

Relevance of the strategy

30 PTS

"Explain why the planned mobility project is relevant to the **internationalisation strategy** of the higher education institutions involved (both in the Programme **and** Partner Country). Justify the proposed **type(s) of mobility** (students and/or staff)."

DO

- ✓ **Explain why you want to foster mobility.**
Attract talent? Research purposes? Opportunities for staff development? Etc.
- ✓ **Explain the preference given to a certain region/country.**
Is there any institutional policy favouring the cooperation with this region/country? Is there particularly strong faculty cooperation with a specific HEI?
- ✓ **Explain why the mobility project is relevant to your institution's internationalisation strategy.**
Does your internationalisation strategy focus on building partnerships in education, innovation and research? Is the choice of the partner institution made for strengthening cooperation? How?
- ✓ **Explain why the planned mobility project is relevant to the internationalisation strategy of the partner institution(s).** Please contact your partner(s) to find out.
- ✓ **Try to provide 'quantifiable information' on the profile of selected partners.**
Size and influence in a particular area? Complementarity of faculties/departments involved? Similarity of study programmes?
- ✓ **Try to distinguish the specific aims for choosing mobility of students and/or staff.**
Do you need to strengthen the partnership before sending students? Build mutual trust? Ease the recognition process? Staff mobility might be the way to start.
- ✓ **Keep it short and simple, but make sure that you get all your points across.**

In case of new cooperation agreements, also:

- ✓ **Explain why building cooperation with a new region/country is relevant for all the institutions involved.**
Diversification of your AND your partner's internationalisation strategy?
- ✓ **Explain the complementarity of your and your partner's institutions.**

DON'T

- ✗ **Do not be too generic in your answers.**
- ✗ **Do not target cooperation with each and every possible Partner Country, as budget is limited for International Credit Mobility. In 2015, the average number of Partner Countries in applications was 4 or 5.**
- ✗ **Do not focus only on your home institution, but describe what is in it for your partner and what the common benefits are. Refer to strategies in the Partner Country.**
- ✗ **Do not provide the same justification for the choice of different Partner Countries. Although you might have a largely similar reason for picking partners in the same country/region, benefits will vary depending on the institution. Be sure you make that clear in your description (e.g. by emphasising the differences).**
- ✗ **Do not copy-paste. If some parts of your answers are the same for each Partner Country or institution, answer them only once and refer to your first answer throughout the application.**

Fictitious Example of a Dutch university



Good explanation of the Programme HEIs' internationalisation strategy.

Explanation of interests for cooperation with the region.



Insufficiently convincing about how the mobility project aligns with UWC's internationalisation strategy. Does it have one?

This part is vague and seems to have been written without much input from the Partner HEI.

UBoskoop's cooperation with South Africa has to be seen in our wider framework of the Integrated Policy Plan for Internationalisation. This plan spans the policy period 2014-2018. The plan anchors UBoskoop's position in South Africa by developing the UBoskoop Global Campus in Matroofsfontain near Cape Town. In addition to providing education, UBoskoop makes maximum use of its presence to strengthen its network in the region. The Extended Campus has the potential to become a regional hub from where contacts are made with partners in Zimbabwe, Namibia, and Kenya and is active as a base for academic staff in the region. Besides creating a Campus in the region, UBoskoop has a couple of loyal strategic partnerships with South African HEIs, especially with U Western Cape (UWC), which is the top national university for science and technology in South Africa. Of the 10,000 students, half are undergraduates and the other half are graduate students. International students number 1,200. In the 21st century, the role of sci-tech universities has become increasingly important. UWC's long-term goal is to become the world's leading sci-tech university. One of the building stones for excellence is diversifying the student body through internationalisation. UWC is undergoing a drastic educational reform, aiming at trying to expand its contacts with European partners and to encourage South African students to study in European Partner Institutions rather than in Anglo-Saxon HEIs.

In this respect, this project will help to stimulate this flow to Europe/to UBoskoop and it will hence add a certain prestige to studies in Europe. UWC believes that, by participating in this mobility project, the quality of South African education will be highly recognized. This high recognition will attract excellent professors, researchers and students to UWC.

In 2012, both institutions signed a Cooperation Agreement (CA), valid for 5 years. At UBoskoop, signing a bilateral agreement is a highly bottom-up process and such an agreement is only materialized with full support and an explicit expression of interest (based on concrete contacts among peers) at faculty level. In this case the CA involves 3 UBoskoop faculties. The type of mobility is justified out of experience. All faculties have experience with outgoing mobility to UWC; the majority of outgoing students were MA.

Vice versa, students from U Western Cape are mainly interested in studying at UBoskoop at BA and MA level. By choosing short stays, we make sure the participants have a solid and interesting stay abroad but return home after a short stay; thus preventing brain drain. We tried to select a number of partners, combining long-time loyal partners with new promising partnerships. We aim at a fair division of mobility flows over the 11 UBoskoop faculties. Lastly, we want to offer possibilities for all mobility levels, outgoing as well as incoming. The ERASMUS+ grants will also, wherever possible and desirable, be complemented by grants provided by UBoskoop and UWC in the framework of the existing Bilateral Agreement-funding foreseen by both partners.



The explanations given for the choice of study cycle and staff are convincing.

Good that they are already thinking about sustainability with possible additional funding to supplement the Erasmus+ funds.

Quality of the cooperation arrangements

30 PTS

"Detail your **previous experience** of similar projects with higher education institutions in this Partner Country, **if any**, and explain how, for the planned mobility project, **responsibilities, roles and tasks** will be defined in the **Inter-institutional Agreement**."

DO

- ✓ **Explain the division of competences which has been agreed with your partner, as outlined in the [Inter-institutional Agreement](#).**
Who offers which courses and when? Who provides support for visa/insurance/accommodation? Who is in charge for the selection and/or evaluation of participants? What will the students/staff have to do? Etc.
 - ✓ **Detail how the finances will be split between you and your partner, if applicable.**
Will you share the Organisational Support grant? Will you provide funds in addition to the EU grant?
 - ✓ **Explain how communication channels will work between you and your partner.**
Who is responsible for the paperwork? How will you monitor and report on the mobilities? Beware that you will have to report on mobilities in the EU's Mobility Tool+ on a monthly basis.
 - ✓ **Make sure that you and your partner have the financial and operational capacity to carry out these activities.**
 - ✓ **Explain similar previous experience and what this means for future cooperation.**
If you have previous experience with institutions in the Partner Country chosen, explain how this application builds on and enhances existing partnership arrangements?
- In case of new partnerships, also:
- ✓ **Explain how previous international cooperation experience will be used to develop new partnerships.**
 - ✓ **Provide information about your institution's experience in implementing credit mobility in general (between Programme Countries or between Programme & Partner Countries).**

DON'T

- ✗ **Do not assume that because you have previous experience, you do not have to explain how your project will work in future.**
- ✗ **Do not talk about cooperation arrangements only from your point of view. Explain what the partner institution will be doing.**
- ✗ **Be careful not to give the same information as in part 3: Quality of the project design and implementation, where you will be able to further develop the actual project implementation (in particular selection, support and recognition).**
- ✗ **Do not copy-paste.**

Fictitious Example of a Dutch university



Pre-existing co-operation agreements very detailed.

Good breakdown of the IIA tasks and responsibilities.



No mention of whether participants will receive language training in order to fulfil the language requirements of the host institution.

UBoskoop has a profound experience in cooperation with Chilean universities. Since 1995, UBoskoop has been active in the Alfa programme in the Latin American region and has been partner in 14 projects with Chile. Also in the Erasmus Mundus Action 2 programme, UBoskoop has cooperated in 4 projects with Chile. As a result of the fruitful partnerships, UBoskoop has a Cooperation Agreement with both Universidad Alberto Hurtado and Universidad Austral de Chile, including 4 different faculties.

Division of tasks and responsibility in the Inter-Institutional Agreement (IIA).

By signing the IIA, both parties adhere to a certain number of general principles: 1. Exchange students will not pay examination, matriculation and tuition fees to the host institution, but shall pay these fees to the home institution as per the usual regulations of the home institution; 2. Any academic credit obtained at the host institution will be recognized upon return to the home institution. The same rules as under the 'classic' Erasmus Programme will apply: the use of a Learning Agreement and Transcript of Records. 3. It is the responsibility of each individual student or staff to obtain a visa in their home country in a timely manner. However, each host institution will issue appropriate documents for each accepted nominee for the issuance of a student visa, in accordance with the current national laws; 4. The student will provide his or her own health, accident, repatriation and civil liability insurance. However, the host and home institution will assist the grantee as much as possible in finding the appropriate insurance.

UBoskoop will send 7 PhD candidates to UAH and 3 PhD candidates to UACH for 10 months each (100 months total).

Both Chilean institutions will assist the incoming grantees in the accommodation search. After the outbound mobility, returning grantees will be reintegrated upon return to their home institution. The 'returnees' will receive recognition for their research abroad. In this framework, the 'returnees' will be given the opportunity to share their experiences for the benefit of their peers, colleagues and their institution. UBoskoop and the universities of UAH and UACH will share information on academic calendars, course catalogues, grading systems, visa application procedures, housing facilities, contact persons and insurance possibilities.



The number of scholarships requested is rather high, given the size of the national budget available for Latin America.



Partner HEIs will help with accommodation.

Boskoop explicitly mentions recognition of the research abroad.



It is not said how both partners will share information (in particular for reporting purposes, which needs to be done on a monthly basis in Mobility Tool+).

Quality of the project design and implementation

20 PTS

"Present the **different phases** of the mobility project and summarise what partner organisations plan in terms of **selection** of participants, the **support** provided to them and the **recognition** of their mobility period (in particular in the Partner Country). Bear in mind that certain flows may not be eligible. Please consult your **National Agency's** website to know which limitations apply."

IMPORTANT WARNING: If your National Agency supports first and second cycle outgoing student mobility to countries in regions 6, 7, 8, 9, 10 and 11 (see [Programme Guide](#)), make sure that you indicate in the box below how many students you plan to send at each study level (short, first, second or third cycle) and the total duration for all participants (month and extra days) under each study level.

DO

- ✓ **Try to organise this section around the 3 phases of the mobility period: Before, During & After.**
What is offered to the students/staff during the different phases? By whom?
- ✓ **For outgoing mobility to countries in regions 6, 7, 8, 9, 10 and 11, consult your National Agency to see whether it is eligible.** Outgoing mobility to these countries is eligible only at doctoral level or for staff, unless your National Agency has made additional funds available. If so, specify the number of students and total duration per study level (e.g. 3 BA students to Cape Town University for a total duration of 18 months and 2 MA students for 24 months).
- ✓ **Mention the completeness and quality of arrangements for the selection, support and recognition, both at your institution and at the partner institution.**
How will the participants be selected? Will they receive support for insurance/visa/housing? What kinds of facilities are available to the participants (libraries etc.)? How many credits or equivalent units will they receive? Etc.
- ✓ **Try to address the additional support for disadvantaged people, language training, cultural integration activities, etc. - if planned.**
Will participants receive language courses? Will there be social and integration activities? How will participants from disadvantaged backgrounds or with special needs be encouraged to participate?
- ✓ **Give an indicative timeline for each activity.**
When will the participants be selected? When will they receive language training? For how long? When will their mobility periods be recognised? Etc.

DON'T

- ✗ **Do not forget that secondary criteria might apply (e.g. only staff or only student mobility).**
- ✗ **Do not forget to mention the study levels and total duration for outgoing mobility to countries in regions 6, 7, 8, 9, 10 and 11.**
- ✗ **Do not focus solely on what you are going to do, but explain what your partner will be doing (recognition!).**
- ✗ **Do not forget to mention recognition for staff mobility. How will the home university capitalise on the experience abroad that their staff has undertaken?**
- ✗ **Do not simply repeat what you have already said in part 2: Quality of the cooperation arrangements. Try to develop. If need be, refer to the previous part, but do not copy paste.**

Fictitious Example of a Dutch university



This is well thought out and detailed.

Good idea to use staff mobility to form a selection committee for students.

Participants from disadvantaged backgrounds are taken into account.

It is clear that the International office in both partners has experience of dealing with foreign participants.

There is a follow-up procedure at every moment, before, during and after the mobility.

Pre-departure. Selection. The home institution will use staff mobility to form a committee to set fair, transparent and coherent selection criteria for students at the partner institution. These include: academic merit, previous mobility experience, motivation, knowledge of/interest in the language and culture of the host country, activity plan (for PhD/staff)... In case of equivalence, preference goes to candidates from disadvantaged socio-economic backgrounds. The host institutions assist selected grantees with visa application, travel arrangements, accommodation search and insurance issues. Selected outgoing students will follow a language course before departure. Before the student leaves, an online application form is completed with the student's personal data, a mentor at both institutions is involved and a Learning Agreement (LA) is drawn up. The results of the exams are recognized via a Transcript of Records (ToR).

PhD candidates and staff applying for mobility have to justify in their application how their mobility will be beneficial to their research, but also how their stay can contribute to reforms in their own institution and country: teaching methods, quality assurance, joint research and international cooperation. An activity plan has to be uploaded: the applicant – in consultation with his home and host promoter – has to draw up a plan of the courses and/or planned teaching/training/ research activities at the host institution. This activity plan needs to be signed by all three parties involved. This should be accompanied by a recommendation letter of each promoter, ensuring that the mobility will be well-planned and integrated.

The actual mobility. Upon arrival in the host institution, the Certificate of Arrival and the Student/Staff Agreement need to be signed by both the grantee and the host. This last document defines the mutual rights, obligations and responsibilities of the grantee; as well as of both credit mobility partners concerning academic, travel, financial and administrative aspects of the grantee's participation in the mobility scheme.

Students will be informed by the South African IRO's about the wide range of activities at the host institution. Social integration activities are organised (sometimes together with ESN), as well as welcome info sessions and monitoring meetings. The UBoskoop Student Advisors help all incoming credit mobility grantees. At faculty level there are also international officers and departmental coordinators. The IRO organizes Welcome Days and collaborates with the Erasmus Student Network. Facilities offered by UBoskoop include libraries, computer classes, language centre, free acculturation programme for foreign students 'Low Countries studies', advisory centre for students, student doctors, housing service, student restaurants, sport facilities and bicycle rent.

During the grantee's mobility, host institutions will monitor the incoming grantees by organising monthly monitoring meetings. During these informal gatherings, grantees can ask questions to the IRO and they can meet other grantees. Possible academic, accommodation, insurance, financial or personal problems can be tackled at an early stage.

Before returning home. Grantees are invited to the IRO to meet up one more time and evaluate the mobility. They are reminded about their obligations and the grantee signs the Certificate of Departure, officially confirming the departure date.

After returning home. The activities performed abroad are academically recognized by the home institution using the ECTS credit system, and is considered an integral part of the study programme. Therefore, a clear common procedure for the recognition and transfer of credits will be an integral part of the IIA. The LA and the ToR guarantee the credit transfer for courses passed successfully. Moreover, the project will control the complete recognition of credits by asking for the ToR issued by the home institution after the grantee's return.

Impact and Dissemination

20 PTS

"Explain the desired **impact** of the mobility project on **participants, beneficiaries, partner organisations** and at **local, regional and national levels**. Describe the measures which will be taken to **disseminate the results** of the mobility project **at faculty and institution levels**, and beyond where applicable, in both the Programme and Partner Countries."

DO

- ✓ **Explain the impact and outcomes of the mobility project on the different stakeholders.**
What is the expected impact on the participants (e.g. what skills will they acquire)? What is the expected impact on your institution? What about your partner institution(s)?
- ✓ **Explain the impact at local/regional/national level, including in the Partner Country.**
How will the outcomes be measured and evaluated? How will you know whether you have achieved the desired and expected impacts?
- ✓ **Describe what dissemination activities you intend to carry out and through which channels.**
Do you have means to measure success and disseminate results (e.g. publications, surveys, newsletters, alumni networks etc.)? If not, how will you develop them? Will you work together with your partner?
- ✓ **Explain who will benefit from the dissemination of project results.**
Will you keep the dissemination activity at the faculty/university level only or go beyond? What about your partner?
- ✓ **The stated impact should be relative to the number and type of activities planned.**
While sending a Bachelor's student to a Partner Country might have an impact on the individual, it will hardly have a regional or national impact. But perhaps a focussed exchange of staff in a particular faculty is embedded within a strategy of developing joint curricula or joint research projects.

DON'T

- ✗ **Do not forget to explain the expected impact at the partner institution, on its participants and at local, regional and national level.**
- ✗ **Do not mention only your dissemination strategy, but explain what your partner will be doing.**
- ✗ **If your dissemination activities are the same for each partnership, do not copy-paste. Mention them once and refer to them throughout the rest of your answers.**
- ✗ **Do not understand "desired impact" as what you wish to have as impact, but as what you can actually implement as a result of the mobility activities.**

Fictitious Example of a Dutch university



NO mention of impact on the individual participants in terms of new skills etc.

NO mention of reintegration measures for PhD candidates or how their experiences feed into UBoskoop's future mobility strategy.

NO mention of using returned participants as ambassadors or publishing success stories.

Impact on the institution and beyond: People-to-people contacts are a very important point in maintaining relations between universities. This project is an investment in the existing Cooperation Agreement between UBoskoop and UAH and UACH. Moreover, the credit mobility is a contribution to the ever more strengthening ties between UBoskoop and Chilean Higher Education Institutions and the Latin American region as a whole. Chile's increasing social and economic development over the past few years has led to progress in the areas of social wellbeing and guarantee respect for the rights of a greater part of the country's population. Social policy has been adjusted in order to respond to the needs of citizens that are evolving towards greater human development. Chile's progress has been widely recognised, including reaching important milestones, such as recently becoming a member of OECD. The country is seeking to develop its skills base by sending more students abroad to the world's leading universities. It is also re-organising its university sector to improve standards and seeking to increase the number of staff who hold PhDs by sending young researchers to research-intensive universities.

The relationships between both institutions will remain after the end of both mobility flows, thanks to the Cooperation Agreement. UBoskoop will internally strive to promote the results of the mobility project, in order to convince more faculties to join the Cooperation Agreement; by signing an addendum.



NO mention of how it benefits the faculties or departments that the PhD candidates are coming from in UBoskoop, whether they will make presentations or write articles highlighting the benefits.

NO mention of social media or multiplier strategies.

NO mention of how the two Chilean universities are going to disseminate the results.