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Erasmus+ Programme
of the European Union



ERASMUS+ PROGRAMME, KEY ACTION 2 CAPACITY BUILDING IN HIGHER EDUCATION

Furthering International Relations Capacities and Intercultural Engagement to Nurture Campus Diversity and to Support Internationalisation at Home (FRIENDS)

REPORT ON THE RESULTS OF THE FINAL REPORT CARD QUESTIONNAIRE

The questionnaire for the Final Report Card Days was sent to the 12 Asian partners in spring 2022 and the results were collected in the period of June – October 2022 as part of WP5 Quality Assurance and Quality Control in the FRIENDS project. The following report summarizes the data collected through the 12 Final Report Card Days, with the objective to assess the FRIENDS project's impact and the level of satisfaction with its key results achieved until the end of the project lifetime.

Part I. Respondents

Part I of the Questionnaire deals with the data concerning the respondents.

At RTC, the respondents were 48% students and 52% staff. At RIM, only 8% of the respondents were students and 93% were staff. At SRU, 63% were students and 38% were staff. At DIU, 56% were students and 44% were staff. At APU, 95% were students and 5% were staff. At BUC, respondents were 51% students, 49% staff. At SLU, 81% were students and 18% were staff. At UC, 33% were students and 67% staff. At CTU, 100% of the respondents were students. At PSU, 50% were students and 50% were staff. At PYU, 25% were students and 75% were staff. At MSU, no data were available. **Thus we see that in most partners, students and the staff were represented. There were two exceptional cases; at RIM an overwhelming majority of respondents were staff. At CTU, all of respondents were students.**

Part II: Questions dealing with Internationalisation at Home (IaH)

Question 1: "Where did you learn about the concept of IaH?"

At RTC, 75% of respondents say that they have learnt about IaH through their participation in the FRIENDS project. At RIM, 20% say the same thing. At SRU, 60% and at DIU, 93% of the respondents said that they have learnt about IaH through their participation in the FRIENDS project. At APU, 58% and at BUC 66% of respondents have said that they have learnt about IaH through their participation in the FRIENDS project. At SLU 77%, at UC 84%, and at CTU 97% of respondents said that they have learnt about IaH through their participation in the FRIENDS project. At PSU 83%, at PYU 85%, at MSU no data were available. **Thus we can say that the FRIENDS project was very impactful in introducing the concept of IaH to the Asian partners in general and even more so for the partners in Thailand and the Philippines.**

Question 2: “Please name at least 2 key benefits of the concept of IaH on personal and/or institutional levels”.

Some answers include:

- Increase awareness of diverse cultures and traditions
- Mutual understanding and cross cultural understanding
- Increase multicultural integration on campus
- Understanding other cultures and building international friendship
- Confidence with diversity
- Exposure and engagement
- Improve the academic quality
- Diversify and enhance the learning environment for the benefit of domestic students
- IaH offers global perspective within their programme of study whether or not students spend their time abroad
- Improve curriculum
- Improve global competence
- Can think globally and work globally
- Global citizenship
- Broaden new knowledge and communication skills
- Improve my cognition and add a lot of new knowledge
- Helps to communicate with foreigners
- Practice English
- Confidence to speak English
- Interaction with international students
- Career development
- increase global competitiveness and increase the graduates' cross-disciplinary abilities for the workplace at the institutional level.
- Improve reputation of university
- Internationally oriented students and staff
- Create opportunities for student engagement with 'cultural others' in local society.

Question 3: Do you think that IaH is high on your university’s agenda and that there is an institutional commitment towards IaH?

At RTC, 100% of respondents say yes. At RIM, 93% say the same thing. At SRU, 80% and at DIU, 98% of the respondents answer yes. At APU, 88% and at BUC 98% of respondents say yes. At SLU 97%, at UC 100%, and at CTU 100% of respondents answered yes. At PSU 100%, at PYU 85%, at MSU no data was available. **Thus we can say that the Asian partners overwhelmingly think that their institution is committed to IaH which is high on its agenda.**

Question 4: Depending on your answer to question 3, please provide at least 2 facts supporting the existence or respectively lack of commitment at your university towards IaH.

Some answers include:

- University already has an IaH Action Plan
- It is in the university vision mission
- IaH is reflected in the university’s plans under internationalisation endeavours
- Mentioned many times during faculty meeting and it is on our university website
- There are activities gathering local and international students together
- Many multicultural activities have been implemented online during COVID situation
- New MOOC courses on multicultural aspects
- IACD MOOC and Erasmus+ FRIENDS Bootcamp
- The university has a course of GCWORLD which introduced us to FRIENDS
- The programme is embedded in the curriculum and there is a unit-credit

- The university promotes IaH through seminars and programmes
- More active communication in English for international students and staff
- The university has a center for students to come and learn or ask any question about internationalisation
- Funding provided at the university level to allow students to promote any cultural activities/festivals/new years etc that they wish to.
- Support the FRIENDS project and several international collaborations with MOA between partner Universities.
- International exchange and activities that involve international interactions.

Question 5: “How satisfied are you with your university’s efforts and activities in place towards IaH?”

The responses to this question showed a very high level satisfaction. At RTC, the answers for “Very Satisfied” and “Satisfied” add up to 100%. At RIM, 88% are very satisfied and satisfied. At SRU, 96% are very satisfied and satisfied. At DIU, 98% are very satisfied and satisfied. At APU, 68% are very satisfied and satisfied. At BCU, 91% are very satisfied and satisfied. At SLU, 92% are very satisfied or satisfied. At UC, the answers for “Very Satisfied” and “Satisfied” add up to 97%. At CTU, the answers for “Very Satisfied” and “Satisfied” add up to 100%. At PSU, 98% are very satisfied or satisfied. At PYU, the answers for “Very Satisfied” and “Satisfied” add up to 78%. At MSU, no data is available. **In sum, we can say that the level of satisfaction with IaH activities felt by the Asian partners is very high.**

Question 6: “Do you think that the FRIENDS project implementation at your university has contributed to fostering the IaH activities at the institution?”

The responses to this question were very positive. At RTC and RIM, 100% and 98% respectively have answered yes. At SRU and DIU, 95% and 100% respectively have answered yes. At APU and BUC, 50% and 95% respectively have answered yes. At SLU, UC, CTU, 96%, 100% and 98% respectively have answered yes. At PSU and PYU, 100%, 100% respectively have answered yes. At MSU, no data is available. **Thus, the Asian partners overwhelmingly agree that the FRIENDS project had a very high level of contribution to IaH activities in their universities.**

Question 7: If your answer to question 6. is Yes, please provide at least 2 examples for how the FRIENDS project is enhancing the processes of IaH at your University. If your answer to question 7 is No, please provide at least 2 recommendations on how to foster the IaH activities at your University.

Some answers include:

- IaH action plan have been drafted after joining FRIENDS Project
- Virtual exchange activities (such as COIL), as part of IaH, have been increased at university after joining FRIENDS project
- Establishment of the UniversityTeahouse under the FRIENDS project enhances the process of
- Helped implement more multicultural activities on campus under FRIENDS Project
- Participation of academics and staff in the FRIENDS Teahouse activities as well as the international and multicultural festival.
- International Day
- Offering course (IACD MOOC) and activities
- Registration of MOOC and it's completion
- MOOC, digital storytelling, and international passport competitions
- Job fair that helps many students know where to have the position that they want
- FRIENDS project activities
- Operation of and events at the Teahouse

- Teahouse, and extra curricular activities
- Involvement in Career Fair and and Intercultural Day 2022.

Part III- Questions regarding Intercultural Passport

Question 8: “Do you find the Intercultural Passport virtual module relevant and topical?”

The answer is a strong yes in all partner institutions. At RTC and RIM, 100% and 95% respectively say yes. At SRU and DIU, 80% and 70% respectively say yes. At APU and BUC, 90% and 93% respectively say yes. At SLU, UC, CTU, 97%, 99% and 98% respectively. At PSU, PYU respectively 100% and 93% say yes. At MSU, no data is available. **In sum, we can confidently say that the Intercultural Passport virtual module was seen as very relevant and topical by the Asian partners.**

Question 9: “Depending on your answer to question 8., please provide at least 2 reasons or facts supporting your statement re the Intercultural Passport’s relevance or respectively its lack.”

Some answers include:

- The Intercultural Passport virtual module is effectively fulfilled with the specification relevant on building intercultural competence and sensitivity to cultural diversity in my real life
- Increased the cultural awareness of diverse cultures and traditions
- This is relevant as it gives opportunities for students to become globally competitive and be able to broaden their horizon in the cultural diversity that students may get to appreciate and respect other cultures.
- Cultural Diversity and English Communication Skills
- MOOC and Digital Story telling
- Concept of cultural diversity
- Awareness of Internationalization and Cultural Diversity
- A global mindset in an increasingly globalized world is much needed in order to expand relationships (social and professional).
- It is relevant since the world revolves with unique and diversified cultures
- It will boost students engagement and provide them more opportunities
- We do not have specific Intercultural Module in Business School so having this is an advantage
- topics discussed relevant in Malaysian workforce setting
- It is relevant because mentioned in the reunion firms are starting to look applicant who are globally competitive
- The intercultural passport virtual module has greatly improved the university’s capabilities for internationalization through trainings and has translated general awareness of Internationalization at Home (IaH) concept into institutional policies and actions
- Timely especially now during pandemic, courses moved online
- Negative: Online centric - best to make it hybrid.

Question 10: “Do you find the Intercultural Passport virtual module innovative in terms of topic and delivery mode compared to other courses already offered at your University?”

At RTC and RIM, 100% and 95% of respondents respectively answer yes. At SRU and DIU, 90% and 12% respectively answer yes. At APU and BUC, 86% and 90% respectively answer yes. At SLU, UC, CTU, 97%, 97% and 100% respectively. At PSU and PYU 98% and 80% respectively answer yes. At MSU, no data is available. **In conclusion, we can say that almost all of the Asian partner Universities perceive the Intercultural Passport virtual module as innovative in both delivery and content.**

Question 11: “Do you think that the Intercultural Passport is efficient in improving students’ intercultural competence and has the potential to build their confidence when communicating and interacting with people with diverse cultural backgrounds?”

Responses were overwhelmingly yes in the Asian partner institutions. At RTC and RIM, 98% and 98% respectively say yes. At SRU and DIU, 93% and 91% respectively. At APU and BUC, 88% and 98% respectively say yes. At SLU, UC, CTU, 96%, 99% and 100% respectively. At PSU and PYU 98% and 93% respectively say yes. At MSU, no data is available. **Thus, we can conclude that the Asian partner Universities strongly believed that the Intercultural Passport was efficient in improving intercultural competences and intercultural communication skills of their students.**

Question 12: “Depending on your answer to question 11, please present at least 2 arguments supporting your statement.”

Some answers include:

- Interacting with students from other countries is easier after gaining knowledge about multicultural diversity
- Students gained global skills and intercultural communication competence through the Intercultural Passport
- Engages the students well and improves them
- Learnt do and don't in other culture
- Be able to understand about the boundaries when interacting with others
- It has taught us that not all cultures are similar and has given knowledgable information regarding other cultures that will be useful when interacting with people from such cultures
- I have learned a lot about interacting with people from different cultural backgrounds.
- Produced the vdo in foreign language and finished the mooc
- Will build communication competencies
- English skill
- More confident
- Making friends from different backgrounds
- We can talk to the foreigners.
- 4 ECTS recognized as part of the student’s formal higher education
- More interactive virtual sessions
- Made purposeful use of cultural diversity in the classroom for inclusive learning, teaching and assessment practice.

Question 13: “Do you think that the Intercultural Passport is instrumental in improving students’ overall employability and in making a decision to look for employment abroad and/or at an international or multinational company at home?”

Asian partner institutions responded with a strong yes. At RTC and RIM, 100% and 98% respectively said yes. At SRU and DIU, 93% and 95% respectively said yes. At APU and BUC, 90% and 98% respectively said yes. At SLU, UC, CTU, 94%, 97% and 100% respectively said yes. At PSU and PYU, 98% and 90% respectively said yes. At MSU, no data is available. **Thus, we can say that the Asian partner Universities strongly believed that the Intercultural Passport is instrumental in improving students’ overall employability and in making a decision to look for employment abroad and/or at an international or multinational company at home.**

Question 14: “Depending on your answer to question 13, please identify at least 1 strength or weakness of the Intercultural Passport in terms of its potential contribution to students and graduates’ employability.”

Some answers include:

- Learning about diverse cultures makes students more confident in interacting with foreigners and applying for jobs abroad
- Having knowledge of Intercultural Awareness and Cultural Diversity, students have learned and understood the worldwide cultures and their roles in it.
- Adaptation to communicate in an international environment and having no judgement and stereotype especially when required to work in an internationally diverse space
- Students become more confident and aware
- Gained confidence
- Acceptance of cultural differences
- Communication skills
- MOOC
- Digital storytelling
- Student Bootcamp
- Jobs and careers mobility
- It opens international job opportunities
- It tackled business etiquette and practices of other countries. So, those who have taken it have an idea in taking a career abroad.
- Easy to penetrate into different working culture
- Employees will tend to look for fresh graduates that have a better understanding in cultural diversity and the importance of it. Therefore, it is very essential to learn it.
- The strengthening and establishing of connections or collaboration among learning institutions and industry partners and knowing the culture of the country is a great advantage in seeking for employment, thus there is a higher employability rate of being hired.

Question 15: “Do you think that the Intercultural Passport has the potential to foster students and graduates’ interest to look for employment abroad or at an international or multinational company at home?”

At RTC and RIM, 100% and 95% respectively said yes. At SRU and DIU, 88% and 79% respectively said yes. At APU and BUC, 86% and 95% respectively said yes. At SLU, UC, CTU, 97%, 99% and 100% respectively said yes. At PSU and PYU, 100% and 98% respectively said yes. At MSU, no data is available. **Thus, we can say that the Asian partner universities strongly believed that the Intercultural Passport has the potential to foster students and graduates’ interest to look for employment abroad or at an international or multinational company at home.**

Question 16: How satisfied are you with the format of the Intercultural Passport virtual module consisting of the IACD MOOC and the Digital Storytelling component?

At RTC, the answers for “Very Satisfied” and “Satisfied” add up to 98%. At RIM, 88% are very satisfied or satisfied. At SRU, 93% are very satisfied and satisfied. At DIU, 100% are very satisfied and satisfied. At APU, 62% are very satisfied and satisfied. At BCU, 93% are very satisfied and satisfied. At SLU, 93% are very satisfied or satisfied. At UC, the answers for “Very Satisfied” and “Satisfied” add up to 99%. At CTU, the answers for “Very Satisfied” and “Satisfied” add up to 100%. At PSU, 100% are very satisfied or satisfied. At PYU, the answers for “Very Satisfied” and “Satisfied” add up to 95%. At MSU, no data is available. **In sum, we can say that the level of satisfaction with the IACD MOOC’s format and the digital story telling component is very high.**

Part IV: Questions regarding the Teahouse

Question 17: “How did you learn about the FRIENDS Teahouse at your University?”

At RTC, most respondents have heard it through the International Office and University website. At RIM, most respondents have heard it through University website. At SRU, most respondents

have heard it through University teachers and staff. At DIU, most respondents have heard it through University events. At APU, most respondents have heard it through University teachers and staff. At BCU, most respondents have heard it through University teachers and staff. At SLU, most respondents have heard it through University teachers and staff and International Office. At UC, most respondents have heard it through University events. At CTU, most respondents have heard it through University events. At PSU, most respondents have heard it through International Office. At PYU, most respondents have heard it through International Office. At MSU, no data is available. **The answers show that respondents heard about the Teahouse from various sources depending on the institution but the important thing is that very few people in all the institutions have said that they have never heard about the Teahouse.**

Question 18: “How often do you visit your University’s FRIENDS Teahouse?”

At RTC, most respondents said once or twice a month. At RIM, there are variations in frequency of visits and 10% have never been there. At SRU, there are variations in frequency of visits and 28% have never been there. At DIU, there are variations in frequency of visits and 58% have never been there. At APU, no meaningful data is available for this question. At BCU, most respondents said once or twice a month. At SLU, most respondents have been there once. At UC, most respondents said once or twice a month. At CTU, most respondents have said rarely. At PSU, most respondents have said every week. At PYU, most respondents once or twice a month and some rarely. At MSU, no data is available. **The answers show quite a bit of variation among the institutions. It is likely that because at the time of the survey, the Teahouse events were relatively few in number that the Teahouses are not visited too frequently.**

Question 19: “What is/are the main reason(s) for you visiting the FRIENDS Teahouse?”

At RTC, most respondents said they go there when there is a scheduled event. At RIM, some respondents said they go there when there is a scheduled event and some said they go for no particular reason. At SRU, most respondents said they go there when there is a scheduled event. At DIU, most said they got to talk to friends or when there is an event. At SLU, most respondents said they go there when there is a scheduled event. At UC, most respondents said they go there when there is a scheduled event. At CTU, most respondents said they go there when there is a scheduled event. At PSU, some respondents have said they go to talk to friends and some go for scheduled events. At PYU, most respondents said they go there when there is a scheduled event. At MSU, no data is available. **In sum, mostly students across all the institutions seem to visit the Teahouse for scheduled events.**

Question 20: “If relevant, please list the last 2 occasions when you visited your University’s FRIENDS Teahouse.”

Some answers include:

- I go there when there is a scheduled event
- Joining gatherings and activities
- Meeting with International Affairs Staff
- Study visit to learn about Teahouse implementation
- For International student events
- International Students Orientation
- Pre-departure Orientation
- I visited to have a meeting with several international students in the university
- Meeting with friends
- I go there when I want to talk to a friend
- To discuss a class task with my students
- Group discussion
- For English Club

- Practice English
- Opening Ceremony
- Meetings and conferences
- Workshop
- Annual Multicultural Festival
- International Cooking Session
- Talks about the diversity
- A conference on social inclusion
- Intercultural Passport Debating
- It's a quiet place for all students to go to study
- Because of limited face to face in our University, we avail of the virtual Tea Toast and drinking.

Question 21: "Please describe shortly the most interesting experience you have had so far at your University's FRIENDS Teahouse."

Some answers include:

- The Intercultural Day was fun and engaging, i met new friends and learn about cultural food
- Full moon Festival
- Christmas event
- Joined the Intercultural Festival and played games to gain a prize
- Learned about other cultures
- Met new people and made new friends
- Literature events
- International Cooking Session
- Reopening of Teahouse
- FRIENDS Reunion
- Cultural exchange
- Henna painting
- Share-A-Coffee date
- Intercultural Fete
- Career Fair for networking
- I have improved my English pronunciation through English Club in the Teahouse. I've also built relationship with other students.
- Socializing
- I can discuss group to do assignment
- Comfy environment
- Cozy.

Question 22: If relevant, please describe shortly an event you have already attended that had been organized by your University's FRIENDS Teahouse.

Some answers include:

- ASEAN week included many activities to learn about other cultures, a booth for students to display international traditional costumes, and international students presented cultural performances on the stage
- Caravan event
- Intercultural Debates
- English Club
- Launching of Teahouse
- FRIENDS Reunion
- The FRIENDS Reunion and the tea toast and drinking
- FRIENDS Student video projects

- Intercultural Day
- Intercultural Fete
- International Cooking Session
- Potluck with oversea staff
- Carreer Fair
- Khmer New Year
- Seminar.

Question 23: “Overall, how satisfied are you with your University’s FRIENDS Teahouse activities and events?”

At RTC, the answers for “Very Satisfied” and “Satisfied” add up to 100%. At RIM, 88% are very satisfied or satisfied. At SRU, 91% are very satisfied and satisfied. At DIU, 74% are very satisfied and satisfied. At APU, 27% are very satisfied and satisfied, where as 58% were neutral. At BCU, 98% are very satisfied and satisfied. At SLU, 55% are very satisfied or satisfied, where as 44% are neutral. At UC, the answers for “Very Satisfied” and “Satisfied” add up to 97%. At CTU, the answers for “Very Satisfied” and “Satisfied” add up to 98%. At PSU, 95% are very satisfied or satisfied. At PYU, the answers for “Very Satisfied” and “Satisfied” add up to 83%. At MSU, no data is available. **In sum, we can say that the level of satisfaction with the Teahouse activities and events is quite high, except in two cases.**

Question 24: “Are you aware of who are the people in charge of your University’s FRIENDS Teahouse?”

At RTC and RIM, 90% and 78% respectively said yes. At SRU 80% said yes. At DIU only 30% said yes. At APU only 24% said yes. At BUC, 95% said yes. At SLU, UC, CTU, 53%, 100% and 98% respectively said yes. At PSU and PYU, 95% and 65% respectively said yes. At MSU, no data is available. **Here we can notice that there is quite a variation among the partner universities but most respondents were aware.**

Question 25: “Are you aware of your University’s FRIENDS Teahouse’s calendar of events and upcoming agenda?”

At RTC and RIM, 90% and 68% respectively said yes. At SRU 70% said yes. At DIU no data was available for this question. At APU no data was available for this question. At BUC, 85% said yes. At SLU, no data was available for this question. At UC and CTU, 71% and 98% respectively said yes. At PSU and PYU, 95% and 78% respectively said yes. At MSU, no data is available. **Here we have no answers from some institutions. But where there responses, we notice that most respondents were aware.**

Question 26: “If your answer to question 25. is Yes, please provide, if relevant, an example of a schedule event you would be interested to attend.”

Some answers include:

- FRIENDS Meet and Greet
- Chinese New Year
- Christmas
- Full moon fest
- Singing Contest
- Cooking international foods
- International day
- International Week
- International conference
- World Tourism Day
- Community Project

- Alumni networking
- Interaction with local authors
- Not applicable.

Question 27: “Please provide an example of an event or activity you would like your University’s FRIENDS Teahouse to organize and facilitate.”

Some answers include:

- Sports Day
- Halloween
- Christmas Festival
- Culture Fest
- Business Fest
- Career Fair
- Prom
- Creative shows
- International Film
- International Movie Night
- BUDY FROM DIFFERENT CULTURE
- Bring-A-Friend activity
- Connecting with other cultures through team building activities
- More traditional games and performance
- Dinner and dance
- Traditional Folklore and Story Telling Competition.

Question 28: “Please provide at least 1 recommendation on how to improve your University’s FRIENDS Teahouse operation and activities.”

Some answers include:

- Provide more awareness
- Promote more the events and activities arranged
- Teahouse is very good, but most students don't know it because the publicity is not thorough
- Boost marketing and promotion
- They should have an engaging website where all events are listed
- More activities
- Frequent events
- Have more fun activities with all students in the University
- Create events that would engage students to visit the teahouse
- Encourage and international students to participate in Teahouse events
- Increase the number of events that bring local and foreign students together
- Invite people outside the University
- Inclusion of other HEIs in the activities
- More furnitures and equipment
- Add some picture of students or add more decor
- More visible venue
- Selection of officers to sustain its productivity
- Social Media
- Higher budget
- Funding from University to support more activities
- Requesting more sponsorship from business associates
- Longer opening hours.

Question 29: “How do you usually learn about your University’s FRIENDS Teahouse activities?”

At RTC, most respondents learn it through the University website. At RIM, most respondents learn it through University website. At SRU, respondents learn it from various sources such as website, International Office or word of mouth. At DIU, respondents learn it from various sources such as website, International Office or word of mouth. At APU, respondents learn it from various sources such as website, International Office or word of mouth but 33% say they do not learn about Teahouse activities. At BCU, respondents learn it from various sources such as website, International Office or word of mouth. At SLU, respondents learn it from various sources such as website, International Office or word of mouth. At UC, respondents learn it from mostly University website, International Office. At CTU, most respondents learn it through the International Office. At PSU, most respondents learn it through International Office and the University website. At PYU, most respondents have heard it through International Office. At MSU, no data is available. **The answers show that respondents learn about the Teahouse activities from various sources depending on the institution but the important thing is that most respondents get their information about the Teahouse activities.**

Question 30: “Please provide at least 1 recommendation on how to improve the communication and promotion of your University’s FRIENDS Teahouse activities and events.”

Some answers include:

- More information in local language
- Should provide the formal information to all faculties and share the news to website or facebook page regularly
- Through International Relations Office’s newsletters, notifications, publications
- Posted on Faculty group chats
- Use more the social media and especially students’ chat groups
- Promoting it through online
- Video Advertisement of the teahouse
- University portal
- Post on Facebook
- Through social media promotion
- Websites need to be updated with material that is more comprehensive and useful in order to support students who are interested in the topic.
- Display attractive posters in places with many students
- Distribute flyers
- Advertise more openly on campus especially where people are usually located at
- There should be monthly event about Teahouse for students to attend
- Should add more activities for the students who have interest on it.
- More interactive activities for students to be more aware about its existence
- Host attractive events
- Conduct of regular meetings
- Have a designated employee to focus mainly on the international teahouse activities.
- Get more students involved in organizing the events
- Appoint a specific student as a communications officer
- Student Representative Council.

SUMMARY

Looking at the Questionnaire, we can conclude that FRIENDS project was very impactful in introducing the concept of IaH to the Asian partners in general. The Asian partners are overall

committed to IaH and think that the FRIENDS project had a very high level of contribution to fostering IaH activities in their universities. They also regard that the process of IaH has many benefits to the institution and the students.

Regarding the Intercultural Passport virtual module, it was seen as very relevant and topical by the Asian partners. We can conclude from the Questionnaire that the Intercultural Passport virtual module is regarded as innovative in both delivery and content; efficient in improving intercultural competences and intercultural communication skills of their students; and instrumental in improving students' overall employability by the Asian partners. We can also say that the level of satisfaction with the IACD MOOC's format and the digital story telling component is very high.

Regarding the FRIENDS Teahouses, respondents have mostly heard about the Teahouse from various sources, such as the website and newsletters of the International Offices, depending on the institution. Most respondents seem to visit the Teahouse for scheduled events. At the time of the Questionnaire was conducted, there were already some creative events and use of the space, such as celebrating important holidays, intercultural events, orientation programs for international students etc. But as time goes by, more events will be scheduled. So we can expect that students and staff will visit the FRIENDS Teahouse more frequently. We can say that the level of satisfaction with the Teahouse activities and events is quite high. The respondents have given great feedback for some of the events they have enjoyed participating in and also made good suggestions for other events, such as international cuisine, traditional folklore and dances, sports day, international movie night etc. Some of the respondents have also made useful recommendations about how to increase awareness of and participation to Teahouse activities, such as effective use of social media and involving students themselves in the organization of events. These responses can be shared among the Asian partners to disseminate best practices.