

Self-Audit Tool

SELF-EVALUATING INTERNATIONALISATION AT HOME (IaH)
ACTIVITIES

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About ATIAH

This Self-Audit Tool has been developed as part of the project [Approaches and Tools for IaH \(ATIAH\)](#), an ERASMUS+ funded Key Action 2 project (2016-2018). This multilateral project is delivered by a consortium of three European institutions: Newcastle University (UK); the University of Bologna (IT); and KU Leuven (BE).

The prime aim of our project is to improve the relevance and quality of European higher education by developing tools for higher education institutions (HEIs) wishing to review and improve Internationalisation at Home (IaH) practices. In doing so, the project addresses one of the Key Priority Areas of the European Commission's Communication "European Higher Education in the World": 'Promoting IaH and digital learning' (COM/2013/499). IaH has become an agenda of key strategic importance to HEIs across the world, in response to increasing geopolitical and economic imperatives.

Given this backdrop, the ATIAH project has developed approaches and tools to support institutions, staff and students (especially the non-mobile majority) to develop the skills and the competences necessary to operate successfully in an international environment. In the first phase of the project, the project partners carried out a series of activities aiming at obtaining a multi-faceted overview of IaH practices across European HEIs. This phase comprised a literature review, a European-wide student and staff questionnaire (342 responses) and a series of internal audits and focus groups (74 participants) with a variety of key stakeholders. These included international and home students, academic and administrative staff, heads of departments, senior leaders and representatives of international offices.

The findings from the three stages of data collection informed the development of the following resources.

1. An audit tool for universities seeking to benchmark their IaH practices;
2. A curriculum framework for 'internationalising your university experience';
3. An evidence framework for evidencing and communicating advances in IaH.

This document sets out the Self-Audit Tool to self-evaluate and to identify possible improvements on IaH.

Purpose

The Self-Audit Tool summarizes practices and insights obtained from the literature and from baseline audit and focus group interviews; it is a self-evaluation tool intended to help individuals or organisations to find out whether and to what extent they enact IaH practices. This Self-Audit Tool has also been developed as a way of increasing awareness of internationalisation principles, strategies and practices.

The Self-Audit Tool is deliberately practical and concise, to enable users to achieve the following objectives:

- Establish the extent of IaH practices at their institutions, and identify areas of strength and areas in which individuals (e.g. teachers, administrators, leaders) or institutions would like to set goals for the future;
- Identify best practices to be adopted or/and shared;
- Set up a professional development plan at individual or institutional level.

Goal

The Self-Audit Tool can be used by HEIs to self-evaluate their IaH practices and to identify possible improvements that need to be made or areas for further development. It can also function as a qualitative internationalisation benchmarking tool for the European HE sector.

Structure

Based on a plurality of perspectives on IaH, the Self-Audit Tool is intended for multiple audiences (educators, students, staff development and professional service units, and those in leadership positions in higher education institutions in Europe and beyond) who play a role in, or can benefit from, the process of IaH in relation to learning, teaching and research. As for learning and teaching dimensions, the Self-Audit Tool is designed to include both formal **curriculum activities** and non-formal or **co-curricular activities** aiming at promoting internationalisation and interculturality (see the ATIAH Curriculum Framework [[link to the Curriculum Framework](#)]). The information provided in the tool can help to plan and foster individual professional improvement as well as teamwork in relation to the design of university internationalisation policies, student services, curricular innovation at Department or Faculty level.

The Self-Audit Tool is grouped into six macro standards which build upon the ATIAH findings related to the quality of IaH policies and practices:

- **Languages:** the use of foreign languages in formal and non-formal contexts;
- **Teaching:** actions which enable students to achieve the expected international and intercultural learning outcomes at programme, course and class level;
- **Professional development and recognition:** the international and intercultural dimension of university professions (teaching, research, administrative roles, etc.);
- **Programme development:** policy-level activities helping to incorporate international and intercultural perspectives into educational programmes;
- **Student support and services:** all institutional actions offering practical support to home and international students in order for them to make the most of their internationalised on-campus student experience;
- **Student-organised activities:** student-organised activities that encourage cooperation/interaction among local and international students and thus create the conditions for developing intercultural awareness for all students.

Audience

The *Audit Tool* is intended to assist universities to clarify evidence of progress, innovation, achievement and embedding of IaH at different levels: institutional, discipline, department, programme, module and individual (leadership, teaching, learning). It can be used by educators, students, staff development and professional service units, and those in leadership positions in HEIs in Europe and beyond.

How to use the Self-Audit Tool

Users may choose to evaluate each standard separately and decide whether it is:

A – In place

B – Partially done

C – Not in place

D - Not applicable

The rationale of the tool is that it is intended to facilitate evaluation at institutional, team or individual level of each standard, in order to confirm, strengthen or develop IaH practices.

If you want to share other best practices or examples concerning IaH, please contact us:

atiahproject@gmail.com

1. LANGUAGES

	OBJECTIVES	ACTION	IN PLACE	EXAMPLES	YOUR EXAMPLES
1.1	Promotion of multilingualism	Encouraging language upskilling: learning, teaching and use of other foreign languages in addition to English	<input type="checkbox"/> In place <input type="checkbox"/> Partially done <input type="checkbox"/> Not in place <input type="checkbox"/> Not applicable	<ul style="list-style-type: none"> • Students can choose a second foreign language course in addition to English in all curricula Example: At the University of Bologna, students who do not have Languages as a major can still attend a second foreign language course (e.g., Arabic or Portuguese) in addition to English. • Offering free language courses of the local language to internationals Example: The Faculty of Engineering Technology of KU Leuven offers free introduction courses of Dutch to its incoming exchange students (20 to 30 contact hours), offered in evening classes in one campus and in an intensive course week in the other campus • Offering modern foreign language upskilling for teachers and researchers • Offering modern foreign language upskilling for administrative staff Example: At Newcastle University the language centre offers open access programs that can be used for informal language upskilling (http://www.ncl.ac.uk/language-resource- 	<ul style="list-style-type: none"> •

[centre/](#)

1.2 Development of English skills

Investing financial and human resources to develop the English skills of the academic community (students, teachers, researchers and administrative staff)

- In place
- Partially done
- Not in place
- Not applicable

- Offering English language courses for teachers and researchers
- Offering English language courses for administrative staff
- Offering English languages courses for students

Example: Students and staff members are offered free courses of English at the University of Bologna (ALMAEnglish Project <http://www.cla.unibo.it/corsi/almaenglish>).

Example: At Utrecht University a basic teacher qualification for English is being developed, aimed at developing and improving the English skills of teachers.

Example: At Newcastle University in-sessional English courses are offered to students who do not have English as their first language <http://www.ncl.ac.uk/students/insessional/>

Example: The Faculty of Engineering Technology of KU Leuven organizes an annual preparation course for its academic staff to stimulate them to take the C1 English language proficiency tests so that they can teach in English according to the Flemish legislation

Example: The Faculty of Engineering Technology of KU Leuven also organizes an

				<p>annual course “English for academic purposes” for young researchers who are preparing to teach and publish in English. The course is a two week intensive course before the start of the academic year</p> <p>Example: During laboratory sessions at the campus Group T of the Faculty of Engineering Technology at KU Leuven, international students and Belgian students work together on practical technological projects</p>
1.3	English as a medium of instruction	Offering existing disciplinary courses (or new ones) in English	<input type="checkbox"/> In place <input type="checkbox"/> Partially done <input type="checkbox"/> Not in place <input type="checkbox"/> Not applicable	<ul style="list-style-type: none"> • Employing or inviting international teachers • Employing home teachers who have at least a C1 English command (have studied/worked abroad for a long period) • Offering seminars for professional development on English as a medium of instruction, teaching in more than one language, etc
1.4	Opportunity for students to take course exams in a foreign language	Offering the possibility for international students to take course exams in more than one language	<input type="checkbox"/> In place <input type="checkbox"/> Partially done <input type="checkbox"/> Not in place <input type="checkbox"/> Not applicable	<ul style="list-style-type: none"> • Giving international students the possibility to write short essays or give oral exams in other languages • Offering students the opportunity to read/study texts and articles in different foreign languages when they prepare for course exams <p>Example: In some courses offered at the university of Bologna, students can write final essays of the course or give oral exams in</p>

English (e.g. the course in Language learning and teaching at the School of Languages, Literature, Translation and Interpreting)

1.5 Language tandems and language meetings at informal local venues

Coordinating student language tandems at university, department, degree level. Organising weekly meetings and events at local venues, thus offering both local and international students the opportunity to meet in a friendly and relaxed atmosphere

- In place
- Partially done
- Not in place
- Not applicable

- International Offices at central or departmental level accept applications from students interested in a tandem activity so that the interactions between home and international students might take place immediately upon the arrival of incoming students

Example: At Newcastle University a tandem system pairs students with others who speak the language they want to learn

<http://www.ncl.ac.uk/students/nclplus/opportunities/internationalisation/language.htm>

Example: During laboratory sessions at the campus Group T of the Faculty of Engineering Technology at KU Leuven, international students and Belgian students work together on practical technological projects

- Setting up a student service to organise and promote weekly events where home and international students can meet and interact.

Example: Multilingual Happy Hours organised by student associations and local cafés.

Example: The Globe International Student café (<http://www.the-globe.org/>) provides international students the opportunity to participate in weekly English conversation

				groups as well as English classes	
1.6 Buddy programmes	Organising Buddy programmes as a useful support and opportunity for linguistic and intercultural exchange between international and home students	<input type="checkbox"/> In place <input type="checkbox"/> Partially done <input type="checkbox"/> Not in place <input type="checkbox"/> Not applicable		<ul style="list-style-type: none"> Accepting applications from students interested in becoming tutors and/or buddies of international students. Making applications available to international students so that the contact between buddy and incoming might take place even before the arrival of the incoming students. 	<ul style="list-style-type: none">
1.7 Promotion of events and festivals celebrating different languages	Organising events and festivals e.g. performing arts and film-club events in different languages.	<input type="checkbox"/> In place <input type="checkbox"/> Partially done <input type="checkbox"/> Not in place <input type="checkbox"/> Not applicable		<ul style="list-style-type: none"> Student associations and foreign language teachers organising film clubs or single film screenings in foreign languages. <p>Example: At the University of Bologna, the Erasmus Student Network organises periodic film screenings in English while the Department of Interpreting and Translation coordinates film clubs in different foreign languages (Japanese, Slovakian, Portuguese).</p> <p>Example: The Newcastle University Latin American Society screens films from different Latin American countries https://www.facebook.com/pg/latinamericansociety/about/?ref=page_internal</p> <p>Example: At the campus Group T of the Faculty of Engineering Technology at KU Leuven a Chinese New Year's festival is organized , where students get a crash course of Chinese and interaction is organized between Flemish and international students</p>	<ul style="list-style-type: none">

2. TEACHING (Student LEARNING and EVALUATING)

OBJECTIVES	ACTIONS	IN PLACE	EXAMPLES	YOUR EXAMPLES
2.1 Use of teaching methods according to the needs of a wider (international) student population	Offering flexible teaching programmes (readings and exam formats) and practical methodologies (case studies, role plays, etc.) in order to support international students	<input type="checkbox"/> In place <input type="checkbox"/> Partially done <input type="checkbox"/> Not in place	<ul style="list-style-type: none"> • Organising activities that facilitate oral interaction and exchange of experiences; • Offering the same academic text in different languages; • Offering reading materials (e.g. articles) available in different foreign languages; • Facilitating group projects; • Improving methods to stimulate class discussions; • Using videos from lecturers across the world 	<ul style="list-style-type: none"> •
2.2 Promotion of internationalising courses	Adapting teaching methods, references and materials to promote and develop intercultural awareness. Creating a curriculum open to comparative perspectives	<input type="checkbox"/> In place <input type="checkbox"/> Partially done <input type="checkbox"/> Not in place <input type="checkbox"/> Not applicable	<ul style="list-style-type: none"> • Presenting home and international case studies in class; • Presenting different perspectives of the same topic (how the same topic is presented in different countries); • Organising group work in class with mixed groups (home and international students) to promote interaction among students. <p>Example: Newcastle University offers an “Internationalising your University Experience” module to enable students to achieve an international perspective and intercultural awareness by offering intellectually exciting and challenging internationalised and</p>	<ul style="list-style-type: none"> •

intercultural experiences

2.3 Increase of international teaching and research staff

Appointing scholars and researchers from abroad to run course units, seminars or single lessons

- In place
- Partially done
- Not in place
- Not applicable

- Increasing the presence of international and visiting Professors
- Increasing the presence of international and visiting Researchers
- Increasing the presence of international and visiting PhD students

Example: the International Office at the University of Applied Sciences Thomas More in Belgium organises an International week inviting international professors and researchers that give lectures open to students of all faculties

Example: the University of Coimbra organises PhD Lectures given by international scholars from various parts of the world, usually given in English. These lectures bring together a variety of students and faculty to promote cultured environments with space for intercultural sharing

Example: ISS - Istituto di Studi Superiori of Alma Mater Studiorum - University of Bologna organises lectures given by outstanding international scholars.
<http://www.unibo.it/en/university/campuses-and-structures/institute-for-higher-studies>

2.4 Training of students in interculturality

Organising specific initiatives and trainings for students to foster interculturality

- In place
- Partially done
- Not in place
- Not applicable

- Organising intercultural workshops (or university courses) for students, to promote intercultural reflection and awareness.

Example: The University of Bologna offers a three-ECTS course about intercultural competences to students enrolled in any university degree
<http://www.unibo.it/en/teaching/course-unit-catalogue/course-unit/2017/430269>

Example: Utrecht University offers a three-ECTS course on Intercultural Learning, which guides students before, during and after their exchange abroad.

Example: Newcastle University offers an undergraduate module on intercultural competences
<http://www.ncl.ac.uk/undergraduate/modules/lcc3011/>

Example: At the campus Group T of the Faculty of Engineering Technology at KU Leuven all students follow a compulsory course on Intercultural Communication in the second year of the undergraduate programme

3. PROFESSIONAL DEVELOPMENT and RECOGNITION

OBJECTIVES	ACTIONS	IN PLACE	EXAMPLES	YOUR EXAMPLES
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3.1 Training of teachers, researchers and administrative staff in interculturality	Organising specific initiatives and trainings for teachers, researchers and administrative staff, to foster interculturality	<input type="checkbox"/> In place <input type="checkbox"/> Partially done <input type="checkbox"/> Not in place <input type="checkbox"/> Not applicable	<ul style="list-style-type: none"> • Organising seminars and training sessions to train teachers in teaching methodologies that focus in particular on teaching to international classes and students • Offering seminars for teacher development on English as a medium of instruction, teaching multilingually, etc. <p>Example: Utrecht University offers a course for teachers called “Teaching in the International Classroom”.</p> <p>At Newcastle, the EquATE professional development initiative delivered by the Research Centre for Learning and Teaching (CfLaT) supports reflective practice and curriculum innovation within schools and service units</p>
3.2 Possibility of sharing mobility experiences	Bringing together teachers and administrative staff members who have returned from stays abroad to share experiences and practices.	<input type="checkbox"/> In place <input type="checkbox"/> Partially done <input type="checkbox"/> Not in place <input type="checkbox"/> Not applicable	<ul style="list-style-type: none"> • Creating permanent workshops aimed at bringing together students, teachers and administrative staff members who have returned from stays abroad with those who are about to leave or those who do not benefit from mobility. Sharing experiences between international or mobile students and teachers. <p>Example: the Department of Modern Languages and Literature of the University of Bologna is setting up a new monthly seminar open to students and staff members called “Officina dell’interculturalità” where mobile students and staff present their mobility experiences</p>

Example: At KU Leuven, Students returning from a study exchange period in the South (in developing countries) are offered a “feedback evening” upon their return, so that they can share their experiences abroad and discuss the “reverse culture shock” which is very often a component of exchanges to developing countries

3.3 Promotion of networking at institutional level of existing international projects

Bringing together teachers, researchers and administrative staff members to report on international projects carried out at their institution.

- In place
- Partially done
- Not in place
- Not applicable

- Creating permanent workshops aimed at bringing together teachers, researchers and administrative staff members who participate in international projects.

Example: Every year The International Affair Division at the University of Bologna organises a workshop where all the coordinators of Erasmus+ projects meet and share experiences

Example: The campus Gent of the Faculty of Engineering Technology at KU Leuven organizes a “project information session “ during its staff meetings annually, as a dissemination and promotion activity

- Promoting mixed international staff teams
- Promoting initiatives and research programmes with international partners, teachers, researchers

Example: The Faculty of Engineering Technology at KU Leuven has 5 international student teams working on specific

				<p>technological challenges eg. Solar team (building a solar car and participating in the “Solar car Challenge”) , Formula electric team which participate in electric cars challenges</p>
<p>3.4 Promotion of networking, round tables and seminars</p>	<p>Organising seminars and round tables in order to share experiences, initiatives and projects at wider institutional level.</p>	<input type="checkbox"/> In place <input type="checkbox"/> Partially done <input type="checkbox"/> Not in place <input type="checkbox"/> Not applicable	<ul style="list-style-type: none"> Organising initiatives that offer opportunities to share teaching practices and to reflect on how teaching can be adapted to the increasing international population. <p>Example: The University of Bologna organised a round table on intercultural -“Unibo è interculturalità”- aimed at promoting different experiences and projects within the institution</p>	<ul style="list-style-type: none">
<p>3.5 Organisation of training seminars for administrative staff</p>	<p>Organising initiatives for administrative staff</p>	<input type="checkbox"/> In place <input type="checkbox"/> Partially done <input type="checkbox"/> Not in place <input type="checkbox"/> Not applicable	<ul style="list-style-type: none"> Organising intercultural seminars Organising meetings between local and visiting administrative staff <p>Example: periodically (often within the frame of non-international projects) the International Affairs Division of Bologna organises workshops of intercultural development for administrative staff</p> <p>Example: A Centre of Expertise for Global Learning was founded by several Dutch universities of applied sciences which, amongst other tasks, concentrates on the professional development of teachers in internationalization.</p>	<ul style="list-style-type: none">

4. PROGRAMME DEVELOPMENT

OBJECTIVES	ACTIONS	IN PLACE	EXAMPLES	YOUR EXAMPLES
4.1 International Degrees	Complete academic degrees taught in a second language. Classes, teaching materials, references, etc. are all in English. Professors give classes in English	<input type="checkbox"/> In place <input type="checkbox"/> Partially done <input type="checkbox"/> Not in place <input type="checkbox"/> Not applicable	<ul style="list-style-type: none"> • Offering classes in English or another appropriate second language • Employing or inviting international teachers • Teachers have at least a C1 command of the second language of instruction (or have studied/worked abroad for a long period) • Enrolling home and international students 	<ul style="list-style-type: none"> •
4.2 International student engagement	Increasing the number of mobile students at your institution and involving a higher number of international students	<input type="checkbox"/> In place <input type="checkbox"/> Partially done <input type="checkbox"/> Not in place <input type="checkbox"/> Not applicable	<ul style="list-style-type: none"> • Heads of department promoting agreements with foreign universities to increase the number of joint degrees, double or dual degree programs and Erasmus programmes so that home students benefit from internationalisation without going abroad (virtual mobility) <p>Example: The student council and the student clubs in the Faculty of Engineering Technology at KU Leuven FET have both an “international responsible person” as well as international students among their members</p>	<ul style="list-style-type: none"> •
4.3 Promotion of Summer / Winter Schools on intercultural issues	Organising intensive language and intercultural teaching courses for students and teachers	<input type="checkbox"/> In place <input type="checkbox"/> Partially done <input type="checkbox"/> Not in place	<ul style="list-style-type: none"> • Organising Summer Schools for teachers and students on (for example): - the local language and culture 	<ul style="list-style-type: none"> •

Not applicable

- intercultural education

- etc.

Example: The university of Bologna organises Summer Schools for Italian as a second language (<https://events.unibo.it/italian-language-culture-summer-school>)

Example: Utrecht University offers many summer schools each year, with several courses on intercultural communication.

Example: the Research Centre on Didactics and Technology in the Education of Trainers from the University of Aveiro (UA), Portugal organises an Autumn School entitled “SCoRE – Science Communication for Researchers in Education <http://autumnschool.web.ua.pt/>

Example: The University of Bologna organises winter schools with other European partner institutions where students studying in different countries can meet.

4.4 Virtual mobility and online collaboration

Offering online courses organised in cooperation with foreign universities and/or virtual mobility

- In place
- Partially done
- Not in place
- Not applicable

- Organising (a part of) a course together with teachers from partner/foreign universities
- Stimulating students to participate in a project where they have to work together (online) with students from other universities
- Inviting guest lecturers from foreign universities to present live lectures with Q&A's afterward

Example: At Utrecht University several

telecollaboration courses are offered which enable students to compare perspectives and academic approaches and to experience real-life intercultural communication in international group work

Example: eTwinning is a European platform which can be used by teachers to find partners and to organise online projects. Although it is mainly used in secondary education, it can also be used for higher education institutions

Example: In Campus Group T of the Faculty of Engineering Technology at KU Leuven a virtual mobility project is running together with Penn State University whereby a “capstone project course” is taught as a virtual mobility course to both groups of students

5. STUDENT SUPPORT AND SERVICES

	OBJECTIVES	ACTIONS	IN PLACE	EXAMPLES	YOUR EXAMPLE
5.1	Possibility of sharing accommodation buildings	Facilitating access to residences to international students. Enabling international and home students to share accommodation on campus	<input type="checkbox"/> In place <input type="checkbox"/> Partially done <input type="checkbox"/> Not in place <input type="checkbox"/> Not applicable	<ul style="list-style-type: none"> Accommodation services are a way to mix international and home students on campus and offer possibilities for interculturality and sharing experiences. 	<ul style="list-style-type: none">
5.2	Integration of asylum seekers and refugee students on campus	Promoting projects for the integration of refugee students at university in	<input type="checkbox"/> In place <input type="checkbox"/> Partially done	<ul style="list-style-type: none"> Creating projects for the integration of refugee students on campus. <p>Example: At the University of Bologna,</p>	<ul style="list-style-type: none">

	collaboration with the municipality	<input type="checkbox"/> Not in place <input type="checkbox"/> Not applicable	refugee students have the possibility of enrolling for single learning courses and Italian courses.
5.3	Promotion of internships in the city	Involving international students in internships with local institutions <input type="checkbox"/> In place <input type="checkbox"/> Partially done <input type="checkbox"/> Not in place <input type="checkbox"/> Not applicable	<ul style="list-style-type: none"> • Creating projects for the employment of students in local institutions and services by offering the opportunity to carry out internships <p>Example: The university of Bologna organises a service learning and community engagement workshop http://www.unibo.it/it/didattica/insegnamenti/insegnamento/2017/430350</p> <p>Example: at Newcastle the NCL+ offering (Graduate Skills Framework) provides a range of extracurricular opportunities to prepare our students for global citizenship. This includes creating opportunities for students of different nationalities to engage in the City Council's 'Newcastle International' initiative.</p>
5.4	Promotion of welcome week / Orientation week	Organising events and initiatives at the beginning of each semester dedicated to welcoming and orientation activities for foreign students arriving in a country. The welcome week represents an opportunity for home students to meet international students <input type="checkbox"/> In place <input type="checkbox"/> Partially done <input type="checkbox"/> Not in place <input type="checkbox"/> Not applicable	<ul style="list-style-type: none"> • Organising events and initiatives in collaboration with the international office and student associations to welcome foreign students arriving in a country at the beginning of their stay. <p>Example: http://www.unibo.it/it/bacheca/forli/welcome-day-for-erasmus-and-exchange-students</p> <p>Example: https://www.uu.nl/en/education/welcome-</p>

[to-utrecht/orientation-programme/orientation-day](https://www.kuleuven.be/english/studentervices/pangaea/about-pangaea)

Example: At KU Leuven, Pangaea Pangaea organises a wide variety of activities with lots of opportunities to get to know Belgium and to meet other students.

<https://www.kuleuven.be/english/studentervices/pangaea/about-pangaea>

Example: Newcastle University offers induction or orientation activities that take place during the first academic week and are designed to help students settle into the city of Newcastle, make new friends, and prepare them for the start of term

<http://www.ncl.ac.uk/pre-arrival/welcome/>

Example: Freshers' Week, run by the Students' Union in Newcastle, is the main programme of social activities during the arrival, welcome and registration period
<https://www.ncl.ac.uk/pre-arrival/welcome/freshers/>

6. STUDENT ORGANISED ACTIVITIES

OBJECTIVES	ACTIONS	IN PLACE	EXAMPLES	YOUR EXAMPLES
6.1 Organising	Organising cultural weeks,	<input type="checkbox"/> In place	<ul style="list-style-type: none"> Organising cultural weeks, festivals, 	<ul style="list-style-type: none">

intercultural activities festivals, events, seminars, initiatives dedicated to a specific language and culture.

- Partially done
- Not in place
- Not applicable

seminars and cultural events to promote interculturality and language diversity.

Example:

- NipPop Annual Festival (<https://www.nippop.it/en>), organised at the University of Bologna, is dedicated to contemporary Japanese culture (animations, movies, manga and literature). This initiative is important for promoting contacts between Japanese and local students, all students and cultural centres dedicated to Japan, students of translation and publishing houses which work with Japanese texts/authors

- The Newcastle University Student Union (NUSU) organises an event, namely the International Festival of Arts and Music, to raise awareness to the cultural diversity international students bring to the university campus

- the Islamic Student Society at the University of Newcastle organises events to raise awareness about Islam and Muslim communities (i.e. "Discover Islam Week at Newcastle University" <https://www.facebook.com/NclISoc>).

- In Newcastle, the Globe (<http://www.the-globe.org/>) offers weekly international dinners so that

international students can make friends and share their experiences. This includes celebrating different cultural festivities like the Chinese New Year. Other activities include day trips across England.

- In Ferrara (Italy), the Language Café is organised at the café “381 Storie da gustare”, where people can meet and chat in different languages.
<http://www.actionedu.eu/language-cafeacute.html>

- KU Leuven organises weeks where a certain language taught at the university is set in the spotlight. For example, for Arabic they organize a week where cultural and language aspects of the Arab world are shared with other students who are learning another language. At the university, French, German, Spanish, Dutch Sign Language and Russian cultural weeks are organised.

- The University College of South East Norway organises the International Day where International students present food and traditions for the whole campus.

- At the University of Newcastle the

				<p>NUMed (Newcastle University of Medicine) has cultural festival every year organised by the NUMed Student Organization where students are given chance to get to know more about other cultures around the world.</p> <ul style="list-style-type: none"> Promoting multilingual performing arts and theatre <p>Example: The university theatre association SSenzaLiMITI (established within the University of Bologna, campus of Forli) has been offering free theatre courses and organises multilingual performances (in 12 languages) every year since the '90s (https://www.youtube.com/watch?v=3teYzfKids4)</p>
6.2	Participating in student associations	Promoting international student participation in regular home student clubs/unions/associations	<input type="checkbox"/> In place <input type="checkbox"/> Partially done <input type="checkbox"/> Not in place <input type="checkbox"/> Not applicable	<ul style="list-style-type: none"> Setting up a student service or association in charge of organising and promoting non-formal activities and initiatives <p>Example: student associations at the University of Newcastle organise Fresher's Dinner and Dinner Night bringing all students together in order to foster intercultural relationships</p>
6.3	Celebration of cultural and religious festivities	Organising events and initiatives to raise awareness on cultural and religious festivities	<input type="checkbox"/> In place <input type="checkbox"/> Partially done <input type="checkbox"/> Not in place	<ul style="list-style-type: none"> Promoting intercultural understanding by organising information events, seminars and initiatives related to cultural festivities and food traditions (ex. Chinese New Year, Muslim

		<input type="checkbox"/> Not applicable	Ramadan, etc.).
6.4 Involvement of the local community	Organising events and initiatives aimed at raising intercultural awareness and involving the local community	<input type="checkbox"/> In place <input type="checkbox"/> Partially done <input type="checkbox"/> Not in place <input type="checkbox"/> Not applicable	<ul style="list-style-type: none"> • Creating projects and events for the involvement of international students in local initiatives to offer opportunities of participation and interactions with local community <p>Example: In Bologna, local families can host international students for dinner once a week (https://www.dinehome.it/)</p>