

Inclusion in International Activities

workshop
organised by
the

משרד ארסמוס+ ישראל
National Erasmus+ Office Israel

22 and 23 December, 2024

Facilitator: Dr. Jeanine Gregersen-Hermans

Agenda

2X 75 minutes

15 min break; 15 min feedback & takeaways

22 December

- Part 1 Introduction
- Part 2 Exploring inclusivity
 - Knowledge in the room
 - The ICI framework
- break
 - Challenges and opportunities
 - Strategic priorities

23 December

- Part 3 Imagining inclusivity
 - Belonging as flipside of inclusion
 - Design principles for inclusivity
- break
- Part 4 Pathways for inclusivity
 - Ensuring critical dialogue
 - Wrap up and take-aways



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PART 1 Introduction

- The facilitator
- A little bit about the ICI project
- Purpose and focus of the workshop
- Intended Learning Outcomes
- Ways of working



ICI Project - Inclusive Comprehensive Internationalisation: Enhancing global learning opportunities for ALL students

Partners

Universitat Rovira i Virgili (coordinator, Spain)
Stichting Hogeschool van Amsterdam (Netherlands)
Uniwersytet im. Adama Mickiewicza w Poznaniu (Poland)
Università degli Studi di Napoli Federico II (Italy)
Metropolia Ammattikorkeakoulu Oy (Finland)
Gergersen Hermans Consultancy (Netherlands)

Associated Partners

Universidad Nacional del Litoral (Argentina), Aurora Network,
UIREKA SHIFT, Sgroup, ERASMUS Student Network Finland

Vision

Help co-create equal opportunities with and for all students to benefit from internationalisation, regardless of their background, orientation or capability, and to improve their international and intercultural competences.

We need every voice to help create a peaceful and sustainable world.

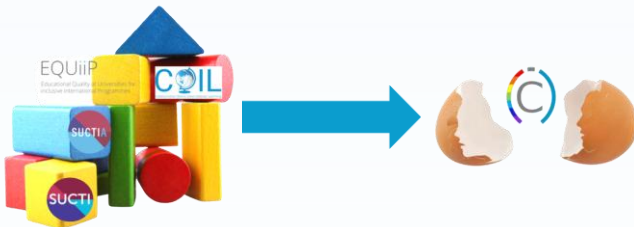
Project Results

A **framework** for the implementation of an inclusive comprehensive internationalisation approach at higher education institutions (**PR1**)
Guidelines for self-assessment of inclusive internationalisation learning opportunities (**PR2**)

A **training course** that can be used to implement an inclusive comprehensive internationalisation approach at higher education institutions (**PR3**)

A **manual** to implement the ICI Training Course (**PR4**)
An institutional **roadmap** of good practices that will help those willing to implement an inclusive comprehensive internationalisation approach to do so (**PR5**)

How did it start?



Our Approach to ICI

Co-creation through iterative process

Sharing and Celebrating: ICI festivals - Spreading the ICI vision in our home institutions and beyond

ICI Core Teams: Main change agents at each partner university for implementing a comprehensive and inclusive internationalisation strategy:

- An internationalisation leader
- An academic/teaching coordinator
 - An educational developer
 - An administrative staff member
- An ICT/Blended learning expert
 - Two students



Info and contact:

www.iciproject.org
ici@urv.cat

Follow us on:

[@ici_project](https://twitter.com/ici_project)
[ici-project](https://www.linkedin.com/company/ici-project)

Purpose of the workshop

ACTIVITY 1



Take a few minutes

You can use the chat to share some parts of your notes

Make a note for yourself

- Why are you here?
- What are your expectations
- What are your intentions

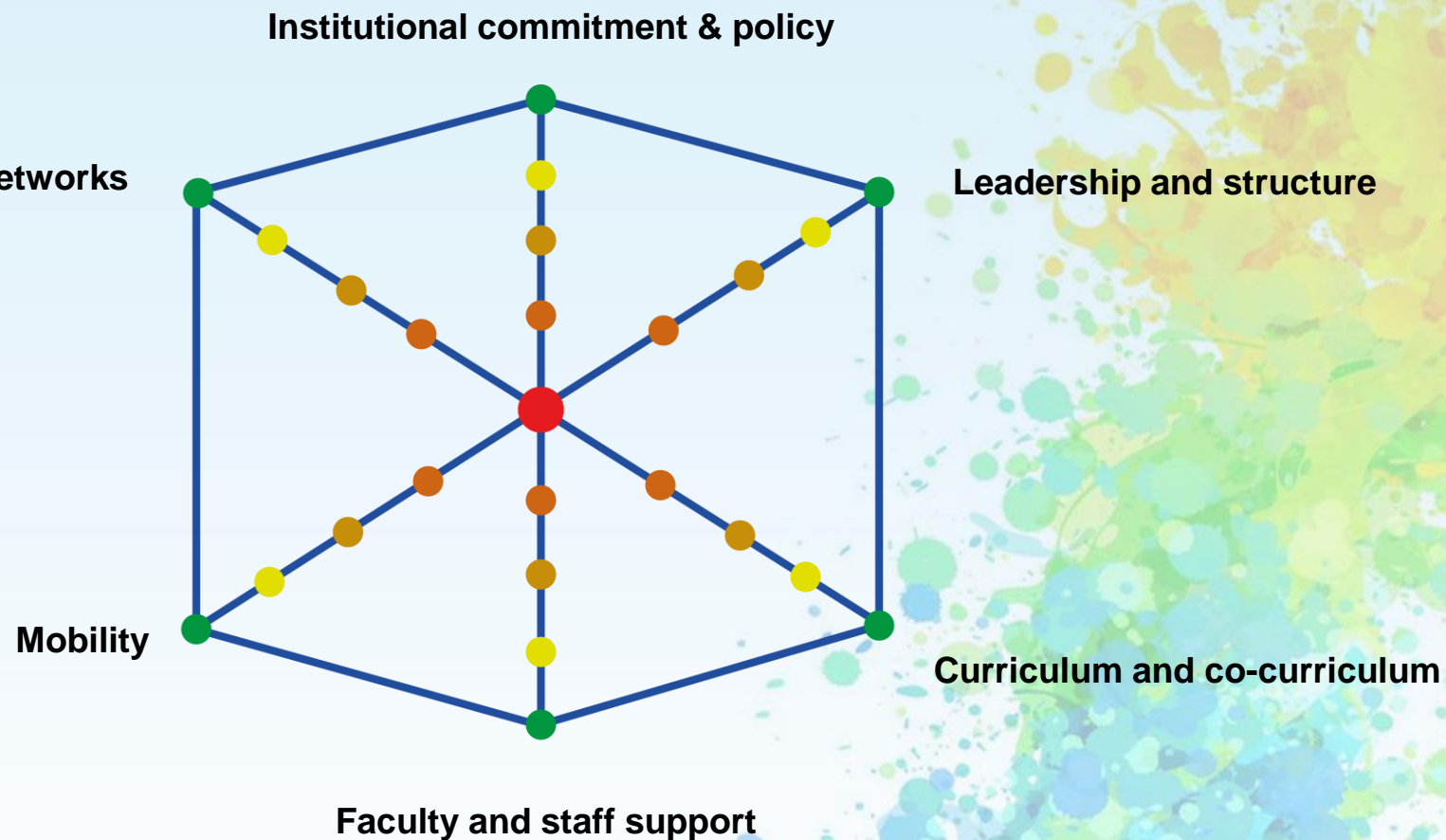
Intended Learning Outcomes

After this two-day workshop you will be able to:

- Identify and address unconscious biases to promote fairness and equal access
- Apply practical tools and methods for designing inclusive campus policies and services.
- Understand data-driven approaches to measure the effectiveness of diversity initiatives

6 pillars for Comprehensive Internationalisation

The descriptions in the ICI Framework are inspired by the American Council of Education (ACE) Framework for Comprehensive Internationalisation



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Ways of working

Interactive

Collaborative

Inclusive



Questions, any time!

An invite:



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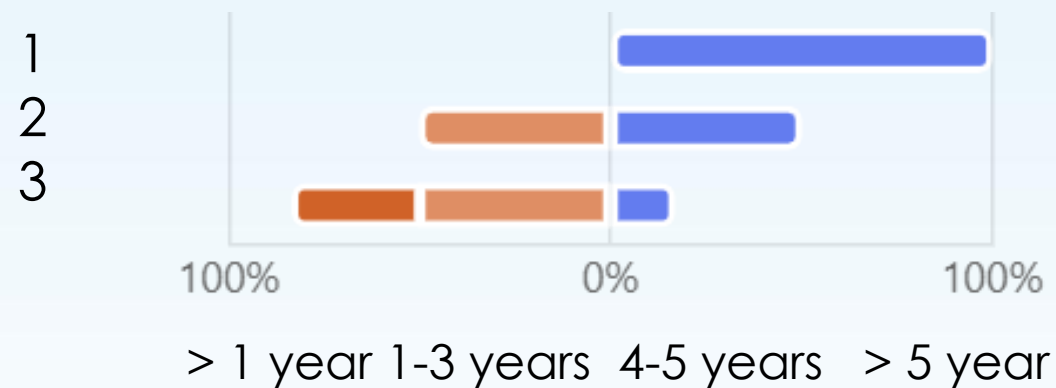
PART 2 EXPLORING DIVERSITY

- Your personal experience
- The Framework for Inclusive Comprehensive Internationalisation as developed by the ICI project
- Activity 2 – e-voting
- Activity 3 – sub groups discussion

Experience in the room

How many years of experience do you have in

1. Higher Education
2. Internationalisation
3. Diversity, inclusion and equity



Key words that in your personal view are related to inclusive internationalisation?

- Good intentions
- For all
- Empathy
- Cultural diversity & equality
- Open-mindedness
- Tolerance
- Capitalism
- Gender
- Economic status
- Equality
- Necessity

ATTITUDES
Good intentions
Empathy
Open-mindedness
Tolerance
Equality

FOR WHOM?
Gender
Disability
Orientation (LGBTQ+)
Ethnicity
First generation to university
Social economic background
Nationality
Religion
Student as a carer
Other ...

WHY
Capitalism
Necessity

HOW?

Prepare to vote



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<https://dashboard.sendsteps.com/>.

1

Go to **votezuyd.me**

2

Log in with **zuyd868**

Which option comes closest to your personal experience: an inclusive campus is a matter of

- A. Being transparent and good communication
- B. Providing extra support for those who need it
- C. Engaging diverse stakeholders

The question will open when you start your session and slideshow.

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 Closed


**ZU
YD**

Which option comes closest to your personal experience: an inclusive campus is a matter of ...

We will set these example results to zero once you've started your session and your slide show.

A. Being transparent and good communication  33.3%

In the meantime, feel free to change the looks of your results (e.g. the colors).

B. Providing extra support for those who need it  66.7%

C. Engaging diverse stakeholders  100.0%

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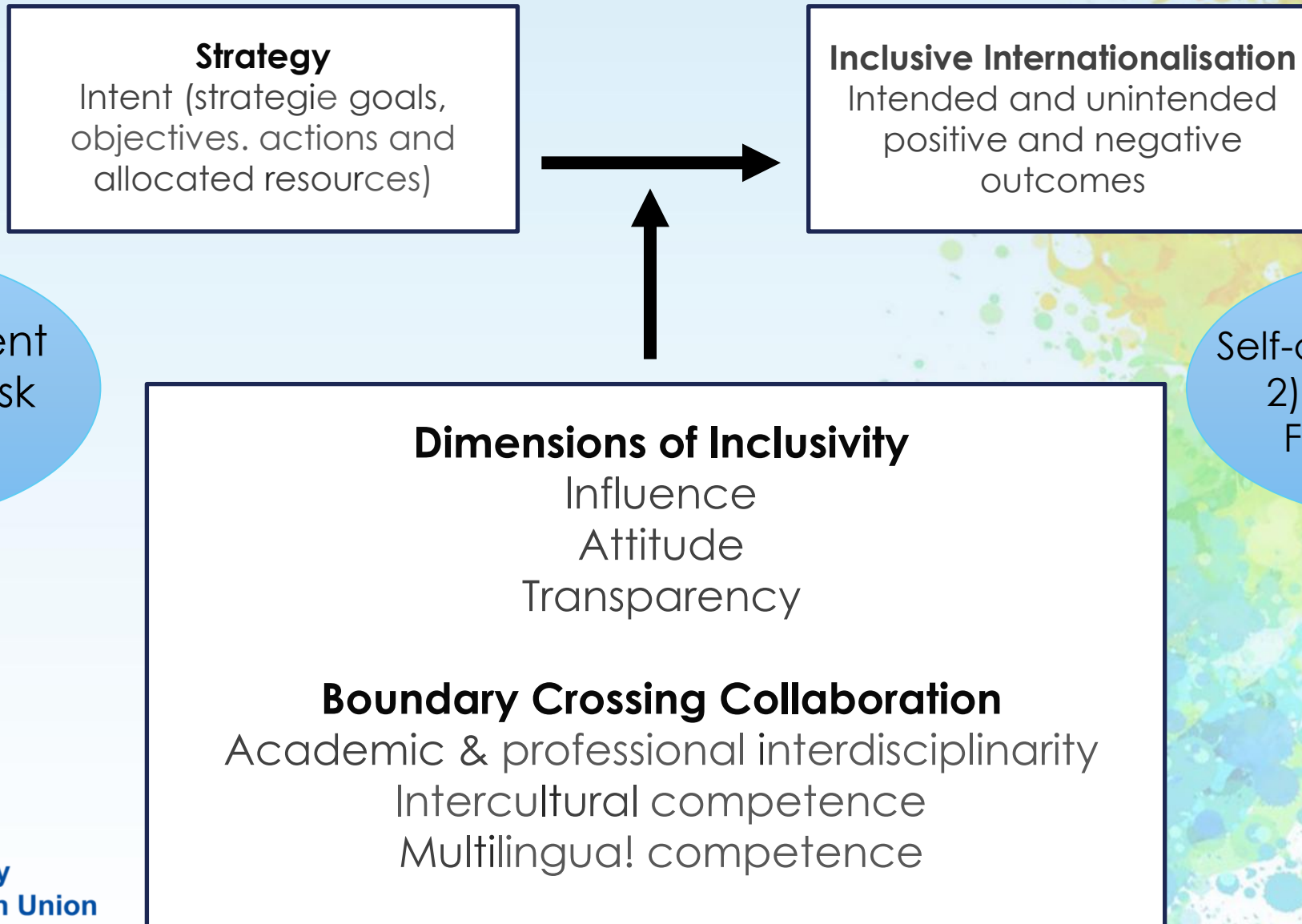


Definition of Inclusive Internationalisation

The project has developed the following definition of inclusive internationalisation:

Inclusive internationalisation is a continuous critical institutional dialogue and purposeful action by all stakeholders in the university to ensure every student has the opportunity to benefit from internationalisation based on the values of transparency, equity, and respect, and on awareness of unintended and systemic implications.

The ICI Framework



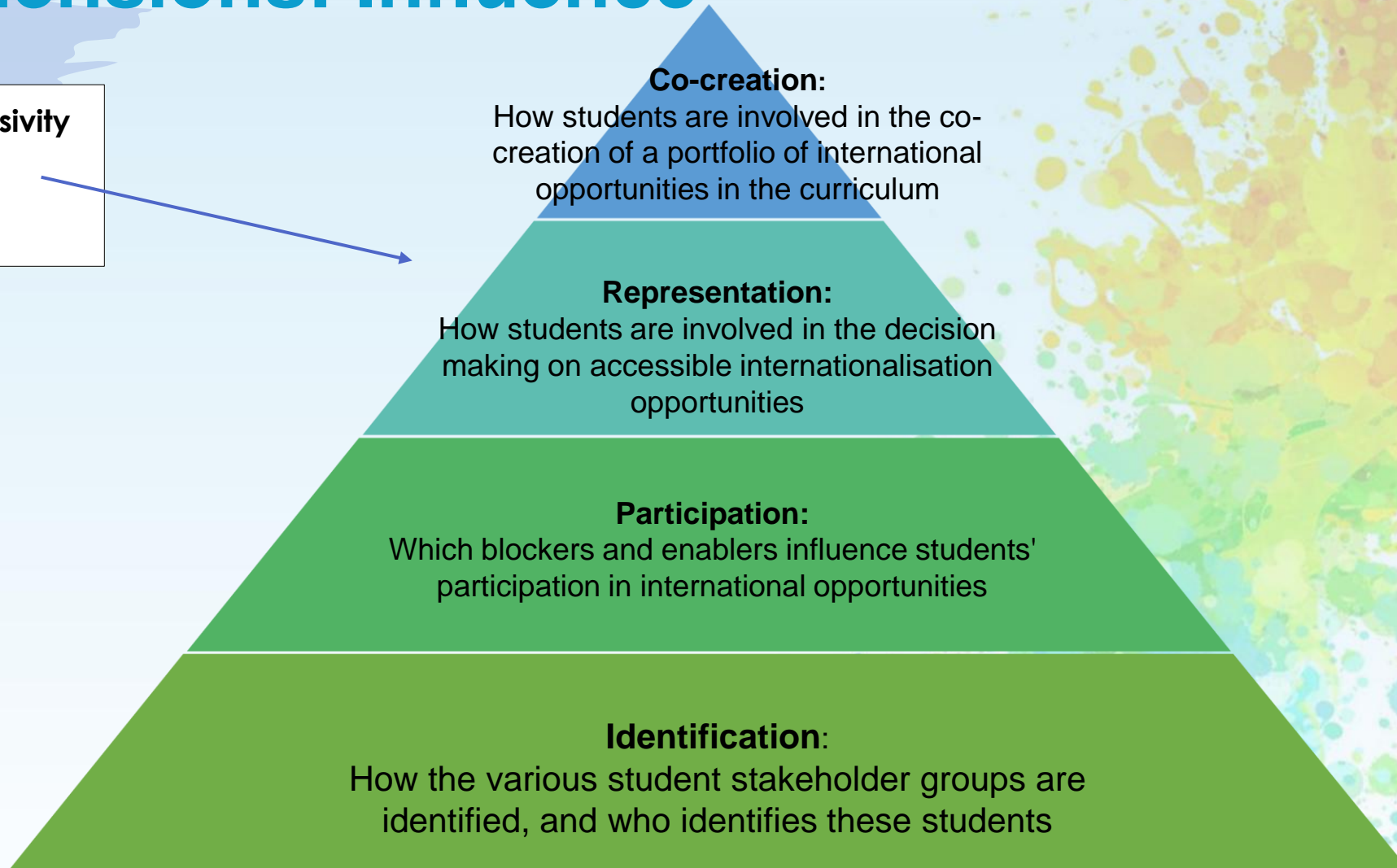
Self-assessment (part 1) – desk research

Self-assessment (part 2) – Interviews / Focus Groups

ICI Dimensions: Influence

Dimensions of Inclusivity

Influence
Attitude
Transparency



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ICI Dimensions: Attitude

Dimensions of Inclusivity

Influence
Attitude
Transparency

Systemic
(pro-active)

Ad hoc
(reactive)

Deficit

Under-represented students are perceived as the problem. Policies and practices are there to repair or bring up to standard.

Higher education institutions reactively solve exclusionary policies and practices.

Asset

Under-represented students have intrinsic value. Based on values of equity and respect. The System is considered the main blocker.

Valuing diversity is incidental and associated with efforts of individual members of a higher education institution.

ICI Dimensions: Transparency

Dimensions of Inclusivity

Influence
Attitude
Transparency

Hidden for all

Known to some,
and hidden to the
dominant majority

Known to the
dominant
majority, and
hidden to some

Known to all

Definition of Inclusive Internationalisation

ACTIVITY 3



In subgroups of 5
10 minutes

Discuss this definition: What stands out for you and why?

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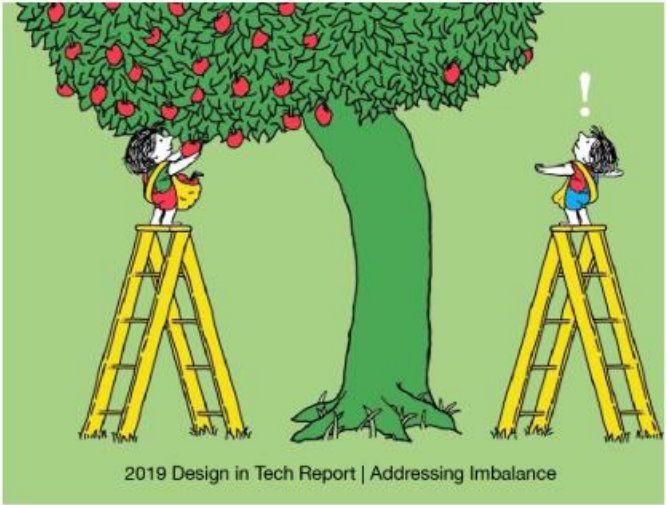
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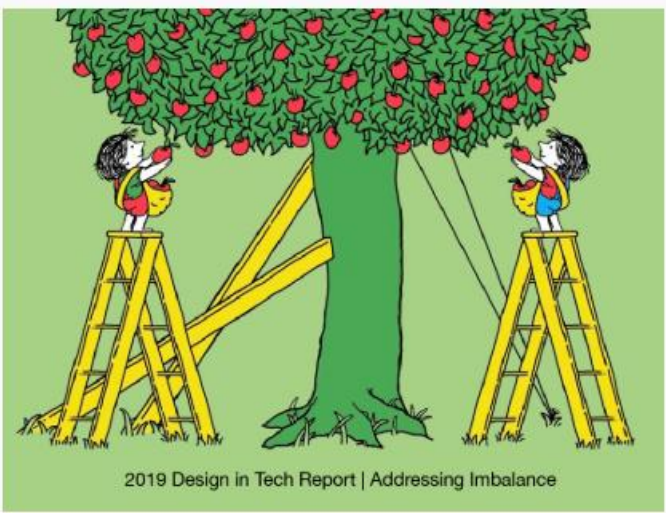
INEQUALITY



EQUALITY



EQUITY



JUSTICE

George Washington University

<https://onlinepublichealth.gwu.edu/resource/equity-vs-equality/>



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PART 2 CONTINUED

- Challenges and opportunities to an inclusive international campus
Activity 4 - subgroup discussion
- The hidden curriculum
Activity 5 – plenary discussion
- Priorities for institutional strategies on access to international opportunities
Activity 6 – subgroup discussion

Challenges and Opportunities for an inclusive international campus that benefits all students

ACTIVITY 4



Group discussion in two steps

1. List opportunities and challenges
2. Analyse how the three dimensions (influence, attitude, transparency) play a role in the O/C

Challenges

Analysis

Opportunities

Analysis

The Hidden Curriculum!

Academic subjects
"formal curriculum"

NORMS

VALUES

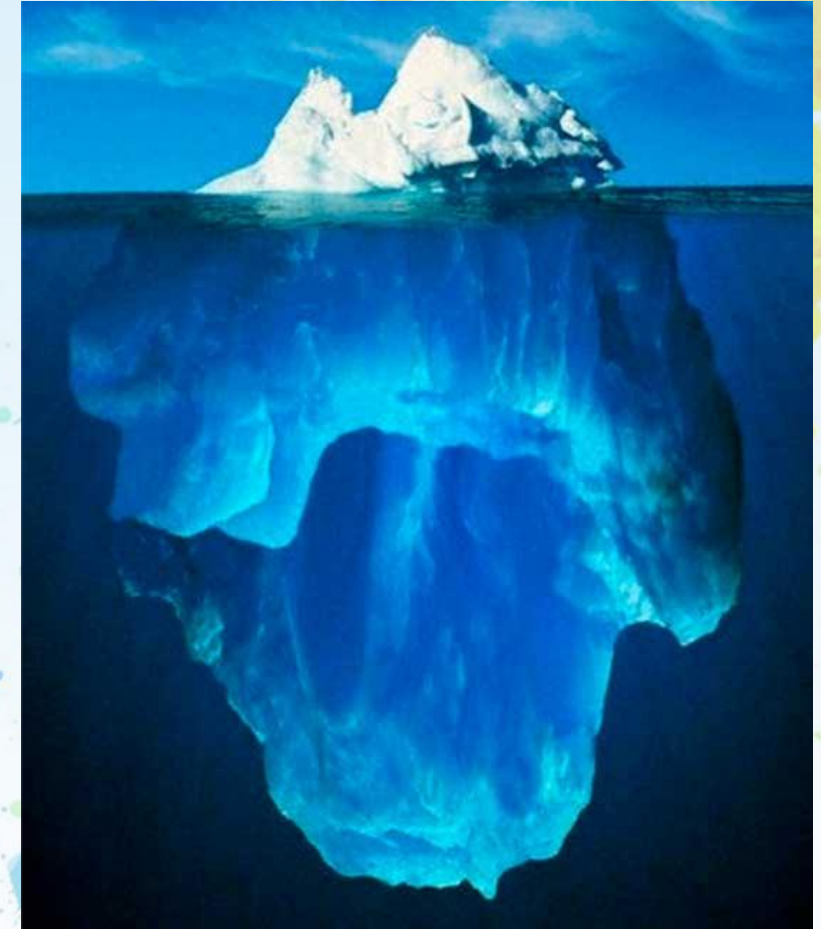
Reflection on the video of the hidden curriculum

ACTIVITY 5



- Plenary discussion
- You can also use the chat

How does the hidden curriculum play a role in our aim to become inclusive and reach all students?



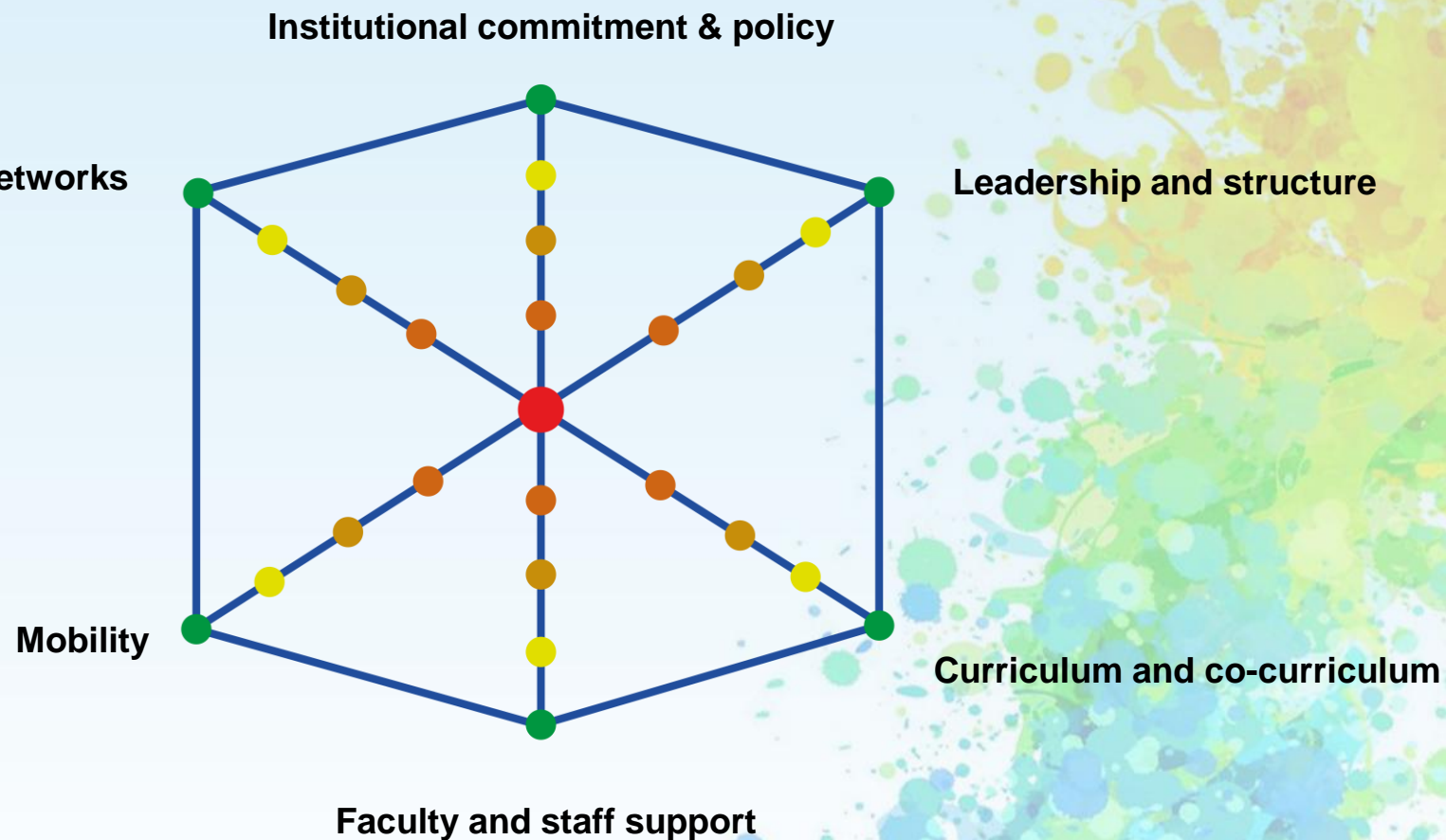
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Inclusive
Comprehensive
Internationalisation 

6 pillars for Comprehensive Internationalisation

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Priorities for institutional strategies for inclusive international campus that benefits all students

ACTIVITY 6



- Discussion in subgroups
- 15 minutes

Connection to your institution:

What are the challenges and opportunities that need to be addressed as a priority in your university strategy and who are the stakeholders involved?

Closure of the workshop

Check

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break

- Challenges and opportunities
- Strategic priorities & stakeholders

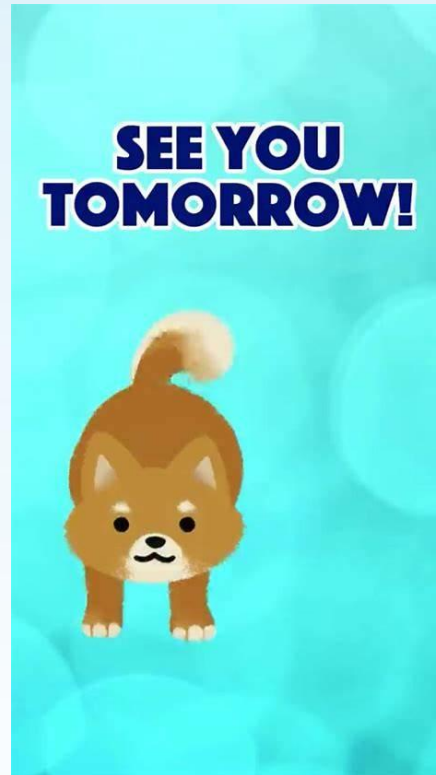
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PART 3 Imagining inclusivity

- Case story
 - Activity 7 Plenary discussion
- Input: Belonging as the flipside of the coin of inclusion and group dynamics
- Imagine an inclusive international university 30 min
 - Activity 8a: Implications for international mobility
 - Activity 8b: Implications for curriculum development
 - Activity 8c: Implications for campus services
- Break

Case story: Outgoing mobility

ACTIVITY 7



Plenary discussion

In a team meeting a lecturer muses about a specific student with a colleague saying: “My impression is that this programme is way over his head. He does not engage much and is not participating in the study abroad opportunity.”

His colleague replies: “I am not sure about the programme being over his head. I agree that he does not engage much, so I talked to him after class, and he explained that he is the carer for his father in his family and this responsibility is almost 24/7. I believe that he is a bright student, who just needs appropriate help.

I’ve directed him to support services, and I am working with him to find other forms of international learning opportunities.”

(Gregersen-Hermans, 2017)

Inclusivity and Belonging



Engaging students

Feeling safe

Some form of
normality

Basic human need

Feeling of being in the right social space

Fluid over time

Feeling connected to the university

Strong social support network in the university

Balance between academic challenge and support

(Gregersen-Hermans, 2017)

Student Agency as an Outcome of Belonging

The intention and the will to influence the situational interaction in the diverse classroom and realize personal learning goals within the contextual constraints (Klemencic, 2015)

- Self and contextual awareness
- Self- efficacy (can do)
- Self-regulatory skills
- Culturally bound behaviour

How to empower students to become ambassadors for inclusivity?

previous experiences, social position and support, physical and emotional well-being



I have a dream...

Imagine your institution with an already embedded inclusive international campus. How would it be?

Dream big!

- In subgroups (option to choose for a-b-c); 30 min
- Discuss to share your dreams

What are the key characteristics of your dreams (checklist)

- Open a whiteboard in the zoom room and together create a diagram of your dream (drawing and text, different colours)
- Make sure all can annotate and to save the whiteboard for sharing in the plenary.





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PART 4 Pathways towards

Planning for change

subgroups

Activity 5a: Implications internationalisation HE

Activity 5b: Implications for curriculum development

Activity 5c: Implications for campus services

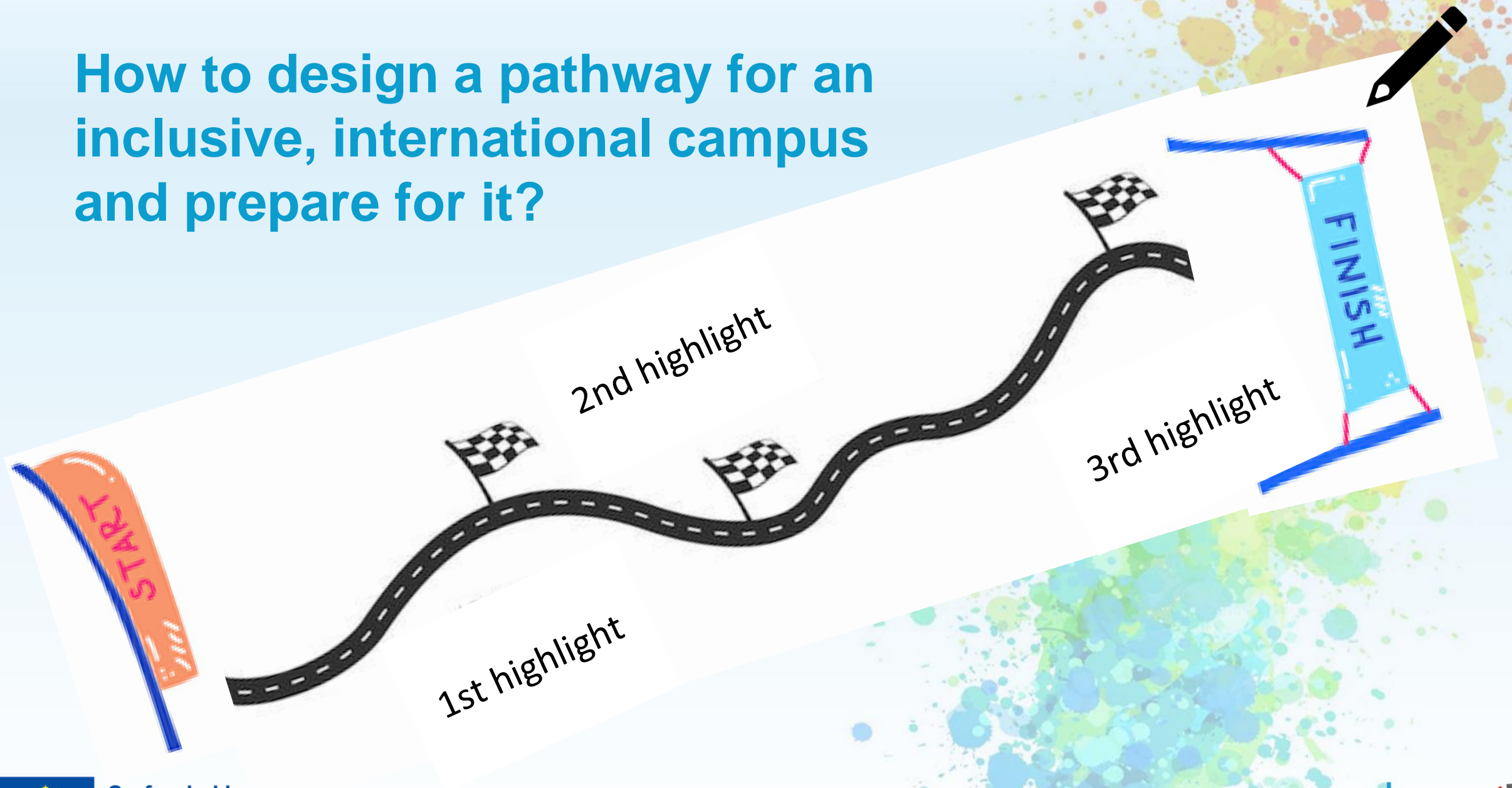
Sharing Plans

Plenary

Feedback with compliments and suggestions for improvement

Wrap up of the workshop and take-aways

How to design a pathway for an inclusive, international campus and prepare for it?

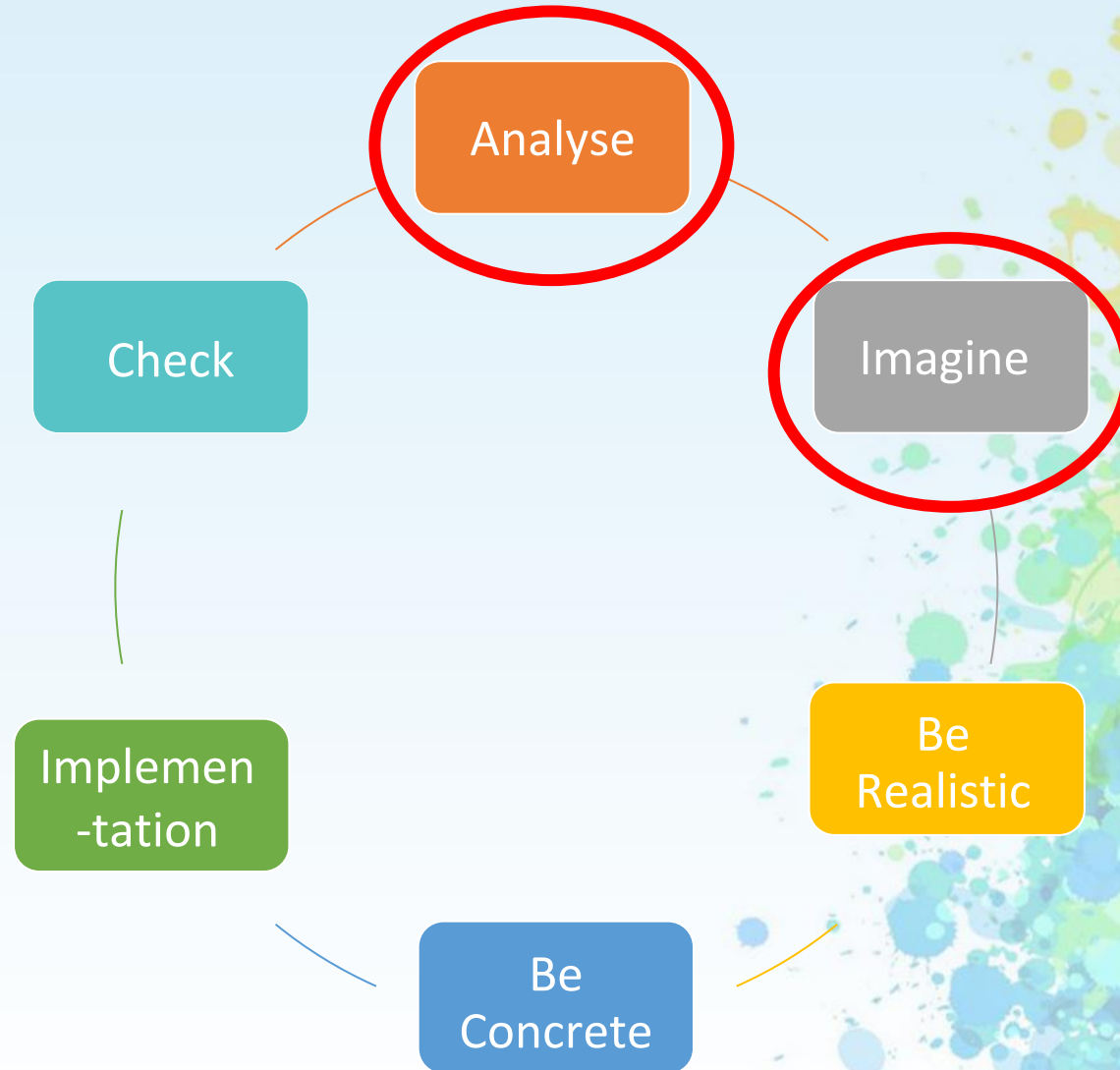


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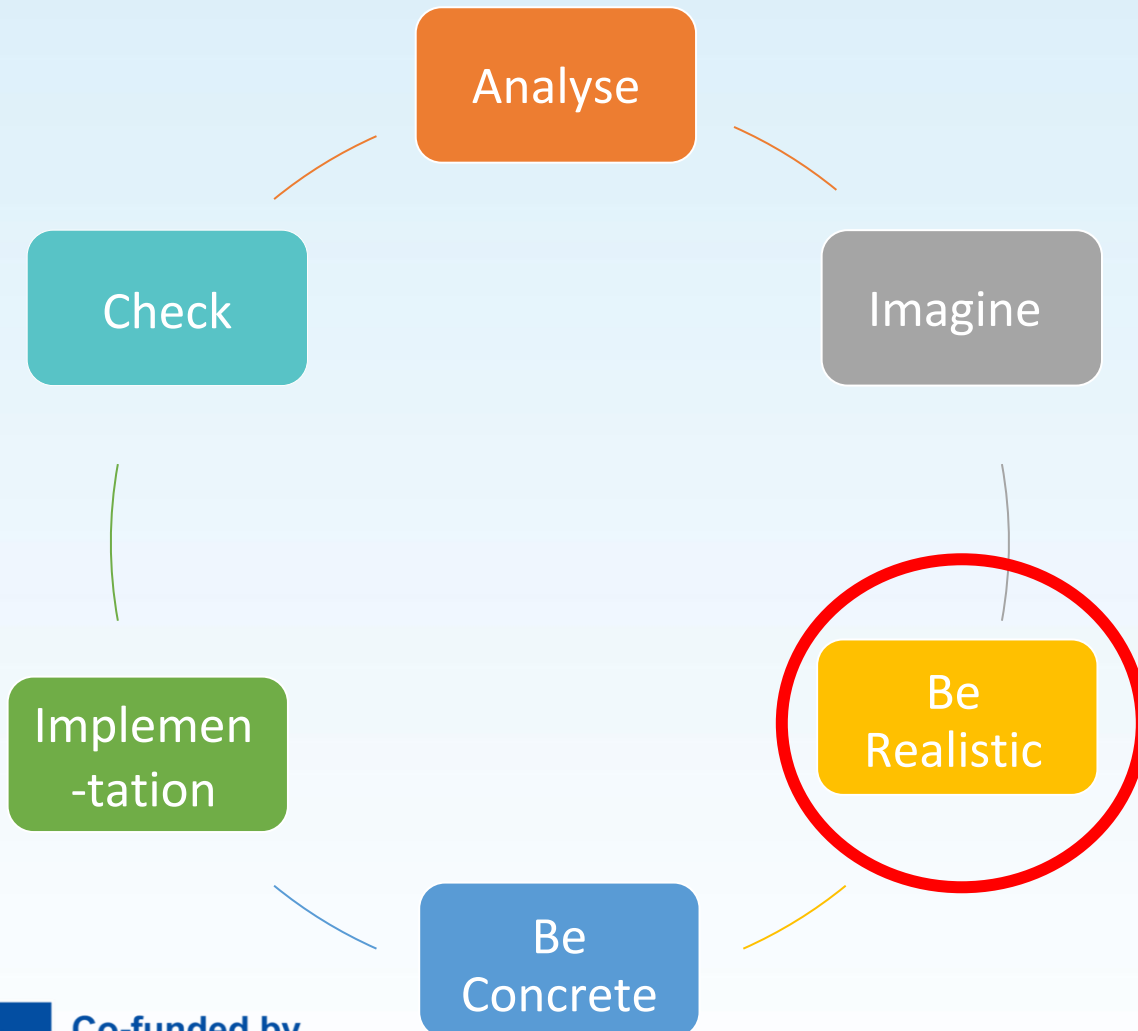
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Cycle – Step 1: ANALYSE



Cycle – Step 3: BE REALISTIC

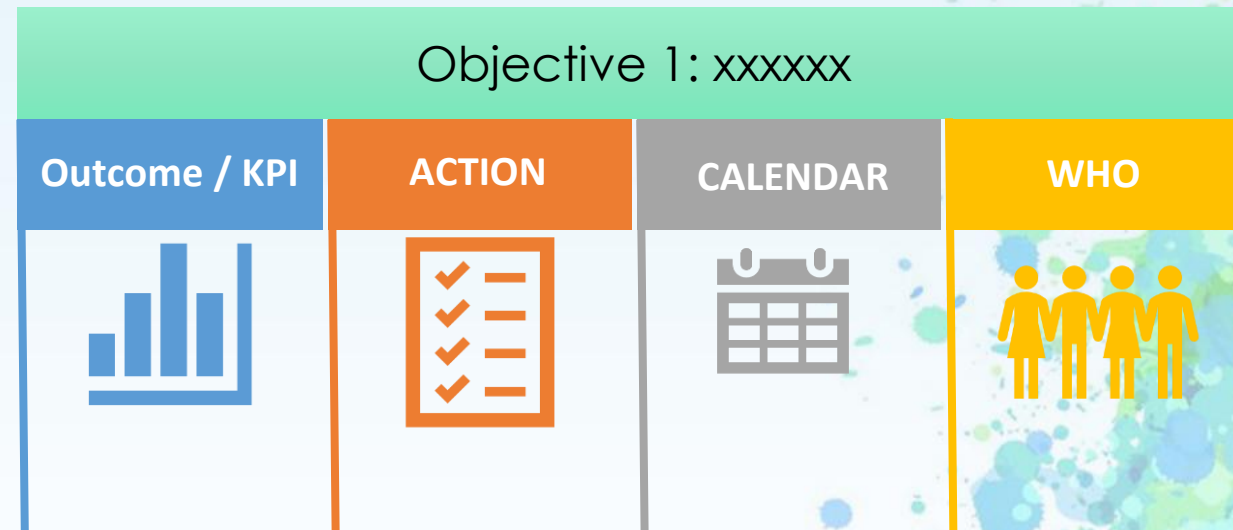


1. We have analysed the issues of our Institution
2. We have imagined big: our university as an inclusive comprehensively internationalised institution
3. Now, in order to be realistic, we will bring the rest of the thinking and activities of this module to the level of our unit/department or individual work position.
Ready?



Make your plan

- In your team, start making a plan.
- You can use the template provided.
- You can use the ideas provided in the previous exercise.
- Starting with the outcome or KPI (Key Performance Indicator) helps to keep the outcome sought in mind and find the appropriate actions to achieve it.
- The plan should include:



Cycle – Step 5: CHECK – Continue the Dialogue



Continuous and Systemic process. In the implementation, there must be check-points to correct and review

Links with the activity in the wrap up section



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Let's check expectations...



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