



**ERASMUS+**

## **Proposal Template**

**Administrative Forms (Part A)  
Project Technical Description (Part B)**

**Erasmus: Key action 1: Erasmus Charter for Higher Education**

**EACEA-03-2020 ECHE-LP-2020**

**Version 1.1  
4 March 2020**





**ERASMUS+**  
**PROPOSAL (PART B)**

**Erasmus: Key action 1: Erasmus  
Charter for Higher Education**

**EACEA-03-2020 ECHE-LP-2020**

## IMPORTANT NOTICE


Applications must be submitted via the Funding & Tenders Portal Submission Service before the call deadline.


Applicants must use this template for their applications (designed to highlight important aspects and facilitate the assessment against the evaluation criteria).

### Character and page limits:

- page limit 20 pages
- supporting documents can be provided as an annex and do not count towards the page limit
- minimum font size — Arial 8 points
- page size: A4
- margins (top, bottom, left and right): at least 15 mm (not including headers & footers).

Please abide by the formatting rules. They are not a target! Keep your text as concise as possible. Do not use hyperlinks to show information that is an essential part of your proposal.

 If you attempt to upload an application that exceeds the specified limit, you will receive an automatic warning asking you to shorten and re-upload your application. After you have submitted it, any excess pages will be made invisible and thus disregarded by the evaluators.

 Please do NOT delete any instructions in the document. The overall page-limit has been raised to ensure equal treatment of all applicants.

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**HISTORY OF CHANGES**

VERSION	PUBLICATION DATE	CHANGE
1.0	11.02.2020	Initial version
1.1	04.03.2020	Changes in page 10, 1st box after the Erasmus Policy Declaration

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**COVER PAGE**

*Part B of the proposal must be filled out by the participants in WORD, assembled and uploaded as PDF in the Funding & Tenders Portal Submission System. The template to use is available there.*

*Note: Please take due account of the objectives and Charter's principles to be awarded with the Charter under the call (see Call document). Pay particular attention to the award criteria; they explain how the proposal will be evaluated.*

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## **COMMITMENT TO THE ERASMUS CHARTER PRINCIPLES**

### **Declaration**

I, undersigned, declare that if my institution is awarded with an Erasmus Charter for Higher Education, my institution will undertake to:

- Respect in full the principles of non-discrimination, transparency and inclusion set out in the Programme.
- Ensure equal and equitable access and opportunities to current and prospective participants from all backgrounds, paying particular attention to the inclusion of those with fewer opportunities.
- Ensure full automatic recognition of all credits (based on the European Credit Transfer and Accumulation System – ECTS) gained for learning outcomes satisfactorily achieved during a period of study/training abroad, including during blended mobility.
- Charge no fees, in the case of credit mobility, to incoming mobile students for tuition, registration, examinations or access to laboratory and library facilities.
- Ensure the quality of the mobility activities and of the cooperation projects throughout the application and implementation phases.
- Implement the priorities of the Programme:
  - By undertaking the necessary steps to implement digital mobility management in line with the technical standards of the European Student Card Initiative.
  - By promoting environmentally friendly practices in all activities related to the Programme.
  - By encouraging the participation of individuals with fewer opportunities in the Programme.
  - By promoting civic engagement and encouraging students and staff to get involved as active citizens before, during and after their participation in a mobility or project.

### **WHEN PARTICIPATING IN MOBILITY ACTIVITIES**

#### **Before mobility**

- Ensure that selection procedures for mobility activities are fair, transparent, coherent and documented.
- Publish and regularly update the course catalogue on the website of

the Institution well in advance of the mobility periods, so as to be transparent to all parties and allow mobile students to make well-informed choices about the courses they will follow.

- Publish and regularly update information on the grading system used and grade distribution tables for all study programmes. Ensure that students receive clear and transparent information on recognition and grade conversion procedures.
- Carry out mobility for the purpose of studying and teaching only within the framework of prior agreements between institutions. These agreements establish the respective roles and responsibilities of the different parties, as well as their commitment to shared quality criteria in the selection, preparation, reception, support and integration of mobile participants.
- Ensure that outgoing mobile participants are well prepared for their activities abroad, including blended mobility, by undertaking activities to achieve the necessary level of linguistic proficiency and develop their intercultural competences.
- Ensure that student and staff mobility is based on a learning agreement for students and a mobility agreement for staff validated in advance between the sending and receiving institutions or enterprises and the mobile participants.
- Provide active support to incoming mobile participants throughout the process of finding accommodation.
- Provide assistance related to obtaining visas, when required, for incoming and outgoing mobile participants.
- Provide assistance related to obtaining insurance, when required, for incoming and outgoing mobile participants.
- Ensure that students are aware of their rights and obligations as defined in the Erasmus Student Charter.

#### **During mobility**

- Ensure equal academic treatment and the quality of services for incoming students.
- Promote measures that ensure the safety of outgoing and incoming mobile participants.
- Integrate incoming mobile participants into the wider student community and in the Institution's everyday life. Encourage them to act



as ambassadors of the programme and share their mobility experience.

- Provide appropriate mentoring and support arrangements for mobile participants, including for those pursuing blended mobility.
- Provide appropriate language support to incoming mobile participants.

#### **After mobility**

- Provide incoming mobile students and their sending institutions with transcripts of records containing a full, accurate and timely record of their achievements at the end of their mobility period.
- Ensure that all ECTS credits gained for learning outcomes satisfactorily achieved during a period of study/training abroad, including during blended mobility are fully and automatically recognised as agreed in the learning agreement and confirmed by the transcript of records/traineeship certificate. They shall be transferred without delay into the student's records, shall be counted towards the student's degree without any additional work or assessment of the student and shall be traceable in the student's transcript of records and the Diploma Supplement.
- Ensure the inclusion of satisfactorily completed study and/or traineeship mobility activities in the final record of student achievements (the Diploma Supplement).
- Encourage and support mobile participants upon return to act as ambassadors of the programme, promote the benefits of mobility and actively engage in building alumni communities.
- Ensure that staff is given recognition for their teaching and training activities undertaken during the mobility period, based on a mobility agreement and in line with the institutional strategy.

#### **WHEN PARTICIPATING IN EUROPEAN AND INTERNATIONAL COOPERATION PROJECTS**

- Ensure that cooperation activities contribute towards the fulfilment of the institutional strategy.
- Promote the opportunities offered by the cooperation projects and provide relevant support to staff and students interested in participating in these activities throughout the application and implementation phase.
- Ensure that cooperation activities lead to sustainable outcomes and that their impact benefits all partners.

- Encourage peer-learning activities and exploit the results of the projects in a way that will maximise their impact on individuals, other participating institutions and the wider academic community.

#### **FOR THE PURPOSES OF IMPLEMENTATION AND MONITORING**

- Ensure that the long-term institutional strategy and its relevance to the objectives and priorities of the Programme are described in the Erasmus Policy Statement.
- Ensure that the principles of the Charter are well communicated and are applied by staff at all levels of the Institution.
- Make use of the “ECHE guidelines” and of the “ECHE self-assessment” to ensure the full implementation of the principles of this Charter.
- Regularly promote activities supported by the Programme, along with their results.
- Display this Charter and the related Erasmus Policy Statement prominently on the Institution's website and on all other relevant channels.

*On behalf of the Institution, I acknowledge that the implementation of the Charter will be monitored by the Erasmus National Agencies and that a violation of the above principles and commitments may lead to its withdrawal by the European Commission.*

*On behalf of the institution, I commit to publishing the Erasmus Policy Statement on the institution website.*

Legal representative of the institution: Joris Rossie, Algemeen Directeur

Signature of the legal representative



In the following sections of the application form, you will need to explain how your institution will fulfil the ECHE principles if the Charter is awarded. You are encouraged to consult the [ECHE Guidelines](#) for support in completing this application.

Please note that your Erasmus+ National Agency will monitor your Erasmus Policy Statement and your answers to the questions given in the application. The Erasmus+ National Agency reserves the right to request more information on your activities and propose supplementary measures, for the purposes of monitoring and implementing the Charter principles by your institution.

## 1. ERASMUS POLICY STATEMENT (EPS)

### 1.1 Erasmus activities included in your EPS

In this section, you need to tick the Erasmus activities covered by your Erasmus Policy Statement. Please select those activities that your HEI intends to implement during the entire duration of the Programme.

#### Erasmus Key Action 1 (KA1) - Learning mobility:

The mobility of higher education students and staff	X
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#### Erasmus Key Action 2 (KA2) - Cooperation among organisations and institutions:

Partnerships for Cooperation and exchanges of practices	X
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Partnerships for Excellence – European Universities	X
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Partnerships for Excellence - Erasmus Mundus Joint Master Degrees	X
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Partnerships for Innovation	X
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#### Erasmus Key Action 3 (KA3):

Erasmus Key Action 3 (KA3) - Support to policy development and cooperation:	X
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### 1.2 Erasmus Policy statement (EPS): your strategy

Your Erasmus Policy Statement should reflect how you intended to implement Erasmus after the award of the ECHE. Should you wish to add additional

activities in the future, you will need to amend your Erasmus Policy Statement and inform your Erasmus National Agency.

What would you like to achieve by participating in the Erasmus Programme?  
How does your participation in the Erasmus Programme fit into your institutional internationalisation and modernisation strategy?

(Please reflect on the objectives of your participation. Please explain how you expect the participation in Erasmus to contribute towards modernising your institution, as well as on the goal of building a European Education Area<sup>1</sup> and explain the policy objectives you intend to pursue).

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

By participating in the Erasmus+ programme, Odisee intends to contribute to a high-quality Flemish education area and to a globalised knowledge society. Erasmus+ participation helps us in creating active citizens of the world who approach the world with an open view, inspired by common values such as human dignity, freedom, democracy, equality, the rule of law and the respect for human rights and who acquire international competences (personal growth, intercultural competence, linguistic skills, international professional knowledge and international civic engagement) that will enable them to function in a globalised world.

The objective of Odisee is to become a higher education institution that offers students the opportunity to become professionals with entrepreneurial skills who grow personally but also engage in society. We plan to achieve this by offering them state-of-the-art education. The education of the future is based on authentic contexts and challenges linked to the work field. State-of-the-art education comes into being through a process of co-creation with partners in and outside the organisation, from different disciplines and on a national as well as an international level. It embraces diversity and deploys it as a strength in order to ensure an inclusive learning environment and equal learning opportunities for all learners. In a world where diversity is a reality, internationalisation of the curricula, whether in a formal or informal context, plays an important role. Odisee students are able to develop international competences through mobility or through several internationalisation@home initiatives. By also integrating the UN's 'Sustainable Development Goals' framework in higher education and internationalisation, Odisee helps students to acquire the knowledge, skills and motivation to work towards a global and sustainable society.

By participating in programmes such as Erasmus+ Odisee has been successful in providing mobility opportunities for a substantial part of students and staff members. We have embedded mobility windows for short and long stays within all bachelor degree programmes that lead to easy access to and full recognition of international learning opportunities.

All staff members are encouraged and supported to gain international knowledge and competences. Cooperation on an international level has been set up throughout the organisation, enabling us to benchmark and further develop the quality of our education.

Odisee would however like to increase the impact of internationalisation on society by exploiting new forms such as virtual mobility, digital mobility and blended learning. We strive to further integrate and embed international competences in our curricula. In doing so we are convinced to create the opportunity for all learners, teachers and staff members to gain key skills that will help them to face a changing and sustainable world.

Through cross-borders contacts and cooperation we motivate the Odisee community to develop as citizens of the world, engaged in national as well as international matters.

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<sup>1</sup> For more information on the priorities of the European Education Area, such as recognition, digital skills, common values and inclusive education, please consult the following website: [https://ec.europa.eu/education/education-in-the-eu/european-education-area\\_en](https://ec.europa.eu/education/education-in-the-eu/european-education-area_en)

Please reflect on the Erasmus actions you would like to take part in and explain how they will be implemented in practice at your institution. Please explain how your institution's participation in these actions will contribute to achieving the objectives of your institutional strategy.

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

Odisee is planning to participate in centralised and decentralised actions of the Erasmus+ programme in order to create as many opportunities as possible for Odisee students and staff. Offering the chance to spend a part of their Odisee career abroad or involving students and staff in projects with partners abroad increases the professional and personal skills and employability of each individual. Moreover Odisee as an organisation can benefit from participating in Erasmus+ actions. Sharing knowledge and practices on a global level has led and will lead to further innovation of educational processes and research, improvement of the services we provide to our students and staff and an increase of productivity and better decision making. And last but not least not only members of the Odisee community will be able to reap the harvest. From a social service perspective we involve partners from outside the organisation and active in the work field/research in projects in order to co-create or to share and benefit from the project's results.

Erasmus+ Key Action 1: Learning Mobility of Individuals.

By stimulating different forms of internationalisation and by creating different forms of mobility, we are convinced to be contributing to the development of the members of the Odisee community: students and staff. We help them grow as individuals, not only in terms of knowledge but also on a personal level. In our institutional strategy we state that learning is a lifelong journey during which students and staff members are challenged to reach a next level whilst setting the pace by themselves. Participating in international mobility, whether it is physical, virtual, digital or blended, is a challenge through which Odisee offers a stepping stone to new worlds and to dialogue. By taking on this challenge students and staff can become entrepreneurial professionals and active members of a broader society. In Odisee we have embedded mobility windows within all bachelor degree programmes. By introducing this practice mobility opportunities have become visible for students and staff members and have become an essential part of our study programmes. It creates easy access to mobility opportunities and guarantees full recognition of the activities / learning outcomes / skills acquired during the mobility period.

In our staff policy we focus on talent development as well. Staff members are challenged to attend training on national and international level. They are invited to join existing training offers but are welcomed to develop their own initiatives as well. As part of institution-wide curriculum reform professionalisation activities will be set up for all staff members. These activities will, among other things, have to do with the development of intercultural, international and linguistic competences of staff members.

Key Action 2 Cooperation for innovation and the exchange of good practices and Key Action 3 Support for policy reform.

In 2027 practice-based research in Odisee will be an engine for sustainable and socially responsible innovation, both for the professional field and for education. This is perfectly in line with the projects we are and will be involved in. The professional field and the educational world form an active partnership in all projects. Our projects and practice-oriented research also want to strengthen and provide a scientific foundation for our educational practice.

Our vision on research and community service requires further specification on four axes:

1. Active partner in innovation: we focus on developing new and improving existing practices, products and processes in co-creation and on the implementation of the results. We focus on future-oriented challenges and sustainable and socially responsible innovations. Active dissemination of the results to the professional field and the society is a crucial element.
2. Networking and multidisciplinary: we focus on co-creation with partners from the work field, on collaboration within and outside the university of applied sciences, between disciplines and with other scientific institutions, always on the basis of complementarity in expertise, both national and international.
3. Odisee as a knowledge center: our practice-based research demonstrates Odisee as an innovative, resilient organisation. The research staff is the driving force behind our projects, our research centers are recognition points of our expertise in the professional field.
4. Strengthening education: our practice-based research fits with our educational programmes; research themes are developed in co-creation with our educational programmes and have an impact on the courses. Most researchers are teachers as well, and the link between the projects and our education will stay to be a precondition to become involved in a project.

Participating in Erasmus+ Key Action 2 and 3 projects is tantamount to the co-creation principles we preach. International co-creation enables us to add a broader dimension to our research, our products and processes. Since education and research strongly interlace, we will be able to contribute directly to an enrichment and better quality of

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the educational offer at Odisee. Moreover we are able to share best practices and new approaches between higher education and the work field within Europe which leads to a better understanding of the sectors we work with and the sectors our students will work in as professionals. This way we can intercept and respond to the needs of work field and work towards sustainable and innovative solutions for society.

### What is the envisaged impact of your participation in the Erasmus+ Programme on your institution?

Please reflect on targets, as well as qualitative and quantitative indicators in monitoring this impact (such as mobility targets for student/staff mobility, quality of the implementation, support for participants on mobility, increased involvement in cooperation projects (under the KA2 action), sustainability/long-term impact of projects etc.) You are encouraged to offer an indicative timeline for achieving the targets related to the Erasmus+ actions.

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

The raison d'être of an institution of higher education such as Odisee is, besides offering scientific and community services, to offer access to education to a broad group of learners. Through our programmes we stimulate students to become entrepreneurial professionals who engage actively and are at home in a globalised world. By offering students opportunities to acquire and share knowledge with national and international partners (through Erasmus+) we contribute to this objective. Odisee students who graduate and become active citizens in our society will not only be ready to function in a globalised employment environment but will spread out values that strengthen international cohesion.

Besides that we also want to be of service to the community through the participation in Key Action 2 and Key Action 3 projects. We involve partners outside Odisee in international projects and we disseminate project results and practices to partners outside the organisation. Every year the Research & Project Office organises information sessions on Erasmus + projects on Odisee campuses. These sessions consists of 2 parts: on the one hand the guidelines and priorities of the annual Erasmus+ call and on the other hand we let our own teachers and researchers share their experiences as project coordinators. Our university of applied sciences is active in all areas of the strategic partnerships: school education (KA201), vocational education and training (KA202), higher education (KA203), adult education (KA204) and as well as Capacity Building in Higher Education (CBHE) projects, Sector Skills Alliances, Knowledge Alliances and KA3 projects. In the Erasmus+ 2020 call, we are actively involved in 16 new project applications, 8 as applicant and 8 as a partner. These applications are spread over our 5 areas of study (biotechnology, commercial sciences and business studies, education, health care, industrial science and technology and social and community work). Further dissemination of project experiences and results throughout the organisation will capacitate us to participate in a dozen of Key Action 2 projects as a partner and to lead about 5 projects as promotor. For Key Action 3 projects we aim at 3 active project participations.

The added value of the project outputs for our education is a precondition for participating in an Erasmus + project, as an applicant or as a partner. The projects outputs are implemented in the education programmes which in themselves already guarantees sustainability of the results within the project partner organisations. During each project, we pay a lot of attention to the transferability of the project outputs, to other study fields and to the stakeholders. At the end of a project we discuss the possibility to continue the collaboration (good consortium) and to build further on the project results. Teachers and researchers involved in practice-based research projects develop an innovation-oriented and scientific attitude (critical global citizen), through collaboration and co-creation, on national and international level.

Odisee has worked hard to offer as many opportunities as possible to as many students as possible to include useful international experiences in their bachelor degree programme by introducing mobility windows for international study/traineeship programmes. One of our objectives is to share this good practice with the two-year professional degrees which have recently been added to our educational offer. We will be bent to find good practices in line with the needs of these programmes, their students and the staff members involved.

Pure physical mobility is one of many valuable forms of internationalisation. Students and staff spend a part of their (study) career abroad and this allows them to immerse in another culture, another language, another part of the world and ideally they return with a better understanding of the very diverse world we are living in. Odisee invests in the elimination of all barriers with regard to physical mobility by digitalizing all processes linked to it and by focusing on full recognition of competences and credits acquired abroad.

The world changes rapidly and as a university of applied sciences we cannot be on the sidelines. Assessment has shown that we need to invest in other forms of mobility such as digital, virtual or blended mobility to be able to offer an inclusive form of internationalisation. Odisee is member of the KULeuven Association, a network linking

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universities of applied sciences across Flanders and Brussels to KULeuven in order to hold an influential position in Flemish and European Higher Education. One of the main focuses on the joint agenda of KULeuven Association is the development of new forms of mobility as to achieve mobility for all learners. While joining forces we work on new formats of mobility which can be implemented in the degree programmes according to their needs.

Internationalisation@home, the purposeful integration of international and intercultural dimensions into the formal and informal learning for all students within domestic learning environments (Beelen & Jones, 2015) has been introduced into our organisation for that same purpose. Next to the possibility of physical mobility, students are able to acquire international and intercultural competences. Through informal initiatives such as buddy programmes and an International Week, which we plan to continue organising under the new Erasmus + programme, students and staff were offered an international experience @home. In 2018-2019 Odisee has appointed the matter as being one of the important focus points in curriculum reform, allowing degree programmes to introduce internationalisation@home in a formal setting. In order to achieve curriculum reform institution-wide professionalisation activities will be set up for staff members. These activities will, among other things, have to do with the development of intercultural, international and linguistic competences of staff members and the introduction or further development of international learning opportunities in course materials through initiatives such as collaborative online learning (COIL), collaborative (exchange) programmes, joint online modules...

By formulating these objectives into separate actions in an annual implementation plan, the International Office guarantees a close follow-up of these qualitative targets by our management.

Annual quantitative reports of figures linked to student and staff mobility and participation in international projects are performed by respectively the International Office and the Research & Project Office. Odisee keeps on supporting the European 20/20/20 objectives and strives to arrive at the even more ambitious objectives on Flemish level to offer 1 out of 3 students an international experience, aiming on all qualitative forms of mobility that are at our disposal.

## 2. IMPLEMENTATION OF THE FUNDAMENTAL PRINCIPLES

### 2.1 Implementation of the new principles

Please explain the measures taken in your institution to respect the principles of non-discrimination, transparency and inclusion of students and staff. Describe how your institution ensures full and equitable access to participants from all backgrounds, paying particular attention to the inclusion of those with fewer opportunities.

In the mission of Odisee we state to embrace diversity and to offer equal learning opportunities to all learners. We assure equal treatment of all students by including this principle in our education and examination regulation.

At Odisee special needs students are defined as follows: students with long-term physical, mental or sensory impairments which, in interaction with various barriers, may prevent them from participating fully, effectively and on an equal footing with other students in the higher education system. This definition ties in with the description of disability used in the international convention for persons with disabilities and emphasises the interaction between personal characteristics, disability and social barriers.

As of the academic year 2018-2019, Odisee decided to include a number of examination facilities, i.e. to open them up to all students (where they were previously reserved for students with a 'study with a disability' status). After all, a large number of our students with a disability status make use of educational and examination facilities.

The universal design assumes that a number of reasonable adjustments for students with a disability can also be useful and meaningful for students who have a different (learning) need but do not have a certificate with diagnosis for this. In this way, non-attested students are also offered support and students with a disability have less of a feeling of having to ask for an exception each time (less stigmatising).

In this way, Odisee meets the needs of a diverse student population.

This does not rule out the possibility that additional reasonable adjustments will still be necessary for a number of students with a disability: e.g. taking exams with reading software, enlarging copy of exams, spreading of exams, .... These students (full degree or exchange students) can apply for a special status or recognition with our Social Services Department. The implementation of a two-track policy (universal design with inclusive examination facilities for all students as well as increased care with additional reasonable adjustments for students with a disability status) therefore remains important.

The International Relations Office of Odisee will continue to actively promote the participation of students from disadvantaged backgrounds and regions in mobility programmes through a range of scholarships. In awarding scholarships for mobility programmes disadvantaged financial background is taken into consideration. In close cooperation with our Social Services Department we make sure financial support reaches mobile students with lower income backgrounds.

Analogously we reach out to students and staff with special needs to participate in the Erasmus + programme. By informing them actively on the special needs support through our website, in our information brochures and during our information sessions, we enable them to get on board and offer them the same learning opportunities. The International Office- in close cooperation with the Social Services Department - screens actively all candidates willing to participate in the programme for special needs or for disadvantaged socioeconomic background and actively approaches them with extensive and correct information on special needs support and financial incentives linked to

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the Erasmus+ programme, to other scholarship programmes or to the incentive initiatives of our Social Services Department. We keep ourselves up to date by sharing good practices and recommendations with SIHO concerning students with a disability who want to go on an exchange. We have defined a strong focus on internationalisation@home for the coming years, which underlines the great importance we attach to inclusion: all learners acquire international and intercultural competences, not only mobile students.

Odisee applies an inclusive approach when it comes to staff policy. At our campuses staff members with a disability are employed, we offer a working environment adapted to their individual needs. We want our campuses to be a reflection of society and therefore welcome people from minorities in our midst. Several initiatives to diversify our personnel have been set up within and supported by the organisation. The last few years we have attracted more international profiles as part of an English-taught programme which has been established in Odisee within our department of Business Management. Interaction between staff members of all groups is encouraged as to become one Odisee community.

Please explain what measures your institution will put in place to implement the European Student Card Initiative, and promote the use of the programme's Erasmus+ mobile App to students. Please refer to the timeline indicated on the European Student Card Initiative website<sup>2</sup>.

The European Student Card Initiative is inextricably bound up with the further digitalisation of the Erasmus+ programme (Erasmus without Paper). Digitalisation of mobility processes is key within the development of an internationalisation strategy that wants to be inclusive, flexible and sustainable. Odisee has created an account on Erasmus Dashboard where all relevant information about the organisation is accessible for incoming and outgoing students. We have adapted the processes linked to internationalisation in order to immerse in Erasmus without Paper. We have started the promotion and use of Online Learning Agreements and will use the Inter-Institutional Agreement Manager to renew our cooperation agreements as from next academic year. In our information and preparation sessions for outgoing students, we will implement all necessary information on how to make use of the Erasmus + app, Online Learning Agreements (2021), Online Nominations (2022) and online Transcript of Records (2023). As for broader digitalisation processes that affect the entire organisation, we have identified stakeholders outside and inside the organisation that are able to put in action the necessary technical and operational processes.

Odisee is a member of the KU Leuven Association, a network linking universities of applied sciences across Flanders and Brussels with the KU Leuven. Together, they hold a prominent and influential position in Flemish and European Higher Education. The KU Leuven Association was founded in 2002 in response to the Bologna Declaration of 1999, which sought to increase synchronisation of higher education in Europe. The members of the KU Leuven association strengthen each other by exchanging expertise, promoting a joint agenda and pooling resources. To realise their goals, the Association has set up a unified governing structure for itself and all of its members. Erasmus without Paper and the European Student Card Initiative have been defined as one of the common focus points of all members of KU Leuven Association for the upcoming period.

With all members of KU Leuven Association we aim to optimise and align support processes within the organisations. As a consequence Odisee will follow the policy of the KU Leuven Association when adopting EWP and the European Student Card. The ICT department of KU Leuven Associations is making sure that the in-house system used by all members will be correctly linked to EWP. We are also planning to replace the traditional student card by a virtual student card (QR code on smart phone) in the coming years, making transfer of information between institutions, and access of information within the university, easy and transparent for both student and university of applied sciences administration.

We are in close contact with the Student Administration Service and IT Service in Odisee to further discuss and introduce the changes and specifications entailed by the KU Leuven Association policy concerning Erasmus Without Paper and Erasmus Student Card Initiative for our internal procedures and working processes.

Please explain how your institutions will implement and promote environmentally friendly practices in the context of the Erasmus+ programme.

Scholarship programmes such as Erasmus+ provide additional incentives for the internationalisation of the higher education area. As a result, in recent decades there has been a strong increase in international mobilities and partnerships for study, internships and research between higher education institutions worldwide and with (inter)national and local civil society organisations. Because of this strong increase and the impact this generates

<sup>2</sup> [https://ec.europa.eu/education/education-in-the-eu/european-student-card-initiative\\_en](https://ec.europa.eu/education/education-in-the-eu/european-student-card-initiative_en)



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worldwide, there is a greater need to arrive at a qualitative internationalisation strategy that focuses on sustainability.

Within Odisee we endorse the principles of the Global Engagements Strategy 2030 for Higher Education. In our institutional strategy we demand particular attention for climate and the ecological footprint of our organisation. We want to create sustainable campuses by 2027. We think about sustainable materials, efficient use of energy, attention to water consumption, recycling and sustainable mobility.

We have worked hard to reduce administration on paper the last few years. We have been successful in creating digital platforms where brochures and documents were put at the disposal of future participants of mobility programmes. In this regard participation in the Erasmus without paper initiative allows us to even take a step further in this process. Erasmus without paper is a public, inclusive and user-friendly network that not only reduces the workload but also helps us to create a paperless environment.

In our scholarship policy we have made a recent shift towards long-term mobility. We want to send out students for physical mobility to work in projects, to perform in internships or to follow courses, preferably for an entire semester (5-6 months). We do believe this adds up to a sustainable contribution to international projects. Students integrate and invest in the local community/ civil society. They immerse in another culture, another language, another part of the world and ideally they return with a better understanding of the very diverse world we are living in. Since the majority of our degree programmes only have 6 semesters at their disposal, a part of them opts to send out students for a shorter period. All types of scholarships are only granted for mobilities which will last at least 2 months, according to Erasmus + principles.

Pure physical mobility is one of many valuable forms of internationalisation. As we do want to include all learners into the process of internationalisation we need to invest in other forms of mobility such as digital, virtual or blended mobility. This will allow us to share knowledge, to cooperate, to learn from each other and reduce the environmental impact. Since 2018-2019, bachelor degree programmes within Odisee have been taking part in workshops on internationalisation@home, allowing them to develop personalised solutions for internationalisation@home, adapted to their specific needs with alternative formats that are included in the curriculum in addition to physical mobility. In addition to that we have been joining forces with all members of KU Leuven Association and have been encouraging interdisciplinary cooperation and exchange of best practice to work towards new formats of mobility which can be implemented in the degree programmes according to their needs.

We encourage students and staff of the Erasmus+ programme to rethink their ways of transport for the planned exchange: mobilities towards neighboring countries or even beyond can be realised using alternative ways of transport. Physical mobility to countries at the outer ends of Europe or outside Europe however requires them to take a flight. Through workshops on sustainable travel during preparation days and in the preparatory course for exchanges outside Europe, we want to make these students aware of sustainable travel. Travelling is so much more than transport. We encourage them to realise an exchange that is environmentally friendly by focusing on sustainable tourism, local wallet management, ecological accommodation, ...

Please explain how you will promote civic engagement and active citizenship amongst your outgoing and incoming students before, after and during mobility.

Within Odisee we endorse the principles of the Global Engagements Strategy 2030 for Higher Education. Our institutional strategy underlines the importance of developing 21<sup>st</sup>-century competences for all learners, in order for them to become enterprising, critical-reflective and committed global citizens.

Firstly, by participating in the Erasmus+ programme or in other exchange programmes, we expect our students to open up, broaden their horizons, develop international competences and accept cultural diversity. International mobility fosters the development of global knowledge and civic skills. Exchanging means encountering other approaches and putting the own experiences and knowledge into perspective. Students and staff who go on an exchange will get to know the world and will be more inclined to engage in it and contribute positively to it.

At Odisee we value a good preparation of student mobilities for studies and traineeship. A qualitative preparation helps you in adapting to, functioning in and integrating in the local community. Students receive all practical preparation within their bachelor degree programme. On a central level we prepare all outgoing students for an exchange during information sessions and Go Abroad Fairs. During these events they students are offered administrative support concerning the Erasmus+ paperwork and Erasmus+ grant. Administration is only a fraction of the preparation process. Through workshops students are made aware of international competences, intercultural communication, culture shock, reversed culture shock, active citizenship, ... Besides that, alumni are invited to give a testimonial on their mobility experiences. Student organisations such as AIESEC and ESN are invited as well. For students who will realise an exchange outside Europe, we even extend the preparation towards an obligatory teaching module with several components such as understanding the world economy, history, globalisation and development cooperation, understanding of religion and intercultural communication and practical preparation for an exchange outside Europe (e.g. safety, health). These topics are approached from both a general as a more continent-specific point of view. This extensive preparation process enables students to reflect on their exchange before going on a mobility. Moreover it helps them to see the mobility activity in a broader perspective. In the near future we will be able to offer the module in a digitalised version which opens perspectives on opening up the course for all mobile students.

Reflection after mobility is an important matter as well. Whether it is on central level or offered for students of a specific bachelor degree programme, Odisee has introduced obligatory feedback sessions with outgoing students in the process of internationalisation. During these sessions students receive questions about or are asked to talk about, on the one hand practical experiences, which allows us to take into account feedback on our partners institutions. On the other hand they reflect upon competences they have acquired during their exchange period

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International competences (such as (international) civic engagement) are used a discussion topic in order to encourage students to look at their international experience from a broader point of view.

Incoming students at Odisee are actively involved in the preparation processes of outgoing students as mentioned above. We stimulate incoming and outgoing students to get in touch exchange experiences and help each other by organizing events such as an international week, preparation days, buddy programme.... Common experiences create common values. Incoming students are also encouraged to take part in everyday life at Odisee. They are informed on social activities, sports facilities and local job opportunities by our Social Services Department to promote further integration in the local community.

## 2.2 When participating in Mobility Activities - After mobility

Please demonstrate your commitment to implement full automatic recognition in your Higher Education Institution.

Please describe the concrete steps you will take to ensure the full automatic recognition of all credits gained for learning outcomes achieved during a mobility period abroad/ a blended mobility, according to the Council Recommendation on Automatic Mutual Recognition<sup>3</sup>.

Odisee has embedded mobility windows for learning and training into the curricula of all fields of study for short as well as long stays. For study purposes this facilitates the exchange of mobile students between higher education institutions and stimulates consistent use of ECTS, i.e. a mobility window often comprises a certain amount of successive courses with a clearly defined workload expressed in terms of credits and thus enhancing transparency between higher education institutions. Mobility windows for traineeships enable to inform the concerned parties (student, Odisee and receiving institution) on the workload linked to the internship and help recognising the internship abroad in its whole. By introducing mobility windows in the curricula we stimulate and validate the acquirement of international competences for our students.

Mobility windows can be used for all kinds of mobility, whether it is physical, virtual or blended. This method allows us to reflect all credits that the student has gained during the mobility period - and that are mentioned in the Learning Agreement- in the study programme of the student. Moreover, upon graduation, internationally acquired credits are transparently mentioned on the diploma supplement.

The further digitalisation of internationalisation processes (through Erasmus Without Paper : Transcript of Records online in 2023 ) will only add up to a transparent and automatic recognition of competences/results acquired abroad or in blended modules.

Please describe your institution's measures to support, promote and recognise staff mobility:

Talent development is one of the focus point of our organisation. We incite staff members on all levels of the organisation to lifelong learning. Following the talent development focus of our staff policy, the International Office of Odisee appeals all staff members, teaching as well as administrative and technical staff, to join international training or teaching opportunities or to send in interesting proposals themselves. By offering an administrative and financial framework, the International Relations Office supports all incoming and outgoing staff mobility. We administer all staff mobility agreements for training or teaching and certificates recognising the teaching or training period abroad. We distribute staff mobility grants to the approved training and teaching projects. Competence management and the recognition of internationally acquired competences during teaching or training programmes is handled within the Human Resources Department. Depending on the staff member's profile international competences are of overriding importance to a greater or lesser extent. For some profiles teaching or training period abroad may account to future promotion or recruitment in / career switch to other positions.

As part of institution-wide curriculum reform professionalisation activities will be set up for all staff members. These activities will, among other things, have do with the development of intercultural, international and linguistic competences of staff members. Enquiries within our bachelor degree programmes have taught us that there is a specific interest in the following training topics linked to internationalisation@home: workshops on digitisation/COIL, workshop on teaching to various groups/differentiation, workshop on guidance and coaching of various/international students, development of a learning community where participants provide each other with feedback on internationalization of the curriculum,, set-up of an interdisciplinary follow-up process in which you can provide each other's curriculum with feedback, sharing of good practices and benchmarking with other institutions of higher

<sup>3</sup> The text of the Council Recommendation on Automatic Mutual Recognition may be found at: [https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1568891859235&uri=CELEX:32018H1210\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1568891859235&uri=CELEX:32018H1210(01))

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education, development of quality assurance for teaching mobility (e.g. pre-departure information package including points of attention for partner screening, (virtual) cooperation possibilities concerning course material and streamlined briefing method for colleagues on return, ...

Erasmus + staff mobility for teaching or training can be used in order to achieve the necessary competences. The International Office will use the professionalisation focuses that will be established within Odisee to set out guidelines for approval and further recognition of staff mobility within the organisation.

### 2.3 For the Purposes of Visibility

Please provide the web link where you will host the Erasmus Policy statement in the future. Please reflect on how you plan to regularly promote the activities supported by the Programme.

We will host the Erasmus Policy Statement of Odisee using the following link: <https://www.odisee.be/en/odisee-and-erasmus#overlay-context=user>. This link can be accessed by the public.

All information concerning internationalisation for outgoing participants is clustered on a webpage: <https://odiseegoesaabroad.odisee.be/> This webpage can be accessed by Odisee staff members and Odisee students using their Odisee login. The Erasmus Policy Statement can be consulted through this website as well. But more importantly, concrete information on the Erasmus+ programme (application procedure, deadlines, scholarship information, information on special needs, partner institution information, ...) is to be found there. For participation in Key Action 2 and Key Action 3 projects staff members are referred to the Research & Project Office.

We actively promote the activities of the Erasmus+ programme for the Odisee community through the organisation of information sessions:

Every year the Research & Project Office organises information sessions on Erasmus + projects on Odisee campuses. These sessions consists of 2 parts: on the one hand the guidelines and priorities of the annual Erasmus+ call and on the other hand we let our own teachers and researchers share their experiences as project coordinators.

In Odisee we have embedded mobility windows within all bachelor degree programmes. Through this practice mobility opportunities are visible for students as from the beginning of their study programme. The International Office and the degree programmes organise information sessions for prospective participants in close cooperation. These information sessions are often organised twice a year depending on the programme. We promote different forms of internationalisation: abroad, @home, in and outside Europe, short stays and semester exchanges. We provide information on procedures, programmes, language requirements and support and scholarships. This general information is completed by testimonials of alumni who participated in a mobility linked to the degree programme or co-students who are abroad on the very moment of the information session (through online calls and presentations). They provide information on the impact of the mobility period on their (personal) development.

Staff members are informed on participation to the Erasmus+ programme through an institution-wide call. Within the bachelor degree programme a staff member is appointed as single point of contact for internationalisation. This staff member informs his / her colleagues on possible forms of internationalisation with partner institutions during team meetings. Administrative and technical staff are informed through testimonials of non-teaching colleagues abroad which can be found on intranet or through Odisee newsletters. The International Office is invited to team meetings to illustrate valuable forms of internationalisation.

By participating in international conferences organised by network organisation or umbrella organisation such as EAIE, we get in touch with our partner institutions and are able to discuss exchange and research and project cooperation in person. Incoming students are informed on the exchange options through our website: <https://www.odisee.be/en/exchange-programmes>

Our course catalogue is updated twice a year. Students from partner institutions can easily access information on the Erasmus+ possibilities for their study area through the course catalogue. They will find information on how to apply for an exchange on the website. After being accepted incoming students receive a welcome package. This welcome package contains an Odisee account and login to access information for Odisee students on <https://odisee.myday.cloud/dashboard/home> All information is provided in English.

Please describe how you will ensure that the principles of this Charter will be well communicated and applied by staff at all levels of the institution.

Odisee has 5 study departments that organise several bachelor degree programmes. A centralised internationalisation strategy has been worked out with members of these 5 study departments who are represented in a steering committee. Focus points of the new ECHE application have been discussed in the steering committee and will be translated into concrete yearly action plans. The translation towards concrete changes for outgoing and

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incoming mobility is made by the liaison officer internationalisation, a single point of contact for internationalisation appointed for each bachelor degree programme. Bachelor degree programmes are supported by the International Office, financially and practically, in order to realise changes and develop focus points for their students and staff members.

Action plans on centralised and decentralised level are shared. We exchange best practices and yearly results. We organise official meetings with all liaison officers internationalisation 3 times a year to receive feedback and to exchange relevant information. On a daily basis colleagues of the International Office and liaison officers internationalisation cooperate, which leads to a policy which is supported by all levels of the institution.

All Odisee students and staff members are informed about mobility options via the centralised webpage: <https://odiseegoesabroad.odisee.be/> On this webpage student and staff members will find general procedures for internationalisation which apply to all bachelor degree programmes and services of Odisee. Odisee's International Office makes use of social media such as Facebook, Instagram and Twitter to share mobility experiences and to spread the principles of the Erasmus+ programme. In close collaboration with our Marketing Department we publish institution-wide newsletters that treat topics such as internationalisation. Information sessions or team meetings enable students and staff to further explore programmes offered by the partner institutions and degree specific focus points.

We are planning to evaluate and share our progresses for the Erasmus+ programme by using the ECHE Self Assessment Tool on central as well as departmental level. The tool enables everyone who is in any way involved in the programme or wishes to be involved to gain a clear insight in the objectives and actions which need to be implemented. By comparing our results to the desired standard, we are able to formulate actions on both institutional as departmental level.