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INTERNATIONALIZATION AT HOME BOOKLET:
Concept, Practice and Pathways to Action

UNIVERSITÉ
CÔTE D'AZUR

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Executive Summary

The Erasmus+ UNICATION Project – *"University Communication and Internationalization"* – was conceived as a collaborative initiative to strengthen the capacities of higher education institutions (HEIs) in Cambodia and the Philippines in two key strategic areas: internationalization and communication. Through this project, universities from Southeast Asia and Europe have worked together to develop a shared understanding of how international engagement and communication practices can serve as drivers of institutional transformation, global visibility, and inclusivity.

Rooted in the objectives of the Erasmus+ Capacity Building in Higher Education (CBHE) program, UNICATION seeks to enhance the institutional and human capacities of partner universities in the Global South to actively participate in international academic collaboration. The project aims not only to improve operational capacities and skills but also to create a culture of international openness and collaboration within universities. It promotes internationalization as a comprehensive process that includes curriculum development, staff training, communication strategies, and community engagement.

The UNICATION consortium brings together a diverse network of partners from Europe and Southeast Asia, fostering an enriching dialogue between higher education systems with different experiences and challenges. European universities share their expertise in international project management, inclusive practices, and global outreach, while Cambodian and Philippine universities contribute their unique regional perspectives and local knowledge, creating a truly reciprocal and co-creative partnership.

In Southeast Asia, the need to internationalize higher education is particularly significant. Universities in the region are navigating rapid societal and economic transformations, growing student populations, and increasing expectations to align with global academic standards while maintaining local relevance. Strengthening internationalization “at home” – within campuses, curricula, and communities – offers a sustainable pathway to make international experiences accessible to all students, including those who do not participate in physical mobility. It also supports institutional resilience in a world where digital collaboration and intercultural competence are key to academic and professional success.

Within this context, the present Guide on Internationalization at Home was developed as a practical and strategic tool to support universities in designing, implementing, and sustaining innovative approaches to internationalization in their own environments. While inspired by the UNICATION project’s spirit of cooperation and capacity-building, the Guide extends beyond the project framework to explore the most innovative, inclusive, and transformative global practices in Internationalization at Home.

It aims to:

- Provide a conceptual and operational framework for universities seeking to integrate international and intercultural dimensions into all aspects of campus life;
- Offer practical tools, methods, and examples that can be adapted to diverse institutional contexts;

- Encourage a holistic and inclusive approach to internationalization, reaching all students and staff;
- Contribute to the broader dialogue on how internationalization supports quality, equity, and sustainability in higher education.

Ultimately, this Guide aspires to support institutions – in Southeast Asia and beyond – in building globally connected, locally relevant, and socially responsible universities, aligned with the values and objectives of the Erasmus+ program and the UN 2030 Agenda for Sustainable Development.

1. Understand Internationalization in Higher Education

1.1 Conceptual Framework of Internationalization in HEI

Internationalisation in Higher Education is a multifaceted and evolving concept that involves the integration of international, intercultural, and global dimensions into the purpose, functions, and delivery of post-secondary education. It is not limited to student mobility or academic exchange, but encompasses a wide range of activities, policies, and strategies that shape the way institutions operate and engage with the world.

Several definitions of internationalisation have emerged over time, reflecting its complexity:

- Jane Knight in 2004 who focus on the objectives and functions of education[1].
- John Hudzik (2015), who developed the concept of "comprehensive internationalisation" focusing on the commitment to infuse international perspectives[2].
- De Wit, Hunter and al. in the Report on internationalisation of Higher education which states the "meaningful contribution to society"[3].

Taken together, these perspectives illustrate that internationalisation affects all aspects of higher education: its ideals and purposes—social, cultural, and economic—as well as its governance, policies, and the everyday practices of lecturers and students.

Ultimately, internationalisation is a dynamic and complex process shaped by both internal and external factors. To remain relevant and competitive globally, institutions must continuously adapt to evolving trends, challenges, and opportunities while ensuring that internationalisation efforts are purposeful, inclusive, and aligned with their broader mission.

[1] For Jane Knight (2004), internationalisation is "the process of integrating an international, intercultural or global dimension into the purpose, functions (primarily teaching/learning, research, service) or delivery of higher education".

[2] John Hudzik (2015) developed the concept of "comprehensive internationalisation", meaning "a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise".

[3] De Wit, Hunter and al. in the Report on Internationalisation of Higher Education in 2015, considers internationalisation as "the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make meaningful contribution to society".

1.2- Models of internationalization

Internationalisation abroad

- Physical mobility of students & staff
- Study abroad programs
- International internships
- Faculty exchanges

Internationalisation at home

- Integrating international & intercultural dimensions into the home curriculum and campus life (physical mobility is not necessary)

To date, internationalisation abroad has received far more attention than internationalisation at home. The emphasis on physical mobility has resulted in strategies that are often unequal and non-inclusive, since not all students or staff could participate in mobility programs abroad.

Similarly, many Higher Education Institutions (HEIs) have oriented their internationalisation strategies primarily toward improving international rankings. This focus has contributed to deepening inequalities—both among HEIs themselves and between institutions in the Global North and South.

As Hans de Wit notes, "Internationalisation has become more synonymous with competition and marketisation than with its traditional values of cooperation, exchange, and service to society."

Despite decades of progress, internationalisation remains largely marginal, fragmented, and ad hoc, often failing to be fully integrated into the broader mission of higher education. Moreover, it continues to be driven mainly at the institutional level, with limited connection to the local, national, regional, or global contexts in which universities operate.

1.3 Key dimensions of Internationalization at home in the current times

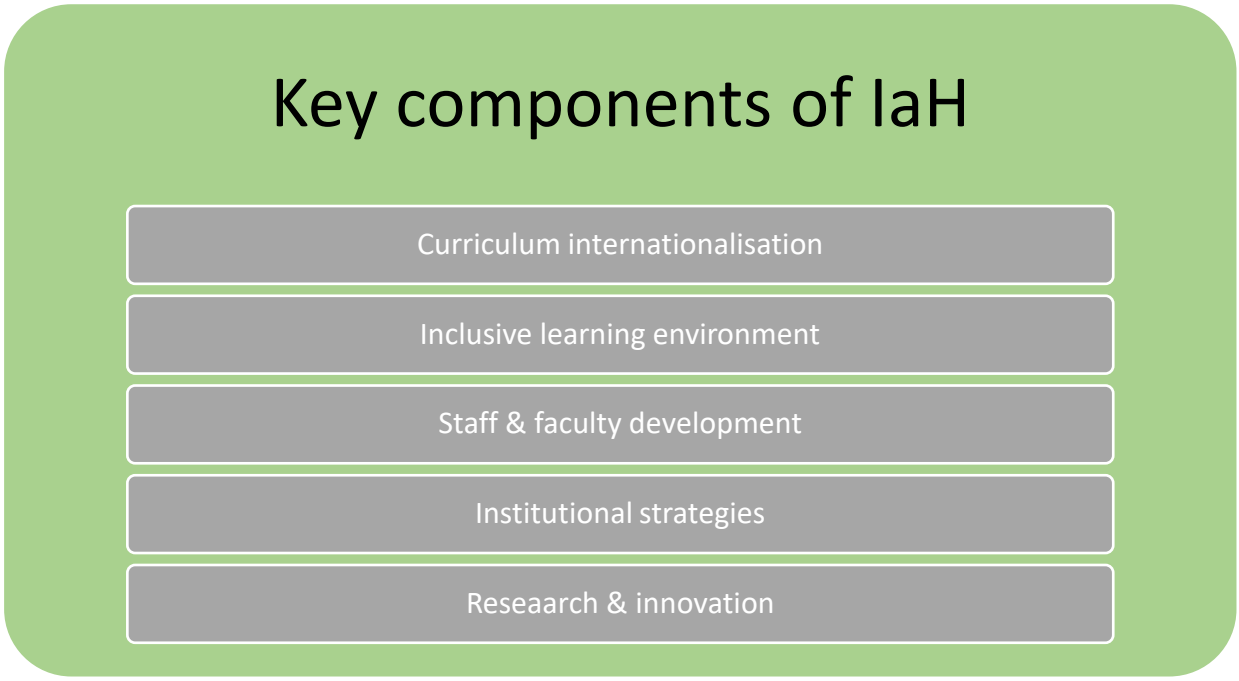
In an increasingly interconnected and interdependent world, the ability of higher education institutions to foster global competence among all their students and staff has become a defining factor of educational quality. Yet, traditional forms of internationalization, which are mainly focused on physical mobility and international partnerships, remain accessible to only a small fraction of students and academics. Also, in many regions, mobility is limited by financial, linguistic, logistical, or geopolitical constraints. As a result, the majority of students complete their university studies without ever having a direct international experience.
Internationalization at Home offers a response to this challenge: it seeks to democratize access to international and intercultural learning by embedding these dimensions into the local curriculum, teaching practices, and campus life. Instead of depending solely on physical exchanges, IaH leverages the university's existing ecosystem -its classrooms, technologies, and communities- to create meaningful encounters with global perspectives.

The relevance of IaH has become even more evident after the COVID-19 pandemic, which highlighted both the fragility of mobility-based strategies and the potential of digital and hybrid learning environments. At the same time, global challenges such as climate change, social inequalities, geo-political situations, and rapid technological transformation demand graduates who can think and act beyond borders, and workers who can act globally despite the constraints. By fostering intercultural

understanding, global awareness, and inclusive learning environments, Internationalization at Home contributes directly to building these essential competencies.

Finally, IaH is not only a pedagogical approach but also a tool for institutional resilience and social responsibility. It enables universities to engage internationally in more sustainable, inclusive, and locally grounded ways – turning campuses into global learning spaces that prepare students to contribute meaningfully to their societies and to the world.

1.4- Key components of internationalization at home



Curriculum Internationalisation

- **Incorporating global perspectives**: An internationalised curriculum goes beyond simply adding foreign content; it invites students to analyse their discipline from multiple worldviews, exposing them to comparative and cross-cultural approaches. Embedding international content and viewpoints into courses and across disciplines allow students to situate their learning within broader global realities and to gain a deeper understanding of their field within a global context. This approach also nurtures critical thinking, empathy and awareness of how knowledge and practice are shaped by different cultural, political and historical contexts.
- **Language and communication skills**: Beyond linguistic proficiency, students must develop the ability to communicate effectively and sensitively across cultures. Universities can promote this by offering multilingual courses, tandem language programs or modules focused n intercultural communication. Also, emphasizing multilingualism on campus not only enhances employability but also creates a more inclusive and open academic environment.
- **Collaborative Online International Learning (COIL)**: Virtual exchanges and COIL projects represent one of the most dynamic tools of Internationalization at Home. By connecting classrooms across countries through joint assignments, discussions, or research projects,

students engage directly with peers from different cultural and academic backgrounds. These digital collaborations foster teamwork, global awareness, and technological fluency. They also make international experiences accessible to all students, regardless of financial or mobility constraints, contributing to a more equitable model of global education.

Inclusive Learning Environment

- **Cultural diversity:** teaching strategies that integrate different cultural examples, case studies, and perspectives help students see their subject matter through a more plural lens. Educators can design activities that invite students to share their own cultural experiences, promoting dialogue and mutual understanding.

- **Support services**: inclusivity requires support structures that address the varied academic, social, and emotional needs of both domestic and international students. Universities can provide orientation programs, intercultural mentoring schemes, or counselling services that are culturally sensitive and accessible.

- **Intercultural competence:** Developing intercultural competence is a central outcome of Internationalization at Home. This involves not only understanding cultural differences but also learning to engage constructively with them. Through reflective learning, experiential activities, and guided dialogue, students acquire the empathy, adaptability, and self-awareness necessary to operate effectively in multicultural environments.

Staff and Faculty Development

- **Training programs**: professional development initiatives should aim to enhance the intercultural competence and pedagogical capacity of faculty and administrative staff to teach globalized content. Workshops, staff exchanges, and online courses can expose educators to innovative methods and international examples.

- **International collaboration**: encouraging academic staff to participate in international research networks, teaching exchanges, and joint programs strengthens both institutional and personal international engagement. Such collaborations provide opportunities for knowledge sharing, innovation, and professional growth.

Institutional Strategies

- **Policy and governance**: universities should embed IaH within their strategic plans, establish dedicated governance structures, and allocate resources to support implementation. Policies should emphasize inclusion, quality enhancement, and equitable access to international opportunities. Leadership endorsement is crucial to ensure coherence between institutional vision, academic practice, and support mechanisms.

- **Partnerships and networks**: strategic partnerships with universities, research institutes, and organizations abroad allow institutions to co-develop courses, share resources, and engage in joint projects. Membership in regional and global networks further enhances institutional visibility and learning.

Research and Innovation

- **Global research initiatives**: internationalization at Home also extends to research. Universities can foster global research collaboration by supporting multidisciplinary projects that address worldwide challenges such as climate change, health, digital equity, or social inclusion. Creating opportunities for local researchers to engage with international peers enhances the institution's research profile and ensures that knowledge production reflects both global standards and local relevance.
- **Innovation in teaching**: faculty can experiment with creative pedagogical methods — problem-based learning, simulation exercises, digital storytelling, or intercultural case studies — that expose students to global issues through active engagement. Integrating these approaches supports deep learning and helps bridge theory with the realities of a diverse, interconnected world.

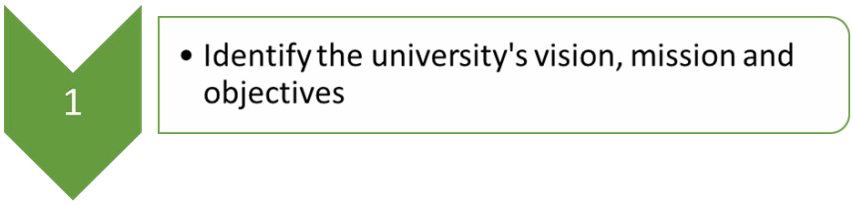
2. Implementing IaH global strategy at HEI

Internationalisation at Home (IaH) must be integrated into the overall international strategy of Higher Education Institutions. A holistic approach is essential—one that explicitly incorporates IaH activities rather than treating them as separate or isolated initiatives. Too often, universities develop fragmented IaH programs that do not align with their broader strategic goals.

The first step in fostering meaningful IaH is the creation of a comprehensive internationalisation strategy, clearly linked to the university's vision and developed in collaboration with all relevant stakeholders.

The following document proposes a set of guidelines for the practical implementation of such a strategy, with specific attention to IaH activities. The main targets of these guidelines are HEI leaders and staff.

2.1 Identify University's vision, mission and objectives



Identify the university's vision

The vision is a statement that defines the long-term aspirations and desired future state of an organization. It provides a clear and inspiring direction, outlining what the organization ultimately wants to achieve. A vision statement is often forward-looking and serves as a source of motivation for all stakeholders. It answers the question, "Where do we want to go?" ; *"What kind of institution do we aspire to become ?"*

In the context of Internationalization at Home, the university's vision should reflect a commitment to global engagement, inclusivity, and intercultural learning. For example, a university might aspire to *"cultivate globally minded graduates who act responsibly within their local and international communities", or to "become a regional leader in inclusive and digitally connected education."*

Ultimately, identifying and articulating a compelling vision is the first step toward embedding internationalization into the university's DNA.

Identify university's mission

The mission is a statement that defines the core purpose of an organization, describing what it does, for whom it does it, and the value it provides. It focuses on the present and outlines the organization's primary objectives and approach to reaching those objectives. The mission statement answers the questions, "What do we do?" and "Why do we do it?"

When embedding IaHome into these statements, universities should reflect a commitment to inclusivity, global citizenship, and intercultural learning accessible to all students. For example, if a university's mission emphasizes community engagement or diversity, this offers a natural entry point for implementing Ia

Home activities that foster local-global connections such as collaborative projects with immigrant communities or globally themed civic engagement.

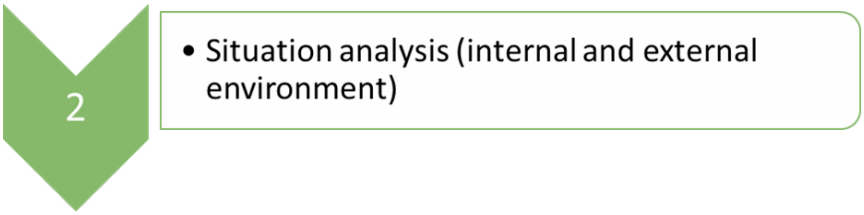
A good practice here is to involve a diverse group of stakeholders -including academic staff, students and international officers – in reviewing how the institution's mission can support a comprehensive, at-home internationalization strategy.

Identify university's objectives

Objectives are specific, measurable goals that an organization aims to achieve within a certain timeframe. They are concrete targets that help the organization to accomplish its mission and move towards its vision. Objectives should be SMART: Specific, Measurable, Achievable, Relevant, and Time-bound. They answer the question, "What specific results do we want to achieve?"

In the context of IaH, SMART objectives help transform broad intentions into tangible institutional change. For example, rather than stating "enhance students global awareness", a SMART objective could be: "*By 2027, integrate international and intercultural learning outcomes into at least 50% of undergraduate courses across all faculties*".

2.2 Situation analysis: internal and external environment



Before formulating any strategy, institutions must assess their current position. A situation analysis involves both internal and external evaluations to understand opportunities and challenges for integrating internationalization at home experiences.

Internally, universities should map existing IaH practices: are there already courses with global themes? Are there faculty members with international experience? Do co-curricular activities support intercultural interaction? It is also important to assess institutional capacity, such as digital infrastructure for virtual exchanges or staff training on intercultural pedagogy.

Eventually, institutions should consider national policy frameworks, global education trends and the specific characteristics of their student body and regional context. For instance, in some regions, internationalization is driven by regional integration (within EU or ASEAN for instance); while in others, it's about strengthening global competitiveness or equity in education.

A useful tool is S.W.O.T analysis. The following table serves as an example to identify the strengths, weaknesses, opportunities and threats related to an Internationalization at home strategy:

Example of SWOT analysis on IaH strategy at your university:

Strengths	Weaknesses
- The management fully supports internationalization - Effective reporting rules in internationalization - Organizational setup in place - Strong links with international business and industry - High quality of teaching staff - Competitive academic programs - …	- Insufficient support of international research - Limited synergy between research and education - Unstable and fluctuating budget for internationalization - …..

Opportunities	Threats
- Availability of European and international funding programs - Planned revision of international students 'quality admission criteria	- Strong regional competition for high quality staff with international experience - No government support to internationalization activities - Unstable political situation in the region affecting students and staff mobility

2.3 Formulate the University's International Strategy – with a clear focus on IaH

3

- Formulate the university's international strategy

Once the context is clear, the next step is to design a strategic approach that intentionally embeds internationalization at home across the institution. A strong IaH focused internationalization strategy will include clear objectives, define target groups, and priority areas for action – all aligned with institutional goals.

For example, objectives might include:

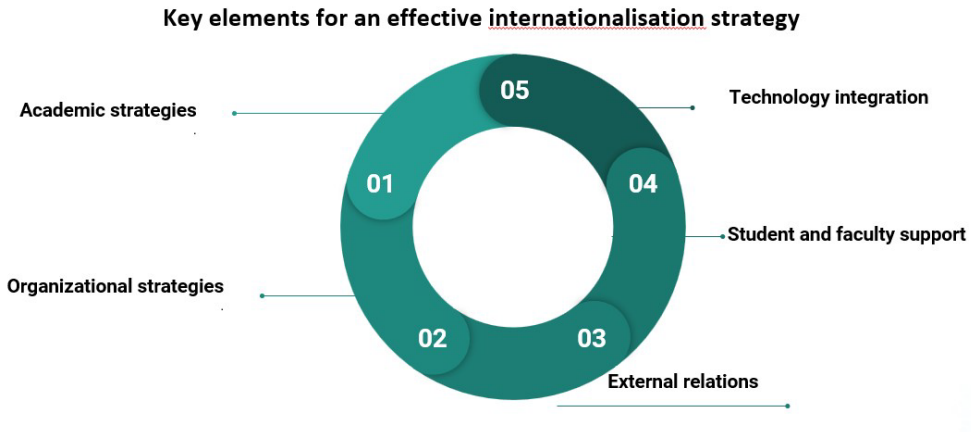
- Increasing access to intercultural learning for non-mobile students
- Embedding international and intercultural learning outcomes across undergraduate programs
- Enhancing faculty capacity to deliver globally competent instruction

At this stage, it's crucial to integrate the university's vision and mission in IaH related strategy. It can encompass a wide range of activities -from integrating global themes in the curriculum, to running Collaborative Online International Learning (COIL) projects, to promoting multilingualism and culturally diverse events on campus. Defining this scope helps to align different departments and staff around a shared vision.

Good practice involves drafting an action plan that outlines concrete initiatives, responsibilities and timelines. For example: piloting a global classroom module in three programs or hosting a yearly intercultural fair led by students and international partners.

Another good practice could be to also involve faculties in this formulation phase: their ownership and engagement is essential to making IaH sustainable and relevant in teaching practice.

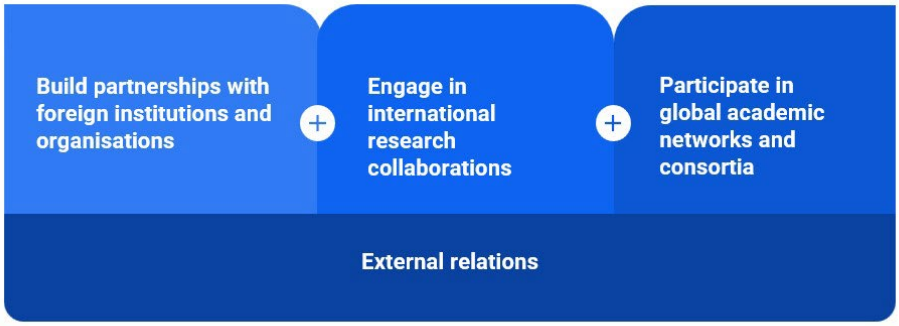
Besides, a few key elements are indispensable when defining the internationalization strategy, and must be included at the very first steps of the strategy formulation:



Academic Strategies

Organizational Strategies

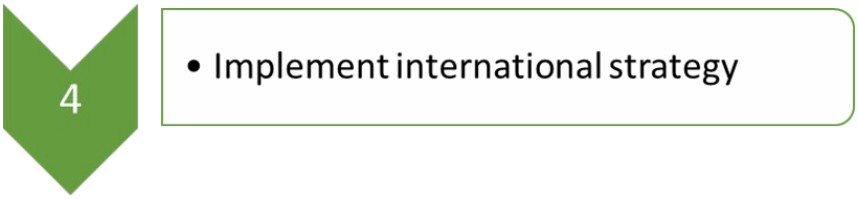
External Relations



Student and Faculty Support

Technology Integration

2.4 Implement the international strategy – Bringing IaH to life



With the strategy in place, attention turns to implementation. This is where IaH becomes tangible for students, faculty and staff. Effective implementation requires coordination, leadership and resource allocation.

Key to success is embedding IaH across different levels of the institution:

- **In the curriculum**: support faculty in redesigning courses to include international perspectives. This might involve global case studies, guest lectures from international colleagues or COIL collaborations.

- **In co-curricular activities**: develop opportunities for intercultural interaction on campus – such as buddy programs, language cafés, or globally themed debate clubs.

- **In institutional culture**: foster a welcoming, inclusive environment for all students (international and domestic) to learn from each other.

Creating an IaH culture in all related departments of a University

To ensure there is ongoing professional development for staff and faculty to build confidence in integrating international and intercultural dimensions into their work, institutions can for instance build internal communication strategies to raise awareness of IaH opportunities, especially among students or administrative staff who might not seek them out actively. Informing, communicating and keeping up to date every actor is indeed a way to not only contribute to the internationalization at home culture of every relevant university department and actor, but also to increase the specific role each of them is expected to play.

Integrating all the actors of the IaH in the process

While implementing the strategy, and more particularly the related IaH activities, it is essential to have a holistic approach and include all potential actors of a university to collaborate for it's good implementation.

For instance, an activity that aims at embedding international perspectives into the curriculum or creating peer mentoring programs between local and international students should be implemented with the support of the IRO, administrative staff, and academics, without neglecting the competence and positive role each of these actors can play for such activities. The inclusive and collaborative involvement of all these key actors, within their respective fields can increase the efficiency, completeness and impact of the implemented activities.

To consider the final recipient of the IaH activity and evaluate their needs

Another key element is to make sure the main target of the activity -more usually the student, but sometimes the staff of the university or the civil society- is the central element of consideration. Indeed, before developing and implementing the activity, the involved actors shall put themselves in the students' shoes or in the target' staff shoes: *If I were a student, what kind of support would I expect my university to provide for this international activity? If I were a foreign student participating in the online co-curricular activity developed by the university, what kind of assistance or recognition would motivate me the most? Which type of certification could make my participation more valuable ?*

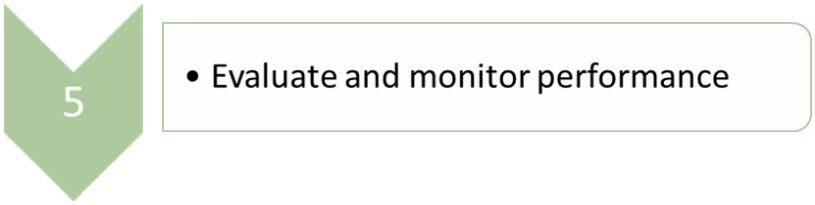
If I were an academic staff willing to take part in this initiative, what kind of institutional incentives, workload recognition or training opportunities would encourage my engagement? What support would I need from the IRO or my department to make my contribution meaningful and sustainable?

To integrate Internationalization with and for society

Internationalization with and for society calls for a broader vision of internationalization: one that connects HEI with their social, cultural and economic environments. Universities have indeed a key role to play in fostering global citizenship and intercultural understanding not only among students and staff, but also within their surrounding communities. By engaging in partnerships with local actors, NGOs, schools and industries, universities can co-create initiatives that address global challenges at the local level. The section 3 below contains multiple examples of projects implemented at Université Côte d'Azur that explore the internationalization with and for society concept (*Sustainable Global Leadership and Citizenship initiative* and *Be Global Erasmus+ project).*

Besides the implementation phase, a good practice is also to pilot activities in selected departments or courses, evaluate the impact, and then scale up.

2.5 Evaluate and Monitor Performance: Ensuring impact and improvement



Evaluation is essential to understand what's working, what isn't, and how to improve. In the case of IaH, evaluation should go beyond numbers (example of indicator such as how many students participated), and consider qualitative indicators of intercultural competence and global learning. Institutions are therefore encouraged to develop a set of indicators tailored to IaH goals, such as:

- Student learning outcomes
- Faculty engagement
- Institutional inclusivity
- Students' feedback on their learning experience

Data can be collected through course assessments, survey, reflection assignments (…).

One good practice example includes establishing feedback loops so that insights from evaluation directly inform the next cycle of planning and implementation. For example, if students feel disconnected from virtual exchange projects, further training or restructuring may be needed.

Also, it can be relevant to share success stories and lessons across the institution to build momentum and recognize good practices in IaH.

3. Case-Study Examples of IaH projects and activities

Movidis "Developing International Experience for Students through Virtual Mobility":

A Cooperation Partnership project co-funded by the European Union which purpose was to develop the virtual mobility of students, especially the students with fewer opportunities or impacted by physical disabilities, and to make possible for them to undertake international courses within the participating universities across Europe, and grasp the opportunity to benefit an international experience from home, 100% immersive and multicultural, through individual tutoring and collaborative activities. Such international experiences are now quite common in Higher education Institutions, but, by the time of the project _which started in September 2019_ these international

experiences were yet exceptional and not yet exploited in all the opportunities they could offer. The worldwide Covid 19 crisis increased both the needs of the students, and the needs of the institutions to adapt their academic offer in a globalized virtual dimension.

The presentation of the case-study was aimed at going back through the preamble of the project's elaboration context, and the rationale of the birth of this project, exploring how the concrete identification of needs and analysis of the international dynamics could lead to the birth of a useful, impactful and prominent project in internationalization from home and global inclusion. The project has also been selected by the Erasmus+ France agency as a "Good practice" project example.

D2S "Modernizing education through digital soft skills":

Another Partnership Cooperation project co-financed by the European Commission aims was to develop digital soft skills among students and educators, with the goal to enhance their ability to live, work and learn in an increasingly digital environment.

The project is a relevant example of how institutions can collaborate together for the enhancement of international capacities of institutions, staff and students: the project proposed to create free, inclusive and accessible educational tools (MOOCs and Open Badges), to democratize the access to digital skills which are nowadays key for both employability and digital citizenship of all. To support these efforts, a series of trainings on digital soft skills _such as collaboration, communication, creativity, and critical thinking in online contexts_ were developed to equip students and staff to act responsibly in digital environments, supporting the development of a more informed, ethical and collaborative society. Upstream the training program elaboration, the consortium also worked on integrating the employer needs into the initial skills assessment in order to reflect the labor market realities, which contributed to align the HEI with the labor market realities. The outputs of the project, which include shared pedagogical guidelines and digital skills catalog, free online courses, training workshops for students and educators, are all open-access, and have been widely disseminated and shared, hence reinforcing the public service mission of universities and their impact beyond the local level. This project therefore stands as a great example of how institutions can have a foremost role in acting for social progress and global collaboration by contributing to enhance digital soft skills, mutual recognition of competencies across borders, reducing the gap between local and global labor markets and favorizing inclusion in the profit of the created outputs.

Sustainable Global Leadership and Citizenship initiative:

It is a COIL project elaborated between Université Côte d'Azur and North Carolina State University and implemented in March 2024. The goal is to provide students with immersive, interdisciplinary international learning experiences centered on sustainability, the UN Sustainable development goals and global citizenship. In this program, students from both institutions engaged in joint inter-university experiences combining online collaboration and in-person intensive training at UniCA campuses (blended program). Activities included an immersive urban technologies workshop using XR/VR tools, led by the MSc Engineers for Smart Cities Program in UniCA, and applied groups projects, where mixed groups of France and USA would work on real-world challenges. This collaboration also invited students to undertake visits and community-centric workshops, enhancing understanding of local global sustainability challenges, while engaging with economic and societal actors. Eventually, the student's experience and participation in this program would conclude with an international certificate and an inter-university certificate signed by teachers and coordinators. Sutainable Global Leadership and Citizenship program had a great impact and significance for the current globalized context : for students, institutions and staff, the program brought together students and faculty from France and the USA, fostering intercultural collaboration and peer learning across disciplinary and geographic boundaries; and it contributed to the capacity building in educational innovation.

For soceity and labor maarkets, the program increased the profesionnal readiness and employability of students by their established hands-on experience earned through adressing sustainability issues in diverse socio-economic contexts which are skills valued in global job markets. Also, as the project has involved real stakeholders and local public systems, the academic trainings have been provided in line with the employer expectations, and supoprting regional sustainable development. As a matter of fact, the program stands as a model of international educational innovation, developing students competency in digital tools, sustainable solutions and global leadership, while reinforcing institutional ties and contributing to student employability and regional/global societal impact.

Be Global: Become a Global Citizen through Global competence and internationalization for society:

BeGlobal is a three-year initiative under the Erasmus+ Capacity Building in HEI program, aimed at HEI in Colombia and Chile. The project seeks to strengthen the institutions capacities in internationalization, digital/soft skills and social engagement using innovative pedagogical tools such as serious-games and local case-studies. It's overarching ambition is to strengthen the capacity of universities to foster global citizenship and social cohesion in Latin America by rethinking how internationalization is

embedded within and beyond the campus. On the Internationalization at Home front, BeGlobal prioritises the integration of international and intercultural learning into institutional practices that do not rely solely on student mobility. It promotes the implementation of "internationalization experiences at home" – for example through digital tools, virtual collaboration (serious games) and innovative teaching methods – so that students and staff engage in global competences directly in their local context. By doing so, the project ensures that all students — including those unable to travel — can access meaningful international learning opportunities and thereby enhance both their personal development and employability in a globalized world.

In parallel, BeGlobal deeply embeds Internationalization with and for Society by linking institutional internationalization to societal engagement, inclusion and local-global responsibility. The project collaborates with civil society actors, addresses socially relevant challenges (aligned with the UN Sustainable Development Goals), and encourages universities to act as engines for social change within their communities. One concrete method is the co-creation of the serious game scenarios by students from all involved countries of the project, and civil society, based on identified local challenges. The game is expected to be then displayed on free access, and massively promoted for everyone to access it and to train itself on global citizenship, global competence and global awareness.

Annexes

- DAAD Studies (January 2020), Internationalisation in Higher Education for Society (IHES), Concept, Current research and examples of good practice
- UUKi's (January 2024), Internationalisation at home (IaH), Introductory Handbook
- E. Brunner-Sobanski, E. Haug, E. de Louw, T. Reiffenrath (2021), Implementing Internationalisation at home for international Officers
- IAU 5th Global Survey: Internationalization of Higher education: an evolving landscape locally and globally.
- IAU 6th Global Survey: Internationalization of Higher education: current trends and future scenarios
- Policy department, Structural and cohesion policies, Internationalisation of Higher Education
- Systemic university change towards internationalisation for academia, Manual for SUCTIA trainers.
- International Higher education journal, N°117, "Can we still stop the end of internationalization?"

Video Resources:

- "Internationalization in Higher Education" https://www.youtube.com/watch?v=lJ-uclIKjrE
- Webinars on the meaning of internationalisation https://warwick.ac.uk/fac/cross_fac/globalpeople2/knowledgeexchange/webinars/#int_of_he
- "Internationalisation of higher education" - This webinar features researchers unpacking the landscape of institutional and overarching aspects of internationalisation in higher education.

  https://www.youtube.com/watch?v=ewb6bL2Elbw
- "Globalisation and Internationalisation of Higher Education" - This video is part of a conference session focusing on the themes of globalisation and internationalisation in higher education. https://www.youtube.com/watch?v=HSiEUWC7FVM

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