



Executive Agency, Education, Audiovisual and Culture



IntUni – The Challenges of the Multilingual and Multicultural Learning Space in the International University

Final Report

Public Part

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Executive Summary

IntlUni (2012-15) has addressed the challenges of the multilingual and multicultural learning space (MMLS) in the international university where students and lecturers alike have different linguistic and cultural backgrounds; in principle, its target audience is anyone involved in the internationalisation of higher education at institutional, national, regional or European levels.

The overarching aim has been (i) to identify quality criteria that should characterise teaching and learning in the MMLS, and (ii) to develop recommendations for how HEIs may ensure the quality of teaching and learning in the MMLS.

The target users of IntlUni outcomes are therefore HEI staff, in particular language teachers and lecturers responsible for teaching international programmes; at the leadership (management) level, the target users are top management, heads of department, programme directors and directors of language centres or international centres. The final recommendations are directed at HEIs, national or regional governments responsible for higher education as well as European organisations and associations concerned with higher education and quality assurance.

The 38 partner HEIs are located in 27 countries and are thus a microcosm of European diversity. The partner representatives cover a wide range of relevant expertise: researchers within the internationalisation of higher education, teaching and learning, or language learning; language teachers; content teachers; educational developers; officers of international offices, etc., some of them in leadership positions.

One representative per partner HEI has been responsible for communication with the project management at all times and – in most cases – these representatives have coordinated the IntlUni work within a working group at their own HEIs. The collection of data has taken the form of an electronic survey collecting basic information as well as results of focus group interviews across the partnership; a collection of narratives on the challenges encountered in partner HEIs; a collection of examples of good practice and, finally, a survey of impact and exploitation in partner HEIs. Based on recent relevant literature and this very rich data set, the second half of the project has been devoted to developing the IntlUni Principles for quality teaching and learning in the multilingual and multicultural learning space, exemplified by Illustrative Samples as well as the IntlUni Recommendations. The final outcomes were presented and discussed at the conference **Towards mastering the challenges of the international classroom** (September 2015). Key final outcomes can be found in the document **Opportunities and Challenges in the multilingual and multicultural learning space** ([Lauridsen & Lillemose \(eds\) 2015](#)).

The outcomes foreseen in the original grant application have been produced. In addition to these tangible results, collaboration among project partners has been a very valuable learning experience for all; it has become clear to everyone involved how diverse the situation in fact is regarding the internationalisation of higher education across Europe.

IntlUni continues as a virtual network, allowing partners to continue informal collaboration established in the course of the project; some partners are expected to initiate new or follow-up projects. – All project outcomes can be found on the website: www.IntlUni.eu. In the News section there is a link to the IntlUni electronic [Newsletter](#), circulated to the partners and interested project-external stakeholders during the three-year project. On the homepage there are also links to Facebook and Twitter.

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1. Project Objectives

In the internationalisation of higher education and the development towards the European Higher Education Area (EHEA), many Higher Education Institutions (HEIs) are facing challenges formerly unknown to them: Students and lecturers alike form much more heterogeneous groups than ever before, speaking a wide spectrum of languages and representing a wide spectrum of cultural backgrounds in what may be termed the Multilingual and Multicultural Learning Space (MMLS).

While this internationalisation process may be measured in quantitative terms such as, for instance, the number of incoming and outgoing students, IntlUni has focused on the qualitative aspects in the curriculum and the teaching and learning processes and practices. There are several reasons for this: First of all, the internationalisation of higher education encompasses much more than the mobility of students and staff; in Europe only 10-20 per cent of students actually study abroad, while 80-90 per cent of them stay in their home country ([European Commission 2013](#)).

Given this situation, it seems important that there is an international and intercultural dimension in the design and content of curricula and in the teaching and learning processes and practices of higher education so that all students have the opportunity to acquire the international skills and competences required in a globalised world, irrespective of whether or not they themselves are internationally mobile. This is all captured in the definition of internationalisation offered by de Wit *et al.* (2015:29) in their study on the [Internationalisation of Higher Education](#):

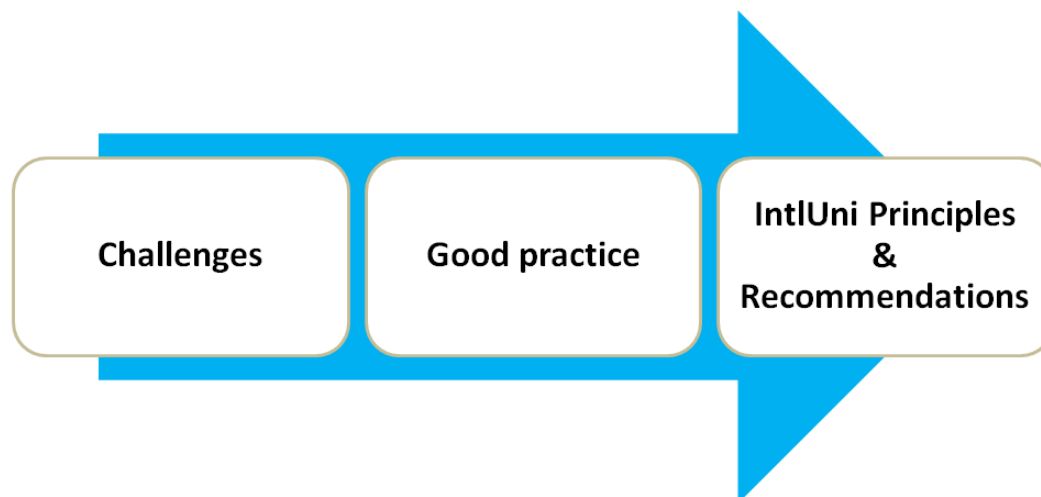
*[Internationalisation of Higher Education is] the **intentional** process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education, **in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society.***

The internationalisation of higher education may thus be said to concern all students and all lecturers and be characterised by a set of linguistic and cultural factors in the MMLS. **Multilingual** because students and lecturers – despite their similarities – have a range of first languages (mother tongues) even though the language of instruction is one shared language. **Multicultural** because the backgrounds of students and lecturers will be rooted in different ethnic cultures, which are brought together in the local culture of a given HEI; the HEI – in turn – will be characterised by an academic culture at the same time as there will be cultural similarities and differences among the academic disciplines represented in the HEI.

Recent years have seen an increased focus on the **quality of higher education** (e.g. [European Commission 2014](#); [The EAIE Barometer 2015](#)). This focus on quality is also reflected in the IntlUni project, and the IntlUni aims were originally defined as **identifying quality criteria that should characterise teaching and learning in the MMLS, and developing recommendations for how HEIs may implement and ensure the sustainability of quality teaching and learning in the MMLS.**

In the course of the project, it was decided to change the term criteria to principles in order to underscore a key characteristic of the final project outcomes: rather than a checklist of criteria that are or are not met, guiding principles can be said to constitute a conceptual framework within which local solutions and new initiatives should – or could – be negotiated.

The principles thus recognise the **diversity** found in the internationalisation of higher education in Europe and the fact that while challenges and opportunities may be similar, there is no one hat that fits all. The **IntlUni Principles of quality teaching and learning in the multilingual and multicultural learning space** are exemplified by a set of **Illustrative Samples**; together with the **IntlUni Recommendations** they form the final outcomes of the project.



The first year of the project (2012-13) was concerned with defining the context of IntlUni, with identifying various different settings for the internationalisation of higher education, and with identifying the linguistic, cultural and pedagogical/didactic challenges in the different settings. In this process, project partners recognised not only the challenges, but also the opportunities offered in the MMLS; the work of the second and third years therefore encompassed this combination of challenges as well as opportunities.

The second year (2013-14) was devoted to identifying examples of successful practice and ways to meet the challenges and reap the benefits of the MMLS. These examples (cases) formed the data upon which the IntlUni Principles and Recommendations were developed in the third year (2014-15).

Different stakeholder groups may benefit from IntlUni

In the IntlUni Network, the partner HEIs were primarily represented by the lecturers working in the MMLS, but also by programme directors, educational or academic developers, officers of language centres, etc. While the vast majority of them were teachers/researchers, a few of them were employed in administrative positions relevant to the work of the project (international offices, units serving directors of study, or units of educational development). The [Evaluation Board](#) comprised individuals at the top management level of higher education as well as a representative from the European Students Union, and the Network therefore seems to have been well suited to develop recommendations to different communities of users as part of its outcomes.

In addition to the work of the **Inner Circle** of partners and the **Evaluation Board**, IntlUni also comprised an [Outer Circle](#) of external stakeholders who were kept informed about the development of the project via electronic media ([website](#), [newsletters](#), [Facebook](#) and [Twitter](#)) and who, on a couple of occasions, were invited to comment on draft versions of outcomes in a blog, thereby also providing valuable input to the final outcomes of the network project.

A panel of **project-external experts** were invited to comment on draft results in a workshop at the end of the second year, just as colleagues in leadership positions at partner HEIs were invited to join the discussions and influence the outcomes of that workshop.

At the final conference HE leaders / decision makers as well as external experts and representatives of the large European associations (EUA, EURASHE, ENQA, ESU) were invited to respond to the IntlUni outcomes.

These **dynamic interactions between HEI partner representatives in the project and colleagues in other communities of users** were established in order to ensure both high quality and relevance in the final outcomes of the project for the European community of HEIs engaged in the internationalisation of their programmes of study.

For more information on the IntlUni partners, please see the [partner section](#) of the website and the document [Who are we?](#).

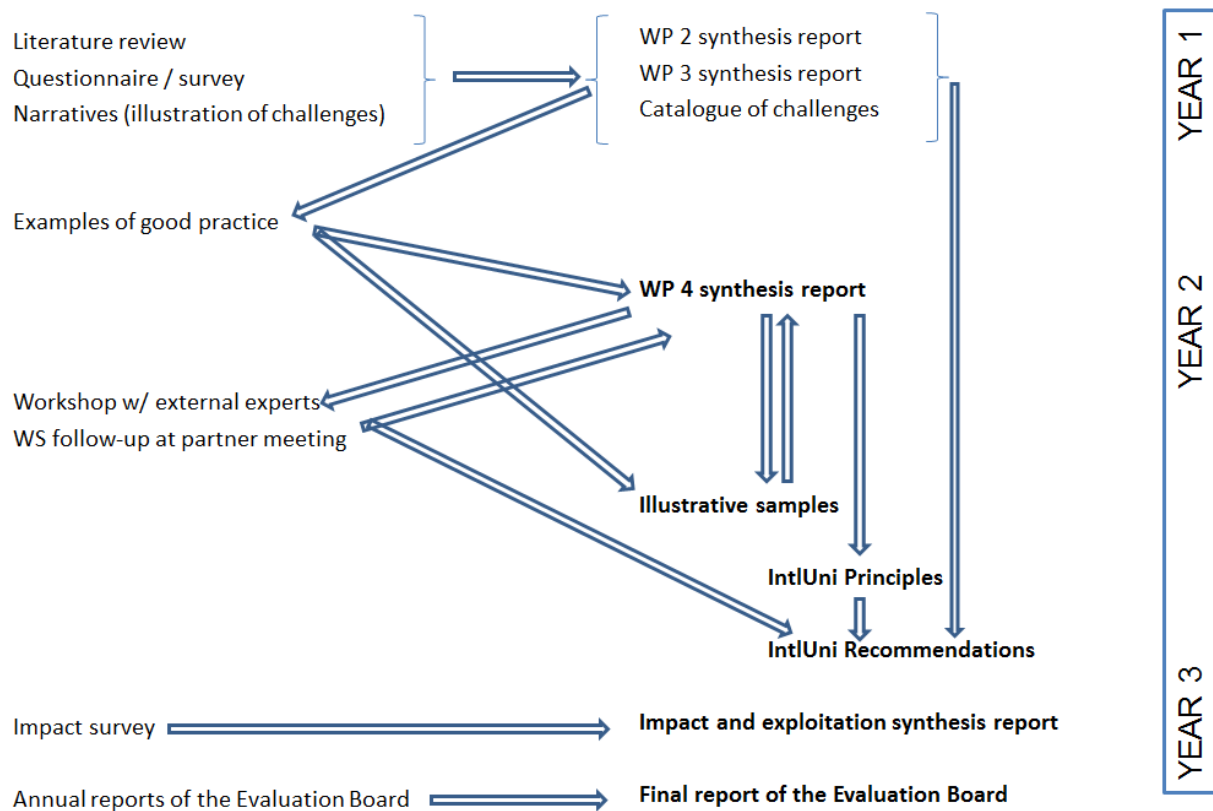
The IntlUni Principles and Recommendations, developed in the third year (2014-2015), are directed at **different communities of users** – in the HEIs, top management, lecturers and those responsible for developing and managing programmes as well as the students. The IntlUni Recommendations are directed at HEIs, regional or national authorities as well as the European level (associations and the European Commission).

2. Project Approach

The IntlUni project has been organised in an **Inner Circle** of partner representatives, and an **Outer Circle** of interested stakeholders outside the project. In most partner institutions there has been a working group cooperating with and supporting the work of the partner representative who participated in the two all-partner meetings per year. With very few exceptions, communication and work between meetings took place within the partner HEIs or via electronic media.

Different **methodologies** have been employed in IntlUni:

IntlUni process / methodology



In the figure above, the left-hand side shows the **activities** and the **actors** (the partner representatives and work groups; external experts; members of the evaluation board), whereas the **outcomes** (tangible results) are shown to the right. The arrows show how several of these processes have been iterative, leading to more substantiated results, and also how the (draft) outcomes in the first two years eventually contributed to the final outcomes in the third year.

In the first year of the project, in order to establish the state-of-affairs and the challenges faced at partner HEIs, an **online survey** was conducted among all partner institutions with a view to defining the challenges of the MMLS. Most of the responses in the survey were based on focus group interviews or other joint efforts of several people in the partner HEIs. In addition to that, **narratives** describing challenges and possible solutions were collected in

the second half of the first year in order to complement the results of the survey and provide additional input to the outcomes of the first year (**synthesis reports** for Work Packages 2 & 3).

In the second year, almost **100 examples of good or successful practice** (cases) were collected at partner HEIs and made available in a working document to all partners. Key characteristics of the good practice cases were identified and discussed among all partners in an iterative process; a draft document was presented at a workshop with external experts at the end of the second year, and based on the discussion and outcomes of that workshop, the **IntlUni Principles** were developed in their final version in the third year. In a parallel process, a selection of the cases was edited to form the **Illustrative Samples** exemplifying the IntlUni Principles.

The **Impact and Exploitation** (synthesis) report was developed based on an electronic survey with quantitative as well as qualitative data (text comments) among all partners in the second half of the third year. The survey and report contains information about the impact and exploitation of IntlUni processes and products while the project was still in motion and can therefore only estimate the kind of impact that the project may have after the publication of all final results (and the end of the project period).

The **final outcomes and results** are listed in section 3 below.

The Inner Circle of IntlUni comprised 38 partner HEIs in 27 countries. The approach described above was employed in order to take into account the relevance and validity of the project outcomes in different contexts (settings) across Europe, thereby benefitting the HEIs and individuals directly affiliated with IntlUni as well as external communities as much as at all possible.

Quality assurance and control has been the responsibility of all partners throughout the lifetime of the project; and it has been the responsibility especially of the management committee and work package leaders to always keep the quality of the project processes and the outcomes in mind. However, in order to ensure such quality, it is also important to have someone not directly involved in the project **evaluate** these processes and products. IntlUni therefore had an external [Evaluation Board](#) whose members had access to all project documents and participated in the partner meetings in the autumn of 2012, 2013 and 2014 and in the final conference in September of 2015; throughout the three years, members of the EB evaluated the processes and outcomes in relation to the description of the work packages, and provided feedback to the project management as well as the partnership as a whole. – The feedback received was in fact very positive and provided incentives for the management and project partners to continue along the lines originally foreseen in the project description of the grant application. The being said, members of the EB also saw themselves as critical friends offering good advice which certainly assisted all project partners in keeping their focus on reaching the final results and provide quality outcomes.

Throughout the project, **dissemination** was considered an important issue, and reaching out to colleagues in partner HEIs as well as to project-external stakeholders was therefore a constant priority. This was done in a range of different ways:

A. Electronic media

The [project website](#) was constantly updated and all project outcomes were made available via the website in their final versions. In addition, some of the draft outcomes were also presented there in a blog with an invitation to external stakeholders to comment on these drafts for limited periods of time.

On the website there was a closed section for project partners and EB only (Intranet) with key documents, information about upcoming meetings, meeting minutes, etc.

An [electronic newsletter](#) was produced twice a year and circulated to all partner representatives as well as external stakeholders. The newsletter contained information about the progress of the project, project outcomes, invitations to comment on work in progress, etc. The social and cultural aspects of partner meetings were also included in order to add a lighter touch to some of the news stories. – Partners were expected to disseminate the newsletter further through their national, regional or international networks. Partner representatives as well as individuals who had signed up as members of the IntlUni Outer Circle, automatically received the newsletter.

The **newsletters** were circulated before the summer and the winter holiday season focusing on results achieved at the two large partner meetings held in May/June and October/November every year. Further, an IntlUni **Update** (PDF via e-mail) was circulated to all partner representatives, members of partner-internal working groups and the EB after the meeting of the management committee and work package leaders in February/March every year.

IntlUni also had (still have) **Facebook** and **Twitter** accounts; both of these are accessible from the website homepage and complement the information available there. In the course of the project, the website was visited quite frequently and the social media had a satisfactory amount also of project-external followers, indicating an interest in the project from such external stakeholders.

B. Conferences, workshops, etc.

Throughout the project, IntlUni aims, objectives and (preliminary) results have been presented at **national, regional or international conferences in Europe and the United States** – both as a result of invitations (key notes / plenaries) and of abstracts successfully submitted in response to calls for papers. Associations organising such conferences include e.g. Academic Cooperation Association (ACA), European Association for International Education (EAIE), American International Educators Association (AIEA), Integrating Content and Language in Higher Education (ICLHE), the European Confederation of Language Centres in Higher Education (CercleS), the International Consortium for Educational Development (ICED), the Utrecht Network Summer School, the Norwegian Forum for English for Academic Purposes (NO), the Sustainable Multilingualism Conference (LT), the German Academic Exchange Service (DAAD), the Higher Education Academy (HEA, UK), the Association of University Language Centres (UK), the Spanish Rectors' Conference, Congreso Internacional de la Sociedad Española de Didáctica de la Lengua y la Literatura (ES), the Danish Network for Educational Development in Higher Education (DUN, DK). To this should be added a considerable number of individual HEIs organising institutional or local events such as e.g. the European Day of Languages, a "Teachers Day", or an "International Day".

All partner representatives have been involved in partner-internal and in some cases also external dissemination activities; however, a good part of the invitations have gone to the project coordinator, who has accepted as many invitations as possible, or has suggested that other partner representatives presented at events where she could not be present herself.

A printed **bookmark** with information about the IntlUni aims and website address has been disseminated to conference participants on these occasions and at other events whenever relevant and possible.

For the purpose of presenting IntlUni in poster sessions, an A0-size **poster** was produced and made available to all partner representatives before the summer 2014.

Other dissemination activities

A **PowerPoint presentation in English** with IntlUni aims, objectives and outcomes, etc. has been regularly updated by the coordinator and manager, posted on the website as a pdf-file and made available as a PPTX for all partner representatives on the Intranet. If/when necessary, partners translated the presentation into other languages and made the translations available to colleagues on the Intranet. The [final version](#) can be found on the project website.

For **partner-internal dissemination**, several partners have organised events or written about IntlUni on the websites of their organisational units, in internal media, etc.

3. Project Outcomes & Results

For all intents and purposes, the original work plan has been followed and the results foreseen have been achieved. In addition to this, more activities have been undertaken in order to substantiate the project processes and outcomes further, and more dissemination events have taken place than originally foreseen (cf. section 2 above).

Year One – Work Packages 2 & 3 (2012-2013)

In order to define the context of IntlUni, the following documents were produced and made available on the website:

[The Context of IntlUni.](#)

[Internationalisation At Home in Higher Education](#) (model).

[Who are we?](#)

In accordance with the work plan, Year One was devoted to identifying different settings of the international HEI (WP2) and to identifying the linguistic, cultural and pedagogical/didactic challenges of HEIs in these settings (WP3).

As a result of a survey conducted among partner institutions during the first 6 months, and the discussion of it among partners, a [synthesis report](#) of WP2 was produced. Moreover, the diversity of language regimes in HEIs across Europe was captured in a [spectrum of modalities](#). It is important to bear in mind that the spectrum should not be seen as a continuum towards an end goal of all English, but as different options that present themselves when HEIs – within their own contexts – define the language(s) of instruction in the programmes that they offer. There is no denying that most of the programmes are taught in English if they are not taught in the local, regional or national language(s) of a given HEI. However, there are also examples of other language choices among the partnership.

The original plan was to develop a typology of settings or scenarios for the international HEI. However, recent literature on the internationalisation of higher education as well as the online survey both indicated that the differences among HEIs and their local, regional or national contexts make it next to impossible to establish a typology based even on a limited number of parameters. Instead, the diversity among partner HEIs was seen as a reflection of the diversity that may be observed within European higher education in general.

In the process of identifying the challenges of the MMLS, it was considered advantageous to employ a model on [culture in the internationalisation of higher education](#). It was therefore decided that the cultural challenges should be characterised in accordance with a model distinguishing between (lecturers' and students') ethnic culture, the local culture of a given HEI, the academic culture of the HEI and the culture of individual disciplines. The model is also presented on the IntlUni website.

As a result of the online survey and an additional collection of narratives further detailing the challenges of the MMLS, a [catalogue of challenges](#) was developed. The background for it is outlined in the [synthesis report](#) for WP3, and the catalogue itself is also presented on the website.

In addition to the documents already mentioned above, a list of [recent key literature](#) was also produced in the first year.

The two synthesis reports as well as the other documents and models developed in the first year and mentioned above (with links to the website) together form the foundation of the work in the second and third years of the project:

Year Two – Work Package 4 (2013-2014)

In Year Two, IntlUni was engaged in identifying examples of good practice (cases) on teaching and learning processes and practices that had been employed at a given HEI in order to deal with challenges and issues that had occurred, or initiatives that contributed to making the internationalisation effort successful. In order for an example to be considered good, it had to have been considered successful and have served its purpose in a given local context. This decision is a reflection of the diversity that characterises European higher education and the differences among HEIs. The individual cases cannot necessarily be immediately transferred from one institution to the other, but they may serve as inspiration for colleagues in other HEIs. This is also the main reason why not all cases have been published; some of them are relatively similar, and some of them are more developed than others. However, a selection of them were deemed of such a nature that they would be of interest to a wider audience and were edited to become the Illustrative Samples exemplifying the IntlUni Principles developed in the final year of the project.

Year Three – Work Packages 4, 5 and 8 (2014-2015)

Based on the work of the first two years, the third and final year of the project produced the final versions of the **IntlUni Principles for quality teaching and learning in the multilingual and multicultural learning space with Illustrative Samples** as well as the **IntlUni Recommendations**. These documents constitute the main project outcomes; they offer quality principles as a conceptual framework within which HEIs and their (academic staff) may negotiate changes to be made or future initiatives to be taken within their international programmes as well as recommendations targeted at HEIs, national or regional authorities and European associations.

Dimension (actor)	Focus on activity (process)	Quality principles (conditions)
1. The institution	Educational context & institutional environment	Providing an inclusive learning space: <ol style="list-style-type: none"> 1. Institutional support for learning conducive environments 2. Integrating students and staff in the institution
2. The teacher	Educational processes	Raising awareness about teaching and learning processes <ol style="list-style-type: none"> 1. Reflecting on teaching approaches and negotiating learning processes 2. Managing and leveraging diversity
3. The student	Educational outcomes	Developing one's own cultural identity and extending one's knowledge base <ol style="list-style-type: none"> 1. Benefitting from awareness of cultural differences and the ability to deal with linguistic diversity 2. Acquiring and applying contextual and intercultural knowledge to different cultural contexts

As it appears from the matrix above, the IntlUni Principles have three dimensions or groups of actors, the institution, the teachers and the students; and for each of the actors, there is a focus of activity (processes) as well as a set of quality principles. The Principles are exemplified by Illustrative Samples; these were written based on some of the partner cases mentioned above. Drawing on the results of work in the first two years, including the development of the principles and the samples, the **IntlUni Recommendations** were developed in the third year.

All of these outcomes can be found with an introduction, etc. in the document **Opportunities and challenges of the multilingual and multicultural learning space. Final document of the IntlUni Erasmus Academic Network 2012-15** ([Lauridsen & Lillemose \(eds\) 2015](#)).

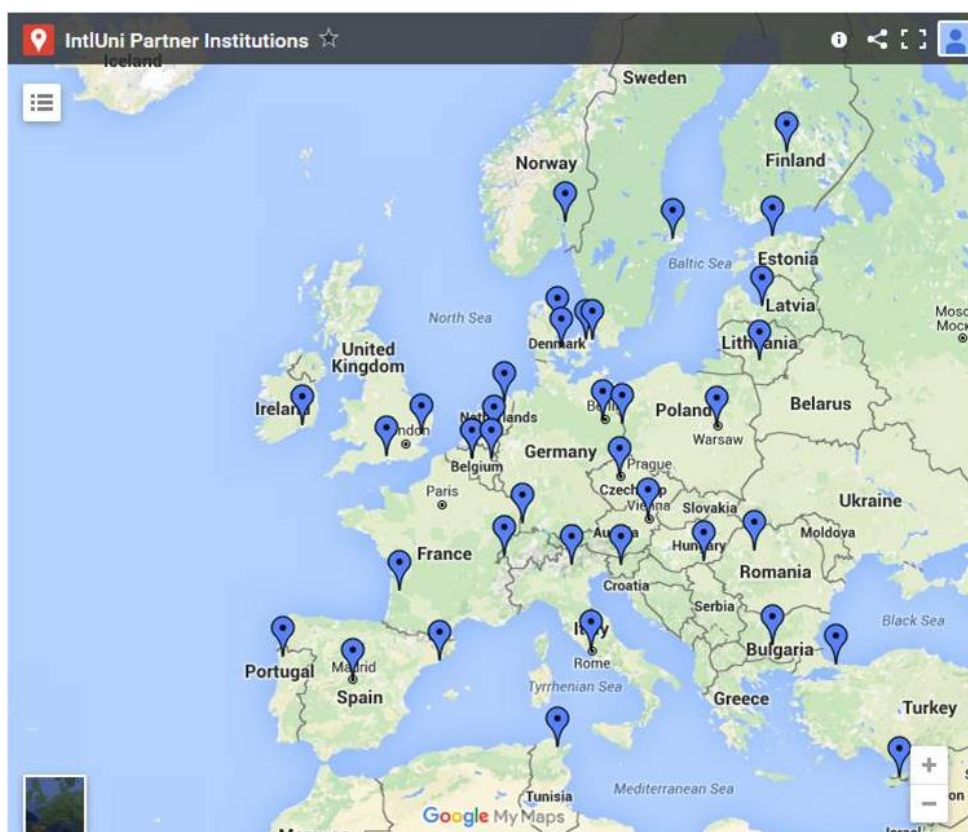
As for the impact of the project results, it is still early days. The **Impact and exploitation survey** conducted among all partners in the final months of the project offer an indication of how the project has already had an impact that has led to changes on four levels: the individual partner representatives and their immediate colleagues (awareness raising); new awareness about and changes made in the curricula and teaching/learning processes and practices in the MMLS; changes at the institutional level; collaboration and extension of networks. This has been synthesised in the [IntlUni Impact and exploitation report](#).

In conclusion it may be said that, at one and the same time, the IntlUni project has produced outcomes as foreseen in the original work plan as well as developed further documents (additional outcomes). It is hoped that these documents will inspire future development and new initiatives within the area of the multilingual and multicultural learning space, not only in the partner institutions but across European higher education, thereby facilitating **peer-to-peer inspiration and sharing of knowledge and experience**.

All links to the documents above are to sections of the IntlUni website: www.IntlUni.eu.

4. Partnerships

IntlUni comprised 38 partner HEIs in 27 countries. As already indicated in the previous sections of this report, the contexts, the internationalisation efforts and the language regimes employed in these HEIs are very diverse and may be said to reflect the **diversity of European higher education** in general. In addition to this, the Tunisian partner has added two crucial dimensions – (i) the virtual learning environment and (ii) teaching and learning through English in an Arabic and French speaking environment.



In the project, it was deemed important to spend some time, especially in the course of the first year, understanding how diverse the situation in fact was, and to develop an understanding for this diversity among partner representatives. The context of partner HEIs differed considerably; the same applied to their level of internationalisation. Some had had extensive internationalisation activities for twenty years (mobility; English-medium instruction; international programme modules; language courses and language support measure as well as other service functions for international students and staff, etc.). Others were still at very early stages of this development. Likewise, the partner representatives' knowledge and experience in this field was very diverse. Common to most of them was the surprise when they realised how diverse the situation in fact is when one starts to compare institutional processes and practices.

Partner representatives appreciated this opportunity to exchange information, and it is only fair to say that it has been a serious awareness raising exercise for many of them and certainly a learning experience for all. So in addition to the concrete outcomes of the project that may be seen, printed and touched, there is no doubt also a wealth of less tangible – but

equally important – outcomes for all partner representatives involved. Everyone has learned something new about other institutions in their own or in other European countries and, more often than not, they have even learned something new about their own institution because they have been asked to investigate the situation there as part of their briefs within IntlUni. As a result, new initiatives have been taken and collaboration has been intensified both within and among partner institutions.

As part of the activities of the first year, partners also became aware of **recently completed or ongoing projects relevant to IntlUni aims and objectives** and to what IntlUni was established to achieve. The IntlUni management team therefore established contact with the coordinators of other projects: At the partner meeting in May 2014, the results of the MAGICC project (2011-14) was presented in order to discuss how IntlUni could benefit from the results achieved within that project. And back to back with the IntlUni partner meeting at the end of the second year (November 2014), external stakeholders, including the coordinator of the CeQuInt project (2012-15), were invited to present their own projects and to comment on draft IntlUni results. The intention was **to enhance the exchange of knowledge, experience and ideas with IntlUni-external projects and individuals in the second half of the project period in order to strengthen the quality of the final IntlUni outcomes.**

External experts, university leaders and representatives of the European associations (EUA, EURASHE; ENQA; ESU) were invited to the IntlUni dissemination conference, **Towards mastering the challenges of the international classroom.** This served the dual purpose of disseminating information about the final IntlUni outcomes to relevant stakeholders within and without the partner HEIs and of hearing their response to these outcomes. While the response was positive and IntlUni was considered an import and timely project, it is difficult to gauge to which extent it will lead to formalised partnerships in future. At this stage there do not seem to be any such concrete plans, but information about the IntlUni outcomes certainly seems to be spreading through various channels of communication.

Just as IntlUni has disseminated information and invited external stakeholders to IntlUni events, such external stakeholders have also invited IntlUni to present at their events in the past three years. Please see section 2 above.

All in all it can be said, that the IntlUni project, through its partner representatives and electronic media have exchanged information and ideas with other interested parties. The results of the impact and exploitation survey conducted at the end of the project among all partner institutions seem to indicate that some initiatives have already been taken to form (informal) partnerships, and that more formalised partnerships leading to joint development projects, sharing of information and ideas, etc. may be in the pipeline.

5. Plans for the Future

As it appears in the above sections, IntlUni has been completed in accordance with the original work plan, and all project outcomes are available on the project website: www.IntlUni.eu.

As it is also indicated above, the IntlUni project and the partner representatives have formed or are in the process of forming different kinds of partnerships – some of them quite informal and others formalised in concrete new projects with the possibility of attracting external funding in the near future. Several partners will thus continue and increase cooperation in different ways, thereby sharing information and experience and learn from each other. Some of them will undoubtedly also involve representatives of HEIs that were not originally IntlUni partners.

The IntlUni Academic Network as such will be continued as a virtual network. The website and social media will be kept live. This means e.g. that publications based on IntlUni processes and results can be advertised to the whole partnership and other interested stakeholders (dissemination; exploitation of results), and that one can seek partners for new projects and continue to exchange experience and new ideas in this field.

The IntlUni communication channels will also continue to be a way of advertising professional events to interested stakeholders as it has been done in the course of the project.

6. Contribution to EU policies

Given the results achieved and the range of activities carried out with external stakeholders, it seems fair to say that IntlUni has contributed to **LLP Objectives** such as (i) the development of quality lifelong learning and (ii) the promotion of high performance, innovation and a European dimension in systems and practices in the field. Moreover, it has helped to improve the quality, attractiveness and accessibility of the opportunities for lifelong learning available within Member States. Finally, it has supported the achievement of the European Higher Education Area.

As far as the **LLP Operational Objectives** are concerned, IntlUni results have contributed to improving the quality and to increasing the volume of student and teaching staff mobility throughout Europe by indicating quality measures for such mobility; moreover, they have facilitated and will continue to facilitate the development of innovative practices in education and training at tertiary level and their transfer across HEIs and geographical borders.

As regards the **Horizontal Policies**, IntlUni has especially promoted an awareness of the importance of cultural and linguistic diversity within Europe, as well as the need to combat racism, prejudice and xenophobia.

IntlUni has demonstrated **Complementarity with the Education and Training 2020 Work Programme** and, within the **ET2020 Strategic Framework**, it is essential to all horizontal and vertical mobility, including Erasmus Mundus.

IntlUni has linked to other actions in the LLP such as the **transversal policies** of language learning / training; **exploiting ICT in learning** and the **dissemination and exploitation of results**. It has addressed the **sub-programme area of higher education**.



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