



Erasmus Policy Statement 2021-2028

Windesheim on its intention to implement Erasmus after the award of the ECHE

Windesheim believes that Internationalisation as such is an inseparable dimension of the three key pillars of its mission: offering high quality education, performing innovative practise based research and contributing to a sustainable and inclusive society.

In this spirit, Windesheim considers international cooperation as an essential means to improve the quality of its (co-) curricular programmes (mostly First Cycle), practice based research, teaching and non-teaching staff and foremost its students and graduates, which eventually commit their gained knowledge, skills and attitude for the betterment of society on a regional, national and international scale. By offering international/intercultural experiences either abroad or at home Windesheim believes it hands its students and staff opportunities to gain invaluable knowledge, skills and attitude that are essential to not only be(come) a professional, but also an active member of society.

Whereas participation in the Programme is initially integrated in the internationalisation strategy of Windesheim to stimulate mobility of students and staff members among universities within Europe, Windesheim also aims to use the Programme to create new innovative ways of collaborating with international partners that will enable students or staff members from any background to engage in international/intercultural experiences as part of their studies and/or work at Windesheim through both activities abroad, @home or as a combination of both.

Participation in previous Erasmus Programmes has already proven to be an invaluable addition to Windesheim as a whole creating more diversity on campus, expanding the number of English taught exchange programmes, implement several short term exchange opportunities that sometimes have a blended component, enabling staff to share best practices in process management and education alike, organize Summer Schools and develop Business Case competitions. Windesheim aims to improve these existing opportunities that have been created qualitatively in the upcoming period, adding more value to outcome and impact of the activities.

In order to do so Windesheim can rely and build on previously implemented structures (both on a central university and faculty level) that support the further promotion, organisation and implementation of existing activities in the new programme.

Many of the Erasmus partnerships that Windesheim has originate from the period 2016-2021. For Erasmus standards all very recent collaborations. It is our intention to strengthen our partnerships more through both Key Action 1 and Key Action 2 activities in order to create even stronger collaborations that will last and will become sustainable for the future.

Being a multidisciplinary university of applied sciences, many forms of collaboration are within our possibilities which we also intend to use. Moreover, our practice based research focusses on four specific dimensions that are related to one or more European research areas. These four dimensions are: Technology for Society, Future Oriented & Sustainable Entrepreneurship, The Inclusive Society and Vitality, Welfare & Health. It is in those areas that Windesheim wants to collaborate with other institutions around the world in order to share and create solutions that will have a cross border impact on Europe and beyond as this is in line with both national and European policies.

Windesheim has set a goal to integrate international and intercultural competences as part of every study programme learning outcomes. In order to realize this mobility of students and staff both incoming and outgoing is essential and participation in international projects are crucial for a sound (co-)curriculum that ensure the development of these competences.

Windesheim is eager to implement the newly added ECHE principles as it believes that these are also at the core of our institution. However, Windesheim also ensures that further monitoring and adjustment of the other fundamental ECHE principles is guaranteed in order to comply with these throughout the programme period and within the processes of mobility (Before, During and After). In order to do so, Windesheim will use information provided by Erasmus (Handbooks and Users Guides, Self-Assessment Tool) and the existing structure within the institution (International Office, Admissions, Faculties, Quality Assurance, etc.) with designated fte to ensure that the ECHE principles are met.

Digitization of mobility processes has been a priority for Windesheim over the past few years. Most of the processes have gone through a significant change from paper to digital. With the introduction of EWP Windesheim hopes to fully close the gap and make mobility processes fully digital in order to enhance the experience for both students, staff and partner institutions.

Windesheim on the Erasmus actions it would like to take part in and how these will be implemented in practice

Key Action 1 clearly has four different dimension which are relevant to Windesheim in order to enhance the personal development of both students and staff which is clearly linked to the institutional strategy.

1. Outgoing student mobility (both SMS and SMP) - enables Windesheim students to include an international and intercultural experience to their study programme that not only focusses on the increase of international knowledge and skills in their study area, but also has an impact on their personal development as an active member of society gaining new insights about their role in personal and professional life and become more aware of the consequences of their actions.
2. Outgoing staff mobility – allows both teaching and non-teaching staff to engage with experts in their own fields of expertise and exchange knowledge and create new and innovative concepts that can be used to enhance the

international and/or intercultural dimension of their own educational programmes or tasks (internationalisation@home/Internationalisation4all). This kind of staff mobility is clearly seen as professionalisation and is also promoted and recognized in this way by faculties/services and human resources.

3. Incoming student mobility – the fact that students from different nationalities actively participate in programmes at Windesheim allows more opportunities for internationalisation@home and internationalisation4all activities at Windesheim. Not only do these students engage with Dutch students as part of their programme, they also engage with teaching and non-teaching staff. This way having a positive effect on Internationalisation at Windesheim as such.
4. Incoming staff mobility – just like outgoing staff mobility, the incoming staff mobility adds an international and/or intercultural dimension to our education and processes and just like with the group of incoming students mobility it increases the opportunities to engage in more internationalisation@home and internationalisation4all activities at Windesheim.

These four dimensions have been implemented fully in to the organisational structure of the institution with designated fte that support, organise and monitor the processes, the content and the quality. Windesheim is looking forward to add blended mobility opportunities to these four dimensions. In the upcoming period, both International Office and International Officers at the faculties will explore possibilities to either add these to existing activities or develop new activities. One of the key features in this will probably be the Windesheim Intercultural Skills Explorer which is planned to be offered to all incoming and outgoing students helping them to understand and develop intercultural competences before, during and after their exchange programme.

Key Action 2 offers interesting opportunities for the institutional strategy of Windesheim in especially the Partnerships for Cooperation and Exchanges of Practices and the Partnerships for Innovation. Since they reflect possibilities in both education (content, pedagogy, didactics, etc) and research for both students and staff that not only have a personal impact, but also an impact on regional, national and international scale.

Windesheim has not applied for this Key Action in the past, but has participated in several projects in this Key Action. From an educational point of view, Windesheim definitely sees opportunities to participate in study area or multidisciplinary projects that enable more blended learning options for students hence creating sound counterparts to the more mobility focussed Key Action 1 activities. This also applies to projects that are linked to the Programme priorities. As mentioned before, inclusiveness, active citizenship and sustainability are among the topics that Windesheim as a university of applied sciences prioritizes too.

Last but not least, linked to our main research dimensions, Windesheim would like to become more active in research related projects within the fields of Technology for Society, Future Oriented & Sustainable Entrepreneurship, The Inclusive Society and

Vitality, Welfare & Health. These research topics also closely match the Programme priorities. Opportunities that will arise will be shared among our faculties and participation in projects will be stimulated by the International Office via the regular internal channels, whether the opportunities can be taken up or depends very much on fte and financial support that can be provided by Windesheim as part of the initial phase before applying for such projects.

Key Action 3 would allow us to engage in more overarching topics that are necessary to create even more impact with the current programme. Although Windesheim has not actively worked within this Key Action its outlines definitely matches the ambition of Windesheim on a national scale to be among the top 3 Universities of Applied Sciences in the Netherlands that also has an eye for participating in innovative and game-changing initiatives in higher education on an international scale. Based on the initiatives that arise on a national and/or European scale Windesheim would like to explore if there are possibilities to become active in any of the future projects.

Windesheim on the impact of participation in the Erasmus+ Programme

Erasmus+ participation has been and will be a huge contributor to European and international mindset of students and employees of Windesheim. It will enable participants to become aware of the own international and intercultural competencies that are essential in their (future) professional field and will essentially make graduates more employable and will give staff the necessary .

Although Windesheim still sees opportunities to increase student and staff mobility numbers for the upcoming years, at this moment Windesheim does not want to identify a fixed percentage of increase since its focus initially is on ensuring that outcomes and impact become more visible to those that participated and need to act as ambassadors for future participants.

Regarding the number of participants with disadvantaged backgrounds Windesheim clearly would love to see an increase, however here more research needs to be conducted to find out which students can be identified being part of these groups and then finding the right communication and information for them to enable them to participate without infringement of the GDPR policies in place.

Looking at the current Corona Pandemic which is currently still spreading all over the world, it would be our goal to use the Programme and the activities linked to the Programme to make participants more aware of the position in the world and the consequences their actions have (at home and abroad). This way adding also to more inclusive thinking and behaviour. For many of our students the Programme has become a fundamental part of their studies, be it as part of study abroad, short term or @home. This is an important acknowledgement, that Windesheim would to build upon rather qualitatively than quantitatively.

The Corona Pandemic has also taught us a few things about online/virtual collaboration. Within the framework of the Programme it is also our goal to use the opportunities to create more blended mobility activities that will engage more

participants in either long or short term international and/or intercultural mobilities be it physical, online or a combination of both.

As a university of applied sciences we also have a clear regional role to play. Being an important stakeholder in the region it is also essential to contribute to this region. Therefore the participation in the Programme, specifically the Key Action 2 related projects that have a stronger research based theme will also play an important role in the further development of not only Windesheim, but will also actively contribute to the development of the region.

Last but not least, Windesheim clearly sees an opportunity in the digitization of the processes of the Programme and most definitely is looking forward to not only add more data, but also use more data to improve the quality of the experiences as such. From a timeline perspective Windesheim hopes to achieve the following:

2021-2022 - fully integrated implementation of communication strategy (and if needed adjusted processes) for students from disadvantaged backgrounds

2021 & onwards - implementation of digital mobility management according to the timeline of EWP and ESC Initiative

2022 & onwards – compulsory blended mobility component for all incoming & outgoing exchange students related to the Windesheim Intercultural Skills Explorer aiming to make students more aware of the development of the intercultural competences before, during & after their experience abroad

2022-2023 - fully integrated policy on environmentally friendly practices towards travelling abroad due to new Travel Abroad Policy

2023-2027 - aiming towards creating more activities before, during, after (and without) mobility related to more civic engagement

2021-2027 - ongoing annual monitoring of charter principles in order to maintain achieved successes in the ECHE by using the Self Evaluation Tool and Impact Tool of Erasmus.

Windesheim on the principles of non-discrimination, transparency and inclusion of students and staff

Windesheim has a clearly defined and active inclusiveness policy that derives from national Higher Education policies to prevent any kind of inequality due to any background and/or disability which is also a key component of the institutional strategy. Both Dutch and international students and staff are subject to this policy. Windesheim carefully monitors that equal access is warranted to all (co)curricular activities. This being said, Windesheim is definitely aware that there are still participants from certain backgrounds, especially those with fewer opportunities, that can be included more into the programme.

Whereas Windesheim has promoted opportunities for Special Needs Students and has had some successes in receiving and sending Special Needs Students the overall number can indeed be increased. First explorations regarding the inclusion of students with fewer opportunities have led to some ideas on how to promote and activate these students on a larger scale. However, clear and non-discriminatory communication has yet to be developed and generic (preferably national) criteria for

these types of students seems to be of the essence to ensure clear and objective guidelines.

Since Windesheim is appointed most inclusive university of applied sciences in the Netherlands for several years for offering the necessary facilities and creating learning pathways that are more flexible to the needs of the students it is absolutely one of our priorities to make this visible in our international inclusion as well. Due to strict GDPR regulations however it might prove difficult to identify and include students from specific backgrounds.

Windesheim on the implementation of the European Student Card Initiative

This is currently hard to say since the ESC initiative has not been promoted that much by our own National Agency so far. Therefore it is relatively new to Windesheim. The idea appeals a lot, however we do have to figure out how this will work in combination with our own student card and the development of that also in regard to digitization.

Since Windesheim has already started to digitalize its own incoming and outgoing mobility processes through third party providers (Mobility Online) it will be relatively easy to keep up with these developments as for now it seems that these will be linked through these systems in EWP.

So far Windesheim is linked to EWP through Mobility Online and is planning to stay on track with the timeline of the ESC Initiative to include OLA and ToR as digital features in its processes matching the criteria of Erasmus, this way ensuring that the transition from off/online processes that are in place at this moment are replaced accordingly by the new workflows.

Windesheim has assigned a designated representative in the International Office that will be responsible to monitor the developments and make sure they are communicated within the institution in order to determine which departments need to be involved and which actions need to be taken within which timeframe.

Windesheim on the implementation and promotion of environmentally friendly practices

Windesheim has adapted the SDGs as part of their institutional strategy. Hence, environmentally friendly practices has become another topic that has the attention of all employees involved in Internationalisation. Environmentally friendly practices are part of the SDG, however it is still to be decided on which specific SDG topics will become the focus points for Windesheim.

In relation to travelling abroad, Windesheim does not see a possibility to formally impose environmentally friendly practices onto the student participants of activities in the programme as a compulsory part, but does see chances to make students more aware of the possibilities from a (co)curricular perspective.

Windesheim will aim to increase its active communication towards student participants before their mobility in order to make them aware of environmentally friendly means of travel to their destination and stay at the host institution. For staff participants, Windesheim is currently researching the possibilities to impose restrictions on travel abroad based on the travelling distance and available travelling modalities. When possible using more environmentally friendly travel options and if not available choosing CO2 compensation as an alternative.

For both students and staff, the current Corona crisis has developed a better understanding of online/virtual opportunities which we hope to use more often in the context of the programme. Combined with the fact that the SDG's will have an impact on the content and delivery of the (co)curriculum in the upcoming years, Windesheim believes that students and staff will develop a better understanding for the challenges that the SDG's impose and throughout their studies (curriculum and projects) will actively contribute to finding alternatives and solutions for these challenges.

For incoming students, Windesheim already offers several English taught modules that are linked to SDG topics which cover both theoretical and practical aspects of environmentally friendly practices. In collaboration with two other European partners ,Windesheim has created a Joint European Summer School that covers several topics that relate to environmentally friendly practices, like the theme of Circular Economy. Moreover, the buddy programme that is in place at Windesheim for incoming students is currently exploring opportunities to include non-curricular activities that involve environmentally friendly practices.

Related to this, Windesheim will closely follow the development in Green Erasmus and if possible actively participate in and comply with activities and suggestions made in the further development of Green Erasmus.

Windesheim on the promotion of civic engagement and active citizenship amongst its outgoing and incoming students before, after and during mobility

As mentioned before, Windesheim has adapted the SDGs which have a clear component for civic engagement, which in this case can be linked to the institutional strategy. Moreover, civic engagement is integrated effectively into every study programme at Windesheim as part of its curriculum.

For incoming students Windesheim already offers several English taught modules that are linked to SDG topics which cover both theoretical and practical aspects of civic engagement as part of the SDGs.

Next to the curricular activities, the buddy programme for incoming students at Windesheim is currently exploring opportunities to include non-curricular activities that involve civic engagement combined with integration of international exchange students with representatives in the local community.

Moreover, Windesheim has developed the Windesheim Intercultural Skills Explorer which is aimed to become a compulsory course for every outgoing (and possibly

incoming) student as part of the (O)LA. In the course, students gain more insights into their own intercultural competences and learn how to develop those, before, during and after their mobility. Based on early results we believe that successful completion of this course has a very positive effect on the personal development of the student being an active member of society that has a clear understanding of its own position as a citizen of the world, but moreover is also more aware of the consequences of its actions. It is the goals of Windesheim to further adjust and improve WISE in the upcoming period.

Creating opportunities for civic engagement is part of all KA107 projects that Windesheim has applied for in the Call 2020-2021. Together with the included partner institutions, Windesheim aims to create study abroad opportunities that not only consist of classes, but also community based activities, that are credit based and hence can be include in the LA of the students.

Windesheim on commitment to implement full automatic recognition in your Higher Education Institution

Automatic recognition of credits is included in the official student regulations and part of a national guideline provided that the Erasmus processes have been completed successfully and accordingly. This entails a strict procedure of signing the (O)LA before mobility and updating it in case of any changes during mobility.

Based on successful completion of the chosen courses and obtaining a ToR ensures automatic recognition of credits gained abroad. Windesheim is aware that due to changes in (O)LA and or delays of issuing the ToR upon return home can cause delays in this recognition process.

Therefore Windesheim aims to improve these two steps by engaging their students in active communication regarding changes in the (O)LA during their time abroad and in active communication with faculties and partner institutions regarding the timely issuing of the ToR. Based on the results of our Self-Assessment and previous participant reports Windesheim is confident that the current results are sound, but can always be improved.

Windesheim expects that the further digitalisation through the Erasmus+ Dashboard will help to improve these results. Designated fte at the International Office, the faculties and student services are ensuring not only the process as such, but also the quality.

Windesheim on measures to support, promote and recognise staff mobility

Staff mobility is promoted by both the International Office and International Officers within the faculties to ensure participation. Information is provided throughout the year on intranet and is presented on multiple occasions during the year via events and presentations. Support in finding the right exchange opportunity for the respective staff or faculty member is either provided by the International Office (staff), the designated International Officer at the faculty Level (teaching) or a combination of both. For this, staff or faculty members have appointments with the International Officers to clarify their intentions and goals for their exchange.

For the upcoming future, it is planned to support, promote and recognise staff mobility additionally through the Human Resource Department as part of the overall Human Resource Strategy of Windesheim. In this way staff mobility will become an official part of professionalisation of both teaching and non-teaching staff. Incoming staff mobility is promoted through newsletters, the outgoing staff exchange participants that act as ambassadors throughout their stay abroad and during direct contact with our partner universities in virtual or face-to-face meetings.

Before departure and upon return staff mobility, participants take part in a so called Goodbye / Welcome Back meetings where staff members that have returned from the mobility will share their experience towards the group of staff members that is expected to go abroad soon. This way encouraging that the staff members that are expected to go abroad are fully equipped with ideas on how to ensure that their experience will be fruitful. The International Office hosts these sessions and also reminds returned staff members practically which opportunities may lay in development of joint modules (blended mobility) based on links that were established with fellow experts abroad.

Of course staff members that have been abroad, share their experience among their fellow colleagues in order to share knowledge and/or skills that were obtained during the mobility period.

Windesheim on Purposes of Visibility of the Erasmus+ Programme

All information regarding participation in the programme can be found via:

<https://www.windesheim.com/getmedia/e2bbd4f5-812b-47ab-b119-73f5a0fc00dd/Windesheim-Erasmus-Charter-for-Higher-Education.pdf>.

Furthermore Windesheim will use both internal and external (social) media channels to promote activities supported by the programme.

The International Office (in collaboration with the faculties) has established a full-fledged annual campaign which includes multiple information sessions on faculty level and two institution wide Go Abroad Fairs to promote the programme opportunities, two Pre Departure Briefing for students that have been selected for either study or internships abroad and two Welcome Back sessions in which students capitalize on their experience abroad and meet the new group of incoming students.

For Employees the International Office has created at least four International Luncheons with various guest speakers, and a Goodbye / Welcome Back meeting in order to prepare and capitalize on their experience.

Windesheim on the communication and application of the principles of the Charter by staff at all levels of the institution

The Charter is a fundamental part of student and staff mobility process and is common knowledge to those engaged in activities supported by the Programme. Furthermore, all staff involved in any of the processes that are linked to activities in the Programme know about the principles of the Charter and act upon those principles accordingly to ensure that the quality of the Programme is guaranteed.