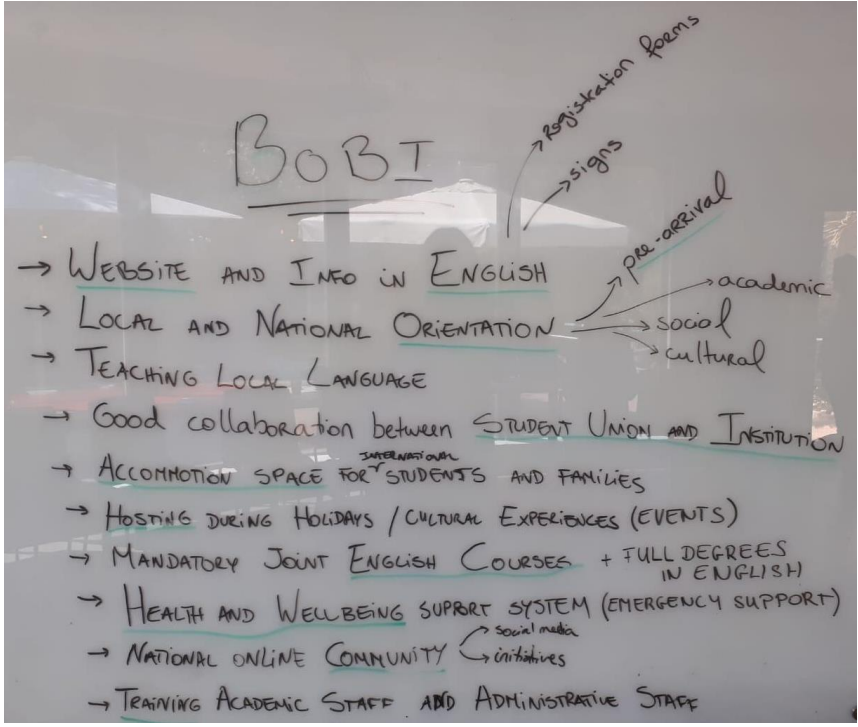


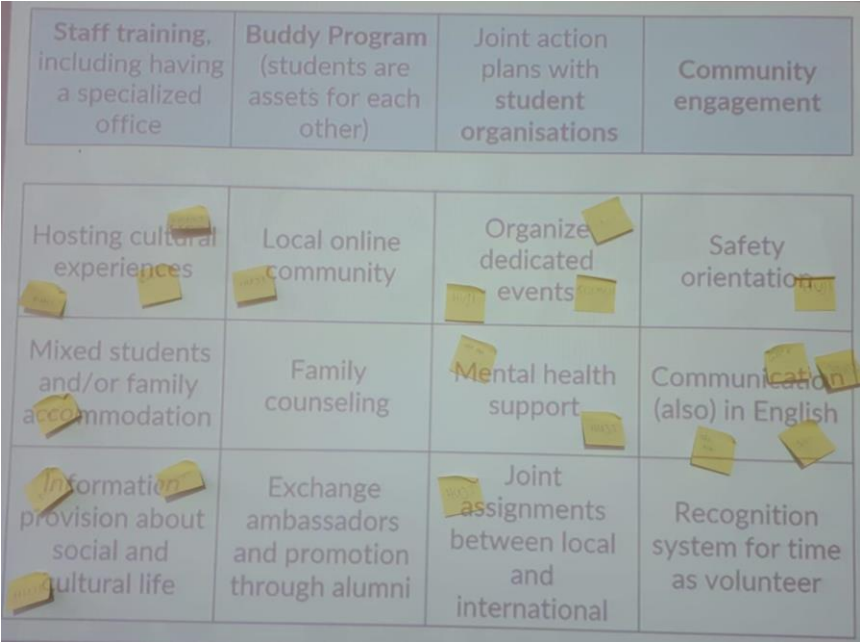
Outline of the training session on the social integration of international students and internationalisation at home

On the 25th of July, ESN ended its training in Israel with a training session on the social integration of international students with local students, highlighting the benefits of internationalisation at home. The session proceeded as shown in the following table.

Duration	Total Time	Session
10'	10'	<p>Welcome by ESN trainers and short intro of the workshop</p> <p>The trainers introduce themselves and ESN. The introduction video about the WILLIAM project (youtu.be/71gtIGs-78M) is also projected. The trainers highlight that:</p> <ul style="list-style-type: none"> • the project aims at fostering an international climate for Israeli students alongside with strategies to create an international campus with a supportive and welcoming environment for international students studying in Israel. • A very important part of this supporting and welcoming environment for international students is the concept of “students helping students”. • Creating an environment for student support is not only the responsibility of students. Indeed, this is something that should be of interest to international offices, recruitment offices, student support services, university leaderships, etc. • The workshop will cover topics like how to work with international students, how to improve collaboration with student volunteers at universities, “buddy systems” and integration in the local community.
25'	35'	<p>Introduction of the participants from seven higher education institutions</p> <p>The participants stand in a circle. There is a ball passing through each person in a random order. When someone grabs the ball, they need to say their name, institution, role at the institution and a fun fact about themselves.</p>
15'	50'	<p>YES/NO group dynamic for the participants to realise the different contexts and stages of development of the different</p>

		<p style="text-align: center;">Institutions</p> <p>The room is divided into two parts: one side corresponds to the answer “YES” and the other part corresponds to the answer “NO”. Each participant should move to one side or the other according to their answer to the statements said by the trainer. These statements are related to the reality of their institution regarding Internationalisation at home. For instance:</p> <ol style="list-style-type: none"> 1. My institution has international students. 2. My institution has received more than 10 international (full degree) or exchange (credit mobility) students last year. 3. My institution has more than 500 full degree international students. 4. My institution has sent students abroad during the last academic year. 5. My institution has already implemented some kind of Buddy System. 6. My institution organises social activities for international students. 7. The student union invites international students for their initiative. 8. My institution has an English website with information specific for incoming students. 9. My institution is making an effort to improve the social integration of international students. <p>After each statement, the trainers picked some representatives from both sides to reveal the reason they stand at YES/NO. This enabled the participants to gain further insight, best practices and challenges along with some figures on incoming and outgoing students, English classes, etc.</p>
20’	70’	<p style="text-align: center;">All Together: Dreaming about WILLIAM</p> <p>Group brainstorming about “how the perfect internationalised institution would look like”. In groups of 3 or 4 people, the participants come up with the description of the BOBI Institution (Best of the Best Internationalisation). There is a group discussion and everyone agrees upon the perfect ideal “goal”, where they want to go. The trainers write down the outcomes on the white board, at the end of the exercise the participants will have met “BOBI”.</p>

		 <p>BOBT</p> <ul style="list-style-type: none"> → WEBSITE AND INFO IN ENGLISH → LOCAL AND NATIONAL ORIENTATION <ul style="list-style-type: none"> → academic → social → cultural → TEACHING LOCAL LANGUAGE → Good collaboration between STUDENT UNION AND INSTITUTION → ACCOMMODATION SPACE FOR ^{INTERNATIONAL} STUDENTS AND FAMILIES → HOSTING DURING HOLIDAYS / CULTURAL EXPERIENCES (EVENTS) → MANDATORY JOINT ENGLISH COURSES + FULL DEGREES IN ENGLISH → HEALTH AND WELLBEING SUPPORT SYSTEM (EMERGENCY SUPPORT) → NATIONAL ONLINE COMMUNITY <ul style="list-style-type: none"> → social media → initiatives → TRAINING ACADEMIC STAFF AND ADMINISTRATIVE STAFF
15'	85'	Break
30'	115'	<p style="text-align: center;">Where do I stand?</p> <ol style="list-style-type: none"> 1. The trainers present the theoretical essentials of internationalisation at home, including evidence of its importance. The institutions are then presented with a matrix of elements of internationalisation at home. On the top of the matrix there are four essential actions that can enable other initiatives: staff training, including having a specialised office; Buddy Programme (students are assets for each other); joint action plans with student organisations; and community engagement. Without fulfilling all of these actions, the institutions cannot achieve all the actions presented in the matrix and therefore can never get a “bingo!”. This presentation is attached to this report as “D – Presentation for the workshop on 25/07/2019”. 2. Through the presentation, at this point each institution finds out where they stand on the topic. They are then invited to post a post-it with their name on the actions they are already taking to achieve “bingo!”.

		 <p>3. The trainers conclude by highlighting the importance of collaboration between institutions and student organisations to successfully implement social integration strategies.</p>
45'	160'	<h3 style="text-align: center;">World Café - What's next?</h3> <p>At this point, the participants know how the perfect institution looks like (BOBI), the importance of internationalisation at home and social integration of internationalisation students, and examples of different actions that can be taken to achieve all of this. It is then time to plan how they will get there.</p> <ol style="list-style-type: none"> 1. Each Institution decides the <u>small</u> steps they are going to take in the next academic year to increase social integration on their campus. They will also prioritise them (number from 1 to 5). These steps should be as specific and objective as possible. For each step, they should mention who will be the stakeholders involved (staff, students, buddies, teachers, etc.) and what actions are they going to take separately and together. 2. There will be 7 tables, one for each Institution. Instructions: <ol style="list-style-type: none"> a. <i>Write the steps on post-its.</i> b. <i>Prioritise these steps and arrange them on the flipchart according to priority.</i> c. <i>Decide on the stakeholders involved in each step (IRO, academic staff, student union, etc.).</i> d. <i>Note down specific actions these stakeholders need to do in</i>

		<i>order to make the action happen and set a deadline for them.</i>
15'	175'	<p style="text-align: center;">Final Outcomes</p> <p>Each institution presents their outcomes from the previous exercise. They can also ask for more advice and everyone is free to make comments and suggestions.</p>
5'	180'	<p style="text-align: center;">Conclusion</p> <p>Each participant share “during this workshop I have realised that...” Trainers sum up the workshop and the main outcomes. Evaluation of the training is sent via email.</p>