



The ICI Roadmap

Enhancing Inclusive Comprehensive Internationalisation

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Introduction

The roadmap for Inclusive Comprehensive Internationalisation (ICI) summarises the steps for enhancing inclusive internationalisation and the inclusivity of international learning opportunities for all students. Its purpose is to ensure the robustness and transferability of ICI outcomes and impacts to other higher education contexts. The roadmap demonstrates the potential of the ICI methodology and serves as a tool for its implementation across different national and international contexts. The roadmap includes a set of examples of ICI Good Practice that explain the strategic priorities of each partner university and illustrate the ICI methodology.

The ICI methodology includes seven essential instruments for embedding inclusivity in an institution's internationalisation strategy and practice. According to the ICI definition of inclusive internationalisation, this is a continuous process involving all university stakeholders. These elements represent the ICI methodology and are summarised in Table 1.



Table 1 Instruments of the ICI Methodology

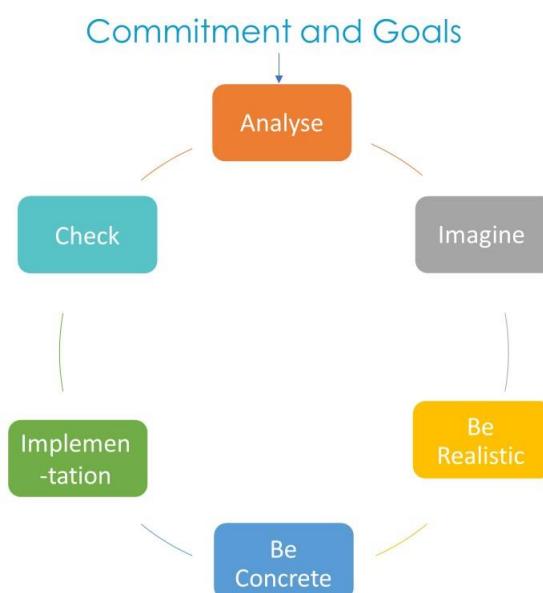
| ICI Instruments | Descriptions |
|--|--|
| Commitment to Inclusive Comprehensive Internationalisation | Goals for inclusive comprehensive internationalisation in the university overall strategy, strategies for internationalisation, education, and inclusion. |
| ICI core team | The team responsible for introducing the ICI methodology at the institutions includes a wide range of leadership, academic and professional service roles, and students to ensure diverse perspectives are included. |
| The ICI Framework | The ICI Framework includes a definition for inclusive comprehensive internationalisation, its dimensions (influence, attitude, transparency) with boundary crossing competence as its driver. |
| Self-assessment | The Self-Assessment and its Guidelines support the analysis of the level of inclusivity. They provide insights into the process and dimensions of inclusivity, the stated claims and the actual experiences of diverse stakeholders. |
| Continuing Professional Development | The ICI training programmes provides participants the opportunity to share and deepen their understanding of inclusivity in internationalisation and develop initial project ideas. |
| Pre- and post-training surveys | These surveys evidence the added value and impact of the ICI training (Cronbach Alpha >0.9) |
| Roadmap | The roadmap provides guidelines for further developing and implementing projects to enhance the inclusivity of international learning opportunities for all students. |

This ICI roadmap discusses how projects for enhancing the inclusivity of international learning opportunities can be implemented within the university. Engagement and understanding of the earlier steps are assumed. It follows from the training programme and provides guidance to participants of the ICI training, on how to further develop and implement the projects they have drafted in modules 5 'Scenarios and roadmaps towards inclusive comprehensive internationalisation' (Pipponen et al., 2024).

The roadmap as a continuous management cycle

The focus on inclusive comprehensive internationalisation is not a one-off activity or a problem to be solved. It refers to an attitude of openness to the richness that diversity represent and to a systemic way of working in which all stakeholders are involved and have a voice. This includes the full management cycle: from defining goals to identifying good practices and areas for improvement, prioritizing actions, setting objectives and performance indicators, decision-making, and monitoring and evaluation. A complete roadmap includes all these elements and is visualised in figure 1.

Figure 1: The management cycle for implementing ICI projects



The next sections discuss each of step in this management cycle and provide practical tips and tools for implementing ICI projects. Each one of these projects, large or small, plants a seed towards a university culture, in which a shared influence, an open attitude and transparent accessible communication is the new normal. The steps in the roadmap are described as a linear-circular process. In reality, it will likely take the form of an iterative-circular process, where the core team may need to return to a previous step as needed, particularly to maintain the commitment and the energy generated during the imagining step.



Commitment

In Europe, inclusivity in higher education is recognized as a fundamental value that underpins a cohesive, sustainable, and peaceful society. Reinforcing their earlier calls for an inclusive higher education area, the Ministers responsible for higher education in the European Higher Education Area (EHEA) invited their higher education institutions (HEIs) to ensure they are safe places “promoting critical mindsets, tolerance, non-violence, science-based dialogue, and the peaceful exchange of different perspectives” (European Higher Education Area, 2024, p. 1). HEIs in Europe increasingly consider inclusion and diversity important topics in their strategies and policies. The EAIE Barometer (2024) on the internationalisation of higher education indicated that the majority of respondents felt their institution had a clear strategy for inclusion and diversity. However, 50% of respondents stated that this topic needed more attention, and 42% stated that it needed continued attention in the coming three to five years.

The self-assessment by the five ICI partner institutions showed that although inclusion and diversity were included in their strategies and policies, the understanding of this area is fragmented, with for example a focus on specific topics such as access to university or students with disabilities. None of the five partner institutions explicitly connected their strategies for inclusion and diversity to internationalisation. Moreover, in daily practice, the offices for inclusion and diversity and internationalisation functioned in isolation from each other. Even though inclusion and diversity are topics that concern the university as a whole, the interaction on this topic with and between other areas such as teaching and learning, educational development and learning technology, administration, leadership and the student body was only incidental.

In the context of the roadmap towards inclusive comprehensive internationalisation, this raises the question of how HEIs can progress to enhance inclusive comprehensive internationalisation (ICI). The lessons learnt from the ICI project indicate that before starting an ICI project, institutional commitment needs to be ensured. This refers not only to the commitment of the leadership but implies that all areas of the university



need to be involved. The establishment of an institutional ICI core team to engage in a continuous and critical dialogue is therefore a first and critical step.

Analysis

As explained in the Guidelines for Self-Assessment (Gregersen-Hermans et al., 2023), the purpose of the self-assessment is to support institutions to reflect on their systemic approach to inclusive internationalisation; to understand its strengths and weaknesses; and to explore opportunities to enhance the quality of education by fostering inclusive internationalisation. The ICI Framework provides the lens for this selfassessment.

The Self-Assessment consists of two parts, a document analysis of the university's overall strategy and its strategies for learning and teaching, internationalisation and inclusion and diversity. This analysis aims to identify the institutions goals and objectives for inclusive internationalisation and how it envisages this is implemented in its policies and practices. The second part of the Self-Assessment aims at exploring how these goals and objectives have been implemented as perceived by the various stakeholders within the university by interviews or focus groups. The two-step approach in the Self-Assessment identifies potential gaps in the university's strategies, gaps in the implementation of these strategies, and the hidden messages within these strategies and related policies and practices.

Conducting a Self-Assessment is the second step within the roadmap. However, before engaging in any projects and activities that promote inclusivity in internationalisation, it is essential to share the outcomes of the Self-Assessment with the leadership and the wider university constituency. Their involvement is crucial for validating the outcomes and setting priorities for projects. In other words, how do the various stakeholder groups in the university recognize the identified gaps, how would they prioritize addressing these gaps, and how are they involved in the further development of the roadmap? To progress towards inclusive internationalisation with clear goals and objectives, its underlying processes also need to become inclusive.



Imagine

Within the ICI context, "imagining" refers to the hopes and dreams of participants about how inclusive comprehensive Internationalisation would look in their institution. The systemic approach taken in the ICI methodology enables the framing of priorities identified in the Self-Assessments as projects for organizational change. Therefore, the purpose of the "imagine" step of the management cycle addresses how the ICI core team, as agents of change, co-create and maintain a shared vision with stakeholders at all stages of project development and implementation (Doten-Snijker et al., 2020). According to these authors, working towards a shared vision in a collaborative effort empowers stakeholders to affect and own the change project, becoming collaborators rather than mere participants. Engaging across disciplinary, linguistic, and cultural boundaries in the visioning process through the core team approach not only leads to a shared understanding of the goals, processes, and outcomes of the change initiatives, but also supports the building of trust and agency among the change leaders and the stakeholders involved.

To effectively perform the "imagine" step, the ICI core team can facilitate workshops, brainstorming sessions, and collaborative discussions that encourage open dialogue and creative thinking. Visioning or imagining is an exercise in thinking outside the box, unbounded by the constraints or limitations of daily reality. By involving diverse perspectives and fostering an inclusive environment, the team can generate innovative ideas and solutions that address one or more of the priorities set for their institution at the end of the analysis phase. These solutions can include both new activities and revisions of existing activities, policies, and practices to diversify ways of working and cater to a diverse student stakeholder group. Such a collaborative visioning process leads to more effective and sustainable change initiatives.

Be realistic

The next step in the roadmap focuses on deriving a feasible change project that specifies how the vision for inclusivity, or a part thereof, can be achieved within a reasonable time frame. These projects should pertain to systemic change and address hidden exclusionary messages, which can exist at the institutional, departmental, or individual level. This process of defining and scoping the project should avoid a deficit



approach, as described in the ICI Framework (Gregersen-Hermans et al., 2023). Therefore, it is important to involve a broad variety of stakeholders and build the project based on their perspectives on the problem and the potential solutions they bring to the table. Moreover, the project needs to fit with the level of decision-making authority of the stakeholders involved.

Make sure the project goals, objectives are clearly defined and aligned with the available resources in terms of funding and staff time. Often, available resources dictate the scope of a project. However, a well-defined project can also attract additional funding. Continuing communication with the relevant institutional leadership and decision-making structures about the project, and involving them in defining and scoping the project and how it contributes to the university's Internationalisation strategy, enhances institutional commitment. By ensuring a collaborative, inclusive approach throughout and by being realistic in the project definition and scoping phase, each project will have the potential to grow into meaningful and lasting systemic change.

Be concrete

When the 'what and how' of the project have been defined and agreed upon, a concrete action plan can be developed. In this step of the roadmap, the focus is on the questions: for whom is this action intended, by which means will the objectives be realized, and how can progress be monitored. This involves defining target groups, stakeholders, and actions, as well as their measurable or observable outcomes or performance indicators, and key points in the process of change where progress on these indicators is evaluated. Identifying these key points ensures the project stays on track. They may also function to ensure the quality of the project and signal that some adaptation is needed. For example, some actions may not be as effective as expected and may need to be changed. It can also occur that a concrete objective needs to be adapted. Insights and lessons learnt during the implementation phase may inform these adaptations. In Figure 2, page 6, a possible template for the action plan is provided. This template further includes setting a realistic timeline, a budget and identifying who is responsible for each action.



The action plan forms the basis for the budget needed to set the conditions for the project's implementation in terms of available budgets and staff time. If the required budget is not available, it means going back to the drawing board and adapting the project's goals and objectives. This process of aligning goals, objectives, plans, and budget is part of the iterative approach promoted in the ICI project and is key to maintaining control of the project and delivering what was agreed. One of the risks at this step is that the energy of the stakeholders generated in the imagining phase may dwindle, causing the initiative to fade out.

Figure 2: template for an action plan

| Objective 1: xxxxx | | | | | |
|---|---|---|---|--|---|
| TARGET GROUP | OUTCOME KPI | ACTION | CALENDAR | TEAM | BUDGET |
|  |  |  |  |  |  |

Regular communication and updates, responsiveness to feedback from stakeholders, and recognizing their contributions to the project may mitigate this risk. Importantly, being realistic in the preceding defining step of the project, managing expectations and leadership endorsement are fundamental for keeping stakeholders committed and enthusiastic.

Implementation

Once the project plan has been agreed upon, its implementation can be launched. It is often useful to conduct a smaller pilot version of the proposed innovations. A pilot will provide insights into possible teething problems and the opportunity to address these before full-scale implementation. Be prepared to adapt the pilot based on feedback and changing needs. Flexibility can help address any inclusivity issues that arise during the pilot. The actual implementation of the project should still be considered a positive experiment where new activities and changed ways of working are tried and tested. Projects in which people are expected to change the way they work or do new things rarely get it completely right on the first attempt (Smith, 2020). Moreover, the new ways of working also require a change in mindset towards an asset approach. As indicated in the ICI Framework, "a systemic asset approach positions



the system as the blocker and focuses on the intrinsic value of underrepresented students" (Gregersen-Hermans et al., 2023, p. xx). This implies repairing the system and not the student. Such changes in mindset take time and need to be recognized and rewarded if they are to be sustained (Kotter et al., 2021). Further, celebrate successes during the implementation but stay open to unintended consequences and negative outcomes.

Check

Progress monitoring takes place at the selected key points in the action plan. This can be compared to a health check of the project. Is the project on track and are the actions activities contributing to the project's objectives and goals? Are the stakeholders involved in the project still enthusiastic and motivated, is the funding adequate and spend? Such a review is also useful to re-energize the project and confirm commitment of the stakeholders and the leadership. In addition to regular progress monitoring, it's important to establish a feedback loop where stakeholders can continuously provide input and suggestions. This helps in identifying potential issues early and allows for timely adjustments. Additionally, documenting lessons learnt throughout the project can provide valuable insights for future initiatives. Ensuring transparency in communication about both successes and challenges can build trust and maintain stakeholder engagement. Monitoring progress and communication about the project's progress are not only key in the implementation phase of the project, but also after the project has been completed.

Renew commitment

Finally, marking the completion of the project and acknowledging contributions can boost morale and reinforce commitment to the project's goals. However, when the project ends the real work starts. As stated above, the project can be seen as a positive experiment, but on its completion the new activities and ways of working need to be embedded in the daily practices of the institution, the department and individual staff members. This implies transferring the responsibility for the project results to the regular university or departmental structures and decision-making bodies. For example, evaluation questions regarding inclusive internationalisation can be included in a student and staff satisfaction monitor. Documentation and information guides might need to be updated and budget allocations need to be changed to



sustain the new activities or ways of working. Transferring the project outcomes into the organisation may function as a multiplier, ultimately transforming the institution into a more inclusive and dynamic environment for all stakeholders in a continuous process. It is at this stage the renewed leadership commitment is crucial. Sharing ICI's mission and vision might be an appropriate way to ensure this:

ICI Vision

Help co-create equal opportunities with and for all students to benefit from internationalisation, regardless of their background, orientation or capability, and to improve their international and intercultural competences. We need every voice to help create a peaceful and sustainable world.

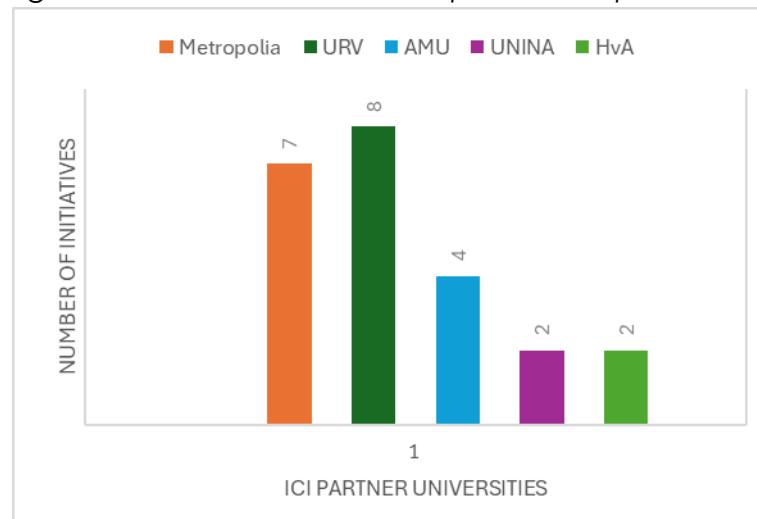
Examples of Good Practice

This section shares several roadmap initiatives identified by participants at each partner institution during the ICI in-house training. First, a general overview of these initiatives is provided, followed by specific examples per partner institution.

Overview of initiatives for good practice

In total 21 ICI roadmap initiatives were identified by the ICI partner universities aimed at enhancing inclusive internationalisation at their institutions, ranging from two to eight initiatives per partners, as displayed in figure 3.

Figure 3: number of ICI roadmap initiatives per university partner





The initiatives that have been identified to implement inclusive internationalisation, can be categorised into six rubrics. These categories with their short descriptions are included in table 1. Target groups for these actions include the institution as a whole, specific departments or study programmes, and the associated academics, administrative staff, or students.

Table 2: Categories of actions promoting inclusive internationalisation

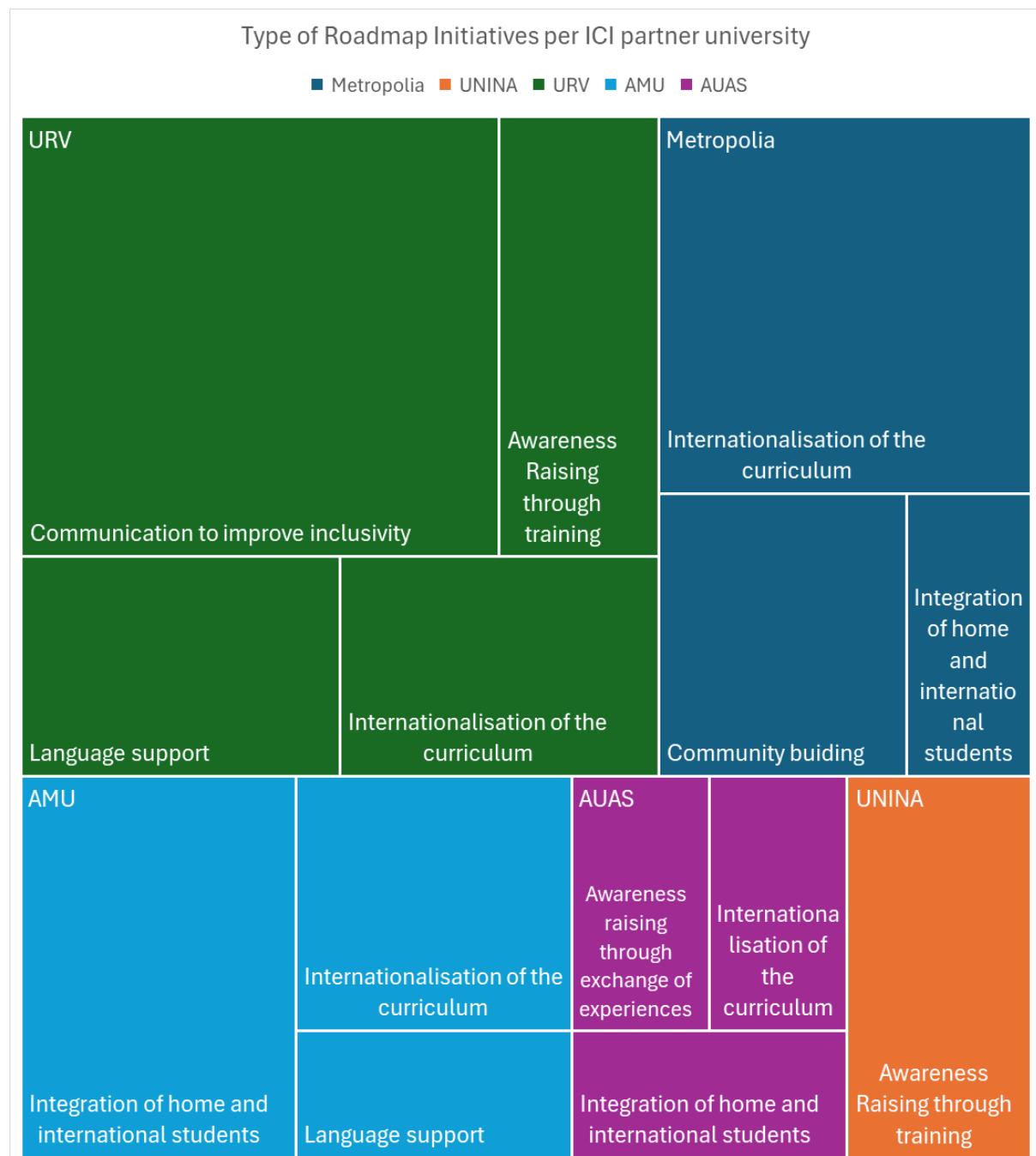
| Promoting Inclusivity in Internationalisation | |
|---|---|
| Awareness raising | Providing opportunities for training or sharing of experiences to enhance inclusivity. |
| Communication | Tailoring of communication messages and channels to include different target groups. |
| Community building | Creating a sense of belonging and mutual support among all members of a community. |
| Integration of international and local students | Addressing the inclusion and interaction between international and local students. |
| Internationalisation of the Curriculum | Including international, intercultural and global dimensions into the curriculum, in class or through collaborative online learning |
| Language support | Ensuring access to information by utilizing multiple languages and language practice of staff. |

The focus of these actions varied across the partners. Based on institutional, faculty, or departmental self-assessment, participants in the local in-house trainings established key areas for improvement for their institution and within their level of influence. Internationalisation of the curriculum initiatives, providing all students the opportunity for an Internationalised learning experience, was mentioned by four of the five partner universities, in combination with collaborative online learning. Awareness raising of inclusivity and integration of home and international students were each identified by three institutions, language support by two institutions, and communication and community building each by one institution. Further, among URV participants, there was a strong focus on communication and accessibility of information to diverse groups, while community building and creating a sense of belonging for all was considered one of the priorities of Metropolia. While four universities selected a mix of



priority areas, at UNINA, awareness raising through the institutional dissemination of the ICI training was considered the number one priority. The specific types of roadmap priorities across the partner universities are displayed in Figure 4.

Figure 4 Type of road map initiatives by ICI partner university





Good practice examples per partner institution

Metropolia participants developed five roadmap examples as an outcome of activity 6.1 of the ICI training.

Figure 5 Road map example for the study programme Oral Hygiene

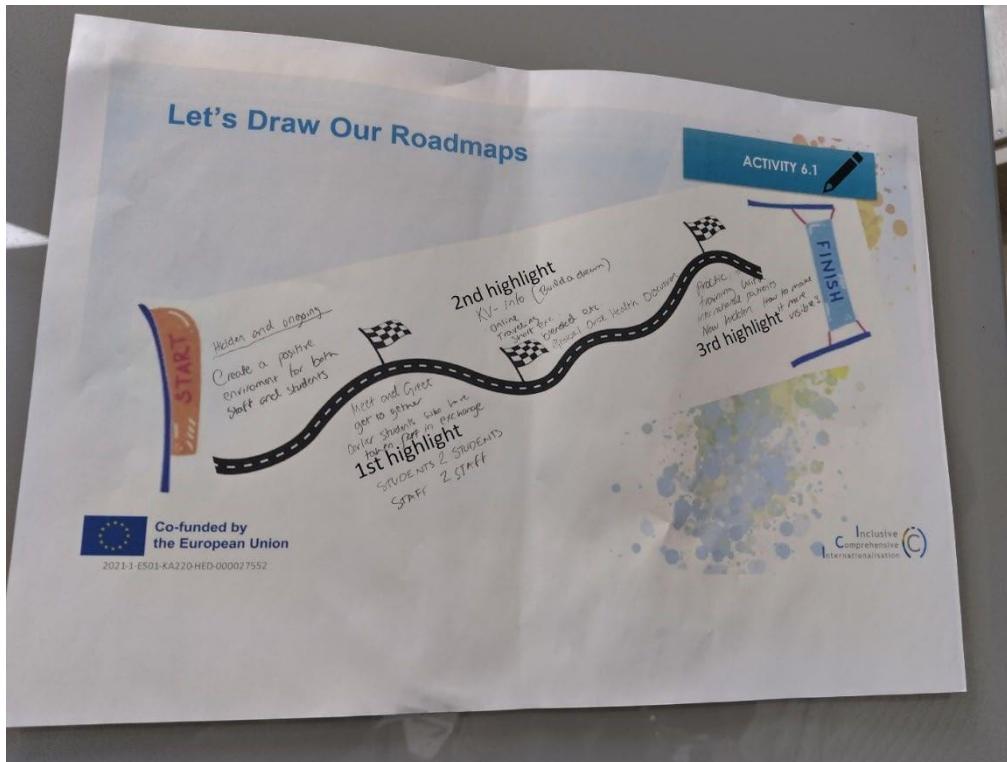


Figure 5 provides an example of these roadmaps, and is developed by the Metropolia participants, who are involved in the degree programme Oral Hygiene.

This roadmap focuses on creating a positive environment for both staff and students. In line with the ICI definition of inclusive Internationalisation, this group indicates that this is an ongoing process. "Meet and greet," getting to know each other, is indicated as the first highlight or milestone. The second milestone mentions collectively building a dream: how the members of this study program envisage engaging with each other and with Internationalisation. The third highlight is about bringing these insights to their professional practice through training and reflection on the hidden messages that may be included in their curriculum and in the way they view and approach their patients.

These milestones aim to create a supportive and inclusive environment for everyone, recognising that this is an ongoing process.

At Metropolia the priorities included internationalisation of the curriculum, community building and integration of home and local students. The examples are included in table 2. Initiative 3 has started to develop the envisaged COIL and is planning to include it



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in the 1st year students' language course. The English taught majors start next academic year. Another programme is planning to involve students' perspective already in the designing phase. Occupational Therapy is planning to review the potential hidden curricula in their degree programme and make it more visible and explicit.



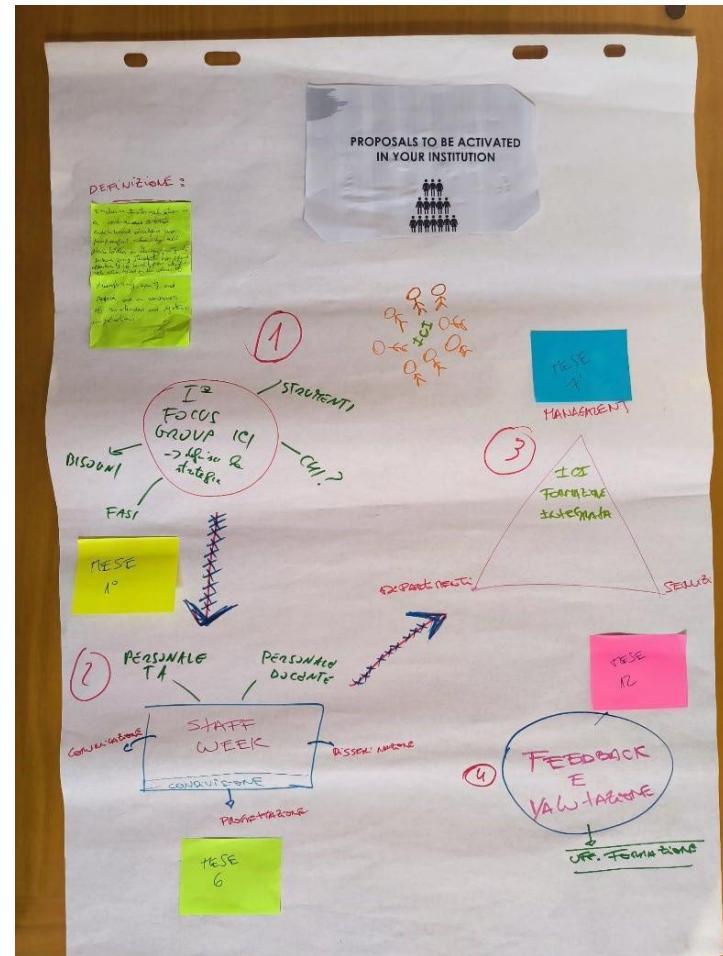
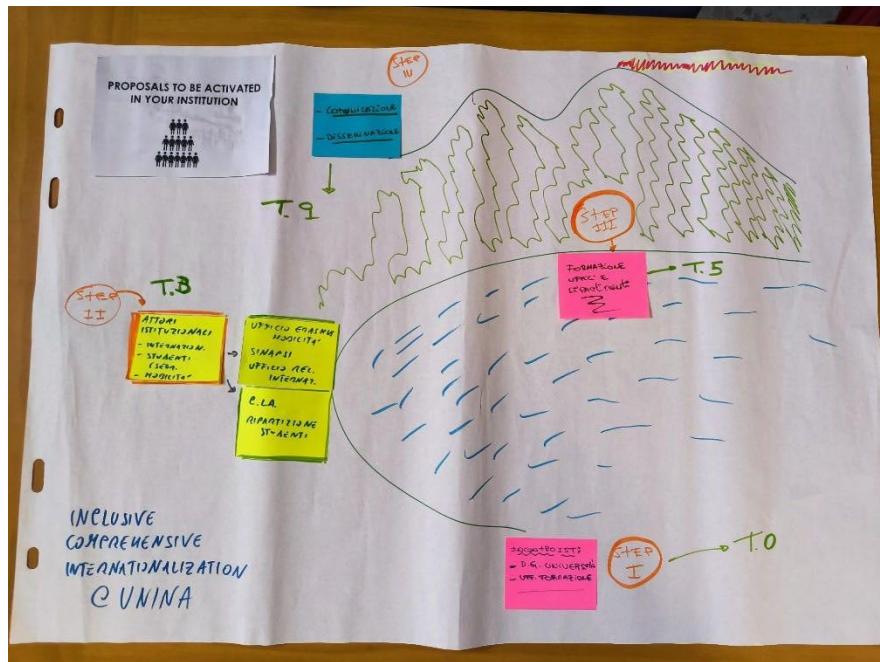
Table 3: Road map examples of Metropolia

| Case | Organisational unit | Organisational level | Target group | Intervention | Objective | Roaddmap Highlight 1 - 2 - 3Actions |
|------|------------------------------|----------------------|------------------------------------|-----------------------------------|---|--|
| 1. | Procurement | Study Programme | Home students | IoC | To enable students to operate in a multicultural and international work place | 1. Including excercises on internationalisation & inclusion in the programme 3. International study trip |
| 2. | Haaga Helia University | Institution | Lecturers / Educational Developers | IoC | To reach all students embed COIL in all majors | 1. Map needs of majors 2. Engage with lecturers 3. Facilitate lecturers to collaborate with partners |
| 3. | Construction site management | Study Programme | Students | IoC | To enhance students' confidence to engage in international activities | 1. English taught majors 2. COIL course 3. Exchange |
| 4. | Physiotherapy | Study Programme | Home and International students | Integration Community building | To raise awareness of diversity and international opportunities | 1. Bringing home & international students together in the orientation. 2. Information sessions to promote exchanges 3. Dialogue to enhance the student voice |
| 5. | Oral Hygiene | Study Programme | All students and staff | Community building | To create a positive environment for diversity | 1. Story telling of student ambassadors 2. Implement COIL more systematically 3. Training with diverse patients as opportunity for intercultural learning |
| 6. | Occupational Therapy | Study Programme | Students | IoC | To make the hidden curriculum more visible | 1. In depth information on the hidden curriculum 2. Review the values and attitudes underpinning the programme for Occupational Therapy 3. Improving current international activities by understanding and addressing the hidden messages. |



UNINA participants developed two roadmap examples as outcomes of activity 6.1 of the ICI training focussing on awareness raising within the institution.

Figure 6a and 6 b: The two road map examples of UNINA



At UNINA the participants developed two scenarios for embedding the ICI training in the institution. The diagram on the left hand side (figure 6a) visualises the scenario 1, a top down process starting with a mandate from the leadership for embedding the training in the institution. The diagram on the right had side (figure 6b) visualises scenario 2, a bottom up approach starting with a focus groups and a needs assessment.



At UNINA the priority focused on awareness raising of the need to inclusive comprehensive internationalisation. Both scenarios take an institutional perspective and focus on academic and administrative or office staff. The examples of the two road maps are included in table 2.

Table 4: Road map examples of UNINA

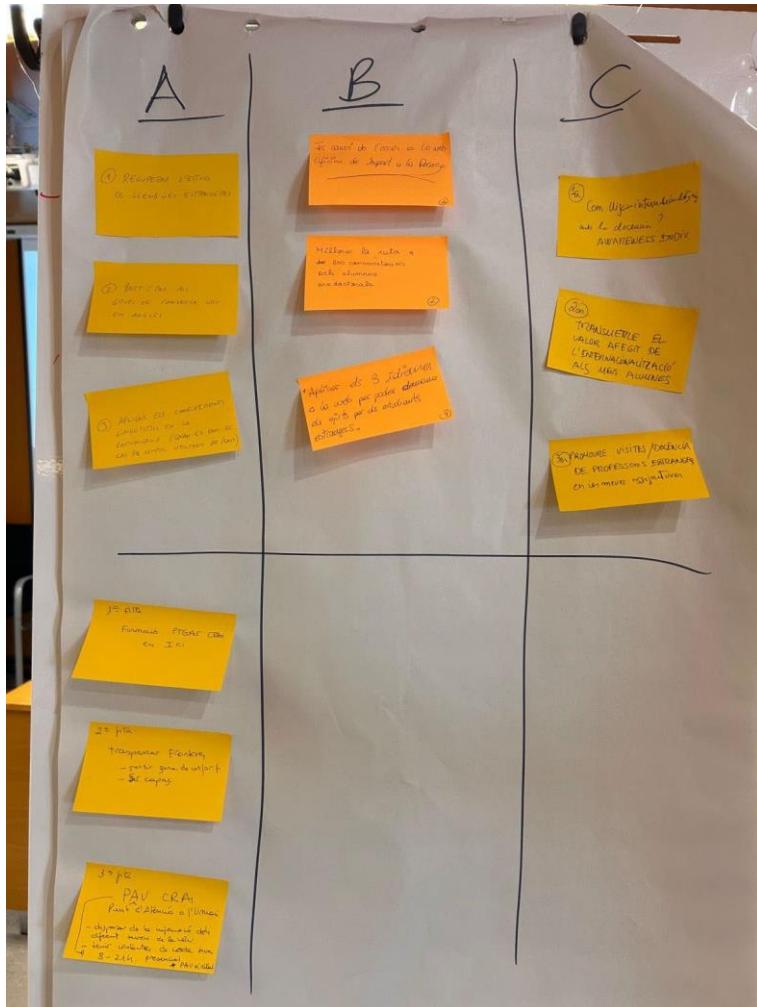
| Case | Organisational unit | Organisational level | Target group | Intervention | Objective | Actions Highlight steps 1 - 2 - 3 |
|------|-----------------------------|----------------------|-------------------------------------|----------------------------|--|---|
| 1. | ICI training participants 1 | Institution | All academic & office staff members | Awareness raising Training | To disseminate the ICI training into the institution | 1. Acquire mandate from leadership 2. Activation of key stakeholder units 3. Training of staff from offices & departments 4. Communication and dissemination |
| 2. | ICI training participants 2 | Institution | All academic & office staff members | Awareness raising Training | To disseminate the ICI training into the institution | 1. Needs assessment through focus groups 2. Sharing the outcomes at a staff week 3. Integrated staff training 4. Feedback and evaluation |

These focus on embedding the ICI training within the institution highlights that the participants to the training understood that to enhance inclusivity a whole institution of systemic approach is needed. Participants further stressed the importance of collaboration between different units, notably the collaboration between the International Office and the Office for Diversity and Inclusion. Moreover, the in-house training illustrated the importance of collaboration across disciplinary and administrative boundaries.



URV participants developed eight roadmap examples as outcomes of activity 6.1 of the ICI training.

Figure 7 Road map initiatives of URV



Communication stands out as one of URV's priority areas. This involves enhancing the accessibility of information on the website by including content in English, alongside Catalan and Spanish. In addition to focusing on language, one initiative suggested creating a virtual service point to ensure quick referral to other service areas when necessary.

Moreover, to foster inclusive and transparent information provision, a wide variety of ideas were generated, ranging from opportunities for practicing English for daily use at the university to gender-responsive writing and attention for students with special needs.

Raising awareness of inclusivity across the wider institution is considered an important next step for developing inclusive internationalisation at URV. Participants stressed the relevance of providing ICI training to all academics and administrative staff, inviting them to move beyond their comfort zones and develop boundary-crossing competences. This initiative highlights that the participants in the training understood that to enhance inclusivity, a whole-institution systemic approach is needed.

The internationalisation of the curriculum initiatives was considered a further key action to ensure inclusive internationalisation. The mentioned examples included training for lecturers internationalisation of the curriculum, inviting international guest lecturers, organising blended intensive programmes, mentoring international students, and fraternity days where local and international students can meet.



Overall, the initiatives developed in the in-house training demonstrated participants' understanding of the cyclical nature of projects enhancing inclusivity, the importance of transparency in information provision, needs assessment of stakeholders, and the relevance of evaluation for improvement. At URV the priorities included communication and language support, awareness raising and internationalisation of the curriculum initiatives. The examples of the road maps are included in table 5.

Table 5: Road map examples of URV

| Case | Organisational unit | Organisational level | Target group | Intervention | Objective | Actions Highlight steps 1 - 2 - 3 |
|------|--|----------------------|--|-----------------------------------|---|--|
| 1 | Staff member | Institution | Academic, technical and administrative staff | Communication | To enhance foreign language competence (English) of staff | 1. Take part in conversation groups in English 2. Apply language skills in daily communication (when possible since we always use Catalan o Spanish). |
| 2 | Learning and Research Resource Centre (CRAI) / Library | Institution | Academic, technical and administrative staff | Awareness raising Training | To support URV Staff developing boundary crossing competence: being capable of going beyond the comfort zones | 1. Providing the ICI in-house training for all staff |
| 2 | Learning and Research Resource Centre (CRAI) / Library | Institution | All students and staff | Communication | To create a user service point ensuring accessibility of information of the different URV's services | 1. Having contact information available of the different services. 2. Offering a virtual service point. |
| 3 | Research Support Office | Institution | Academic, technical and administrative staff | Language support Communication | To improve access to the information on the website and provide information in three languages (Catalan, Spanish and English) | 1. Improve the "route" to calls for predoctoral students 2. Include all the information in 3 languages (Catalan, Spanish and English) so that foreign students can access the calls in all of them. |

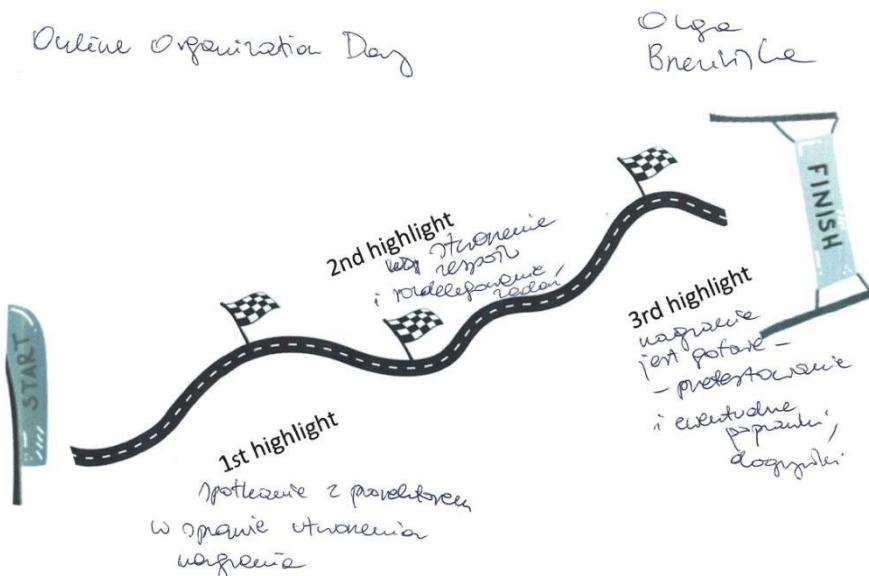


| | | | | | | |
|---|----------------|-------------|--|---------------------------------|--|---|
| 4 | Academic staff | Institution | Researchers /Academic staff | IoC | To enhance the inclusivity of teaching | 1. Link internationalisation with teaching through Individual awareness. 2. Convey the added value of internationalisation to students 3. Promote visits and teaching stays from foreign teachers within my subjects. |
| 5 | Staff member | Institution | Academic, technical and administrative staff | Communication | To enhance inclusion at all levels within the institution | 1. Gender-responsive writing 2. Increase the number of documents translated available on our website 3. Make the data available: number of students with special needs, % of students studying abroad. |
| 6 | Staff member | Institution | Technical and administrative staff | Communication Awareness raising | To disseminate the concept of inclusivity within and among units/departments | 1. Planning of specific actions involving different groups/units through gamification 2. Evaluation of results 3. Invite other units to take part in the process 4. Eliminate divisions between different units/departments |
| 7 | Faculty | Institution | Researchers /Academic staff | IoC Communication | To enhance the international awareness and perspectives of academic staff | 1. Make information available for teachers 2. Implementation of a concrete Internationalisation action: BIP, mentors for international student& fraternity days. |
| 8 | Staff member | Institution | Academic, technical and administrative staff | Communication | To widen access of internalization opportunities to all students and staff | 1. Spread the information available on Internationalisation through all the different groups of people through all the channels available. Give information about programmes & calls 2. Follow-up: Give support in the application process. 3. Granting recognitions for implementing this type of actions. |



AMU participants developed four roadmap examples as outcomes of activity 6.1 of the ICI training, focussing on integration of Polish and international students, internationalisation of the curriculum and language support.

Figure 8: Road map example of AMU



At AMU, participants developed the road maps through a four-step process to ensure all student stakeholder voices were included.

Step 1: Formulate the project's goal, established its expected timeline, and identified the stakeholders involved.

Step 2: Focus on the process and addressed the following questions:

1. How will we ensure that the goal and its products are cocreated and all voices are included in the project?
2. How will we ensure that an inclusive dialogue is established?
3. Is the hidden curriculum addressed?

Step 3: Reflect on the earlier two steps, the project goals (Step 1) and product, and the project process (Step 2). This reflection emphasized that while outcomes are important, attention to the process is essential for achieving inclusivity.

Step 4: Evaluate the project, guided by the following two questions:

1. How are you going to evaluate the goal and its implementation?
2. Which obstacles might you face and how can you overcome these?



For AMU the integration of international and Polish students was the main priority through the formal and informal curriculum. This regarded not only on enhancing the English language competences of Polish students, but also support for incoming international students for the Polish language.

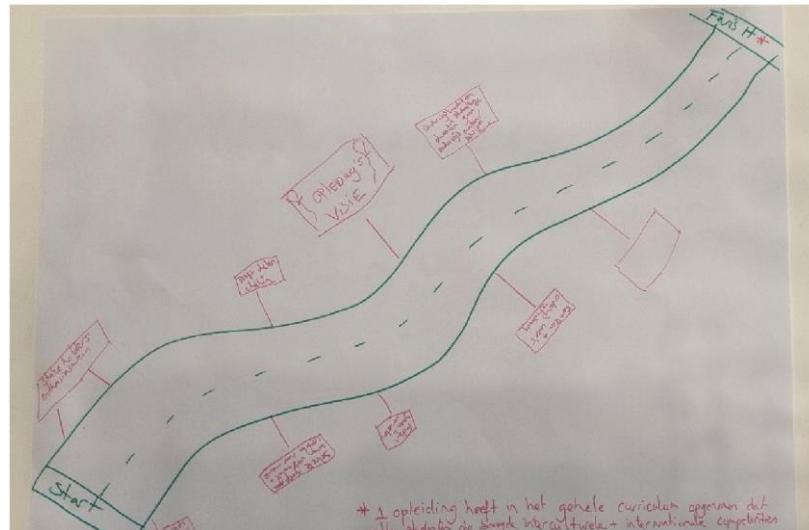
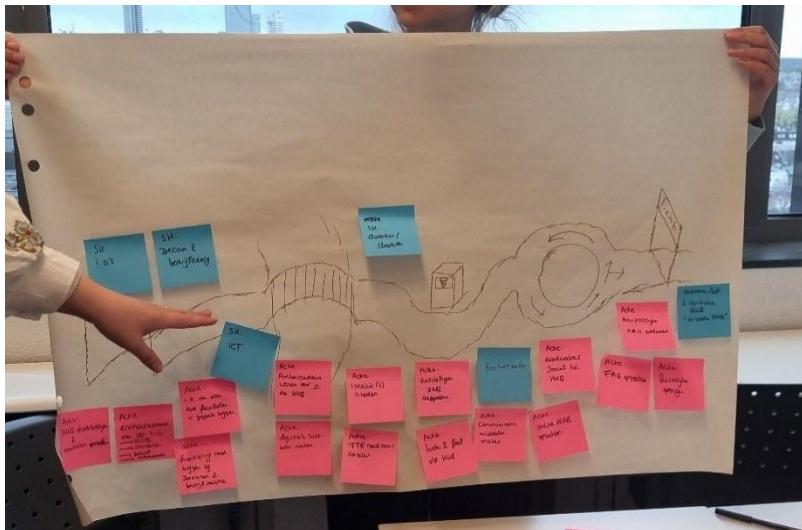
Table 6: Road map examples of AMU

| Case | Organisational unit | Organisational level | Target group | Intervention | Objective | Actions Highlight steps 1 - 2 - 3 - ... |
|------|---------------------|----------------------|---------------------------------|---------------------------------|--|---|
| 1. | Programme xxx | Programme | Polish students | IoC | To deliver classes with a partner/foreign university aimed at preparing short film forms in English. | 1. Consultation with students on their needs 2. Communication with partner align interests 3. Joint delivery in COIL format 4. Evaluation and feedback |
| 2. | Institution | Institution | International students | Integration Language support | To promote Polish language courses for all incoming students | 1. Needs assessment of international students 2. Interactive and student oriented course design 3. Delivery by Polish philology students |
| 3. | Staff member | Institution | Polish & international students | Integration | To create hybrid rooms for Polish and foreign students | 1. Leadership commitment 2. Needs assessment of students 3. Exploring legal conditions and procurement |
| 4. | Staff member | Programme | Polish & intern | Integration | Creating a joint English-language program of studies for Polish and incoming students. | |

The four-step approach used by AMU, and specifically the questions related to step 2, facilitated a strong focus on the needs assessment of students and ensuring all voices were included.

AUAS participants developed two road map examples as outcomes of activity 6.1 of the ICI training to enhance inclusive internationalisation. One example focussed on raising awareness and the integration of diverse student groups (figure 9a). The second example related to internationalisation of the curriculum (figure 9b).

Figure 9a and 9b: roadmap examples developed by AUAS participants



Both AUAS examples take a value driven and systemic approach. Example 1 focused on the institutional level by creating an opportunity for all students and staff to informally connect in a dedicated social space or hub. Example 2 focused on the study programme level providing an internalised learning experience by embedding international, intercultural and global dimensions in the curriculum. Both examples thereby moved beyond individual or one-off actions and addressed inclusivity from a longer-term perspective, grounded in the educational mission and vision of the institution. In both examples the different needs and interests of stakeholders were considered, resulting in an iterative process in which bottom-up engagement and top down support for the initiatives were aligned.



For AUAS the priorities focused on promoting inclusive internationalisation through both the informal and formal curriculum.

Table 7 : Road map examples of AUAS

| Case | Organisational unit | Organisational level | Target group | Intervention | Objective | Actions Highlight steps 1 - 2 - 3 |
|------|---------------------|----------------------|-----------------|-------------------|---|---|
| 1. | Faculty | Institution | students, staff | Awareness raising | To create a social HUB for (international) students and staff to inspire and connect on international experiences | <ol style="list-style-type: none">1. Create clear value proposition for the HUB2. Create commitment with stakeholders3. Ensure resources4. Co-create and evalaute the Social Hub |
| 2. | programme | Programme | Students | IoC | To include intercultural and international learning outcomes for all students | <ol style="list-style-type: none">1. Engage stakeholders & ensure iterative process2. Integrate innovation in Educational Vision3. Engage students in the course design4. Deliver and evaluate |



Concluding remarks

The roadmaps developed by participants of the five local in-house ICI training sessions illustrate how the different contexts at each university influence the priorities for enhancing inclusive internationalisation. Therefore, institutional self-assessment and collectively defining these priorities must constitute the foundation for developing projects and roadmaps.

In addition, there are common points to consider when engaging in the journey towards inclusive internationalisation. The example roadmaps from the five ICI university partners highlight the need to raise awareness of inclusive internationalisation at the institutional level. Based on the institutional ICI selfassessment and the ICI training, the proposed projects emphasize the need for a systemic and iterative approach to inclusivity that involves all stakeholders within the institution. They also stress the importance of ensuring all voices are heard through needs assessments, either through focus groups with students and staff or through their direct involvement in the design and implementation of projects. Furthermore, commitment from leadership to engage in projects for inclusive internationalisation and transparency in information provision pertaining to the projects and roadmaps are essential conditions for success.

Finally, within the context of this institutional journey, it is important to focus on inclusive internationalisation as a systemic issue that needs to be addressed. A common experience among the university partners was that the scope of the projects tended to drift towards a well-intended deficit interpretation of inclusivity, where the problem was seen as something to be fixed in the students. What resonates from each of the example projects is that inclusive internationalisation involves both the formal and informal curriculum and their interconnection through the student experience. Their sense of belonging and experience of international learning as 'something for them' is the ultimate milestone underpinning these ICI roadmap projects.



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