground in language. In this case, the Latin base of Romance languages.
- African dancing: this is a different, more physical, expression of culture. The students perform a group dance at the end of the seminar, which requires both individual body coordination AND group coordination. A big positive is that often the students who are best at this, are not necessarily the most academically gifted. It shows that "everyone has their gifting". In practical terms, it is important to be in a room a certain distance from other study areas, as African drums can be heard from far away!

B) Student presentations of their family's country of origin: This Intercultural Seminar is for 1st-year university students. We are therefore very clear on the following points:

- A 10-minute presentation: Appendix 3 offers a basic structure for the students to follow, as they often do not know where to start. They are encouraged to introduce music, dance and fun elements. It is NOT a formal academic presentation.
- Avoid sensitive points related to the culture: the idea is to present aspects of the culture their fellow students do not know. It is not to get into a debate around political or religious questions.
- Who will be there: the presentation is done to a group of around 20 of their fellow students

so that it is not too intimidating for them. A teacher will be present throughout the presentation.

- The students manage the session: there are 2 students per session, each presenting their respective culture. At the end of each presentation, there is a Question-and-Answer session.

B2) Other possibilities

- Ask students who have been on:

- a semester of mobility and/or
- a work placement abroad and/or
- a volunteer activity abroad (humanitarian aid...)

- To come and present to the participants at the seminar. They could be from the same programme OR a different one; it does not really matter as we are not discussing discipline-specific issues.

■ Step 4: Decide on the different profiles of professional you would like to have present their international experience to your students.

- Get contact details by speaking to colleagues, university services and your business contacts.

- Depending on the profiles and backgrounds, you could also add points to discuss to the document in Appendix 3.

C) Professionals' presentations: These are done in the afternoon and follow the same format as the student presentations.

- The students must come with some questions prepared beforehand.

- A representative from the UNITA team also comes to give a presentation of the OPPORTUNITA' available as well as share her international experiences in the context of work.

D) Reflective work

- Several activities have been done over the years. The students take notes of the different points that surprised/interested them and then:

- Perform a group sketch at the closing event of the Intercultural Seminar.
- Answer the questions found in Appendix 4, using the notes taken during the seminar.
- Make a 2-minute video in groups of 3 to show what they have learnt during the Intercultural Seminar.

■ Step 5: Create the different administrative documents: posters & presence sheets.

■ Step 6: Do the Intercultural Seminar.

Non-mandatory items:

Name of the author: Paul Jones, Université Savoie Mont Blanc (USMB).

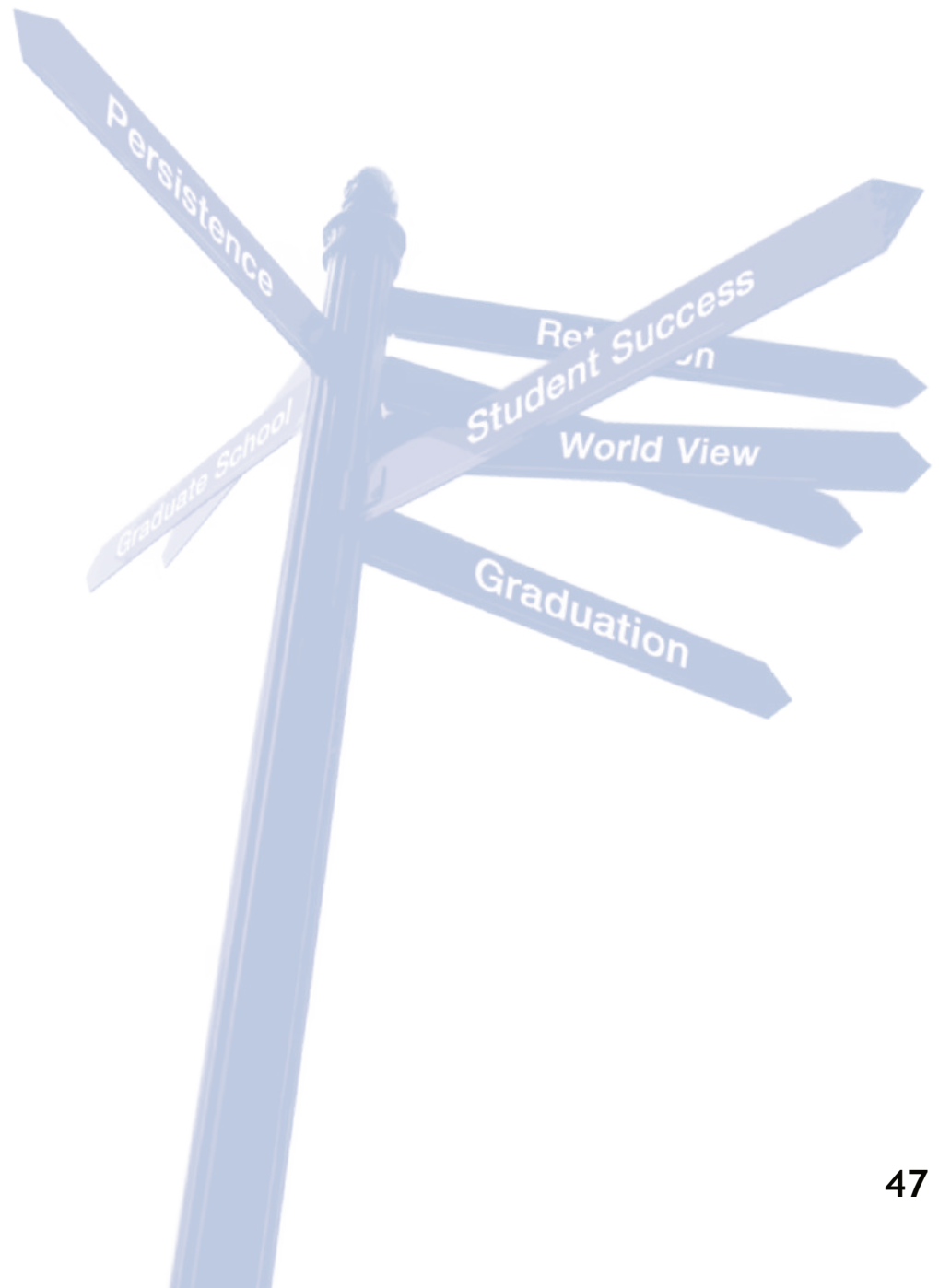
- Questions / comments:

- Why organise an intercultural seminar?
- We live in a 'global village'.

- A certain number of students wish to have an 'international' experience, whether it be a semester of mobility or a work placement abroad, for example. In order for them to adapt as well as possible and make the most of it, a first approach to the workings, values and ways of working of other cultures is essential.

- Other students do not envisage this experience, BUT they will undoubtedly be confronted with the international reality at some point in their professional and/or personal lives, when cultural diversity may come to them (work colleagues, suppliers, clients with another culture). It's important to make all students aware of these aspects of life, which can have an impact on their day-to-day (and professional) lives.

The information given below is the fruit of 19 years of developing this internationalisation tool at USMB. What is described below is the 2025 version. However, we have done different activities in the past and this is reflected in the parts named, "Other Possibilities".



Appendix 1- Programme

Time	Wednesday 8 th of March			
08:00 11:00	COLOMBIA Group 1 (teacher) C353	JAPAN Group 2 (teacher) C354	UKRAINE Group 3 (teacher) C352	INITIATION TO INTERCOMPREHENSION Group 4 (teacher) C351
11:00 - 12:00	STUDENT PRESENTATIONS (SAME CLASSROOMS)			
12:00 - 14:00	BREAK			
14:00 - 15:20	PROFESSIONAL PRESENTATIONS 1 (CONF CALL)			
	BREAK			
15:40 - 17:00	PROFESSIONAL PRESENTATIONS 1 (CONF CALL)			

Time	Wednesday 9 th of March			
	COLOMBIA Group 2 (teacher) C353	JAPAN Group 3 (teacher) C354	UKRAINE Group 4 (teacher) C352	INITIATION TO INTERCOMPREHENSION Group 1 (teacher) C351
11:00 - 12:00	STUDENT PRESENTATIONS (SAME CLASSROOMS)			
12:00 - 13:00	PROFESSIONAL PRESENTATIONS 3 (CONF CALL)			
14:00 - 15:20	BREAK			
15:40 - 17:00	PROFESSIONAL PRESENTATIONS 4 (CONF CALL)			

Time	Wednesday 8 th of March			
	COLOMBIA Group 1 (teacher) C353	JAPAN Group 2 (teacher) C354	UKRAINE Group 3 (teacher) C352	INITIATION TO INTERCOMPREHENSION Group 4 (teacher) C351
11:00 - 12:00	STUDENT PRESENTATIONS (SAME CLASSROOMS)			
12:00 - 14:00	BREAK			
14:00 - 15:20	REFLECTIVE WORK (IN EXAM ROOMS)			
	END OF SEMINAR			

Appendix 2 - Poster examples



C 352

**WEDNESDAY 10TH OF MARCH 2025
08:00 - 11:00**

UKRAINE (ROOM NUMBER)	
NAME	SURNAME

INTERCOMPREHENSION



C 351

FRIDAY 12TH OF MARCH 2025
08:00 - 11:00

UKRAINE (ROOM NUMBER)	
NAME	SURNAME



C 352

WEDNESDAY 6TH OF MARCH 2024
08:00 - 11:00

MOROCCO & THE REPUBLIC OF CONGO	
NAME	SURNAME

Appendix 3 - Student presentations - suggested structure

Intercultural seminar: presentations by 1st year students

Presentation of the country

Part	Suggestions
Introduction	Choice of country
Identity card of the country	Where it is (...), population, language(s), religion(s), main industry(ies), important dates...
My country is Known for.....	Give 3-4 characteristics, festival, famous people...
Traditions, Characteristics of people, Traditions..	Values, important days, food and drinks....
Music, Dance...	
Lifestyle	Rhythm of life, priorities, time management....
Some differences with Life in France	• • • •
What does it make you think about, in terms of your behaviour	Student back from mobility only
Multicultural teamwork	Student back from mobility only

Appendix 4 - Written questions

QLIO

QUALITÉ,
LOGISTIQUE INDUSTRIELLE
ET ORGANISATION

R2.02 Communication Skills, 8th March 2024

Duration: 45 minutes. Notes taken during the seminar allowed.

1. Choose 3 words and/or expressions which, for you, reflect the Intercultural Seminar. Explain why, giving examples. Avoid presenting stereotypes. You can include what surprised you, challenged you, made you think during the different activities proposed during the Seminar.
2. In your opinion, what is the common thread running through this Intercultural Seminar, what unites everything that has been done? Why or why not?
3. You took part in discussions with 3 professionals, where international and intercultural issues are part of their daily lives. Based on these moments, answer the following two questions:
 - a. Before the Seminar, how did you see the intercultural and international aspects of your future job? Was it something that attracted you (or not)? Why or why not?
 - b. Following the presentations this week, how has your opinion changed?



Organise an Erasmus+ Teaching Mobility

Category of recipe: Internationalisation through a stay abroad.

Objective: Boost short/long term teachers' mobility, depending on the duration of the stay abroad, as teachers need to adapt to new teaching methods, a different cultural environment, a different way of living.

Short description of the recipe: Staff Mobilities for Teaching (STA) are teaching activities organised within the framework of Erasmus+ programme that can be carried out in any study field (compatible with the teacher's academic background) and cycle (short cycle/bachelor/master/doctoral). The study mobility will be carried out within a partner higher education institution.

Academic recognition: Certificate of attendance. Improved language and teaching skills.

Level of difficulty: Basic.

Calendar and time needed:

The selection procedure starts at the beginning of the academic year and the teaching mobility could take place both during the first or the second semester, according to the teacher's choice and the availability of the receiving institution to host the teacher.

After the selection procedure is completed, the teacher will start preparing the required documents within an approved calendar.

Cost summary: €.

Language and level required: According to the inter-institutional agreement.

Roles and Responsibilities:

- Erasmus+ coordinators from the sending and the receiving institutions: in charge of assisting the teacher in completing the documentation, approving the teaching plan.
- University IR office/Erasmus+ office: in charge of organising the calls for the selection of teaching mobilities, and the events for popularising the Erasmus+ programme among staff; ensuring the financial and administrative monitoring; preparing the documentation related to teachers mobilities (e.g. financial contracts).
- Participants from sending institution: selected teacher, Erasmus+ coordinator, Dean, Head of the Department, staff.

- ▣ Participants from receiving institution: Erasmus+ coordinator, students, staff.

Ingredients:

- ▣ An annual application process according to a calendar communicated in advanced.
- ▣ A teacher that fulfils the transparent selection criteria.
- ▣ A host higher education institution.
- ▣ An existing institutional agreement between the sending and the receiving institutions.
- ▣ An invitation or an acceptance letter form the receiving institution.
- ▣ One Erasmus+ coordinator for each institution to assist the teacher during the whole procedure.
- ▣ A Staff Mobility for Teaching Agreement signed by the applicant and the representatives of both the sending and the receiving institutions.
- ▣ A teaching period of a minimum of 2 days which excludes travelling time.
- ▣ A minimum of 8 hours per week (or any shorter period of stay) of actual teaching time.
- ▣ A financial contract between the applicant and the sending institution.
- ▣ An Erasmus+ grant providing a contribution to the costs for travel and subsistence.
- ▣ Teacher physical presence within the receiving institution.
- ▣ A confirmation of attendance.
- ▣ Travel and accommodation documents.
- ▣ An EU Survey to be filled in on the European Commission Erasmus+ platform.

Steps:

- ▣ Step 1. Organise a few events to popularise the Erasmus+ programme among teachers
 - Choose an appropriate time for the events so that you can reach as large an audience as possible.
- ▣ Step 2. Launch the call for the STA
 - Set a selection calendar at the beginning of each academic year.
 - Use as many channels as possible to share the information - e.g. direct communication through Erasmus+ institutional and faculty coordinators.
- ▣ Step 3. Select the teachers
 - Make sure the selection criteria are fair, transparent and available to all the teachers.
 - Make sure that the selected teachers fulfil all the eligibility requirements.
- ▣ Step 4. Prepare the mobility
 - Make sure the whole documentation will be ready in time for the mobility to take place.
 - Put the teacher in contact with the Erasmus+ coordinator from the receiving institution.
 - Ask for the invitation or letter of acceptance from the host institution.

- If needed assist the teacher in preparing the Teaching Agreement, by offering all the required information.
- Sign the Teaching Agreement after thoroughly checking it and make sure it is also accepted by the host institution.
- Conclude the financial contract.

■ Step 5. During the mobility

- Make sure to assist the teacher whenever asked or needed.

■ Step 6. After mobility

- Handing over the required mobility documents by the teacher (e.g. certificate of attendance, travel and accommodation documents, pictures, etc.).

Budget description:

- Cost for the organising institution

- Erasmus+ grants cover mobility expenses, reducing costs for institutions.
- Additional administrative costs may arise depending on internal procedures.
- Business model of the activity

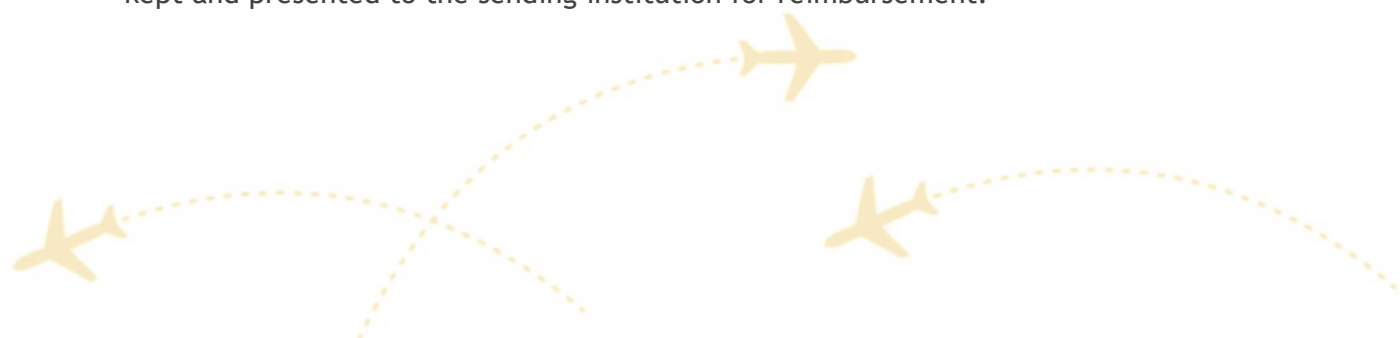
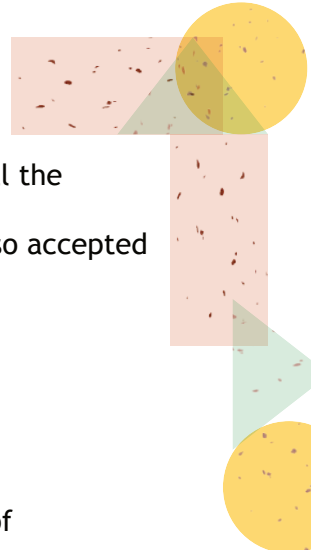
- Fully subsidised activity through Erasmus+ grants.

- Budget type / sources of revenue

- Erasmus+ mobility funding.
- Institutional funds (if applicable).
- Swiss-European Mobility Programme (SEMP) for mobilities involving Switzerland.

- Cost per participant

- Erasmus+ grants provide financial support for travel and subsistence during the training mobility. The amount varies based on factors such as the receiving country, travel distance, and duration of the mobility.
- Participants using green travel methods (bus, train, ferry, car-pooling) are eligible for an additional grant. Sustainable transport options may extend the funded travel period by up to 4 days, increasing from 2 to a maximum of 6 days.
- Participants must complete and sign a declaration of green travel, detailing the number of travel days, travel route, mode of transport, and distance. Travel receipts must be kept and presented to the sending institution for reimbursement.





Organise an Erasmus+ Staff Mobility for Training

Category of recipe: Internationalisation through partnerships; Internationalisation through development of international skills for staff members.

Objective: Enhance the professional skills of academic and administrative staff; Provide training opportunities through workshops, peer collaboration, or direct workplace observation; Encourage knowledge exchange between institutions.

Short description of the recipe: Erasmus+ training mobility allows academic and administrative staff to gain new competencies, practical skills, and international experience by participating in structured training or observation activities at a partner institution. Eligible activities include: Professional training courses (e.g., workshops, conferences, specialised programmes).

- ▣ Practical internships in laboratories, research centres, or administrative offices.
- ▣ Job shadowing and peer learning in different institutional settings.
- ▣ Participation in structured courses or collaboration on methodologies and best practices.

Academic recognition: Certificate of attendance.

Level of difficulty: Basic.

Calendar and time needed:

- ▣ The selection procedure starts at the beginning of the academic year and the training mobility could take place both during the first or the second semester, according to the teacher's or administrative staff member's choice and the availability of the receiving institution to host them.
- ▣ After the selection procedure is completed, the teacher/ administrative staff member will start preparing the required documents within an approved calendar.

Cost summary: €.

Language and level required: According to the inter-institutional agreement.

Roles and Responsibilities:

- ▣ Erasmus+ coordinators or responsible person from the receiving institution in charge of assisting the teacher/staff member in completing the documentation, approving the Mobility Agreement - Staff Mobility for Training.

- University IR office/Erasmus+ office in charge of organising the calls for the selection of training mobilities, and the events for popularising the Erasmus+ programme among teachers/
 administrative staff; ensuring the financial and administrative monitoring; preparing the documentation related to teachers mobilities (e.g. financial contracts).
- Participants from the sending institution: selected teacher/ administrative staff member, Erasmus+ coordinator, Dean, Head of the Department, staff.
- Participants from receiving institution: Erasmus+ coordinator/ person in charge of approving the Mobility Agreement for Training and assisting the teacher, staff.
- Advisor in Internationalisation (if there are some in the university):
 - Ensure alignment of Erasmus+ training mobility with the institution's internationalisation strategy.
 - Provide guidance on partnership development and mobility planning.
- Pedagogical Engineers (if there are some in the university):
 - Support the design and implementation of digital tools or resources for mobility training.

Ingredients:

- An annual application process according to a calendar communicated in advanced.
- A teacher or administrative staff that fulfil the selection criteria.
- Identifying the receiving university or institution.
- An invitation or an acceptance letter from the receiving institution.
- One Erasmus+ coordinator.
- A Staff Mobility for Training Agreement signed by the applicant and the representatives of both the sending and the receiving institutions.
- A financial contract between the applicant and the sending institution.
- An Erasmus+ grant providing a contribution to the costs for travel and subsistence.
- A confirmation of attendance.
- Travel and accommodation documents.
- An EU Survey to be filled in on the European Commission Erasmus+ platform at the end of the mobility.
- Swiss-European Mobility Programme (SEMP) for Switzerland mobilities.

Steps:

- Step 1. Organise a few events to popularise the Erasmus+ programme among teachers and administrative staff members
 - Choose an appropriate time for the events so that you can reach a large audience.

- Step 2. Launch the call for the STA
 - Set a selection calendar at the beginning of each academic year.
 - Use as many channels as possible to share the information - e.g. direct communication through Erasmus+ institutional and faculty coordinators.

- Step 3. Select the teachers/ administrative staff members
 - Make sure the selection criteria are fair, transparent and available to all the teachers/ administrative staff.
 - Make sure that the selected teachers/administrative staff fulfil all the eligibility requirements.

- Step 4. Prepare the mobility
 - Make sure the whole documentation will be ready in time for the mobility to take place.
 - Ask for an invitation or letter of acceptance from the host institution.
 - If needed, assist the teacher/ staff member in preparing the Training Agreement, by offering all the required information.
 - Sign the Training Agreement after thoroughly checking it and making sure it is also accepted by the host institution.
 - Conclude the financial contract.

- Step 5. During the mobility
 - Maintain communication and support with participants if needed.

- Step 6. After the mobility
 - Handing over the required mobility documents by the teacher/staff member (e.g. certificate of attendance, travel and accommodation documents, pictures, etc.).

Budget description:

- Cost for the organising institution
 - Erasmus+ grants cover mobility expenses, reducing costs for institutions.
 - Additional administrative costs may arise depending on internal procedures.
- Business model of the activity
 - Fully subsidised activity through Erasmus+ grants.
 - Budget type / sources of revenue
- Erasmus+ mobility funding.
- Institutional funds (if applicable).
 - Swiss-European Mobility Programme (SEMP) for mobilities involving Switzerland.
- Cost per participant
 - Erasmus+ grants provide financial support for travel and subsistence during the training mobility. The amount varies based on factors such as the receiving country, travel distance, and duration of the mobility.
- Participants using green travel methods (bus, train, ferry, car-pooling) are eligible for an additional grant. Sustainable transport options may extend the funded travel period by up to days, increasing from 2 to a maximum of 6 days.
- Participants must complete and sign a declaration of green travel, detailing the number of travel days, travel route, mode of transport, and distance. Travel receipts must be kept and presented to the sending institution for reimbursement.



Organise a staff training in the field of interculturality

Category of recipe: Internationalisation through the development of international skills for staff members.

Objective: Developing global competence and employability skills; Improve academic quality / offer; Inclusion; Academic, professional and personal growth.

Short description: Organise an interculturality-focused training programme that combines experiential learning, critical reflection, and applied strategies, to address cultural diversity, promote inclusive communication, and navigate intercultural challenges effectively.

Academic recognition: Certificate of attendance.

Level of difficulty: Basic.

Calendar and time needed:

- Preparation: 6-8 weeks.
- Training duration: 3-5 days (divided into theoretical and practical sessions).
- Post-training review: 1-2 weeks.

Cost summary: €€

Language and level required: Local language (B2 or above) or English (B2 or above).

Roles and responsibilities:

- Programme coordinator: Oversees planning, content development, and scheduling.
- Administrative team: Manages participant registration, logistics, and communication.
- Professors and expert trainer/s in interculturality: Delivers training sessions focusing on interculturality.
- Institutional support services (e.g. Unita Office): Provides support in cataloguing and promoting training opportunities.
- International Relations Office: Coordinate institutional collaborations, support participant outreach, and facilitate mobility logistics.
- Advisor in internationalisation (if there is such a person in the university): Supports integration of the training into broader internationalisation strategies and helps identify funding sources.

- ▣ Pedagogical engineers (if there are some in the university): Assist in designing the training methodology, ensuring the inclusion of digital tools and interactive learning techniques.

Ingredients:

- ▣ A team of expert trainers and professors in intercultural education.
- ▣ A group of motivated participants from your institution and other universities.
- ▣ Training materials on interculturality, including theoretical frameworks and practical tools.
- ▣ Multilingual training materials to ensure all participants can access and engage with the materials.
- ▣ Digital tools for hybrid participation and ongoing learning.
- ▣ Networking opportunities through both structured and informal activities to help participants connect and build professional relationships.
- ▣ Evaluation tools including feedback forms, surveys, and reflection templates.

Steps:

- ▣ Step 1: Define objectives and build a collaborative network
 - Identify the specific intercultural competencies that need to be developed among university staff members.
 - Reflect on how this training will address the needs of your institution and other partner universities.
 - Reach out to colleagues in partner institutions to identify others who might share an interest in this programme.
 - Develop the curriculum collaboratively with representatives from partner universities, ensuring diverse perspectives and tailored content.
- ▣ Step 2: Secure resources and funding
 - Explore internal funding sources or external grants (e.g., Erasmus+ calls) to cover costs such as expert trainers, materials, and logistics.
 - Prepare a detailed budget proposal and apply to relevant funding opportunities.
- ▣ Step 3: Programme design
 - Develop the curriculum collaboratively with representatives from other universities, ensuring diverse perspectives and tailored content.
 - Decide whether to include a hybrid format to allow participation in person and online.
 - Create a programme that includes:
 - Theory: Introduce intercultural competence literature (e.g., Byram (1997), Deardorff (2009a) or Landis et al. (2004)).
 - Practice: Include role-playing, case studies, and simulations to address real-world intercultural scenarios.
 - Reflection: Facilitate guided sessions for participants to analyse their experiences and cultural biases.
- ▣ Step 4: Promotion and recruitment of trainers and participants
 - Identify and invite expert trainers with proven experience in interculturality and education.
 - Share programme details widely through institutional networks, Erasmus+ channels, newsletters, and targeted outreach to partner universities.

- Establish a simple and clear application process, requesting motivation statements, institutional representation and CVs to ensure alignment with programme objectives.

■ Step 5: Plan the logistics

- Reserve a suitable venue, either at your institution or a central location accessible to participants.
- Arrange accommodations for visiting colleagues and ensure all necessary facilities (e.g., internet, classrooms) are in place.
- Prepare all training materials, ensuring they are multilingual and accessible in both digital and print formats.

■ Step 6: Execute the training

- Finalise the agenda collaboratively with experts and partner institutions.
- Ensure the programme integrates theory, practice, and reflection, allowing flexibility to adapt to participants' needs.
- Facilitate networking activities to strengthen connections between participants and foster a community of practice.

■ Step 7: Outcomes and networking

- Collect feedback through surveys or group discussions to assess the training's impact on participants and its alignment with the original objectives.
- Measure satisfaction levels of the participants, trainers, and programme coordinators.
- Provide access to learning materials, recorded sessions, and follow-up activities to support continued intercultural development.
- Create a professional network or community to facilitate ongoing collaboration and knowledge-sharing across institutions.

Budget description:

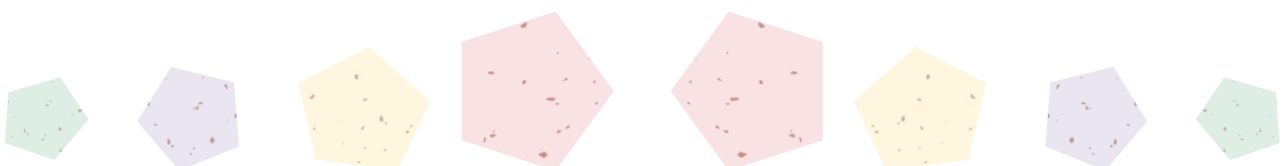
- Cost for the organising institution: Includes expert fees and training materials. Additional costs may arise for logistical support (e.g., accommodation, transportation for visiting trainers) and participant support, networking activities, and follow-up resources.
- Potential funding sources: Institutional budgets, international grants (e.g., Erasmus+ mobility grants, European Commission grants), and potential external sponsorships from organisations interested in promoting intercultural education.

Non-mandatory items:

Tips and tricks:

- Engage participants early with pre-training materials.
- Include diverse trainers for a richer perspective.
- Communications and dissemination:
 - Engage with the communication services of your institution to prepare a brief dissemination note or press release about the training programme. This will help in raising awareness and showcasing the programme's impact, both internally and externally, and contribute to its multiplier effects.

Resource: - Hall, M., Ainsworth, K., & Teeling, S. (2013). Training and assessment in intercultural competence: A critical review of contemporary practice in business education. Higher Education Academy Business and Management, 2, 36.





Set up pairs for teaching mobility to enhance international cooperation without increasing your teaching load

Category of recipe: Internationalisation through partnerships; Internationalisation through development of international skills for staff members; Internationalisation through pedagogical activities and development of international skills (curriculum).

Objective: Improving academic quality / offer; Ensure that programs meet the needs of today's employers and society, and remain attractive in the competitive higher education landscape.

Short description of the recipe: This recipe consists in setting up pairs for teaching mobility to resolve the issue of teaching load. An hour of teaching at a foreign university can be deducted from the teaching service at your own university, when a partner has taught an equivalent number of hours at your university.

Academic recognition: In this case the recognition should be institutional and/or hierarchical.

Level of difficulty: Medium.

Calendar and time needed: Ideally 1 year before going on teaching mobility. Minimum 6 months before.

Cost summary: €.

Language and level required for the concerned staff member: This will depend on the country where you will go on teaching mobility, and on what you will agree with your colleague from the foreign university (whether you will teach in your native language or in the language of the host country).

Roles and Responsibilities:

- As hosting teacher, you must facilitate the preparation of the other teachers' teaching mobility in your home institution (pedagogical and organisational aspects), and as visiting teacher in the foreign university, respect the working plan.
- The visiting colleague from the foreign university must do the same on its side.
- The 2 institutions must provide support services to both visiting teachers (logistical and administrative aspects)

Ingredients:

- 2 teaching staff from different countries.

- ▣ A common interest in such a teaching exchange.
- ▣ Teaching hours abroad of at least 8 hours for each teacher.
- ▣ An Erasmus grant for each teacher.
- ▣ A group of students in each university.
- ▣ Good communication.
- ▣ A little bit of anticipation.

Steps:

- Important things you must know before getting into it:
 - The minimum teaching hours abroad are at least 8 hours for each teacher.
 - The 2 teachers don't have to do the exchange at the same time, but they do have to teach abroad during the same academic year.
- ▣ Step 1: Identify the needs / expectations linked to the course you would normally teach at home.
- ▣ Step 2: Identify a foreign colleague who is able and willing to teach in that course. If the exchange cannot take place at the same time between the two teachers, decide well in advance with a colleague from your own university who can replace you on the course you're responsible for, and find the right slot.
- ▣ Step 3: Teaching mobilities being eligible to Erasmus+ STA grants, contact well in advance your faculty and/or the International Relations Office, to ask when to apply for it.
- ▣ Step 4: Both teachers must apply for mobility grant through their Faculty and the International Relations Office.
- ▣ Step 5: Inform:
 - The colleague in the other institution.
 - Your own institution.
- ▣ Step 6: Ensure that a colleague from your International Relations Office takes care of the Cooperation Agreement between the two institutions.
- ▣ Step 7: Start the immigration process, if a visa is required. If this is the case, you must ask the hosting institution for an invitation letter.
- ▣ Step 8: Develop a detailed work plan with the colleague in your host institution, to make sure that both teaching mobilities will allow reaching the goals of the targeted courses and meeting the needs of the students, on both sides (identified in step 1).
- ▣ Step 9: Find an accommodation where you are going, and in your home town for your visiting colleague (or make sure he does it).
- ▣ Step 10: With the support of your faculty or International Relations Office:
 - Organise your colleague's arrival (office place, access to internet and classroom, bank account, guidance for local transportation, groceries, etc.)
 - Welcome your colleague: welcoming tour / activities, settling in the housing...
 - If you are on site on the day, introduce him/her to all useful departments / people / staff.

- Step 11: Go on your teaching mobility.
- Step 12: Once the exchange is complete, debrief with the foreign colleague.
- Step 13: Although not mandatory, it is always a good idea to measure the level of satisfaction:
 - Of students.
 - Of your colleague.
 - Of yourself.

Budget description:

- Cost for the organising institutions: Usually very limited or no cost, as the grants is supposed to cover travel and accommodation expenses, but this may vary from one institution to another, so you should check this with your International Relations Office beforehand.
- Business model of the activity: See above.
- Budget type / sources of revenues: See above.
- How to obtain financing: Apply to such grants through your faculty of international relations office.

Non-mandatory items:

- Name of the author of the recipe: USMB's International Relations Office.

Tips and tricks:

- Key dates: Start preparing your mobility almost a year in advance! To really save time & avoid the overload of work: you should make arrangements well in advance during the previous year (before drawing up course schedules for the following year), with a colleague from your own university who can replace you on the course you're responsible for, find the right slot and consider that you can let him or her manage things without you.
- Users review list: Satisfaction survey sent to student at the end of the teaching period, as well as to your colleague and yourself.
- Successful examples of this recipe: The USMB who created this service exchange scheme.





Boost faculty members' pedagogical internationalisation

Category of recipe: Internationalisation through development of international skills for staff members.

Objective: Academic, professional, and personal growth.

Short description: Incorporating the international dimension into the competency framework of professors and Head of Programmes, fostering stronger international networks, collaborations, and improved teaching practices.

Academic recognition: Recognition of international skills within the institution's internal staff evaluation system. Professors' internationalisation efforts can be acknowledged through participation in existing academic career development frameworks, including certified international activities such as congresses, publications, and collaborative research, possibly formalised through bilateral agreements (MOUs). When applicable, open digital badges (e.g., BadgEd) or equivalent structured recognition systems may complement this recognition.

Level of difficulty: Advanced.

Calendar and time needed: Ongoing throughout the academic year, with specific activities depending on fairs and conferences schedules and project timelines.

Cost summary: €€€

Language and level required: Advanced level of English for effective participation in international conferences, projects, and networks.

Roles and Responsibilities:

▣ Professors:

- Participation in international events: Engage in relevant international fairs, workshops, and conferences to expand professional networks and explore collaborative opportunities.
- Virtual engagement and collaboration: Facilitate virtual classroom interactions, enabling students to work with international peers and gain a global perspective.
- Development of educational innovation projects: Collaborate with international partners on projects that introduce new methodologies and practices to enhance educational quality.
- This may involve using online platforms (e.g., UNITA Moodle, Coursera for Campus, edX), digital collaboration tools (e.g., Microsoft Teams, Google Workspace, Miro, Padlet), or implementing innovative approaches such as flipped classrooms, hybrid learning, and co-

teaching.

- Open-access repositories and institutional digital libraries can also be leveraged for knowledge-sharing and content development.

■ **Heads of Programmes:**

- Establishment of a recognition system: Develop a framework to formally recognize faculty members who engage in internationalisation activities, encouraging continued participation.
- Resource allocation and support: Assist faculty in accessing institutional funds and resources to participate in internationalisation activities.
- Monitoring and reporting: Track and evaluate the impact of internationalisation efforts, providing insights and reports to support programme improvement.

■ **International Relations Office:**

- Guidance and administrative support: Offer faculty information on available funding, international partnerships, and administrative procedures for international activities.
- Partnership development: Facilitate connections with international universities to foster collaborative projects and exchange opportunities.
- Promotion: Promote internationalisation activities and opportunities to encourage faculty members' involvement.

■ **Advisor in Internationalisation (if there is such a person in the university):** Supports faculty members in aligning internationalisation efforts with institutional strategies and identifying partnership opportunities.

■ **Pedagogical Engineers (if there are some in the university):** Assist in integrating innovative teaching methodologies and digital learning tools into internationalised pedagogical practices.

Ingredients:

- A selection of international education fairs, workshops, and conferences.
- A structured plan for integrating educational innovation projects with international partners.
- Membership in international educational and professional associations (e.g., European Association for International Education, NAFSA).
- Opportunities to attend and present at international conferences and workshops.
- Implement digital tools for virtual collaboration and international student engagement.
- A recognition plan for internationalisation achievements.

Steps:

- **Step 1: Preparation for international engagement**
 - Identify relevant international fairs, workshops, and conferences aligned with institutional goals.
 - Secure institutional approval for faculty participation, including necessary funding and administrative support.
 - Define the specific objectives for each activity, such as expanding networks, presenting research, or collaborating on teaching practices.
 - Confirm professors' availability and ensure alignment with academic schedules.

■ **Step 2: Building collaborative partnerships**

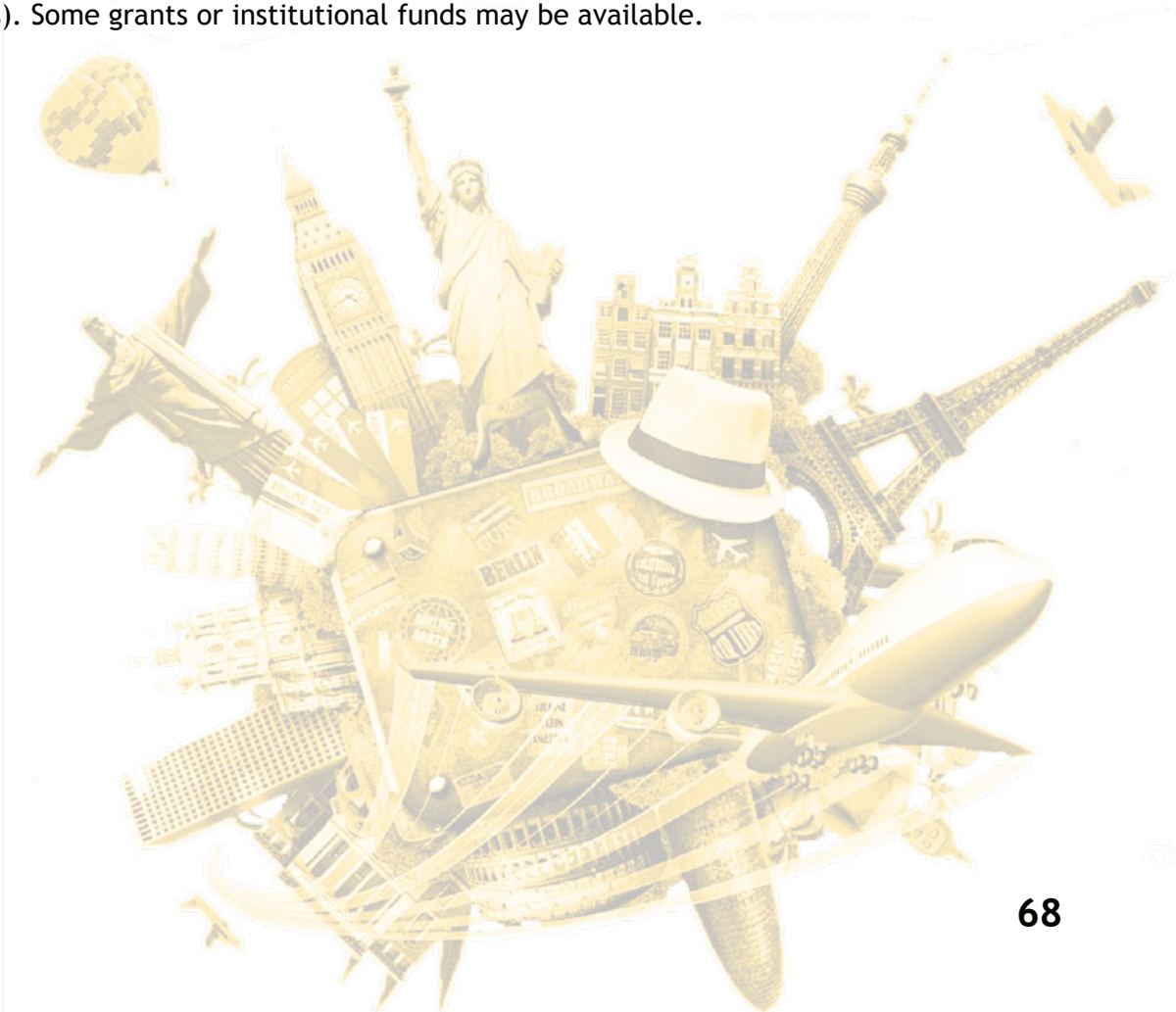
- Identify and connect with partner institutions.
- Establish partnerships by leveraging existing networks and participating in international events, such as UNITA's matching events.
- Collaborate with partners to define project objectives, scope, and timeline.
- Assign one project leader per institution to coordinate faculty involvement and maintain communication with partners.
- Plan a single in-person block period for activities, ranging from 5 to 30 days.


■ **Step 3: Development of educational innovation projects**

- Design collaborative projects with international partners focused on educational innovation (e.g., new methodologies, digital tools).
- Ensure projects are structured to involve students from each institution, promoting intercultural collaboration.
- Set a schedule of virtual collaboration sessions using tools like UNITA Moodle or Office 365.
- Develop clear project documentation, including objectives, roles, and expected outcomes.
- Allocate resources and obtain necessary equipment or materials for virtual and in-person project components.

■ **Step 4: Implementation of virtual collaboration in classrooms**

- Train professors and students on using virtual collaboration tools for international group projects.
- Incorporate structured virtual assignments, such as group discussions or joint presentations, into course curricula.
- Monitor virtual interactions and collect feedback from participants to refine the experience.
- Evaluate project outcomes and share best practices with other professors to enhance future international collaboration.
- Budget description: Costs associated with registration, travel, accommodation and meals during visit(s). Some grants or institutional funds may be available.





Integrate international / intercultural competencies into your curriculum's skills framework

LEVEL 2

Category of recipe: Internationalisation through pedagogical activities and development of international skills (curriculum).

Objective: Developing global competence / employability skills; Improving academic quality / offer; Cultural exchange; Contributing to sustainable development; Ensure that programmes remain competitive and applicable.

Short description of the recipe: This recipe shows you a possible way to integrate international/ intercultural competences in your curriculum's skills framework. The aim is to give intercultural competences* a place in the learning outcomes of the typical graduate. In other words, having developed these skills or aptitudes will thus become a prerequisite for obtaining your diploma. In this Handbook, we offer you 2 levels of implementation to suit your current needs:

- Level 1: Improving your framework (small-scale adjustments to incorporate international/ intercultural elements)
- Level 2: Restructuring the framework of the curriculum (more comprehensive changes to the degree programme's structure)

The following recipe is addressing the Level 2. If you want to implement it at Level 2, the corresponding recipe is also available in this handbook.

Academic recognition: As the acquisition of the targeted competences (international and intercultural) is integrated into the curriculum's skills framework, the assessment of these skills will be systematic.

Level of difficulty: Advanced

Calendar and time needed: Whenever you are able to modify the skills' framework of your curriculum, and in any case before presenting to the students what's expected from them at the end of the courses that are concerned by such changes.

Cost summary: No funds needed.

Language and level required: Not applicable.

Ingredients:

- A degree programme already equipped with an existing skills framework.
- A designated leader to coordinate the whole process of modifying the skills framework
- A team of professors who are:
 - Convinced about the benefits / added value of international & intercultural skills, for the

benefits of students personal and professional development.

- Ready to invest themselves in this process.
- Willing to communicate on the benefits of international & intercultural skills, to students.

Roles and Responsibilities:

- The Head of degree programme must facilitate the whole process.
- The designated leader of the process must coordinate the action of modifying the skills framework, and the relations between the pedagogical team and pedagogical engineers (if your university do have such a service).
- Several members (ideally all members) of the pedagogical team must be involved in the skills' framework modification process.
- International relations' officers (of your faculty, or at central level) must remain available to provide support (ex: logistical support to organise the meetings).
- The Advisor in Internationalisation of your university must remain available to provide support at all the stages of the process. His role is to provide you with specific tools (designed for this purpose and to save time) and supportive resources (PPT presentations, scientific insight / recent bibliography to prove the benefits of international skills, benchmark of good practices at international level, arguments in favour of the approach, etc.).

Steps:

- Step 1: Rally your teaching team around this goal
 - Identify as many colleagues as possible, who are willing to be involved in the internationalisation process of your degree programme, and in this specific case in modifying the skills framework, to add an international flavour to the curriculum.
 - Organise an information meeting with these colleagues, Instructional designers, international relations' officers of your faculty, and the Advisor in internationalisation of your university, to explain the approach, raise awareness on the concept and benefits of international & intercultural skills. The aim here is to make sure everyone is comfortable with the approach.
- Step 2: Needs analysis and key considerations
 - Gather your pedagogical team (don't hesitate to ask Instructional designers for help at this stage) and designate a leader of the process.
 - Define the general profile of a graduate (skills and knowledge required).
 - Start by drawing up the general profile of the typical graduate student (if not existing yet). [At this stage, draw the 'general profile' of your graduate student, without integrating yet the international dimension. This will be the following step]. Agree on all the skills developed by the students at the end of the programme, what they need to know and be able to do, in relation to professional expectations, for example. Those learning outcomes¹ describe what students should be able to do by the end of the curriculum. Learning outcomes of a degree programme are cross-cutting objectives which are related to, but different from, teaching aims, which instead describe broadly what the session or course is about and its overall purpose.
 - Once you have finalised the general profile of the graduate student, identify where the international and intercultural dimension comes into play in the learning process, to draw-up an international sub-profile of the graduate student. Ask yourselves: what are the expectations of the pedagogical team regarding the capacity of students to work efficiently in an international and/or intercultural context. What should students learn from their international and/or intercultural experiences, in terms of the values and requirements of the degree programme, and the career opportunities associated with it? Ex: what would be the added value of an internship abroad compared to an internship at home? Make it consistent with the expectations of the semi-professional players.
 - Determine where international/intercultural aspects naturally fit into the curriculum.

¹ Core principles of learning outcomes: Learning outcomes should: avoid jargon; use action verbs to describe what it is that students should be able to do during and/or at the end of a session or course. One way to ensure this is by completing the sentence: 'By the end of the session students will be able to ...' (see the 'Learning outcome verbs' table later in this guide); not be too numerous. This helps to avoid writing a list of 'content to be covered' and will also help you prioritise what students need to do; be specific. Writing learning outcomes can help you to plan your teaching, for example, by prioritising key learning points for the session or course and enabling you to plan your teaching across a session or course. You may also want to share learning outcomes with your students to help them to understand what they are meant to be learning.

- Compare your graduate profile with existing international skills frameworks to find common ground: compare your “international graduate sub-profile” (see previous step) with international reference documents on international skills. There are 2 ways to proceed here:
 - In case your university has already adopted an international skills framework, directly take inspiration from it. You can also pick “ready-to-use” skills in there, to draw-up the international graduate sub-profile.
 - If your institution hasn’t selected a specific existing framework, compare your “international graduate sub-profile” (see previous step), with any international skills’ framework that you feel is sufficiently robust to serve as a benchmark. See if there are affinities/possible connections to enrich your initial brainstorming. Below are a few examples of existing frameworks (see the Resources section).

■ **Step 3: Modify your curriculum skills’ framework:** If needed, reformulate these “international competencies” in a format that fits your curriculum’s needs:

- Structure competencies into progressive levels (e.g. beginner, intermediate, advanced).
- Associate each competency with measurable indicators of proficiency: think about how to observe & assess those international / intercultural skills, considering the size of your class group, administrative or logistical aspects, etc.
- Integrate assessment methods such as project-based evaluations, certifications, and portfolios.
- Integrate those changes at the right place, in your curriculum skills framework.
- Submit this work to instructional designers for possible adjustments.

■ **Step 4: Validation by key stakeholders (NB: this is an optional step)**

- Consult academics, students, and international industry partners.
- Benchmark against equivalent programmes abroad.
- Refine the framework based on feedback and evolving industry needs.

■ **Step 5: Implementation and continuous evaluation**

- Explain to students the international context (vision...) and communicate expectations of their degree programme, and how it works.
- Organise teaching and evaluation, as usual.

A well-designed international competency framework should be dynamic, recognised, and practical, enhancing graduates’ employability and mobility on a global scale.

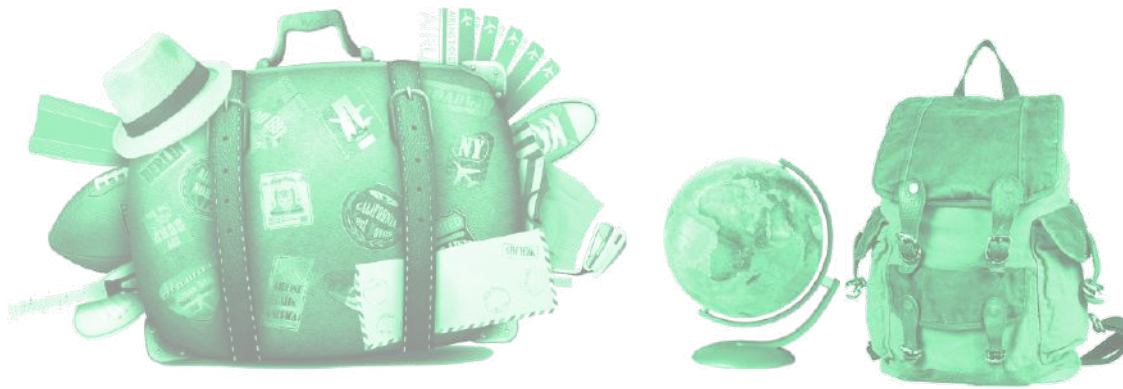
Non-mandatory items:

- Name of the author of the recipe: Yannick Vidal and Ingrid Le Ru (USMB)
- Resource: International skills frameworks that can be consulted:
 - Central Connecticut State University: International/Intercultural Competencies for CCSU Students, developed by the Internationalisation Laboratory - 2008 : Knowledge, Attitudes, Skills.
 - UNESCO Competency Framework, AKI Erasmus+, Global Steps competency framework, P21 Framework for 21st Century Learning , WEF 21st century skills, Erasmus skills framework (AKI), UNICEF skills framework, KeyStart2Work,
- or any other skills framework that seems relevant to your pedagogical team.

Tips and tricks:

- Person to contact for further information: Advisor in internationalisation of your university.
- Ask your administrative colleagues to communicate on the recognition of these skills on the webpage dedicated to the online training offer. There is a real challenge in communicating this offer to attract more students to your courses.





Recruiting faculty members with international profiles/skills

Category of recipe: Internationalisation through development of international skills for staff members.

Objective: Inclusion; Improving academic quality / offer; Attracting International students; Academic, professional and personal growth.

Short description: To recruit internationally recognised professors who bring diverse perspectives and expertise to the university, thus improving academic quality, fostering inclusion, and contributing to the global competitiveness of the institution.

Academic recognition: Improved institutional reputation and position in university rankings¹. Additionally, some accrediting bodies set explicit requirements for hiring international professors, linking it to institutional recognition, funding eligibility, or compliance with accreditation standards. Meeting these criteria can strengthen the university's position in national and global higher education frameworks.

Level of difficulty: Medium

Calendar and time needed: Recruitment cycles are dependent on institutional calendars and funding timelines.

Cost summary: €€€.

Language and level required: English (advanced or professional level for facilitating international communication).

Roles and responsibilities:

- **HR Department:** Manages the logistics of recruitment, including posting job vacancies, reviewing applications, conducting interviews, managing contracts, and facilitating the onboarding process.
- **Head of Programmes:** Define the specific academic and research needs for the department, evaluate candidates based on their qualifications, and ensure that the recruited faculty members align with the university's internationalisation goals.
- **Hiring committee:** Composed of faculty heads, HR, and external experts to assess candidates' academic excellence, cultural fit, and international experience.
- **International Relations Office:** Lead in identifying international recruitment opportunities, establishing global networks, and ensuring compliance with visa and immigration requirements.
- **Advisor in internationalisation (if there is such a person in the university):** Provides insights on how international hiring can support institutional internationalisation strategies.

¹ Prestigious academic rankings, such as the QS World University Rankings and the Times Higher Education World University Rankings, consider the proportion of international faculty as a key indicator of an institution's internationalisation efforts. For instance, the QS World University Rankings include an indicator for 'International Faculty,' which contributes to the overall ranking, reflecting the institution's commitment to global perspectives and international collaboration in teaching and research.

- Pedagogical engineers (if there are some in the university): Assist in onboarding processes, ensuring that new hires integrate effectively into the university's teaching methodologies and digital learning environments.

Ingredients:

- A clear internationalisation strategy and commitment to building a diverse academic environment.
- Dedicated recruitment team or committee, including key institutional stakeholders.
- A detailed and transparent recruitment process that includes criteria for international experience and academic excellence.
- International job postings and connections through academic networks, conferences, and collaborations.
- Resources for relocation and integration support for international faculty.
- Strategic partnerships with universities and research institutions worldwide.
- Funding for relocation and professional development for international faculty members.
- Support from the university's international office for visa, immigration, and logistical support.

Steps

- Step 1: Define recruitment goals
 - Identify the specific international competencies and expertise needed within the university programme.
 - Set clear goals for professor recruitment that align with your institution's global academic and research objectives.
- Step 2: Build an international network
 - Engage with other institutions, professional networks, and academic conferences to identify potential candidates.
 - Establish collaborations with universities that focus on attracting global talent, using their networks and resources.
- Step 3: Develop an attractive offer
 - Create competitive job offers that include attractive salaries, research opportunities, and professional development packages.
 - Highlight the academic freedom, innovative teaching methods, and research facilities available at your institution.
 - Promote the possibility for professors to shape the curriculum and participating in impactful international projects.
- Step 4: Create a transparent recruitment process
 - Develop a recruitment process aligned with global best practices (such as those from top universities) to ensure fairness and transparency.
 - Require application materials like cover letters, CVs, teaching statements, and research proposals. Include references from academic colleagues.
 - Implement a structured evaluation process involving a mix of HR, senior professors, and external experts to assess qualifications, motivation, and fit.
- Step 5: Target specific candidate pools
 - Focus on both "rising stars" (early-career scholars) and "established leaders" (senior professors) to diversify the experience and perspectives within your department.



- Promote the opportunity for professors to shape innovative curricula and develop interdisciplinary research.

■ **Step 6: Leverage digital platforms for recruitment**

- Use digital tools such as LinkedIn, academic job boards, and institutional websites to share opportunities globally.
- Promote your institution's reputation and achievements through these platforms to attract high-caliber candidates from all over the world.

■ **Step 7: Offer comprehensive relocation support**

- The Welcome Office or an equivalent department of your institution should provide detailed information and support for relocating, including assistance with visas, housing, and family integration.
- It should also establish a mentoring programme to help new hires adjust to the university's academic culture and community.

■ **Step 8: Formalise the hiring and onboarding process**

- Once the candidate is selected, offer a clear and formal contract that includes academic expectations, compensation, and integration support.
- Create a comprehensive onboarding programme that introduces the new professor to the university's policies, culture, and academic resources.

■ **Step 9: Evaluate and adapt**

- Continuously monitor the recruitment process to identify areas for improvement.
- Use feedback from new professor hires to refine future recruitment campaigns and onboarding processes.

Budget description:

- Cost for the organising institution: Includes advertising, relocation support, logistical assistance, and recruitment expert fees. Additional funds may be needed for integration and professional development.
- Business model of the activity:
 - Funding may come from institutional funding, national public administration scholarships, international grants (e.g., Erasmus+, Fulbright), and partnerships.
- Budget type / sources of revenues:
 - Institutional funding
 - National scholarships
 - International grants (Erasmus+, Fulbright, etc.)
 - Partnerships
- Cost per participant, if relevant:

Not applicable (focus on institutional recruitment costs).

Non-mandatory items:

Tips and tricks:

- Start building relationships with top international universities, faculty networks, and research institutions well before you need to recruit.
- Consider remote work or flexible start dates to attract international candidates.
- Emphasise the relocation and integration support offered.
- Promote professional development opportunities (academic freedom, professional growth programmes, research funding available, etc.)
- Introduce a mentoring or buddy system to help international faculty integrate into the academic community and local culture.

Resource:

- Mazzara, M., Succi, G., Tormasov, A. (2022). Hiring and Developing an International Faculty in Innopolis University - From Zero to Hero (p. 19-28). Springer, Cham.
- QS International. (n. d.). QS World University Rankings, Events & Careers Advice at TopUniversities.com. Top Universities. <https://www.topuniversities.com/>



IRIS - Internationalisation through Research Activities

Category of recipe: Internationalisation through research activities; Internationalisation through partnerships.

Objective: Developing global competence / employability skills, improving academic quality / offer, Attracting International students.

Short description of the recipe:

- The IRIS programme fosters international research collaboration by enabling students to engage in mobility within partner institutions (sister schools) through joint research projects.
- Sister schools refer to institutions with the same scientific disciplines or degree programmes, such as Pharmacy or Medicinal Biotechnology, and with ongoing research projects in similar fields.
- The programme is designed for final-year undergraduate (typically 3rd or 4th-year students) or master's (2nd-year) students, particularly those working on a thesis or research project that can be developed in a lab or within an active investigation.
- Students, IRIS coordinators, and representatives from the sister schools formalise participation through an international research agreement, ensuring alignment with both institutions' academic priorities.
- Each year, participating institutions provide a list of available research projects. Students apply by submitting a research proposal (3-4 pages) outlining project objectives and expected outcomes.

Level of difficulty: Advanced

Calendar and time needed:

- Opening of the IRIS programme in each academic year (December/January)
- Duration of the programme for participants: Either the 1st or 2nd semester, or up to 12 months, like an internship model.

Cost summary: € or €€.

Academic recognition:

- Recognition through ECTS credits (if integrated into a curricular unit).
- Alternatively, students receive a certificate of participation, detailing the number of research hours completed.

Language and level required: Minimum B1 level in English.

Roles and Responsibilities:

- **Students of the last year** (graduation or master's degrees)
 - Apply for the IRIS programme through the UNITA or mobility office.
 - Engage in virtual and physical mobility components as outlined in the research agreement.
 - Selection occurs in the year prior to participation, allowing students to plan their research project in advance and secure placement in a suitable institution.
- **Academic coordinator** (in consultation with the named responsible person of each research project)
 - Discuss with students the best opportunities for developing their research project.
 - For curricular research projects or internships, they directly contact Erasmus coordinators at the partner institution.
 - For master's students or independent researchers, they collaborate with the Erasmus coordinator, Head of Degree Programme, and the research lab supervisor to finalise placements.
- **Erasmus Coordinator at Partner Institution**
 - Reviews student applications and facilitates research agreements.
 - Ensures administrative compliance for student mobility.
- **UNITA Office / Mobility Office**
 - Manage student applications and ensure compliance with international mobility agreements.
 - Guide students through administrative and logistical procedures.
- **Advisor in Internationalisation (if there is such a person in the university):**
 - Ensures IRIS aligns with the university's global research strategy.
 - Provides institutional guidance on international research partnerships.
- **Pedagogical Engineers (if there is such a person in the university):**
 - Support the development of digital tools and frameworks for international research training.

Ingredients:

- Signed agreement for research internationalisation under the IRIS programme.
- Virtual component prior to physical mobility, allowing students to plan research activities collaboratively.
- Physical mobility for experimental or laboratory-based research at the host institution.
- Learning Agreement signed by all participating institutions and students.

Recipe steps:

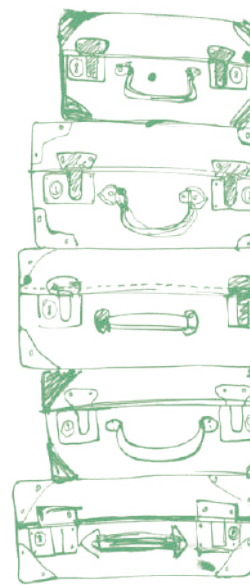
- Step 1: Opening of the IRIS programme in each academic year (December/January)
- Step 2: Publication of the list of available projects and sister institutions (December/January)
- Step 3: Applying to the IRIS programme (February) (previous to the academic year in which the investigation will be made)
- Step 4: Analysis of the applications (march)
- Step 5: Publication of student selection results (April)
- Step 6: Virtual mobility (may-1st semester or November-2nd semester)
- Step 7: Physical mobility (September-February;1st semester/February-July:2nd semester)

Budget description:

- Research activities will be included in the ongoing investigation projects available in each sister school.
- Costs will be supported by each receiving institution or project.
- Costs related to the programmed and authorised research activities can be supported by grants, if available.
- Students will not support the cost of any research activity.

Non-mandatory items:

- Resources: (tutorial / template documents / videos / Flash-learns, international skills framework, etc.)
 - Re-UNITA Project: Sharing Research Infrastructures
 - Facilitates research exchanges across UNITA partner universities.
 - Enables researchers to access laboratory equipment at partner institutions.
 - Encourages cost-sharing and collaboration in research projects.
- For more information: <https://research.univ-unita.eu/en/support-for-researchers/shared-research-infrastructures.html>
- Successful examples of this recipe (already implemented and proven to be easily replicable)
- Instituto Politécnico da Guarda: At IPG, students of Pharmacy and Medicinal Biotechnology have participated in research mobility at institutions in Spain and Italy.



AI-driven multilingual courses for interdisciplinary education

Category of recipe: Internationalisation through pedagogical activities and development of international skills.

Objective: Improving academic quality / offer; Developing global competence / employability skills; Curriculum internationalisation.

Short description: This initiative focuses on recording courses that are broadly relevant to multiple departments (e.g., management, accounting, human rights, European Union studies, coding) and using AI tools to translate them into multiple languages. The recorded content is stored in a centralised database, accessible to students and faculty, fostering a multilingual and interdisciplinary academic environment.

Academic recognition: ECTS credits for elective courses and certificates of attendance for non-credit courses.

Level of difficulty: Medium.

Calendar and time needed: Around 3-4 months for course selection, recording, translation, and database integration.

Cost summary: €€.

Language and level required: B2 or higher in one of the available languages.

Roles and responsibilities:

- ▣ **Project leader:** Leads the initiative, coordinates all stages of the process, and ensures alignment with the university's internationalisation goals.
- ▣ **Professors:**
 - Identify interdisciplinary courses suitable for recording and sharing.
 - Record and validate lectures.
 - Review AI-generated translations for quality and accuracy.
- ▣ **IT Team:**
 - Manage the technical set up of recording tools and AI translation software.
 - Develop and maintain the cloud-based platform for storing and sharing materials.
 - Provide ongoing technical support to professors and staff throughout the process.
- ▣ **International Relations Office:** Coordinate communication, ensure permissions, and promote the initiative among faculty and students.

- Advisor in Internationalisation (if there is such a person in the university): Provides strategic guidance on internationalisation efforts and assists with implementation.
- Pedagogical Engineers (if there are some in the university): Offer expertise in instructional design, AI-enhanced teaching, and multilingual learning strategies.

Ingredients:

- A collection of interdisciplinary courses appealing to multiple departments, such as management, human rights, European Union studies, or coding, ready for adaptation and sharing.
- A visionary project leader passionate for innovation in education and AI-driven solutions.
- Motivated professors about bringing inclusivity and multilingualism to their classrooms by integrating AI tools into their teaching practices.
- AI-powered translation tools and high-quality recording equipment for seamless multilingual course creation.
- A centralised cloud platform to store and distribute translated and recorded materials.
- Dedicated IT and administrative staff to support technical and organisational needs.

Steps:

- Step 1: Identify suitable courses
 - Select interdisciplinary courses within your programme that could appeal to a broad range of students, such as management, human rights, European Union studies, or coding.
 - Ensure these courses are adaptable and relevant for multilingual and cross-departmental use.
- Step 2: Appointment of a leader
 - As a head of programme or professor, take an active role in coordinating this initiative.
 - Assign a project leader or take the lead yourself to guide the process, set goals, and ensure that the necessary support is in place.
- Step 3: Prepare materials
 - Organise your course materials to ensure they are ready for recording. This includes refining lecture content, preparing supplementary resources like slides or handouts, and ensuring clarity and structure in your delivery.
- Step 4: Record your lectures
 - Use the provided recording tools to capture your lectures that should provide clear and engaging content. Don't worry about the technical side because your IT team should be available to support you and ensure your recordings meet the required standards.
- Step 5: Translate with AI tools
 - Once your lectures are recorded, use AI translation software to generate multilingual versions.
 - Review these translations carefully or engage students and colleagues to ensure accuracy and cultural sensitivity.
- Step 6: Upload to the platform
 - Work with your IT team to upload your recorded and translated lectures to the centralised cloud-based platform ensuring the materials are correctly categorised and accessible to all students and staff.

■ Step 7: Engage students

- Encourage students to explore the multilingual resources by explaining how these materials enhance their learning experience and provide them with global competencies.

■ Step 8: Gather feedback

- Collect feedback from students and colleagues on the usability of the platform and the quality of the translated materials.
- Use this input to improve the process and refine the resources.

■ Step 9: Promote and share

- Share your success stories with colleagues within your department and across the university. Highlight the benefits of using this approach to foster a more inclusive, multilingual, and internationalised learning environment.

Budget description:

- This recipe requires investment in AI tools, recording equipment, and platform development to ensure seamless implementation.

■ Cost for the organising institution:

- AI-powered translation tools: Subscription or license costs (depends on the software and volume of content).
- Recording equipment and software: One-time purchase or licenses.
- Cloud-based platform: Development, hosting, and maintenance.

- Business model of the activity: The activity operates as a subsidised initiative, with potential support through institutional funding, national and international grants, or other external funding sources. Additionally, contributions from participating departments may support specific costs like software licenses or training.

■ Budget type / sources of revenues:

- Subsidised costs.
- Institutional funding.
- National and international grants (e.g., Erasmus+).
- Call for proposals at national or EU levels.

Non-mandatory items:

Tips and tricks:

- Pilot the initiative with a limited number of courses to refine the process before scaling.
- Encourage cross-departmental input to identify the most appealing courses.
- Emphasise how the platform fosters inclusivity and global competencies during internal presentations.

Communications and dissemination:

- Work with your institution's communication team to prepare a launch announcement and a user guide for the platform.
- Share testimonials from professors and students who participated in the pilot to demonstrate its impact.
- Promote the platform during departmental meetings and internationalisation-related events to boost engagement.

Resource:

- Cardona, M. A., Rodríguez, R. J., & Ishmael, K. (2023). Artificial intelligence and the future of teaching and learning: Insights and recommendations.
- Tzirides et al. (2024). Combining human and artificial intelligence for enhanced AI literacy in higher education. *Computers and Education Open*, 6, Article 100184. <https://doi.org/10.1016/j.caeo.2024.100184>



BIP - Blended Intensive Programme

Category of recipe: Internationalisation through national and international students; internationalisation through partnerships; Internationalisation through pedagogical activities and development of international skills.

Objective: Improving academic quality / offer; Developing global competence / employability skills; Inclusion; Attracting international students; Academic, professional, and personal growth.

Short description:

- The Blended Intensive Programme (BIP) combines a virtual component with a physical mobility abroad and it is designed to foster collaborative learning, intercultural exchange, and interdisciplinary teamwork. The programme is jointly developed by at least three international partner institutions, ensuring a truly international academic experience. It can be used for short training, internship and/or study mobility abroad.
- During the virtual phase, participants from different countries and fields of study collaborate online on activities integrated into their study programme. This participation may occur before, during or after the BIP. The physical component takes place in a Higher Education Institution (HEI) holding an Erasmus Charter for Higher Education (ECHE).
- BIPs must include at least 10 students, excluding professors and staff involved in running the programme and students from the host institution. Students from the country of the receiving HEI can also participate, but they do not count towards the minimum number of participants reported, and no organisational support is provided for them. Only those from the European Union are counted towards this number.
- Academic recognition: Minimum of 3 ECTS and maximum of 6 ECTS are awarded after completion. The activities that make up the virtual or physical component must be integrated into the participants' area of study, but not necessarily as part of the different curricular units of the degree programme. These activities are subsequently awarded as a supplement to the diploma.

Level of difficulty: Medium.

Calendar and time needed: BIPs can be organised at any time and can be multi-annual. The physical component must last between 5 and 30 days, while the virtual component has no specific duration limit.

Cost summary: €.

Language and level required: The language requirement depends on the host institution and programme content. Minimum recommended language level: B2.

Roles and Responsibilities:

- Each BIP partnership must include:

- A coordinating HEI: Responsible for programme design, logistics, and reporting.
- A receiving HEI (which may also be the coordinating institution).
- At least two additional international partner HEIs.

▣ International Relations Office:

- BIP registration with the BM.
- Publicising/presenting the BIP according to the template stipulated by UNITA Universitas Montium.
- Set deadline for nominations.
- Screening of candidates.
- Inform selected candidates.
- Establish contact with participants to clarify logistical aspects.
- Registration of participants in the BM.
- Confirm signature of learnings.
- Issue certificate of attendance.
- Issue certificate of After Mobility.

▣ Professors (coordinating HEI):

- BIP application
 - Programme definition (General information: Objectives and Description; Methods and outcomes; Field of Education; Target audience / Participants profile; No of ECTS issued; Language of instruction and requirements; Dates for physical activity; Location of physical activity; Dates for virtual component; Virtual Component Description; Organizing Board: Receiving/Host university; Sending/Partner universities; Detailed programme; Application procedure and deadline).
 - Coordinating activities (virtual and physical)
 - BIP evaluation.

▣ Students:

- Fill in and sign the learning form, which will then be validated by the Erasmus Institutional Coordinator.
- Fill in the experience report using the link generated by BM at the end of the mobility.

Ingredients:

- ▣ Nomination by the sending institution.
- ▣ Learning establishment.
- ▣ Signature by the three parties involved.
- ▣ Declaration of insurance (valid European Health Card).
- ▣ Signature of the financial contract.
- ▣ A grant for scholarship holders (top up) and for people with disabilities
- ▣ A grant for the use of Green Travel.

Steps:

Before mobility:

- ▣ Step 1: Contact with the BIP coordinator.
- ▣ Step 2: Assessment of logistical and financial issues.

- ▣ Step 3: Technical control to ensure the virtual component.
- ▣ Step 4: Provide information on BIP mobility opportunities.
- ▣ Step 5: Communicate registration deadlines.
- ▣ Step 6: Taking registrations for mobility.
- ▣ Step 7: Check candidate eligibility.
- ▣ Step 8: Informing successful candidates.
- ▣ Step 9: Forward and have signed the 'Learning Agreement' for BIP.
- ▣ Step 10: Provide advice and guidance to participants (visas, insurance, language courses, etc.).
- ▣ Step 11: Make sure that the Learning Agreement is signed before departure.

During mobility:

- ▣ Step 1: Presentation of UNITA and BIP activities.
- ▣ Step 2: Ensure daily signature of attendance.

After mobility:

- ▣ Step 1: Evaluate BIP activity.
- ▣ Step 2: Fill in evaluation report.
- ▣ Step 3: Finalising the budget with the finance department.
- ▣ Step 4: Sharing feedback from participants.
- ▣ Step 5: If any problems are identified in the final report: propose an interview with the students
- ▣ Step 6: Dissemination of evidence

Budget description:

To qualify for organisational support, a combined intensive programme needs to involve a minimum of 10 students (not including the teaching/training staff involved in running the programme and students from the host institution or the country of the receiving HEI).

Financial support may include:

- Scholarships (top-up grants).
- Additional support for students with disabilities.
- Grants for students opting for Green Travel.

Budget Type / sources of revenue:

- Institutional funding.
- Erasmus+ programme grants.
- National or international educational funding.





Identifying International Research Partners thanks to A.I plat-forms

Category of recipe: Internationalisation through partnerships; Internationalisation through Research activities.

Objective: Enhance international visibility and impact; access funding opportunities and collaborative grants; build interdisciplinary and cross-border research projects; strengthen the university's research ecosystem.

Short description: This recipe guides researchers in identifying and connecting with relevant international partners using AI-powered research platforms like Semantic Scholar, IBM Watson Discovery, and Re-searchGate.

Why use AI for Research discovery?

Traditional methods of finding research partners (e.g., browsing journals, attending conferences) are time-consuming and limited in scope.

AI-powered tools help to:

- Identify key researchers in a specific field in seconds.
- Analyse emerging trends and gaps in literature.
- Suggest potential collaborators based on research topics.
- Automate the discovery of funding opportunities and related projects.

Academic recognition: In this case the recognition is linked with the co-authorship opportunities, and potential for inter-national funding that are facilitated through this Recipe.

Level of difficulty: Beginner to medium.

Calendar and time needed: Continuous process; initial partner identification may take 2-4 weeks.

Cost summary: € (Mostly free; premium access to some platforms may be required).

Language and level required: English proficiency is beneficial for effective networking, but not compulsory. If you are more comfortable with your mother tongue, you can use free online

translators (like DeepL for instance)

Roles and responsibilities:

- ▣ Teachers/Researchers: Actively search for potential partners using the outlined platforms and initiate contact.
- ▣ University Research Support Office: Provide training on AI-driven research tools and facilitate partnerships.
- ▣ International Relations Office: Assist in formalising agreements and collaborations.

Ingredients:

- ▣ Access to online research platforms (Semantic Scholar, IBM Watson Discovery, ResearchGate, Google Scholar, Scopus, Web of Science)
- ▣ Your research profile (up-to-date publications, keywords, expertise areas)
- ▣ A clear research focus (defined objectives and thematic areas for collaboration)
- ▣ Networking tools (LinkedIn, email templates for outreach, university networks)

Steps:

- ▣ Step 1: Define your research collaboration goals
 - Identify what you seek in an international partner:
 - Expertise in a complementary field?
 - Access to specific resources or datasets?
 - Joint publication or funding applications?
 - Example: If you're in climate science, you might look for experts in AI for climate modelling to collaborate on interdisciplinary research.
- ▣ Step 2: Use AI-powered research discovery tools
 - Semantic Scholar (www.semanticscholar.org)
 - Enter your research topic (e.g., "machine learning in healthcare").
 - Use filters (most-cited papers, recent publications, author networks).
 - Click on "Authors" to find experts in the field.
 - IBM Watson Discovery
 - Analyse research trends using AI.
 - Identify institutions and individuals leading in your research area.
 - Google Scholar / Scopus / Web of Science
 - Search for papers with high citation impact in your domain.
 - Use the "Related Authors" and "Cited By" features.
 - ResearchGate
 - Join research groups and forums.
 - Engage with researchers by commenting on relevant publications.
 - Example: If you find that a leading researcher in your field has co-authored with multiple institutions, trace their collaborations and explore their networks.

■ Step 3: Evaluate and shortlist potential partners

- Create a shortlist based on:
 - Number of relevant publications.
 - Institutional affiliation and research funding.
 - Citation impact and network connections.
 - Open Access publications (indicates willingness to collaborate)

■ Step 4: Initiate Contact and build collaboration

- Craft a personalised email:
 - Mention shared research interests and specific papers you found insightful.
 - Propose a small initial collaboration (e.g., co-authoring a review paper, exchanging datasets).
- Request a virtual meeting:
 - Use Teams or any other software to discuss possible collaboration avenues, online.
- Leverage academic conferences:
 - Present in international symposia and approach relevant researchers.
 - Example email template:

Subject: Exploring Collaboration on [Research Topic]

Dear Teacher [Name],

I recently came across your paper on [Topic] in [Journal/Platform] and found your work highly relevant to my current research on [Your Topic]. I believe there is strong potential for collaboration, particularly in [Specific Idea].

I would love to explore potential synergies between our researches. Would you be open to a short virtual meeting to discuss this further?

Best regards,

[Your Name]

[Your University]

- Tip: Mention a specific research grant or upcoming conference as a potential collaboration point.

■ Step 5: Formalise and strengthen collaboration

- Co-develop a research agenda:
 - Define mutual expectations and roles.
 - Identify potential co-funding opportunities.
 - Sign a Memorandum of Understanding (MoU) (if required)
- Maintain ongoing communication:
 - Use shared cloud platforms (Google Drive, Overleaf, Mendeley).
 - Plan follow-up projects or joint grant applications.

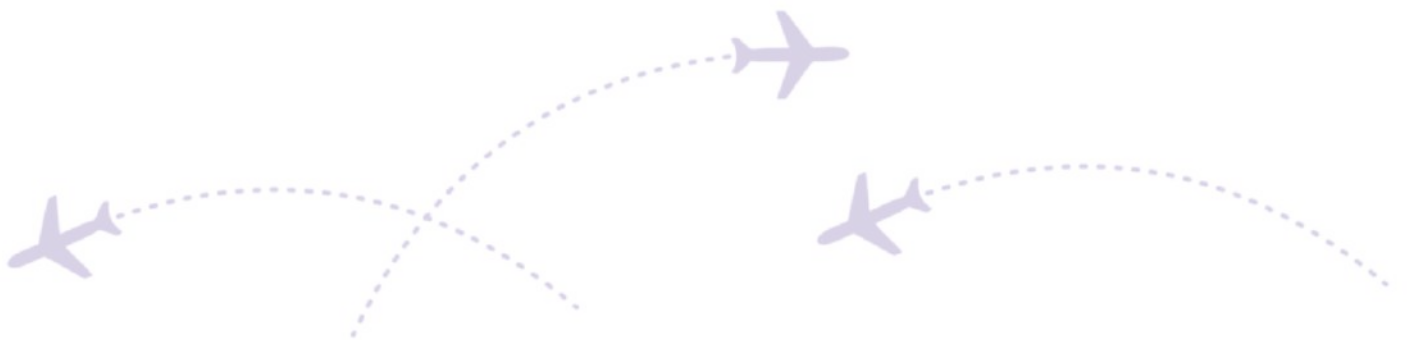
Non-mandatory items:

- Resource: (tutorial / template documents / videos / Flash-learns, international skills framework, etc.)
- Guide on using AI for Research Discovery
- List of International Research grants & funding opportunities

- Sample Research Collaboration Agreement template

Tips and tricks

- Join university-wide research networks to access institutional collaborations.
- Track research impact via Altmetric or Google Scholar Citations.
- Questions / comments
- What if I don't receive a response? → Follow up after 10 days or try another contact method (LinkedIn, conference networking).
- How do I ensure collaboration is mutually beneficial? → Clarify shared research goals and define roles early on.





Organise a Summer school with a partner

Category of recipes: Internationalisation through national and international students, Internationalisation through partnerships, Internationalisation through pedagogical activities and development of international skills.

Objective: Foster students' development of international skills through pedagogical activities and joint projects.

Short description:

- A Summer school is a training programme exposing students over a short period (between 1 and 4 weeks) to the internationalisation of education in terms of learning, culture and/or language. Summer school takes place abroad (partner university) or at your home university. Please note that the term “summer” is generic to this type of programme and does not restrict the organisation of these events to the summer period. Summer schools should be, whenever it is possible, integrated into a module or be a module of the programme's training plan and lead to ECTS credits. They differ from a study trip in that they include teaching activities with students from partner universities.
- Generally, once the summer school concept has been defined by the partner universities, the summer school is organised in turn by one university. For example, a summer school is being developed by a Swiss university and a French university in the field of engineering. The first edition will take place in Switzerland, so the French students will travel to Switzerland while the second edition will take place in France, so the Swiss students will travel to France.
- The key element in a summer school is to bring together students from different partner universities studying in the same field of study. These students will work together for a few days, producing content that will then be assessed by the teachers, who take part in the summer school as well.

Academic recognition: ECTS.

Level of difficulty: Medium.

Calendar and time needed: If it's a first-time organisation, initial contact with the partner organisation should be made a year in advance.

Cost summary: €€.

Language and level required: Language level required to follow the course, depending on the pedagogical contents.

Roles and Responsibilities:

- **Hosting university:** The one that organises the summer school.
- **Partner university:** The one that sends students and teachers (eventually).
- **Project manager:** Usually a professor who takes the lead of the organisation.
- **Admin support:** Could be the international office of your university.

- ▣ Professors (from hosting university AND sending university) who teach in the summer school.
- ▣ Students IN and OUT (usually a whole classroom travel together).
- ▣ Advisor in internationalisation (if available in your university) can help with the design of the summer school.

Ingredients:

- ▣ At least 2 Universities from 2 different countries taking part in the Summer school.
- ▣ If possible, the summer school is identified in the university's basic training programme (Bachelor's/Master's), or in the framework study plan.
- ▣ Normally ECTS credits awarded must range from 2 to 6 credits.
- ▣ Ideally, the duration of the summer school is between one week (min. 5 teaching days) and four weeks.
- ▣ Learning content.
- ▣ Students from Hosting University and Sending University, who study the same field of study.
- ▣ Optional ingredient: Memorandum of Agreement.

Steps:

- ▣ Step 1: Identify the need of a Summer school in your field of study.
- ▣ Step 2: Look for a partner university who could be interested in developing a Summer school in a specific field of study.
- ▣ Step 3: Develop the concept of your Summer school together with the partner university (usually two professors get in touch to develop the concept).
- ▣ Step 4: If possible, ensure that the Summer school is part of the learning content of the study plan.
- ▣ Step 5: Define the learning objectives with the partner university.
- ▣ Step 6: Develop the teaching material in collaboration with the partner university.
- ▣ Step 7: Set the dates.
- ▣ Step 8: Set the evaluation method(s).
- ▣ Step 9: Apply for a possible grant at your university (Erasmus or else).
- ▣ Step 10: Organise the logistic aspects of your summer school, if necessary, with the help of your international relations office.
- ▣ Step 11: Hold the summer school.
- ▣ Step 12: Evaluate the Summer school and award ECTS credits.

N. B: Usually, a Summer school is organised in turn, so it means that the sending institution becomes the hosting institution for the 2nd edition.

Budget description:

- Internal grants within the University.
- Erasmus+ funds.

Contact your International Relations Office for more information.



Create a double diploma with a foreign university

Category of recipe: Internationalisation through pedagogical activities and development of international skills (curriculum) / Internationalisation through partnerships.

Objective: Attracting international students; Improving academic quality / offer; Curriculum internationalisation; Development of structured mobility.

Short description: This recipe outlines the steps for creating a double diploma programme in partnership with another university. A double diploma refers to a structured academic agreement between two institutions, where students fulfil requirements set by both universities and receive two separate official degrees, one from each institution. This is not a joint diploma, where a single degree is issued jointly by both institutions. By leveraging the strengths of both institutions, this programme offers students a unique, globally oriented academic experience that enriches their education and enhances employability.

Academic recognition:

- University: Improved institutional reputation and position in university rankings¹.
- Student: Two or more official higher education degrees accredited in the European Higher Education Area (ECTS).

Level of difficulty: Advanced.

Calendar and time needed:

- Preparation phase: 6-12 months.
 - Initial stages include researching potential partner institutions, drafting agreements, and aligning curriculum requirements.
 - Prepare the internal approval processes within your institution and establish communication channels with the partner institution.
- Implementation phase: 12-18 months.
 - Finalising the curriculum alignment, obtaining institutional approvals separately for each degree, drafting and signing the double diploma agreement, and launching the communication efforts.
 - It also involves managing the first intake of students, coordinating the mobility process, and establishing the faculty exchange framework.

Cost summary: €€€

Language and level required: English or bilingual (depending on partner institution); B2 level minimum for participants.

Roles and responsibilities:

- Head of degree programme: Lead the collaboration, oversee curriculum design and liaise with the international office, communication teams, and legal advisors to drive the project forward.

¹ Prestigious academic rankings, such as the QS World University Rankings and the Times Higher Education World University Rankings, consider the proportion of international faculty as a key indicator of an institution's internationalisation efforts. For instance, the QS World University Rankings include an indicator for 'International Faculty,' which contributes to the overall ranking, reflecting the institution's commitment to global perspectives and international collaboration in teaching and research.

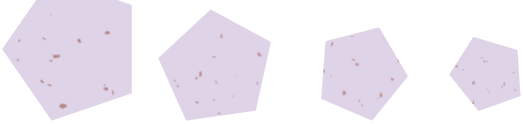
- **International Relations Office:** Facilitate negotiations and communications with partner institutions, ensure compliance with accreditation requirements, handle logistical aspects, and coordinate student mobility agreements and visa processes.
- **Partner institution representatives:** Responsible for aligning curricula to ensure that each institution's academic requirements are met while maintaining programme compatibility. They also coordinate student mobility frameworks, establish mutual recognition of credits while respecting national accreditation laws, and ensure compliance with their respective higher education regulations.
- **Communication team:** Develop and execute a strategy to promote the double diploma programme to target audiences.
- **Legal advisors:** Draft and review legal agreements related to the programme to ensure it complies with education laws and institutional policies.
- **Advisor in internationalisation (if there is such a person in the university):** Provides strategic input on international collaboration and ensures alignment with institutional internationalisation policies.
- **Pedagogical engineers (if there are some in the university):** Assist in structuring the academic framework, ensuring smooth integration of both curricula and optimising the student learning experience.

Ingredients:

- A Head of Degree programme with international vision and experience in curriculum and programme management.
- An international partner university with compatible curricula, ensuring academic cohesion and consistency in programme calendar, design, learning outcomes, and degree recognition.
- A Letter of Cooperation (LOC) to establish the informal agreement and outline the benefits of the dual degree programme.
- A double diploma agreement detailing responsibilities, curriculum alignment, and logistics for student mobility.
- Separate accreditation approvals for each degree from relevant agencies in both countries.

Steps:

- **Step 1: Research and partner selection**
 - Identify potential partner universities based on curriculum compatibility, academic reputation, and alignment with internationalisation goals.
 - Secure the right sponsor who can advocate for the partnership and facilitate negotiations. In many cases, success depends not only on institutional alignment, but also on having a committed individual or team driving the process forward.
- **Step 2: Initial agreements**
 - Draft a Letter of Cooperation (LOC), which acts as an informal agreement to start developing the double diploma programme, to outline the rationale, mutual benefits, and initial academic objectives of the programme.
 - Ensure that both institutions' authorities and stakeholders approve the proposal.
- **Step 3: Academic programme development**
 - Define the key competencies and skills students will gain by establishing the programme's goals and expected outcomes.
 - Align the curricula between both institutions, ensuring the courses are complementary, and the recognition systems are compatible.
 - Each institution will award its own degree, and students will earn two degrees. The curriculum may be developed collaboratively, or each institution may independently design its academic offerings.
 - Specify the language requirements for students.



- Identify logistics for registration, student advising, and support services at both institutions. Establish whether a double diploma programme director or coordinator will be appointed.

■ **Step 4: Development of a double degree agreement**

- The double degree agreement is the formal agreement ensuring that all terms, including the details of the curriculum, faculty roles, credit transfer, and student mobility logistics, are documented. It should also include:

- A clear description of responsibilities for each partner institution.
- The timeline for the programme's launch and the criteria for its continuation.
- Details on accreditation processes and recognition of the degrees awarded. Each institution will issue its own separate degree.

■ **Step 5: Accreditation and legal compliance**

- Each university must secure national accreditation for its own degree separately. This may involve working with national accreditation bodies or higher education authorities.
- At this stage, you may also need to finalise the legal agreements for double diploma certification.

■ **Step 6: Programme launch**

- Promote the programme with multilingual marketing materials and provide orientation sessions for incoming students.
- Provide clear information on the application process, deadlines, and requirements for students wishing to participate.

■ **Step 6: Continuous evaluation and improvement**

- Collect feedback from students and faculty to evaluate the programme's impact and identify areas for improvement.
- Monitor student mobility and academic progress to ensure successful degree completion.

Budget description:

- Cost for the organising institution: Includes double diploma programme development, accreditation fees, administrative setup, and marketing efforts. Additional costs may be incurred for student mobility logistics and support services at both institutions.
- Business model of the activity: Shared tuition revenue or subsidised costs through grants, institutional funding, or Erasmus+ funding.
- Budget type / sources of revenues: Erasmus+ funding, institutional investment, tuition fees, and other potential external grants.
- Cost per participant: Variable, depending on the programme.

Non-mandatory items:

Tips: Addressing calendar challenges in double diploma programmes:

- One of the most critical aspects when establishing a double diploma with a foreign partner university is aligning academic calendars and programme structures. Even when all other elements - such as curriculum compatibility, institutional agreements, and mutual interest - are in place, misalignment in academic timelines can be a major obstacle. Differences in the number of semesters, academic cycles, or the timing of course offerings may prevent the integration of two programmes, making it essential to assess these factors early in the planning process.

Resource:

- QS International. (n. d.). QS World University Rankings, Events & Careers Advice at TopUniversities.com. Top Universities. <https://www.topuniversities.com/>
- Universidad Autónoma de Madrid. (n. d.). Dobles/Múltiples titulaciones internacionales | UAM. Universidad Autónoma de Madrid. <https://www.uam.es/uam/internacional/dobles-titulaciones-internacionales>
- Université Savoie Mont Blanc, Licence Double diplôme Franco-allemand, Economie et gestion: <https://www.youtube.com/watch?v=DzFkSs3lG6w>
<https://orientation-emploi.fr/fr/formations/info/licence-double-diplome-licence-economie-et-gestion-franco-allemand>



Submit an Erasmus+ Key Action 2 Project: Cooperation among organisations and institutions

Category of recipe: Internationalisation through partnerships; Internationalisation through pedagogical activities and development of international skills.

Objective: The general objective of the Erasmus+ Programme is to support, through lifelong learning, the educational, professional and personal development of people in education, training, youth and sport in Europe and beyond, thereby contributing to sustainable growth, quality jobs and social cohesion, to driving innovation and to strengthening European identity and active citizenship. As such, the Programme shall be a key instrument for building the European Education Area, supporting the implementation of the European strategic cooperation in the field of education and training with its underlying sectoral agendas.

Short description: The Key Action 2: Cooperation among organisations and institutions is part of the Erasmus+ EU Programme in the fields of education, training, youth and sport programme. It gives the opportunity to submit a project in the field of higher education in collaboration with other universities. Projects generally last three years. This Key Action supports the following items:

- Partnerships for Cooperation, including Cooperation Partnerships and Small-scale Partnerships
- Partnerships for Excellence, including Centres for Vocational Excellence and Erasmus Mundus Action
- Partnerships for Innovation, including Alliances and Forward-looking projects
- Capacity Building projects in the fields of higher education, vocational education and training, youth and sport
- Not-for-profit European sport events

A minimum of three European institutions must participate in the project. A Swiss University does not count in the minimum.

The Actions supported under this Key Action are expected to contribute significantly to the priorities of the programme, to bring positive and long-lasting effects on the participating organisations, on the policy systems in which such Actions are framed as well as on the organisations and persons directly or indirectly involved in the organised activities.

This Key Action is also expected to result in the development, transfer and/or implementation of innovative practices at organisational, local, regional, national or European levels.

Academic recognition: It depends on the project, some projects include ECTS recognition for the students as they involve teaching activities.

Level of difficulty: Advanced.

Calendar and time needed: If it's a first-time project, initial contact with the partners institutions should be made well in advance, at least a year in advance. A call is launched once or twice a year, depending on the Action. All deadlines are available on the EU website.

Cost summary: €€€-€€€€ (depends on the project).

Language and level required: A level B2 in English is recommended to coordinate and participate in an EU project.

Roles and responsibilities:

- **Main Coordinator:** the European University that submit the project and is in charge of the main coordination.
- **Full Partner universities:** Universities that participate in the project as full partners.
- **Associate partners Universities:** for example, the participation of a Swiss university is only possible as an associate partner.
- **Project manager:** is employed of the university's coordinator (could be a member of the teaching or administrative staff).
- **Administrative support:** could be the international office of your university
- **Eventually teachers that take part in the project.**
- **Advisor in internationalisation** (if available in your university) can help with the project's design and the application procedure.

Ingredients:

- A project's idea that will benefit higher education and meet the call's criteria
- A university acting as the main coordinator
- At least three full partner European Universities
- A project Manager
- A feasible project plan whose impact can be measured
- A good dose of Motivation
- Reliable partners
- Don't forget sustainability when designing your project

Steps:

- **Step 1:** Look for a project idea that will have a positive impact on higher education and meet the criteria of the KA2's call.
- **Step 2:** Look for reliable partners that have an interest in participating in such a project and take the time to know them and their working conditions, corporate culture, etc.
- **Step 3:** Start planning your project: define the needs, objectives, project and learning outcomes, activity formats, schedule etc., and be sure that your project meets an identified need.
- **Step 4:** Start writing the project proposal considering the constraints and opportunities for all partners, deadlines, etc. It's also important to think about how to validate the activities

to be carried out with the final beneficiaries. Get people on board!

- Step 5: Register on the EU Platform.
- Step 6: Check the compliance with the programme's criteria.
- Step 7: Check the financial conditions.
- Step 8: Fill in and submit the application form on the EU platform.
- Step 9: If grant is approved: start the preparation.
 - Set up the project's governance
 - Set up the management's rules
 - Planning of the activities
 - Development of work programme
 - Practical arrangements (planning of meetings, events, etc.)
 - Confirmation of the target group(s) of envisaged activities
 - Set up of agreements with partners
- Step 10: Implementation of activities as planned in the project, reporting to EU, monitoring of activities, communication about the project, etc.
- Step 11: Follow-up (evaluation of the activities and their impact at different levels, sharing and use of the project's results).

Non-mandatory items:

- Links to tutorial / template documents / videos (for instance, flash learns to know more about the ingredients or basic recipes)
- You will find all information about how to submit a project on the KA2 Erasmus+ platform (European participation)
- You will find all Information about the participation of a swiss university on the Movetia website.

Tips and tricks

- It's important to make sure that each partner in the project will have a dedicated resource to work in the project.
- Get to know your partners better before you start working with them
- It's important to make sure the project is anchored in a 'realistic' reality (deadlines, taking into account the constraints and opportunities of all partners, etc.)
- Think about how to legitimise the activities to be carried out (in particularly with the final beneficiaries)
- Get people on board!
- Successful examples of this recipes

See Erasmus's videos on YouTube to get inspiration: <https://www.youtube.com/@ErasmusPlusNL/> videos



Host a colleague with 'visiting professor' status to teach in your course

Category of recipe: Internationalisation through partnerships.

Objective: Improving academic Quality / offer; Ensure that programmes remain competitive and applicable.

Short description of the recipe: Hosting a visiting professor for a certain period (Erasmus+ teaching or teaching for one semester).

Academic recognition: Certificate of attendance.

Level of difficulty: Basic.

Calendar and time needed: Minimum 6 months before teaching.

Cost summary: €.

Language and level required: Local language (B2) or English (B2).

Roles and Responsibilities:

- ▣ Visiting professor must respect the working plan.
- ▣ Receiving professor must coordinate the pedagogical aspects.
- ▣ Receiving institution must provide support services (housing, contracting, etc.).

Ingredients:

- ▣ A highly motivated colleague.
- ▣ A grant.
- ▣ A course and a group of students.
- ▣ An Agreement / Contract.
- ▣ Good communication.

Steps:

- ▣ Step 1: Identify the needs for your course.
- ▣ Step 2: Identify the colleague who is able and willing to teach in that course.
- ▣ Step 3: Find a way to finance this mobility and apply to those grants / calls for proposals.
- ▣ Step 4: Wait for an answer (yes/no) and go further (or not, if the answer is no!).

■ Step 5: Inform:

- The colleague in the other institution.
- The receiving institution.

■ Step 6: Develop a detailed work plan to make sure you reach the goals and meet the needs (identified in step 1).

■ Step 7: Set up an Agreement / MoU (Memorandum of Understanding) or Work contract to be able to welcome this colleague.

■ Step 8: Start the immigration process - if visa is required: Letter of invitation and other administrative documents (your colleague must apply for a visa).

■ Step 9: Find an accommodation at your home town for your colleague and set the contract for him (or make sure he does it).

■ Step 10: Organise your colleague's arrival (office place, access to internet and classroom, bank account, guidance for local transportation, groceries, etc.).

■ Step 11: Welcome your colleague: welcoming tour / activities, settling in the housing... And introduce him/her to all useful departments / people /staff.

■ Step 12: Organise the teaching and evaluation: explain the context of your university and how it works (vision...).

■ Step 13: Let him/her teach and evaluate the results of the course.

■ Step 14: Measure the satisfaction:

- Of students.
- Of your colleague.
- Of yourself.

■ Step 15: Debrief with your colleague.

■ Step 16: Send him back home.

Budget description:

- Cost for the Organising Institution
 - Covers administrative support, visa assistance (if needed), accommodation guidance, and access to institutional facilities.
 - Additional costs may include welcome activities and logistical arrangements.
- Business Model of the Activity
 - Funded through Erasmus+ Teaching Mobility, institutional support, or bilateral agreements.
 - Cost-sharing with partner institutions or external sponsorships may apply.
- Budget Type / Sources of Revenue
 - Subsidised costs (institutional funding, Erasmus+ grants).
 - Call for proposals (EU/national mobility schemes).
 - Institutional partnerships or research project budgets.
- Cost per Participant
 - Erasmus+ grants typically cover travel and subsistence.
 - Semester-long visits may involve higher costs for housing and administrative fees

Resource:

- Syllabus of the course
- Worksheets, presentations

Users review list: Survey sent to student at the end of the teaching period, as well as to your colleague and yourself.



Resources & Content

Blogs and Publications on Internationalisation trends and practices in Higher Education worldwide :



Internationalisation in Action features institutional strategies and good practices gathered from participants in American council of Education programmes and other higher education experts engaged in internationalisation.



Internationalisation of Higher Education - Policy and Practice?

It is now published as a peer-reviewed journal four times per year to take stock of recent developments in the field and to report on examples of best practices from across the globe. It examines internationalisation processes in countries all over the world.

As a subscriber of the publication, you will also have free access to an electronic version of the articles included in the basic edition and all supplements, among other benefits.

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