Framework for Erasmus+ Staff Competencies

Output 1: Desk Research – Erasmus+ Staff Competencies

1   Aim of the desk research

The main aim of the Desk-Research (O1) is to map out existing frameworks and review related research, studies and other (EU) project findings which serve as a starting point for the identification of staff competencies relevant to conducting quality student mobility. The Participant Report for staff mobility (Erasmus+ Programme) serves as a means to relate staff mobility activities to the quality and quantity of student (and staff) mobility.

In this report, significant emphasis is put on identifying and defining different aspects connected to staff competencies in the broadest sense of the word, and more specifically, on staff competencies in the context of student mobility in HEIs. Hence, the following key elements/questions are considered as essential in order to identify and define relevant skills and competencies of staff members involved in facilitating student mobility.

a) What is student mobility and, more specifically, what is 'quality student mobility'?
b) What staff categories are involved in student mobility?
c) How can relevant key terms such as competence, skill, qualification, tasks, responsibilities, personal development be defined and distinguished?
d) To which extent does existing literature and frameworks take staff competencies into consideration? If so, in which context and content?
e) What are tasks/responsibilities of staff in relation to a)?
f) What are required skills and competencies in relation to a) for staff in order to fulfill the tasks and responsibilities successfully?

The result of this research resp. the answers to these questions have been summarized in a scheme in bullet point form for the sake of clarity. The final scheme should be viewed as proposal to all consortium partners and upon feedbacks provided by the partners, will be updated as needed.

2 Summary of the research

2.1 Scope of the research

To enable a common understanding of quality student mobility, conceptual frameworks have been reviewed and analyzed in terms of student mobility. Based on the principles of these frameworks, the scheme attempts to structure elements of student mobility along the respective phases of mobility (before, during, after) as tasks which will help to define the needed competencies and skills. In addition, a number of tasks have been identified as cross-cutting the internal structure of a mobility activity and have been accordingly been listed as an additional section.

In general, Higher Education Institutions are mostly addressed rather as abstract entities in the overall programme frameworks, guidelines and documents, with no differentiation according to unit, staff category, or task. Therefore the stated principles mostly cannot be pinpointed to certain departments or staff members within the institution. However, within the project scope the responsibilities/tasks listed for the mobility phases are applicable to the work areas of staff working with (potential) mobile students in all the relevant contexts of the HEI.

In accordance with the Erasmus+ Programme, student mobility for studies is defined as a study period abroad which can last from a minimum of 3 months (or 1 academic term or trimester) to a maximum of 12 months. It is described as student credit mobility. Student mobility can mean both incoming and outgoing. As agreed among the consortium partners, student mobility for traineeships will be excluded in the project as for now, though the comparison of studies versus placements in relation to the project outcomes might be a relevant addition to the project at a late stage. Further distinction regarding the level of education (Bachelor, Master and Doctoral candidates) is not considered as relevant at this stage. International degree-seeking students are excluded from the analysis as well, though many of the aspects relevant for student credit mobility will pertain to this category of students as well. A detailed comparison will require additional research.

In the desk research, staff members at central International Relations Offices (IRO) and at faculties (F) of Higher Education Institutions are considered as one group for the purpose of this study. The scope of the research only includes administrative work and academic-administrative tasks related to international student mobility, although departmental coordinators may have additional responsibilities that are solely or primarily academic. All categories of staff/roles included deal with student mobility in at least part of the mobility process (before, during and after mobility), for at least one type of student mobility (Incoming/Outgoing).

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2.2 Definition of relevant terms

The definitions that apply in the context of the project are listed below. They are based on *EQF[1] (European Quality Framework)* and *Key Competences for Lifelong Learning[2]*.

***Knowledge*:** composition of facts and figures, concepts, ideas and theories which are already established and support the understanding of a certain area or subject

Skills: the ability and capacity to carry out processes and use the existing knowledge to achieve results

Cognitive skills: use of logical and intuitive and creative thinking

Practical skills: manual dexterity and the use of methods, materials, tools and instruments

Attitude: the disposition and mind-sets to act or react to ideas, persons or situations

***Competence*:**

- Ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development);
- Ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in profession
- a combination of knowledge, skills and attitudes and personal development

Responsibility: refers to tasks and working areas in different functions and roles. Both tasks and responsibility can be used interchangeably in the context of FESC.

Since the term '*competency'* wasn't explicitly named in these (European) frameworks there had been an attempt to look at both related terms 'competency' and 'competence' beyond the frameworks.

Cambridge Dictionary explains them as following:

Competency: an important skill that is needed to do a job

Competence: the ability to do something well[3]

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[1] European Union: Recommendations Council. Official Journal of the European Union. https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52016DC0383 (13.12.2019)
[2] European Union: https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&rid=7 (13.12.2019)

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Oxford dictionary:

Competence (also competency): the ability to do something successfully or efficiently[4]

These key terminologies in the FESC project, '**competence'/'competency'**, should reflect the various components and its comprehensive meaning as widely used in European education and training policies. Therefore, the above stated extensive description will be used for the term '*competence'* and '*competency*' where both terms are interchangeable in the context of the FESC project. Both '*competence'* and '*competency'* refer to a person's capability to do something successfully or/and efficiently and this ability is composed of knowledge and skills.

Cross-cutting competencies (s. scheme) can be added as competencies needed across all mobility phases which are embedded throughout the different tasks.

2.3   Synopsis of results

In the light of Internationalization processes and the internationalization strategies of HEIs, there does exist an ongoing discourse concerning the role of staff members in the process, and the impact of internationalization on daily work in different sectors. Based on this review of a representative range of the existing literature on the topic, the focus of recent studies is either on staff competencies in internationalization in general, or on student mobility in general in separate discourses. The definition of required skills and competences for staff in the context of internationalization and/or student mobility tends to remain generalized, only touching the surface of the issue. In many cases, the analysis of relevant competence areas and skills is limited to intercultural competence, language skills, and internationalization as a general category, as core elements of the portfolio. Moreover, meaning and understanding of these terms used as instruments of analysis are not (clearly) defined.

No common European format exists for describing staff competencies and skills (as regards quality student mobility). The existing approaches refer to a few aspects of competencies and do not include the full spectrum of skills related to quality student mobility.

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[3] Cambridge dictionary: https://dictionary.cambridge.org/dictionary/english/competence (13.12.2018)
[4] Oxford dictionaries: https://en.oxforddictionaries.com/definition/competence (13.12.2018)

3   Analysis of relevant sources

3.1   Quality Student Mobility

This section lists relevant documents and frameworks that provide guidance on the expected quality of student mobility programmes. These documents are relevant in the framework of the FESC project, because a list of actions and activities to be undertaken in implementing a mobility programme in a higher education institution can be deduced from them. These required or suggested actions and activities can be translated into tasks that are assigned to HE staff members.

Source	Description/ key points
European Quality Charter Mobility	- Quality reference document for education and training stays abroad - Guidance on mobility agreements for learning and other purposes, such as professional betterment, to both young and adults participants (enhance personal and professional development) - Aiming to improve the quality and efficiency of education and training systems - Complement of the *2001 Recommendation on mobility for students, persons undergoing training, volunteers, teachers and trainers* - **Ten principles** of the guidance to be implemented on a voluntary and flexible basis
Ten principles of the "European Quality Charter Mobility"	• **information and guidance**: every candidate should have access to clear and reliable sources of information and guidance on mobility and the conditions in which it can be taken up, including details of the Charter itself and the roles of sending and hosting organisations; • **learning plan**: a plan is drawn up and signed by the sending and hosting organisations and participants before every stay for education or training purposes. It must describe the objectives and expected outcomes, the means of achieving them, and evaluation, and must also take account of reintegration issues; • **5rganization5on**: mobility must fit in with personal learning

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pathways, skills and motivation of participants, and should develop or supplement them;

- **general preparation**: before departure, participants should receive general preparation tailored to their specific needs and covering linguistic, pedagogical, legal, cultural or financial aspects;

- **linguistic aspects**: language skills make for more effective learning, intercultural communication and a better understanding of the host country's culture. Arrangements should therefore include a pre-departure assessment of language skills, the possibility of attending courses in the language of the host country and/or language learning and linguistic support and advice in the host country;

- **logistical support**: this could include providing participants with information and assistance concerning travel arrangements, insurance, the portability of government grants and loans, residence or work permits, social security and any other practical aspects;

- **mentoring:** the hosting 6rganization should provide mentoring to advise and help participants throughout their stay, also to ensure their integration;

- **recognition:** if periods of study or training abroad are an integral part of a formal study or training programme, the learning plan must mention this, and participants should be provided with assistance regarding recognition and certification. For other types of mobility, and particularly those in the context of non-formal education and training, certification by an appropriate document, such as the Europass, is necessary;

- **reintegration and evaluation**: on returning to their country of origin, participants should receive guidance on how to make use of the competences acquired during their stay and, following a long stay, any necessary help with reintegration. Evaluation of the experience acquired should make it possible to assess whether the aims of the learning plan have been achieved;

- **commitments and responsibilities**: the responsibilities

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	arising from these quality criteria must be agreed and, in particular, confirmed in writing by all sides (sending and hosting organisations and participants).
Tasks resulting to be undertaken based on the principles as regards student mobility	• inform and guide candidates with clear and reliable sources of information; guidance on mobility • ensure that the mobility is based on a learning plan before every stay • Individual/tailored assistance/guidance; know the person behind the mobility • Provide general tailored preparation before departure covering linguistic, pedagogical, legal, cultural or financial aspects • Pre-departure assessment of language skills—ensuring the language level • Provide information and assistance concerning travel arrangements, insurance, finance, residence, work permits, social security • Mentoring, advising participants throughout their stay, ensure their integration • Assistance regarding recognition and certification • Guidance on reintegration • Collaboration with partners and agreement on responsibilities of each participating party
Available at:	https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=LEGISSUM%3Ac11085
Erasmus Charter for Higher Education 2014-2020 HE)	- General quality framework for European and international cooperation activities within Erasmus+ - Set principles divided in mobility periods (before, during, after mobility)
Tasks resulting to be undertaken based on the	**Before mobility:** • Publish, update regularly the course catalogue-inform about course choices well;

principles as regards student mobility	• Ensure the quality (criteria) within the framework of prior agreements between institutions • Ensure that participants are well prepared, and have necessary level of linguistic proficiency • Ensure that student mobility is based on a learning agreement • Provide assistance related to obtaining visas, insurance, finding accommodation **During mobility:** • Ensure equal academic treatment and services • Integrate (incoming) participants into the institution's everyday life • Ensure appropriate mentoring and support arrangements • Provide appropriate linguistic support **After mobility:** • Provide transcripts, certification/ provide information on recognition, transcripts etc. • Support the reintegration
Available at:	https://ec.europa.eu/programmes/erasmus-plus/resources/documents/applicants/higher-education-charter_en
The European Platform for Learning Mobility in the youth field **(EPLM)**	- 22 principles that help to deliver high quality (transnational) mobility projects - Focus on non-formal education, but beyond the Erasmus+ projects - **Learning mobility**: a transnational mobility undertaken for a period of time, consciously organized for educational purposes or to acquire new competences - Relevant principles: • The project has clear learning objectives and these are known to all actors including participants

	- Information about the project and conditions for involvement are clear before participants decide to participate - If there is selection, the criteria and procedures are transparent - The organisers collect the needs of participants to create an inclusive environment - The learning environment helps to achieve the learning objectives - The programme is prepared well in advance together with all actors - Participants interact with the diverse cultures involved in the project, and in the hosting environments - The organisers arrange practicalities well in advance and inform participants about them in a timely manner - Participants receive adequate preparation - The organisers ensure adequate support during the project - The learning outcomes are evaluated at project and individual level, and in a short-term and long-term perspective - Organisers support participants to document their achievements and help those to be recognized (the principles overlap with the European Quality Charter for Mobility)
Available at:	https://pjp-eu.coe.int/documents/1017981/7110668/Brochure+EPLM/7edf348a-e204-02a4-c502-686a494fea99
E-QUA	Aim: - Contribute to develop two tools to assess and promote the quality of Erasmus: the **Quality Hosting Framework** and the **Patent of Quality Hosting Mobility**

	- Building a common set of the impact of study abroad on intercultural skills and employability
	
	- In E-QUA project, 15 criteria were found as fundamental in making a mobility program a quality one. The criteria finally identified cover the following main areas:
	
	    o Services and residential services
	    o Educational programmes and non-formal and informal learning environments tested
	    o Employability
	
	The presentation of the criteria follows the chronological mobility process: from the pre-departure information – 1) information sources, 2) coordination between universities, 3) referent for student, 4) duration – to the welcome-accompanying-learning services provided during the period abroad – 5) welcome and insertion activities, 6) accommodation services, 7) accommodation social aspects, 8) language learning, 9) tutor and peer tutoring, 10) cultural integration and social events, 11) soft skills development, 12) coaching and vocational guide, 13) knowledge of the hosting country labour market and higher education system, 14) knowledge of the job recruitment process in the hosting country – up to the certification of the competences achieved and further development – 15) certification of the learning path and outcomes.

Available at:	https://www.cairn.info/revue-journal-of-international-mobility-2016-1-page-129.htm#no7
Participant report (SMS) Erasmus+ KA1	**Aspects/questions concerning (quality) student mobility:** • 8.4 How satisfied were you with the support arrangements provided by your receiving institution? - administrative support arrangement

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- academic mentoring

- 8.5 how satisfied were you with assistance related to visa issues?

- provided by your receiving institution

- 8.6.... related to insurance issues?
- 8.9 How would you consider your degree of integration at your receiving institution?
- 8.10 how satisfied were you with the way the receiving institution dealt with any questions, complaints or problems that may have come up during your participation in the programme?
- 9.1 how satisfied were you with the guidance you received by the receiving institution on how to find accommodation?

Key words: support before and during mobility, assistance with visa, insurance and accommodation, degree of integration

3.2 Staff working with student mobility

Type	Description/ key points
Erasmus Institutional Coordinator (IRO)	**In the desk research, the listed staff members at international relations offices (IRO) and at faculties (F) of higher institutions are considered equally. The focus of the scope limitation refers also to administrative work and academic administrative tasks, although some departmental coordinators may have joint responsibilities.** **All functions deal with student mobility in the whole process (before, during and after mobility) or partially, for both**

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	incoming and outgoing mobility.
Erasmus+ (Mobility) Officer (IRO)	
Project/Programme Coordinator (IRO/F)	
Erasmus+ Departmental Coordinator (F)	
…	

3.3 Key terms in the context of FESC

This section lists competence and qualification frameworks which define relevant key terms in the context of the FESC project whereby these frameworks on terminology emphasize the European reference, because they provide a common frame of labelling, defining, and discussing competences of staff members within higher education institutions as well.

Key terms	Definition
European Qualifications Framework for lifelong learning (EQF) (Council Recommendation)	- Aim: improve the transparency, comparability and portability of people's qualifications in Europe - common reference framework of 8 European generic levels of learning (level 1 the lowest, level 8 the highest) which serves as a 'translation grid' between national qualifications systems - levels defined in terms of knowledge, skills and competence including non-formal and informal learning, international (sectorial) qualifications - three study cycles compatible with the learning outcomes/levels: first cycle = EQF level 6 second cycle = EQF level 7 third cycle = EQF level 8
Qualification	- the formal outcome of an assessment and validation process, recognizable documents such as certificates or diplomas; achievement to given standards - (maybe) a pre-requisite for accessing certain regulated professions - Plays an important role in raising employability, easing mobility and access to further education

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Knowledge	- the outcome of the assimilation of information through learning - The body of facts, principles, theories and practices related to a field of work or study (theoretical and/or factual)
Skills	- the ability to apply knowledge and use know-how to complete tasks and solve problems - cognitive (use of logical, intuitive and creative thinking) or practical (manual dexterity and use of methods, materials, tools and instruments)
Responsibility/ Autonomy (limitation of the term 'competences' to mean 'autonomy and responsibility')	- the ability of the learner to apply knowledge and skills autonomously and with responsibility
Available at (Revision)**:**	https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52016DC0383
Key competences for lifelong learning - A European Reference Framework (Council Recommendation)	- Aims: a. identify and define the key competences necessary for employability, personal fulfilment and health, active and responsible citizenship and social inclusion - b. provide a European reference tool for policy makers, education and training providers, educational staff, guidance practitioners, employers, public employment services and learners themselves - c. support efforts at European, national, regional and local level to foster competence development in a lifelong learning perspective - key competences are all equally important, and applicable in many different contexts and in a variety of combinations -
Key **Competences:**	- a combination of knowledge, skills and attitudes
Knowledge	- composition of the facts and figures, concepts, ideas and theories which are already established

5.	and support the understanding of a certain area or subject
Skills	- the ability and capacity to carry out processes and use the existing knowledge to achieve results - **skills such as critical thinking, problem solving, team work, communication and negotiation skills, analytical skills, creativity, and intercultural skills are embedded throughout the key competences**
Attitudes	- the disposition and mind-sets to act or react to ideas, persons or situations
8 key competences:	
1. literacy competence	- the ability to identify, understand, express, create and interpret concepts, feelings, facts and opinions in both oral and written forms; - ability to communicate and connect effectively with others
2. multilingual competence	- the ability to use different languages appropriately, effectively for communication; - based on literacy competence - integration of historical and intercultural competences
3. mathematical competence	- the ability to develop and apply mathematical thinking; solve problems;
4. digital competence	- the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society - information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety, intellectual property related questions, problem solving and critical thinkings
5. personal, social and	- the ability to reflect upon oneself, effectively

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learning to learn competence	manage time and information, work with others in a constructive way, remain resilient, manage one's own learning and career - ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional well-being, to maintain physical and mental health; - to be able to lead a health-conscious, future-oriented life, empathize and manage conflict
6. **citizenship competence**	- the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, legal and political concepts and structures, as well as global developments and sustainability
7. **entrepreneurship competence**	- the capacity to act upon opportunities and ideas, to transform them into values for others - founded upon creativity, critical thinking, problem solving, taking initiative and perseverance - the ability to work collaboratively in order to plan and manage projects
8. **cultural awareness and expression competence**	- having an understanding of and respect for how ideas and meanings are creatively expressed and communicated in different cultures - being engaged in understanding, developing and expressing one's own ideas and sense of place or role in society in a variety of ways and contexts
Available at:	https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&rid=7
Terminology of European education and training policy	- multilingual glossary - 130 key terms used in European education and training policy
Competence	- Ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development) or - Ability to use knowledge. Skills and personal, social and/or methodological abilities, in work or study

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	situations and in professional and personal development
Available at:	http://www.cedefop.europa.eu/files/4117_en.pdf

International Education Professional Competencies (NAFSA)	- aim: identify the skills, knowledge, and competencies of the key professional practice areas within international education
	- provide a tool for helping to professionalize the field of international education
	- professional competency statements based on multiple rounds on feedback, gathered from NAFSA member focus groups, knowledge community team reviews, a survey of 2,000 international educators
	- competency statements in three main functions:
	    • Direct Service
	    • Management
	    • Strategy and Policy

competencies divided into practice areas	- a) *Comprehensive Internationalization* - *b) Education Abroad* - *c) International Enrollment Management* - *d) International Student and Scholar Services,* as well as - f) *Cross-Cutting Competencies* (shared skills, knowledge, and competencies needed across all international education domains)
competencies divided into "Responsibilities" and "Knowledge"	- ***Responsibilities:*** skills that are required as part of the function or role - ***Knowledge***: knowledge needed to accomplish the responsibilities listed in the corresponding category
International Student and Scholar Services	- Contributing to Comprehensive Internationalization - Crisis management - Office Administration - Orientation, Retention, and Student Services Programming - Student and Scholar Advising

Cross-Cutting Competencies	- Advocacy
	- Communication with Stakeholders Across Campus and Community
	- Financial Stewardship
	- Human Resources
	- Information Technology (IT)
	- Intercultural Communication
	- Leadership
	- Strategic Planning
Available at:	See FESC Google drive
The European Digital Competence Framework for Citizens (DigComp)	- Aim: tool to improve citizens' digital competence
	- Identifies key components of digital competence in 5 areas; 8 proficiency levels
	- **Competence areas:**
	- **1.** Information and data literacy
	- **2.** Communication and collaboration
	- **3**. Digital content creation
	- **4.** Safety
	- **5.** Problem solving
Available at:	https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework

3.4 Staff competences considered in existing frameworks

This section lists existing frameworks that define staff competences in relation to internationalisation and/or mobility activities. These frameworks are of direct relevance to the FESC project, because they address the issue of staff competence in relation to internationalisation activities in Higher Education.

Source	Description/ key points

Erasmus+ KA1 Staff Mobility (Programme Guide)	**Expected outcomes of mobility activities** - **Improved competences, linked to their professional profiles** - Broader understanding of practices, policies and systems in education, training across countries - increased capacity to trigger changes in terms of modernisation and international opening within their educational organisations; - greater understanding of interconnections between formal and non-formal education, vocational training and the labour market respectively; - **better quality of their work and activities in favour of students**, trainees, apprentices, pupils, adult learners, young people and volunteers; - **greater understanding and responsiveness to social, linguistic and cultural diversity**; - **increased ability to address the needs of the disadvantaged**; - increased support for and promotion of mobility activities for learners; - **increased opportunities for professional and career development**; - **improved foreign language competences**; - increased motivation and satisfaction in their daily work. -
Participant Report form – Staff mobility	- Purpose: contribution to improvement of the programme - Benefit for future participants
Aspects/questions concerning staff competences, experience, personal	- 2.9 Participation in previous mobility programmes - 2.16 Movitation for taking part in mobilities: • Develop my own competencies in my field • Increase knowledge of social, linguistic and/or cultural matters

development	• Gain practical skills relevant for my current job and professional development
	• Share my knowledge and skills with students
	• **Increase quality and quantity of student (and staff) mobility to and from my sending institution**
	• Improve my foreign language skills
	• Improve services offered by my sending institution
	- 5.1. Personal and professional development: thanks to this Erasmus+ mobility:
	• I have enhanced my organizational, management/leadership skills
	• I have improved my foreign language skills
	• I have increased my social, linguistic and/or cultural competences
	• I have improved my competences in the use of Information and Communication Technology Tools
	•
	•
Frameworks for the Assessment of Quality in Internationalisation (Certificate for Quality in Internationalisation: eca)	- A methodology for the assessment of (the quality) internationalisation (focused on the impact internationalisation has on teaching and learning)
	- Aim: enhance and reward internationalisation
	- Internationalisation is no longer only student mobility, much broader than cross-border activities
	- Voluntary and doesn't substitute existing external quality assurance or accreditation procedures
	- The framework at programme level comprises five standards and each of these standards defined by three criteria
Standard 4: Staff	Criterion 4a: Composition The composition of the staff (in quality and quantity) facilitates the achievement of the intended international and intercultural learning outcomes. 4b: Experience Staff members have sufficient **internationalization experience**, **intercultural competences** and **language skills**.

	4c: Services: The services provided to the staff 8e.g. training, facilities, staff exchanges) are consistent with the staff composition and facilitate international experiences, intercultural competences and language skills. -
Available at:	http://ecahe.eu/assets/uploads/2013/11/CeQuint-Frameworks-for-the-Assessment-of-Quality-in-Internationalisation.pdf

SUCTI (KA2) ProjeCt (Systemic University Changes Towards Internationalisation)
 	
(2016-2019)
	Aims:
	- Raise awareness of internationalisation among the administrative staff of European universities
	- Create a multiplying effect and help institutions enhance management, governance and innovation capacities in order for them to become truly international
	- Share know-how, course materials, manuals and results of the project to all interested HEIS
	- Empower administrative staff by providing them with knowledge and skills related to their university's internationalisation process
	- Focus: Role of staff in Internationalisation process, training
	- IO1:
	- 4. Required/identified/needed skills and competences for internationalisation among staff not involved in internationalisation explicitly:
	  1. Intercultural competence: intercultural training, ability to understand and communicate with international students and staff (Need for **intercultural awareness and the ability to communicate across cultures)**
	  2. English language skills
	  3. Training in internationalisation itself
	- Staff involved in internationalisation:
	  1. Language training, but more specialized knowledge of English is necessary (or language skills in other languages)
	  2. Training on internationalisation with specialized focus, global trends, international marketing, working with agents, success stories from other countries in terms of internationalisation
	- Other needs/key skills: intercultural competence, diplomatic protocol skills

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Skills and competences required for internationalisation:

- Needed trainings linked to technical, organizational and interpersonal skills (interviews):

- Empathy, flexibility

- Being regularly updated about software and IT

- Understanding the national legislation on international students and the bureaucratic procedures required (document, enrollment etc.)

- Teamwork, communication, preparing funding proposals

	Individual		Organizational
Transversal	**Specific**		**Institutional**
Language	Software		Good internal communication among different units
Empathy	Law/legislation (national and international)		
Communication	Bureaucratic procedures		
Intercultural	Internationalisation as a whole		
Flexibility			

Available at:	https://suctiproject.com/

3.5 Table of categories

see separate document

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