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

Internationalisation and Virtual Mobility: Borderless between EU
and Asian Countries
acronym: HARMONY

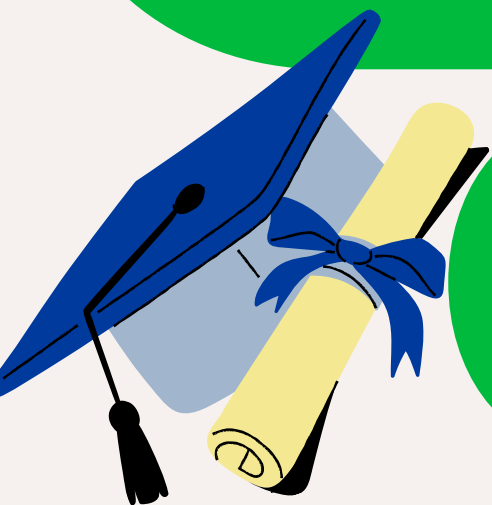
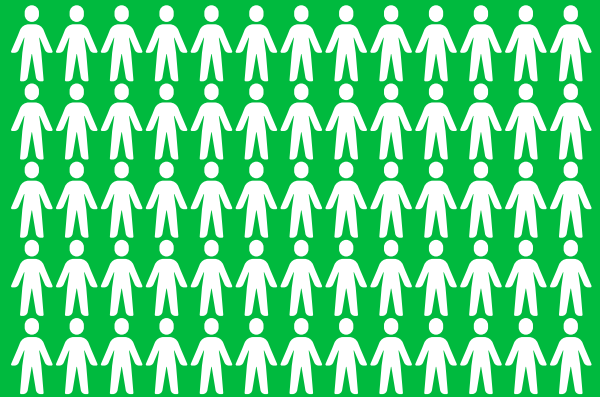
INTERNATIONALISATION AT HOME
INSTITUTIONAL INFOGRAPHIC REPORT

Daffodil International University, BANGLADESH



20066

full-time students
registered in
academic year
2019/2020



**UP TO
5%**

Income students
during the academic
year 2019/2020

**UP TO
5%**

Outgoing students
during the academic
year 2019/2020

**UP TO
5%**

of total enrollment was
comprised of international
students in the academic
year 2019/2020

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INSTITUTIONAL POLICIES AND STRATEGIES FOR INTERNATIONALISATION

The internationalisation and the internationalisation at home (IaH) are mentioned in the institutional mission and vision statement. A formal policy/ strategy for internationalisation is a stand-alone-document. The internationalisation at home is seen as very important in the university.



Top 3 institutional priorities for internationalisation

— 1 — — 2 — — 3 —

To create an internationalised study environment at home.

To internationalise teaching and learning.

To provide our students with the possibility to experience studying abroad.



Top 3 most significant potential benefits of IaH

— 1 — — 2 — — 3 —

Enhanced international cooperation and capacity building.

Improved quality of teaching and learning.

Increased international networking by faculty and researchers.



The main source of funds for the implementation of international activities

General institutional budget

Funds from other institutional international activities.

External public funds – including grants and/or programmes from international organisations.

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INTERNATIONALISATION OF STUDENT COMMUNITY



Top 3 challenges with regard to recruitment of international degree-seeking students

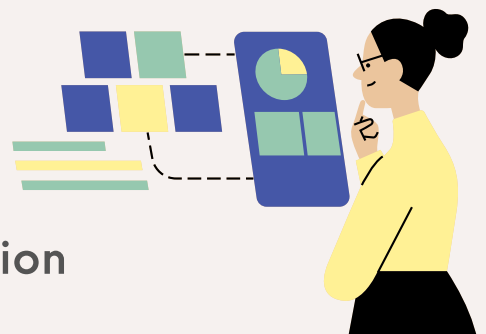
— 1 — — 2 — — 3 —

1
Visa/
immigration
policies.

2
Lack of
financial
support.

3
Language
barrier.

Top 3 obstacles for both incoming and outgoing student mobility at your institution



— 1 — — 2 — — 3 —

1
Financial
implications on
studies'
duration and
potential need
to prolong the
overall study
period.

2
Lack of
information on
existing
funding
opportunities.

3
Insufficient
funding.



The percentage of total enrolment comprised of international students

**UP TO
5%**

of total enrollment was comprised of international students in the academic year 2019/2020

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INTERNATIONALISATION OF FACULTY AND ADMINISTRATIVE STAFF

**UP TO
90%**

of academic and non-academic staff members at the institution can speak at least one foreign language



**UP TO
5%**

international full-time academic staff members in academic year 2019/2020



The institution offers training on interculturality for teachers, researchers and administrative staff. DIU has Institutional Quality Assurance Cell (IQAC) and Human Resource Development Institute (HRDI) which regularly dedicatedly work for these sorts of interculturality development programs both virtually and physically.

The institution provides incentives for faculty who are interested and motivated to design, develop and teach a study programme or a course with an international implication that is to say as part of a double/ dual degree partnership and or for the purposes of delivery in English with financial support.

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INTERNATIONALISATION OF FORMAL CURRICULUM

The institution is developing a set of institution-wide learning outcomes related to international/ global competencies that all graduates must achieve. It is involved in transnational education. Prior to the COVID-19 pandemic outbreak in 2020, the institution offered opportunities for e-learning courses (SmartEdu platform, Blended Learning Center, Google Classroom, Moodle)

Top 4 possible ways to internationalise curriculum

1

Activities that develop international perspectives of students (e.g. virtual mobility and global classrooms, international projects and internships at home, internationally focused research).

2

Assessment of international/ intercultural learning outcomes.

3

Integration of international/ intercultural dimensions into learning outcomes for courses and programmes.

4

Professional development for faculty to enhance their ability to integrate international/ intercultural dimensions into teaching.

Top opportunities resulted from COVID-19 pandemic (virtual mobility, distance, online/ or e-learning courses, MOOCs)

SmartEdu Platform for all academic and administrative work execution and GoEdu Platform for providing variety of academic courses for students. Student used Google Classroom, Moodle, and Blended Learning Center (BLC) platform for continuing academic activities online.

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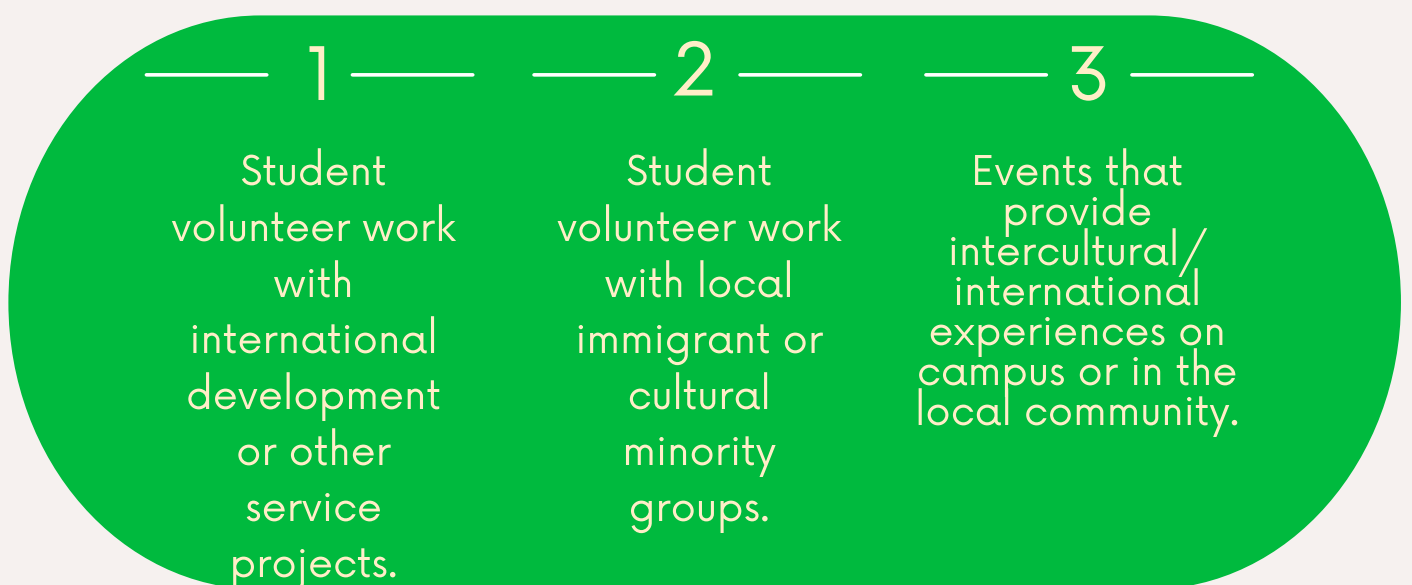
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INTERNATIONALISATION OF INFORMAL CURRICULUM

The main responsibility for extra-curricular activities for internationalisation at home lies on International Relations Office. The institution has a designated welcome and care center for international students. The English versions of all information means (key institutional regulations, curricula, detailed practical information and guidance) are published on the institution's website.

Top 3 extracurricular activities undertaken as part of IaH



A LOT OF

cultural events aiming to promote multiculturalism the cultures of international students represented on campus as well as the cultural traditions of local ethnic or religious minorities organised

The extracurricular activities' for international students



- **INTERNATIONAL SUMMER AND WINTER CAMPS**
- **YOUTH EXCHANGES**
- **STUDENT AND FACULTY MOBILITIES**
- **COMMUNITY ENGAGEMENT INITIATIVES**
- **SOCIAL BUSINESS CREATION COMPLETIONS**
- **INTERNATIONAL SOCIAL BUSINESS SUMMER PROGRAM**

The current infographic report represents a summary of the data collected by the institution through the means of a self-assessment tool. The Internationalisation at Home SelfEvaluation Tool in HARMONY was designed as part of the consortium's efforts to outline the 7 Partner Country HEIs' internationalisation landscapes and to identify levels of integration of international and intercultural dimensions into their formal and informal curriculum.

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