



INTERNATIONAL RELATIONS INTERNSHIP REPORT
Experience at Porto Accounting and Business School's (Instituto Superior de Contabilidade e Administração do Porto) International Relations Office (GRI)

Maria Veronica Laya Alonso

Internship Report
Master's degree in Intercultural Studies for Business

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Porto – 2020

INSTITUTO SUPERIOR DE CONTABILIDADE E ADMINISTRAÇÃO DO PORTO
INSTITUTO POLITÉCNICO DO PORTO



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Internship Report
Presented to Instituto Superior de Contabilidade e Administração do Porto (ISCAP-P.PORTO) for the Master's degree in Intercultural Studies for Business, under the supervision of Clara Sarmento

Porto – 2020

**INSTITUTO SUPERIOR DE CONTABILIDADE E ADMINISTRAÇÃO DO PORTO
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Abstract:

The continuous competition for organizations to become differentiated and competitive in the eyes of the world has driven an inevitable growth and need for the internationalization of businesses and services. Higher Education Institutions (HEIs) are no exemption from such influences, but rather a major driver for it, claiming that the internationalization of higher education is a mechanism for quality assurance.

The biggest effect generated by the internationalization of higher education can be noticed by its creation of a large community of momentarily emigrating students, otherwise called mobility students, which has more than doubled over the past decade. The push for internationalization of HEIs and the prominence of mobility students has, in some countries and areas, generated a series of reforms. Some of these have focused on the implementation of English as a common language, and others have led to the standardization of educational curriculums across Europe, i.e., the Erasmus program. However, the biggest modification produced by the mobility of students is the mobility of cultures and the promotion of interculturality.

The following report documents and describes, in a detailed manner, all of the knowledge obtained and the functions and events carried out during a curricular internship held at the International Relations Office of the Porto Accounting and Business School (Instituto Superior de Contabilidade e Administração do Porto, ISCAP-P.PORTO). During the course of the internship, the intern worked on the internationalization strategies of ISCAP, having as main responsibilities event planning and organization, the creation of useful resources for future international students, and the analysis of internationalization trends at ISCAP. The methodologies present in this report integrate theoretical and practical competencies acquired during the Masters in Intercultural Studies for Business. The detailed descriptions of the internship experiences will be accompanied by a critical analysis.

Key words: Higher Education, internationalization, mobility, interculturality

Resumo:

O desenvolvimento contínuo para que as organizações se tornem diferenciadas e competitivas aos olhos do mundo tem impulsionado um inevitável crescimento e necessidade de internacionalização de negócios e serviços. As Instituições de Ensino Superior (IES) não são isentas de tais influências, sendo, na verdade, um seu grande impulsionador, defendendo que a internacionalização do ensino superior é um mecanismo de garantia de qualidade.

O maior efeito gerado pela internacionalização do ensino superior pode ser percebido na criação de uma grande comunidade de alunos, também denominados alunos de mobilidade, que duplicou na última década. O impulso para a internacionalização das IES e o destaque dos alunos em mobilidade gerou, em alguns países e áreas, uma série de alterações e reestruturações. Alguns deles concentraram-se na implementação do inglês como língua comum, enquanto que outros levaram à padronização dos currículos educacionais nos países europeus, ou seja, ao programa Erasmus. No entanto, a maior modificação produzida pela mobilidade dos alunos é a mobilidade das culturas e a promoção da interculturalidade.

O relatório que se segue documenta e descreve, de forma detalhada, todos os conhecimentos adquiridos e as funções e eventos realizados durante o estágio curricular decorrido no Gabinete de Relações Internacionais do Instituto Superior de Contabilidade e Administração do Porto (ISCAP-P.PORTO). Ao longo do estágio, a aluna desenvolveu as estratégias de internacionalização do ISCAP, tendo como principais responsabilidades o planeamento e organização de eventos, a criação de recursos úteis para futuros alunos internacionais e a análise das tendências de internacionalização do ISCAP. As metodologias apresentadas neste relatório integram competências teóricas e práticas adquiridas durante o Mestrado em Estudos Interculturais para Negócios. As descrições detalhadas das experiências de estágio serão acompanhadas de uma análise crítica.

Palavras chaves: Ensino Superior, internacionalização, mobilidade, interculturalidade

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List of Abbreviations

a.k.a. – also known as.

AULA – Associação das Universidades Latino Americanas

AULP – Associação das Universidades de Língua Portuguesa

CARPE – Consortium on Applied Research and Professional Education

COMAP – Committee for International Students

Covid-19 – 2019-nCoV and SARS-CoV-2

doi – Digital Object Identifier

EAIE – European Association for International Education

ECTS – European Credit Transfer System

e.g. – *exempli gratia*

EHEA – European Higher Education Area

Erasmus – European Region Action Scheme for the Mobility of University Students

ESE – Escola Superior de Educação (Porto School of Education)

ESEIG – Escola Superior de Estudos Industriais e de Gestão (School of Management and
Industrial Studies)

ESHT – Escola Superior de Hotelaria e Turismo (School of Hospitality and Tourism)

ESMAD – Escola Superior de Media, Artes e Desenho (School of Media, Arts and Design)

ESMAE – Escola Superior de Música e Artes de Espetáculo (School of Music and the
Performing Arts)

ESS – Escola Superior de Saúde (School of Health)

ESTG – Escola Superior de Tecnologias e Gestão (School of Management and Technology)

et al. – *et alii*

EU – European Union

EUA – European Universities Association

EURAS – Eurasian Universities Union

EURASHE – European Association of Institutions in Higher Education

GCRI – Gabinete Central de Relações Internacionais (International Relations Office)

GRI – Gabinete de Relações Internacionais (International Relations Office)

HE – Higher Education

HEI – Higher Education Institution

HEIs – Higher Education Institutions

IC – Intercultural Competence

i.e. – id est

INU – International Network of Universities

IOM – International Organization for Migration

IPP – Instituto Politécnico do Porto

ISCAP-P. Porto – Instituto Superior de Contabilidade e Administração do Porto – Politécnico
Porto (Porto Accounting and Business School)

ISEP – Instituto Superior de Engenharia do Porto (Porto School of Engineering)

ISM – International Student Mobility

IT – Information Technologies

MCTIC – Ministry of Science, Technology, Innovation and Communication

MEC – Ministry of Education

OECD – Organisation for Economic Co-operation and Development

p. – Page

pp. – pages

P.PORTO – Politécnico do Porto

SARS – severe acute respiratory syndrome

SSC – Siauliai State College

UK – United Kingdom

UN – Utrecht Network

UNESCO – United Nations Educational, Scientific and Cultural Organization

USA – United States of America

WHO – World Health Organization

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Introduction

The following document serves to compile all information pertinent to the curricular internship completed for the Masters of Intercultural Studies for Business performed at the International Relations Office (Gabinete de Relações Internacionais, GRI) of the Porto Accounting and Business School (Instituto Superior de Contabilidade e Administração do Porto, ISCAP-P.PORTO). The internship lasted a total of 27 weeks, with an average weekly load of 17 hours per week between January 6th and July 7th of 2020. In total, 400.5 hours of the internship were completed.

The methodologies applied during the course of the internship, and thus, this internship report, are based on a mix of quantitative and qualitative data. All of the data worked on was existing data provided by GRI. New data, in the form of interviews and surveys, was not necessary for the completion of the internship and its report. Accompanying this investigative research, the report also includes information that was consulted online as part of a literature review and background information.

The option to carry out an internship instead of a classic dissertation or project is due to the opportunity presented to put in practice all of the valuable information learned during the in-class part of the Master's degree. Other factors contemplated at the time of selection include the advantages to develop the necessary competencies to enter the labour market and the opportunity to create a professional network from the contacts made during the course of the internship.

The place of the internship was chosen based on advice received from Professor Clara Sarmiento after many failed attempts at other areas related to Intercultural Relations. There was also a personal interest for the Institution and the area of work. The suggestion was then followed up by an interview-like meeting, which developed into a signed contract with GRI, as represented by Professor Alexandra Albuquerque. For the internship the following aims were set:

- Improving language skills (English and Portuguese);

- Participating in university initiatives related to the international office (GRI) at the local level;
- Building professional and intercultural communication skills;
- Learning project and event management and event organization;
- Developing strategies for the improvement of the work done at GRI;
- Build on personal soft skills;
- Manage to work both individually and collaboratively;
- Start building a network.

The trend towards internationalizing higher education has gained popularity over the past 30 years, as institutions seek to gain a competitive advantage and become globally recognized to improve their rankings. For this effect, Higher Education Institutions (HEIs) have been focusing their attention on the internationalization of the curriculum at home and the mobility of talented international students and scholars. Currently, the most dominant factor in internationalization policies worldwide continues to be mobility. Studying abroad has become a key differentiating experience for those enrolled in tertiary education as it provides students and teaching staff the opportunity to develop their skills and boost their employment prospects. With this being said, the notions of staff and student mobility as part of the internationalization curriculum incur an inevitable movement of cultures and cultural aspects.

As such, it can be said that the Internationalization of Higher Education, which is driven by the powerful force of globalization, creates and proliferates the availability of cultures, intercultural interactions, and intercultural spaces. However, when the availability of intercultural spaces becomes the new normality, it also entails some limitations and requirements. ‘Intercultural competence’ has been identified as a fundamental aptitude required for the accomplishment of successful relationships between people of varying cultures. It is intended that this internship report present a detailed definition of the concepts mentioned above, as well as a thorough description of the processes through which the internationalization of higher education eventually leads to the promotion of intercultural spaces and relationships.

This report is organized into three chapters. The first chapter will explore an in-depth theoretical background concerning internationalization, mobility, and culture. While doing so, the chapter also clarifies differences between apparently similar and often misinterpreted terms such as interculturalism versus multiculturalism, or internationalization versus globalization, or even mobility versus emigration. Particularly, this chapter focuses on describing the importance of understanding the concepts mentioned, as well as their interconnectedness in the context of higher education. With this being said, the chapter is aimed at narrating the processes through which the mobility of staff and students is created, as a result of internationalization strategies and improvements, which in turn create the movement of cultures and the need for acquiring intercultural competence.

The second chapter begins by detailing the history of higher education in Portugal, the factors that stimulated its internationalization, and the strategies employed to stimulate and maintain the escalating internationalization of Higher Education Institutions in Portugal. Then, it bottles down to internationalization at the Polytechnic of Porto (P.PORTO), the largest and most prestigious public Polytechnic Institute of the country. This section not only provides a brief overlook of how the Institution is organized but also details the innovating internationalization strategies that aid in making it rank second best out of the 21 recognized HEIs in the region. The chapter's focus is then re-directed specifically on the Porto Accounting and Business School (ISCAP), one of the eight schools that comprise P.PORTO, and its International Relations Office (GRI), which happens to be the host institution of the internship. The chapter then provides a small review and analysis of ISCAP's incoming and outgoing mobility data. Lastly, the chapter touches on a very recent and on-going concern that has re-shaped the internship experience and our reality of the world, as we know it: the Covid-19 pandemic of 2020.

Last, but not least, the third chapter focuses on the internship itself. It is further subdivided into seven sections. The first section describes the framing and learning objectives, followed by a detailed summary of the assignments, tasks, and activities that were under the intern's responsibility. The next section provides a closer look at the impact of the

Covid-19 pandemic and subsequent adjustments that needed to be made to cope with this new reality. The fourth section then provides a personal response to the overall experience of the internship and the specific tasks endured during the internship. This is followed by a reflection on the achievements fulfilled throughout the course of the internship, and then by a critical reflection on the intercultural and entrepreneurial capacities achieved. Lastly, this chapter is completed with a deliberation on the legacy left by the intern and the overall impact of the work carried out along the period of the internship.

Chapter 1: Internationalization of Higher Education (HE)

1.1 – Internationalization: Definition and Concepts

Internationalization is a common topic amongst contemporary academia that originated from globalization, a phenomenon as antique as human civilization that is characterized by the liberal movement of people, ideas, goods and services across geographical boundaries (Amblee, 2018). In fact, the two terms are very similar.

Based on a series of definitions listed by Rezaei *et al.* (2018), internationalization is defined as a transnational issue based on a mutual, pre-planned agreement between two or more nations, in which there is economic, cultural, political, and educational exchange among them. On the contrary to globalization, which is said to not necessarily be a two-way, mutual agreement. The term globalization encompasses a series of processes, including diffusion and acculturation, which promote change in a world in which countries and people are increasingly interconnected and interdependent¹.

According to Kiang (n.d., as cited in Rezaei *et al.*, 2018, p. 11), “internationalization is a means for the governments [as well as for companies, institutions, education, etc.] to respond to globalization”, thus, considering the term and phenomenon of internationalization as a continuum for globalization. That is to say, the internationalization process runs from the globalization process and vice-versa; there exists one because of the other. This is mainly due to the recent intensification of the globalization process, which encourages organizations to look for ways to differentiate themselves and become competitive and as a result, increase internationalization and professional mobility (Bueno, 2010).

Nonetheless, internationalization has become central in the world of academia, becoming more common now in terms of its usage and for research. In fact, it has become so prominent in higher education and post-secondary studies that it is now its own field of study (Amblee, 2018). Although it has gained popularity, it is still one of the most misunderstood terms out there.

¹Free translation by the author. In the original “El término globalización abarca una serie de procesos, incluidas la difusión y aculturación, que promueven el cambio en un mundo en el que los países y las personas están cada vez más interconectados y son más interdependientes” (Kottak & Arcal, 2002, p. 33).

The term internationalization is one that is multifaceted. However, due to its versatile nature, it is quite easy to generate ambiguity over what it means in the context of higher education. For example, according to Calof and Beamish (1995, as cited in Rezaei *et al.*, 2018), internationalization in management means, “the development of operational processes of business including strategy, structure, and resources in international environments.” Yet, in higher education, different definitions exist about internationalization and each term may be used in different ways.

According to the series of definitions listed by Amblee (2018), internationalization of higher education refers to a wide range of educational programs and curricula (in person or absentia) that usually include international agreements and activities or projects. It describes features such as mobility of students and teachers, and the process itself prepares communities to successfully participate in an increasingly global interdependence.

Internationalization of higher education is a mechanism for quality assurance, because it allows for the exchange of people, ideas, technology, cultures, methodologies, etc., around the globe, thus making available the best that the world of academia has to offer. In this sense, internationalization is a factor of evolution of Higher Education (Rezaei *et al.*, 2018).

A generally accepted definition of internationalization is the one by Knight: “The process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education” (2004, p. 11). This definition recognizes internationalization being carried out at the national and institutional level, and portrays the relationships between and among cultures and countries. Furthermore, it conveys the idea that internationalization is an on-going effort to make universities more responsive to the challenges of the globalization of economy and society.

However, Knight’s widely cited definition was later modified and updated by the European Parliament to:

[Internationalization is] the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society. (Guo & Guo, 2017, p. 852-853)

This revised definition places a focus on intentionality, broadens internationalization from mobility to include curriculum and learning outcomes, enhances the positive outcomes of internationalization, and highlights that such a process should not be of interest to a small elite group of mobile students and scholars but directed to all students and scholars.

We must note, however, that universities have always had international dimensions in their research, teaching and services to society, but those dimensions were generally more ad hoc and marginalized (de Wit, 2020). Internationalization of higher studies began gaining popularity in the twentieth century, particularly after the World War II and 1990s, where a push for globalization and an increased focus on international cooperation and exchange in higher education initiated.

Groups of HEIs have formed several strategic transnational alliances (a.k.a. Networks) to encourage and support this aforementioned international cooperation and exchange of research and educational programmes. While these networks deliver joint teaching and degrees, enable students to obtain combined studies degrees in several universities and support early career researchers, they also contribute to the internationalization of member universities and their international competitiveness (European Commission, n.d.; CARPE, 2021; INU, n.d.). Examples of these sorts of consortiums include CARPE (the European Consortium on Applied Research and Professional Education) and INU (the International Network of Universities). In Europe, these HEIs networks are also encouraged and supported by the European Council under the European Universities Initiative.

Internationalization has had the past 30 years to evolve from a marginal and minor component to a global, strategic, and mainstream factor in higher education. As a result, international organizations and national governments, in both developed and emerging and developing

societies, have placed internationalization as a priority in their reform agendas. In this sense, the discourse and study of internationalization of higher education has itself been globalized.

In the period 2010–2020, we have seen not only the number of international students double to 5 million in the past decade, but also we have noticed an increase in franchise operations, articulation programs, branch campuses, and online delivery of higher education. There is fierce competition for talented international students and scholars, and immigration policies have shifted from low-skill to high-skill immigration. (de Wit, 2020, p. 2)

De Wit (2020) argues that although there has been increasing attention being paid to internationalization of the curriculum at home, the most dominant factor in internationalization policies worldwide continues to be mobility.

1.2 – Mobility: Internationalization Abroad

Studying abroad has become a key differentiating experience for young adults² enrolled in tertiary education³, and international student mobility has received increasing attention in recent years. In this context, mobility is understood as the geographical movement of people; in this case, students and teachers, who have crossed a national or territorial border with a minimum stay of two weeks for the purpose of education and are now enrolled outside their country of origin (Kmiotek-Meier *et al.*, 2019).

“Mobility” is differentiated from “emigration” according to King *et al.* (2016) because of the more appropriate and politically neutral connotation given to the former than the latter. Mobility describes a more transient movement, while emigration describes a more prolonged,

² Young adults are those aged between 25 and 34 years according to the OECD (2019)

³ Tertiary education is “seen as a stage of post-secondary provision that embraces work hitherto defined as higher and further education, vocational training and adult education” (Taylor, 2003, p. 11).

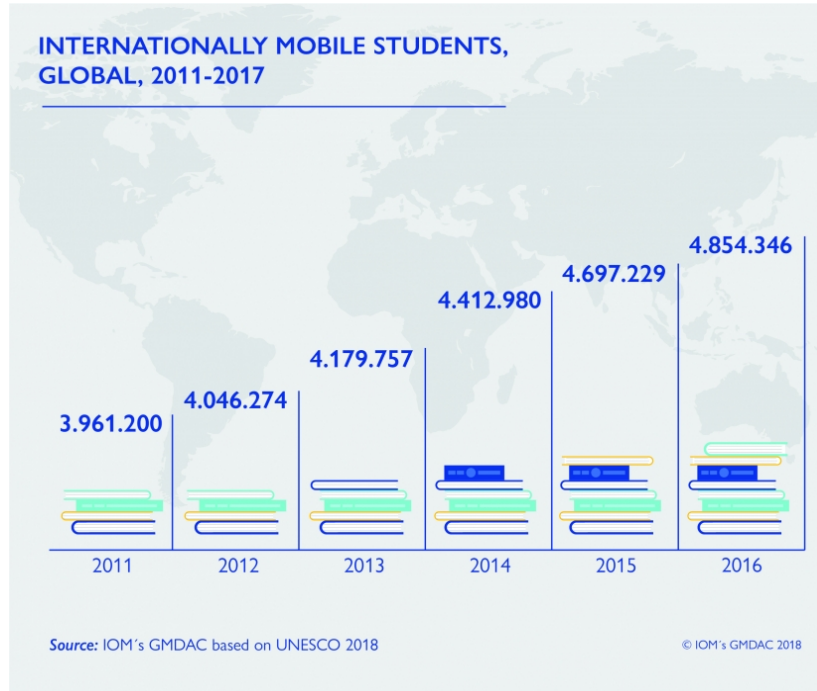
and in some cases permanent, movement.

However, defining and identifying mobile students, as well as their types of learning mobility, are key challenges for developing international education statistics. Migration Studies is the interdisciplinary academic study of human migration. That is to say, Migration Studies analyse human global migration and mobility. Within this area of study, there is the field of research on International Student Mobility (ISM), which analyses the displacement of higher education students, either to study at a foreign university or to undertake an internship outside their country.

An internationally mobile student is an individual who has physically crossed an international border between two countries with the objective to participate in educational activities in a destination country, where the destination country is different from his or her country of origin. (UNESCO, 2015)

According to the International Organization for Migration (IOM) (2018), student's international academic mobility increased globally from around 2 million in 2000 to 3.9 million in 2011 and 4.8 million in 2017, as depicted in Figure 1.

Figure 1: Number of international students in the world from 2011 to 2017



Source: IOM (2018, p. 24)

Mobile students refer to both international students and foreign students⁴, whose number is used in some countries as a proxy measure for the number of international (cross-border) students.

There are two categories of international student mobility: credit mobility and degree mobility, and it is important to distinguish them. Credit mobility is defined as a short-term form of mobility, usually restricted to 12 months, aiming at the acquisition of academic credits in a foreign institution within the framework of a tertiary education program at their home institution (OECD, 2019). On average, 12% of 2017 EU graduates had benefited from credit mobility, of these, 84% spent at least three months abroad.

Credit mobility is mostly associated with a studying component, but it can also take other forms, such as work placements, internships, or traineeships. In fact, in 10 EU countries, students are also allowed to follow a standalone work placement credit-mobility without the academic component.

⁴ “Students who do not hold the same nationality as the host country” (OECD, 2019).

Credit mobility is distinct from degree mobility in that, degree mobile students are enrolled as regular students in the country of destination and aim at the acquisition of a whole degree or certificate.

Note that, within all of these definitions, distance learners are not considered as mobile.

Engbersen and Snel (2013) suggest the term “liquid migration” for the type of intra-frontier displacement taking place within the European Union (EU), which has many forms such as work trips, academic/professional internships, study programs, exchange programs, etc.

The EU had already started to promote homogeneity and comparability of higher education across the 29 (nowadays 48) European countries in 1999 with the Bologna Declaration, which set in motion a series of reforms, including the creation of the European Higher Education Area (EHEA)⁵.

Its main objectives were the introduction and standardisation of a three-cycle degree system (bachelor’s, master’s and doctoral degrees), and the recognition of qualifications from foreign institutions and of periods of study. One of the underlying objectives of the process was to stimulate mobility across Europe of students, teachers and researchers. (OECD, 2019, p. 235)

Included in the reforms was the European Commission’s international exchange program called Erasmus [European Region Action Scheme for the Mobility of University Students]. The Erasmus program was established in 1987 by the European Community as a means to “ensure the mobility of students, lecturers, and administrators among countries and to support the acceptance of the diplomas and educational processes being excepted throughout Europe”

⁵ “EHEA is a unique international collaboration on higher education and the result of the political will of 48 countries with different political, cultural and academic traditions, which, step by step during the last twenty years, built an area implementing a common set of commitments: structural reforms and shared tools. These 48 countries agree to and adopt reforms on higher education on the basis of common key values– such as freedom of expression, autonomy for institutions, independent student unions, academic freedom, free movement of students and staff. Through this process, countries, institutions and stakeholders of the European area continuously adapt their higher education systems making them more compatible and strengthening their quality assurance mechanisms. For all these countries, the main goal is to increase staff and students' mobility and to facilitate employability” (EHEA, n.d.).

(Unlu, 2015, p. 224). Students can study abroad for up to 12 months, during each cycle of tertiary education.

The program allows students and teaching staff to develop their skills and boost their employment prospects. Furthermore, it is a way to help make European universities and colleges more competitive and attractive to the rest of the world.

Originally consisting of 11 members, the Erasmus program now has 33 full members, including several non-EU nations such as Norway and Iceland; it also has more than 160 partner countries. The Erasmus program was updated in 2014 to Erasmus+ to expand the opportunities available to applicants, create new vacancies, and combine all of the previous EU's schemes of education, training, youth, and sport⁶ (Hubble, Belis & Bolton, 2020).

The Erasmus Programme had previously been restricted to applicants who had completed at least one year of tertiary-level study, but it is now also available to secondary school students. Over two million students have done Erasmus+ since it first started, and it is estimated that the number of students that benefit from the program will double by the end of 2020 (OECD, 2019).

In addition to the Erasmus+ program, students may also choose to participate in other international or national credit-mobility options, including other bi- or multilateral programs such as partnerships between universities. Students may also organize their own mobility, which is then credited by their home institution. The Nordic and Baltic countries, for example, have in place the Nordplus Higher Education Program, a mobility program that aims to reinforce collaboration, joint curriculum planning, and the sharing of best practices between institutions (OECD, 2019).

Not surprisingly, as English is the *lingua franca* of today's globalized world, English-speaking countries are the most attractive student destinations overall. "The United States [USA] remains the dominant destination for international students, and hosts approximately one-sixth of the world's international student population" (Amblee, 2018, p. 374).

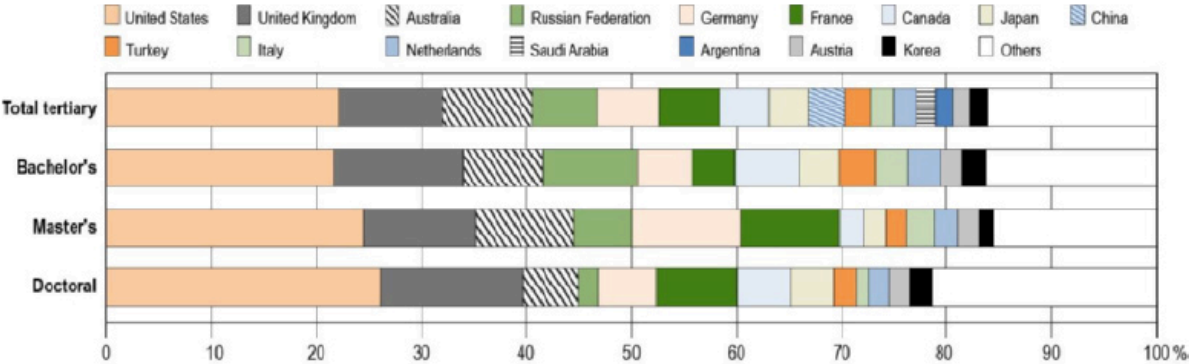
⁶ Such as the Lifelong Learning Program; The Youth in Action Program; The Erasmus Mundus Program; Tempus; Alfa; Edulink, and the programs of cooperation with industrialized countries in the field of higher education (Hubble, Belis & Bolton, 2020).

The Organization for Economic Cooperation and Development [OECD] observed that, out of the 3.7 million international students in the OECD area, 985 000 enrol in programs abroad in the USA (2019). Among other Anglophone⁷ countries, after the USA, the United Kingdom accounts for 436 000 international students, Australia 381 000, and Canada 210 000 (Figure 2). These four countries alone received more than 40% of all international mobility, with the USA accounting for 22% of international students in OECD countries and the others accounting for 10%, 9%, and 5% respectively. In fact, statistically, these countries seem to place a greater value in attracting international students than in mobilizing their own.

Among non-English speaking host countries, the most popular (in order) are the Russian Federation, Germany, France, Japan, Argentina, and others. Japan is the preferred destination for Asian students and Argentina for Latin American students.

Figure 2: International education students as a share of all mobile students

International or foreign students enrolled in each destination country as a share of all mobile students in OECD and partner countries



Note: All tertiary education includes short-cycle tertiary programmes, which are not presented separately in the figure. Year of reference 2016 for Argentina and South Africa. Countries are ranked in descending order of the incoming international or foreign students as a share of all mobile students in OECD and partner countries.

Source: OECD (2019, p. 234).

Prominent sending countries of international students include China, India, Germany, South Korea, Nigeria, France, Saudi Arabia, and several Central Asian countries (IOM, 2018). The largest group of students enrolled in the study abroad programs originate from Asia, totalling

⁷ Countries in which English is the official first language.

about 2.1 million and 56% of all mobile students across the OECD in 2017 (OECD, 2019). Their preferred, and almost exclusive, destinations are Australia, Canada, Japan, the UK, and the USA.

The second-largest group of international students enrolled in tertiary programs around OECD countries is those originating from the EU, totalling around 24% of the market share. These, however, like to stay within proximity of their country of origin, and therefore most remain within the EU when studying abroad, thus making the EU a key geographical area for inward mobility.

While Anglophone countries receive the major share of international students, other non-native English speaking countries have started to adopt policies to attract international students by offering courses in English, such as Portugal (Amblee, 2018). In fact, all Erasmus+ partners offer courses in English to be able to host international students. Another great example is Finland, whose government has the stated goals of increasing the number of international students studying in Finland and exporting Finnish higher education.

The OECD mentioned in their 2019 report that different motivating factors drive the engagement of a student into international studies. These are:

- Differentials in education capacity (i.e. a lack of educational facilities in the country of origin or the prestige of educational institutions in the country of destination);
- Differentials between origin and destination countries in the returns to or rewards for education and skills;
- Economic factors such as better economic performance by the host country, exchange rates, more affordable mobility (due to lower tuition fees or higher education subsidies, for instance), and higher quality education in the host country;
- Noneconomic factors, such as political stability or cultural, religious, or geographic proximity between origin and destination countries. (OECD, 2019)

These factors explain some of the previously mentioned trends in the mobility of international students, for example, those of EU origin who tend to stay within the EU might do so because of the geographical proximity, whereas those of Latin American origin who choose to go

abroad to Argentina might do so because of the religious proximity, and those of Asian origin might choose to go to Japan due to cultural proximity.

There is increased awareness that the notions of “internationalization” and “student mobility” not only touch on relations between nations but even more so on the relations between cultures and between realities at the global and local levels (Knight & de Wit, 2018).

1.3 – Internationalization and Culture

The fact is, the mobility of students not only serves as an important way to spread and share ideas, knowledge, and technology, but it also promotes the mobility and availability of cultures.

Culture can be defined in many different ways; in fact, it has no absolute or finite meaning. However, we can categorize or group a series of thoughts or ideas that construct a general understanding of culture.

According to Hartley, “if you are planning to use the term ‘culture’ as an analytical concept, or if you encounter its use, it is unlikely that you will ever be able to fix on just one definition that will do for all such occasions” (2004, p. 51). Raymond Williams wrote in 1983 that, “culture is one of the two or three most complicated words in the English language” (Sewell, 2004, p. 39). Its complexity has not decreased since then.

One might say a collective of mannerisms, manifestations, customs, and/or beliefs of a particular group of people can define culture. For example, the way a group of people may dress, the things a group of people may celebrate, or the food ingredients that they may use and how they use them in their regular diets. Venezuelan culture may be characterized by people who take any opportunity as an excuse to celebrate an important event by getting together and dancing, they ask for blessings from any older relative, and they believe any situation ‘could always be worse’. Culture, in this sense, is a system of collectively held values, practices, narratives, discourses, and representations.

One of the most famously known definitions of culture is that by the British anthropologist Edward Tylor, the founder of cultural anthropology, who stated that culture is “that complex whole which includes knowledge, belief, art, morals, law, customs and other capabilities and habits acquired by man as a member of society” (Kottak & Arcal, 2002, p. 21). In his definition, Tylor focuses on the beliefs and behaviour that people acquire not through biological inheritance but by developing in a specific society where they are exposed to a specific cultural tradition⁸ (Kottak & Arcal, 2002).

Culture is distinctively human; transmitted and shared through learning, traditions, and customs that govern individual and collective behaviour, and beliefs. Culture is symbolic; it encompasses everything and is integrated. People actively use and participate in culture, that is never static but mouldable, in permanent change and evolution.

Williams recognized and explained that every society has its own shape, purposes, and meanings. He refers to culture as of being an ordinary thing that is inherently present and expressed in institutions, arts, and learning.

The making of a society is the finding of common meanings and directions, and its growth is an active debate and amendment under the pressures of experience, contact, and discovery [...]. The growing society is there, yet it is also made and remade in every individual mind. (Williams, 1958 in Szeman & Kaposy, 2011, p. 54)

According to Williams, the word ‘culture’ is commonly understood in two ways. The first is as a signification of the arts and learning, such as novels, films, television, paintings, formal education, etc. (Williams, 1976 in Sarmiento, 2015, p. 28). In this way, culture is understood as the demonstration or the final product of a creative process linked to an inherent idea of culture as a product. This also happens to be the most popular and the instinctive understanding of culture, which may also be identified in the notion of ‘mass culture’. The second understanding of culture is to mean the whole way of life of a given community

⁸ Free translation by the author. In the original “Tylor se centra en las creencias y el comportamiento que la gente adquiere no a través de la herencia biológica sino por desarrollarse en una sociedad concreta donde se hallan expuestos a una tradición cultural específica” (Kottak & Arcal, 2002, p. 21).

(Williams, 1976 in Sarmiento, 2015, p. 35) That is to say, the customs, beliefs, morals, and everything that characterizes a given community, such as previously explained. Williams stresses the importance to recognize that, however tempting it might be to see these understandings of culture separately, even antagonistically, they truly should be considered as a conjoint.

Kroeber and Parsons define culture as “transmitted and created content and patterns of values, ideas, and other symbolic-meaningful systems as factors in the shaping of human behaviours and the artefacts produced through behaviour” (1958, p. 583). One can say that culture is to human collectivity what personality is to an individual; personality being defined as an aggregate of complex characteristics that make up a being’s self and influence the way he or she responds to the environment (Hofstede, 2016). Thus, strongly linked to this concept of culture, emerges the topic of identity, or in this case, of cultural identity.

1.3.1 – Cultural Identity

The concept of cultural identity is understood through the definitions of culture and their evolution over time. Part taking in this evolution has been the great influence of globalization and its power over cultural diversity and cultural identity alike.

John Tomlinson (2003) reasons that cultural identity is much more the product of globalization, rather than its victim. He contradicts those with pessimistic feelings towards the effects of globalization that may associate it with the destruction of cultural identities. Tomlinson explains that, before globalization came to be, there existed autonomous, well-defined, and culturally sustainable connections between the geographical place and cultural experience. These connections constituted one’s, and one’s community’s, ‘cultural identity’, an existential possession that people had, like an inheritance. He describes it as a “collective treasure of local communities” (Tomlinson, 2003, p. 269). Tomlinson argues that the 1980s are the period when the western hemisphere, specifically the United States, began the mass

export of a standardized version of their culture, thus threatening ‘weaker’ cultures around the globe, such as those in developing nations, and even in Europe.

Then globalization was unleashed, bringing with it a market-driven, ‘branded’ homogenization of cultural experience, thus creating a general perceived loss of cultural diversity. However, Tomlinson contradicts this negative notion by saying that “globalization, far from destroying it, has been perhaps the most significant force in *creating and proliferating* cultural identity” (Tomlinson, 2003, p. 270). His argument is that, just as culture is dynamic, so is identity and in this sense, globalization is “really the globalization of modernity, and modernity is the harbinger of identity” (Tomlinson, 2003, p. 271).

In addition to Tomlinson’s argument against the negative assumptions of globalization, it is important to note that the effects of such have not just been recorded ever since the 1980s. In fact, History tells us that globalization has been around since the late 15th century, whereby Portuguese and Spanish navigational exploration led to the cultural intercourse with ‘new’ parts of the world, otherwise denoted as ‘The Age of Discovery’ (Inglis, 2010). This information further serves to abolish notions of negative effects of globalization on cultures and cultural identity, which are perceived to be ‘recent’ but in fact are age-old events.

Cultural theorist Stuart Hall mentioned, “There are at least two different ways of thinking about 'cultural identity'. The first position defines 'cultural identity' in terms of one, shared culture, a sort of collective 'one true self', hiding inside the many other, more superficial or artificially imposed 'selves', which people with a shared history and ancestry hold in common” (2014, p. 223). Within this definition, our cultural identities demonstrate the shared common historical experiences and cultural codes (e.g. traditions, cultural heritage, language, aesthetics, norms, and customs) that make the collective ‘one people’ and provide us with the varying frames of reference and meaning.

Hall’s second way of thinking about ‘cultural identity’ identifies, along with all similarities, that there are also significant differences that constitute what we are and what we have become. With this definition we learn to appreciate that identity belongs to the future as much as to the past, thus reaffirming the previous point by Tomlinson that cultural identity is of

perpetual transformation. However, this second definition emphasizes the notion that cultural identity is not an essence of one's self but rather a positioning, which allows for communication, change, and evolution.

1.3.2 – Interculturalism

UNESCO has taken up the challenge to try and clarify the meaning of interculturalism through a series of policy statements and guidelines. They have tried to mark the difference between the often-misused terms 'multiculturalism' and 'interculturalism'. They want to highlight the shift from multiculturalism to interculturalism as a more appropriate concept for approaching diversity. Interculturalism as compared to multiculturalism is supposed to be more dialogic, less 'groupist', thus emphasizing more on the mutations, fusions, and relations rather than stressing typologies and categorizations (Sarmiento, 2014).

UNESCO describes the term 'interculturalism' to be a:

Dynamic concept [that] ... refers to evolving relations between cultural groups. It has been defined as 'the existence of interaction of diverse cultures and the possibility of generating shared cultural expressions through dialogue and mutual respect.' Interculturality presupposed interculturality and results from 'intercultural' exchange and dialogue on the local, regional, national or international level. (UNESCO, as cited in Mansouri, 2017, p. 32)

In this sense, interculturalism is to be interpreted as a demarked space in which multiple different cultures cohabit, interact and intertwine with each other in such a way that there exists peaceful co-existence, respect, tolerance, sustainability, and dialogue. Interculturalism requires adjustment and re-arrangement; it is more integrating.

On the other hand, multiculturalism is described more on the aspects of a "delimited, static space, within which different cultures cohabit in a self-enclosed, silent ignorance" (Sarmiento, 2014, p. 606). That is to say, the various cultures in a given society are presently

together without necessarily communicating and/or interacting between them. The effects of multiculturalism have been known to promote xenophobia around the world, having a negative impact also on politics. In fact, multiculturalism has frequently been deemed to exacerbate the problems of governance by encouraging separatism and hindering the ‘integration’ of those incomers (Grillo, 2018)

As such, interculturalism is understood as going beyond the unchanging characteristics attributed to multiculturalism and the creation of understanding between different cultural groups. Meer and Modood (2012, p. 177) state, “Interculturalism is something more committed to a stronger sense of the whole, in terms of such things as societal cohesion and national citizenship.”

Meer and Modood (2012) also discuss how interculturalism requires openness, and while openness in itself is not the guarantee of interculturalism, it provides the setting for interculturalism to develop. The idea behind this is that intercultural encounters and relationships between cultures will themselves foster interculturality; the interaction between individuals will establish constantly evolving relationships.

A fundamental aptitude required to accomplish successful relationships between people of varying cultures is ‘intercultural competence’ (IC). Nedelcu (2008, in Matei, 2019, pp. 115-116) defined IC as:

A multitude of specific intercultural beliefs and behaviours that advocates openness, empathy and communication for the understanding and capitalization of the logic of each culture, close or remote, for the perception and observance of alterity in all its differentiating elements. (Nedelcu, 2008, p. 25)

IC is progressively becoming more appreciated as representing the ability to relate and adapt to unusual cultural and ethnic environments as the manifestation of cultural diversity increases. Fantini and Tirmizi (2006) defined IC as a complex set of indispensable skills for the performance of effective and appropriate interactions with others who are linguistically and culturally different from them.

Dervin and Gross (2016) articulate that, to achieve intercultural competence, one must

understand the following conditions:

- IC needs to be seen as something simultaneous to today's world. It is contemporary, that is to say, some customs of the past may be perceived as important to some but may be faded out by the time you use them;
- IC is subjective; what one person knows about 'a' culture does not necessarily mean it is 100% true and may be seen as 'incompetent' by others;
- Cultures cannot be summed up into a 'box' or a 'solid' description, it is much more complex than that. A correct definition of IC should help people see beyond appearances and to avoid simplifying discourses (a phenomenon also known as stereotyping);
- The term 'intercultural competence', as many other terms of the sort, are versatile and sometimes unstable (this is to say that the word is misused sometimes);
- The understanding of IC should stem from the idea of 'diverse diversities': everybody is diverse regardless of his or her origins, skin colour, social background, and so on.

Following the previously acknowledged definitions of intercultural competence by experts in the field, it can be concluded that the term combines a set of knowledge, attitudes, and skills that are essential to a person submerged in an intercultural context, such as international mobility, to accept and understand differences of cultures and avoid or mitigate the risk of cultural shock.

In this regard, the internalization of higher education promotes the mobility of students across the world. This mobility in turn will force the coming together of different cultures, which will create interculturality that requires intercultural competence. Those who are keen on intercultural competence can see interculturality during student international mobility.

Chapter 2 – Internationalization of Higher Education in Portugal, P.PORTO & ISCAP

2.1 – Internationalization in Portugal

Portugal's higher education system, as we know it nowadays, emerged from a series of structural, institutional, economic, demographic, and social alterations that reflect the transformations undergone by the Portuguese society throughout the last decades (Guerreiro, 2015). One of the biggest turning points was the 1974 democratic revolution, which brought on a series of political and social transitions. The revolution encouraged a rapid expansion in the demand for higher education. This initiated a move from what was before an elite system, characterized by low enrolment rates and high dropout and/or repetition rates, to a more open, democratic, inclusive, and diversified system (Kerklaan, Moreira & Boersma, 2008; Amaral & Teixeira, 2000).

By the early 1980s, the political and social conditions were increasingly better. However, the improvement of the educational system was stagnant due to budget constraints and limited enrolment numbers imposed by the World Bank (Kerklaan, Moreira & Boersma, 2008). The solution found to this problem, as well as to the high dropout rates, was the establishment of several polytechnic institutes that would offer shorter, more vocationally oriented degrees, otherwise unavailable through universities.

Structural changes appeared later that decade, namely by the introduction of the binary system. This new system “integrates university education and polytechnic education and is taught in public and private institutions” (DGES, 2020). University education encompasses universities, university institutes, and other university teaching institutions, while polytechnic education is comprised of polytechnic institutes and other polytechnic teaching institutions. The following years were marked by an increase in the number of women in higher education as well as by the expansion of public and private Higher Education Institutions (HEIs). The result was a fast expansion in the number of students enrolled, from about 20,000 in 1987 to 100,000 in 1995 (Amaral & Teixeira, 2000).

Since joining the EU in 1986, Portugal has made substantial efforts to participate in the internationalization opportunities available for country members. But it wasn't until the

implementation of the Bologna process in 1999 that the government of Portugal leaped forward. According to Guerreiro (2015, p. 22), the Bologna Process “seems to have been the starting engine for the consequent, or necessary internationalization of higher education.”⁹ As we might recall, the Bologna Process brought the standardization of all higher education systems in the European countries. In Portugal, this process was formalized by the Decree-Law 42/2005 of February 22, which, to maintain the country’s status within the European Higher Education Area (EHEA), stated:

- The structuring of higher education in three study cycles: the 1st cycle (undergraduate or graduate degree), the 2nd cycle (master's degree), and the 3rd cycle (doctorate);
- The obligatory definition and statement of the objectives for each academic degree, so that these may be transversal and comparable;
- The creation of a new curriculum credit system, the European Credit Transfer System (ECTS)¹⁰, for accreditation at the national and international level;
- The creation of instruments that stimulate mobility in European space (Guerreiro, 2015).

Other factors that stimulated the internationalization of Portuguese higher education include the approval and establishment of the new legal regime of HEIs, which put in place standards for their evaluation and quality, as well as the diploma supplement, which is “a bilingual document that complements and integrates a diploma that aims to contribute to improving international transparency and the academic and professional recognition of qualifications”¹¹ (Guerreiro, 2015, p. 22).

In this way, the implementation of the Bologna process guarantees the qualification of Portuguese students, within European boundaries, and for the first time, the concept of

⁹ Free translation by the author. In the original “parece ter sido o motor de arranque para a consequente, ou necessária, internacionalização do ensino superior” (Guerreiro, 2015, p. 22).

¹⁰ ECTS credits are the unit of measurement of the student’s progress in a higher education program.

¹¹ Free translation by the author. In the original “O suplemento ao diploma é um documento bilingue complementar e integrante de um diploma que visa contribuir para melhorar a transparência internacional e o reconhecimento académico e profissional das qualificações” (Guerreiro, 2015, p. 22).

internalization appears in Portuguese legislation as a criterion to be considered for the accreditation of study programs (Guerreiro, 2015).

Ever since, the Portuguese Government has made visible efforts to stimulate and maintain the escalating internationalization of HEIs, partly by supplying grants for the training of national students in foreign universities, and partly by providing opportunities for foreign students in Portuguese institutions (especially those of Portuguese descent and those coming from Portuguese-speaking countries) (Kerklaan, Moreira & Boersma, 2008). Portuguese HEIs also “collaborate in a range of partnerships, networks and consortia to share specialized knowledge and enhance research, to support student mobility, as well as to consolidate their institutional position on the international scene” (Kerklaan, Moreira & Boersma, 2008, p. 244). Some of these partnerships, networks, and consortia are the European Universities Association (EUA), the Associação das Universidades de Língua Portuguesa [Association of Portuguese Language Universities] (AULP), the European Association for International Education (EAIE), the Utrecht Network (UN), the Associação das Universidades Latino Americanas [Association of Latin American Universities] (AULA), the Columbus Association, the Eurasian Universities Union (EURAS), the European Association of Institutions in Higher Education (EURASHE), etc. (Eurydice, 2019).

As a result, Portuguese HEIs have been receiving more attention from the international community. Between 2001 and 2011, the number of foreign students enrolled in a Portuguese HEI almost doubled from 11,821 to 21,702 (Nada & Araújo, 2019). Later on, figures seem to have stagnated at 20,573, 21,536, and 21,276 in the following years, respectively.

However, Portugal is still considered a ‘catching-up’ country in terms of higher education internationalization. This is to say that, although the number of international students in Portugal seems to be quite high, the country still has a long way to go before reaching the competitive levels of major players in the international education market in Europe (i.e. the UK, Germany, France, and the Nordic countries) (Nada & Araújo, 2019).

To tackle this problem, the country has adhered to European standards by putting in place innovative and comprehensive internationalization strategies. These include the recruitment of foreign teachers and researchers, the creation of degrees in association, international scientific collaborations, availability of English-taught courses offered for both international and national students, the availability of a well-trained English speaking staff, and the creation of an international environment on campus (with welcome packages and welcome guides) (Guerreiro, 2015). Additionally, the country takes advantage of its relations with other Portuguese-speaking countries to offer opportunities for the exchange of students and teachers, namely from Brazil, thus establishing a monopoly over the international lusophone (Portuguese-speaking) community of students and teachers.

2.2 – Internationalization at P.PORTO

The Polytechnic Institute of Porto (Instituto Politécnico do Porto, IPP), also known as Porto Polytechnic (Politécnico do Porto) and P.PORTO, is a non-profit public HEI located in the urban setting of the small city of Porto (UniRank, 2020). It is considered the largest and most prestigious public Polytechnic Institute in the country. It ranks second best out of the 21 recognized HEIs in the region, and tenth out of 93 in the country (UniRank, 2020).

P.PORTO is organized as a confederation of eight different polytechnic schools around the region of Porto. Each school is separate from each other as they all focus on different areas of study, but they work in conjunction to represent the institute as a whole. The schools are divided into three campuses that are distributed across the northern coast and the inland part of the region (P.PORTO, 2016a).

Campus 1 can be considered as the main campus and is divided between the downtown area of the city of Porto and Asprela, the north end of the city where the University Pole is located. Naturally, due to the strategic location close to the preferential public and cultural agents, the downtown area is home to the School of Music and the Performing Arts (ESMAE), as well as to a theatre and a cafe (P.PORTO, 2016b).

On the other hand, Asprela hosts the heart of the Polytechnic, with over 60 thousand people investing their time and efforts teaching, working, researching, and studying there. It is also here that the Presidency of the institution is located. Asprela is home to the School of Engineering (ISEP), the Porto Accounting and Business School (ISCAP), the Porto School of Education (ESE), and the School of Health (ESS)¹². These happen to be the most popular faculties of P.PORTO. Among other facilities and amenities around this campus are: libraries, auditoriums, museums, sports facilities, and countless research centres (P.PORTO, 2016b).

Campus 2 is located between the municipalities of Póvoa de Varzim and Vila do Conde, further north in the region. Previously, this campus was home to the School of Management and Industrial Studies (ESEIG)¹³. However, in 2016, after a strategic repositioning of P.PORTO, ESEIG was transformed into the School of Hospitality and Tourism and the School of Media, Arts and Design (ESMAD)¹⁴. The main areas of research and education on this campus are human resources, finance, and information management. Additionally, the School of Hospitality and Tourism (ESHT) offers Hotel Operations courses in real context with their very own Porto School Hotel, the first-ever five-star school hotel in Portugal (P.PORTO, 2016b).

Last but not least, Campus 3 is located in the region of Vale do Sousa e Baixo Tâmega. It is the home of the School of Management and Technology (ESTG)¹⁵, the only HEI in the region. This school was established to bridge the worlds of education and business, and hopes to act as a catalyst for the development of the region. They offer a model of education geared towards solving real-life problems, with a focus on programs such as Business Sciences, Environment, Workplace Health and Safety, IT Security, or Computer Engineering (P.PORTO, 2016b).

¹² In Portuguese: Instituto Superior de Engenharia, Instituto Superior de Contabilidade e Administração, Escola Superior de Educação, and Escola Superior de Saúde, respectively.

¹³ Escola Superior de Estudos Industriais e de Gestão.

¹⁴ In Portuguese: Escola Superior de Hotelaria e Turismo and Escola Superior de Media, Artes e Design, respectively.

¹⁵ In Portuguese: Escola Superior de Tecnologia e Gestão.

All eight schools belonging to the Polytechnic of Porto have always considered globalization as an essential aspect of personal and professional growth. They were quick to understand that in the current increasingly interconnected world, where competition has turned beyond local to global, it is imperative to implement good internationalization strategies for their survival and to retain the ability to be competitive (Mesquita & Castilho, 2016). In turn, they have given a great focus on the internationalization of its institutions and the results came in numbers, as P.PORTO receives an average of 500 international students annually and its teaching staff is received in 48 universities in 19 countries annually (P.PORTO, 2016c).

As P.PORTO's former-vice president mentioned,

The internationalization strategy of the Polytechnic Institute of Porto has been based on five principles: boosting international mobility; orientation towards internationalization linked to employability; bet on geographical spaces outside Europe; articulation with research and innovation; and creating a culture of participation and leadership in special projects¹⁶. (Ramos, 2018)

As a result of these strategies, the polytechnic has significantly improved the numbers of mobility of students, teachers and other collaborators, in both directions (incoming and outgoing). The progress made has converted P.PORTO into one of the polytechnic HEIs with the highest international mobility rate in Portugal.

The support structure to P.PORTO internationalization comprises a main International Relations Office (GCRI), located at the Polytechnic's Secretariat, who works together with each of the International Offices operating at each of the eight schools of P.PORTO. All strive to create more

¹⁶ Free translation by the author. In the original, “A estratégia de internacionalização do Instituto Politécnico do Porto tem-se baseado em cinco princípios: dinamização da mobilidade internacional; orientação para a internacionalização ligada à empregabilidade; aposta em espaços geográficos fora da Europa; articulação com investigação e inovação; e criação de uma cultura de participação e liderança em projetos especiais.” (Ramos, 2018)

and better cooperation opportunities with existing partners and to develop P.PORTO's actions at a global scale. (P.PORTO, 2016c)

Ramos (2018) describes that, to promote the mobility of students, it was crucial to offer support and proper conditions for all incoming and outgoing students that wished to be part of the Erasmus+ program, both for study mobilities and internship mobilities, as both are of equal importance to P.PORTO.

However, it is the Institute's innovating strategy that distinguishes it from competitors within the country, namely its leadership in special Erasmus+ projects. P.PORTO is the only HEI in Portugal that leads a Knowledge Alliance, which is a transnational and result-driven consortium between HEIs and the business sector, under the Erasmus+ framework (EACEA, n.d.).

P.PORTO is also one of the two Portuguese HEIs that leads more Capacity Building projects and the one that leads the most of the Strategic Partnership type of projects. Not to mention all other well over 30 projects in which they are partners, all of which are the result of highly competitive processes of selection, with only a 10-15% acceptance rate (Ramos, 2018).

Another successful internationalization initiative was the expansion of P.PORTO's mobility frontiers outside of the EU. P.PORTO's most prominent partner country is Brazil, mainly due to the lusophone ties that exist between the two nations. P.PORTO is proud to be recognized as the only HEI in Portugal with memoranda of understanding signed directly with the Ministry of Education (MEC) and the Ministry of Science, Technology, Innovation and Communication (MCTIC) of Brazil (Ramos, 2018). Other partner countries include Argentina, Chile, South Korea, USA, Uruguay, Russia, among many others.

2.3 – Internationalization at ISCAP

The Porto Accounting and Business School (ISCAP) is one of the eight schools that comprise the Polytechnic of Porto. It is located in São Mamede de Infesta (Matosinhos), very close to

the university pole of Asprela where the remainder of Campus 1 is located. ISCAP is home to over 4,000 local and international exchange students, 246 professors and 66 staff members (GRI, 2018a).

It was established in 1886 as an independent educational institution named Porto Commercial Institute (Instituto Comercial do Porto). As of decree law no. 70/88, of March 3, 1988, it becomes integrated into the complex of P.PORTO and renamed ISCAP (ISCAP, 2017a). Nowadays, its facilities include a library, two auditoriums, three amphitheatres, a meeting room, computer centres, language and multimedia laboratories, a digital marketing laboratory, administration offices, food and beverage businesses, and socialization areas such as vast gardens and patios.

It is one of the most prestigious schools at the national level in its teaching areas, and it is an essential institution linked to business sciences. ISCAP offers courses leading to a degree (graduate and undergraduate) as well as postgraduate degrees, specializations and short courses in the Business Sciences. Its areas of focus are diverse, from Accounting, Finance, Auditing, Law, Languages, Economics, Management, Marketing, Advisory, among others (Mesquita & Castilho, 2016).

Each of these programs offer the opportunity for national students to go abroad, as well as for foreign students to experience and complete some credits at ISCAP.

ISCAP is very interested and active in the process of internationalisation and willing to increase the number of exchange programs (for students, as well as for teachers and other staff) and develop intercultural experiences among its communities (GRI, 2018b).

The principal stakeholders responsible for the internationalization of ISCAP are the coordinator of the school's International Relations Office (GRI), the office responsible for project management, and the vice-president responsible for the internationalization of the school (Mesquita & Castilho, 2016).

It can be said that ISCAP's internationalization began in 2004, as the number of international students was relatively insignificant up until that year. It was in that year that the school board decided to take internationalization as something strategic and valuable, creating the International Relations Office (GRI) and appointing a person responsible for it. The beginning of this project had its difficulties, namely, the lack of English taught courses for foreign students, lack of available teachers willing to participate and collaborate with the initiative, and resistance to the dissemination of international information (Mesquita & Castilho, 2016). To initiate an international culture at ISCAP, GRI created the *International Day*, the first ever of its kind in the whole P.PORTO complex.

GRI then began the internationalization process by dispersing online publicity materials for the school and its courses, such that it would attract international partner universities and students. Their first recruits were from Brazil, Lithuania and Belgium (Mesquita & Castilho, 2016). The number of partners began to increase significantly in 2005 after ISCAP became a member of the European network SPACE, the European Network for Languages and Business Studies. At the same time, the school was participating in its first international project called *InterCom – International Communication*.

The following year marks the introduction of the *International Week*, an event that welcomes international professors to visit and teach Portuguese students at ISCAP (Mesquita & Castilho, 2016). The concept of this event was something that was already established in partner universities and caught the eye of GRI. It should be noted that this event won a honourable mention in 2014, at the Prize for Good Internationalization and Mobility Practices at P.PORTO.

But it wasn't until 2008 that the number of international students wanting to perform their mobility at ISCAP grew exponentially. In that year ISCAP finally offered the English taught Exchange Program, the first in P.PORTO, along with a course on Portuguese for Foreigners (Mesquita & Castilho, 2016).

From this moment onwards, ISCAP has grown a solid base for the exchange of students in and out of ISCAP. The subsequent years were dedicated to the improvement of services available to both types of students and their integration within the international environment. This involved the creation of the *Orientation Week*, *Culture on the Move*, and COMAP (Committee for International Students) (Mesquita & Castilho, 2016).

ISCAP then established its first Double Diploma in 2012 with the French Université Bretagne Sud, and within the same year they managed to establish another with the Lithuanian University Alytos College (Mesquita & Castilho, 2016). These two allow the internationalization of ISCAP's curriculum, to which later on in 2014 was added the privilege of holding a Joint Programme with two other European universities.

In 2016, ISCAP founded a new Masters Degree in Intercultural Studies for Business. This degree is part of the RESMI Higher Education Network for Intercultural Mediation and offers in-depth training focused on the practical, analytical and critical skills necessary for bridging cultures in today's increasingly globalized business world (ISCAP, 2017b). The course is fully taught in English and is the first ever of its kind at ISCAP and P.PORTO. Students enrolled in this masters may opt for receiving a Double Degree in combination with the Masters in Languages and Intercultural Management of the Université d'Artois, in Arras, France, and graduates may continue their studies at PhD level at the Spanish Universities of Vigo, Salamanca, and Santiago de Compostela, due to protocols signed with these universities.

As seen above, ISCAP's internationalization started with the obvious easiest task – mobility – as it was facilitated by the availability of scholarships. ISCAP was able to create an international community in just a decade, increasing their international students from 0 to about 250 (Mesquita & Castilho, 2016). The process not only increased the school's internationalization, but also ended up helping to disseminate the school's name, improving its image and reputation abroad.

2.4 – GRI, ISCAP’s International Relations Office.

ISCAP’s International Relations Office (GRI)¹⁷, like all other international relations offices in Portuguese HEIs, is a support unit for ISCAP’s Presidency, whose responsibility and mission is to assist those that are interested in participating in a mobility opportunity and internationalize the institution abroad and/or at home, respectively. To accomplish the internationalization of ISCAP, and in conjunction with P.PORTO’s Central Office for International Relations (GCRI)¹⁸, GRI is continuously managing and promoting the exchange of international experiences and interactions by organizing international events, promoting the institution at international meetings, and promoting the international academic exchange of students and teachers. Some of the exchange programs in which GRI is and was involved include, but are not limited to: the SOCRATES/Life Long Learning/ Erasmus+ Program, namely many ERASMUS, MINERVA, LEONARDO and GRUNDTVIG projects (GRI, 2018a).

Moreover, ISCAP has tried to increase its international involvement by developing a broad network of global partnerships. In fact, it has been a partner in several international networks, such as AFECA, SPACE, EdiNeb, Acinnet and others (GRI, 2018a).

GRI offers assistance with both incoming and outgoing mobility of students and staff. To organize their efforts, GRI has allocated fixed personnel specialized in each of the mentioned areas. Mrs Ana Monteiro is in charge of all incoming student and staff mobility, while Mrs Cláudia Duarte is responsible for the outgoing mobility. Overseeing their work and other administrative and organizational details about GRI is Professor Alexandra Albuquerque, PhD, the office’s coordinator.

However, GRI usually benefits from the help of several interns throughout each academic year, whose number tends to increase during the preparation months for the International

¹⁷ In Portuguese: Gabinete de Relações Internacionais.

¹⁸ In Portuguese: Gabinete de Comunicação e Relações Internacionais.

Week (GRI's most important yearly event). The interns are recruited, managed and supervised by Professor Albuquerque. The functions assigned to each intern may be varied, depending on their area of interest and/or study. GRI welcomes interns from different scientific areas and different nationalities, thus reflecting the level of internationalization of the office.

Another stakeholder in GRI's organization is COMAP. The group, which is based at GRI's premises, was founded in 2011 to provide an active intercultural community in ISCAP. They focus on the intercultural integration of the hundreds of international students that attend ISCAP every year (COMAP, n.d.). They create events, during the orientation week and throughout the remainder of the academic year, which welcome national and international students to build relationships, promote the internationalization of ISCAP, and promote tourism in the city of Porto and surrounding areas. Their biggest project thus far has been the Buddy Program, which was created with both parties in mind, to connect national with foreign students (COMAP, n.d.).

The Buddies program was designed with the intention of offering ISCAP students the opportunity to live in an international environment without leaving the country. They have the chance to meet the new ISCAP international students and be “godparents” for them, that is, to help with everything they need, from information about the city, the college or even about emergency contacts.

It also gives the opportunity to national students who have returned from ERASMUS to continue to have an international experience by meeting new students and developing new bonds of friendship¹⁹. (COMAP, n.d.)

¹⁹ Free translation by the author. In the original “O programa de Buddies foi desenhado com o intuito de os estudantes do ISCAP terem a oportunidade de viverem um ambiente internacional sem sair do país. Têm a chance de conhecer os novos estudantes internacionais do ISCAP e serem “padrinhos” dos mesmos, ou seja, ajudar com tudo o que precisem, desde informações sobre a cidade, sobre a faculdade ou até sobre contactos de emergência.

Também dá oportunidade aos alunos nacionais que regressaram de ERASMUS a continuarem a ter uma experiência internacional ao conhecerem os novos estudantes e desenvolverem novos laços de amizade.” (COMAP, 2020)

In this way, the international buddy would have a guide around the city of Porto and ISCAP, while the national buddy would benefit from the international students by gaining international and intercultural knowledge and experiences.

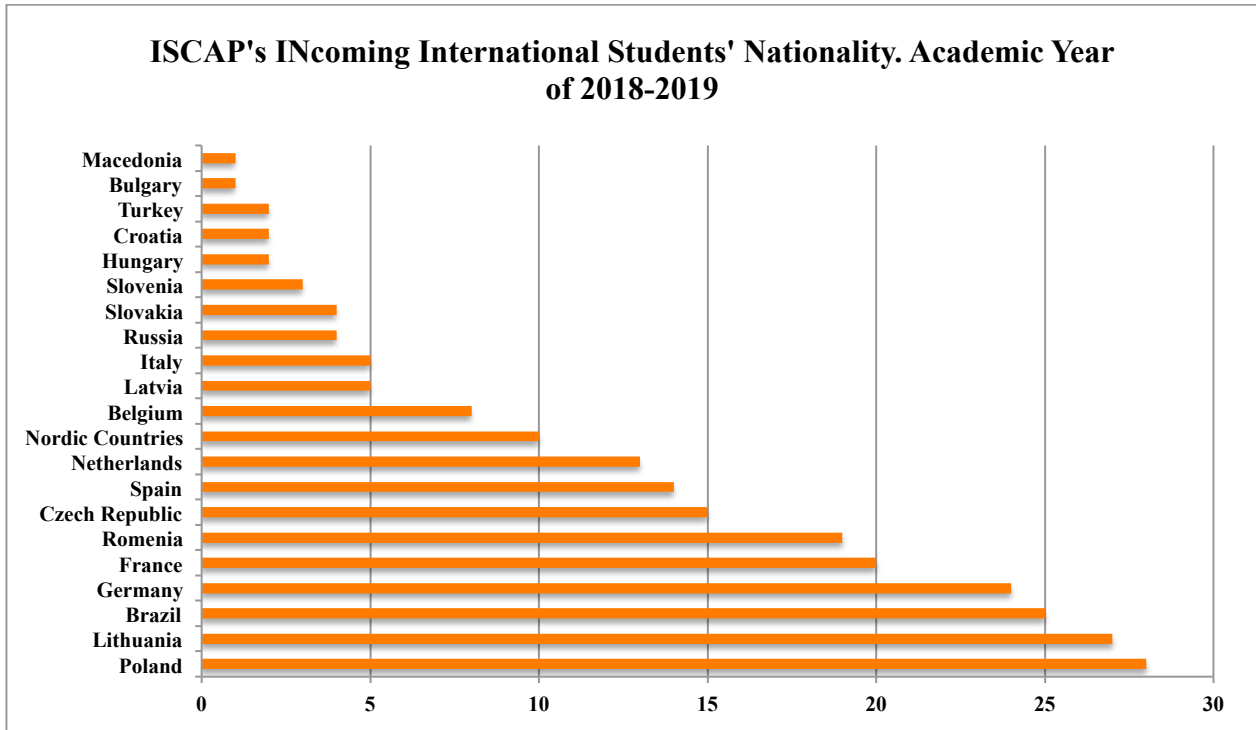
It is the combined work of all these above mentioned entities that make GRI function and progress, under the supervision of its three pillar members, Professor Albuquerque, Mrs Monteiro and Mrs Duarte.

2.4.1 - ISCAP's Incoming Mobility

The following section is a quick review and analysis of ISCAP's mobility data for incoming international students. It is important to note that, for the purposes of this Internship Report, only the data corresponding to the academic year of 2018-2019 and 2019-2020 are included in the study of the statistics of mobility students. Data and other information about previous years can be available upon request to GRI at ISCAP.

In the academic year of 2018-2019, ISCAP received a total of 232 incoming mobility students (Figure 1). Of those 232 students, 23 were on a training contract, while the remaining students were on a regular study contract. Students originating from Poland under the Erasmus+ program dominated the international student community at ISCAP that year. The second biggest group belonged to Lithuania, mainly due to the joint degree program that was established between ISCAP and the Vilniaus Kolegija University of Applied Sciences for the undergraduate course of Creativity and Business Innovation. This group was followed by the Brazilians, which made up the third biggest group of international students at ISCAP and can be attributed to the Bilateral Cooperation Agreements between the two nations.

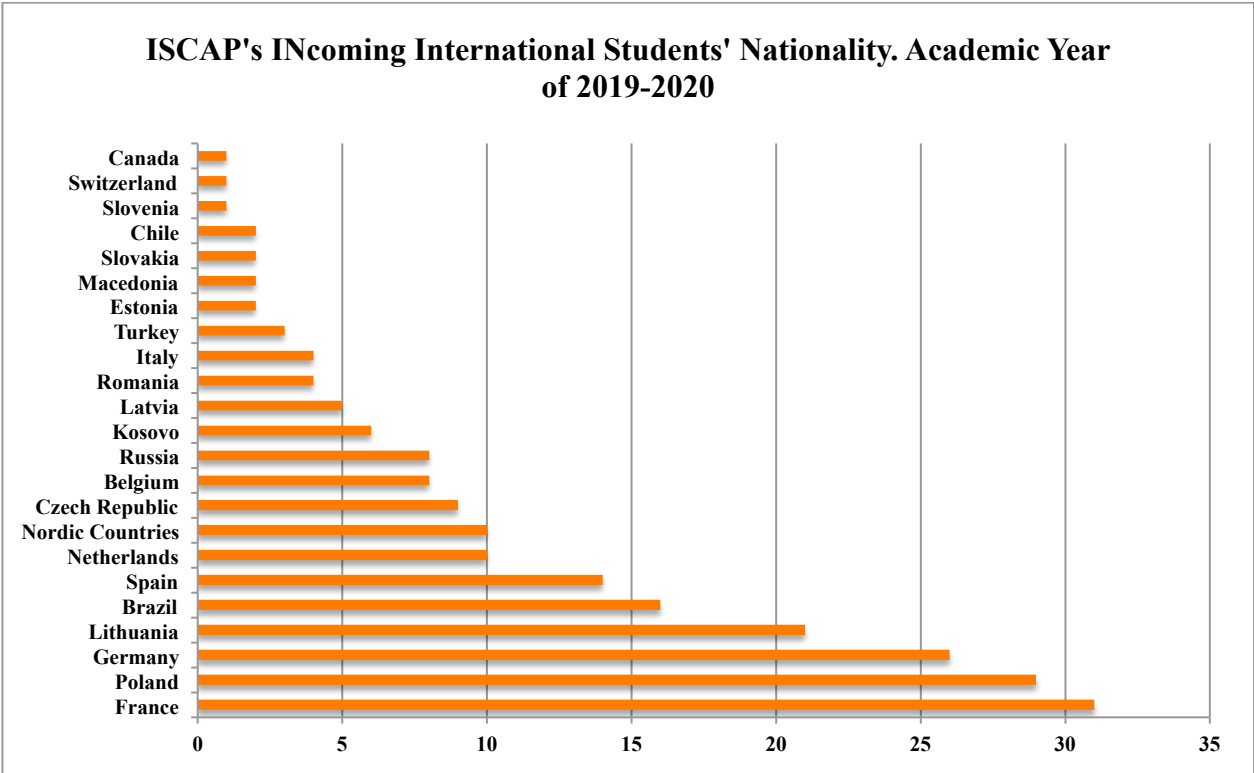
Figure 3: Number of incoming international students performing mobility at ISCAP during the academic year of 2018-2019. Nordic Countries refer to Sweden, Norway, Denmark, Finland, and Iceland. However, there were no students from Iceland recorded. Original data provided by GRI, can be obtained upon request.



In the following academic year (2019-2020), ISCAP had a total of 215 incoming mobility students (Figure 2). Of those 215 students, this time, only 7 were on a training contract. This year was marked by a decrease in international students, partly related to the coronavirus pandemic of 2020, which will be explained in a later section. The pandemic resulted in a state of emergency in which some international students were asked to return home. However, GRI reports that all international students were already at ISCAP and over halfway through their mobility agreements when the situation occurred. Thus, the number of international students was not dramatically affected by the emergency. The majority of the losses in international students for this year are related to those who will not be received for a training period during the summer months (June to September) because of the pandemic.

The dominant group was from France, one of the countries of Portuguese diaspora with which ISCAP holds the strongest and oldest cooperative ties. This was the first year in which ISCAP received students under the Double Diploma program agreement with the Université d'Artois for the Masters in Intercultural Studies for Business. The second and third biggest communities of international students at ISCAP came from Poland and Germany, respectively.

Figure 4: Number of incoming international students performing mobility at ISCAP during the academic year of 2019-2020. Nordic Countries refer to Sweden, Norway, Denmark, Finland, and Iceland. However, only students from Norway, Denmark and Finland are recorded in the original data. Original data provided by GRI, can be obtained upon request.



The trends quite coincide with what could be expected given the history of ISCAP's internationalization. The strongest and oldest ties are held with the Brazilian, French and Lithuanian partners. As mentioned before, ISCAP holds double diplomas, joint degrees and special partnerships with these countries, thus the number of international students tends to be

dominated by these nationalities. However, it can be noted that there is a tendency for Polish students to study at ISCAP even though there are no special partnerships with this country. GRI hypothesizes that, aside from the fact that there is an easy transcript of credits between the two nations, Polish students simply enjoy spending time in Portugal, as it is an affordable destination for them.

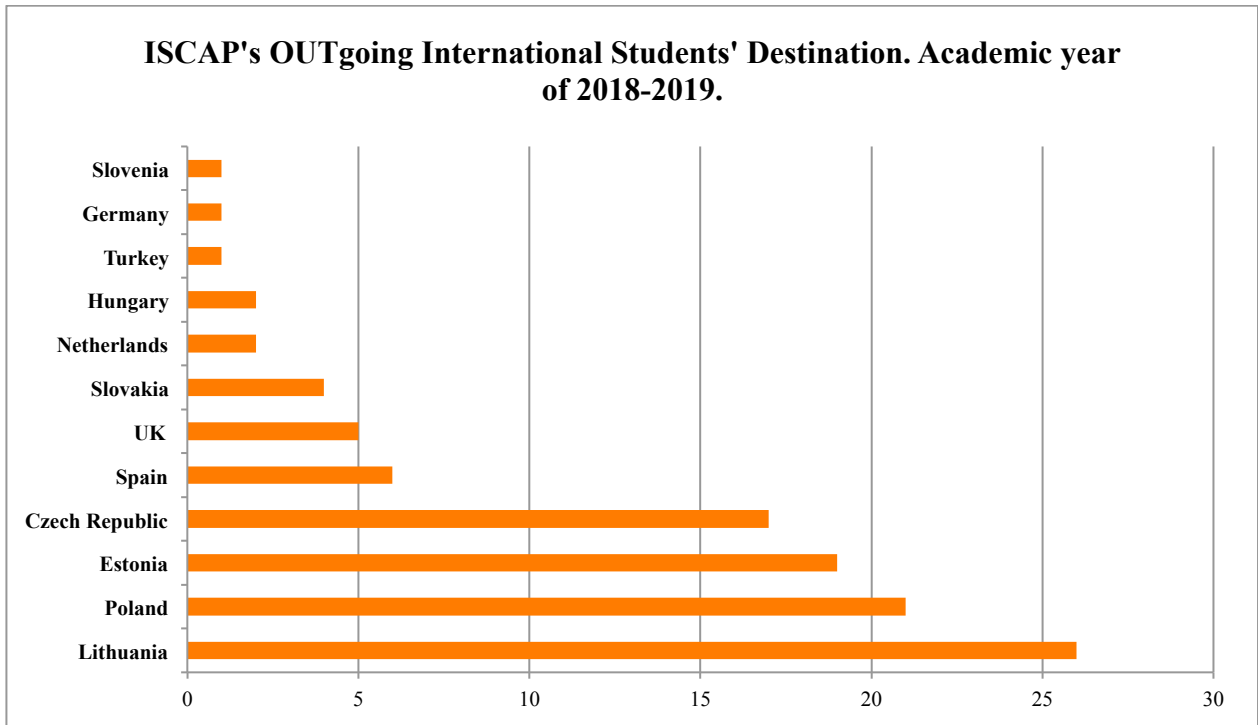
2.4.2 - ISCAP's Outgoing Mobility

The following section is a quick review and analysis of ISCAP's mobility data for outgoing students. As previously mentioned, only data belonging to the academic years of 2018-2019 and 2019-2020 are included in the following analysis.

For the academic year of 2018-2019, ISCAP sent abroad a total of 106 students (Figure 3). Most of them had Lithuania as a destination, and that can be attributed to the joint degree program that was set up between ISCAP and the Vilniaus Kolegija University of Applied Sciences. Together with these students, there are also a large number of students that went abroad to Estonia. This is because the joint degree program mentioned above has an internship component at the Estonian Entrepreneurship University of Applied Sciences. Interestingly enough, there were also a large number of ISCAP students that decided to perform their Erasmus+ mobility in Poland. The preference of ISCAP students for Polish universities is due to the easy transcript of credits and affordability factors previously mentioned.

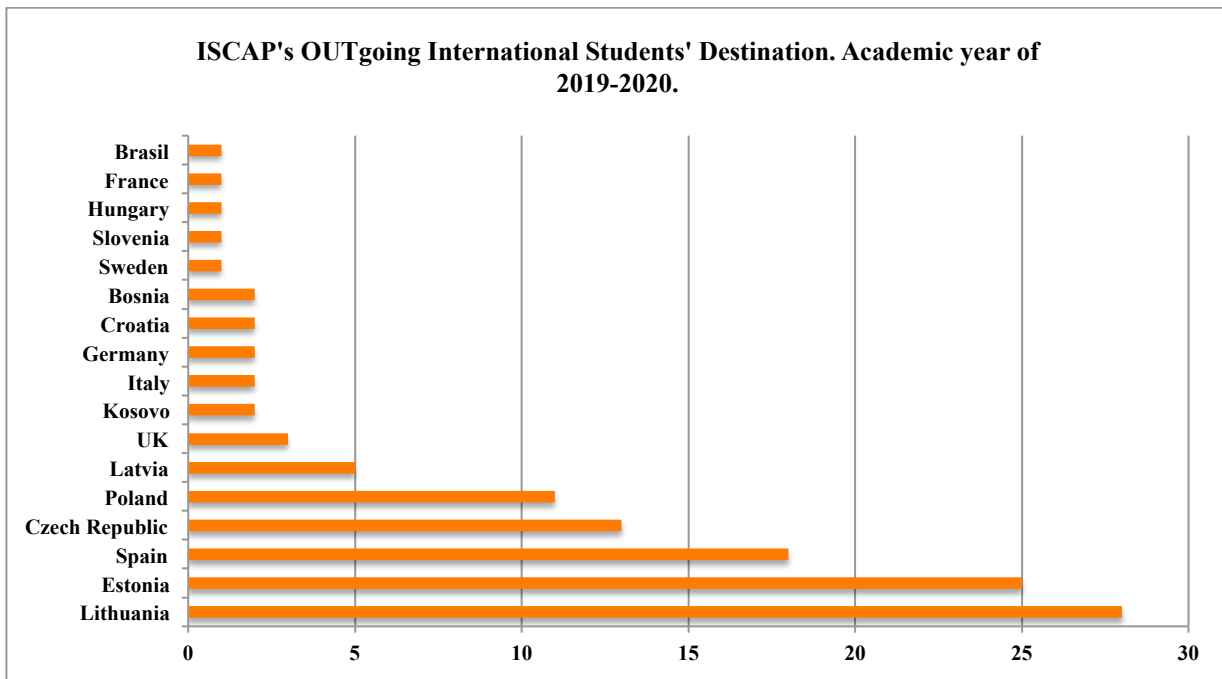
Out of the 105 students that were sent abroad, 18 were on a training mobility basis. This total number does not account for the students that applied and intended to perform mobility outside of Portugal, but either were not accepted or quit. There were a total of 60 students (36% of the total) that did not complete their mobility. Although this number may seem high, GRI assures that this is common. The desistance rates are usually around 40%, which is something GRI is analysing so that these numbers can be improved in the future.

Figure 5: Number of outgoing international students performing mobility at ISCAP during the academic year of 2018-2019. Original data provided by GRI, can be obtained upon request.



For the year 2019-2020, ISCAP sent a total of 118 students to other universities (Figure 4). As expected, most of the outgoing students went to Lithuania and Estonia to complete their joint degree program curriculum. The third-largest group went to the nearest neighbouring country, Spain. Out of the 118 students that were sent abroad, 46 went under a training agreement. This year, GRI recorded 79 withdrawals (40% of the total). As previously mentioned, this year’s mobility suffered a worldwide emergency that increased the withdrawal numbers. However, GRI reports that withdrawals remained within the normal range, regardless of the state of emergency.

Figure 6: Number of outgoing international students performing mobility at ISCAP during the academic year of 2019-2020. Original data provided by GRI, can be obtained upon request.



2.4 – Covid-19, a new reality for HE

With today’s rapid transport systems, modern public health problems are growing increasingly complex. A pathogen²⁰ that emerges today in one country can easily be transported unnoticed in people, animals, plants, or food products to distant parts of the world in less than 24 hours (Messenger, Barnes, & Gray, 2014, p.1).

The interconnectedness of today’s world, as referred to above, has been best exemplified by a novel virus discovered at the end of the last decade, marking a devastating first quarter of the year 2020. In December 2019, a new viral pneumonia caused by a previously unknown pathogen emerged in Wuhan, one of China’s central cities with a population of about 11

²⁰ A pathogen is defined as any small organism (i.e. bacterium, virus or other microorganism) that can cause disease (Cambridge Dictionary, 2020. Available at <https://dictionary.cambridge.org/dictionary/english/pathogen>)

million people (Wang *et al.*, 2020). By the 20th of January of 2020, there were 282 laboratory-confirmed human cases reported to the World Health Organization (WHO) (Corman *et al.*, 2020).

The virus now commonly known as Covid-19 (also known as 2019-nCoV and SARS-CoV-2) was identified as a new coronavirus strain that presents itself with similar symptoms as those related to severe acute respiratory syndrome (SARS)-related CoV (Corman *et al.*, 2020). Covid-19 is the third zoonotic²¹ coronavirus in three decades to cross-species; in this case, it has been traced back to rhinolophid bats in Asia and Europe, which ultimately ended up infecting humans and raising global health concerns (Duarte *et al.*, 2020; Corman *et al.*, 2020)

Covid-19 had a rapid spread, with cases confirmed in almost every corner of the globe. On the 30th of January, the World Health Organization's Emergency Committee agreed that the outbreak met the criteria for a Public Health Emergency of International Concern with almost ten thousand confirmed cases worldwide (Duarte *et al.*, 2020). At this point, it became clear that human-to-human transmission generates about 1.4 - 3.9 cases, thus to control the spread containment measurements were put into place to block transmission.

Citywide quarantines began on January 23rd in the city of Wuhan and surrounding areas. Several social distancing measures were enforced in China, and later on expanded throughout the world, including suspending school activities, domiciliary confinement, and usage of personal protective equipment (Duarte *et al.*, 2020). Other hotspots for the coronavirus outbreak of early 2020 included Italy, Iran, the USA, Spain, France, the UK, and India.

As far as Portugal is concerned, the virus was approaching fast. The first case reported in the country was on March 2nd, sometime after it was reported in other European countries (Badcock, 2020). Considering that most of its neighbouring countries (i.e. Spain, France, and Italy) were already critically affected by the virus, and because of the declaration of COVID-

²¹ Zoonosis usually refers to a disease that is transmitted from animals to humans (also called "anthropozoonosis"), although it is widely used to also refer to diseases transmitted from humans to animals (also called "zooanthroposis" and "reverse zoonosis") (Messenger, Barnes, & Gray, 2014).

19 as a pandemic by the WHO, Portugal took the swift decision to implement lockdown measurements on March 13th, just 11 days after the first case was reported.

Consequently, the president of P.PORTO, João Rocha, stated the Institute's intentions to follow the recommendations and determinations of local and national health authorities by setting into effect the immediate and indefinite suspension of all P.PORTO's classroom activities, services, events, sports and cultural activities (Rocha, 2020). This forced the movement of the hereby-discussed internship from GRI's office (face-to-face work) to a home office (distance work). These new containment measures unfolded into a series of adjustments and modifications of the dynamics, functions and work assigned to the intern, which will be further discussed in the following chapter.

Chapter 3 – The Internship

3.1 - Framing and Learning Objectives

The idea of an internship at an International Office presented itself after being mentioned during an in-class discussion. It was described as an opportunity to remain within a Higher Education Institution (HEI) setting and a way to understand such from a new point of view. The most appealing aspect was to gain insight into the mechanics of how HEI work together to offer international study programs and other abroad opportunities for students and teachers. Additionally, it was presented as an interesting area of work because of the naturally intercultural environment and relations that are offered at an international office.

The major areas of work designed for this internship, as set by Professor and Supervisor Alexandra Albuquerque, included, but were not limited to:

- Student Mobility Assistance
- Event Management & Organization
- Event Project Management

The internship was carried out in the context of a professional curricular internship under a signed internship contract agreement (Annex A). In this contract, it was agreed by the intern, the International Relations Office (GRI), represented by Professor Alexandra Albuquerque (the internship supervisor), and ISCAP (the host institution), a total duration of 450 hours. It was agreed on average a workload of 20 hours per week from January 6th to June 26th of 2020 at the facilities of ISCAP's Office of International Relations (GRI), located at Rua Jaime Lopes de Amorim, s/n, 4465-004, S. Mamede de Infesta.

Before the official start of the internship (January 6th), the intern held a meeting on October 22nd of 2019 with Professor Albuquerque to discuss the areas of interest and opportunities for both parties, such that the internship would be beneficial to both. During this meeting, the opportunity to perform an experimental day was explored, which was later held on December 11th and carried on until December 12th. The intern was introduced to the staff at GRI's offices at the beginning of the experimental period and was then taught about the International Week

event that occurs every year at ISCAP's facilities. This briefing was followed by the introduction to the planning of the event, and subsequently, the intern was assigned to update some of the online forms, letters, websites, e-mail, and GRI's Google Drive account. The tasks commenced on the experimental day and carried on to the next day, December 12th. Initially, these two days were not included in the internship contract agreement but were later included as part of internship hours, due to the essential nature of the work that was done in preparation for the beginning of the year 2020 and the events to come.

On January 6th of 2020, the intern officially started the internship at GRI. The schedule agreed on by both the intern and the supervisor was of two days per week, 7 hours on each day, with an hour of lunch included. This schedule was agreed on with the condition that the intern would complete hours from home as needed, and on the week of March 30th until April 3rd the intern would be available for full-time hours.

The internship continued as planned until the inconveniences brought on by the previously mentioned coronavirus outbreak on March 13th of 2020 forced changes to the initial plan. The changes implied that all internship activities would be transferred online to be completed from home. There was a period of little to no work during the first three weeks of the Covid-19 lockdown (March 16th until April 8th), as the staff of GRI transitioned and got accustomed to the new situation. This represented a setback of three weeks in terms of progress done to complete the agreed hours of internship. Thus, the hours that were to be worked during those three weeks had to be compensated during the remaining weeks of the period of internship.

Additionally, the internship took a little longer than expected to be able to complete as many hours and as many tasks as possible, thus officially ending on July 7th, instead of June 26th as stated in the internship contract agreement. Despite the extra week of work, it was not possible to complete all 450 hours of internship and only a total of 400.5 hours were completed. On average, the weekly load was recorded as 17 hours, including weekends. The hours of work were recorded in a Presence Registry and can be consulted in Appendix A.

Furthermore, it is important to note that once the Covid-19 lockdown started, the internship was carried out from home as online work, as opposed to in-office work. This brought on an inevitable loss of supervision by the staff at GRI and enforced a rigorous amount of individual and autonomous work by the intern.

The following is a list of learning objectives that were determined at the beginning of the internship, and which remained even during the period of online work:

- Improving language skills (English and Portuguese);
- Participating in university initiatives related to the international office (GRI) at the local level;
- Building professional and intercultural communication skills;
- Learning project event management and event organization;
- Developing strategies for the improvement of the work done at GRI;
- Build on personal soft skills;
- Manage to work both individually and collaboratively;
- Start building a network.

3.2 - Internship Assignments and Activities

3.2.1 - Events

ISCAP's International Week 2020

The first task assigned during the internship was to prepare and organize the 2020 International Week. This is a reoccurring yearly event that has been held at ISCAP for the past 14 years, thus making this year special due to it being the 15th celebratory year, and it would take place between 30th of March and 3rd of April of 2020. The event consists of a gathering of international talent from partner universities at the facilities of ISCAP for a week. During the course of this week, students and professors can expect an exchange of information in the form of lectures, workshops, seminars, and short language courses taught by guest lecturers. In return, the international guests get to experience the city of Porto through a series of guided

tours and visits. Lastly, the event promotes networking and the opportunity for cooperative agreements.

The work on this event began on December 11th of 2019 by updating past year's flyers, invitation letters, and application forms to match with this year's dates and new information. The intern then had to manage data information as necessary, by organizing data received in the application forms (for example name of the applicant, area of interest, type of mobility, etc.) which were then redirected to an excel document. Subsequently, the intern had to send the corresponding acceptance or rejection letters to applicants. This work also required the continuous management of the incoming emails with questions and answers to the international guests.

The above-mentioned tasks, and much of the remaining organizational work and planning for the International Week, were performed using a program called Google Drive. Google Drive is an online application that is available to anyone that has a Google email account. It allows for the storage and creation of information such as contacts, calendars, written documents, numerical sheets, slides, surveys, etc. In this case, GRI has an official Google email account for anything related to the International Week. The intern had access to this account during the course of the internship.

To continue the organization of this event, it was required to divide the guest groups into two: the guests that would come to ISCAP with the aim of teaching (denominated as "the teaching group") and the guests that would come to ISCAP to receive training (denominated as "the non-teaching group"). Thus the tasks were divided between interns to share the load of work and smoothly manage the event organization. The intern was assigned to manage the non-teaching group of guests.

The intern was then focused on the application procedures for the non-teaching staff, which required the processing of mobility agreements. Then it was needed to arrange training activities for the non-teaching staff, for which it was assigned a set of activities such as tours in the departments or areas of interests for a job-shadowing day, tours around the city of Porto

and other facilities belonging to the Polytechnic of Porto (P.PORTO), networking lunches, and an open workshop for the pitch presentation of cooperation projects ideas.

The intern was then given the task of preparing the invitations for the school's *Tunas* (musical groups of students) to perform during a welcome cocktail for the international guests. Afterward, she was given the task of creating a Facebook page for the International Week of 2020, to which only accepted guests and the staff at GRI would have access. The goal of the Facebook page, which was to be managed by the intern, was to connect international guests and hosts from ISCAP in a more informal manner, as well as to keep communication flowing through a messaging platform during the international week. The page would inform guests about tourism in Porto, important facts about ISCAP and P.PORTO (such as how to get to the facilities by public transport and how to find their way within ISCAP), foods to eat and in which restaurants, tours around the Douro region, port wine, and more. Additionally, it served to provide information that would be relevant and interesting for the guests, so that they knew what to expect when they arrived, such as current news, weather forecast, and events happening around the area during their time of visit.

Additionally, the intern was given the task of reserving a guided visit around the Porto Design Factory, a hub where P.PORTO's students, teachers, and researchers can meet and experiment to test their ideas. For this, the intern just had to exchange a couple of emails with the Porto Design Factory to set up a time that was best suitable for the visit during the International Week.

As it got closer to the date, the intern was required to begin the process of preparing the welcome packages for the guest attendees of ISCAP's International Week. The welcome packages prepared included tourist maps of the city of Porto, information regarding public transport around Porto, flyers about Port wine cellar tours, instructions on how to get to ISCAP from the airport and the city centre, name tags, individual schedules, a general program for the International Week, and stationery items such as pens and notepads. The items would be placed in individual reusable bags and handed out to guests upon arrival.

However, on March 12th of 2020 it was officially announced that due to the pandemic crisis across Europe, and the many limitations that it imposed on travel (i.e. travel bans, airport closures, delays, etc.), the International Week 2020 was cancelled alongside any other major events that require big conglomerations of people. Furthermore, it was announced that all of P.PORTO's facilities would be closed for the remaining time of the semester, and classes and educational activities would resume on-line, including internships, where possible. Due to the inconvenience, we had to communicate to all of the International Week guests, collaborators, and hosts that the International Week would no longer happen in 2020.

ISCAP's Solidarity Coffee

This event consists of the sale of a collection of baked goods that are offered by ISCAP's staff and coffee offered by Delta as a means to raise funds for the international office as well as to inform visitors about the services provided by GRI. The intern was invited and encouraged to participate in the event by taking care of the table where the food and drinks are sold, which required receiving payment and handing out the requested items.

3.2.2 - Intern Projects

Mobility Out Data – Catalogue for Students

This task was the first assigned during the Covid-19 lockdown. The goal of the task was to collect ISCAP's outgoing mobility data information from past years and create a database of "Study Plans" by course, year, and partner institution. The idea was to summarize the information given, so that future ISCAP students could clearly see which destination countries and institutions would most likely generate the most equivalences in courses required to graduate from a specific program, thus simulating a catalogue for outgoing mobility students.

This task was divided between two interns, such that each intern could focus on data pertaining to specific courses in order to make the process more organized. The intern was asked to work on the mobility data belonging to the courses of Marketing and International Commerce.

The intern was provided with raw data from the past three academic years (i.e. 2017-2018, 2018-2019, and 2019-2020). This data included the student's names and numbers, student contact information, course for which they were enrolled in, country of destination, host institution, semester for which mobility was performed, type of mobility, the study plan at ISCAP and the equivalent courses in the destination country, etc. The original data was organized by year so that each file contained only information pertaining to that year.

The intern re-organized the given information and summarized it, such that the new database would not contain any sensitive or confidential information (i.e. student names and contact information) and any other parameters that were not of interest for the project (i.e. type of mobility, number of months, Erasmus+ code, etc.) The raw information did not include in which school year the mobility was performed (for example the second year of the 3-year study program). However, based on the study plans at ISCAP and at the equivalent courses in the destination countries, it was possible to estimate in which school year the mobility was carried out.

The intern then summarized the given data into two documents, each concerning the Marketing mobility data and the International Commerce mobility data, respectively. The documents contained information regarding the respective course, academic year (i.e. 2017-2018, 2018-2019, and 2019-2020), school year (i.e. 1st, 2nd, or 3rd), semester, host institution, host country, study plan at ISCAP, and equivalent study plan at the host institution. Once finished, the work was submitted through an online platform called *Teams*.

Teams is the “The hub for teamwork in Microsoft 365” (Microsoft, 2020). It was used during the course of the at-home-internship, that is, after the coronavirus lockdown. The application is great for sharing files, hold video call meetings, chat with co-workers, and to collaborate on shared work. This application allowed the GRI team to maintain close contact while working separately and made it easier to share information without the need to use multiple means of communication, as it allows for everything to be done in one place.

Then it was asked for the intern to merge the data for all courses, which meant merging the data regarding the Marketing and International Commerce course, as well as those worked on by the other intern. Additionally, it was asked to re-organize the information to be divided by course. This time, the final document would only contain information regarding the host country, host institution, the study plan at ISCAP, and the study plan of equivalences at the host institution. The result can be observed in the *Mobility Out Data – Catalogue for Students* (Appendix B).

Internationalization at ISCAP – A Short Analysis

It was requested to perform a study on ISCAP's mobility trends. The study would explore all mobility data, both incoming and outgoing, for the past three years (i.e. 2017-2018, 2018-2019, and 2019-2020). The goal of this study was to gain in-depth insight into the trends that occur within ISCAP's mobility data. The most important aspects that needed to be highlighted within the work were as follow:

- Most popular destinations for outgoing students;
- Most popular countries of origin of incoming students;
- Most popular type of mobility (i.e. Erasmus+, Vasco da Gama, Bilateral Cooperation Agreement, or Joint Degree);
- Most common course of origin for outgoing mobility students;
- Semester in which mobility was performed.

Other aspects of interest that were highlighted within the study include the percentage of females to males, study mobility versus training mobility, and the most common host institution chosen by outgoing students.

Additionally, the intern was asked to create graphs for some given Indicators of Internationalization and Mobility. These graphs were to be included in the study preceded by a short summary of the most impacting trends of these indicators.

The study was written in English and submitted to Professor Albuquerque for feedback, a final version can be found in Appendix C.

Audit of ISCAP's new International Website

The intern was requested to review ISCAP's new international website, at <http://www.iscap.pt/international>. The goal was to correct any spelling or grammar mistakes. The intern suggested the inclusion of some information regarding ISCAP's highlights and services offered, such as easy access to public transport, parking facilities, gardens for relaxing and socializing, a student lounge, and 2 restaurants with accessible prices and plenty of options that satisfy any dietary preferences. Additionally, the intern suggested the inclusion of information regarding the ways to get to ISCAP using public transport.

Audit GRI's Website

It was also requested for the intern to perform an audit of GRI's website, at <https://www.iscap.pt/gri/site/index.php>. This activity consisted of checking for any spelling and grammar errors, as well as updating any out-dated information. The intern suggested correcting the bilingual paragraphs that are on the website such that it may be easier to read and understand the contents.

The intern noticed there was no "About Us" section or Frequently Asked Questions and Answers section. The intern suggested to include this content within the website such that viewers may learn and understand what GRI's functions and responsibilities are, as well as to make their work more efficient by providing answers to frequently asked questions that do not necessarily deserve a personal visit to the office. The intern also noticed there were some areas of the website that had no content and suggested to fill the area if necessary or otherwise delete it.

Audit "Exchange Guide"

As part of the audit to GRI's website, the intern was asked to audit the Exchange Guide that is offered to prospective international students (https://issuu.com/gri2/docs/e-guide_2019-2020). The Exchange Guide is an online open-access booklet that provides exchange students with

useful information such as what documents to send before departure, what to do upon arrival, general information about ISCAP, attendance and assessment rules at ISCAP, services provided at ISCAP, etc.

The intern corrected spelling and grammar for the most part. However, the intern did suggest for some more in-depth information regarding public transport costs that should be included, as well as how and where to purchase a monthly pass and which discounts applied, if possible.

Other tasks

Throughout the course of the internship, the intern was sometimes required to print, scan, and file mobility agreement documents for the guests of the International Week. These files were also sometimes required to be redirected to the correct person for collecting signatures. The intern was also asked to purchase items for GRI, such as coffee for the stationary snack centre and hand sanitizer.

3.2.3 – Written Reports

Translations

The intern was requested to translate the Cooperation Protocol For the Attribution of the Double Degree Between the Polytechnic of Porto (P.PORTO, Portugal) and the Siauliai State College (SSC, Lithuania) from Portuguese (Annex B) to English (Appendix D).

Likewise, the intern was requested to translate an appendix to the Cooperation Protocol. The Appendix consisted of the Course Plan related to this protocol, which was to be translated from Portuguese (Annex C) o English (Appendix E).

Manual on How to Plan ISCAP's International Week

The intern was asked to record all the steps taken during the preparation for ISCAP's International Week 2020 to create a guide for future students (Appendix F). The goal was to write in detail the process of what to do and in what order, regarding the organization of the International Week at ISCAP. Specifically, the intern was asked to document on the non-

teaching staff aspects of the process, as other interns would be focusing on the teaching staff guests.

Testimonial – International Student

The intern was asked by COMAP (Committee for International Students) to write a personal testimonial. The activity consisted of writing about the intern's experience as an international student within ISCAP, P.PORTO, and the city of Porto. The final result can be found at ISCAP's website, at www.iscap.pt/international (Appendix G).

Translation – Internationalization at ISCAP – A Short Analysis

Following the completion of the report on the Internationalization at ISCAP – A Short Analysis, which was originally written in English, the intern was asked to translate said report from English to Portuguese (Appendix H).

3.3 – Covid-19 Transition

Although the suspension of in-person work and class activities was only announced on March 13th of 2020, talk of a possible lockdown had been rumoured from the beginning of March when the first case was recorded in Portugal (Badcock, 2020). At GRI's office, several staff and interns had already expressed their concerns about their exposure to the virus. There was already a lack of motivation at GRI to come in contact with other people, especially international students, and travellers. It is important to understand that GRI receives several national and international students and professors who may at some point come in contact with someone infected, and thus may be a carrier of the virus. This threat started to install fear around the office, especially on those who are surrounded by or are themselves, susceptible people, myself included.

The staff and interns at GRI had been warned on March 9th of some possible changes. On March 11th it was communicated by Professor Alexandra Albuquerque through email that all staff and interns of GRI were no longer to return to the facilities of ISCAP until further notice.

With this change, it was agreed that all future communications and work should be resumed online, later on, to be designated to the Microsoft Teams platform.

The switch from an in-person internship to an at-home internship was an easy transition at first. Mostly, the intern was glad to be performing the internship at her hometown and not abroad, which did not cause any extra stress factors related to relocation and travel expenses.

The transition began with the task of informing the International Week guests and collaborators about the change of plans. For this, the intern was to communicate that, under the new circumstances, the International Week of 2020 would not be happening, and thus all events and activities that were scheduled were now to be cancelled. Therefore, because the intern was only assigned to focus on the preparation for the International Week, and with this being cancelled, the intern was left with almost nothing to do.

The first three weeks of lockdown were empty. The intern, by initiative, monitored the International Week's Facebook page and email for any incoming messages or questions. However, there was little to be done. Additionally, during these first three weeks, there was no further communication from GRI, and, upon asked, Professor Alexandra Albuquerque was not able to assign any new tasks as she herself was in the process of brainstorming new tasks to assign to all interns. This waiting period was the scariest part of the internship as there was a lot of uncertainty in regard to being able to finish the required hours to complete the internship.

It was not until April 8th that team members of GRI were able to meet and discuss the organization and work to be done during the remaining months of the semester. Still, there was a lot of uncertainty in regards to the general outcome of the internship.

Once the new task was assigned, the Mobility Out Data – Catalogue for Students, it became evident that this was a very easy and straightforward work assignment. It simply required patience and organization so that the information could be re-organized. A big inconvenience experienced during the bulk of this work was having to learn how to work on a new platform,

Microsoft Teams, and the fact that the information available on the application may vary from the one available online. That is, when a co-worker shares a folder file, only some of the contents in this folder are visible on the application, whereas the full content can only be accessed on the online platform. For this reason, it was a challenge to find the information needed to complete the database because it would be necessary to check the information for two or three times.

The biggest challenge of completing this work from home was the lack of appropriate dedicated workspace and keeping a work schedule. This is to say, during the confinement, there was no way of keeping a separate designated area for work or study. The kitchen table became the place where everyone did everything at the same time. Eating, cooking, studying, working, and co-habiting were happening around the same table all day, every day. Soon, the four walls that surrounded the work and living space came closing in, and a period of little motivation and lack of productivity followed.

Additionally, it was particularly hard to keep personal life separate and balanced. With everyone home for quarantine, with very little or nothing to do, it meant there were a lot of distractions coming from the rest of the household. All these difficulties combined triggered a sense of discouragement for the intern, which in turn demotivated her to continue writing both her intern work and this internship report. Altogether, the difficulties faced during the Covid-19 lockdown forced the intern to work on self-awareness, discipline and, concentration.

The result of the work on self-awareness, discipline, and concentration was the ability to complete all tasks assigned within the time frame of the internship contract. The only aspect that was not fully achieved was the number of hours previously agreed on the internship contract. Only 400 hours out of the agreed 450 hours were completed. This in part had to do with the time lost during the Covid-19 lockdown transition, the demotivation experienced by the intern during the lockdown period, and the lack of work assigned by GRI.

3.4 – Personal Response

The search for an internship was scary and stressful. We were told in class to arrange a company and get started on signing a protocol as soon as possible. Even though I took this advice I was left with very little options up until the last minute. It seemed impossible to be accepted as an intern because none of the companies I had approached showed any interest in hiring an intern. I thought that, because it is free labour, that anyone would be willing to welcome me, but this did not seem to be the case.

Luckily, the staff at GRI was looking to fill some intern positions at the office, and soon a meeting with Professor Albuquerque was arranged. The first impression was of someone very busy and accelerated, but organized and focused. Following the first meeting with the internship supervisor, I quickly began questioning my ability to work under the supervision of Professor Albuquerque because she kept on cancelling, forgetting, or re-scheduling our second meeting. I soon realized that my internship position at GRI would require the ability to work under little supervision.

This was no issue once I began my work as an intern at GRI. The tasks assigned were straightforward and easy to follow. I also counted on the rest of the interns and staff for support in case it was needed. Everyone was friendly at the office and it seemed as if they all maintained a good working rhythm and environment. I also had the chance to understand that Professor Albuquerque was not dismissing me when she cancelled or re-scheduled our appointments, but rather the nature of her work requires her to have a flexible schedule and keeps her very busy in between spontaneous work.

The work related to event organization, namely, the International Week of ISCAP, was very interesting. I enjoyed seeing the progress of things getting organized and prepared for that week of intensive learning and training. Of course, this also involved creating a guide for future students on how to reproduce the same steps in order to organize this event in the future. This was easy to do, as I would update the guide as I was planning the international week, that way I wouldn't forget to include any steps or details.

It is a shame that the International Week had to be cancelled. I was mostly looking forward to welcoming the international guests, showing them around Porto, and seeing the fruits of my labour. It was extremely disappointing to not be able to make it that far due to the lockdown and to have to discard all of the hard work done up until then.

From the moment the lockdown started, my tasks at GRI were not as enjoyable and dynamic as event planning and organizing had been. The switch to data management for the production of the Mobility Out Data – Catalogue for Students was quite dull and repetitive. It was a task that I could have easily had completed in less time if it weren't so tedious, and if I had not been demotivated and distracted during the lockdown. However, being involved in this work gave me a sense of responsibility and duty towards future international students. I was glad I was able to contribute to what hopefully will be an easier method for choosing an Erasmus+ study abroad path.

The work on the translations from Portuguese to English was a bit more challenging. This required me to practice my Portuguese language skills and translating skills. I was able to learn a few more words and commonalities of the Portuguese language.

One of the tasks that I consider to have been entertaining was the Solidarity Coffee, as I got to learn from both local and international students about their cultures and their typical foods. It was a very interactive way of practicing intercultural relations. The other task that I consider to have been enjoyable was writing the Testimonial for COMAP, as it allowed me to have full freedom of expression. These two tasks also allowed me to get known by the ISCAP community, which ultimately resulted in gaining some new social acquaintances.

The audits done on several websites and the Exchange Guide did not seem to have made much of an impact. This is because I was only allowed to comment or suggest changes, rather than actually being given access to make these changes as the suggestions got approved. This made the task somewhat counterproductive and ineffective, as someone else now would have to read the information from scratch in order to make sense of the suggestions. Subsequently, the

suggestions made are not yet visible on the websites, nor on the exchange guide at the time of completion of the internship. Future audits should allow the person responsible for the suggestions to also make the alterations, such that the work has continuity and is finalized.

Lastly, I was glad to have been given the opportunity to produce a short analysis about Internationalization at ISCAP. This project made me feel far more productive and helpful for GRI. Additionally, I was able to use part of this work and incorporate it into the second chapter of this internship report. This report also gave me an insight into how the Internationalization at ISCAP is described, which made me feel more integrated into the GRI team. I feel as if this will be the biggest mark I will leave as an intern at GRI.

3.5 – Achieving the Learning Objectives

As previously stated, the internship had the following learning objectives:

- Improving language skills (English and Portuguese);
- Participating in university initiatives related to the international office (GRI) at the local level;
- Building professional and intercultural communication skills;
- Learning project event management and event organization;
- Developing strategies for the improvement of the work done at GRI;
- Build on personal soft skills;
- Manage to work both individually and collaboratively;
- Start building a network.

Although the course of the internship may have taken some unexpected twists and turns because of the Covid-19 pandemic, I was able to keep the learning objectives unchanged and as originally established. This, however, does not mean all learning objectives were achieved.

With certainty, it can be said that the language skills in both English and Portuguese were improved. The improvements are more noticeable in the Portuguese language skills, which

were practiced through the translations performed and during the course of the planning for the International Week, as the intern was required to exchange internal email communications with some of ISCAP's staff and services. The intern was able to learn some commonalities in the Portuguese language, such as formalities when addressing others, verb conjugation, spelling, and sentence formatting. The biggest improvements for both Portuguese and English language skills are most noticeable in the area of formal and business communication. That is to say, the internship was a great way for the intern to learn and practice formal and business communication in both languages. Subsequently, this marks the successful achievement of the third learning objective, i.e. building professional and intercultural communication skills.

In regards to the second learning objective, i.e. participating in university initiatives related to the international office (GRI) at the local level, the intern was able to successfully attend only one university initiative during the course of the internship. Namely, this was the Solidarity Coffee. The other event that was planned, i.e. the International Week, was cancelled, and thus the intern did not successfully mark attendance. Thus, this second learning objective was not a success.

Concerning the fourth objective, it can be said that the intern learned about project event management and event organization. However, this is arguable. The intern had the opportunity to begin the learning process of project event management and event organization and only scratched the surface of what these two tasks entail. This is because the event, i.e. the International Week, was cancelled. For the purposes of this internship report, it can be said that the intern learned about the topics, but did not achieve the full learning objective.

With regards to the fifth objective, i.e. developing strategies for the improvement of the work done at GRI, this was achieved through the works and projects carried out by the intern. Namely, the work done to produce the Mobility Out Data – Catalogue for Students, the short analysis on Internationalization at ISCAP, and the Manual on How to Plan ISCAP's International Week stood at the basis of this objective. These three projects had as a common goal to provide insight into the type of work done by GRI and, in turn, provide complete

information that was previously unavailable for staff and students. Thus, the completions of these projects are themselves strategies for the improvement of the work done at GRI.

In regards to personal soft skills and managing work, both individually and collaboratively, that were the sixth and seventh objectives respectively, it is safe to say that the intern has improved. The nature of the internship allowed the intern to interact and share work with others, thus implying the need for being able to work in collaboration with others. The intern also had a good opportunity to practice communication skills in various settings and languages. However, the intern had the opportunity to grow the most in regards to having a sense of responsibility, time management, the ability to work unsupervised, and adaptability. As previously mentioned, the Covid-19 pandemic and the subsequent lockdown period forced the circumstances to change drastically. In light of these new changes, the intern had to work hard on these before mentioned soft skills to succeed in the completion of her tasks as an intern.

Lastly, the seventh objective was only partially completed. The intern was able to start building a network within ISCAP and with the International Week attendees. However, because the event was cancelled, the intern was not able to follow up personally with the International Week attendees and thus, was not able to solidify a stable contact. Later on, during the course of the internship, the intern did not have any other opportunities for building a network because the work assigned was focused on individual research that did not require any contact with other people. With this being said, the intern was only able to expand her network with those that work within GRI's facilities, i.e. staff and other interns.

3.6 – Intercultural and Entrepreneurial Capacities Achieved

As previously defined in the first chapter of this internship report, to be intercultural or to have intercultural capacities refers to the ability to sustain evolving relations with other cultural groups (UNESCO, 2006, as cited in Mansouri, 2017, p. 32). In this sense, intercultural relations are evolving because of the possibility of generating shared cultural expressions through the exchange of dialogue and interactions.

It can be said that the role of higher education international offices is internationalization based upon the mobility of students, teachers, and staff. However, throughout the course of the internship performed at GRI, it was evident that internationalization is much more than the exchange of people. Internationalization at GRI encompasses mobility, written, and verbal communication in an intercultural setting, research, and social events. Interculturality at GRI was a constant reality on a day-to-day basis, while at the office. It must be stressed that the intercultural factor of this internship was almost exclusively experienced during the in-office period of work, that is to say, before the Covid-19 pandemic forced everyone to continue to work remotely from home.

At GRI, the intern had the opportunity to interact with students from other countries and cultures who were themselves performing an internship at GRI or simply pursuing regular studies. Intercultural communication capacities were also achieved during the organization of the events carried out by GRI, namely the International Week and the Solidarity Coffee. At the Solidarity Coffee event, the intern had the opportunity to have a short chat with staff and students of ISCAP, of whom some were of international background. Then, along the course of planning for the International Week, the intern was required to interact with international guests through the exchange of written communications, namely emails and social media. During this period, there was a constant respectful exchange and dialogue that required adjustment and re-arrangement. Therefore, the intern was able to gain intercultural communication capacities while at the office.

Later on, during the time of the lockdown, the intern was confined to working from home and, therefore, had no direct contact with international students. In fact, because the International Week was cancelled, the intern also lost the ability to acquire further intercultural communication capabilities, by exchanging emails or social media messages with the International Week guests. This quarantined period of the internship was marked by a focus on research, mainly on markers of internationalization at GRI. The intern was able to gain insight into the internationalization strategies of ISCAP and the results yielded by these strategies through research. While doing so, the intern gained some intercultural capacities

through remote interactions with the staff of GRI. Thankfully, the intern herself is an international student, which means that, to her, any interactions with the local people of Porto are considered intercultural.

On a more positive note, the lockdown period did allow the intern to gain entrepreneurial capacities. The Merriam-Webster Dictionary (2020) defines an entrepreneur to be “one who organizes, manages, and assumes the risks of a business or enterprise”. In more detail, an entrepreneur is a person who takes initiative, assumes responsibility and ownership for making things happen, is both open to and able to create novelty, manages risks attached to the process, and has the patience and persistence to see things through until the end, even at the face of many obstacles and difficulties (Johnson, 2001).

In this sense, the intern gained entrepreneurial capabilities because the lockdown period forced her to assume responsibility and ownership of GRI’s work to be done. The intern demonstrated patience and persistence to follow the tasks assigned under her role as an intern of GRI until the internship period came to an end. The intern finished her internship with all due assigned tasks completed and her work was – and should be – considered essential for GRI to continue its activities.

3.7 – My Legacy

In general terms, it can be stated that the experience developed at ISCAP’s International Office, GRI, was positive. The internship proved to be an opportunity to give continuity and practicality to the knowledge acquired during the curricular component of the Masters. Vice-versa, the intern proved to be a valuable asset to the host institution, GRI.

The intern was recognized for having initiative, being committed and responsible, being able to perform autonomous work, and being able to easily and quickly adapt to changes in the work environment. The intern performed all the activities assigned in a solicitous manner, on time, and with great quality. The intern’s work was said to be very organized and professional.

Among the many tasks performed during the course of the internship, there are a few projects that stand out because they were considered a major contribution to GRI and the team. These projects helped the team to organize information that was previously spread out in different documents and databases, in a way such that it would now be visually obvious to interpret the combined data in a centralized report, guide, or catalogue.

The first project to stand out is the *Manual on How to Plan ISCAP's International Week*. This was the result of the first project worked on during the course of the internship, the International Week. This manual is the account of the intern's duties, which were organized in an easy to follow manner such that future interns or staff can replicate the same duties if need be. The manual is something that was not previously available to interns and staff. Thus, the planning of the International Week in previous years had always been done with the help and guidance of GRI's supervisor. With this manual, the supervisor will no longer need to explain the organization procedures detail by detail, nor remind the interns of what next steps to take in order to plan this very important yearly event. It becomes very practical because, as previously mentioned, the event takes place every year, and from now on, the supervisor will be able to save the time that was previously allocated to guiding the planning of International Week to more important matters.

The study on the *Internationalization at ISCAP* produced a short but important analysis of the mobility data recorded over the last three years. Although the report is brief, it managed to be comprehensive enough to include information regarding both incoming and outgoing mobility data. Data were presented graphically and a brief descriptive summary of the results was performed. Not only is this analysis important to GRI but also for the faculty in general, as the results obtained serve to detect possible malfunctions in their internationalization strategies, thus facilitating the correction of those malfunctions to improve performance and captivate more international students. This short analysis will also provide important information regarding the improvements that are needed in order to enhance the outgoing mobility numbers.

Last but not least, the third most impactful project performed by the intern was the *Mobility Out Data – Catalogue for Students*. GRI had been meaning to organize the data collected from previous exchange students such that the combined data would give a better idea of the international scope to potential outgoing exchange students. This compiled set of data makes up a summary of destinations and credit compatibility for exchange students. The catalogue allows students to inform themselves about which are the best options based on their interests. The catalogue is basically a cheat sheet for students to know which destination institutions will provide more equivalence for credits at home. This way, students will be more confident that their studies abroad will be recognized at home.

Aside from these three impactful works, the intern was also able to provide GRI with insights into how an international student perceives ISCAP because the intern is an international student herself. Thus, the intern was able to provide ideas for the improvement of the international students at ISCAP. This was demonstrated through the testimony written for COMAP, which consisted of writing about the experience as an international student within ISCAP and the city of Porto. Additionally, the intern was able to bring forward some of the best aspects of being a Canadian, which include being work-driven. This means to prioritize work, meet deadlines by always practicing being on time, and striving for success.

Vice versa, the intern was able to learn and grow as an individual and as a professional from this internship experience. The internship was an opportunity to reflect on the soft skills that are most important while working in an office setting with other people. It is now evident to the intern that some things need and kept in mind when going forward into the real workforce. For example, communication skills.

The most important aspect explored throughout the course of the internship was communication, namely verbal and written communication within an intercultural environment. The intern quickly learned that there were some aspects of her written formal communication through email that could have been perceived as cold or rude to others. Actually, this is but a reflection of the intern's linguistic and cultural background as a

Canadian. This allowed the intern to really apply the knowledge learned in the classroom to real-life business situations when it comes to communicating in an intercultural setting.

The internship also allowed for the development of new skills, including soft-skills, which will allow the intern to be successful in her business career. These include, but are not limited to, being able to work with others while also being able to perform autonomous work. Other skills acquired and improved include organization and event planning, punctuality, critical thinking, ability to analyse, adaptability, and having a friendly personality.

Overall, the internship at GRI proved to be an enriching experience by allowing the intern to understand more about her and which career path she would enjoy doing in the future. The internship permitted the occasion to get involved in activities that were crucial for picturing the future career; performing different tasks within GRI was a great opportunity to understand which areas of work the intern feels more comfortable with, such as event planning over data management and organization. The internship has not only opened the doors for possible future employment, but it has also provided a good base and reference point for the intern to focus on the areas of work in which she would like to specialize in the future.

Conclusion

The internship at the International Relations Office (GRI) of the Porto Accounting and Business School (ISCAP) provided an opportunity to complete the Master in Intercultural Studies for Business. This allows the intern to gain professional experience by collaborating with the internationalization processes and strategies of the host entity; to obtain a different perspective on the work area; to acquire new skills, and to create new professional practices.

Additionally, the internship allowed the intern to practice the theory and knowledge learned during the Master's, which has been very useful not only in the preparation of this report but also in day-to-day life. More specifically, the curricular units of English Culture for Business, Entrepreneurship in Culture, Technologies of Intercultural Communication, Culture and Development, and Research Methodologies are the ones that have made the greatest impact. The material studied in these curricular units has provided some crucial theoretical background for the completion of the literature search performed on the concepts of internationalization, culture, mobility, and interculturality in the context of Higher Education, which have been the focal point of this report.

As mentioned in the third chapter, "The Internship", the major areas of work designed for this internship were student mobility assistance, event management & organization, and event project management. The initial plan was to begin by planning one of the most important events conducted at ISCAP, the International Week. However, things took a turn around mid-March due to the Covid-19 pandemic, which highly influenced the internship and its agenda. Namely, the biggest challenge faced was the transition from the office to home, and from having a structured schedule and planned tasks to have everything suspended for an undefined time period. Working from home generated a series of inconveniences itself, such as the lack of motivation, the struggle to keep a separate designated area for work and study, and the battle to keep personal life separate and balanced. Notwithstanding, the intern was able to overcome these obstacles by improving her self-awareness, discipline, and concentration. Moreover, this experience was a great opportunity for the intern to appreciate that change can happen unpredictably and needs to be embraced rather than overlooked or rejected.

Nonetheless, the intern was able to carry out other activities related to the internationalization of ISCAP from home as online work, as opposed to in-office work. These included the study on *Internationalization at ISCAP*, which produced a short but important analysis of the mobility data recorded over the last three years. Also included was the *Manual on How to Plan ISCAP's International Week* and the *Mobility Out Data – Catalogue for Students*, which was a summary of previous data collected from exchange students, organized in a catalogue form, to present to future international students.

Based on the feedback received, the intern believes that the contributions related to the activities carried out during the internship have met the expectations of the host institution. Moreover, the intern considers her work to be an essential contribution for GRI to continue its activities. It can be said that the intern proved to be a valuable asset to the host institution because she developed tools that will help GRI continue to prosper within their internationalization strategies.

Ultimately, the intern was not only able to fulfil all tasks assigned, but she was also able to achieve a great majority of the learning objectives that were established from the beginning. She was able to improve language skills in both English and Portuguese, build professional and intercultural communication skills, develop strategies for the improvement of the work done at GRI, improve her soft skills, manage to work both individually and collaboratively, start building a network within ISCAP and with the International Week attendees. On the contrary, she was unable to fully learn about project & event management and event organization and to participate in university initiatives related to the international office (GRI) at the local level. Additionally, another aspect that was not fully achieved was the number of hours previously agreed on the internship contract. Only 400 hours out of the agreed 450 hours were completed.

After the internship, the intern was able to understand that the role of higher education international offices goes well beyond internationalization based merely upon the mobility of students, teachers, and staff. The intern realized that internationalization is much more than

the simple exchange of people. At least, at ISCAP's GRI, internationalization also encompasses written and verbal intercultural communication, research, and social events.

The intern was able to gain entrepreneurial capabilities, grow as a professional, and improve on personal soft-skills as well as other good work habits such as patience, persistence, self-awareness, resilience, and discipline. The intern was also able to acquire and practice considerable intercultural competence skills.

To conclude, the internship proved to be an enriching experience for both, the intern and GRI. It allowed the intern to put into practice theoretical material learned throughout the course of the Master's program, and resulted in the development of tools that will help GRI catapult its internationalization strategy.

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Annexes

Annex A – Internship Contract Agreement

Entre o Instituto Superior de Contabilidade e Administração do Porto do Instituto Politécnico do Porto, a seguir designado por ISCAP/IPP, sito na Rua Jaime Lopes de Amorim, s/n, 4465-004 S. Mamede de Infesta, Matosinhos, como primeiro outorgante, representado neste ato pelo Exmo. Senhor Presidente, Professor Doutor Fernando Magalhães e o Gabinete de Relações Internacionais, representado pelo(a) Doutora Alexandra Albuquerque, como segundo outorgante, celebra-se o seguinte protocolo, referente ao Estágio Curricular do curso de Estudos Interculturais Para Negócios, do estudante Maria Veronica Laya Alonso, n.º 2181265, como terceiro outorgante, concedido pelo segundo outorgante durante o período compreendido entre 6 de janeiro de 2020 e 26 de junho de 2020, com um total de 450 horas, nas suas instalações, sitas Rua Jaime Lopes de Amorim, s/n, 4465-004 S. Mamede de Infesta.

Este estágio terá como tutor, no local de estágio: Doutora Alexandra Albuquerque.
Designado pelo coordenador de estágio de curso, terá como orientador: Doutora Clara Sarmento.

Cláusula Primeira Âmbito

1. O presente protocolo define, nos termos do Regulamento Geral de Mestrados do ISCAP, as condições para a realização de um Trabalho de Projeto/Estágio enquadrado no plano curricular do Mestrado em Estudos Interculturais Para Negócios.
2. Do Projeto/Estágio não resulta qualquer vínculo laboral entre o mestrando e o segundo outorgante.

Cláusula Segunda Objetivos

De acordo com o Regulamento Geral dos Mestrados, o Trabalho de Projeto ou Estágio dos Cursos de Mestrado do ISCAP tem como objetivo, através do contacto com os contextos de exercício da profissão, proporcionar a aplicação dos conhecimentos e competências adquiridas nas unidades curriculares lecionadas ao longo do Curso.

Cláusula Terceira Deveres do estudante estagiário

São deveres do Estagiário:

- a) Cumprir o plano de trabalho na íntegra;
- b) Ser assíduo e pontual no cumprimento do horário de trabalho acordado;
- c) Justificar todas as faltas, por escrito, à Entidade de Acolhimento com conhecimento do Tutor e do Orientador;
- d) Respeitar as regras internas de funcionamento, higiene e segurança, em vigor na Entidade de Acolhimento;

- e) Cumprir diligentemente as tarefas que lhe forem confiadas pelo Tutor, pela entidade de Acolhimento e pelo(s) seu(s) orientador(es), no cumprimento do plano de trabalho do Projeto/Estágio;
- f) Dispensar o maior cuidado aos bens materiais que lhe forem confiados, sendo o único e exclusivo responsável pelos eventuais danos causados durante o período de estágio;
- g) Guardar sigilo profissional, durante e após a conclusão do Projeto/Estágio, relativamente a todos os trabalhos e tarefas de estágio efetuadas, bem como a qualquer outra informação de que tenha conhecimento ou acesso em virtude da sua permanência na Entidade de Acolhimento, não podendo revelar ou utilizar para si ou para outra pessoa, singular ou coletiva, quaisquer dados ou informações relativas a negócios, produtos, projetos, clientes, estratégias e procedimentos, salvo se devidamente autorizado por escrito.
- h) Cumprir todas as demais obrigações decorrentes do Regulamento Geral dos Mestrados.

Cláusula Quarta Direitos do Estagiário

São direitos do Estagiário:

- a) Aceder atempadamente às informações relativas ao Projeto/Estágio;
- b) Encetar contactos que possam originar posteriores Protocolos de Projeto/Estágio, desenvolvendo, a vários níveis, a capacidade de iniciativa e autonomia;
- c) Receber acompanhamento e orientação efetiva por parte do Tutor e do(s) orientadores designado(s) pelo Diretor do Curso de Mestrado;
- d) Não executar, regularmente, tarefas que não se enquadrem ou não sejam adequadas à respetiva formação;
- e) Ser-lhe atribuído um posto de trabalho no local de Projeto/Estágio e um horário que lhe permita assistir às atividades letivas a decorrer no ISCAP;
- f) Dispor das condições necessárias na Entidade de Acolhimento para o desenvolvimento integral do plano de trabalho acordado;
- g) Ter um contacto regular com o(s) orientador(es) do Projeto/Estágio e com o tutor.

Cláusula Quinta Deveres da Unidade Orgânica de Acolhimento

1. Aceitar o Estagiário, orientando-o e proporcionando-lhe as condições necessárias para a realização do estágio curricular;
2. Informar o Coordenador da Unidade Curricular de Estágio/Orientador de problemas ocorridos no decorrer do estágio.
3. Dar conhecimento ao Coordenador da Unidade Curricular de Estágio/Orientador das ausências do Estagiário.
4. Assegurar que o estágio curricular decorre conforme o programa de trabalhos.

Cláusula Sexta Orientador de Estágio Curricular

Compete ao orientador designado pelo coordenador de estágio de curso acompanhar o Estagiário e assegurar a articulação entre o ISCAP e a unidade orgânica, participar na observação e análise das atividades do Estagiário durante o período de estágio curricular e avaliar a sua prestação, nos termos do regulamento de avaliação do estágio curricular.

Cláusula Sétima Tutor de Estágio

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Compete ao tutor de estágio apoiar diretamente o aluno durante o período de estágio na programação, observação e análise das atividades desenvolvidas pelo Estagiário e participar no processo de avaliação, elaborando uma informação sobre o desempenho profissional do Estagiário.

MV
A
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Cláusula Oitava Relatório e Avaliação

De acordo com o Regulamento Geral dos Mestrados:

- 1) O mestrando deverá elaborar um Relatório do Trabalho de Projeto/Relatório de Estágio e este deve ser submetido à consideração do Tutor de Projeto/Estágio.
- 2) O Tutor emitirá um parecer qualitativo sobre a forma como decorreu Trabalho de Projeto ou Estágio e esse parecer deve ser entregue com o Relatório do Trabalho de Projeto/Relatório de Estágio.
- 3) A avaliação do Trabalho de Projeto ou Estágio é realizada mediante a apreciação e discussão do Relatório do Trabalho de Projeto/Relatório de Estágio, por um júri nomeado para o efeito.

Cláusula Nona Revogação do Protocolo

A revogação do Protocolo verifica-se quando:

- 1) O mestrando desista do Projeto/Estágio;
- 2) O mestrando anule a matrícula

Cláusula Décima Rescisão do Protocolo

O ISCAP pode rescindir de imediato o Protocolo no caso de não ser possível reunir as condições necessárias à integral satisfação da Cláusula Quinta ou de incumprimento das Cláusulas oitava e Nona do presente Protocolo.

Cláusula Décima Primeira Cessação

A cessação do presente protocolo poderá ocorrer por caducidade ou por rescisão do respetivo acordo celebrado entre o primeiro e os segundo e terceiro outorgantes, não dando lugar, em caso algum, a qualquer indemnização ou compensação ao terceiro outorgante/mestrando.

Cláusula Décima Segunda Confidencialidade e Dados Pessoais da Entidade de Acolhimento

1. O Estudante/Estagiário compromete-se a manter estrita e rigorosa confidencialidade e a nunca revelar e transmitir a terceiros, sob qualquer forma, quaisquer assuntos, informações, dossiers, documentos, dados ou procedimentos de que tome conhecimento no desempenho do Projeto/Estágio Curricular, ou em consequência desse desempenho, relativos à Entidade de Acolhimento e à sua estrutura, bem como aos seus trabalhadores, colaboradores, clientes ou fornecedores;
2. O Estudante/Estagiário obriga-se a manter estritamente confidenciais os dados pessoais de terceiros a que tenha acesso no âmbito do estágio ou que lhe sejam transmitidos pela Entidade de Acolhimento ao abrigo do presente protocolo, comprometendo-se ainda a respeitar e cumprir as políticas, normas, procedimentos e regulamentos internos que vigorem,

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em cada momento, na Entidade de Acolhimento em matéria de privacidade e proteção de dados pessoais, bem como a observar as disposições legais relativas ao tratamento de dados pessoais a que o Entidade de Acolhimento se encontre obrigado;

3. Sem prejuízo das políticas e normas internas que sejam em cada momento aplicáveis, o Estudante/Estagiário só poderá aceder e de alguma forma tratar (v.g. copiar, transmitir, alterar, difundir ou destruir) dados pessoais que estejam sob a responsabilidade da Entidade de Acolhimento no que for estritamente necessário ao desempenho das suas funções;
4. O Estudante/Estagiário obriga-se a comunicar à Entidade de Acolhimento de imediato, qualquer situação ou evento que possa afetar a segurança do tratamento de dados pessoais efetuado no âmbito do exercício do estágio ou que, de algum modo, possa dar origem ao incumprimento pela Entidade de Acolhimento das disposições legais em matéria de proteção de dados pessoais;
5. No caso de cessação, por qualquer motivo, do presente protocolo, o Estudante/Estagiário devolverá imediatamente à Entidade de Acolhimento todos os originais e/ou cópias dos dossiers, correspondência, arquivos, memorandos e outros documentos e informações que se encontrem em seu poder, independentemente do respetivo suporte;
6. O dever de confidencialidade previsto na presente cláusula mantém-se em vigor mesmo após a cessação do presente protocolo.

Cláusula Décima Terceira Confidencialidade e Dados Pessoais do Estudante/Estagiário

1. Todas as disposições legais, éticas e profissionais estabelecidas, aceites e estritamente cumpridas pelo Estudante/Estagiário aplicam-se no tempo e no modo, de igual forma, à Entidade de Acolhimento perante o referido Estudante/Estagiário;
2. O Estagiário expressa e inequivocamente autoriza a Entidade de Acolhimento a proceder ao tratamento, automatizado ou não, parcial ou totalmente, dos seus dados pessoais, que sejam ou devam ser fornecidos à Entidade de Acolhimento, apenas e somente no âmbito do presente protocolo;
3. A Entidade de Acolhimento apenas poderá utilizar e divulgar os dados pessoais referidos no número anterior para fins relacionados com o presente protocolo ou com as atividades compreendidas no seu objeto, social ou de facto, bem como quaisquer outros fins que se venham a revelar necessários ou meramente convenientes no âmbito das relações mantidas entre a Entidade de Acolhimento e o Estudante/Estagiário;
4. A Entidade de Acolhimento poderá ainda proceder à transmissão dos dados referidos no número 2 da presente cláusula para qualquer empresa que com ela se encontre coligada ou que integre o mesmo grupo económico nacional ou internacional, salvaguardando sempre as disposições legais em vigor;
5. A Entidade de Acolhimento compromete-se a facultar ao Estudante/Estagiário a possibilidade de, a todo o tempo, aceder e solicitar a correção ou eliminação dos dados que lhe respeitem, nos termos legais;
6. Os Estudantes/Estagiários e docentes do ISCAP, bem como os orientadores de Projeto/Estágio Curricular, que no âmbito das atividades de Projeto/Estágio Curricular, tomem conhecimento de informações de natureza confidencial ou reservada, ficarão obrigados à conservação do sigilo sobre os mesmos.

Cláusula Décima Quarta Sigilo

Os estudantes e docentes do ISCAP, bem como os orientadores de estágio, que, no âmbito das atividades de estágio, tomem conhecimento de informações de natureza confidencial ou

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reservada, e como tal assinadas, ficarão obrigados à conservação do sigilo das mesmas, por um período de 3 anos.

Cláusula Décima Quinta
Disposições Finais

Este protocolo tem duas vias assinadas/rubricadas pelos outorgantes, ficando o original na posse do primeiro outorgante e o duplicado na posse do Estagiário. Os casos omissos no presente protocolo serão decididos de acordo com a legislação em vigor referente a esta matéria.

S. Mamede de Infesta, aos 6 dias do mês de janeiro do ano de 2020

Primeiro Outorgante

TERCEIRO OUTORGANTE

Terceiro Outorgante

Segundo Outorgante


Responsável pela Unidade Curricular





**Annex B – Cooperation Protocol For the Attribution of the Double Degree
Between the Polytechnic of Porto (P.PORTO, Portugal) and the Siauliai State
College (SSC, Lithuania)**

**ANEXO AO TERMO DE COOPERAÇÃO PARA A ATRIBUIÇÃO
DE DUPLOS-DIPLOMAS ENTRE O INSTITUTO POLITÉCNICO DO PORTO
(IPP, PORTUGAL) E A SIAULIAI STATE COLLEGE (SSC, LITUÂNIA) E,
ASSINADO ENTRE O IPP E A SSC NO DIA 15 DE MAIO DE 2020, NA
CIDADE DO PORTO, PORTUGAL.**

INTRODUÇÃO

1. Este Anexo estabelece os termos do acordo de Dupla Titulação entre o curso de licenciatura em Ciências e Tecnologias da Documentação e Informação (CTDI) do ISCAP-IPP e a licenciatura em *Information Management* (IM) do *Siauliai State College* (SSC).
2. O curso de CTDI é lecionado no campus do Instituto Superior de Contabilidade e Administração do Porto (ISCAP-IPP) e o curso de IM é lecionado no *Siauliai State College*.

No ISCAP-IPP:

1. o ano letivo tem início em setembro e divide-se em dois semestres, de aproximadamente dezasseis semanas cada. O primeiro semestre tem lugar entre setembro e fevereiro e o segundo semestre entre fevereiro e julho. O mês de agosto é um mês de interrupção letiva e de intervalo entre anos letivos.
2. as horas de trabalho do estudante em cada Unidade Curricular/ disciplina são medidas pelo sistema ECTS. Cada crédito ECTS corresponde a 28 horas de trabalho que incluem as horas letivas (aulas teóricas, aulas práticas/laboratoriais, aulas teórico-práticas, seminários), as eventuais horas de estágio, as horas dedicadas ao estudo e à realização de trabalhos, assim como as horas de realização da avaliação (testes, exames escritos/orais e apresentações de trabalhos).
O número regular de ECTS que um estudante deve realizar por semestre é de 30, i.e., 60 ECTS por ano letivo. No entanto, o estudante pode inscrever-se ao número máximo permitido por semestre de 40 ECTS.

Na SSC:

1. o ano letivo tem início em fevereiro e termina em dezembro. O mês de janeiro é um mês de interrupção letiva e de intervalo entre semestres letivos.
2. as horas de trabalho do estudante em cada unidade curricular/ disciplina constam de cada disciplina, mas incluem apenas as horas de contacto (aulas teóricas, aulas práticas/laboratoriais, aulas teórico-práticas, seminários).
O estudante deve realizar, por ano letivo, aproximadamente 600 horas de trabalho. a estrutura curricular do curso superior de CC está organizada em 4 anos letivos (total de 2400 horas de trabalho). Não há curso de Mestrado nesta área de estudos nesta

instituição.

PARTE I

*Programa de **Dupla Titulação** entre o curso de licenciatura em Ciências e Tecnologias da Documentação e Informação (CTDI) do ISCAP-IPP e a licenciatura em Information Management (IM) do Siauliai State College (SSC).*

1. ELIGIBILIDADE E OBJETIVOS

O programa de Dupla Titulação destina-se aos estudantes do ISCAP-IPP do curso de CTDI e aos estudantes da SSC do curso XXXXX que tenham concluído, pelo menos, o 1º ano.

Os estudantes da SSC e/ou do ISCAP-IPP, que cumpram as condições do parágrafo anterior, podem candidatar-se ao programa de Dupla Titulação, ao abrigo do acordo estabelecido, respeitando os períodos mínimos de mobilidade e os Planos de Estudos definidos neste acordo.

O número de estudantes aceites neste programa será acordado anualmente entre o ISCAP-IPP e a SSC, respeitando o princípio da reciprocidade e o equilíbrio de fluxos.

2. PERÍODO E DURAÇÃO DA MOBILIDADE

Os estudantes do ISCAP-IPP realizam um ano mobilidade na SSC que será implementada de forma mista, sendo um semestre em mobilidade presencial e outro em mobilidade virtual.

O período de mobilidade presencial terá lugar de setembro a fevereiro (correspondente ao 3º semestre ou 5º semestre).

O período de mobilidade virtual, deve decorrer, nos 4º ou 6º semestres, nas instalações do ISCAP, com orientação pedagógico-científica da SSC.

Os estudantes da SSC realizam um ano mobilidade no ISCAP-IPP que será implementada de forma mista, sendo um semestre em mobilidade presencial e outro em mobilidade virtual.

O período de mobilidade presencial deve decorrer entre fevereiro e julho (correspondente ao 4º semestre ou 6º semestres).

O período de mobilidade virtual deve decorrer nos 3º ou 5º semestres, nas instalações da SSC, com orientação pedagógico-científica do ISCAP-IPP.

3. PLANO DE ESTUDOS DE DUPLA TITULAÇÃO

O plano de estudos apresentado no Apêndice 1 foi definido e aprovado pelos respetivos diretores de curso e instituições de ensino, sendo atualizado sempre que necessário.

Este acordo foi redigido e assinado em português, inglês e lituano e entra em vigor no ano letivo de 2020/2021 e é válido durante o período de oferta dos cursos superiores aqui descritos, por um período de dois (2) anos, conforme o estabelecido no Termo de Cooperação para a atribuição de Duplos-Diplomas entre a SSC e o IPP, assinado no dia 15 de maio de 2020.

S. Mamede Infesta, XXXXX 2020.

Siauliai, XXXXX 2020.



Diretor da SSC

Presidente do ISCAP-IPP

Testemunhas:

APÊNDICE 1



 <small>INSTITUTO SUPERIOR DE CONTABILIDADE E ADMINISTRAÇÃO</small> Licenciatura Ciências e Tecnologias da Documentação e Informação / Undergraduate degree, Information and Documentation Sciences and Technologies				 Licenciatura Gestão da Informação / Undergraduate degree in Information Management			
Curricular Units (courses)	Year/ Semester	Hours of contact	Total ECTS	Curricular Units (courses)	Year/ Semester	Hours of contact	Total ECTS
Data collection processes	1/1		6	Methodology of Applied Research (5)	1/2		2
				Information Search (7)	2/1		2
				Information Law (3)	3/2		2
Introduction to information Science	1/1		6	Archival [of Management/Management of documents (5)	2/2		1
				Information Digitization (3)	3/1		1
				Information Law (3)	3/2		1
				Information Services Organization (course paper) (6)	2/1		3
Information and communication technology	1/1		6	Information Technology (4)	1/1		2
				Graduation paper (12)	3/2		2
				Statistics	1/1		2
Information services management	1/1		6	Management (4)	3/1		4
				Information Behavior Practice (4)			2
Internet and digital multimedia	1/2		5	Internet Technologies (6)	1/1		3
				Multimedia (4)	1/2		2

Introduction to algorithms	1/2		6	Free Elective Subject (3) ¹	1/1		3 2
				Graduation Paper (12)	3/2		1
Information Description I	1/2		6	Bibliographic Description (5)	1/2		5
				Graduation Paper (12)	3/2		1
Project management	1/2		6	Project Database (4)	3/1		4
				Graduation Paper (12)	3/2		2
Information management	1/2		7	Business Information Resources (5)	1/2		5
				Science information Resources (3)	3/2		1
				Graduation Paper (12)	3/2		1
Libraries and digital archives	2/1		5	Information Services Organization (course paper) (6)	2/1		1
				Information Digitization (3)	3/1		1
				Graduation Paper (12)	3/2		2
				Psychology of Communication (3)	2/2		1
Information Analysis and Representation I	2/1		5	Information Resources Management Practice (6)	2/1		2
				Information Management Practice (6)	2/2		1
				Information Processing Systems (7)	2/2		2
Information description II	2/1		5	Information Knowledge management (6)	1/1		1
				Information Management Practice (6)	2/2		2
				Information Processing Systems (7)	2/2		2
Databases	2/1		5	Free Elective Subject (3) ²	1/2		5

¹ To obtain this equivalence, students at Siauliai State College are required to pass the Basics of Algorithmization (3 ECTS) curricular unit of the 1st year, 1st semester and Information Processing Systems Engineering (7 ECTS) curricular unit of the 3rd year, 1st semester of the Information Systems Technology degree. / Para obter esta equivalência, os alunos da Siauliai State College deverão obter aprovação à unidade curricular Basics of Algorithmization (3 ECTS) do 1^o ano, 1^o semestre e na unidade curricular Information Processing Systems Engineering (7 ECTS) do 3^o ano, 1^o semestre da licenciatura em Information Systems Technology.

² To obtain this equivalence, students at Siauliai State College are required to pass the Database Management (6 ECTS) curricular unit of the 2nd year, 2nd semester, of the

English for information science	2/1		4	Professional foreign Language 1 (3) Professional foreign Language 2 (4)	1/2 2/1		3 1
Management of Processes and Informational Resources	2/2		5	Monitoring and Evaluating Information Flows (5)	2/2		5
Informational behavior	2/2		5	Informational behaviour (4) Informational behaviour Practice (6)	3/1 3/1		4 1
Information and Technology Policy	2/2		5	Methodology of applied research (5) Introductory Information Structures Practice (3) Information Services Organization (course paper) (6)	1/2 1/2 2/1		2 2 1
Information analysis and representation II	2/2		5	Information Search (7) Information Resources Management Practice (6) Information Processing Systems (7)	2/1 2/1 2/2		2 2 1
Theory and Methods of Information and Communication Sciences	2/2		5	Information Knowledge management (6)	1/1		5
Preservation and Conservation	3/1		5	Archival inf Management/ Management of documents (5) Resources and Occupational Safety (3) Graduation Paper (12) Resources and Occupational Safety (3)	2/2 3/2 3/2 3/2		1 2 1 1
Information management project	3/1		7	Information Resources Management Practice (6) Archival inf Management/ Management of documents (5) Information Management Practice (6)	2/1 2/2 2/2		2 3 2
Information Retrieval and Assessment	3/1		6	Information Search (2) Informational behaviour Practice (6)	2/1 3/1		3 3

Information Systems Technology degree. / Para obter essa equivalência, os alunos do Sialuiai State College deverão obter aprovação à unidade curricular de Database Management (6 ECTS) do 2º ano, 2º semestre da licenciatura em Information Systems Technology.

Informatics Applications	3/1		7	Internet Technologies (6) Multimedia (4) Introductory Information Structures Practice (3) Science Information Resources (3) Information Systems Engineering (7) ³	1/1 1/2 1/2 3/2 3/1		2 1 1 1 2
Information Statistic	3/1		5	Statistics (4) Science Information Resources (3) Information Technology (4)	1/1 3/2 1/1		2 1 2
Information Services and Resources project	3/2		7	Methodology of applied research (5) Professional Foreign language I (4) Information management Practice (6)	1/2 2/2 2/2		1 3 3
Internship (192 h)	3/2		11	Final Practice (9) Graduation Paper (12)	3/2 3/2		9 2
Option – II Organizational communication techniques (please see attachment file)	3/2		4	Psychology of Communication (3) Information Services Organization (course paper) (6) Information Management Practice (6)	2/2 2/1 2/2		2 1 1
Option - II Entrepreneurship and entrepreneurship https://eu.jpp.pt/eseig/java/siw/79c42e09152ab3530ced82131c43eabb/07?url=/siw.jsp&pedido=150&numero=700&p_cp=1&p_cc=4503&p_cd=3008&p_iling=2&_anoi=2015/2016&_anolid=2015	3/2		4	Bases of creative industry (5)	3/1		5
Total ECTS recognized							159ECTS

³To obtain this equivalence, students at Siauliai State College are required to pass the Information Systems Engineering (7 ECTS) curricular unit of the 3rd year, 1st semester, of the Information Systems Technology degree. / Para obter esta equivalência, os alunos do Siauliai State College deverão obter aprovação à unidade curricular de Information Systems Engineering (7 ECTS) do 3^o ano, 1^o semestre da licenciatura em Information Systems Technology.

Total unrecognized ECTS (to be credited as competences to students of the Siauiai State College) / ECTS total não reconhecido (a ser creditado como competências aos estudantes do Siauiai State College)	0
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PLANOS DE ESTUDOS PARA OS ESTUDANTES EM MOBILIDADE, NO ÂMBITO DO ACORDO DE DUPLO DIPLOMA

PLANO DE ESTUDOS OBRIGATÓRIO PARA OS ESTUDANTES DO SIAULIAI STATE COLLEGE NO ISCAP / MANDATORY STUDY PLAN FOR SIAULIAI STATE COLLEGE STUDENTS AT ISCAP <i>Disciplinas da licenciatura em CTDI sem creditação direta / Undergraduate courses in CTDI without direct accreditation</i>	Computational Systems ⁴	1/1		6
	Information systems modeling ⁴	2/1		6
	Interoperability Systems	2/2		5
	Option1 - Introduction to Integrated Management Systems	3/2		4
	Total			21 ECTS
PLANO DE ESTUDOS OBRIGATÓRIO PARA OS ESTUDANTES DO ISCAP NO SIAULIAI STATE COLLEGE / MANDATORY STUDY PLAN FOR ISCAP STUDENTS AT SIAULIAI STATE COLLEGE <i>Disciplinas do Undergraduate Degree em Information Management sem creditação direta /</i>	Philosophy of Media	1/1		3
	Language of Society	1/1		3

⁴ Pode ser realizada à distância (mobilidade virtual)

Undergraduate Degree courses in Information Management without direct accreditation	Foreign Language 2 ⁵	2/2		6
	Formation of Information Resources	2/1		4
	Organization of non-formal education /Organization of Education environment	3/1		5
		TOTAL		15 ECTS

⁵ Pode ser realizada à distância (mobilidade virtual) com os estudantes a assistirem às aulas de Russo (elementar) ou Inglês (avançado) lecionadas no ISCAP

Annex C - Course Plan of the Cooperation Protocol For the Attribution of the Double Degree Between the Polytechnic of Porto (P.PORTO, Portugal) and the Siauliai State College (SSC, Lithuania)



PLANOS DE ESTUDOS PARA OS ESTUDANTES EM MOBILIDADE, NO ÂMBITO DO ACORDO DE DUPLO DIPLOMA

<p>PLANO DE ESTUDOS OBRIGATÓRIO PARA OS ESTUDANTES DO Siauliai State College NO ISCAP</p> <p><i>Disciplinas da licenciatura em CTDI sem creditação direta</i></p>	Computational Systems ¹	1/1		6
	Information systems modeling ³	2/1		6
	Interoperability Systems	2/2		5
	Option1 - Introduction to Integrated Management Systems	3/2		4
	Total			21 ECTS
<p>PLANO DE ESTUDOS OBRIGATÓRIO PARA OS ESTUDANTES DO ISCAP NO Siauliai State College</p> <p><i>Disciplinas do Undergraduate Degree em Information Management sem creditação direta</i></p>	Philosophy of Media	1/1		3
	Language of Speciality	1/1		3
	Foreign Language 2 ²	2/2		6
	Formation of Information Resources	2/1		4
	Organization of non-formal education /Organization of Education environment	3/1		5
TOTAL			21 ECTS	

¹ Pode ser realizada à distância (mobilidade virtual)

² Pode ser realizada à distância (mobilidade virtual) com os estudantes a assistirem às aulas de Russo (elementar) ou Alemão (elementar) ou Inglês (avançado) lecionadas no ISCAP

Appendices

Appendix A – Presence Registry

Calendar	Week Days							Week Load (in Hours)	
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday		
09/12/19 - 15/12/19			14H30 - 17H30	18H00 - 20H00				5.00	Exam Period
16/12/19 - 22/12/19								0	Exam Period
23/12/19 - 29/12/19								0	Christmas Break
30/12/19 - 05/01/20								0	Christmas Break
06/01/20 - 12/01/20	14H30 - 17H00		16H00 - 18H00		14H30 - 18H45			8.75	
13/01/20 - 19/01/20								0	Out of the Country
20/01/20 - 26/01/20								0	Out of the Country
27/01/20 - 02/02/20								0	Out of the Country
03/02/20 - 09/02/20	10H00 - 16H00	12H00 - 18H00		10H00 - 18H00				19.00	
10/02/20 - 16/02/20	10H00 - 18H00			10H00 - 18H00				14.00	
17/02/20 - 23/02/20	10H00 - 18H00			10H00 - 18H00				14.00	
24/02/20 - 01/03/20	13H00 - 15H30			10H00 - 18H00				10.00	
02/03/20 - 08/03/20	10H00 - 18H00			10H00 - 18H00				15.00	
09/03/20 - 15/03/20	10H00 - 18H00	10H00 - 18H00	14H00 - 16H00	14H00 - 16H30				19.50	COVID-19 Pandemic restrictions.
16/03/20 - 22/03/20	14H00 - 16H00			14H00 - 16H00				4.00	Period of adjustment into COVID-19
23/03/20 - 29/03/20	14H00 - 16H00			14H00 - 16H00				4.00	containment/quarantine measures. No
30/03/20 - 05/04/20	14H00 - 16H00			14H00 - 16H00				4.00	work assigned by GRI.
06/04/20 - 12/04/20			16H00 - 18H30	13H00 - 19H00	13H00 - 19H00			15.00	1st Meeting Online
13/04/20 - 19/04/20			10H45 - 12H45 16H00 - 19H30	10H00 - 18H00	10H00 - 18H00			17.50	2nd Meeting Online
20/04/20 - 26/04/20	10H00 - 18H00	10H00 - 18H00	10H45 - 12H45		10H00 - 18H00	16H00 - 20H00		28.50	3rd Meeting Online
27/04/20 - 03/05/20	17H00 - 20H00	14H00 - 19H00	10H45 - 12H45	11H30 - 18H00		14H00 - 17H30		20.00	4th Meeting Online
04/05/20 - 10/05/20	15H00 - 20H00	14H00 - 20H00	10H45 - 20H00					18.75	5th Meeting Online
11/05/20 - 17/05/20		11H00 - 16H30	10H45 - 17H30	10H00 - 18H00				19.75	6th Meeting Online
18/05/20 - 24/05/20		18H30 - 21H00	10H45 - 20H30	10H30 - 13H30	14H00-21H00			21.25	7th meeting online
25/05/20 - 31/05/20		18H00 - 20H00	10H45 - 18H30	10H00 - 18H00				16.75	8th meeting online
01/06/20 - 07/06/20			10H45 - 20H00	14H00 - 18H30	14H00 - 19H00			17.75	9th meeting online
08/06/20 - 14/06/20	10H00 - 16H00	10H00 - 16H00		10H00 - 17H00	14H00 - 20H00			23.50	No meeting - National Holiday
15/06/20 - 21/06/20	10H00 - 18H00	10H00 - 18H00	11H00 - 20H00	10H00 - 19H00				32.00	10th meeting online
22/06/20 - 28/06/20	10H00 - 18H00	10H00 - 18H00	10H00 - 18H00	10H00 - 18H00				30.00	11th meeting online
29/06/20 - 05/07/20	10H00 - 18H00	10H00 - 18H00	10H00 - 18H00					22.50	
Total Hours								400.5	

Appendix B – Mobility Out Data – Catalogue for Students

RECURSOS HUMANOS			
País de Destino	IES	Plano de Estudos ISCAP	Plano de Estudos IES
Espanha	Universidad de Vigo, ES	Métodos de Diagnóstico e Desenvolvimento dos RH	Gestión del Coñecemento y la Innovación Tecnológica
		Orientação Vocacional e Gestão da Carreira	Dirección Estratéutica
		Recursos Humanos e Economia Social	Teoría da Organización
		Saúde Ocupacional dos Recursos Humanos	
		Sistemas de Informação para a Gestão de Recursos Humanos	
Polónia	University of Lodz , PL	Auditoria e Consultoria em Recursos Humanos	Meditation for Managers/ Emotions Management
		Empregabilidade e Transições Profissionais	Public Relations
		Ética Profissional na Gestão de Recursos Humanos	Social Responsibility of Business
		Seminário de Projecto III / Estágio III	Small Business Management
		Introdução à Economia	Negotiations
		Informática Aplicada aos Recursos Humanos	New Technology in Communication
		Modelos de Intervenção de RH em Saúde Ocupacional	Management of Information Systems
		Conceção e Gestão da Formação	Excellence Management Tools
		Sistemas de Informação para a Gestão de Recursos Humanos	Creativity in Personal Activities
		Orientação Vocacional e Gestão da Carreira	Change and Innovation Management
		Métodos de Diagnóstico e Desenvolvimento dos RH	Management of Social Enterprise
		Recursos Humanos e Economia Social	Knowledge Based Economy
		Saúde Ocupacional dos Recursos Humanos	Establishing and Running a Small Firm
		Direito do Trabalho II	Women and Men in Family and Intimate Relationships
		Gestão Administrativa dos Recursos Humanos	Social Policy
		Gestão da Produtividade e Qualidade do Trabalho	Gender and Society
		Planeamento e Organização do Trabalho e dos Recursos Humanos	Competitiveness in Business
		Políticas Sociais dos Recursos Humanos	International Business Negotiations
		Processos de Recolha de Informação em Recursos Humanos	Cultural Aspects in International Business
		Relações Laborais	Project Management
Informática Aplicada aos Recursos Humanos			
República Checa	Jana Amose Komenského University Prague (JAKP), CZ	Direito do Trabalho II	Multicultural Tolerance
		Gestão Administrativa dos Recursos Humanos	Andragogy
		Gestão da Produtividade e Qualidade do Trabalho	Social Policy
		Planeamento e Organização do Trabalho e dos Recursos Humanos	Management
		Políticas Sociais dos Recursos Humanos	Project Management
		Processos de Recolha de Informação em Recursos Humanos	Marketing Communication
		Relações Laborais	Public Relations and Lobbying
		Auditoria e Consultoria em Recursos Humanos	Intercultural Communication
		Empregabilidade e Transições Profissionais	Czech Language
		Ética Profissional na Gestão de Recursos Humanos	Means of Marketing Communication
		Informática Aplicada aos Recursos Humanos	Methods of Developing Social Skills
		Seminário de Projecto III / Estágio III	Visual Communication
		Políticas Sociais dos Recursos Humanos	

ASSESORIA E TRADUÇÃO			
País de Destino	IES	Plano de Estudos ISCAP	Plano de Estudos IES
Alemanha	Hochschule Koblenz, RheinAhrCampus Remagen, DE	Alemão IV	Competence in German (Language Course) Level A1.2
		Comunicação Intercultural	Intercultural Communication
		Comunicação Interna	International Business Simulation
		Inglês Comercial IV	Business English III
		Tradução Assistida por Computador II	TOEFL Preparation Course
		Relações Interpessoais e Gestão de Conflitos	Organizational Development and Learning
		Estudos Interculturais	International Studies I
		Interpretação Consecutiva e Simultânea I	Academic Internship
		Relações Humanas	Managing Cultural Diversity
		Simulação de Assessoria Empresarial I	Business Spanish III
		Tradução de Texto Técnico I - Inglês	Systems Theory and Interconnected Thinking
		Tradução de Texto Técnico I - Alemão	
Tradução de Texto Técnico I - Espanhol			
Letónia	Ventspils University College, LV	Alemão III	German for Business Communication
		Alemão V	Introduction into Latvian Language and Culture
		Assessoria Digital	Technologies in Language and Intercultural Communication
		Noções de Economia	Microeconomics
		Revisão e Edição de Texto	Lexicostylistic English Text Analysis: Theory and Application, EN
		Russo III	Russian as the Foreign Language I
Letónia	Baltic International Academy, LV	Russo V	Russian Language in Mass Media I
		Teorias da Tradução	The Role of Translation Historically and Nowadays
		Espanhol III	Foreign Language (Spanish): Communication Skills III
		Estruturação do Texto Técnico	Psycholinguistic Aspects of Translation
		Inglês Comercial III	The English Language I Topical Issues of Language Use
		Noções de Economia	Principles of Economics and Business Activity
Teorias da Tradução	Theory of Translation		
Tradução Assistida por Computador I	Project Development Fundamentals: Translation Project Development and Management		

CIÊNCIAS E TECNOLOGIAS DA D.I.			
País de Destino	IES	Plano de Estudos ISCAP	Plano de Estudos IES
Polónia	University of Gdansk, PL	Análise e Representação da Informação II	Introduction to the Internet of Things
		Teoria e Método das Ciências da Informação e da Comunicação	Introduction to Linux in Business
		Comportamento Informacional	Innovation Management
		Análise e Representação da Informação I	Business English
		Gestão das Organizações e dos RH	Polish Language
		Gestão Estratégica	Management and Leadership
		Gestão da Qualidade	Green Business
Projeto de Serviços e Recursos de Informação			

COMÉRCIO INTERNACIONAL			
Pais de Destino	IES	Plano de Estudos ISCAP	
Alemanha	Baden-Wuerttemberg Cooperative State University (Karlsruhe)	Gestão Administrativa Dos Recursos Humanos (Opção Livre)	International Marketing and Sales I
		Gestão Da Qualidade	International Finance and Investment
		Gestão Financeira	Quality in Business
		Inglês Aplicado Ao Comércio (Inglês Ou Francês Ou Espanhol Aplicado Ao Comércio)	HR & Leadership
		Marketing Internacional	Business English
		German Course (extracurricular)	
		German Intensive Course (extracurricular)	
Alemanha	Fachhochschule Frankfurt am - Main University of Applied Sciences, DE	Alemão I - Opção Livre	German Language and Communication - Intermediate
		Informática II	Business Information Systems II
França	École de Commerce Européenne de Lyon (INSEEC)		
Hungria	Óbuda University, HU	Gestão Financeira	Foundations of Economic Policy, Comparative Economic Systems
		Informática II	Basics of Finance
		Economia I	Modern Corporate Finance
		Contabilidade Analítica	Database planning and management
		Matemática Financeira	European Studies
		Economia Portuguesa e Europeia	Enterprise Economics II
		Estatística I	Industrial Organization
		Opção Livre	Accountancy
		Planeamento e Controlo de Gestão	International Project
		Informática I	Personal Life Strategies
			Statistics I
			Finance and Enterprising
			Basics of Marketing
	Value Based Management		
	Strategic and Business Planning		
	Informatics I		
Italia	Università Degli Studi Di Ferrara	Gestão Financeira	Financial Management
		Opção Livre - Organização	Economics of Innovation
		Planeamento e Controlo de Gestão	Strategic Control and Operations Management
		Análise de Negócios - Opção Livre	
Kosovo	Faculty of Economics, University of Prishtina	Seminário sobre Empreendedorismo	Business Leadership
		Economia II	Macroeconomics I
		Estatística I	Statistics
		Seminário de Apoio ao Projeto	Introduction to Research Methods
		Elementos de Contabilidade Financeira	Principles of Accounting and Costs
		Contabilidade Analítica	
Lituânia	VYTAUTAS MAGNUS UNIVERSITY - Faculty of Economics and Management	Gestão Financeira	Business English C1/C2
		Inglês Aplicado Ao Comércio (Inglês Ou Francês Ou Espanhol Aplicado Ao Comércio)	Fundamentals of Finance
		Planeamento E Controlo De Gestão	Welfare Economics
		Psicossociologia De Consumidor (Opção Livre)	Planning and Implementing Projects
		Marketing Internacional	Project Management
		Seminário Sobre Empreendedorismo (Seminário/Seminário Sobre Empreendedorismo)	International Marketing
Lituânia	Vilniaus Gedimino Technikos Universitetas - VGTU		
Polonia	Wroclaw University of Economics, PL	LOGISTICA INTERNACIONAL	LOGISTICS AND SUPPLY CHAIN MANAGEMENT
		SEMINÁRIO SOBRE EMPREENDEDORISMO	ENTREPRENEURSHIP
		PLANEAMENTO E CONTROLO DE GESTÃO	STRATEGIC MANAGEMENT (E-LEARNING)
		ESTATÍSTICA II	STATISTICS INFERENCE AND MATHEMATICAL STATISTICS
		GESTÃO FINANCEIRA	FINANCIAL MANAGEMENT (E-LEARNING)
		COMÉRCIO ELECTRONICO	BUSINESS IN DIGITAL ECONOMY
		OPÇÃO LIVRE/ FUND. GESTÃO	LEAN ACCOUNTING
			CONTROLLING (E-LEARNING)
			Microeconomics I
			Socio Economic Statistics
Polonia	University of Lodz, PL	Estatística I	Statistical Methods for management
		Estatística II	Internal control and Internal Auditing
		Contabilidade Analítica	Financial Mathematics
		Matemática Financeira	Financial Control in Accounting
		Elementos de Contabilidade Financeira	Macroeconomics
		Gestão Financeira	Corporate Finance
		Planeamento e Controlo de Gestão	Project Management
			International Political Economy
Polonia	Vistula University, PL	Economia Internacional	Taxation
		Direito Fiscal	Decision Making in Business
		Planeamento e Controlo Gestão	Introduction to Economics
		Economia I	Mathematical Statistics
		Estatística II	International Accounting Standards
		Elementos de Contabilidade Financeira	Financial Mathematics
		Matemática Financeira	
			Introduction to Law
		Noções Jurídicas Fundamentais	Business Law
		Direito Comercial e da propriedade Industrial	Basics of Organization and logistics of Foreign Trade
Técnicas de Comércio Internacional II	Entrepreneurship		
Seminário sobre Empreendedorismo	Building Technologies		
Informática II	Descriptive Statistics		
República Checa	Czech University of Life Sciences Prague (CULS)	GESTÃO FINANCEIRA	INVESTMENT AND LONG TERM FINANCING
		MARKETING INTERNACIONAL	MARKETING MANAGEMENT
		PLANEAMENTO E CONTROLO DE GESTÃO	PLANNING AND PROJECT MANAGEMENT
		ESTATÍSTICA II	STATISTICAL SEMINAR
		INGLÊS APLICADO AO COMÉRCIO	ENGLISH FOR BUSINESS PURPOSES
		OPÇÃO LIVRE/ RECURSOS HUMANOS	Human Resources Management
		ESTATÍSTICA I	STATISTICS I
		ELEMENTOS DE CONTABILIDADE FINANCEIRA	ACCOUNTING THEORY
		OPÇÃO LIVRE (MARKETING SERVIÇOS)	STATISTICAL DATA ANALYSIS
		INGLÊS APLICADO AO COMÉRCIO	Information and Communication Technologies
		Opção Livre - GESTÃO ADMINISTRATIVA DOS RECURSOS HUMANOS	Statistical Seminar
		Opção Livre - Tecnologias da Informação	Legal Regulation of Integration
		Direito internacional	Business Management
		Seminário de Empreendedorismo	International Trade
		Técnicas de comércio internacional I	
		Opção Livre - Marketing de Serviços	
		Técnicas de comércio internacional I	
Opção Livre - Marketing de Serviços			

Holanda	Hogeschool Utrecht University of Applied Sciences, NL	Desenvolvimento de Conteúdos Gráficos e Digitais	Lea Lunch Pad
		Estratégia Empresarial	Strategic Marketing Management
		Gestão de Projetos Publicitários	Management and Organizations
		Relações com Meios de Comunicação Social e Comunicação de Crise	Intercultural Management
Hungria	Óbuda University, HU	Retórica e Argumentação	Optimal and Real Decisions
		Técnicas de Relações Públicas	New Challenges of the 21st Century
México	Tecnológico de Estudios Superiores de Monterrey, MX	Gestão de Redes Sociais	Desarrollo de Productos y Marcas Globales
		Gestão e Ativação de Marca	Publicidad y Medios Interactivos
		Psicossociologia do Consumidor	Psicología y Liderazgo en Ambientes Multiculturales
		Espanhol IV (Lingua de Negócios IV)	Fonética y Fonología del Español
Polónia	University of Lodz, PL	Ferramentas de Comunicação Digital	E-Business and Digital Marketing
		Gestão de Redes Sociais	Social Media and Mobile Marketing
		Gestão e Ativação de Marca	Corporate Social Responsibility
		Oficina de Comunicação Empresarial	Business Ethics
		Psicossociologia do Consumidor	
		Retórica e Argumentação	
Polónia	University of Economics in Katowice, PL	Técnicas de Relações Públicas	Public Relations and Media
		Ferramentas de Comunicação Digital	Product & Brand Management
		Gestão de Redes Sociais	Interactive Media Marketing
		Gestão e Ativação de Marca	Marketing Research
		Oficina de Comunicação Empresarial	Communication & Presentation Skills
		Psicossociologia do Consumidor	Customer Behaviour
Portugal	Escola Superior de Comunicação Social - IPL	Retórica e Argumentação	Competition Strategy
		Técnicas de Relações Públicas	Public Relations
		Ética e Deontologia da Comunicação	
		Ferramentas de Comunicação Digital	Planeamento de Meios
		Gestão de Redes Sociais	Relação com os Media
		Gestão e Ativação de Marca	Marketing Digital
Portugal	Escola Superior de Comunicação Social - IPL	Gestão de Projetos Publicitários	Seminário de Publicidade e Marketing
		Oficina de Comunicação Empresarial	Laboratório de Comunicação Corporativa
		Técnicas de Relações Públicas	Teorias e Técnicas de Relações Públicas
		Criatividade em Comunicação Empresarial	Criatividade nas Organizações
		Direito Comercial e da Publicidade	Comunicação no Interesse Público
		Estruturação do Discurso Empresarial	Comunicação de Risco e Crise
		Fundamentos de Marketing	Marketing e Estudos de Mercado
		Identidade, Imagem e Reputação	Media Training
		Inglês Empresarial III	Direito da Comunicação
		Comunicação Pública	Relações Públicas em Política
		Comunicação Interna	Comunicação com os Colaboradores
		Comunicação Internacional Multimodal	Conceção e Organização de Eventos
		Desenvolvimento de Conteúdos Gráficos e Digitais	Laboratório de Comunicação em Ambientes Digitais
		Fundamentos de Marketing Digital	Social Media Marketing
Pesquisa e Análise de Mercados	Comportamento do Consumidor		
República Checa	University of South Bohemia in Ceske Budejovice, CZ	Ferramentas de Comunicação Digital	Website Creation and Design
		Gestão de Redes Sociais	Marketing Communication
		Gestão e Ativação de Marca	Principles of Marketing
		Oficina de Comunicação Empresarial	E-Business
		Psicossociologia do Consumidor	Consumer Behaviour
		Retórica e Argumentação	Management of Services
		Técnicas de Relações Públicas	Project Management
			International Marketing
			Strategic Marketing
			International Trade
República Checa	Jana Amose Komenskeho University of Praga, CZ	Ferramentas de Comunicação Digital	Social Policy
		Gestão de Redes Sociais	Sociology of Media
		Gestão e Ativação de Marca	Marketing Communication
		Oficina de Comunicação Empresarial	Multicultural Tolerance
		Psicossociologia do Consumidor	English Language B1/B2
		Retórica e Argumentação	Project Management
		Técnicas de Relações Públicas	Public Relations and Lobbying
			Czech Language
	Erasmus Course - Czech History, Politics and Culture		

CONTABILIDADE E ADMINISTRAÇÃO			
Pais de Destino	IES	Plano de Estudos ISCAP	Plano de Estudos IES
Polónia	Vistula University, PL	Cálculo Financeiro	Cost Accounting
		Contabilidade de Gestão	Financial Reporting Standards
		Matemática	Mathematics
		Relato Financeiro	Monetary Policy
			International Organizations
		Contabilidade Financeira Avançada	Introduction to Finance and Accounting
		Contabilidades Sectoriais	Analysis of Financial Reports
Polónia	University of Lodz , PL	Probabilidade e Estatística	Probabilistic Methods and Statistics
		Cálculo Financeiro	Financial Mathematics
		Contabilidade de Gestão	Managerial Accounting
		Estatística Aplicada	Statistics Methods for Management
		Finanças Empresariais	Corporate Finance
		Macroeconomia	Macroeconomics
		Marketing	Marketing
		Matemática	Mathematics
		Matemática Aplicada	Applied Mathematics and Statistics for Business
		Probabilidade e Estatística	Probability Theory and Statistics
		Auditoria	Internal Control and Internal Auditing
		Contabilidade de Custos	Financial Control in Accounting
		Contabilidade das Sociedades	Business Models and Entrepreneurship
		Empreendedorismo	Business Ethics
		Ética e Deontologia	Development Social Psychology
		Psicossociologia das Organizações	International Finance
		Polónia	Karol Adamiecki University of Economics in Katowice, PL
Elementos de Economia Internacional	Socio-Economic Statistics		
Sistemas de Informação para a Gestão			
Tributação das Sociedades e do Consumo			
Comportamento Organizacional	Business Ethics		
Contabilidade Financeira Avançada	Financial Modelling in Business Decision Making		
Contabilidade de Gestão	Financial Reporting and Analysis		
Polónia	Wroclaw University of Economics, PL	Elementos de Gestão de Recursos Humanos	Accounting for Business
		Gestão Financeira	Corporate Finance
		Marketing	International Marketing
		Probabilidade e Estatística	Business Statistics
		Sistemas de Informação para a Gestão	E-Finance
		Cálculo Financeiro	International Comparative Economics
		Comportamento Organizacional	Business Psychology (E-Learning)
		Elementos de Economia Internacional	Green Economy and Finance
		Elementos de Gestão de Recursos Humanos	Human Resource Development
Portugal	ISCAL-IPL	Empreendedorismo	Entrepreneurship
		Estatística Aplicada	Statistics: Inference and Mathematical Statistics
		Ética e Deontologia	Management Ethics
		Finanças Empresariais	Corporate Finance
		Marketing	Marketing Controlling
Portugal	ISCAL-IPL	Contabilidade de Gestão	Contabilidade de Gestão
		Contabilidade Financeira Avançada	Complementos de Contabilidade Financeira
		Contabilidade dos Grupos e das Operações Especiais	Contabilidade de Grupos de Empresas
		Contabilidade de Custos	Contabilidade de Custos
		Contabilidades Sectoriais	Contabilidades Sectoriais
		Gestão Estratégica	Gestão Estratégica

MARKETING			
Pais de Destino	IES	Plano de Estudos ISCAP	Plano de Estudos IES
Eslovaquia	Comenius University in Bratislava, SK	Estadística I	Statistics
		Marketing Internacional	International Marketing
		Estudos de Mercado	Marketing Research
		Matemática Financeira	Financial Mathematics
		Opção condicionada IV – Sistemas de Apoio à Decisão	Business Analytics and Decision Making
		Opção III Livre - Ética de Negócios	Business Ethics
		Gestão Financeira	Management Information Systems
		Processos de Recolha de Informação – Opção Livre III	Financial Management
		Criatividade e Inovação em Marketing	Research Methods in Information Technologies
			Innovation Management
Eslovenia	University of Maribor, SI	Opção I livre - Modelos Integrados de Grh	Marketing Research
		Gestão Financeira	Corporate Finance II
		Estadística I	Strategic Supply Chain Management
		Opção III Livre - Logística Internacional	Quantitative Techniques in Management
		Opção V Livre - Comércio Eletrónico	Human Resource Management
		Estudos de Mercado	E-Business Information Systems
Espanha	Universidad de Valencia, ES	Planeamento e Controlo de Marketing	Marketing Strategy
		Estudos de Mercado	Fundamentals of Marketing Research
		Matemática Financeira	Financial Mathematics
		Inglês Empresarial III – Opção III Livre	Business English III
Espanha	Universidad Antonio Nebrija, ES	Marketing Internacional	International Marketing
			Negocios Internacionales
Espanha	Fundació TecnoCampus Mataró - Maresme	Gestão Financeira	Financial Management
		Comunicação Publicitária (opção VI condicionada)	Estrategias de Publicidad y Promocion
		Estadística II *(Aula de 2do ano)	Statistical Inference for Business Management
		Comportamento Organizacional	Business Organization Theory and Perspectives
		Técnicas de Comércio Internacional (opção Livre)	Patterns of International Trade: Theory and Trends
		Planeamento e Controlo de Marketing	Management Analysis and Monitoring: New Trends
Espanha	Universidad Cardenal Herrera, ES	Marketing Industrial	Marketing plan
		Marketing Internacional	Políticas de Precio
		Gestão de Produtos e Marcas – opção IV condicionada	Marketing Internacional
		Planeamento e Controlo de Marketing	Marketing sectorial
		Matemática Financeira	Planificación en Marketing
		Técnicas de relações Públicas - opção III livre	Teorias Y Modelos de las RR.PP.
	Optimización Matemática		
França	Paris School of Business (PSB), FR	ESTUDOS DE MERCADO	BUSINESS DATA MANAGEMENT
		MARKETING INTERNACIONAL	INTERNATIONAL MARKETING
		PLANEAMENTO E CONTROLO DE MARKETING	ADVANCED MARKETING
		OPÇÃO III LIVRE - COMUNICAÇÃO INTERCULTURAL	INTERCULTURAL COMMUNICATION
		OPÇÃO V LIVRE - FUNDAMENTOS DE MARKETING DIGITAL	WEB MARKETING
		OPÇÃO VI CONDICIONADA - COMUNICAÇÃO PUBLICITÁRIA	ADVERTISING
			BUSINESS DATA ANALYSIS
França	École Supérieure de Gestion - ESGCI, FR	ESTUDOS DE MERCADO	BUSINESS DATA ANALYSIS
		MARKETING INTERNACIONAL	INTERNATIONAL MARKETING
		PLANEAMENTO E CONTROLO DE MARKETING	ADVANCED MARKETING
		OPÇÃO III LIVRE - COMUNICAÇÃO INTERCULTURAL	INTERCULTURAL COMMUNICATION
		OPÇÃO V LIVRE - FUNDAMENTOS DE MARKETING DIGITAL	WEB MARKETING
		OPÇÃO VI CONDICIONADA - COMUNICAÇÃO PUBLICITÁRIA	ADVERTISING
		CONTABILIDADE ANALÍTICA	COST ACCOUNTING
Holanda	Hogeschool Utrecht University of Applied Sciences, NL	Planeamento e Controlo de Marketing	Strategic Marketing Management
		Marketing Internacional	Sales & Account Management
		Gestão de Produtos e Marcas – Opção IV Condicionada	Market & Marketing Research
		Vendas e Mecanismos de Mercado – opção III Livre	Management Information Systems
		Teorias da Criatividade – opção V Livre	Consumer Behaviour & Branding
	Innovative Product Management Plan		
Hungria	Óbuda University, HU	ECONOMIA I	MICROECONOMICS
		ESTADÍSTICA I	OPTIMAL AND REAL DECISIONS
		MATEMÁTICA FINANCEIRA	CORPORATE FINANCE
		ECONOMIA II	MACROECONOMICS
		ELEMENTOS DE CONTABILIDADE FINANCEIRA	ACCOUNTANCY
		MARKETING INDUSTRIAL	INDUSTRIAL ORGANIZATION
		ESTADÍSTICA II	ECONOMICS STATISTICS
		OPÇÃO III LIVRE - DESENVOLVIMENTO PESSOAL	EUROPEAN STUDIES
			PRODUCTION MANAGEMENT
			ENVIRONMENT- FRIENDLY MARKETING
			MODERN CORPORATE FINANCE
	PERSONAL LIFE STRATEGIES		
	NEW CHALLENGES OF XXI CENTURY		
Kosovo	Faculty of Economics, University of Prishtina	Economia II	Macroeconomic I
		Estadística II	Statistics
		Elementos de Contabilidade Financeira	Principles of Accounting and Costs
		Contabilidade Analítica	Finance
		Matemática Financeira	Mathematics for Economics
	Gestão Financeira		

Polonia	University of Economics in Katowice, PL	Estudos de Mercado	Marketing Research
		Planeamento e controlo de Marketing	Marketing Management
		Matemática Financeira*	Econometric Models & Forecasting
		Opção IV Condicionada - Gestão de Produtos E Marcas	Product & Brand Management
		Opção III Livre - Logística Internacional	Transport and Logistics
		Marketing Internacional	International Marketing
Polonia	Karol Adamiecki University of Economics in Katowice, PL	Estudos de Mercado	Human Resource Management
		Matemática Financeira	Marketing Research
		Opção IV - Sistemas de Apoio à Decisão	Quantitative Methods for Finance and Accounting
		Gestão de Redes Sociais - Opção III Livre	Corporate Management with Information System
		Marketing Internacional	Econometrics Models and Forecasting
		Planeamento e controlo de Marketing	Marketing Management
		Opção IV - Gestão de Produtos e Marcas	Strategic Management
		Gestão das Organizações e dos RH- Opção III Livre	Product and Brand Management
Polonia	University of Lodz, PL	Economia I	Microeconomics I
		Estadística I	Socio Economic Statistics
		Contabilidade Analítica	Statistical Methods for management
		Matemática Financeira	Internal control and internal Auditing
		Elementos de Contabilidade Financeira	Financial Mathematics
		Gestão Financeira	Financial Control in Accounting
Polonia	Cracow University of Economics, PL	Estadística II	Statistics
		Matemática Financeira	Financial Mathematics
		Gestão Financeira	Financial Analysis
		Estadística I	Descriptive Statistics in international Trade and Business
		Contabilidade Analítica	Managerial Accounting
		Marketing Internacional	International Marketing
		Economia I	Economics of Enterprises
		Estudos de Mercado	International Statistics
		Comportamento do Consumidor	International Human Resource Management
		Gestão de Produtos e Marcas (opção IV)	International Brand Management
			Corporate Finance
			Market Analysis
Polonia	Wroclaw University of Economics, PL	ESTADÍSTICA II	STATISTICS: INFERENCE AND MATHEMATICAL STATISTICS
		OPÇÃO VI - COMUNICAÇÃO PUBLICITÁRIA	ADVERTISING MANAGEMENT
		MATEMÁTICA FINANCEIRA	ECONOMETRIC
		PLANEAMENTO E CONTROLO DE MARKETING	MARKETING CONTROLLING
		OPÇÃO IV CONDICIONADA - SISTEMAS DE APOIO À DECISÃO	METHODS OF DATA ANALYSIS
		OPÇÃO LIVRE III - GESTÃO DE ORGANIZAÇÕES E DOS RH	HUMAN RESOURCES MANAGEMENT
		ESTADÍSTICA I	PROBABILITY: THEORY AND APPLICATIONS
		CONTABILIDADE ANALÍTICA	SOCIAL MARKETING
		ECONOMIA II	MANAGEMENT ACCOUNTING
		GESTÃO FINANCEIRA	PRINCIPLES OF MACROECONOMICS
		ELEMENTOS DE CONTABILIDADE FINANCEIRA	FINANCIAL FORECASTING AND PLANNING
		Marketing industrial	ACCOUNTING (E-LEARNING)
		Estudos de mercado	Brand Management
		Gestão de produtos e marcas (opção iv condicionada)	Management accounting in financial institutions
			Managing people in international context (e-learning)
	Marketing research		
	Markets and strategies - industrial organization		
	Polish language		
	Financial Management for Non-profit Organizations		
Polonia	Vistula University, PL	ESTADÍSTICA I	OPTIMAL AND REAL DECISIONS
		MARKETING INDUSTRIAL	INDUSTRIAL ORGANIZATION
		OPÇÃO V - DESENVOLVIMENTO PESSOAL	ENVIRONMENT - FRIENDLY MARKETIN
		CONTABILIDADE ANALÍTICA	MODERN CORPORATE FINANCE
		PERSONAL LIFE STRATEGIES	
		NEW CHALLENGES OF XXI CENTURY	
Portugal	ISCAC-IPC	MARKETING INTERNACIONAL	MARKETING ESTRATÉGICO
		ESTADÍSTICA II	ESTADÍSTICA
		COMPORTAMENTO ORGANIZACIONAL	METODOLOGIA DAS CIÊNCIAS SOCIAIS
		MARKETING RELACIONAL	
República Checa	Tomas Bata University in Zlin, CZ	ESTUDOS DE MERCADO	APPLIED MARKETING RESEARCH
		MARKETING INTERNACIONAL	INTERNATIONAL MARKETING
		PLANEAMENTO E CONTROLO DE MARKETING	COMPANY INNOVATION POLICY
		OPÇÃO IV CONDICIONADA - SISTEMAS DE APOIO À DECISÃO	ADVANCED MARKETING AND MANAGEMENT
		OPÇÃO III LIVRE - FERRAMENTAS DE COMUNICAÇÃO DIGITAL	QUANTITATIVE DECISION- MAKING METHODS
		Matemática Financeira	DIGITAL MARKETING
		Fundamentos de Marketing Digital (opção I livre)	BASIC OF LAW I
		Comportamento Organizacional	Econometrics
		Gestão Financeira	Human Resource Management II
		Marketing Industrial	Human Resource Management I
		Comunicação Publicitária (opção VI)	The Aspects of Project Management
		Gestão das Organizações e dos RH - Opção livre III	Business to Business Marketing
Contabilidade Analítica	Advertising 2		
	Business Ethics		
	Logistics		
	Managerial Accounting		

República Checa	University of South Bohemia in Ceske Budejovice, CZ	MARKETING INTERNACIONAL	INTERNATIONAL MARKETING
		ESTATÍSTICA I	THEORY OF PROBABILITY AND STATISTICS
		ELEMENTOS DE CONTABILIDADE FINANCEIRA	PRINCIPLES OF ACCOUNTING
		GESTÃO FINANCEIRA	FINANCIAL ANALYSIS
		CONTABILIDADE ANALÍTICA	ACCOUNTING OF TRADE
		ECONOMIA I	MICROECONOMICS I
		ESTATÍSTICA II	ECONOMETRICS
		Comportamento do Consumidor	Consumer Behaviour
		Estudos de Mercado	Marketing Research
		Sistemas de Apoio à Decisão - Opção IV Condicionada	Strategic Marketing
República Checa	Czech University of Life Sciences Prague (CULS)		Models of Decision Theory
		ESTATÍSTICA I	STATISTIC I
		ESTATÍSTICA II	STATISTIC DATA ANALYSIS
		MATEMÁTICA I	MATHEMATICS
		MATEMÁTICA II	APPLIED MATHEMATICS FOR IT
		GESTÃO FINANCEIRA	MANAGERIAL FINANCE
		MATEMÁTICA FINANCEIRA	CORPORATE FINANCE
		OPÇÃO IV CONDICIONADA - SISTEMAS DE APOIO À DECISÃO	BUSSINESS INFORMATION SYSTEMS
		ECONOMIA I	MICROECONOMICS
		ESTUDOS DE MERCADO	CZECH LANGUAGE FOR EXCHANGE STUDENTS
		OPÇÃO LIVRE V - GESTÃO ADMINISTRATIVA DOS RECURSOS HUMANOS	HUMAN RESOURCES MANAGMENT
		MARKETING INTERNACIONAL	INTERNACIONAL TRADE
		Elementos de Contabilidade Financeira	INTRODUCTORY SOCIAL RESEARCH METHODS
		Estadística II	Marketing Research
		Marketing Industrial	Statistics seminar
			Fundamentals of Accounting
			Co-Operative Business
	Database Systems		
República Checa	Technical University of Liberec, CZ	Planeamento e Controlo de Marketing	Business Planning and Controlling
		Gestão Financeira	Corporate Finance
		Matemática Financeira	Financial Mathematics
		Estadística I	Statistics I
		Contabilidade Analítica	Managerial Accounting
		Técnicas de comercio Internacional I/opção III Livre	EU and International Trading
		Estadística II	Statistics I
Economia I	Microeconomics I		

Appendix C – Internationalization at ISCAP – A Short Analysis

INTERNATIONALIZATION AT ISCAP – A SHORT ANALYSIS

By: Maria V. Laya Alonso (June, 2020)

OBJECTIVE

Conduct a study on the mobility of students, both incoming and outgoing for the past three academic years (2017-2020). In this study, the information regarding the most popular destinations, the type of mobility, the most common course and the semester in which mobility was performed needs to be highlighted.

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<i>TABLE 1: INDICADORES - INTERNACIONALIZAÇÃO E MOBILIDADE (Source: GRI)</i>	15

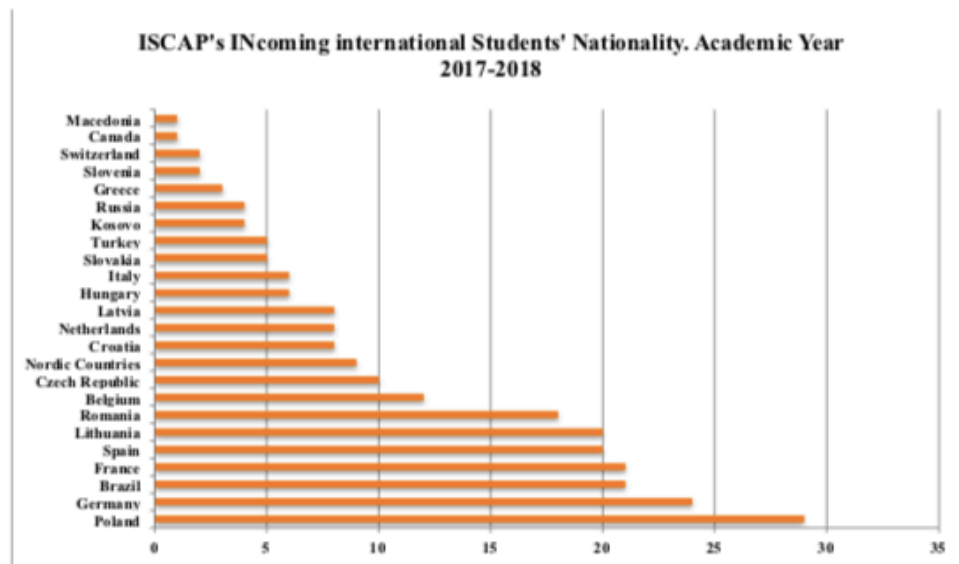
ISCAP's Incoming Mobility

2017-2018

In the academic year of 2017-2018, ISCAP received a total of 255 incoming mobility students (Figure 1). Of those 255 students, 26 were on a training contract, while the remaining students were on a regular study contract. Students originating from Poland under the Erasmus+ program dominated the international student community at ISCAP that year. The second biggest group

belonged to Germany. This group was followed by the Brazilians, which made up the third biggest group of international students at ISCAP and can be attributed to the Bilateral Cooperation Agreements between the two nations.

Figure 1: Nationality of foreign students at ISCAP under international mobility programs during the academic year 2017-2018. Where Nordic Countries refer to Sweden, Norway, Denmark, Finland, and Iceland. However, only students from Norway, Denmark and Finland are recorded in the original data.



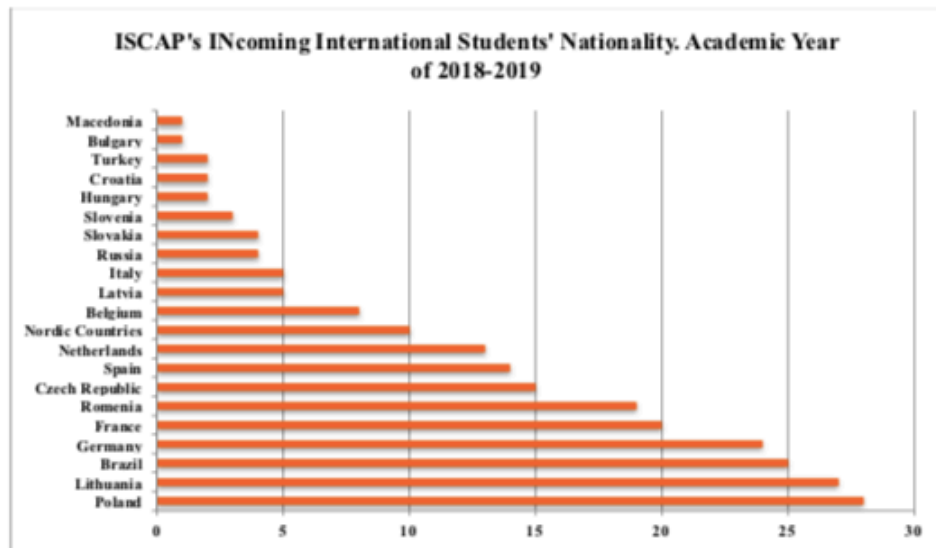
In 2017-2018, it was mostly women who came to ISCAP to perform their mobility (62% females) and the most common type of mobility was the Study Mobility under the Erasmus+ program with a 216 counts. The second and third most common type of mobility was the Bilateral Cooperation Agreement (21 count) followed by the Joint Degree Programme (12 count).

Most mobility students came to ISCAP during the first semester, and the biggest group of students came from the Constantin Brancoveanu University in Pitesti (18 count) followed by the Vilniaus Kolegija/ University Of Applied Sciences (14 count). Out of the 2017-2018 incoming students, most came from a Business Administration background.

2018-2019

In the academic year of 2018-2019, ISCAP received a total of 232 incoming mobility students (Figure 2). Of those 232 students, 23 were on a training contract, while the remaining students were on a regular study contract. Students originating from Poland under the Erasmus+ program dominated the international student community at ISCAP that year. The second biggest group belonged to Lithuania, mainly due to the joint degree program that is established between ISCAP and the Vilnius Kolegija University of Applied Sciences for the undergraduate course of Creativity and Business Innovation. This group was followed by the Brazilians, which made up the third biggest group of international students at ISCAP and can be attributed to the Bilateral Cooperation Agreements between the two nations.

Figure 2: Nationality of foreign students at ISCAP under international mobility programs during the academic year 2018-2019. Where Nordic Countries refer to Sweden, Norway, Denmark, Finland, and Iceland. However, there were no students from Iceland recorded.



In 2018-2019, it was mostly women who came to ISCAP to perform their mobility (66% females) and the most common type of mobility was the Study Mobility under the Erasmus+ program with a 168 counts. The second and third most common type of mobility was the Bilateral Cooperation Agreement (20 count) followed by the Joint Degree Programme (15 count).

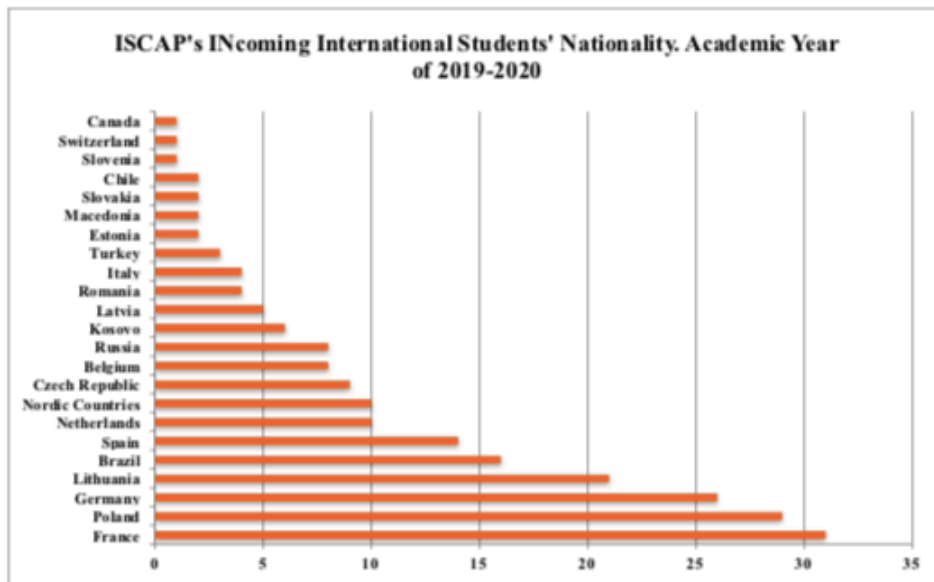
Most mobility students came to ISCAP during the first semester, and the biggest group of students came from the Vilniaus Kolegija / University of Applied Sciences (20 count) followed by the University of Lodz (8 count). Out of the 2018-2019 incoming students, most came from a Business Administration background.

2019-2020

The following academic year (2019-2020), ISCAP had a total of 215 incoming mobility students (Figure 2). Of those 215 students, this time, only 7 were on a training contract. This year was marked by a decrease in international students, partly related to the coronavirus pandemic of 2020. The pandemic resulted in a state of emergency in which some international students were asked to return home. However, GRI reports that all international students were already at ISCAP and over half way through their mobility agreements when the situation occurred. Thus, the number of international students was not dramatically affected by the emergency. The majority of the losses in international students for this year is related to those who will not be received for a training period during the summer months (June to September) because of the pandemic.

The dominant group was from France, one of the countries of Portuguese diaspora with which ISCAP's holds the strongest and oldest cooperative ties. This was the first year in which ISCAP received students under the Double Diploma program agreement with the Université d'Artois for the Masters in Intercultural Studies for Business. The second and third biggest communities of international students at ISCAP came from Poland and Germany, respectively.

Figure 3: Nationality of foreign students at ISCAP under international mobility programs during the academic year 2019-2020. Where the Nordic countries refer to Sweden, Norway, Denmark, Finland and Iceland. However, only students from Norway, Denmark and Finland were recorded in the original data. (Source: GRI)



The trends maintained for the year of 2019-2020; 66% female population of international students performed mobility at ISCAP, the most common type of mobility was the Study Mobility under the Erasmus+ program with a 189 counts. The second most common type of mobility was the Bilateral Cooperation Agreement (23 count)

Most mobility students came to ISCAP during the first semester, and the biggest group of students came from the Vilniaus Kolegija / University of Applied Sciences (16 count) followed by the University of Malaga (8 count). Out of the 2019-2020 incoming students, most came from an Economics background, which was closely followed by Business Administration.

The trends quite coincide with what could be expected given the history of ISCAP's internationalization. The strongest and oldest ties are held with the Brazilian, French and Lithuanian partners. As mentioned before, ISCAP holds double diplomas, joint degrees and special partnerships with these countries, thus the number of international students tends to be dominated by these nationalities. However, it can be noted that there is tendency for Polish students to study at ISCAP even though there are no special partnerships between the two. GRI hypothesizes that, aside from the fact that there is an easy transcript of credits between the two

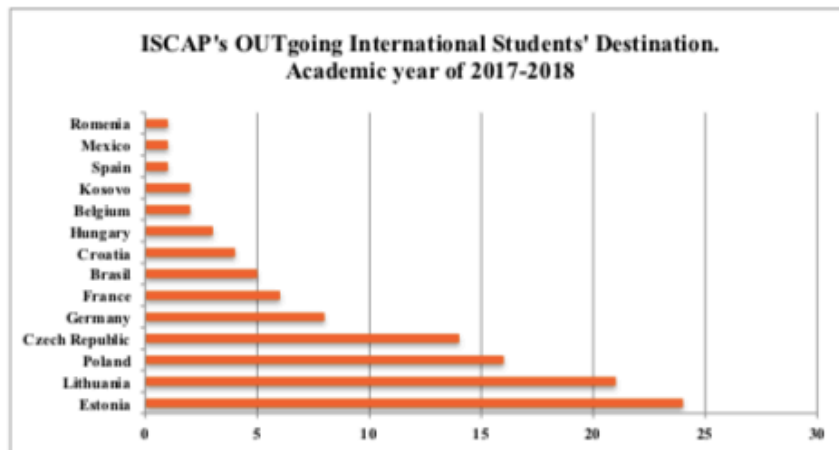
nations, Polish students simply enjoy spending time in Portugal as it is an affordable destination for them.

ISCAP's Outgoing Mobility

2017-2018

In 2017-2018, ISCAP sent abroad a total of 108 students (Figure 4). Most of them had Estonia as a destination, these were students that were involved in a Joint Degree program between ISCAP and the Estonian Entrepreneurship University of Applied Sciences for an internship opportunity. Alongside with this Joint Degree program, ISCAP also has ties with the Vilniaus Kolegija University of Applied Sciences in Lithuania, which explains the second biggest group of students for this year with Lithuania as their destination. Interestingly enough, there were also a large number of ISCAP students that decided to perform their Erasmus+ mobility in Poland. The preference of ISCAP students for Polish universities is due to the easy transcript of credits and affordability factor previously mentioned.

Figure 4: Destination nations most frequented by ISCAP students under international mobility programs during the academic year 2017-2018. (Source: GRI)



Out of the 108 students that were sent abroad, 31 were on a training mobility basis. Additionally, a total of 39 students (26% of the total) applied and intended to perform mobility outside of Portugal during the academic year of 2017-2018 but were either not accepted or quit the mobility program.

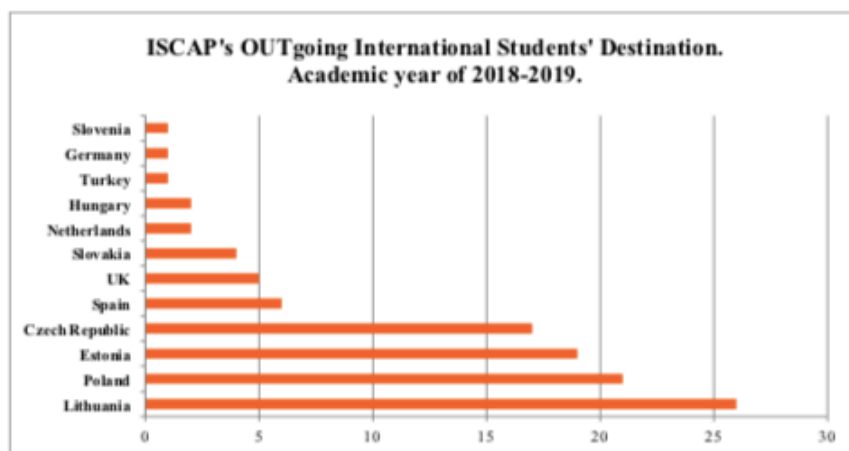
Most outgoing mobility students for the academic year of 2017-2018 were females (54%) under the study agreement. The most common type of mobility was under the Erasmus+ program with 100 count. Students under the study agreement tended to go abroad during the first semester, while those under the training agreement preferred going during the second semester. The two most common chosen universities were the Vilniaus Kolegija University of Applied Sciences and the Estonian Entrepreneurship University of Applied Sciences for the course of Licenciatura em Criatividade e Inovação Empresarial.

The courses of origin for OUT mobility students this year were, in ascending order: Mestrado Auditoria, Mestrado Estudos Interculturais para Negócios, Mestrado Gestão das Organizações (APNOR), Licenciatura em Ciências e Tecnologias da Documentação e Informação, Licenciatura em Assessoria e Tradução, Licenciatura em Recursos Humanos, Licenciatura em Contabilidade e Administração, Licenciatura em Gestão de Actividades Turísticas, Licenciatura em Comércio Internacional, Licenciatura em Comunicação Empresarial, Licenciatura em Marketing, e Licenciatura em Criatividade e Inovação Empresarial.

2018-2019

For the academic year of 2018-2019, ISCAP sent abroad a total of 105 students (Figure 5). The trends are quite similar to those of the previous year, in which Lithuania, Estonia and Poland dominated the top three destinations for ISCAP's international students.

Figure 5: Destination nations most frequented by ISCAP students under international mobility programs during the academic year 2018-2019. (Source: GRI)



Out of the 105 students that were sent abroad, 18 were on a training mobility basis. This total number does not account for the students that applied and intended to perform mobility outside of Portugal, but either were not accepted or quit. There were a total of 60 students (36% of the total) that did not complete their mobility. Although this number may seem high, GRI assures that this is common. The desistance rates are usually around 40%, which is something GRI is analysing, so that these numbers can be improved in the future.

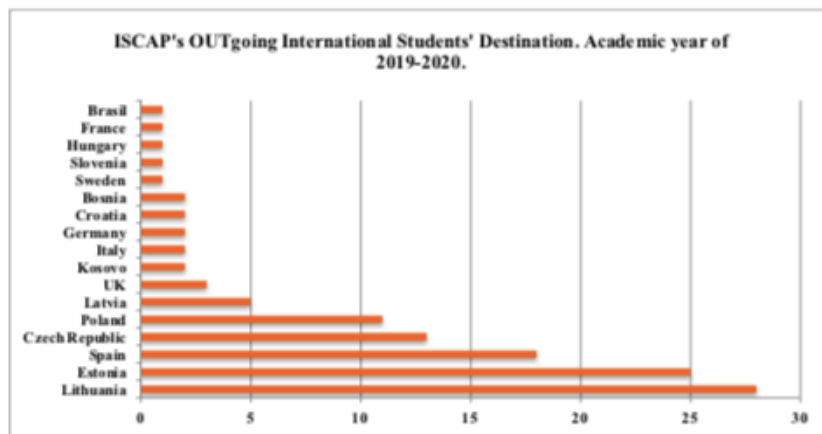
For this year, the amount of females compared to males was close, females being 52% and males 48%. Again, most mobility students held a study agreement under the Erasmus+ program with 105 count. Similarly to the previous year, most students under the study agreement performed their mobility during the first semester while students under the training agreement performed their mobility during the second semester. The most common destination university was the Vilnius Kolegija University of Applied Sciences, followed by the Estonian Entrepreneurship University of Applied Sciences for the course of Licenciatura em Criatividade e Inovação Empresarial.

The courses of origin for OUT mobility students this year were, in ascending order: Mestrado em Finanças Empresariais, Mestrado em Negócio Eletrónico, Mestrado em Tradução e Interpretação Especializadas, Licenciatura em Contabilidade e Administração, Licenciatura em Comunicação Empresarial, Licenciatura em Recursos Humanos, Licenciatura em Comércio Internacional, Licenciatura em Marketing, e Licenciatura em Criatividade e Inovação Empresarial.

2019-2020

For the year of 2019-2020, ISCAP sent a total of 118 students to other universities (Figure 6). As expected, most of the outgoing students went to Lithuania and Estonia in order to complete their joint degree program curriculum. The third largest group went to the nearest neighbouring country, Spain. Out of the 118 students that were sent abroad, 46 went under a training agreement. This year, GRI recorded 79 withdraws (40% of the total). As previously mentioned, this year's mobility suffered a worldwide emergency that increased the withdraw numbers. However, GRI reports that withdrawals remained within the normal range, regardless of the state of emergency.

Figure 6: Destination nations most frequented by ISCAP students under international mobility programs during the academic year 2019-2020. (Source: GRI)



The trends maintained during the 2019-2020 year; a larger portion of females went abroad (54%). All students that went abroad had agreements under the Erasmus+ program and most travelled during the first semester. The most common destinations continue to be the Vilniaus Kolegija University of Applied Sciences and the Estonian Entrepreneurship University of Applied Sciences for the course of Licenciatura em Criatividade e Inovação Empresarial.

The courses of origin for outgoing mobility students this year were, in ascending order: Mestrado em Gestão e Desenvolvimento de Recursos Humanos, CTESP - Relações Públicas e Organização de Eventos, Mestrado em Auditoria, Mestrado em Contabilidade e Finanças, Mestrado em Negócio Eletrónico, CTESP Comércio e Gestão de Negócios de Moda, CTESP de Vendas Para Mercados Internacionais, Licenciatura em Contabilidade e Administração, Licenciatura em Comunicação Empresarial, Licenciatura em Assessoria e Tradução, Licenciatura em Recursos Humanos, Mestrado em Intercultural Studies for Business, Mestrado em Empreendedorismo e Internacionalização, Licenciatura em Marketing, Licenciatura em Comércio Internacional, e Licenciatura em Criatividade e Inovação Empresarial.

Summary 2017-2020

There are more females than males performing international mobility. The most common type of mobility agreement is the study abroad under the Erasmus+ program. Poland is one of the most popular countries for the exchange of students with ISCAP. However, the largest population of exchange students to and from ISCAP belong to the Joint Degree program with the Vilniaus Kolegija University of Applied Sciences in Lithuania and the Estonian Entrepreneurship University of Applied Sciences in Estonia. Majority of mobility occurs during the first semester of each academic year.

Indicators of Internationalization and Mobility

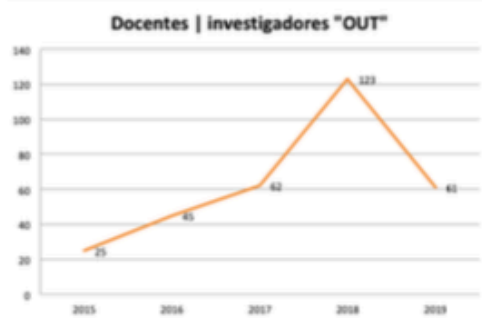
Overall, ISCAP's internationalization strategy seems to have resulted, in some aspects more than others. While about half of its indicators demonstrate an increase of internationalization, the other half has remained somewhat stagnant. ISCAP is doing great at increasing the amount of curricular units offered in English, which is great for attracting international students and teachers, as well as local students. In fact, the number of students of foreign nationality enrolled in degree conferencing courses and the number of foreign teachers in training mobility at ISCAP have increased. Other aspects that have improved have been the number of I&D international projects, the number of number of students in professional mobility (internship) abroad and the number of ISCAP non-teachers abroad in the context of international mobility programs. Of

course these numbers are propagated as the number of ISCAP's international partnerships increase, which is the current trend.

However, even though the number of ISCAP's international partnerships has increased, the overall number of international students coming into ISCAP under a mobility program and those of ISCAP going out under a mobility program have remained at an oscillating number with no overall increase. Additionally, students coming to ISCAP for an internship period and the number of foreign teachers in mobility at ISCAP on a teaching mission have decreased overall. As a consequence, the number of teachers of foreign nationality teaching at ISCAP has decreased. Another point of concern is the lack of growth in students willing to participate in classes offered in English as well as the lack of growth in the number of ISCAP's teachers willing to teach abroad.

The above mentioned information can be visualized in the series of graphs that follow. The original data can be found in the Appendix.









Appendix

TABLE 1: INDICADORES - INTERNACIONALIZAÇÃO E MOBILIDADE (Source: GRI)

Cód.	N.º	Descrição	2013	2014	2015	2016	2017	2018	2019
I_8.1.1	1	N.º de novas parcerias estabelecidas	n.d.	52	18	29	10	22	30
HQ_4.1.8	2	N.º de parcerias institucionais internacionais (em vigor)	n.d.	120	143	167	177	165	205
HQ_4.1.1	3	Estudantes "OUT": N.º de estudantes do ISCAP no âmbito de programas de mobilidade internacional	38	60	67	106	92	103	106
HQ_4.1.2	4	Estudantes "IN": N.º de estudantes estrangeiros do ISCAP no âmbito de programas de mobilidade internacional	142	180	193	263	195	252	220
I_8.1.2	5	N.º de estudantes em mobilidade profissional (estágio) no estrangeiro	13	7	5	5	3	28	14
I_8.1.3	6	N.º de estudantes estrangeiros em mobilidade profissional no ISCAP	52	32	49	30	38	18	25
HQ_4.1.3	7	Docentes investigadores "OUT": N.º de docentes investigadores do ISCAP no estrangeiro no âmbito de programas de mobilidade internacional	19	16	25	45	62	123	61
HQ_4.1.4	8	Docentes investigadores "IN": N.º de docentes investigadores no ISCAP no âmbito de programas de mobilidade internacional	52	62	55	49	51	92	86
HQ_4.1.5	9	N.º de não docentes do ISCAP no estrangeiro no âmbito de programas de mobilidade internacional	5	1	6	5	10	9	17
I_8.1.4	10	N.º de funcionários recebidos em Erasmus	28	29	13	25	41	50	26
HQ_4.1.9	11	N.º de graus conjuntos e outros cursos internacionais avançados, incluindo duplas titulações	0	0	1	4	5	0	5
I_8.1.5	12	N.º de projectos de I&D internacionais a decorrer	n.d.	n.d.	7	10	8	18	17
I_8.1.6	13	N.º de docentes em mobilidade no estrangeiro, em missão de ensino	19	16	25	19	58	32	32
I_8.1.7	14	N.º de docentes estrangeiros em mobilidade no ISCAP, em missão de ensino	53	68	56	45	46	52	49
I_8.1.8	15	N.º de docentes em mobilidade no estrangeiro, em formação	27	18	56	18	17	67	4
I_8.1.9	16	N.º de docentes estrangeiros em mobilidade no ISCAP, em formação	9	0	5	0	5	0	18
HQ_4.1.6.0	17	N.º de docentes de nacionalidade estrangeira a lecionar no ISCAP	n.d.	n.d.	8	6	5	8	6
HQ_4.1.6.1	18	% de docentes de nacionalidade estrangeira a lecionar no ISCAP	n.d.	n.d.	3,48 %	2,23 %	1,89 %	2,60 %	2,15 %
I_8.1.10	19	N.º de UC lecionadas em inglês	n.d.	n.d.	33	36	46	46	64
I_8.1.11	20	N.º de estudantes que frequentam UC lecionadas em inglês	n.d.	n.d.	183	218	136	237	181
HQ_4.1.7.0	21	N.º de estudantes de nacionalidade estrangeira matriculados em cursos conferentes de graus	n.d.	n.d.	118	233	452	475	467
HQ_4.1.7.1	22	% de estudantes de nacionalidade estrangeira matriculados em cursos conferentes de graus	n.d.	n.d.	3,22 %	5,06 %	10,1 %	10,6 %	10,8 %

Appendix D – Translation – Cooperation Protocol For the Attribution of the Double Degree Between the Polytechnic of Porto (P.PORTO, Portugal) and the Siauliai State College (SSC, Lithuania)

COOPERATION PROTOCOL FOR THE ATTRIBUTION
OF THE DOUBLE DEGREE BETWEEN THE POLYTECHNIC INSTITUTE OF
PORTO (IPP, PORTUGAL) AND THE SIAULIAI STATE COLLEGE (SSC,
LITUÂNIA) AND, IS SIGNED IN AGREEMENT BETWEEN THE TWO PARTIES
ON THE 15TH DAY OF MAY OF THE YEAR 2020, IN THE CITY OF PORTO,
PORTUGAL.

INTRODUCTION

1. The following document establishes the terms and conditions of the Dual Degree agreement between the *BSc. in Information and Documentation Sciences and Technologies (IDST)* of the institute of ISCAP-IPP and the *BSc. In Information Management (IM)* of the Si Siauliai State College (SSC).
2. The Bsc. In IDST is instructed in the facilities of ISCAP-IPP in Portugal, and the BSc. In IM is instructed at the facilities of SSC in Lithuania.

At ISCAP-IPP:

1. The curricular year is to have a start date in the beginning of the month of September and is divided into two semesters, of approximately sixteen weeks each. The first semester will take place between September and February, and the second semester will take place between February and July. The month of August is to be an interval between curricular years, where no educational material is to be administered.
2. The study-work hours for students in each Curricular Unit/discipline are measured using the ECTS credit system. Each ECTS credit corresponds to 28 hours of study-work which include teaching hours (theoretical classes, practical/laboratory classes, theoretical-practical classes, and seminars), the eventually required internship hours, the hours dedicated to individual study time and the completion of assigned works to do, as well as the evaluation hours (tests, quizzes, oral and written examinations, and presentations).
The regular amount of ECTS credits that a student is required to complete per semester is 30, thus totaling a sum of 60 hours per curricular year. However, students may enrol up to a maximum of 40 ECTS credits per semester.

At SSC:

1. The curricular year is to have a start date in February and ends in December. The month of January is to be an interval between curricular years, where no educational material is to be administered.
2. The study-work hours for students in each curricular unit/discipline are independently established by discipline. However, only contact hours are counted

towards the study-work total hours (theoretical classes, practical classes, theoretical-practical classes, and seminars).

Students must complete, per curricular year, approximately 600 study-work hours.

The structure of the BSc. in IM of SSC is organized in 4 curricular years (totalling 2400 of study-work hours). There are no Master Degree programs in this area of study offered in this institution.

PART I

Double Degree program between the Bachelor of Science in Information and Documentation Sciences and Technologies (IDST) of ISCAP-IPP and the Bachelor of Science in Information Management (IM) of the Siauliai State College (SSC).

1. ELIGIBILITY AND OBJECTIVES

The Double Degree program is intended for students enrolled in the BSc. in IDST at ISCAP-IPP and students enrolled in the BSc. in IM at SSC for which have successfully completed at least one year of the respective program.

Students enrolled at SSC and/or ISCAP-IPP, that meet the requirement stated in the previous paragraph, may apply to the Double Degree program, under the established agreement, respecting the minimum periods for mobility and the Study Plans defined in this agreement.

The number of students accepted into this program will be annually determined based on agreements between ISCAP-IPP and SSC, respecting the principle of reciprocity and balance of student flow.

2. MOBILITY: PERIOD AND DURATION

The students of ISCAP-IPP are required to complete one year of mobility at SSC, which will be implemented in a mixed manner, one semester will be physical in-classroom mobility and the other as virtual distance mobility.

The physical in-classroom mobility period will take place between the months of September and February (which correspond to the 3rd or 5th semester of the Bachelors program).

The virtual distance mobility period will take place between the months of February and July (which correspond to the 4th or 6th semester of the Bachelors program). It will be performed at ISCAP's facilities with pedagogical-scientific guidance from the SSC.

The students of SSC are required to perform one year of mobility at ISCAP, which will be implemented in a mixed manner, one semester be physical in-classroom mobility and the other as virtual distance mobility.

The physical in-classroom mobility period will take place between the months of February and July (which correspond to the 4th or 6th semester of the Bachelors program).

The virtual distance mobility period will take place between the months of September and February (which correspond to the 3rd or 5th semester of the Bachelors program). It will be performed at SSC's facilities with pedagogical-scientific guidance from ISCAP-IPP.

3. STUDY PLAN FOR THE DOUBLE DEGREE PROGRAM

The Study Plan presented in Appendix 1 was defined and approved by the respective Course Directors and educational institutions, being updated whenever deemed necessary.

This agreement was drafted and signed in Portuguese, English and Lithuanian, and will take effect on the curricular year of 2020/2021. It will be valid during the period offered by the higher education courses hereby described, for a period of two (2) years, according to the standard in the Cooperation Protocol for the distribution of Double Degrees between SSC and IPP, signed on the 15th day of May of the year 2020.

S. Mamede Infesta, XXXXX 2020.



Siauliai, XXXXX 2020.

Director of SSC

President of ISCAP-IPP

Testimonies:

APPENDIX 1

 INSTITUTO SUPERIOR DE CONTABILIDADE E ADMINISTRAÇÃO DO PORTO Licenciatura Ciências e Tecnologias da Documentação e Informação / Bachelor of Science in Information and Documentation Sciences and Technologies				 Licenciatura Gestão da Informação / Bachelor of Science in Information Management			
Curricular Units (courses)	Year/Semester	Hours of contact	Total ECTS	Curricular Units (courses)	Year/Semester	Hours of contact	Total ECTS
Data collection processes	1/1		6	Methodology of Applied Research (5) Information Search (7) Information Law (3)	1/2 2/1 3/2		2 2 2
Introduction to information Science	1/1		6	Archival inf Management/Management of documents (5) Information Digitization (3) Information Law (3) Information Services Organization (course paper) (6)	2/2 3/1 3/2 2/1		1 1 1 3
Information and communication technology	1/1		6	Information Technology (4) Graduation paper (12) Statistics	1/1 3/2 1/1		2 2 2
Information services management	1/1		6	Management (4) Information Behavior Practice (4)	3/1		4 2
Internet and digital multimedia	1/2		5	Internet Technologies (6) Multimedia (4)	1/1 1/2		3 2

4

Introduction to algorithms	1/2		6	Free Elective Subject (3) ¹ Graduation Paper (12)	1/1 3/2		3 2 1
Information Description I	1/2		6	Bibliographic Description (5) Graduation Paper (12)	1/2 3/2		5 1
Project management	1/2		6	Project management(4) Graduation Paper (12)	3/1 3/2		4 2
Information management	1/2		7	Business Information Resources (5) Science Information Resources (3) Graduation Paper (12)	1/2 3/2 3/2		5 1 1
Libraries and digital archives	2/1		5	Information Services Organization (course paper) (6) Information Digitization (3) Graduation Paper (12) Psychology of Communication (3)	2/1 3/1 3/2 2/2		1 1 2 1
Information Analysis and Representation I	2/1		5	Information Resources Management Practice (6) Information Management Practice (6) Information Processing Systems (7)	2/1 2/2 2/2		2 1 2
Information description II	2/1		5	Information Knowledge management (6) Information Management Practice (6) Information Processing Systems (7)	1/1 2/2 2/2		1 2 2
Databases	2/1		5	Free Elective Subject (3) ²	1/2		5

¹ To obtain this equivalence, students at Siauliai State College are required to pass the Basics of Algorithmization (3 ECTS) curricular unit of the 1st year, 1st semester and Information Processing Systems Engineering (7 ECTS) curricular unit of the 3rd year, 1st semester of the Information Systems Technology degree. / Para obter esta equivalência, os alunos da Siauliai State College deverão obter aprovação à unidade curricular Basics of Algorithmization (3 ECTS) do 1^o ano, 1^o semestre e na unidade curricular Information Processing Systems Engineering (7 ECTS) do 3^o ano, 1^o semestre da licenciatura em Information Systems Technology.

² To obtain this equivalence, students at Siauliai State College are required to pass the Database Management (6 ECTS) curricular unit of the 2nd year, 2nd semester, of the

5

English for information science	2/1		4	Professional foreign Language 1 (3) Professional foreign Language 2 (4)	1/2 2/1		3 1
Management of Processes and Informational Resources	2/2		5	Monitoring and Evaluating Information Flows (5)	2/2		5
Informational behavior	2/2		5	Informational behaviour (4) Informational behaviour Practice (6)	3/1 3/1		4 1
Information and Technology Policy	2/2		5	Methodology of applied research (5) Introductory Information Structures Practice (3) Information Services Organization (course paper) (6)	1/2 1/2 2/1		2 2 1
Information analysis and representation II	2/2		5	Information Search (7) Information Resources Management Practice (6) Information Processing Systems (7)	2/1 2/1 2/2		2 2 1
Theory and Methods of Information and Communication Sciences	2/2		5	Information Knowledge management (6)	1/1		5
Preservation and Conservation	3/1		5	Archival inf Management/ Management of documents (5) Resources and Occupational Safety (3) Graduation Paper (12) Resources and Occupational Safety (3)	2/2 3/2 3/2 3/2		1 2 1 1
Information management project	3/1		7	Information Resources Management Practice (6) Archival inf Management/ Management of documents (5) Information Management Practice (6)	2/1 2/2 2/2		2 3 2
Information Retrieval and Assessment	3/1		6	Information Search (7) Informational behaviour Practice (6)	2/1 3/1		3 3

Information Systems Technology degree. / Para obter essa equivalência, os alunos do Siauliai State College deverão obter aprovação à unidade curricular de Database Management (6 ECTS) do 2º ano, 2º semestre da licenciatura em Information Systems Technology.

6

Informatics Applications	3/1		7	Internet Technologies (6) Multimedia (4) Introductory Information Structures Practice (3) Science Information Resources (3) Information Systems Engineering (7) ³	1/1 1/2 1/2 3/2 3/1		2 1 1 1 2
Information Statistic	3/1		5	Statistics (4) Science Information Resources (3) Information Technology (4)	1/1 3/2 1/1		2 1 2
Information Services and Resources project	3/2		7	Methodology of applied research (5) Professional Foreign language I (4) Information management Practice (6)	1/2 2/2 2/2		1 3 3
Internship (192 h)	3/2		11	Final Practice (9) Graduation Paper (12)	3/2 3/2		9 2
Option – II Organizational communication techniques (please see attachment file)	3/2		4	Psychology of Communication (3) Information Services Organization (course paper) (6) Information Management Practice (6)	2/2 2/1 2/2		2 1 1
Option - III Innovation and entrepreneurship https://eu.jpp.pt/eseig/java/siw/79c42e09152ab3530ced82131c43eabb/0?url=/siw.jsp&pedido=150&numero=700&p_cp=1&p_cc=4503&p_cd=3008&p_iling=2&_anoI=2015/2016&_anoIid=2015	3/2		4	Bases of creative industry (5)	3/1		5
Total ECTS recognized							159ECTS

³ To obtain this equivalence, students at Siauliai State College are required to pass the Information Systems Engineering (7 ECTS) curricular unit of the 3rd year, 1st semester, of the Information Systems Technology degree. / Para obter esta equivalência, os alunos do Siauliai State College deverão obter aprovação à unidade curricular de Information Systems Engineering (7 ECTS) do 3º ano, 1º semestre da licenciatura em Information Systems Technology.

7

Total unrecognized ECTS (to be credited as competences to students of the Siauiliai State College) / ECTS total não reconhecido (a ser creditado como competência aos estudantes do Siauiliai State College)	0
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STUDY PLAN FOR STUDENTS IN MOBILITY, UNDER THE DOUBLE DEGREE AGREEMENT

PLANO DE ESTUDOS OBRIGATÓRIO PARA OS ESTUDANTES DO SIAULIAI STATE COLLEGE NO ISCAP / MANDATORY STUDY PLAN FOR SIAULIAI STATE COLLEGE STUDENTS AT ISCAP <i>Disciplinas da licenciatura em CTDI sem creditação direta / Undergraduate courses in IDST without direct accreditation</i>	Computational Systems ⁴	1/1		6
	Information systems modeling ³	2/1		6
	Interoperability Systems	2/2		5
	Option1 - Introduction to Integrated Management Systems	3/2		4
	Total			21 ECTS
PLANO DE ESTUDOS OBRIGATÓRIO PARA OS ESTUDANTES DO ISCAP NO SIAULIAI STATE COLLEGE / MANDATORY STUDY PLAN FOR ISCAP STUDENTS AT SIAULIAI STATE COLLEGE <i>Disciplinas da licenciatura em Information Management sem creditação direta / Undergraduate</i>	Philosophy of Media	1/1		3
	Language of Speciality	1/1		3

⁴ Pode ser realizada à distância (mobilidade virtual) / May be performed through distance learning (virtual mobility)

8

<i>Degree courses in Information Management without direct accreditation</i>	Foreign Language 2 ⁵	2/2		6
	Formation of Information Resources	2/1		4
	Organization of non-formal education / Organization of Education environment	3/1		5
	TOTAL			21 ECTS

⁵ Pode ser realizada à distância (mobilidade virtual) com os estudantes a assistirem às aulas de Russo (elementar) ou Alemão (elementar) ou Inglês (avançado) lecionadas no ISCAP / May be performed through distance learning (virtual mobility) with students attending a language class of Russian (Basic Level), German (Basic Level) or English (Advanced Level) that are available at ISCAP.

9

Appendix E – Translation – Course Plan of the Cooperation Protocol For the Attribution of the Double Degree Between the Polytechnic of Porto (P.PORTO, Portugal) and the Siauliai State College (SSC, Lithuania)

COURSE PLAN FOR STUDENTS IN MOBILITY, UNDER THE DOUBLE DEGREE AGREEMENT

MANDATORY COURSE PLAN PLANO FOR STUDENTS FROM Siauliai State College IN ISCAP <i>Undergraduate courses in IDST without direct accreditation</i>	Computational Systems ¹	1/1		6
	Information systems modeling ³	2/1		6
	Interoperability Systems	2/2		5
	Option1 - Introduction to Integrated Management Systems	3/2		4
	Total			21 ECTS
MANDATORY COURSE PLAN PLANO FOR STUDENTS FROM ISCAP IN Siauliai State College <i>Undergraduate Degree courses in Information Management without direct accreditation</i>	Philosophy of Media	1/1		3
	Language of Speciality	1/1		3
	Foreign Language 2 ²	2/2		6
	Formation of Information Resources	2/1		4
	Organization of non-formal education /Organization of Education environment	3/1		5
TOTAL			21 ECTS	

¹ May be performed through istance learning (virtual mobility)

² May be performed through istance learning (virtual mobility) with students attending a language class of Russian (Basic Level), German (Basic Level) or English (Advanced Level) that are available at ISCAP.

Appendix F – Manual on How to Plan ISCAP’s International Week

Manual on How To: ISCAP International Week – Non-teaching staff

Gmail user credentials:

Username: iscapiw

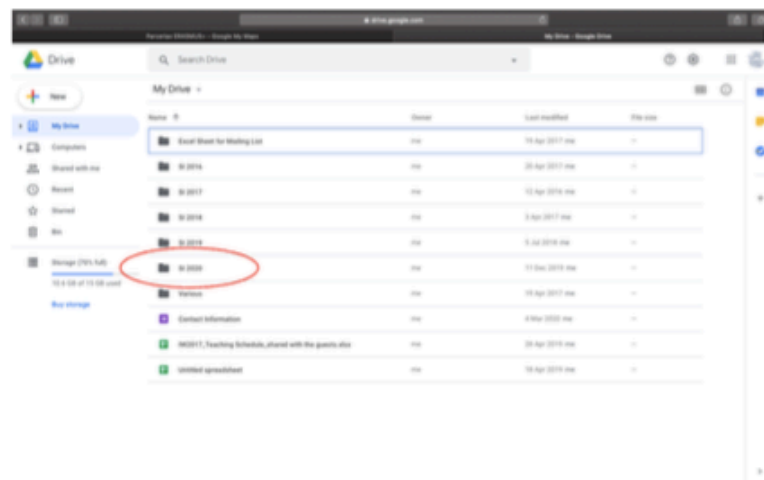
Password: iscapiw@iscap

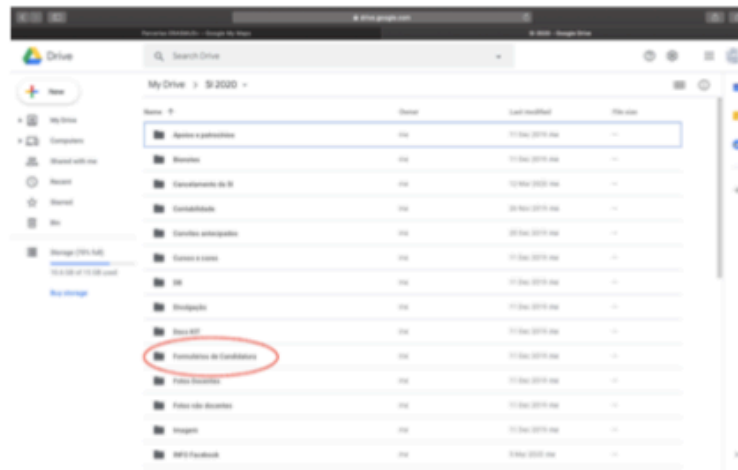
First thing to know is that for this event, we are only able to receive 2 people from the same university MAXIMUM, this is inclusive of whether they are teaching or non-teaching staff.

Initial Application Form and Management of Applications

1st Step: update the application form online.

In the Google+ drive under the selected year of the international week (i.e. “SI 2020”), you will find many sub-folders. Select the one named “Formulários de Candidatura”.





This folder will contain both survey-type application forms for teaching and non-teaching staff. Make sure to select the non-teaching staff application and update the dates and information on it. Make sure there are no spelling or grammar mistakes and if there are links on site, make sure they work. Another thing to do before proceeding is to delete the previous year's responses.

Also, make sure you update the name of the survey

- If it was named "IW2019 _ Application Form _ NON-TEACHING STAFF" now switch it to the current year to show "IW2020 _ Application Form _ NON-TEACHING STAFF"

Once updated, you may open the survey for the public.

2nd Step: Receiving applications

Once the survey application is open to the public and we start receiving applications, a new document will be available under the same sub-folder "Formulários de Candidatura", this document will be in the form of an Excell sheet and will be called i.e. "IW2020 _ Application Form _ NON-TEACHING STAFF (Responses)".

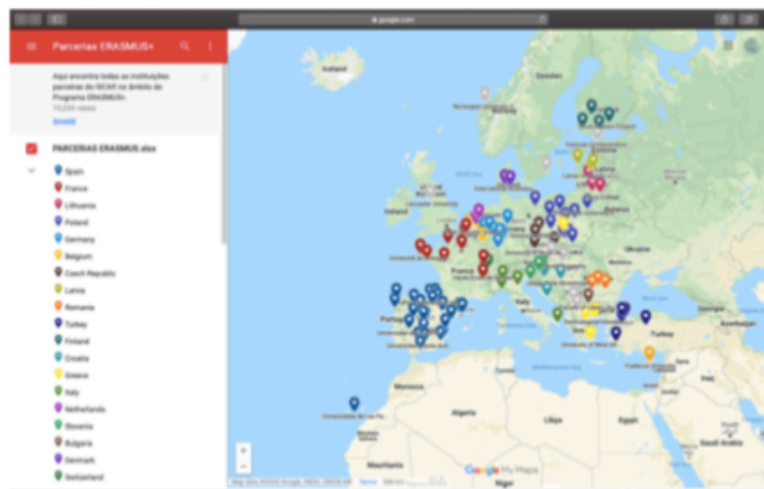


Alongside this excel sheet, there will also be one for the teaching staff. It is important to check that within the two excel sheets, there are maximum 2 guests per university/entity.

If there are any extra applications (more than 2 per university), then it is best to send a pending email to those guests that will have to wait for a vacancy.

Another very important thing to do is check that all applicants are coming from partner universities. This can be done through visiting this link:

<https://www.google.com/maps/d/u/0/viewer?mid=1BLfi3rorJz7MfhiTOUCgJO7foC7Tr7hV&ll=48.059922685468244%2C8.981610100000012&z=4>



Here is an example:



The information to be included in the Non-Teaching profiles can be found in the “Datos Todos” document as well as the original application responses “IW2020 _ Application Form _ NON-TEACHING STAFF (Responses)”

These profiles need to be saved in word format as well as PDF format under the folder “Profiles non-teaching”. These will be used for organizing the Job Shadowing event that may occur during the international week.

Note: this job-shadowing event is exclusive for Non-Teaching guests.

Organizing the Job-Shadowing event

According to the schedule for the international week, there may or may not be a day in which the non-teaching guests will be able to visit the departments of their area of interest within ISCAP.

In order to organize this, you will need to check the responses from each applicant in terms of their area of interest or what they would like to do/learn during their visit.

According to their responses, you can match their areas of interest to departments within ISCAP (e.g. IT, International relations, quality of education, library, etc.)

Send a tailored e-mail to each department (you may search in previous e-mails for a template on what to say and how to say it) and make it such that the respective non-teaching profiles are attached to the e-mails.

Informing guests about provisional program and registration form

Once approved by Dr. Alexandra Albuquerque, you may now send an email to the non-teaching guests (whose contacts should be on the Google+ drive) informing about where to stay, the provisional program, the registration form, and any other pending details*.

You may search in previous year's emails to find a template about this.

Here's an example of a tentative program:

	MONDAY 30.3	TUESDAY 31.3	WEDNESDAY 1.4	THURSDAY 2.4	FRIDAY 3.4
8:30					
9:00					
10:00		YORKU FOR FOSTS (Meeting at 10:30 - 11:00 AM in room 211-1071)	Workshop: Brainstorming & Networking (Project presentation and ideas for future cooperation)	Workshop: International Relations & Affairs @ UICAF + PORTO	Job Shadowing in different departments
10:30					
11:00					
11:30					
12:00					
12:30			Light Lunch		
13:00					FAREWELL LUNCH
13:30					
14:00					
14:30					
15:00	REGISTRATION				
15:30	UICAF Global Presentation		CULTURAL VISIT A TOUR IN PORTO (Start Trip + Visit to Porto Culture)		
16:00	WELCOME Cocktail				
16:30					
17:00					
17:30					
18:00					
18:30					
19:00					
19:30					
20:00					

	Workshops / Workshops
	Staff Training (also open to teaching staff and other guests)
	Event / Cultural Events

*Pending details could be missing complete mobility agreements, which is the most common case. In this case, this information is included in the email such that we can put pressure on guests to fill out and complete their application.

The registration form will be in the form of a Google Survey, just as the application for the international week was. This form will need to be updated. Check with Dr. Alexandra Albuquerque on how to update the form if it has not already been done. Once updated, make sure to include the link on the email.

Manual on How To: ISCAP International Week – Facebook Page

1st Step: become an admin

Dr. Alexandra will have to edit the page and make you an admin on GRI's official Facebook page.

2nd Step: Create a new group and name it appropriately. Add the international week's logo as the profile picture.

3rd Step: Send the link to the new group's website through e-mail to all applicants, whose contact should be in the Google+ drive. Make sure to check back to the website in order to accept new requests to join.

4th Step: write a welcome message as a post, or as a 'about us' section on the group.

5th Step: gather information about Porto, ISCAP, IPP, current events, cultural events during the planned week, etc. Schedule a few posts.

Note: keep the posts relevant and update the website regularly.

The screenshot shows a Facebook group page for 'ISCAP International Week 2020'. The page is set to 'Private group' and the user is interacting as 'GRI ISCAP'. The left sidebar contains navigation options: About, Discussion, Members, Events, Photos, Watch Party, Moderate Group, Group Quality, Search this group, and Shortcuts (MA Intercultural Studie..., GRI ISCAP). The main content area features a post from 'GRI ISCAP' shared on March 6, titled 'Porto Portugal - A tourism guide fully updated for 2020!'. The post includes a link to 'https://porto-north-portugal.com' and a description of Porto as a vibrant city. Below the post are interaction buttons for Like, Comment, and a comment box. A second post from 'GRI ISCAP' is partially visible at the bottom, titled 'Welcome to ISCAP's International Week 2020 Facebook Group!'. The right sidebar shows 'CATEGORIZE POSTS', 'INVITE MEMBERS', 'MEMBERS' (19 members), 'SUGGESTED MEMBERS' (including 'MECLX' and 'Comunicação Empresarial ISCAP'), 'DESCRIPTION' (Welcome to ISCAP's International Week 2020 Facebook Group!), and 'LOCATION' (Add Location).

Manual on How To: ISCAP International Week – Visit to Porto Design Factory

1st Step: Check previous emails for templates. Otherwise, write out an email asking PDF to allow the group (teaching and non-teaching) to visit during the morning of either Tuesday, Wednesday, Thursday or Friday of the international week.

2nd Step: once confirmed, make sure to communicate it to Dr. Alexandra in order to update the program.



Manual on How To: ISCAP International Week – Organizing the Tunas

1st Step: check previous emails for e-mail templates. Make sure to update names and dates/times.

2nd Step: Write e-mails to ISCAP's Tunas inviting them to act during the opening cocktail hour of the International Week. If ISCAP's Tunas cannot attend, write to other Tunas or the Fado group.

Manual on How To: ISCAP International Week – Welcome Kits

Check with Dra. Ana Monteiro to see what is to be included in the welcome kits and how to prepare these for the upcoming International Week.

Make sure to count enough material for both teaching and non-teaching guests that will be attending the international week. You may include a few extras just in case.

Once the material is all collected and organized, you may start to prepare the welcome kits that are to be handed out to guests upon their arrival to the international week.

Manual on How To: ISCAP International Week – In case of Emergency

In case there is an exceptional emergency (i.e. a pandemic such as the Covid-19 case of the year 2020), and the International Week were to be cancelled, make sure to write to all people invited to participate in the event to inform that the event has been cancelled.

That is to say, write separate e-mails addressing everyone carefully and respectfully. Send e-mails to the Tunas, the PDF, all professors/departments that agreed to receive international guests for some job shadowing opportunities, etc.

Make sure the e-mails are informative, respectful and communicate our sincere apologies for any inconveniences.

Appendix G – Testimonial – International Student

International Student - María Verónica Laya

My name is María Verónica Laya, I was born and raised in Venezuela until I was 13 years of age, and then I moved to Canada where I received my high school education as well as my bachelor's degree.

Upon completing my studies in Canada, I decided to travel solo around Europe for 5 weeks in April of 2018. I travelled all over and visited over 25 cities in 6 different countries. This is when I met Porto for the first time.

It was a city that I had heard of and seen pictures of, but never imagined it would become my home that following autumn. As soon as my travels were over and I was back to work, I knew I was missing Europe. Thus I began planning my big move across the Atlantic.

At this point, my family thought I was insane. However, they encouraged me to pursue my studies and work experience abroad. After some thorough research and a few emails with faculty members of different universities around Spain, Portugal and Italy. I found a program I was interested in at ISCAP, P.Porto.

Fast-forward to two years later, and here I am, about to finish my Masters in Intercultural Studies for Business at ISCAP.

Moving to Porto was one of the best decisions I have ever made. The city is beautiful, full of scenic views and history. The people are warm and very hospitable, they all made me feel right at home from the beginning. The gastronomy is a little different than what I was used to, but nonetheless, it is great. Not to mention we are only 20 minutes from the beach.

When I'm not catching up with friends at a lookout point or at a bar in city center, you could probably find me at ISCAP, either studying or eating "panikes" at Bar do Tio. ISCAP is a bustling place, you never know who you're going to bump into, but everyone is welcoming and friendly.

Moving to Porto by myself has been in itself a teaching lesson. I have learnt how to speak Portuguese, how to be independent, manage my own financials, cook new things, deal with other cultures, and be able to establish in a new country. Most importantly, Porto has taught me that no matter how busy life might be, we must learn to relax and have a beer or a coffee.



CATEGORIES

NEWS

EVENTS

SUCCESS STORIES



María Verónica Laya

My name is María Verónica Laya, I was born and raised in Venezuela until I was 13 years of age, and then I moved to Canada where I received my high school education as well as my bachelor's degree.

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Appendix H - Translation – Internationalization at ISCAP – A Short Analysis

INTERNALIZAÇÃO NO ISCAP – BREVE ANÁLISE

Por: Maria V. Laya Alonso (Junho, 2020)

OBJETIVO:

Conduzir um estudo sobre a mobilidade de estudantes, INcoming e OUTgoing do ISCAP durante os últimos três anos académicos (2017-2020). Este estudo pretende destacar as informações sobre os destinos mais populares, o tipo de mobilidade, o curso mais comum e o semestre em que a mobilidade foi realizada.

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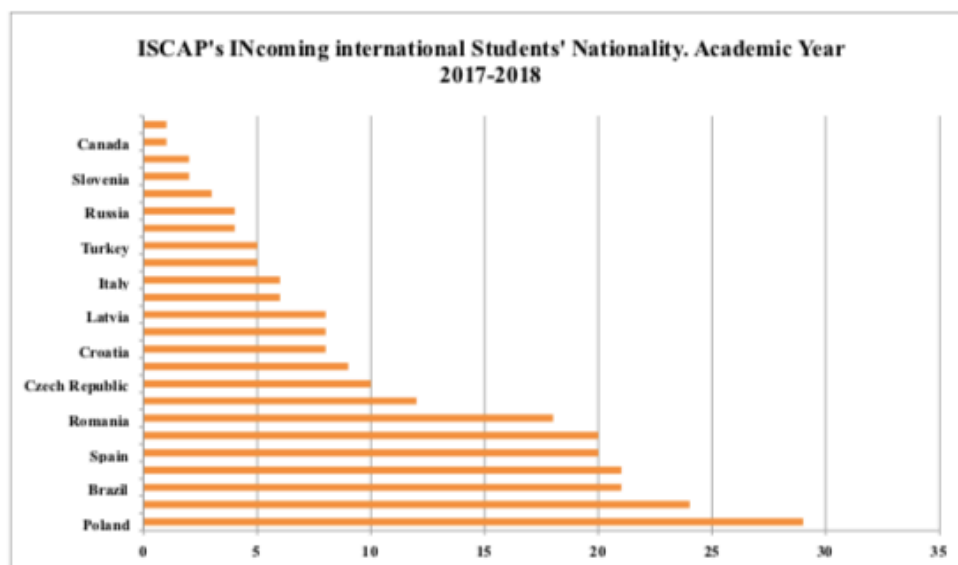
Mobilidade IN

2017-2018

No ano académico de 2017-2018, ISCAP recebeu um total de 255 estudantes de mobilidade do estrangeiro (Figura 1). Destes 255 estudantes estrangeiros, 26 fizeram mobilidade profissional (estágio) no ISCAP, os restantes fizeram mobilidade de estudos. Estudantes originários da Polónia no âmbito do programa Erasmus+ dominaram a comunidade estudantil internacional do

ISCAP naquele ano. Os Alemães constituíram o segundo maior grupo. Esse grupo foi seguido pelos brasileiros, que compunham o terceiro maior grupo de estudantes internacionais do ISCAP e que podem ser atribuídos aos Acordos de Cooperação Bilateral entre os dois países.

Figura 1: Nacionalidade de estudantes estrangeiros no ISCAP no âmbito de programas de mobilidade internacional durante o ano acadêmico de 2017-2018. Onde os países nórdicos se referem à Suécia, Noruega, Dinamarca, Finlândia e Islândia. No entanto, apenas estudantes da Noruega, Dinamarca e Finlândia foram registados nos dados originais. (Fonte: GRI)



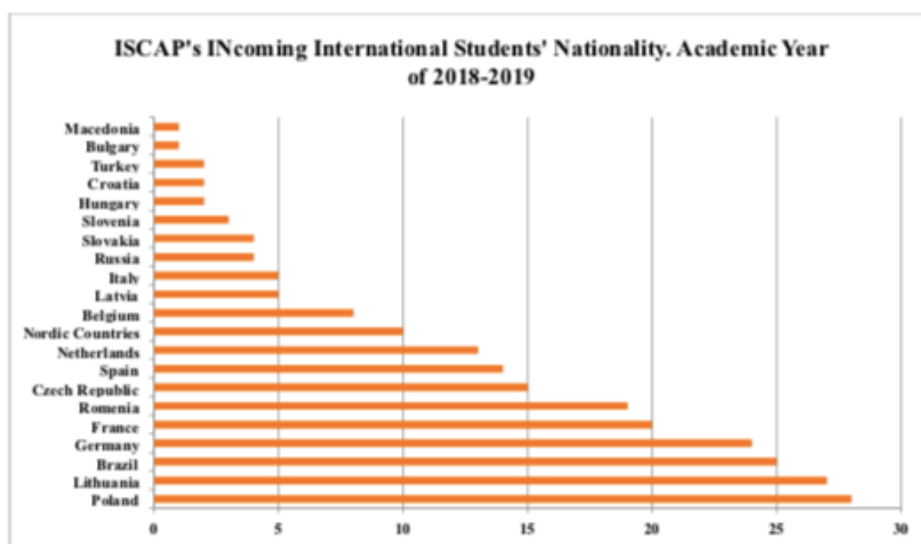
Durante este ano, 62% da comunidade internacional no ISCAP foram do sexo feminino e o tipo de mobilidade mais comum foi a Mobilidade de Estudo no âmbito do programa Erasmus+ com 216 contagens. As mobilidades de estudo no âmbito do Acordo de Cooperação Bilateral e o Joint Program foram as segunda e terceira mais comuns com contagem de 21 e 12, respetivamente.

A maioria dos estudantes de mobilidade veio para o ISCAP durante o primeiro semestre, e o maior grupo de estudantes veio da Universidade Constantin Brancoveanu em Pitesti (18 contagens), seguida pela Vilniaus Kolegija / Universidade de Ciências Aplicadas (14 contagens). Entre os alunos de 2017-2018, a maioria era da área de Administração de Empresas (Business Administration).

2018-2019

No ano acadêmico de 2017-2018, ISCAP recebeu um total de 232 estudantes estrangeiros de mobilidade (Figura 2). Destes 232 estudantes estrangeiros, 23 fizeram mobilidade profissional (estágio) no ISCAP, os restantes fizeram mobilidade de estudos. Estudantes originários da Polónia no âmbito do programa Erasmus+ dominaram a comunidade estudantil internacional do ISCAP deste ano. O segundo maior grupo pertenceu à Lituânia, principalmente devido ao programa de Joint Degree estabelecido entre o ISCAP e a Universidade de Ciências Aplicadas Vilniaus Kolegija para o curso de Licenciatura em Criatividade e Inovação Empresarial. Esse grupo foi seguido pelos brasileiros, que compunham o terceiro maior grupo.

Figura 2: Nacionalidade de estudantes estrangeiros no ISCAP no âmbito de programas de mobilidade internacional durante o ano académico de 2018-2019. Onde os países nórdicos se referem à Suécia, Noruega, Dinamarca, Finlândia e Islândia. No entanto, não houve estudantes da Islândia gravados. (Fonte: GRI)



Assim como no ano anterior, a comunidade internacional do ISCAP era de 66% do sexo feminino e o tipo de mobilidade mais comum foi a Mobilidade de Estudo no âmbito do programa Erasmus+ com 168 contagens. O segundo e o terceiro tipo mais comum de mobilidade foi o Acordo de Cooperação Bilateral (contagem de 20), seguido pelo programa Joint Degree (contagem de 15).

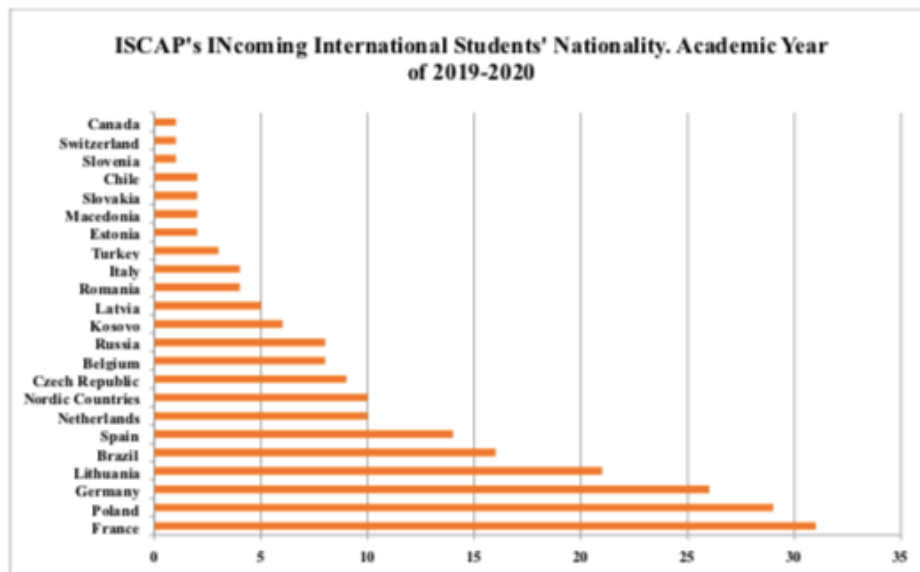
A maioria dos estudantes de mobilidade veio para o ISCAP durante o primeiro semestre, e o maior grupo de estudantes veio da Vilniaus Kolegija / Universidade de Ciências Aplicadas (contagem de 20), seguida pela Universidade de Lodz (contagem de 8). Entre os alunos que ingressaram em 2018 e 2019, a maioria era formada em Administração de Empresas (Business Administration).

2019-2020

No seguinte ano curricular (2019-2020), o ISCAP recebeu um total de 215 alunos estrangeiros (Figura 3). Destes 215 alunos, apenas 7 fizeram mobilidade profissional (estágio) no ISCAP. Este ano foi marcado por uma diminuição de estudantes internacionais, em parte relacionada à pandemia de coronavírus de 2020. A pandemia resultou em um estado de emergência no qual alguns alunos internacionais viram-se obrigados a voltar para casa. No entanto, a GRI relata que todos os estudantes internacionais já se encontravam no ISCAP a realizar os devidos acordos de mobilidade quando a situação aconteceu. Assim, o número de estudantes internacionais não foi afetado drasticamente pela emergência. A maioria das perdas em estudantes internacionais para este ano está relacionada àqueles que não serão recebidos para um período de estágio profissional durante os meses de verão (Junho à Setembro) por causa da pandemia.

O grupo dominante era da França, um dos países da diáspora portuguesa com o qual o ISCAP mantém laços cooperativos fortes há muito tempo. Este foi o primeiro ano em que o ISCAP recebeu estudantes sob o contrato do programa Double Diploma com a Université d'Artois para o Mestrado em Estudos Interculturais para Negócios. A segunda e terceira nacionalidade mais comum entre os estudantes internacionais no ISCAP foram polonesas e alemãs, respetivamente.

Figura 3: Nacionalidade de estudantes estrangeiros no ISCAP no âmbito de programas de mobilidade internacional durante o ano académico de 2019-2020. Onde os países nórdicos se referem à Suécia, Noruega, Dinamarca, Finlândia e Islândia. No entanto, apenas estudantes da Noruega, Dinamarca e Finlândia foram registados nos dados originais. (Fonte: GRI)



As tendências mantiveram-se durante o ano académico de 2019-2020; 66% da população internacional no âmbito de mobilidade era feminino, o tipo de mobilidade mais comum foi a Mobilidade de Estudo no âmbito do programa Erasmus +, com 189 contagens. O segundo tipo de mobilidade mais comum foi o Acordo de Cooperação Bilateral (23 contagens). A maioria dos estudantes veio durante o primeiro semestre. A universidade que enviou o maior número de estudantes para o ISCAP foi a Vilniaus Kolegija / Universidade de Ciências Aplicadas (16), seguida pela Universidade de Málaga (8). A maior parte dos estudantes era oriunda da área de Economia, seguida de perto pelos da área de Administração de Empresas (Business Administration).

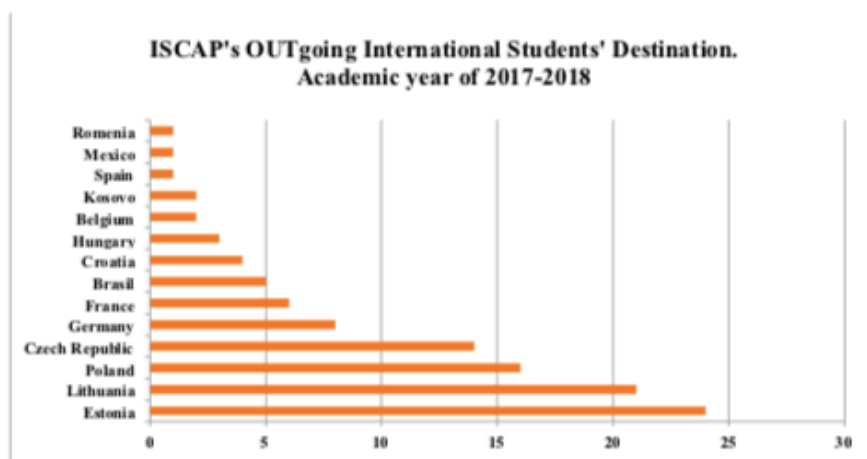
As tendências coincidem bastante com o que se poderia esperar, dada a história da internacionalização do ISCAP. Os laços mais fortes e mais antigos são mantidos com os parceiros brasileiros, franceses e lituanos. Como mencionado anteriormente, o ISCAP possui programas de Duplo Diploma, Joint Degrees e parcerias especiais com esses países, portanto o número de estudantes internacionais tende a ser dominado por essas nacionalidades. No entanto, pode-se notar que há uma tendência para os estudantes poloneses estudarem no ISCAP, embora não haja parcerias especiais entre os dois países. Os motivos ainda não são totalmente certos, a hipótese da GRI de que os estudantes poloneses simplesmente gostam de passar um tempo em Portugal ou que talvez seja apenas um destino acessível. O GRI supõe que, além do fato de haver muitas equivalências de créditos, os estudantes poloneses simplesmente gostem de passar tempo em Portugal, pois é um destino acessível para eles.

Mobilidade OUT

2017-2018

Em 2017-2018, o ISCAP enviou ao exterior um total de 113 estudantes do ISCAP no âmbito de programas de mobilidade internacional (Figura 4). A maioria deles tinha a Estónia como destino; eram estudantes envolvidos em um programa de Joint Degree entre o ISCAP e a Universidade de Ciências Aplicadas da Estónia para uma oportunidade de estágio. Juntamente com este programa de Joint Degree, o ISCAP também tem vínculos com a Universidade de Ciências Aplicadas Vilniaus Kolegija, na Lituânia, o que explica o segundo maior grupo de estudantes deste ano com a Lituânia como destino. Curiosamente, também houve um grande número de estudantes do ISCAP que decidiram realizar sua mobilidade Erasmus+ na Polónia. A preferência dos estudantes do ISCAP pelas universidades polonesas deve-se à fácil equivalência de créditos e ao fator de acessibilidade mencionado anteriormente.

Figura 4: Nações de destino mais frequentadas pelos alunos do ISCAP no âmbito de programas de mobilidade internacional durante o ano académico de 2017-2018. (Fonte: GRI)



Dos 108 alunos enviados para o exterior, 31 fizeram mobilidade profissional (estágio). Além disso, um total de 39 estudantes (26% do total) candidataram-se e pretendiam realizar mobilidade fora de Portugal durante o ano letivo de 2017-2018, mas não foram aceites ou desistiram do programa de mobilidade.

A maioria dos estudantes de mobilidade OUT para o ano académico de 2017-2018 era do sexo feminino (54%). O tipo de mobilidade mais comum foi no âmbito do programa Erasmus+ com

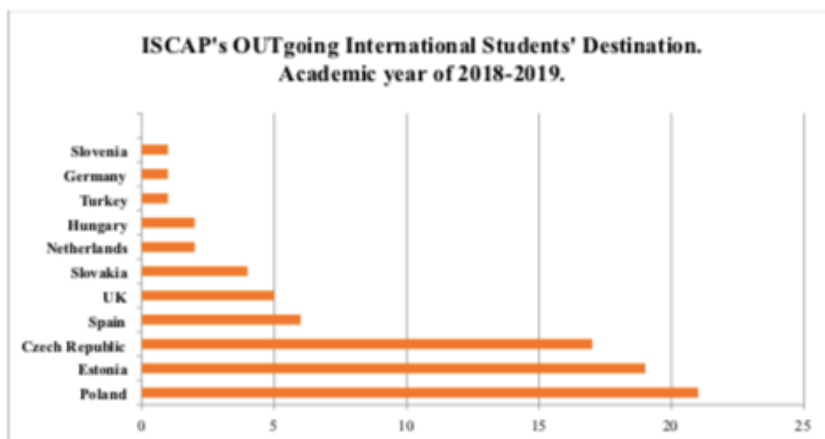
contrato de estudo, com 100 contagens. Durante este ano, os alunos com contrato de estudo preferiram completar a sua mobilidade durante o primeiro semestre, enquanto os alunos com contrato profissional (estágio) preferiram ir durante o segundo semestre. As duas universidades mais escolhidas foram a Universidade de Ciências Aplicadas Vilniaus Kolegija e a Universidade de Ciências Aplicadas da Estônia para o curso de Licenciatura em Criatividade e Inovação Empresarial.

Os cursos de origem dos estudantes de mobilidade OUT deste ano foram, em ordem ascendente: Mestrado Auditoria, Mestrado Estudos Interculturais para Negócios, Mestrado Gestão das Organizações (APNOR), Licenciatura em Ciências e Tecnologias da Documentação e Informação, Licenciatura em Assessoria e Tradução, Licenciatura em Recursos Humanos, Licenciatura em Contabilidade e Administração, Licenciatura em Gestão de Actividades Turísticas, Licenciatura em Comércio Internacional, Licenciatura em Comunicação Empresarial, Licenciatura em Marketing, e Licenciatura em Criatividade e Inovação Empresarial.

2018-2019

Para o ano académico de 2018-2019, o ISCAP enviou ao exterior um total de 105 alunos (Figura 5). As tendências são bastante semelhantes às do ano anterior, em que Lituânia, Estônia e Polónia dominaram os três principais destinos para os estudantes internacionais do ISCAP.

Figura 5: Nações de destino mais frequentadas pelos alunos do ISCAP no âmbito de programas de mobilidade internacional durante o ano académico de 2018-2019. (Fonte: GRI)



Destes 105 alunos que foram ao estrangeiro, 18 tinham contrato de mobilidade profissional (estágio). Desta vez, foram 60 alunos (36% do total) que não foram aceites ou desistiram do programa de mobilidade. Embora esse número possa parecer alto, o GRI garante que seja comum. As taxas de desistência costumam ficar em torno de 40%, o que está sendo analisado para que esses números possam ser melhorados no futuro.

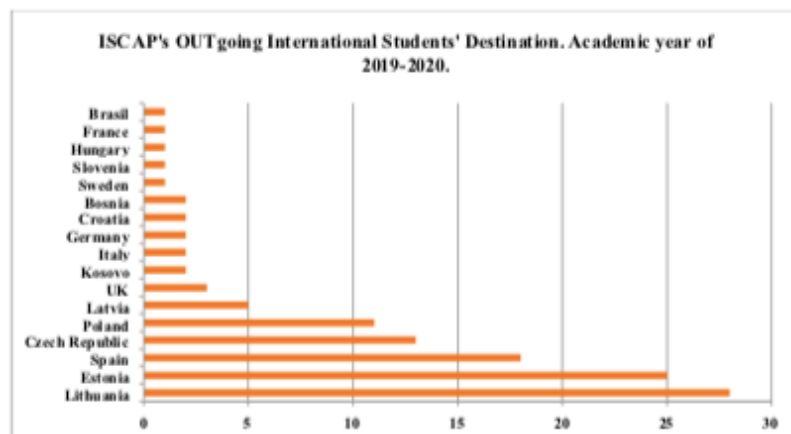
Para este ano, a quantidade de mulheres em comparação aos homens foi próxima, sendo 52% e 48%. Novamente, a maioria dos estudantes de mobilidade realizou um contrato de estudo no âmbito do programa Erasmus+ com 105 contagens. Da mesma forma que no ano anterior, a maioria dos estudantes com contrato de estudo realizou sua mobilidade durante o primeiro semestre, enquanto os estudantes com contrato profissional de estágio realizaram sua mobilidade durante o segundo semestre. A universidade de destino mais comum foi a Universidade de Ciências Aplicadas Vilniaus Kolegija, seguida pela Universidade de Ciências Aplicadas da Estônia para o curso de Licenciatura em Criatividade e Inovação Empresarial.

Os cursos de origem dos estudantes de mobilidade OUT deste ano foram, em ordem ascendente: Mestrado em Finanças Empresariais, Mestrado em Negócio Eletrónico, Mestrado em Tradução e Interpretação Especializadas, Licenciatura em Contabilidade e Administração, Licenciatura em Comunicação Empresarial, Licenciatura em Recursos Humanos, Licenciatura em Comércio Internacional, Licenciatura em Marketing, e Licenciatura em Criatividade e Inovação Empresarial.

2019-2020

Para o ano de 2019-2020, o ISCAP enviou um total de 118 estudantes para outras universidades (Figura 6). Como esperado, a maioria desses estudantes foi para a Lituânia e Estônia para concluir o currículo do programa conjunto de graduação. O terceiro maior grupo foi para o país vizinho mais próximo, a Espanha. Dos 118 estudantes enviados para o exterior, 46 tinham contrato profissional de estágio. Neste ano, o GRI registou 79 desistências (40%). Como mencionado anteriormente, a mobilidade deste ano sofreu uma emergência mundial que aumentou os números de desistências. No entanto, o GRI relata que as desistências permaneceram dentro da faixa normal, independentemente do estado de emergência.

Figura 6: Nações de destino mais frequentadas pelos alunos do ISCAP no âmbito de programas de mobilidade internacional durante o ano académico de 2019-2020. (Fonte: GRI)



As tendências mantiveram-se durante o ano 2019-2020; a maioria do grupo era do sexo feminino (54%). Todos os estudantes que foram para o exterior tinham acordos no âmbito do programa Erasmus+ e a maioria viajou durante o primeiro semestre. Os destinos mais comuns continuam sendo a Universidade de Ciências Aplicadas de Vilnius Kolegija e a Universidade de Ciências Aplicadas da Estônia para o curso de Licenciatura em Criatividade e Inovação Empresarial.

Os cursos de origem dos estudantes de mobilidade OUT deste ano foram, em ordem ascendente: Mestrado em Gestão e Desenvolvimento de Recursos Humanos, CTESP - Relações Públicas e Organização de Eventos, Mestrado em Auditoria, Mestrado em Contabilidade e Finanças, Mestrado em Negócio Eletrônico, CTESP Comércio e Gestão de Negócios de Moda, CTESP de Vendas Para Mercados Internacionais, Licenciatura em Contabilidade e Administração, Licenciatura em Comunicação Empresarial, Licenciatura em Assessoria e Tradução, Licenciatura em Recursos Humanos, Mestrado em Intercultural Studies for Business, Mestrado em Empreendedorismo e Intemacionalização, Licenciatura em Marketing, Licenciatura em Comércio Internacional, e Licenciatura em Criatividade e Inovação Empresarial.

Resumo 2017-2020

Há mais mulheres do que homens realizando mobilidade internacional. O tipo mais comum de contrato de mobilidade é o estudo no exterior no âmbito do programa Erasmus+. A Polónia é um dos países mais populares para o intercâmbio de estudantes com o ISCAP. No entanto, a maior população de estudantes de intercâmbio para e do ISCAP pertence ao programa de Joint Degree da Universidade de Ciências Aplicadas Vilnius Kolegija, na Lituânia, e da Universidade de Ciências Aplicadas da Estônia. A maioria da mobilidade ocorre durante o primeiro semestre de cada ano académico.

Indicadores de Internalização e Mobilidade

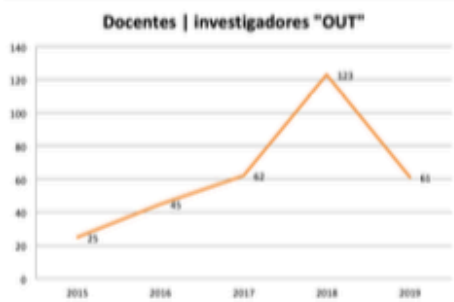
No geral, a estratégia de internacionalização do ISCAP parece ter resultado, em alguns aspectos, mais que em outros. Enquanto cerca de metade de seus indicadores demonstram um aumento da internacionalização, a outra metade permaneceu um pouco estagnada. O ISCAP tem feito um grande aumento as quantidades de unidades curriculares oferecidas na língua inglesa, o que é ótimo para atrair estudantes e professores internacionais, bem como estudantes locais. De fato, o número de estudantes de nacionalidade estrangeira matriculados em cursos conferentes de grau e o número de docentes estrangeiros em mobilidade no ISCAP, em formação, aumentaram.

Outros aspectos que melhoraram foram o número de projetos de I&D internacionais a decorrer, o número de estudantes em mobilidade profissional (estágio) no estrangeiro e o número de não docentes do ISCAP no estrangeiro no âmbito de programas de mobilidade internacional. É claro que esses números são propagados à medida que o número de parcerias institucionais internacionais do ISCAP (em vigor) aumenta, que é a tendência atual.

No entanto, embora o número de parcerias institucionais internacionais do ISCAP tenha aumentado, o número de estudantes estrangeiros do ISCAP no âmbito de programas de mobilidade internacional e o número de estudantes do ISCAP no âmbito de programas de mobilidade internacional permaneceram em um número oscilante sem aumento geral. Além disso, os de estudantes estrangeiros em mobilidade profissional no ISCAP e o número de docentes estrangeiros em mobilidade no ISCAP, em missão de ensino, diminuiu em geral. Como consequência, o número de docentes de nacionalidade estrangeira a lecionar no ISCAP diminuiu. Outro ponto de preocupação é a falta de crescimento de estudantes que frequentam UC lecionadas em inglês, bem como a falta de crescimento no número de docentes do ISCAP em mobilidade no estrangeiro, em missão de ensino.

As informações acima mencionadas podem ser visualizadas na série de gráficos a seguir. Os dados originais podem ser encontrados no apêndice.









Apêndice

TABELA 1: INDICADORES - INTERNACIONALIZAÇÃO E MOBILIDADE (Fonte: GRI)

Cód.	N.º	Descrição	2013	2014	2015	2016	2017	2018	2019
1.8.1.1	1	N.º de novas parcerias estabelecidas	n.d.	52	18	29	10	22	30
MQ_4.1.8	2	N.º de parcerias institucionais internacionais (em vigor)	n.d.	120	143	167	177	165	205
MQ_4.1.1	3	Estudantes "OUT": N.º de estudantes do ISCAP no âmbito de programas de mobilidade internacional	38	60	67	106	92	103	106
MQ_4.1.2	4	Estudantes "IN": N.º de estudantes estrangeiros do ISCAP no âmbito de programas de mobilidade internacional	142	180	193	263	195	252	220
1.8.1.2	5	N.º de estudantes em mobilidade profissional (estágio) no estrangeiro	13	7	5	5	3	28	14
1.8.1.3	6	N.º de estudantes estrangeiros em mobilidade profissional no ISCAP	52	32	40	30	38	18	25
MQ_4.1.3	7	Docentes (investigadores "OUT"): N.º de docentes (investigadores do ISCAP no estrangeiro no âmbito de programas de mobilidade internacional	19	16	25	45	62	123	61
MQ_4.1.4	8	Docentes (investigadores "IN"): N.º de docentes (investigadores no ISCAP no âmbito de programas de mobilidade internacional	52	62	55	49	51	92	86
MQ_4.1.5	9	N.º de não docentes do ISCAP no estrangeiro no âmbito de programas de mobilidade internacional	5	1	6	5	10	9	17
1.8.1.4	10	N.º de funcionários recebidos em Erasmus	28	29	13	25	41	50	26
MQ_4.1.9	11	N.º de graus conjuntos e outros cursos internacionais avançados, incluindo duplas titulações	0	0	1	4	5	0	5
1.8.1.5	12	N.º de projectos de I&D internacionais a decorrer	n.d.	n.d.	7	10	8	18	17
1.8.1.6	13	N.º de docentes em mobilidade no estrangeiro, em modo de ensino	19	16	25	19	58	32	32
1.8.1.7	14	N.º de docentes estrangeiros em mobilidade no ISCAP, em modo de ensino	53	68	56	45	46	52	40
1.8.1.8	15	N.º de docentes em mobilidade no estrangeiro, em formação	27	18	56	18	17	67	4
1.8.1.9	16	N.º de docentes estrangeiros em mobilidade no ISCAP, em formação	9	0	5	0	5	0	18
MQ_4.1.6.0	17	N.º de docentes de nacionalidade estrangeira a leccionar no ISCAP	n.d.	n.d.	8	6	5	8	6
MQ_4.1.6.1	18	% de docentes de nacionalidade estrangeira a leccionar no ISCAP	n.d.	n.d.	3,48 %	2,23 %	1,89 %	2,60 %	2,15 %
1.8.1.10	19	N.º de UC leccionadas em inglês	n.d.	n.d.	33	36	46	46	64
1.8.1.11	20	N.º de estudantes que frequentam UC leccionadas em inglês	n.d.	n.d.	183	218	136	237	181
MQ_4.1.7.0	21	N.º de estudantes de nacionalidade estrangeira matriculados em cursos com ferentes de grau	n.d.	n.d.	118	203	452	475	467
MQ_4.1.7.1	22	% de estudantes de nacionalidade estrangeira matriculados em cursos com ferentes de grau	n.d.	n.d.	3,22 %	5,06 %	10,15 %	10,67 %	10,85 %