



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
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ERASMUS+
PROPOSAL (PART B)

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

EACEA-03-2020 ECHE-LP-2020

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

Erasmus Key Action 2 (KA2) - Cooperation among organisations and institutions:

Partnerships for Cooperation and exchanges of practices

Partnerships for Excellence – European Universities

Partnerships for Excellence - Erasmus Mundus Joint Master Degrees

Partnerships for Innovation

Erasmus Key Action 3 (KA3):

Erasmus Key Action 3 (KA3) - Support to policy development and cooperation:

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 Area¹ 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)

What would you like to achieve by participating in the Erasmus Programme?

UNamur would like to produce the graduates that Europe and the world needs in the 21st century. We believe that in the face of the challenges the world faces, international cooperation is crucial. We think that an international experience such as the one offered by the Erasmus Programme and the exposure to different cultures should be important part of a young person's education. We embrace in this program because we want our students to become world citizen eager to communicate with their peers from other countries and culture.

Every student who goes through an Erasmus experience grows as a person but also accumulates skills and competencies that are in demand in both the Belgian and the international labour market. The student typically improves her or his language proficiency, learns to navigate in a different academic setting and culture and develops soft and interpersonal skills. These are all highly valued by potential employers.

At UNamur we would like to extend the range and nature of the opportunities we can offer to our students. The study and work placement opportunities offered under the Erasmus programme help us achieve that objective.

We are also participating in the Erasmus programme in order to increase our visibility and internationalize our campus. For each student we send, our university usually also receives an incoming exchange student from a partner institution. Furthermore, we have observed that exchange students often extend her stay at UNamur by registering as a degree-seeking student in one of our master's or doctoral programme (the latter especially in the case of graduates from an Erasmus Mundus programme).

Lastly, we participate in the Erasmus programme because of the durable and high-quality partnerships that it enables us to develop. With several of our partner universities, relationships that started out as simple student exchange partners, have evolved and now include mutual staff mobility for teaching and training under Erasmus, research connections, and collaboration in research consortia.

How does your participation in the Erasmus Programme fit into your institutional internationalisation and modernisation strategy?

UNamur's internationalisation (and modernisation) strategy consists of the following four main objectives. For each of them we detail the roles of the Erasmus Programme.

1. Improving the image and the attractiveness of our university:
UNamur is often perceived as a locally-oriented university without an important international outreach. This perception is erroneous in light of the many international activities, double degree agreements, international research collaborations and projects already existing at UNamur and we would like to change our image. For that purpose we will further develop the internationalisation of UNamur's teaching, research and campus life and actively communicate on these international activities. UNamur's participation in the Erasmus programme is a crucial tool in that process. First, it provides us with funding possibilities and the conceptual framework to make exchanges possible and internationalize the campus and students' curricula. It thus enabled us to double the number of outgoing students and to quadruple the number of incoming students under Erasmus +. We will use the new programme to further increase the number of incoming and outgoing mobilities (see point 2 below). Each student participating in the program is an ambassador for our University who contribute to the improvement of our national and international image. Second, the Erasmus Program also provides management and evaluation tools (both from individual participants and through the final reports of each edition) that helps us self-reflect and improve our internal operations to ensure a high level of quality for participants in outgoing and incoming mobility programmes.
2. Increasing the outgoing and incoming student mobility:
Under the Erasmus+ programme so far from 2014-19, the share of UNamur students participating in an international exchange experience was on average 1.6 per cent as compared to the total student population. We would like to increase that share substantially in the years from 2021-27 and the possibilities offered under the Erasmus programme will assist us with that objective. In addition to various promotional activities on Erasmus and programmes (flyers, information sessions and Erasmus testimony sessions), UNamur has also encouraged its faculties to define a default semester for an exchange semester as part of their academic programmes and to streamline the academic conditions for students to get accepted as a participant in the Erasmus programme. This effort will be pursued in the next years and the International Relations Service will continue to work closely with each faculty and programmes to overcome obstacles and provide solutions to issues that currently limit exchanges.
3. Increasing the outgoing and incoming staff mobility:

¹ 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

Similarly, to point 2, UNamur will stimulate the international mobility of its staff under the Erasmus programme. We see teaching mobility as having large benefits on individual participants and their students but also as a useful tool to strengthen partnerships. It creates unique opportunities for partners to get to know each other better, to build mutual trust and to engage in other collaborative activities beyond the simple teaching exchange. We have observed that it also stimulates subsequent student exchanges. As for training mobilities, it enables to offer an international experience to staff members who have limited possibilities to expose themselves to other universities' functioning otherwise. We are convinced that these mobilities significantly contribute to human capital acquisition, inventiveness at work and job satisfaction. We would also like to invite more staff from our partners to come to Namur for a mobility, both in the context of teaching and training mobilities. This will increase our students' and staff exposure to other points of view and teaching / working styles. It also triggers students and staff desire to engage in an outgoing mobility.

4. Development of partner network:

The fourth objective of UNamur's internationalisation strategy is to strengthen and further develop a network of strong and trusted partnerships under the Erasmus programme, in Europe but also worldwide. Thanks to the Erasmus Program, UNamur has been able to sign agreements with many universities inside and outside of Europe. These new agreements typically built on already existing research collaborations. The formalization of the partnership and the subsequent intensification of activities have led to new forms of collaboration such as students or staff mobility or the building of international research consortia. We will continue stimulating such virtuous dynamic and we will use the opportunities offered by the new Erasmus programme to deepen existing active partnerships and extend our network to include new promising partners.

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)

Key Action 1:

As we have been doing for over three decades, we would like to continue to participate in the learning mobilities offered under Key Action 1, notably in the outgoing mobilities for study and practical training (students) and for teaching and training (staff). A clear procedure for this action is already in place and its continuation during 2021-27 clearly fits the objectives 2 and 3 of our internationalization strategy outlined in the previous questions, by stimulating the student and staff mobilities.

We have also enthusiastically participated in the International Credit Mobility element under Key Action 1 since its first call in 2014 and we would like to continue using that action in the next round of the Erasmus programme. Similarly to the student and staff mobilities within Europe, the procedure, the roles and responsibilities of managing the International Credit Mobility programme at UNamur have already been clearly defined due to the previous participation in that action. This element of Key Action 1 responds to objectives 1 and 4 of our institutional strategy as it enables us to achieve more visibility in many parts of the world and helps us to create stronger partnerships with trusted institutions outside of Europe.

Key Action 2:

Under Key Action 2 we would like to pursue the Erasmus Mundus Joint Masters Degree (EMJMD) programme further. We are currently participating as a partner in an EMJMD programme but various research teams at UNamur have shown an interest in responding to a future EMJMD call with international partners from within their own research consortia. This is notably the case for a newly accredited master's programme in molecular microbiology, which as part of the internationalization strategy is entirely taught in English. The academics responsible are closely working with our International Relations office, which uses its experience from current and passed EMJMD programmes to set up a project. This action nicely responds to objectives 1 and 4 in our institutional strategy, as it would also enable us to increase visibility and reputation and to create stronger partnerships.

Regarding the other actions under Key Action 2, UNamur has relatively little experience, but would like to change that. This is particularly the case for the action related to partnerships for cooperation and exchange of practices, as we have been very active in cooperation for development projects for many decades in multi-year projects financed by the Belgian government (specially from the Directorate-general for Development Cooperation and Humanitarian Aid). We believe that the expertise many of our academic staff have obtained in this field make them ideal candidates for potential project under the cooperation and exchange of practices call under Key Action 2. Our International Relations Office is actively working with individual academics to develop such projects by using the existing partnerships in and outside of Europe they have used in the past and the mutual understanding and common interest that exists within them. Depending on the specific design of such a project, we believe that it would respond to all four objectives of our institutional strategy defined above: it would increase our university's visibility in the world, possibly lead to more student and staff mobilities and also create stronger bonds within the consortium responsible

for the project.

We are also discussing within our university and with existing partners the possibility to submit a project under the European University call. Using well established research connections and existing ties with potential partners, we would like to use this opportunity to develop even stronger connections with those partners as part of a European University consortium. A successful project under this call would also respond to all four of our strategy as outlined under the previous question. We would gain in visibility and reputation, very likely send more students and professors abroad to the partners within the consortium as a consequence of joint academic and research programmes and naturally also develop even better bonds with the partners within the consortium.

Lastly, we would like to engage in partnerships in innovation within an international consortium. Our department of education and technology is conducting research for the benefit of education and improved skills among teachers and educational staff and the overall aim to improve the teaching and learning quality. Innovations in this area are always important but especially so right now during the Covid-19 crises. Many countries and universities were surprised by the swiftness of the pandemic and had to struggle to set up procedures, methods and technologies in order to react to the changing circumstances. As we are not yet at the end of the Covid-19 crisis and similar crises may occur in the future, it seems essential to engage in and to promote innovation in the educational sector to be able to quickly respond with solutions that help minimize the impact on the teaching and learning activities of professors and students. We therefore plan to actively pursue potential partners under the partnership for innovation calls during 2021-27 with the aim of developing a project. Such an action would meet our objectives 1 (increasing visibility) and 4 (stronger partnerships) as described above.

Key Action 3:

Our university has never participated in a key action 3 project under Erasmus, but this is not due to a lack of interest. Our department of political sciences is working on many of the issues covered by calls under this action and we believe with better communication on existing calls and direct targeting of such calls to academics working on the topic covered by the call, a project could be developed and this is something we will actively pursue during 2021-27. It appears ever more relevant that in today's Europe with increasing EU-skepticism from various sides that adequate research is done in order to guide European initiatives for policy innovation and civil society cooperation especially in the field of educating our young (the future Europeans) and we would like to participate in that process, as we strongly believe in the European idea. In regard to our institutional strategy in terms of internationalization, a Key Action 3 project would also increase UNamur's reputation and visibility (Objective 1) and lead to stronger partnerships (Objective 4).

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.

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Thanks to our participation in the Erasmus+ programme during 2021-27, we are confident that we will come closer to reach our internationalisation objectives, as outlined above.

We are now using the momentum of starting a new round of the Erasmus agreement in 2021 and we are setting up with all individual faculties of our institution, a specific plan of action to implement the university internationalization strategy. This strategy includes targets, a specific timeline for the next 7 years as well as quantitative and qualitative indicators to monitor our progress.

Student Mobility:

In regard to overall student mobility, our university sets out to reach the target of 5% student mobility (SMS and SMP mobilities) by the year 2024/25, meaning that the share of outgoing mobility students should be at least 5% of the total student population during that academic year. Even though that number appears not very high, we start from a low base. By the end of the upcoming new Erasmus programme (2027/28), we aim for that share to have reached 10%. A specific inter-faculty Erasmus Commission is charged to monitor the progress in quarterly meetings and to work closely with faculties and specific academic programme coordinators to improve the rate of participation in the mobility programmes, by either improving the flow of information, by simplifying or streamlining the selection procedure and by reforming if necessary the academic programme in order to better identify a semester or time period that can be used as a default for a mobility window.

Our second target concerns incoming student. Our goal is to be able to balance the flow of incoming and outgoing students with our most important exchange partners by the end of the next Erasmus edition in 2027/28. Welcoming exchange students in Namur contribute to the internationalization of our campus and to our reputation. Furthermore, having a balanced flow of students with a partner is an important argument for a potential renewal of the partnership. In recent years we have been able to quadruple the number of incoming students, and we seek to pursue our efforts in that direction, working closely with our faculties and partner institutions to promote UNamur to potentially incoming students. The above-mentioned Erasmus Commission will closely monitor the flow of incoming and outgoing students from each of our program and to each of our partners.

In addition to quantify progress towards these targets, the Erasmus Commission will also assess the quality aspects of the implementation. To do so we will continue to ask each of our mobility participants (out and incoming, student and staff) to complete an internal survey in addition to the Erasmus+ mobility. This survey asks the participant about his or her satisfaction with the information provided and the support given before, during and after her mobility by UNamur and also by their host institution or home institution in the case of incoming mobility participants. We analyse the answers provided in these surveys with the aim of improving the management of the exchange programmes at UNamur and provide the next cohort of exchange participants with a better experience. We also alert our partner institution if students point to problems encountered during their stay. In our analysis we also consider the results obtained in the statistical section of each Erasmus' edition final report.

We have also established an alumni service at UNamur that maintains contact with our alumni and follows their careers. Many of our alumni work outside of Belgium and we have set up numerous alumni chapters in different countries with whom we interact regularly also in regard to the needs of the professional sector in that particular country. Furthermore, we use the alumni, who are usually working in sectors covered by the study programmes offered at UNamur, to identify possible internship places for SMP mobilities.

We see the longer-terms impacts of the specific actions described in the previous paragraphs in the generation of better graduates from our university with better professional prospects and a clearly identification with European and international ideals. Such impacts on the individual are then expected to trickle down at the local, regional and even national level.

Staff Mobility:

In regard to staff mobilities, UNamur would like to use the opportunities offered by the Erasmus programme to stimulate such exchanges further. We have not established specific quantitative targets but would like to include the out-going mobilities, especially those for staff training, as a specific tool used by our Human Resources. We strongly believe that training mobilities have multiple benefits. In addition to enabling the staff member to improve his or her professional qualifications, such mobilities bring new ideas to the university service or department improve job satisfaction. This latter point is especially evident in the vast majority of survey responses, which staff exchange participants completed. Such participants are happier when returning to their UNamur offices and that is an impact from which everybody benefits also in the longer term. Teaching mobilities for academics are valued as unique opportunities to develop stronger ties with partner universities and improve our mutual understanding and collaboration. They also have spill-over benefits on the academic teaching and research at UNamur and we will continue encouraging them.

In regard to incoming staff mobility, which we would also like to promote further, the impacts are multiple: Inviting a professor from a partner university to UNamur will have an impact on the student listening to the lecture, as the teaching style and the teaching language will likely be different to what the student is used to. In addition, an invited professor often also exchanges with colleagues at UNamur on academic or research-related questions and these exchanges strengthen the partnership between the two academics, departments and universities. Incoming staff mobilities for training have similar impacts as the one described for the teaching mobility above. The partners will get to know each other better, exchange ideas and good practices, and advance on joint research projects.

Increased visibility and stronger partnerships

Another impact we expect to see is a higher visibility on what UNamur does and stands for and consequently the reputation of our university. By using the opportunities offered under the Erasmus programme to visit partner universities and other institutions as part of an outgoing (but also incoming) teaching or training mobility, we can export and promote the brand "UNamur" better. This is true for mobilities within Europe but also for the mobilities offered under the International Credit Mobility programme under Erasmus. UNamur has a lot to offer and we would like to use that increased visibility to identify new and stronger partners for joint research projects and similar initiatives. This is especially important in an age where the share of research money allocated to international research consortia is ever increasing.

We also would like to use that increased visibility and our long-term experience in cooperation projects to identify consortia and partners for Key Action 2 projects. UNamur has a lot to contribute in this regard but so far has underused its potential for participating in such projects. If we can identify potential collaborators among our partners but also others can identify us because they have heard what Namur does and stands for, the overall quality of a consortium and hence the quality of a proposed project will be higher, benefiting not only the participating partners but also the topic, country and/or the individual target in the specific project.

By the end of the next Erasmus edition in 2027, we would like that UNamur has participated or is participating in at least in one of all the subprogrammes of the Erasmus programme, under each of its key actions.

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.

At the University of Namur, we operate in accordance with article 21 of the Charter of Fundamental Rights of the European Union in the sense that there is no discrimination “based on sex, race, colour, ethnic or social origin, genetic features, language, religion or belief political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation”.

At UNamur we attempt to apply and pass on the values we have inherited due to our Jesuit upbringings, i.e. openness, excellence, sustainability and freedom of speech. Following these principles puts the individual human being at the centre of our priorities and we strive to bring out the best in the individual irrespective of his or her origin. We ensure that the same fair and equitable opportunities are given to all potential participants and the faculty coordinator and the International Relations Service often interacts with individual students to find solutions to overcome obstacles to the student’s mobility project. We also ensure that economically, socially or culturally disadvantaged students are fully informed about the mobility opportunities open to them. This includes a special emphasis on such opportunities during the general information sessions given to students at the beginning of the academic year, but also later on during the specific mobility information sessions and the detailing of the special rates that exist for economically disadvantaged students. Such students are also eligible for additional financial support from UNamur in the form of interest-free loans.

We also offer special services (and counsellors) to students with disabilities, be it learning disabilities or physical disabilities. For such students (also for incoming exchange students) special measures can be put in place, depending in each case, which can range from extra time allowed for exams and assignments to housing designed for students bound to a wheelchair, for example. We also offer the same mobility opportunities to such students and actively work with partner universities to apply the same special needs measures for such students during their mobility. The concept of a blended mobility is a promising tool in such cases and we appreciate that such mobilities can now officially be declared and funded.

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 website².

We fully support this promising initiative, also with regard to the Erasmus Without Paper initiative, and would like to equip our outgoing students for the fall semester 2021 with such Student Card. We have informed our university library and our computing services, which are the responsible institutions for physically printing the card and for providing the information to be included on the card, respectively, and are confident that the broad procedure and the technical equipment/modifications will be in place by the spring semester of 2020/21. We are also in contact with some of our partners, some of whom have already fully implemented this initiative, to exchange experiences and good practices in this regard in order to learn on how to better implement it at UNamur. Our timeline for the Erasmus+ Mobile App for student’s cell phones follows the same as the one for the European Student Card.

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

At UNamur we are already implementing environmentally friendly practices. These practices range from the Erasmus Without Paper initiative to mandating the separation of waste on campus and in student residencies:

We have moved the management of the Erasmus programme for both outgoing and incoming participants to Mobility Online with the aim of eventually moving it to the European Dashboard. As a consequence, all paperwork has been moved online and we have also implemented the use of electronic signatures.

As a sign towards environmentally friendly practices, UNamur is also implementing an initiative to attain a “sustainable campus” in order to limit direct environmental impact along 5 main themes, energy, sustainable mobility, waste management, sustainable alimentation and sustainable purchase and use of resources. A special group has been

² https://ec.europa.eu/education/education-in-the-eu/european-student-card-initiative_en

implemented on campus to coordinate this initiative and one of our vice-rectors is now also occupying the title of vice-rector for sustainable development.

Our students and incoming Erasmus students naturally have to adhere to these practices. For example, during the two weeks of orientation for incoming students prior to the academic year, we conduct a special session on the "sustainable campus" in order to educate the students to correctly separate their garbage along the Belgian guidelines, to promote the use of bicycles and public transport and to make them be aware of energy- and resource saving techniques and practices.

The sustainable campus initiative is ongoing and we attempt to include students (Erasmus and other) in it and to create awareness for it, because they will be the future actors in society. A student-driven initiative in this regard are the shared living units in campus housing, where a group of students (about 10 on average) organizes around a certain theme and then promotes that theme among the general university population and sometimes even the wider public by engaging in activities related to it. Two such shared living units operate under the name Ekot (KOT being the Belgian term for such a shared living arrangement) and Ekoteam. Both groups of students engage in the promotion of sustainable practices and fair trade practices. In an attempt to integrate incoming Erasmus students as much as possible with the Namur student population, we also house incoming Erasmus students in these shared living units.

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

Before the mobility:

Students at UNamur are encouraged from the beginning of their studies to engage in activities related to civic engagement and active citizenship. Many UNamur students live in campus housing and within the campus housing many students live in shared living arrangements (so-called "kots") that operate under a certain theme. Currently there are 16 such kots with 16 different themes, which range from the DemocraKOT, whose aim it is to "create awareness for a fairer, more democratic world", to the KapNord, which engages in "social projects with the aim of helping the less fortunate", to the ErasmusKOT, which is also the local chapter of the Erasmus Student Network at UNamur and which aims at promoting mobility programmes and acting as study buddies for the incoming exchange students. Each KOT has to apply at the beginning of the academic year in front of a commission to get accepted and also has to justify at the end of the academic year its activities in order for the commission to decide whether a renewal can be granted. The realization of the students are often impressive and these "kots" greatly contribute to stimulate civic engagement and active citizenship not only among participating students but also among other students who witness these realizations.

Another prominent actor is the "Forum universitaire pour la cooperation internationale au developpement" (FUCID), a NGO closely associated with UNamur and located on the UNamur campus. Its actions centers on education to world and social citizenship ("éducation à la citoyenneté mondiale et solidaire"). Its multiple activities raise awareness among our students, some of them potentially future out-going Erasmus students, in issues related to development, or social and environment issues. Thus every Thursday during lunch break, it organizes a brown-bag type of seminar for students and staff on a specific topic. These meetings typically include the participation with an invited speaker (sometimes a student) and the active participation of students. The FUCID also promotes student engagement and action in concrete projects, both in Europe and outside (providing some to participate in a cooperation project for example).

Various academic programmes at UNamur recently introduced an activity that promotes civic engagement and/or active citizenship. In the bachelor in business and economics, in the bachelor in political sciences and in the bachelor in communication, this activity consists of a new course with the title "Citizen Engagement", which is worth 4 ECTS credits. It requires students to identify a social project of interest and participate as a volunteer in an association/institution administering such project. Students are then asked to reflect on their experience and its impacts on their personal, civic and academic lives. They also formally share these reflections with their peers.

During the mobility:

We encourage our outgoing students to act as ambassadors at their host university. We equip them with brochures and other material about UNamur and encourage them to participate into mobility events at their host university or simply to present UNamur, the city of Namur and Belgium for 5-10 minutes at the end of a class. Beyond the promotion of our university, the aim is to stimulate students to take initiatives and present their university often in a different language in front of a student audience.

Regarding incoming students during their mobility with us, they have access to the same resources outlined above in the "Before the mobility" part of this point. Furthermore we purposefully house international students in the Belgian shared living arrangements (kots). In doing so, we apply a maximum of 2 international students per kot so as to foster integration and the cultural, linguistic and civic-engagement experience associated with it. The kot experience is often very highly appreciated by our incoming student. The existence of housing possibilities with Belgian student is often one of the first inquiry by future exchange students contacting us for more information on our university.

After the mobility :

Our returning students often become more engaged in their studies and in the campus life after their mobility. They are active participants to the FUCID activities for example (see above). In addition, we stimulate their participation in the activities of the Erasmus Student Network at UNamur, which many of them have gotten to know during their own mobility abroad. We also invite all outgoing students to promote their experience among the general Namur student population either on their own initiative via the student social media, in the university newspaper or during the Erasmus Testimony Session organized each fall for students, staff and the general public in one of the large UNamur lecture

halls. This sharing of experiences raises mobility and non-mobility students' awareness that they are European and world citizen and not only Belgian.

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 Recognition³.

All credits gained by students during a mobility abroad are automatically recognized by UNamur towards a student's academic programme. This is in line with the true spirit of the exchange and the Bologna process.

SMS students: The exchange period abroad for SMS students is governed by a learning agreement, which contains the exact list of courses and number of credits a student will follow abroad. The learning agreement is signed by the student as well as the academic coordinator by the home and host institutions. If there are no changes to the original learning agreement (in which case the relevant "changes" section in the learning agreement will be completed), the student will receive a transcript of record at the end of the stay whose content is identical to the definite list of courses in the learning agreement. This transcript of record will be encoded in and/or annexed to the learning agreement. The name of the courses, the number of credits and the grades obtained will be encoded at UNamur into the student academic programme and then eventually also appear on the student's transcript of record and diploma supplement with a special reference to the host university.

SMP student: The procedure here is similar to the SMS one. All students scheduled for an internship mobility abroad already know before their mobility how many credits they will obtain towards their academic programme at UNamur if they fully complete the internship. All these points are detailed in a training agreement, which is signed prior to the mobility by the three parties involved, the students, the academic coordinator at UNamur and the supervising person at the host institution. Each internship is designed to correspond to a fixed number of credits, which varies by study domain, based on the workload and the activities to be performed during the internship, which are also detailed in the training agreement.

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

As described above, increasing outgoing and incoming staff mobility is one of the main objectives of our internationalisation strategy. UNamur therefore fully supports staff mobility, both outgoing and incoming, also because we find it important for their professional development of the individual but also because of the inputs and new ideas especially administrative staff members also bring to their own services after a training mobility abroad.

We therefore actively promote such mobilities during information sessions, the sharing of specific project calls among our staff and the maintaining of a detailed website containing rule and rates governing such mobilities and specific testimonies of staff members who have participated in a staff mobility in the past. Members of the International Relations Service also presents the existing opportunities to academics in regular interventions during the faculty or departmental meetings and also meets with the directors of the university's administrative services to outline the opportunities that exist for administrative and technical staff.

In regard to the recognition of staff mobilities, for academic staff the recognition usually happens under the "service to the community" pillar of academic promotion. In the case of administrative staff the fact of having participated in a training mobility in order to further the staff's own qualification and expertise is recognized as a component in the evaluation of the staff member. A wider recognition initiative is being discussed at UNamur as part of a structural reform and also in line with its internationalisation strategy. Under that reform, any international staff mobility would become an integral part of professional developments (i.e. language training abroad).

2.3 For the Purposes of Visibility

³ 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))

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.

UNamur will publish its Erasmus Policy statement on this webpage:

<https://www.unamur.be/international/politique>

We will promote the activities supported by the programme through specific and targeted communication.

-For non-competitive KA1 activities, thus the student and staff mobility programmes for study, teaching or training, UNamur's Inter-faculty Erasmus Commission informs both, academic and administrative faculty coordinators, about new opportunities, new destinations or partners, new rules and other information in 4 annual meetings and regular newsletters. Each faculty organises in the fall of each year information sessions for potentially interested students and professors at the same time also promote the importance of an international mobility experience to the students in their classrooms in order to increase the participation in the information sessions. We also organise each fall an "Erasmus testimony evening" open to all student, faculty and the public, in which alumni and current students (we always include one "live" online testimony from a student currently abroad) report on their exchange experience and on how it has impacted their personal and professional lives. In order to promote all events (testimony evening and faculty-specific information sessions) we also produce flyers, posters and send out repetitive emails announcing the events.

-For competitive KA1 activities, we will publish each of the calls (for KA1, specifically the Erasmus Mundus and Erasmus International Credit Mobility calls) in internal "funding opportunities" database at UNamur. By doing so, specific professors and academic staff who regularly consult that database are immediately informed about the opportunities.

-Furthermore, for specific calls, such as the International Credit Mobility, we are organizing information sessions in each fall, which are attended by interested faculty members. Former Erasmus Mundus or Erasmus International Credit Mobility participants are also invited to provide testimony during the testimony evening mentioned above.

-During 2021-2017, we will promote the KA2 and KA3 calls and opportunities in a similar manner to the one described for KA1 above. Up to now UNamur has been little active in KA2 and KA3, but that is something we would like to change.

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.

The Erasmus Charter is widely made available by

-posting it on the website

-sending it to faculty members and directors of our administrative services

-discussing its contents and aims with the faculty coordinator and service directors at bi-annual extraordinary sessions of the Interfaculty Erasmus Commission with the objective of assessing to which content is not yet fully compliant with the charter and on how to improve or achieve full-compliance.

-each mobility participant receives at the same time as their scholarship agreement also a copy of the charter (for the students it is the student charter), which they are encouraged to study, to fully understand and to apply. We also provide the student charter to outside of Europe mobility participants not covered by the Erasmus programme, because we believe that the broad guidelines provided in the charter apply to them as well. We do explain to them that they are not covered or government by the Erasmus programme, but we would like to create an awareness among those students as well for the Erasmus programme and its concept and principles.