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F R I E N D S

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)**

3rd PARTNER MEETING
8th – 11th October 2019

MINUTES

Host institution: Svay Rieng University, Cambodia (SRU)
Attendees: see list attached

8th October 2019

1. Opening address by SRU senior management team

Prof. Saravuth Tum, Rector of SRU welcomed the FRIENDS consortium members at the premises of SRU in Svay Rieng. He made a short overview of the university mission and development since its establishment in 2005. Furthermore, he outlined the importance of SRU's involvement in Erasmus+ CBHE projects, the FRIENDS project included. On behalf of the FRIENDS consortium, Christina Armutlieva, FRIENDS project coordinator thanked Prof. Tum and his team for their hospitality, efforts and hard work put into the organization and facilitation of the third FRIENDS meeting. She also gave the floor to the participants who are attending the FRIENDS meeting for the first time to introduce themselves and get acquainted with the FRIENDS consortium.

2. Workshop Intercultural Passport Design. Introduction

Christina and Dr Richel Lamadrid from SLU, the WP3 leader presented shortly the four-day meeting agenda that includes the three-day long WP3 workshop dedicated to the design and prototyping of the Intercultural Passport tool. Over the first three days, the partners will engage in a series of design thinking exercises aimed at approaching from various angles the Intercultural Passport that is a tool for both building and assessing students' intercultural competences and skills. For starters and to introduce the audience to the challenges of assessing intercultural competence, Richel and Christina offered to the partners' attention a tool for assessing intercultural skills that had been developed and published by Kenneth Cushner in 1986. The partners had to fill out Cushner's Inventory of Cross-Cultural Sensitivity themselves and to reflect on its relevance, pertinence and efficiency. The subsequent debate on Cushner inventory's dimensions and methodology was facilitated by Richel.

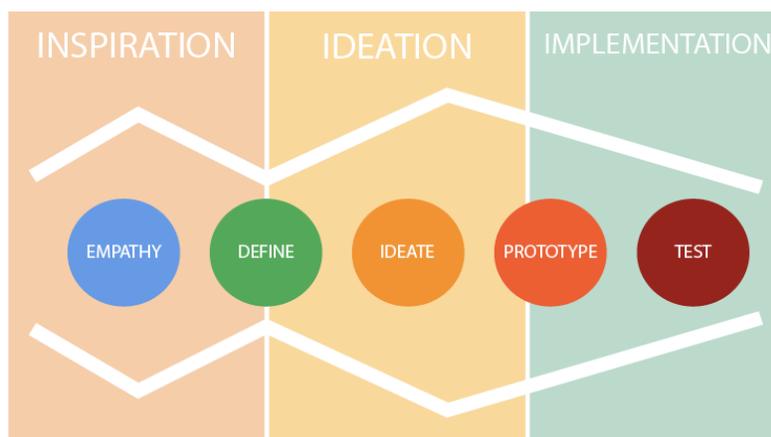
3. IaH: From Awareness to Action

Dr Grzegorz Klapayta from SUT, WP2 leader reported on the results of work completed so far in WP2. In total, over 1000 attendees joined the four webinars that took place in summer 2019. In average, the level of satisfaction among them exceeded 80%. The four webinars were aimed to raise awareness and to inspire debates on the issue of IaH across the 12 Asian HEIs involved in FRIENDS. By outlining the key elements and dimensions of IaH, the four webinars had to serve as a starting point for discussion at the institutional round tables to be organized at institutional level at each of the 12 Asian HEIs. Mike Meallem from PYU shared with the partners his experience with the organization of the IaH round table at PYU. Richel asked if SLU could submit their IaH Action Plan after the initially planned deadline of 30th October 2019. Christina confirmed that in justified cases, the partners could share their IaH Action Plans with a slight delay but no later than 15th November 2019. Grzegorz encouraged the partners to send him their Action Plans drafts by the end of the October and confirmed that these drafts could be later updated and upgraded depending on the universities' progress in the practical implementation of the IaH concept.

9th October 2019

1. Workshop Intercultural Passport Design: introduction. Persona or empathy map

In the beginning of the workshop, Christina made an overview of the project context and the main global, social and economic trends it evolves with. She also provided clarifications on WP3 main objective, namely to build students' intercultural knowledge and sensitivity to cultural diversity through the introduction of the Intercultural Passport virtual module into the Asian HEIs' elective formal curriculum. To help partners identify the typical user/customer/learner/applicant for the Intercultural Passport tool, Richel introduced the persona or empathy map tool largely implemented in business contexts. An empathy map is a collaborative tool teams use to gain a deeper insight into their customers. Typically, the empathy map can represent a group of users, such as a customer segment. The persona or empathy map exercise is part of the first, so called inspiration phase of the design thinking process described through the figure below:



The partners split in five groups, one per Partner Country and each of the five Asian country's group was joined by project partners from Europe. As a result of the persona/empathy map exercise, five typical customers/users of the Intercultural Passport virtual module were identified and discussed at the debriefing session.

2. Intercultural competence: terms and definitions

To proceed with the design thinking process' second phase, namely the definition stage of the Intercultural Passport virtual module, the partners had to define clearly the subject of their efforts, namely the students' intercultural skills, knowledge and competences they are seeking to build, improve, enhance. In the application form, these are mentioned or defined by a variety of terms, some of them randomly used, others overlapping each other. The second group exercise the partners

engaged in, aimed to clarify the terminology used around the Intercultural Passport virtual module. The partners got acquainted and analysed more than 20 different definitions related to the terms of intercultural awareness, global skills, intercultural competence as presented in the systematic review article of Griffith, R. L., Wolfeld, L., Armon, B.K. Rios, J., Liu, O. L. (2016). Assessing Intercultural Competence in Higher Education: Existing Research and Future Directions. *ETS Research Report No. RR-16-25*. Retrieved 01.10.2019 from: <https://onlinelibrary.wiley.com/doi/full/10.1002/ets2.12112>

The following five definitions were jointly selected by the five groups:

Communicative competence (CC): “Knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others' values, beliefs, and behaviors; and relativizing one's self. Linguistic competence plays a key role.” (Byram, 1997, p. 34)

Intercultural competence: “...reflects a person's capability to gather, interpret, and act upon these radically different cues to function effectively across cultural settings or in a multicultural situation” (Earley & Peterson, 2004, p. 105)

Intercultural communicative competence: “The ability to develop and maintain relationships, 2) the ability to communicate effectively and appropriately with minimal loss or distortion, and 3) the ability to attain compliance and obtain cooperation with others” (Fantini et al., 2001, p. 27)

ICC: personal, interpersonal, and system-level outcomes: The ability to manage changes in the self and the environment brought about by individual, interpersonal, and systemic influences during intercultural encounters (Ting-Toomey, 1999)

ICC: knowledge, attitudes and skills: Competence components consist of knowledge, attitudes, and skills across three levels: awareness, understanding, and appreciation of another culture (Howard-Hamilton, Richardson, and Shuford, 1998)

Finally, it was agreed that for the purposes of the Intercultural Passport, the term intercultural competence is to be used consistently.

3. IACD MOOC: ideation

During the afternoon sessions, the partners engaged in a joint ideation exercise that aimed to identify and clarify the main features and characteristics of the Intercultural Awareness and Cultural Diversity MOOC (IACD MOOC). The latter represents the first of the two compulsory elements comprising together the Intercultural Passport virtual module. The Intercultural Passport module is essentially a tool for building and assessment of intercultural competence. It will be introduced across the 12 Asian FRIENDS HEIs' elective formal curriculum. Its successful completion will lead to the award of 4 ECTS in total. In other words, to obtain the Intercultural Passport, the students will have to spend studying between 100 and 120 hours in total comprising of both active online contact teaching and learning hours and student-centered learning. The IACD MOOC will be initially released on 6th April 2020 and will provide new drip-fed content for 6 consecutive weeks. Each unit will consist of video-recorded materials (lectures, presentations, and interviews), interactive quizzes and assignments, assessment and marking schemes, etc. The minimum indicative content to be covered through the IACD MOOC will include the following topics/themes:

- Introduction to academic fields of intercultural studies
- Key principles and theories of cross-cultural studies
- The role of culture, including sub-cultural differences and ethnic diversity
- Barriers to intercultural communications
- Linguistic barriers as hidden dimensions of culture
- Cultural taxonomies
- European cultural identity and diversity
- Business etiquette and protocol.

During the IACD ideation exercise, the partners split in five groups. Each of the groups had to consider and provide ideas and solutions for IACD MOOC's aims and learning outcomes, indicative content, structure, teaching delivery modes, assessment methods, MOOC mechanics etc. As a result of this

group exercise, each of the five groups presented the outcomes of their discussion. It was agreed that the IACD MOOC should build practice-oriented communication skills and intercultural knowledge to boost Asian students' and learners' confidence and employability, and to possibly open for them in the future new life and career opportunities. Partners agreed that the IACD MOOC content should be presented in an engaging and interesting manner that speaks to millennials and is able to draw and retain their attention. The IACD MOOC will be designed and delivered by the four Programme Country HEIs in FRIENDS. The Asian partners will be in charge of the IACD MOOC proactive promotion at institutional level to ensure that within the piloting release of the online course, at least 1200 students from the 12 Asian HEIs in FRIENDS get registered and actively involved, and at least 15% of them or over 180 students complete successfully the IACD MOOC. In terms of the IACD MOOC content, it was agreed that an introduction to the term of culture and its domains and to the cultural theories and the cross-cultural studies in general should be followed by the themes of cultural identity and subcultures. Furthermore, the IACD MOOC should also include a more practice-oriented block aiming at the development of intercultural competence and hands-on communication skills.

10th October 2019

1. Digital storytelling basics

During the morning session, the partners discussed the second key element of the Intercultural Passport virtual module, namely the digital storytelling component. Typically, the digital stories are perceived as short forms of digital media production, which allow everyday people to share their stories through the power of audiovisual media, including full-motion videos with sound, animation or still images, audio only or any other forms of electronic media. Often the digital stories are presented in a compelling and emotionally engaging format and are ideally, highly interactive. To support the students in the process of design and development of their digital stories and to equip them with the right skills and basic knowledge necessary for the elaboration of interesting and inspirational digital stories, the Asian partners will jointly develop and publish the Digital Storytelling: How-to manual. The latter will offer instructions and insights into the process of digital story elaboration and will detail and clarify the assessment criteria and procedures. The issue of digital storytelling assessment is of particular importance and relevance due to the upcoming announcement of the Digital Storytelling Contest. The contest will run in the framework of WP3 and in parallel with the IACD MOOC initial release. Its winners (three students per Asian HEI or 36 in total at consortium level) will be given the opportunity to join the Boot Camp in summer 2020 to be held at the premises of VUM in Bulgaria. In terms of the assessment criteria, it was clarified that special attention should be paid to the students' digital stories' content and message. The assessors who will be predominantly international relations officers from the 12 Asian HEIs in FRIENDS should look for and award meaningful and inspiring digital stories.

2. Digital storytelling and storyboard

In this workshop, Richel presented the basics of storytelling and storyboard. Apart from saving time, the storyboard makes the production easier and seems to be a great way to share visions and messages. The partners split in the same group constellation as in the persona/empathy map group exercise and had to prepare a storyboard with the character of the Intercultural Passport user they had come up with the previous day. Each of the five groups had to create blank slides, add script, sketch and present a story linked to an intercultural and/or international experience their character had been presumably engaged in.

3. WP3 timeline and planning panel

During this session, the partners discussed in detail the timeline of the key activities planned in WP3. Given the fact, that the Boot Camp (del. 4.1.) will start on 19th July 2020 (day of arrival to VUM) and will end on 12th September 2020 (day of departure from VUM), the IACD MOOC initial release and the Digital Storytelling Contest should kick-start on 6th April 2020 and end on 17th May 2020. The IACD MOOC and Digital Storytelling Contest results' assessment and announcement should take place

during the subsequent week and no later than 22nd May 2020. In the course of the panel, the partners discussed also a number of technical issues, including the MOOC videos' post-production, MOOC platform establishment on the FRIENDS project website as well as drafting, proofreading and translation of the key documents to be published in WP3. The latter include the IACD MOOC supporting documentation, the Digital Storytelling How-to manual and the Intercultural Passport Award Guidelines.

11th October 2019

1. Visit to the Department of Higher Education at the Ministry of Education, Youth and Sport in Cambodia

In the morning, the FRIENDS consortium attended a scheduled visit to the Department of Higher Education (DHE) in Phnom Penh. At the meeting, the DHE was represented by its Deputy Director Mr Song Sok San, Mr Ing Chhay Por and Mr Tang Teahuot. Following a presentation of the FRIENDS project main objectives and activities, which focus predominantly on IaH, the DHE officials and the FRIENDS consortium discussed jointly further measures and activities to complement and possibly enhance the project's impact on the processes of internationalization in the 5 Asian Partner Countries and in particular in Cambodia. These vary and may include the provision of outbound student mobility opportunities from Asia to Europe funded under the Erasmus+ programme for International Credit Mobility, opportunities for intra-regional student mobilities secured through grant schemes such as Share as well as the allocation of scholarships offered by the European partner HEIs to students registered for studies at any of the FRIENDS partner HEIs in Asia. It was agreed that that any outbound credit or degree mobility should take place under the condition that the sending institutions from Asia agree in advance to acknowledge and fully recognize the students' learning outcomes and periods of study abroad.

2. Project management and quality panel

In her presentation, Christina placed special importance on the first internal interim report due in the end of October 2019. In line with the Partnership Agreement, each of the 15 partner HEIs is expected to submit to VUM a technical report for all activities completed so far (Annex VI: Internal report and partner claim for payment forms). In addition, the partners will need to share the complete supporting documentation for all eligible costs incurred and claimed for reimbursement during Year 1 of the project lifetime. VUM will have approx. a month to review the submitted project evidence and reporting documents and to provide feedback to each of the 15 FRIENDS HEIs.

Furthermore, the issues of co-funding in CBHE projects, the progress with equipment tendering in FRIENDS and subcontracting, when relevant and approved in advance in the project, were clarified. In general, the equipment tendering and purchasing procedures initiated in Bhutan, Cambodia, Malaysia and the Philippines are progressing according to plan. In Thailand, where three separate independent equipment tendering procedures are planned, PSU and PYU had also made substantial progress and are expected to complete their equipment tendering procedures and install the project equipment in the course of the Year 1. The only delay with the equipment tendering procedure start is experienced so far at MSU. Ms Sirem-orn Prathumthip, FRIENDS institutional coordinator at MSU reassured the project consortium that the university will make every effort to comply with the predefined project timeline and to purchase the project equipment in line with the predefined tendering procedure's technical requirements.

3. FRIENDS dissemination panel

Mike from PYU that is WP7 Dissemination leader briefed the partners on the recent developments in WP7 since the last project meeting in June 2019. He thanked the partners for their inputs and collaboration in reporting on WP7 activities at institutional level. He also spoke about the dos and don'ts when reporting on dissemination and outlined the importance of using the unified table template provided earlier. Finally, Mike presented to the partners the results of the completed SWAG

Design Contest. Over 7700 votes were submitted which clearly confirms that the contest's initial goal to spread the word about the FRIENDS project across the 12 Asian HEIs involved was certainly achieved. It was agreed that the winning SWAG design to be used across the consortium could be adapted and adjusted in line with each FRIENDS HEI's needs and plans for promotion. Finally, the partners voted on the FRIENDS mascot to be used as a tool for promotion. The FRIENDS mascot is another promotional tool that should speak easily and directly to millennials, the primary age target group in FRIENDS. Based on the collected votes, the mascot designed by the student of BUC who ended up second in the SWAG Design Contest was selected. Both winners will receive a full set of FRIENDS promotional goodies.

4. FRIENDS project ahead. Programming of the upcoming partner meeting in Budapest

Finally, Gyorgy Tury from BMU that is the host institution of the 4th FRIENDS meeting made a presentation to brief the partners on what to expect and how to prepare for the meeting. He also confirmed that detailed visa information will be shortly shared with all partners who need to apply for a Shengen visa. It was clarified that the meeting will take place at BMU during the week commencing 23rd March 2020. 23rd March, Monday is the arrival day and 28th March, Saturday is the departure day. Detailed agenda of the four-day meeting in Budapest will be shared with the partners in early 2020.

5. Debriefing and closing session. Delivery of certificates. Consortium networking activities.