



**Working in an Intercultural Environment**  
**Experience at the Aschaffenburg University of Applied Sciences**  
**International Office's**

**Vera Cristina Maia da Silva Vieira**

**Internship Report**

**Master's degree in Intercultural Studies for Business**

*“Versão final”*

**Porto – 2018**

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



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**Internship Report**  
**Presented to Instituto de Contabilidade e Administração do Porto for the grade of**  
**Master's degree in Intercultural Studies for Business with the guidance of**  
**Marco António Cerqueira Mendes Furtado**

**Porto – 2018**

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

**Abstract:**

This report is part of the curricular internship of the Master's degree in Intercultural Studies for Business, from the Porto Accounting and Business School (*Instituto Superior de Contabilidade e Administração do Porto*). This internship was carried out at the International Office of the Hochschule Aschaffenburg University, more specifically at the Incoming Coordination Unit.

Nowadays, as a consequence of globalization, there is an interpenetration in the various aspects of reality, that higher education also belongs. In fact, higher education institutions around the world are increasingly intensifying co-operation. So there is an intensification of the internationalization of higher education and of the mobility of students and academic and non-academic staff that conducts to the allocation of ideas, cultures, identities, and skills generate entrepreneurship, innovation and competitiveness.

The purpose of this report is to reflect on the internationalization of German higher education, especially at the University of the internship, as well as entrepreneurship in higher education. It is also intended to describe, in an exhaustive way, all the functions and activities carried out, as well as the processes and conclusions of the personal projects carried out during the internship.

**Keywords:** Higher Education, Germany, internationalization, entrepreneurship

## **Resumo:**

O presente relatório surge no âmbito do estágio curricular de conclusão do Mestrado em Estudos Interculturais para Negócios, do Instituto Superior de Contabilidade e Administração do Porto. O referido estágio foi efectuado no Gabinete Internacional da Universidade Hochschule Aschaffenburg, mais concretamente na Unidade de Coordenação de *Incoming*.

Actualmente, como consequência da globalização, constata-se uma interpenetração nos vários carizes da realidade, de que o ensino superior não é alheio. De facto, as instituições de ensino superior, de diferentes países, intensificam cada vez mais a cooperação entre si. Verifica-se desta forma, um intensificar da internacionalização do ensino superior e da mobilidade de estudantes e do pessoal académico e não académico. Esta partilha de ideias, culturas, identidades e competências levam também ao empreendedorismo, à inovação e à competitividade entre países.

É objectivo deste relatório reflectir sobre a temática da internacionalização do ensino superior alemão, especialmente a da Universidade de realização do estágio, bem como do empreendedorismo no ensino superior. É também objectivo descrever, de forma exaustiva, todas as funções e actividades desempenhadas, bem como os processos e conclusões dos projectos pessoais levados a cabo ao longo do estágio.

**Palavras chave:** Ensino superior, Alemanha, internacionalização, empreendedorismo



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In resume to all who are on this list and those who, by mistake, may not have been included, thank you for having contributed in some way to the success of another step of my life.

## List of Abbreviations

BMBF – *Bundesministeriums für Bildung und Forschung*

cf. – *conferatur*

CDHAW – *Chinesisch-Deutsche Hochschule für Angewandte Wissenschaften*

DAAD – *Deutscher Akademischer Austauschdienst*

DFG – *Deutsche Forschungsgemeinschaft*

doi – Digital Object Identifier

DZHW – *Deutsches Zentrum für Hochschul und Wissenschaftsforschung*

e.g. – *exempli gratia*

EACEA – Education, Audiovisual and Culture Executive Agency

ECTS – European Credit Transfer and Accumulation System

EHEA – European Higher Education Area

EMS – Europa machts Schule

et al. – *et alii*

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

EU – European Union

Eurostat – EU Statistical Office

EYE – European Youth Event

GDP – Gross Domestic Product

GJU – German Jordanian University

GWK – *Gemeinsame Wissenschaftskonferenz*

HEI – Higher Education Institution

HRK – *Hochschulrektorenkonferenz*

IIE – Institute of International Education

IO – International Office

IT – Information Technology

IPW – International Project Week

ISAL – *Instituto Superior de Administração e Línguas*

ISCAP-P. Porto – *Instituto Superior de Contabilidade e Administração do Porto – Politécnico Porto*

Km - Kilometre

KMK – *Kultusminister Konferenz*

MADR/MEC – *Ministro Adjunto e do Desenvolvimento Regional/Ministro Educação e Ciência*

No – *numero*

OECD – Organization for Economic Co-operation and Development

p. – page

para. – paragraph

p.m. – *post meridiem*

Ph.D. – Doctor of Philosophy

pp. – pages

QS – Quacquarelli Symonds

R&D – Research and Development

s.a. – *sin anno*

UAS – University of Applied Sciences

UIS – UNESCO Institute for Statistics

UK – United Kingdom

UNESCO - United Nations Educational, Scientific and Cultural Organization

USA – United States of America

USSR – Union of Soviet Socialist Republics

vs – versus

WEF – World Economic Forum

Wi-Fi – Wireless Fidelity

WLAN – Wireless Local Area Network

WTO – World Trade Organization

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## **Chapter I - Introduction**

The present work compounds the report on the curricular internship carried out in the scope of the Master's degree in Intercultural Studies for Business. The internship lasted 20 weeks, with an average weekly load of twenty-three hours between March 8, 2018, and July 31, 2018, at the International Office, in the Incoming Coordination Unity of the Aschaffenburg University of Applied Sciences (*Hochschule Aschaffenburg*).

The intern, in the scope of the internship, will carry out the following activities:

- Integration in the host institution;
- identification of possible projects;
- quantitative and qualitative research methods;
- tasks to be performed at the internship site;
- bibliographic research;
- literature review.

The option to carry out an internship was the selected option, since the internship allows to put into practice the theory learned during the Master's degree, as well as to develop the necessary competences to enter in the labour market. It is based on this advantage that the choice for the internship rather than the accomplishment of a thesis or project is justified. The choice of Aschaffenburg UAS as the host institution for the internship was due to the interest in the country and the prior knowledge of the Institution, due to the participation in previous editions of Global Master Schools. Also, the possibility of being able to develop English and German languages and being in a place with a diversified presence of cultures were preponderant factors for the choice. For the internship the following aims were set:

- improving language skills (English and German);
- participating in all University initiatives at local and international level;
- supporting foreign students who are in Incoming mobility;
- understanding the motivations of foreign student applications at the Aschaffenburg UAS and the acquisition of intercultural competences by them;
- know the functioning of the International Office at the Aschaffenburg UAS;
- access University documentation and reports.

The internationalization of higher education is a phenomenon that has increased in the last decades and has gained more and more notoriety and importance. Higher education institutions seek to attract more and more students not only inside but also outside frontiers.

This phenomenon brings them recognition and prominence in the academic rankings and the possibility of creating competitive advantages in the surroundings where they are inserted. Students seek, through internationalization, new skills not only academic but also personal. It is in this perspective that this work inserts, the role of the internationalization of higher education in a country with the economic characteristics of Germany. How German higher education and its internationalization are characterized, which factors attract students in choosing Germany and the relationship between Germany's competitiveness, entrepreneurship, and innovation. In addition to these issues, it is also intended to make an exposition of the work developed during the curricular internship, to decode data on the internationalization of the host institution and also to reflect on that work.

This report will be organized into two parts and five chapters. The first and fifth chapter will be respectively the Introduction and the Conclusion. The first part will be composed by the Chapter Two and second part will be composed of Chapter Three and Four.

In Chapter Two will be addressed the theoretical framework and it will be developed in four sections: entrepreneurship, culture and interculturality, globalization and internationalization, and higher education in Germany. The first section will start with the approach to the concept of entrepreneurship, its importance, the relations established between entrepreneurship, innovation and creativity and, finally, the relationship between entrepreneurship and education. In the second section, some concepts related to culture and interculturality (such as cultural diversity, otherness, intercultural competence and interculturality and education systems) will be addressed to allow a better understanding of the theme of the report. The third section will start by making the distinction between the concepts of globalization and internationalization. The concept of internationalization of higher education will be then defined, its historical contextualization will be made, as well as the problem of "brain circulation". In the fourth and final section of the chapter will be analysed the German higher education, which is the country of the performance of the internship discussed in the second chapter. This point is useful to reflect on the conceptualization of internationalization and its impact in a country recognized worldwide by the high rate of competitiveness and innovation of its business and to better understand the analysis carried out in the next chapter.

In the third chapter will address the Host Institution and this chapter will be subdivided into three sections: the host institution, the international office and the internalization process of

the University. The first section will be focused on the host institution of the internship, the Aschaffenburg UAS. In this section will be made a small analysis of the origins and the way the university is currently structured. There will be also a presentation of the International Office, the way it is organized, its mission and its objectives. In the third section, the forms of internationalization of the university will be approached and a valorimetric analysis of the flows of mobilities between the academic years of 2000/01 and 2017/18 will be carried out.

The Fourth Chapter will state about the internship and it will be divided into five sections: the integration and the internship's plan, the internship' framing, and aims, the schedule of activities, the activities performed and the evaluation of the internship. In the first section of this chapter, the activities initially proposed and the difficulties experienced at the beginning of the integration process will be presented. In the second section, a framework of the internship will be made and the objectives that were intended to be achieved will be presented. In the third section, the activities carried out will be presented and framed in five types: written papers, intern projects, events, trips/city tours/company visits and office work. In the fifth point, a descriptive analysis of each of the activities listed in point four will be made. It should be noted that in addition to the activities initially proposed, the intern proposed to carry out a survey to contribute to a better evaluation of the work done by the institution. The questions made, in the survey, had the purpose of evaluate the reasons that lead the students to choose that University, as well as evaluate the different services provided by the University. The intern also proposed interviews to evaluate the importance of projects involving international and local students in the development of intercultural competences. To conclude the chapter, in section five, a reflection is made on the accomplishment of the curricular internship and the corresponding adaptation to the objectives and theoretical framework.

In the Fifth and last Chapter are made the conclusions of this work.

To finalize the report, some final considerations and a set of annexes and appendices that complement the described information will be presented.

At the academic level, it is intended to provide this work with a utilitarian and instigating component of new reflections on this topic of higher education.

## **Chapter II – Theoretical framework**

This chapter divides into four parts. The first part of the chapter addresses the entrepreneurship, its definition, its importance and its relationship with innovation, creativity, and education. Nowadays, entrepreneurship is considered a global phenomenon, given its strength and growth, in international relations and professional training. In fact, as Pimpão (2011) points out, there is now a concern to train students for the new conditions of work and for the world of competitiveness. The second part of the chapter addresses two concepts: culture and interculturality. The importance of this part relates to the interrelation between culture and internationalization. McDaniel, Samovar and Porter (2012) consider “culture” as an extremely popular term and increasingly used in contemporary society. The term has been the subject of innumerable and often complex definitions linked to various knowledge areas. In this way, the clarification of concepts as cultural identity, cultural diversity, otherness, intercultural awareness, intercultural sensitivity, and intercultural competence, it is important to clarify the relations between interculturality, internationalization, and education. The third part starts by distinguishing two related and sometimes confusing terms: globalisation and internationalization. Then, a contextualization of the internationalization of higher education is made: its definition, its historical evolution and one of its more important consequences, the “brain circulation”. Knight (2008) states that the way countries and regions are positioned by their political, economic, scientific and technological importance, influences the process of receiving students. In this sense, in the fourth part, the role of Germany as an innovative and economic competitive country is analysed and, also the internationalization of higher education in Germany, regarding flows of academic mobility in and out the country.

## **2.1 Entrepreneurship**

### **2.1.1 Definition**

An entrepreneur is a person who voluntarily or involuntarily, takes advantage of the opportunities observed. Stoner and Freeman (1995) corroborate in affirming that the entrepreneur perceives opportunities in situations that others do not see.

The European Commission (2003) award great importance to entrepreneurship in job creation, in economic growth, in improving competitiveness, in the exploitation of the potential of individuals and the interests of society, by protecting the environment, in the production of health, education and social security, services.

Bucha (2009) distinguishes two currents that study entrepreneurship, economic and behavioural. The economic current associates the entrepreneur to the innovation, in turn, the behavioural current associates to the creativity. For instance, Schumpeter (1982, as cited in Farah, Cavalcanti & Marcondes, 2018) mentions that economic development results from the association between entrepreneurship and innovation and, by another side, Ferreira, Santos and Serra (2008) refer that the entrepreneur is motivated by behavioural aspects that are related to organization, creation, creativity, wealth and risk.

Shane and Venkataraman (2000) present a mixture of the two currents, defining entrepreneurship as a process in which something creative and innovative is accomplished, with the goal of generating wealth and value for individuals and for society.

### **2.1.2 Importance and factors that promote entrepreneurship**

Davey, Plewa and Struwing (2011) point out that entrepreneurship is a factor of extreme importance for growth and economic competitiveness, it generates jobs and makes social interests progress. It creates in policy makers and academics the will of promoting the entrepreneurial mentality in society. Dolabela (2006) also agrees that entrepreneurship is a driver of the economy and it is responsible for economic growth and social development. For this author, entrepreneurship, through innovation, is one of the best ways to fight unemployment.

The European Commission/Eurostat (2012) present similar conclusions, by stating as the major social and economic objectives, associated with entrepreneurship, the job creation, the economic growth, and the poverty reduction. According to Gaspar (2007), the importance of entrepreneurship is attributed to four aspects:

1. job creation;
2. the role of young companies for innovation;
3. the role of new companies for wealth creation and for the development of the economy and of society;
4. entrepreneurship as a career option for a significant part of the workforce.

Reynolds (2015) argues that there is a clear relationship between business start-up and economic growth, but it is not always easy to promote effective entrepreneurship support



policies. Henderson (2002) mentions that entrepreneurship accounts for about a third of USA economic growth and that this trend tends to increase in countries dependent on international trade.

However, there are authors who do not share the same opinion, Bruce and Kirchoff (1989) conclude that there is not always a clear relationship between business creation and economic growth, but they also conclude that the reverse is more frequent.

Entrepreneurship is, according to Ferreira et al. (2008), conditioned by a vast set of factors. These factors may be factors inherent to the individual or factors of a national and/or environmental nature. Duarte and Esperança (2012) mention that the personal reasons that motivate the entrepreneur are often the willingness to change the professional situation in which they are and may be allied with previous professional experience and training. Saraiva (2011) shares a similar opinion when referring that it is not always the monetary factors that motivate the entrepreneur, but the motives are often the personal accomplishment, the reinforcement of the autonomy and the difficulty in finding life options.

In macro terms, according to Drucker (2002), innovation is a lever of entrepreneurship and arises due to factors such as the occurrence of unforeseen events, industrial and market changes, demographic changes and/or expansion of knowledge.

Almeida (2003) gives great importance to the social environment and the culture of the individual. The author mentions that entrepreneurship should be seen as a social phenomenon, insofar as the behaviour of the entrepreneur manifests itself in a group, society or culture. Dolabela (2006) also believes that the environment plays an important role, if entrepreneurship has a positive connotation in society, the individual will be more motivated to undertake.

### **2.1.3 Entrepreneurship, innovation, and creativity**

Drucker (2002) explains the emergence of a new pattern of behaviour of economic agents, based mainly on a change in the economic or social scenario and on the behaviour of citizens.

Oda (2017) refers that “entrepreneurship and innovation are like two sides of the same coin [...]. To undertake it is necessary to have space to create, put ideas into practice and truly

innovate.”<sup>1</sup> In a similar sense, Leite (2006) defines innovation as a key element of entrepreneurship and of the organizations’ competitiveness. Lewrick, Omar, Raeside, and Sailer (2010) also associate innovation with entrepreneurship. Innovation is seen as the production, diffusion, and use of new economic knowledge, being these key factors for competitiveness and economic growth.

Cavalcanti and Gomes (2001) mention that innovation is directly reflected in productivity. The improvement of this indicator affects the profitability and competitiveness of organizations. On the other hand, the main input of innovation is knowledge, and knowledge is closely related to Higher Education Institutions (HEIs). Universities thus play a key role in this process. In the European Commission's survey (2017) is perceived that investments in education have positive and direct impacts on a country's entrepreneurship, innovation, and development.

Bucha (2009) states that the concept of entrepreneurship considers innovative and dynamic actions within organizations. The author also mentions that innovation is not an end, nor is it restricted to new or technological progress. Entrepreneurship has an implicit adaptation to the social context and to the public, and to the dimensions of quality, utility, and effectiveness. In a business, innovation results from the ability to create, acquire and manage knowledge.

The research carried out by Florida (2012) classifies creativity into three types:

1. technological creativity or innovation;
2. economic creativity or entrepreneurship;
3. cultural and artistic creativity.

In this research, it is shown that the three types of creativity are interconnected and that conditions for innovation, the arts and culture are required to create conditions for entrepreneurship. The author cites some studies about the national growth that find an explicit relation between the economic success of a country and its human capital, measured by its level of education.

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<sup>1</sup> Free translation of the author. In the original: “Empreendedorismo e inovação são como dois lados de uma mesma moeda, que se estiver parada não tem valor algum. Para empreender é preciso ter espaço para criar, colocar ideias em prática e de fato inovar.” (Oda, 2017)

#### **2.1.4 Education and entrepreneurship**

In recent years there has been a greater awareness of the importance of entrepreneurship. In this way, Politis (2005) believes that should be established a process to allow the transfer of skills and competencies that facilitate the creation and management of new businesses by future entrepreneurs.

Education systems have developed in recent years, also at the level of entrepreneurship. Duarte and Esperanza (2012) address this theme by pointing out that in the past, education systems were based on personal fulfillment through higher education, employability, and financial stability. Today, according to the authors, entrepreneurship is an engine of initiative development that promotes entrepreneurial culture through creativity, innovation and the ability to take risks. The authors also mention that in education one must develop attitudes and entrepreneurial skills through the development of personal qualities and one must also develop the creation and management of companies through a specific formation.

According to Ferreira et al. (2008), it is necessary that the entrepreneurs obtain competences that enable them to create value. In this way, it is the responsibility of education systems to foster entrepreneurial attitudes among students, which is a critical dimension in the education of the new generations and sustained progress.

Lamas (2017) considers that one of the functions of education is to predict and promote the interaction between academic knowledge and industrial specialization. Bucha (2009) also shares this view, stating that is essential the connection between school and extra-school life, especially with the labour market. The author considers that a strategy should be created that allows the student to have autonomy to make his choices, allowing him to control the beginning and its entrepreneurial character, depending on the learning obtained and developed.

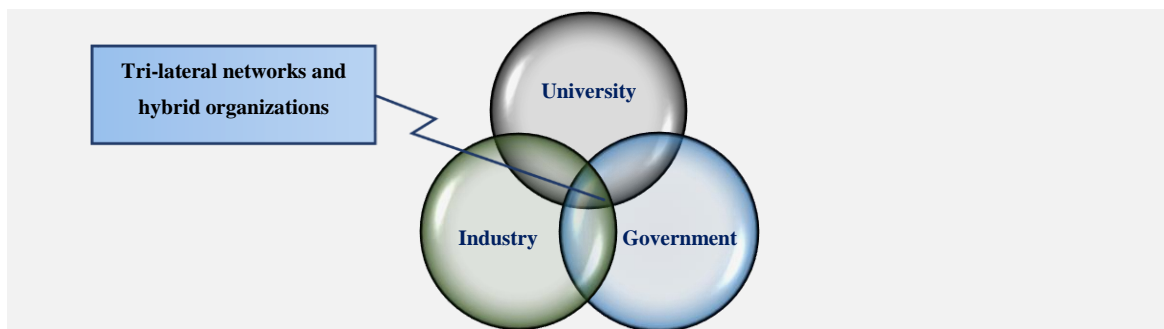
The European Commission (2012, p.7) express the need for new enterprises and more innovation since sustainable growth and excellence provide more and better jobs. To reach this point, it points out three objectives that should be reached through entrepreneurship education:

1. “improvement of the entrepreneurship mindset of young people to enable them to be more creative and self-confident;
2. Encourage innovative business start-ups;

3. Improvement of their role in society and the economy.”

According to Louis, Blumenthal, Gluck and Stoto (1989, as cited in Sarkar, 2010), entrepreneurship education attempts to increase individual or institutional profit, influence or prestige through the development of research or research-based products. To achieve this purpose Sarkar (2010) recommends a “Triple Helix Thesis” in which he advocates an interaction between university, industry, and government in the search for knowledge-based society (Figure 1). According to this model, the society benefits from the relationships (“trilateral networks”) established between the three entities. Then, these networks create, through innovation, new products and/or processes.

**Figure 1 – Triple Helix Thesis**



Source: adapted and translated from Sarkar (2010, p.85)

The European Commission (2003) argues that entrepreneurship skills must be obtained throughout life, from basic education to university. Similarly, Heinonen (2007) argues that education for entrepreneurship should be focused on the acquisition of knowledge in certain phases. The educational effort must be carried out throughout the educational process and not only, as usual, in Higher Education. The European Commission (2003) adds that even in Higher education, entrepreneurship education is limited. Entrepreneurship is usually taught in management and economics courses, and it should be extended to other areas important to competitiveness, such as engineering, science or art.

To summarize, according to Redford (2008), in addition to producing knowledge, the university plays a crucial role in the development of innovation, creativity, and economic growth, being thus a fundamental method in the prosecution of entrepreneurship and on what education creates for the country.

## 2.2 Culture and Interculturality

### 2.2.1 Culture

According to Hartley (2004, p. 51), “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.”

Omitting the etymological considerations of the term culture, it may be noted that the concept has varied over time. As noted by Cuche (2003), the term “culture” arises in the eighteenth century as a synthesis of the terms “*Civilization*” and “*Kultur*”. The French term that referred to the material realizations of a town and the German term that symbolized the spiritual aspects of a community.

What is often regarded as one of the earliest definitions of culture was written by the British anthropologist Tylor (1871, as cited in Ferin, 2002, p. 37), 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.”

Lévi-Strauss (1963) proposed a structuralist view of culture according to which the organization of social life depends on culture and involves the elaboration of social rules. According to McDaniel et al. (2012, p.11), “culture is the rule for living in society”. The rules of culture are rooted in the subconscious, allowing the individual to react to familiar situations without thinking. It is when the individual enters another culture, with different rules that problems could arise.

According to Barker (1996, as cited in Van Nispen, 2017, p. 37), “culture” is a paradigmatic jungle. The culture to which each group belongs to is considered a paradigm. Culture then indicates how to deal with hundreds of different paradigms that interfere with one another. Describing all these paradigms and interactions it’s almost impossible, that’s why the author describes it as a paradigmatic jungle.

Culture today has a double meaning [...] representing not only common artistic manifestations but also the broad cultural spectrum of a society - its ways of being and to do: culture is the set of distinctive spiritual and material, intellectual and affective traits that characterize a society or a social group and which encompasses,

besides the arts and linguistics, ways of life, forms of common life, the value systems, the traditions, and the beliefs.<sup>2</sup> (Silva, 2009, p.92-93)

Williams (1976) points out three modern senses of the concept of culture. First, culture is characterized by the way of life of a people or society. Culture is associated with the notion of development and evolution. Second, this author affirms the social dimension of culture. The harmonious development of the personality can only happen with social interaction so that the definition of culture goes beyond the sphere of the strictly individual. A third sense identifies culture not as a unilinear narrative of humanity, but a diversity of specific lives.

Van Nispen (2017) explains that some definitions are not adequate for business, because they cannot be used as an instrument that explains cultural differences neither how to deal with them. According to the author, the well-known definitions given by Hofstede, Trompenaars, and Mole are examples of that.

According to Silva (2008, p.49), “there is no human society [...] with no culture, but each culture is unique.”<sup>3</sup> Thus, being strongly linked to this concept of culture arises identity, which is a process of multiple constructions between two strands of the individual and the social.

### ***2.2.1.1 Cultural identity***

In the globalized world, with intercultural encounters increasing, cultural identity is established, negotiated, conserved and challenged. Perotti (1997) reveals personal identity itself as a complex and multidimensional phenomenon with different meanings. The construction of cultural identity must be understood as a flexible and dynamic process dependent on constant variations.

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<sup>2</sup> Free translation of the author. In the original “a cultura tem hoje dupla significação[...] representando não só as manifestações artísticas comuns, mas também o espectro cultural alargado de uma sociedade - os seus modos de ser e fazer: cultura é o conjunto de traços distintivos espirituais e materiais, intelectuais e afetivos que caracterizam uma sociedade ou um grupo social e em que se englobam, para além das artes e das letras, os modos de vida, as formas de vida comum, os sistemas de valores, as tradições e as crenças.” (Silva, 2009, p.92-93)

<sup>3</sup> Free translation of the author. In the original “Não há sociedade humana, arcaica ou moderna, que não tenha cultura, mas cada cultura é singular.” (Silva,2008, p.49)

Chen (2014) defines cultural identity as the sense of belonging to a specific group based on various cultural categories.<sup>4</sup> The process of sharing collective knowledge<sup>5</sup> builds and maintains the cultural identity. Cuche (2003, p.137) refers that social identity begins by the identification of a group, by distinguishing a group, and its members, from other groups. In this sense, “cultural identity is one of the components of social identity, a mode of categorization based on cultural differences”. Consequently, different cultural identities of different cultures are absorbed by an individual and become part of its social identity.

Although researchers once assumed that identification with cultural groups was clear and unchanging, today it is perceived as contextual and dependent on temporal and spatial changes. In this sense, Vieira (1999, pp. 48-49) points out that “the construction/reconstruction of identity always corresponds to the integration of the new into the already possessed [...], which results not in an addition but rather an integration [...]. That's why it's self-built. That's why it's idiosyncratic.”<sup>6</sup>

### **2.2.1.2 Cultural diversity and otherness**

In the twentieth century, human being began to be essentially seen as a cultural being, there was no universal culture, but different cultures, each with its own specificities and values. Tylor (1958, as cited in by Laraia, 2009) described cultural diversity as a consequence of the discrepancy of stages in the process of evolution.

According to Ortiz (2007), to think of cultural diversity is to think of society, which involves thought, idea, action, and change, and to think about the relations between different social subjects.

United Nations Educational, Scientific and Cultural Organization [UNESCO] (2001, p.3) recognises, in the Universal Declaration on Cultural Diversity Article 1, that “cultural diversity is as necessary for humanity as biodiversity for nature.” After this Declaration, 21<sup>st</sup> May is celebrated as the World Day for Cultural Diversity for Dialogue and Development.

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<sup>4</sup> e.g.: nationality, ethnicity, race, gender, and religion.

<sup>5</sup> e.g.: traditions, cultural heritage, language, aesthetics, norms and customs.

<sup>6</sup> Free translation of the author. In the original “a construção/ reconstrução da identidade corresponde sempre à integração do novo no já possuído (...), donde resulta não uma adição mas antes uma integração (...). Por isso é autoconstruída. Por isso mesmo é idiossincrática.” (Vieira, 1999, pp. 48-49)

UNESCO (2001) considers the best guarantees of international peace and security are the respect for cultural diversity, tolerance, dialogue, cooperation, trust, and mutual cultural understanding.

In 2005, UNESCO drafted another document, the Convention on the Protection and Promotion of the Diversity of Cultural Expression (*Decreto do Presidente da República Portuguesa n. ° 27-B/2007, 2007*). On this document, cultural diversity is understood as an essential right of humanity and constitutes a common heritage to be valued and preserved for the benefit of all.

Hoebel and Frost (1999) point out that, in the twentieth century, cultural diversity and otherness gained importance, since to see the other, one must change the predominant concepts of universalism and historical progress. However, the authors explain that although one is interacting with another culturally different, it does not guarantee automatically a more open vision.

Hermann (1999, as cited in Raimundo, 2018) states that the other is the one that appears as the boundary of identity. As Gusmão (2000, as cited in Raimundo, 2018) explains, the otherness between the self and the other does not happen in a linear way. The view one has of the other depends on the differences as a member of a group, culture, or society.

Abdallah-Preteuille (2008) adds that globalization, by imposing new forms of cohabitation between people of different origins, through immigration and international exchanges, has revisited the notions of diversity and otherness. In fact, social groups, although living in communities, coexist with other cultures and establish new relations. Byram (2009) argues that the intercultural position requires openness, interest, and curiosity in relation to members of other cultures and empathy and an open mind to otherness. In this sense, diversity and otherness are movements to the recognition of plurality besides the challenges they establish through intercultural contacts.

## **2.2.2 Interculturality**

### **2.2.2.1 Concepts inherent to Interculturality**

Before approaching interculturality, one should distinguish multiculturalism from interculturalism.



The concept of multiculturalism is related to the presence of various cultures in a given society without this implying a communication and/or interaction between them, but respecting the co-existence, a phenomenon to which Sarmiento (2015, p.16) calls a “judgment of existence<sup>7</sup>”.

Kreutz (1999) compares multiculturalism to a society formed by various static and unrelated cultures. On the other hand, for the author, interculturality recalls dialogue, interaction, adjustment and re-arrangement. According to the author, interculturality is the most adequate way of understanding reality.

At a theoretical level, interculturality has assumed, according to Bouchard (2011), an alternative paradigm status to multiculturalism. From the critics endorsed to multiculturalism there are at least two, referred by Cante (2012), who have generated agreement: multiculturalism creates watertight cultural realities that do not communicate with each other, preventing the sharing through the civic channels and the other one is those multicultural identities are defined as immovable elements where people are embedded according to certain attributes.

Sequeira (2003) defines interculturality as the contact and the dialogue between different cultures in a given context. Therefore, the author believes that the relationship between cultures allows the existence of situations that could foster interculturality.

Given the current situation, Bizarro and Braga (2004) emphasize that through international cooperation, everyone must respect the way of life of others and not be confined in their own countries, languages, and cultures. Serrano (2001, p.127)<sup>8</sup> defends that “[..] this tendency towards greater cultural diversity, fostering interculturalism means [...] assimilation and coexistence of a diversity of cultures to develop self-esteem, as well as respect and understanding of others.” The interculturality may also refer to the skills necessary to deal with cross-cultural contact. According to Kim (1999, p.6-7), it can be distinguished three skills. The author presents a tripartite understanding of intercultural competence:

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<sup>7</sup> Free translation of the author. In the original: “juízo de existência” (Sarmiento, 2015, p.16)

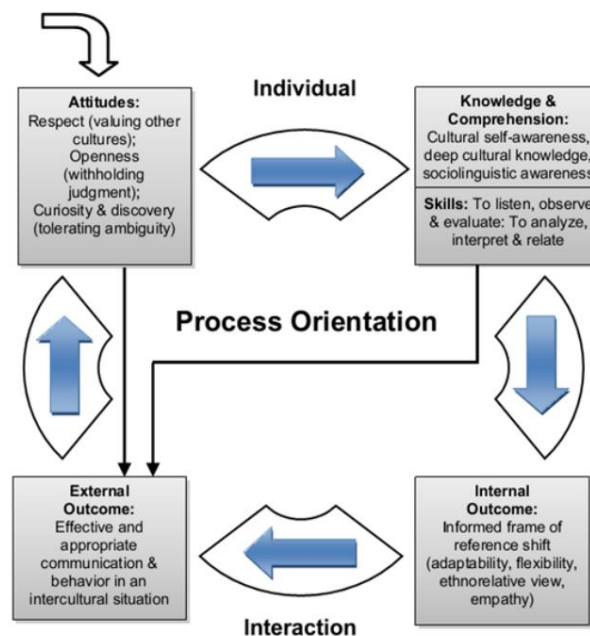
<sup>8</sup> Free translation of the author. In the original: “Dada esta tendencia hacia una mayor diversidad cultural, fomentar la interculturalidad significa superar de una vez la asimilación y la coexistencia pasiva de una diversidad de culturas para desarrollar la autoestima, así como el respeto y la comprensión a los demás.” (Serrano, 2001, p.107)

1. intercultural awareness refers to the cognitive ability to recognise and describe cultural similarities and differences;
2. intercultural sensitivity refers to the affective ability to “acknowledge, respect, tolerate, and accept cultural differences”;
3. intercultural communication competence refers to the behavioural ability to “interact and negotiate with the people of different cultures to bring about successful outcomes”.

Kim (1999) reveals that these skills are hierarchically related, that is, if a person is interculturally competent, it is assumed that is linguistically capable but also interculturally aware and sensitive. But the reverse does not hold, that is, if a person is interculturally aware that doesn't guarantee its intercultural communication competence.

Darla Deardorff conceptualized a process model (Figure 2) that identifies, according to Spitzberg and Changnon (2009), attitudes that facilitate intercultural competence. The relationships, of the individual with the other, are established in a constantly evolving and interacting cycle.

**Figure 2 – The Process Model of Intercultural Competence**



Source: Deardorff (2006, as cited in Cajander, Daniels & McDermott, 2012, p.6)

Spitzberg and Changnon (2009) explain that in this model the motivation is increased by knowledge, comprehension, and skills. These aspects follow a path to facilitate an internal

outcome that provides empathy, ethnorelativity, flexibility, and adaptability, and which in turn provide the development of desired external outcomes. The model provides a simultaneous interactional process that may lead to separate sequential paths.

Although this model can be flawed, it serves as an example of an approach to intercultural competence. As Sequeira (2003) mentions, intercultural education is seen as indispensable. In this way, it is worth noting the interest of the transversely of interculturality in the development of cultural identity in an academic environment.

#### ***2.2.2.2 Interculturality and Education systems***

Interculturality in the educational context relates to the process of internationalization of Higher Education, which extends the coexistence of different cultural realities in the same space.

UNESCO (2001) recognizes that cultural diversity promotes the sustainable development of communities, peoples, and nations. Education systems seek to provide constructive results of diversity. On another document, in the article 11 (b) of the World Declaration on Higher Education from UNESCO (1998, p.8), is expressed that “[...] higher education should be characterized by its international dimension: exchange of knowledge, interactive networking, mobility of teachers and students, and international research projects, while taking into account the national cultural values and circumstances.”

Fagundes and Mediel (2014) explain that after several attempts to manage education in multicultural contexts, the intercultural model stands out as one of the most effective, being accepted and implemented in several countries. The intercultural approach enhances the culture of dialogue and helps develop the sense of equity as a precondition for knowledge and respect for cultural differences. From this point of view, the main objective of the education system is for the students to achieve a solid cultural competence, thus stimulating dialogue as an intercultural work axis.

Lima and Maranhão (2008) also point out that one of the assumptions to support the internationalization of higher education is its ability to promote intercultural competence in multiple cultures. Diaz Garcia (2010, as cited in Fagundes and Mediel, 2014) believes that intercultural competence promotes learning experiences and coexistence among students from different countries. Fagundes and Mediel (2014) explain that there are many and varied

factors that interact in the success of mobility programs, and success is achieved thanks, above all, to respect for linguistic-cultural diversity. The authors thus conclude that one of the reasons that contribute to the success of the mobility programs is the cultural integration of foreign students.

## **2.3 Globalization and Internationalization**

### **2.3.1 The two concepts**

Held, McGrew, Goldblatt and Perraton (1999, p.2) describe globalization as “the widening, deepening and speeding up of a worldwide interconnectedness.” According to Portal da Educação (2018) globalization consists of a process of economic, social, cultural, spatial and political developing among all the countries of the world, including the development of means of transportation and communication. One of the terms used today to characterize the globalized world is the “global village”.

Mesquita and Ribeiro (2008) mention that globalization is not a recent phenomenon in the History of Mankind. The processes of interdependence on a macro-territorial scale have existed for several centuries, but today they are happening at a greater speed and scale.

Tancini (2012) explains that with the development of globalization, organizations have spread to different regions, geographical boundaries have virtually disappeared and consequently the relationships between cultures have changed.

In recent years, the intensification of the globalization process also promoted the growth of competitiveness among nations. Bueno (2010) considers that with globalization, organizations look for ways to differentiate themselves and become competitive, considering the global demand through internationalization and the incentive to professional mobility. The internationalization process runs from the globalization process.

Over the years, terms and issues related to internationalization have become increasingly complex, the definition of the term itself and its application has changed considerably. Until the 80s, according to Oliveira (2007), the most widely used concept defined internationalization as international activities, exchange of experiences and scientific investigations between countries.

Wind, Douglas and Perlmutter (1973), referred to internationalization as a process in which certain attitudes or orientations are associated with successive stages present in the evolution of the organization's activities in foreign markets. Teixeira and Diz (2005) go further referring to a set of four stages through which an organization must pass in the process of internationalization: international, multinational, global and transnational.

According to Simões (1997), internationalization is a gradual process of evolving the contribution of organizations in international business operations. Companies typically strengthen their overseas positions as they accumulate international experience and enhance their overseas performance.

As Silva (2003) points out, internationalization should not be seen as a universal solution to all the challenges faced by organizations, but as a necessary condition for the competitive position and for its own survival.

Internationalization is a broad concept, very inclusive and sometimes difficult to understand. Although the different authors present different definitions, as Luís (2004) argues, it is possible to confirm that all are related to the international mobility of organizations and the search for competitive advantage outside their country of origin.

### **2.3.2 Internationalization of Higher Education**

Morosini (2006) points out that internationalization in higher education, in the form that is currently structured, is a phenomenon strictly associated with globalization and the regionalization of societies. On the other hand, for Atkinson (2001, as cited in Jofin, 2009), the internationalization of education is a way for countries to combat the impact of globalization while maintaining their individuality.

#### **2.3.2.1 *Definition, motivations and modes***

The internationalization process can occur between only two nations or institutions, but the phenomenon of globalization occurs on a very different scale and involves the whole world. As Green, Eckel and Barblan (2002) refer, internationalization is a response to globalization, since the high flow of goods, people and ideas, leads students to acquire a set of knowledge and skills that allow them to live and work in this new global environment. Knight (2007)

corroborates by saying that internationalization is the response of institutions, sectors and educational agendas to global flows.

Van der Wende (1997, p.18) defines internationalization, from the point of view of the external environment, as “any systematic effort aimed at making higher education responsive to the requirements and challenges related to the globalization of societies, economy and labour markets.”

Stallivieri (2002) in his studies refers that in the new model of the higher education internationalization, the new qualified agents are expected to develop in a way that they can practice their activities anywhere in the world and they can communicate with people of any nationality.

Teichler (2004) mentions that the process of internationalization is linked to the growing cross-border activity of educational institutions, is it discussed in terms of physical mobility, academic cooperation, and knowledge transfer.

Higher Education Institutions (HEIs) around the world are establishing contacts and partnerships with other institutions, organizations and bodies to improve their skills in a wide range of fields. Internationalization, according to Reppold, Cardoso and Vaz (2010), is a complex and multiple-faceted social process involving diverse concepts, structures, values, cultures and meanings, with important economic, political, social and economic implications for the countries, institutions and the people involved.

According to Knight and De Wit (1997), the internationalization of HEIs can be understood as a process of introducing the international and/or intercultural dimension in the different aspects related to education, teaching, and research. It is a mean used by universities to address the challenges posed by the global context of economic production requiring new and qualified professional and cultural skills.

It should also be noted that internationalization does not occur in the same way in all contexts. Lima and Maranhão (2008) distinguish two types of internationalization: active and passive. Active internationalization occurs when country policies focus on receiving mobility students, on offering educational services abroad and for exporting and installing campuses in other countries. On the other hand, passive internationalization is defined by the inexistence of a clear policy for sending students to other countries, because of the lack of the material and human resources to receive and offer this kind of educational services.

Teichler (2009) goes further and exposes three supranational phenomena:

- *internationalization*, which occurs when there is a transaction of frontier activities (such as mobility, academic cooperation, and knowledge transfer);
- *globalization* associated with market size and competition status and reputation of higher education (through the commercial transfer of knowledge);
- *europeanisation*, which runs to the two previous phenomena but focuses at the regional level (cooperation and competition in European contexts, creating a level of communication and mobility).

Ebuchi (1990, as cited in Knight & De Wit, 1995) considers the three functional dimensions of institutions: teaching, research, and services, viewing the internationalization as a process whereby these dimensions become international and compatible across cultures. Hagen (2002 as cited in Jofin, 2009) also share the opinion that, HEIs internationalization means sensitizing and operating interactions with and between cultures through their teaching, research and service functions, with the goal of reaching a mutual understanding between cultural barriers.

However, Rudzki (1995) argues that the internationalization of HEIs should be grouped depending on their nature. Therefore, he divides them into four groups: organizational change, curriculum innovation, staff development, and student mobility.

As Morosini (2006) points out, the characteristics of education are dependent on the guidelines of international organizations, so in addition to the definitions of researchers, there are also definitions made by international organizations. For instance, UNESCO (2009) is interpreting internationalization as the driving force behind the dissemination and transfer of knowledge between countries, especially in terms of innovation and technology.

In a more pragmatic sense, the World Trade Organization [WTO] (2018) defines the internationalization of HEIs as an educational service, regulated by the General Agreement on Trade in Services, with education seen as a service ruled by the laws and rules of commerce and capitalism.

Salmi (2009) in the publication of the World Bank defines the functions of the education system as developing workforce skills to sustain economic growth and transform education spending into educational outcomes. In addition, universities are staggered in international

rankings that are based on scientific production, technological resources, professional qualification, and academic mobility.

In the Bologna Process Implementation Report (European Commission/EACEA/Eurydice, 2015), mobility flows are differentiated by their direction. The “outward mobility” assumes the perspective of the country of origin of the student. A high flow rate could be an indicator of a proactive policy for students to gain international experience (particularly for credit mobility<sup>9</sup>). However, it can also be an indicator of possible deficiencies in the education system of the country of origin (particularly for degree mobility<sup>10</sup>). The “incoming mobility” assumes the perspective of the country of study destination of the student. The high rate of mobility can be considered an indicator of the attractiveness of the country/institution, analysed proportionally to the size of the higher education system.

Qiang (2003) refers that as there are many ways to define internationalization, there are also different motivations to integrate an international dimension in higher education. The call for the internationalization of universities corresponds to motivations that are often not explicit. According to Lastres and Ferraz (1999), these motivations are gradually changing and reflect the international competitive environment of the knowledge society. Hénard, Diamond and Roseveare (2012, as cited in Grupo de Trabalho MADR/MEC 2014, p.25)<sup>11</sup> state that the main reasons driving the internationalization of HEIs can be summarized in five levels:

- “encouraging better student preparation;
- internationalization of curricula;
- affirmation of the international profile of the institution;
- strengthening research and knowledge production;
- incorporation of diversity in the teaching and administrative bodies.”

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<sup>9</sup> “Credit mobility is a short-term form of mobility, usually a maximum of one year, aiming at the acquisition of credits in a foreign institution in the framework of on-going studies at the home institution.” [definition given by European Commission/EACEA/Eurydice (2015, p.269)]

<sup>10</sup> “Degree mobility is a long-term form of mobility which aims at the acquisition of a whole degree or certificate in the country of destination.” [definition given by European Commission/EACEA/Eurydice (2015, p.269)]

<sup>11</sup> Free translation of the author. In the original: “incentivo à melhor preparação dos estudantes; internacionalização dos *curricula* das formações; afirmação do perfil internacional da instituição; reforço da investigação e da produção de conhecimento; incorporação de diversidade nos corpos docente e administrativo” (Grupo de Trabalho MADR/MEC 2014, p.25).



Stallivieri (2002) argues that the lack of an organized and harmonized system of studies that facilitates systematic participation for international students is one of the factors that should be considered when analysing low mobility. According to Teichler (2009), the similarity of higher education systems is considered advantageous for international students<sup>12</sup> to develop and reflect and to have a better perception of diversity. He states that the benefits of HEIs internationalization are connected to:

- the physical mobility of students, teachers, researchers, and technical and administrative staff;
- academic recognition in periods of study abroad, transfer of knowledge through patents or transnational education;
- attitudes, institutionally and individually, more open and international.

According to Maringe (2010), the intensification of globalization presents new challenges for universities, so they see in internationalization as a proactive response to globalization and preparation for the future. Another important element for understanding and equalizing this process is international cooperation. It is in this perspective that the process of academic and scientific mobility is placed, as a result of cooperation between universities, organizations, and nations.

Organisation for Economic Cooperation and development [OECD] (2002) observed that mobility runs from factors that work in a congruent way, such as:

- the restrictive provision of courses by local institutions;
- the willingness of students to grow culturally in another country;
- the decrease in travel and maintenance costs in another country;
- the economic and cultural advantages of host institutions;
- state interests in promoting both the expatriation of national students and the reception of foreign students.

UNESCO (2009) states that student mobility across regions and countries is in part a mean for students to show their growing awareness of the world, as well as their interest in preparing to live in an interdependent world. At the same time, governments and

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<sup>12</sup> “International students are those who left their country of origin and moved to another country for study. In general, international students are a subset of foreign students.” [definition given by OECD (2017, p.297)]

organizations are aware that the future workforce must be well-trained to prosper at national, regional and individual levels. Stallivieri (2002, p.21) adds that the new model of international education should develop professionals capable of working anywhere in the world and able to communicate with people of any nationality and who realize that intercultural education is a “quick and effective way of bringing peace to nations”.

Taylor (2010) argues that the states’ perceived advantages go beyond the financial advantages. For the author, foreign students are seen, by states, as the solution to fill the gaps in the labour markets and to create closer trade ties from a long-term perspective. These relationships are perceived as a route by which international influence can be extended.

### **2.3.2.2 Historical background**

According to Rudzki (1995), the roots of the internationalization process are well recognized in the term "university" itself as “*universitas*” - "the whole" (world). As Jaca (n.d.) points out, the word "*Universitas*" originally designated the community of students and teachers, over time, began to acquire the connotation that currently still is associated with the University.

According to Knight and de Wit (1995), the internationalization of higher education went through three phases: from the Middle Ages to the Renaissance, from the 18<sup>th</sup> century until the World War II and from the World War II to the present day.

As Stallivieri (2002) points out, higher education carries strong hints of internationalization since its inception. The initial "*Universitas*" (11<sup>th</sup>, 12<sup>th</sup> and 13<sup>th</sup> centuries), as Stallivieri (2002) refers, had, in the constitution of its teachers and students, people from different regions and countries. De Ridder-Symoens (1992, as cited in Knight & De Wit, 1995) states that in the Middle Ages mobility of students and teachers between universities was possible because Latin was the language used and the studies were quite similar. However, this mobility was limited to a small number of students belonging to the elite. As the author points out, this mobility possibility was the beginning of internationalization and nowadays Erasmus gives the name to a mobility program. Laus (2012) states that mobility was very important because it was the main strategy used in the propagation of ideas, discoveries, and innovations.

In the second phase, as mentioned by Knight and De Wit (1997), in the 18<sup>th</sup> and 19<sup>th</sup> centuries the universities were oriented and operated at the national level. The colonies, which later became independent states, adopted a model of higher education like the pattern of colonizing countries. From the 20<sup>th</sup> century on, there was an increase in international cooperation essentially through seminars, conferences and joint publications.

The third phase starts with the end of World War II and as Knight and De Wit (1995) mentioned, the two blocks (United States of America [USA] and Union of Soviet Socialist Republics [USSR]) sought to promote greater interaction in higher education to expand their areas of influence. As Teichler (2009) points out in the first years after the war, despite the various cultural and academic agreements made, internationalization practically did not exist. The international mobility movement was insignificant and the objectives were more focused on diplomacy than on academic and cultural cooperation.

However, as Opper, Teichler and Carlson (1990) mention, the 1960s and 1970s are the turnarounds for the internationalization of education. Developing countries became the focus of expansion of the economic and political powers. Internationalization led to the brain drain from South to North.

According to Knight and De Wit (1995), the 1980s were also a major change, there was a strengthening of the European community and Japan and the collapse of the USSR. The globalization of economic, social, political and knowledge relations was thus witnessed. In 1988, the *Magna Charta Universitatum* of Bologna was promulgated, and the signatory rectors and heads of Universities, from all over Europe and beyond, agreed on a set of principles that should govern the internationalization of Higher Education. Nowadays the universities, as mentioned in *Magna Charta Universitatum* (2018), refer to this text as the standard that allows them to share the same values and academic purposes.

In 1999, in Bologna, 29 European states (nowadays 48) signed the Bologna Declaration, the central objective of which was the creation of the European Higher Education Area (EHEA), to increase “compatibility between education systems” that make it “easier for students and job seekers to move within Europe and [...] to help to make European universities and colleges more competitive and attractive to the rest of the world” (European Commission, 2018).

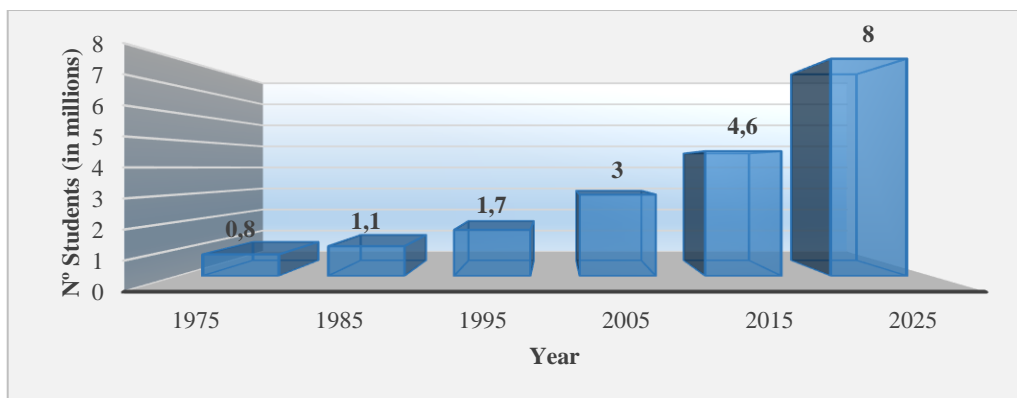
Lima and Maranhão (2012) confirm that from the 1990s until today there has been an enormous increase in international mobility, as well as policies, strategies, and programs that have stimulated the idea of internationalization in higher education.

Brooks and Waters (2011) believe that technological and transport innovation have had a major impact on people's drive and their ability to move. These movements had implications in education, mainly because of the decrease of geographical boundaries. These authors also point out that recent mobility is associated with policies at the global level, considering several highly influential organizations. The role played by the World Bank, the OECD, UNESCO and the European Commission are major examples.

The Report “Education at a Glance 2017” by OECD (2017) states that the global population of international students has expanded tremendously in the last four decades. This report highpoint the growth of global student mobility, particularly from 1975 to 2025.

As Figure 3 illustrates, the total number of students enrolled outside their home countries began to rise from around one million in 1975 to almost five million nowadays. The total number of higher education students is projected by OECD (2017) to reach eight million by 2025.

**Figure 3 – Number of international students in the world from 1975 to 2025 (in millions)**



Source: adapted from OECD (2017, p.295)

According to UNESCO (2013, as cited in OECD, 2017), the increase in an abroad country enrolment has been driven by a variety of domestic and external reasons, encouraging outward/inward factors.

The skills' needs of increasingly knowledge-based and innovation-driven economies have spurred demand for tertiary education worldwide [...] Rising wealth in emerging economies has further prompted the children in a growing middle class to look for educational opportunities abroad. At the same time, factors such as economic (e.g. costs of international flights), technological (e.g. the spread of the Internet and social media to maintain contacts across borders) and cultural (e.g. use of English as a common working and teaching language) have contributed to making international mobility substantially more affordable and less irreversible than in the past. (OECD 2017, p.295)

Some countries experience an outward flow of students, measured by the percentage of all national students studying abroad (Figure 4). The respective mobility flows result in different mobility balances for the various countries. With high percentages are Vietnam (96%), India (86%), China (83%) and South Korea (67%). In these countries, the percentage of national students enrolled abroad significantly exceeds the share of international students enrolled in national institutions.

**Figure 4 – Mobility balances in major host countries and countries of origin, in 2015**

(number and in % of all incoming and outgoing students)

Country	Number	Internationally mobile students		Number
		Outgoing	Incoming	
Vietnam	63,702	96	4	2,874
India	253,926	86	14	41,993
China <sup>3</sup>	837,849	83	17	167,295
South Korea	108,033	67	33	54,540
Germany <sup>9</sup>	137,700	37	63	235,858
France <sup>7</sup>	80,714	25	75	235,123
South Africa <sup>7</sup>	7,451	15	85	42,594
United Kingdom	31,075	7	93	428,724
USA	67,670	7	93	907,251
Australia	12,027	4	96	294,438

Notes: 3 Includes Hongkong and Macao; 7 The Academic year 2014; 9 Source: Destatis Statistisches Bundesamt., student statistics includes doctoral students

Source: DAAD/DZHW (2018, p.15)

The top destination countries for international students are the English-speaking countries: the USA, the United Kingdom (UK) and Australia. According to Deutscher Akademischer

Austauschdienst<sup>13</sup>/Deutsches Zentrum für Hochschul und Wissenschaftsforschung<sup>14</sup> [DAAD/DZHW] (2018), this last group of countries places greater value on attracting foreign students than on mobilising their own students.

Hobsons EMEA (2017, as cited in DAAD/DZHW,2018) conducted a survey to 19,000 prospective students to understand which reasons were more important for them on the choice of host country. So, when deciding on a particular host country, the quality of teaching (compared to the home country) was considered the most important (49%). Positive attitude toward international students, Visa regulations and affordability of the academic studies and costs of living are rated next.

### **2.3.2.3 “Brain drain”**

Nowadays, there is growing international mobility of young qualified persons, that seek to invest in their academic and professional education. This international mobility creates what is usually called of “brain drain”. The term “brain drain” is used by Brooks and Waters (2011, p.143), to “losses suffered by nations that send a considerable number of students abroad.” However, according to the authors, there is no substantial evidence to support the argument that this situation causes problems for developing countries. In fact, Meyer (2001) emphasizes the positive impacts that highly qualified human resources can generate in the countries of origin, the so-called “brain gain”. These benefits can occur through the creation of networks that promote exchanges and programs that foster cooperation or the circulation of knowledge.

In addition to the concept of “brain gain”, Salt (1997) approaches the concept of “brain circulation”. According to this author, the new migratory flows of qualified agents have changed from a permanent to a temporary status. This new conceptual framework addresses mobility as a complex and multidimensional phenomenon of knowledge circulation.

Kritz and Caces (1992) believe that mobility of students, teachers, and researchers in higher education, besides promoting the exchange and circulation of brains, science, and

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<sup>13</sup> German Academic Exchange Service.

<sup>14</sup> German Centre for Higher Education Research and Science Studies.

technology, could be important not only for the creation of networks in society but also for the strengthening of multilateral relations between institutions/nations.

## **2.4 Germany's Higher Education**

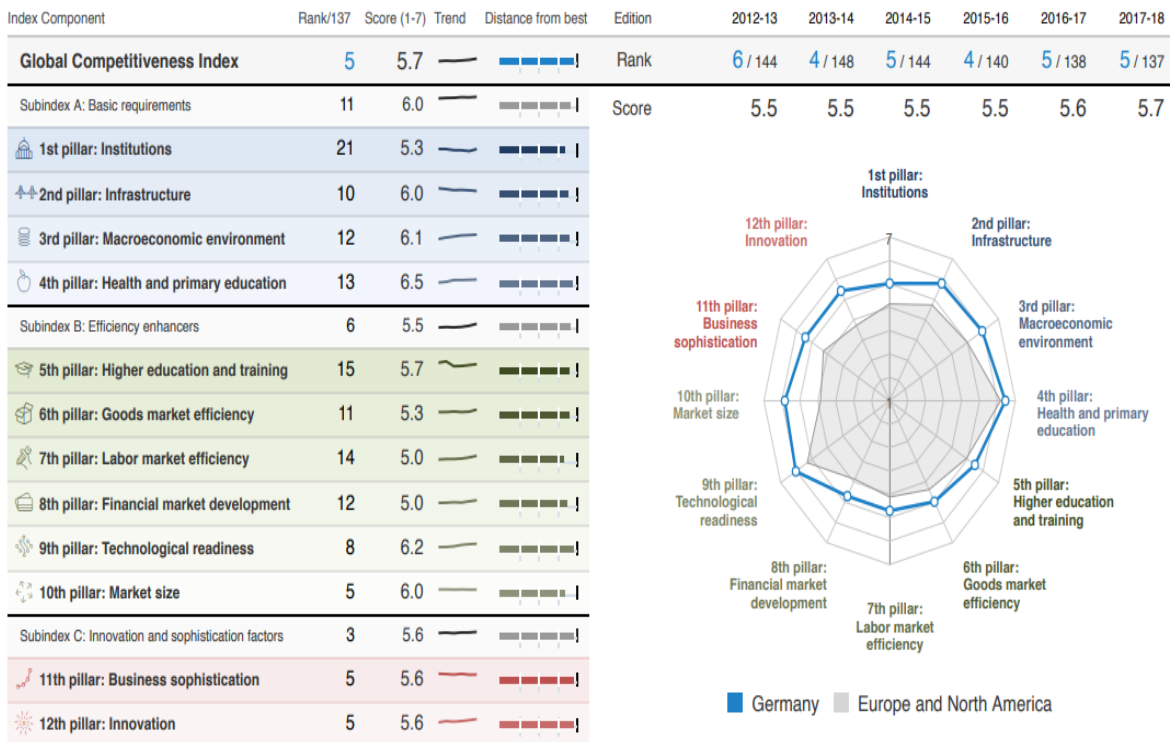
### **2.4.1 German's innovation as a factor of competitiveness**

At the beginning of the 21<sup>st</sup> century, Germany was faced with the innovation, a key issue for the competitiveness and maintenance of its industry. Nowadays, being a country extremely dependent on its industry gives it the position of the third largest exporter in the world (Observatory of Economic Complexity, 2018), which the research and development process is extremely important for the maintenance of its competitiveness indexes. From this point of view, Germany is a country dependent on its export industry, it also depends on the innovation generated at universities to maintain its competitiveness.

According to the Report of the World Economic Forum [WEF] (2017), Germany was considered the fifth most competitive economy in the world and the third in terms of Europe, with a ranking of 5.7 points (figure 5). This ranking results from the WEF's analysis of the twelve pillars of competitiveness in 137 countries. Germany is in an innovation-driven status of development, the most competitive possible. Of the 12 pillars evaluated and compared to the other economies in Europe and North-America, it has a rating above the average on the 12 pillars.

It is important to highlight the position occupied by Germany, which, when competing with the most advanced economies in the world, has a better competitive performance than countries such as Hong Kong, Sweden, the UK, Japan, and Finland. As stated in WEF (2017, p. 126), referring to Germany, “The excellent performance of its innovation and business ecosystem is particularly noteworthy [...] innovation capacity and business sophistication are assessed” as one of best in the world, “supported by high levels of technological readiness and high-quality infrastructure”.

**Figure 5 – Index Component Germany, 2017-2018**



Source: World Economic Forum (2018, p.126)

Hübner (2009) points out that Germany presents a variation of typical liberal capitalism since the process of innovation is determined by public universities, research organizations, a homogenous population, and a legalized wage system. From this characterization, the matrix established between the German institutions in the formulation of the national economic development policy and that is reflected in the country's external relations in the field of international cooperation becomes clear.

#### 2.4.2 The generation of knowledge

Germany's Research & Development (R&D) system is composed of the education system and the scientific system. In the top 100 of the most innovative European Universities, conducted by Reuters, Ewalt (2018) lists three German universities in the top ten and twenty-three in the entire study. The author also mentions that on this year's list the German universities cumulatively rose spots, more than any other country. According to Moreira (2015), there are five main institutes for progress, innovation and economic development. These are divided between Universities, State Institutes (*Helmholtz Gemeinschaft*),



Associated Institutes (*Leibniz Gemeinschaft*), *Max-Planck Gesellschaft* and *Fraunhofer Gesellschaft*.

The German Federal Government's strategy for the internationalization of science and research, according to *Bundesministeriums für Bildung und Forschung* [BMBF]<sup>15</sup> (2016), addresses fundamental issues for the country to develop its technological competitiveness through the process of deepening and progress of scientific cooperation with other countries. The governmental strategy aims to achieve the following key points: strengthening research cooperation with world leaders in research and development, developing country's strength in innovation on the international stage, internationalising vocational training and qualification, working with emerging and developing countries to shape the global knowledge-based society, overcoming international responsibility and control global challenges.

According to the BMBF publication (2016), global competition requires greater efforts and, mainly, investments. Thus, Germany's R&D investment is defined as 3% of the country's gross domestic product (GDP), as are the rest of the EU. Although the percentage is not normally reached, in recent years the country's effort has increased, from 2.4% in 2005 to 2.9% in 2014. According to an analysis made by Schiermeier (2017), researchers are “flocking to the country”, in part due to the country's investment in R&D, known as “Excellence Initiative,” which has helped to attract foreign scientists to Germany.

In this way, the BMBF (2016) refers to the need to offer German researchers the opportunity to cooperate with the best scientists from all over the world, to internationalize the country's training centres, promoting higher education and the country's research and innovation processes. It is recognized that while students seek out institutions of excellence, institutions also seek them out.

Students mobility is a relevant issue and one that is of the utmost importance in international cooperation. Germany seeking to maintain its development and considering the economic and political leadership's status creates an institutional system of cooperation organized by the state, operated by higher education, aimed the industry, and international actors.

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<sup>15</sup> Federal Ministry of Education and Research.

### **2.4.3 Impact of mobility for the personal future of students**

The impact of international mobility on the success of graduate careers was investigated in Germany. Biemann and Braakmann (2013) analysed the results of their study and concluded that there is a positive relationship between international mobility and professional success, both in terms of salary and professional achievement. This benefit was felt both for the graduates who continued to live in Germany after the end of the degree and for those who returned to their country of origin.

In an article from Coelho (2014), a similar conclusion was reached about a study on the impact of EU student mobility. In this study, it was concluded that mobility students are more successful in the labour market, this is because the unemployment rate is lower and because the time they spend in unemployment is also lower. The same study also reveals that the trainees in mobility also show rates of entrepreneurship superior to those that do not participate in the program. In this way, an international experience can be an asset not only at the level of knowledge but also conveys added value for the professional future of the person who undertakes it.

As Redford (2008) mentions, the entrepreneurship starts to be a strategy followed by many countries to near HEIs and the labour market. The author continues by saying that HEIs usually prepare students for the world of work, entrepreneurship allows the student to feel supported, with the knowledge that facilitates the creation or exploration of new ideas. If students learn entrepreneurship in a mobility program, beyond these competences given by the courses, they can add all the benefits of this international mobility.

### **2.4.4 Internationalization of German Higher Education**

The origins of the German higher education system lie, according to King (2004), in the model developed by Wilhelm von Humboldt in the early 19th century. The aim of which was the exploration of the political value-added of the higher education system by increasing its competitiveness and establishing its recognition by other nations. One of the characteristics of the “Humboldt model” was that it ceased the education control by the Church and becomes the State to have a relatively high control over education combined with the financing responsibility. Another characteristic was the combination of research and education.

Nowadays, according to Hüther and Krücken (2018), the model in use in most research universities worldwide is based on the model of the German university implemented by the “Humboldt model”. Rothblatt and Wittrock (2006, as cited in Hüther & Krücken, 2018) mention that in international comparative research on national higher education systems the worldwide importance of German universities in the nineteenth and early twentieth centuries was unquestionable.

The higher level of education in Germany is established in different kinds of advanced colleges or universities: University (*Universität*), University of Applied Sciences (*Fachhochschule* or simply *Hochschule*) and Colleges of Art, Music, and Film (*Kunst-, Musik- und Filmhochschulen*).

According to the Goethe Institut (2018), in the University are offered different kinds of subjects. Some of the universities specialize in certain subject areas, for example, medical schools, technical universities, and colleges of education. The University of Applied Sciences conceals the scientific and social subjects but have the strongest emphasis on practical work and application. Wolfsteiner and Self (2012) differentiate traditional Universities as very theoretically oriented and Universities of Applied Sciences as having a more practical outlook and focus on teaching professional skills. Both types of the institution can issue Bachelor’s and Master’s degrees, but Universities of Applied sciences cannot confer doctorates. The College of Art, Music, and Film offer practical education in the arts subjects and it has the equivalent status to universities.

According to *Hochschulrektorenkonferenz*<sup>16</sup> [HRK] (2018), due to the federal system in Germany, responsibility for education, including higher education, belongs to the federal states (*Länder*). In this way, states are responsible for the basic funding, for the organization of HEIs, and each state also has its own laws on education. So, the real structure and organization of the various higher education systems may differ from state to state. In Germany, according to HRK (2018), the HEIs officially recognised totalize 399 institutions, divided into 110 Universities and Technical Universities, 231 Universities of Applied Sciences and 58 Colleges of Art, Music, and Film.

In Germany, as referred by Hancké, Rhodes and Thatcher (2007), there is a university-state relationship characterized by a legal framework in which universities only enjoy institutional

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<sup>16</sup> German Rector’s Conference.

autonomy in teaching and research matters. According to Hanh (2004), the private sector has remained insignificant, for instance, in 2004, in Germany 96.9% of all students were enrolled in state-owned universities.

Another characteristic is the strong relationship between universities and coordinating bodies (even here the State has a significant influence through funding or membership). According to Graf (2008), the coordinating bodies have a substantial role in the internationalization of universities. In this way, there are several coordination bodies with a very strong degree of importance, such as the *Gemeinsame Wissenschaftskonferenz* (GWK)<sup>17</sup>, the *Kultusminister Konferenz* (KMK)<sup>18</sup> and the *Wissenschaftskonferenz*<sup>19</sup>. As well, there are several research promotion agencies, such as the *Deutsche Forschungsgemeinschaft* (DFG)<sup>20</sup>, the *Stifterverband für die Deutsche Wissenschaft* and the Alexander von Humboldt Foundation. Furthermore, there are four large networks of independent research centres, namely the, already mentioned, Max-Planck Society, the Fraunhofer Association, the Leibniz Association, and the Helmholtz Association. Also, very active in internationalisation is the HRK an umbrella organisation serving as a coordinating and representative body of almost all higher education institutions in Germany. On the intermediary level, the *Deutscher Akademischer Austauschdienst* [DAAD], an independent association self-administered by the universities and mainly funded by State, is the most important player in internationalisation. Moreover, as De Wit (2002, as cited in Graf, 2008) states, the internationalization of universities is a way to rebuild national prestige.

Hanh (2004) points out that these bodies support the dissemination of information and the creation of opinion and provide channels for guiding policy formulation. In addition, they coordinate collaborative activities with international institutions.

According to the study of Ilieva and Peak (2016), the commitment to the internationalization of higher education is evidenced by the strategies adopted by the countries, namely in the reformed laws for higher education. The reforms are strong signs of interest in international participation and in supporting the global positioning of their higher education systems. As

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<sup>17</sup> Joint Science Conference of Federal and *Länder* Ministers of Science.

<sup>18</sup> Standing Conference of the Ministers of Education and Cultural Affairs.

<sup>19</sup> Science Council.

<sup>20</sup> German Research Foundation.

a result of the Europe 2020 Strategy<sup>21</sup>, Germany proposed the “Strategy of the Federal and *Länder* Ministers of Science for the Internationalisation of Higher Education Institutions in Germany” (Strategy of the *Gemeinsame Wissenschaftskonferenz*). In their study Ilieva and Peak (2016, p.14) mention this Strategy as an example of the “heightened profile of International Higher Education (...) which focuses on student mobility, research collaborations, and enhanced structures to support intensified internationalisation in Germany and abroad.” And they continue by saying that Germany is one of the countries that stands out for presenting, apparently, one of the most complete and well-adjusted international strategies.

The strategy of the *Gemeinsame Wissenschaftskonferenz* (2013) established nine major fields of action for the internationalization of German higher education institutions:

1. individual internationalization strategies respecting the objectives and the profile of each HEI;
2. improvements in the legal and bureaucratic aspects of validation of credits and documents, recognition of titles;
3. establishment of a welcoming culture, strengthening the social integration of students, teachers, and researchers;
4. establishment of an international campus, through the promotion of intercultural programs, internationalization of the curriculum, courses taught in English;
5. the increase of student mobility programs;
6. the expansion of the institutions' capacity to make Germany one of the four best countries to attract students from all over the world;
7. the attraction of talents for temporary studies in German higher education institutions;
8. the expansion of international cooperation capacity for research;
9. the establishment of transnational courses, to give greater visibility to institutions and attracting highly qualified graduates to undertake studies in Germany.

With these guidelines, German universities understood the country's positioning and expectations regarding the internationalization of higher education systems and worked

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<sup>21</sup> “The Europe 2020 Strategy is the European Union’s agenda for growth and jobs for the current decade. It emphasises smart, sustainable and inclusive growth as a way to overcome the structural weaknesses in Europe’s economy, improve its competitiveness and productivity and underpin a sustainable social market economy.” (European Commission, 2018)

together in that direction. Ilieva and Peak (2016) conducted a study with 37 indicators, analysing the policies and measures of 26 countries to judge how each state encourages internationalization. It evidenced the excellence of the internationalization measures of Germany's higher education system.

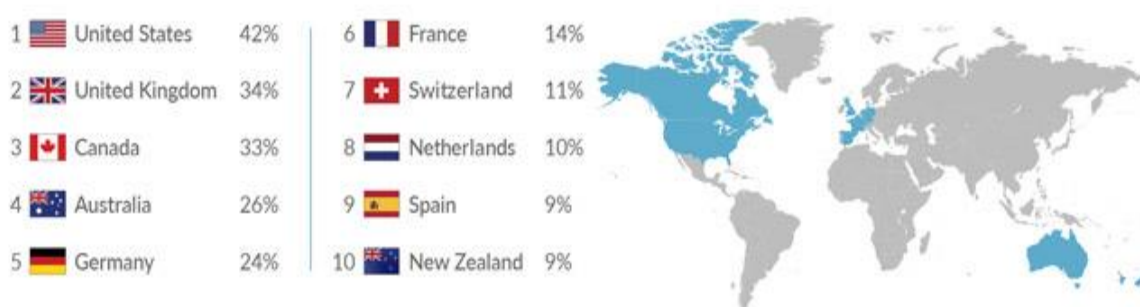
Germany according to the study, alongside Malaysia, is the only country that has achieved the "Very high" evaluation in all categories of the study, which measured the German portfolio of national policies related to the theme as one of the most balanced.

#### 2.4.4.1 Foreign Students

One of the goals set in “Strategy of the Federal and *Länder* Ministers of Science for the Internationalisation of Higher Education Institutions in Germany” was to reach 350,000 foreign students<sup>22</sup> in 2020, which was, according to Kennedy (2018), already exceeded in 2016/17 academic year, with 358,895 foreign students.

According to the Survey Report of QS Enrolment Solutions (2018), as seen in Figure 6, Germany is a very popular study destination standing alongside the USA, the UK, Canada, and Australia.

**Figure 6 – The top ten countries preferred as study destinations 2016/17**  
(in %)



Source: QS Enrolment Solutions (2018)

However, the Report also shows that the USA and the UK remain the top choices of foreign study candidates, those destinations are losing attractiveness. QS Enrolment Solutions

<sup>22</sup> “Foreign students are those who are not citizens of the country in which they are enrolled. Although they are counted as internationally mobile, they may be long-term residents or even be born in the ‘host’ country (definition given by OECD 2017, p.296).

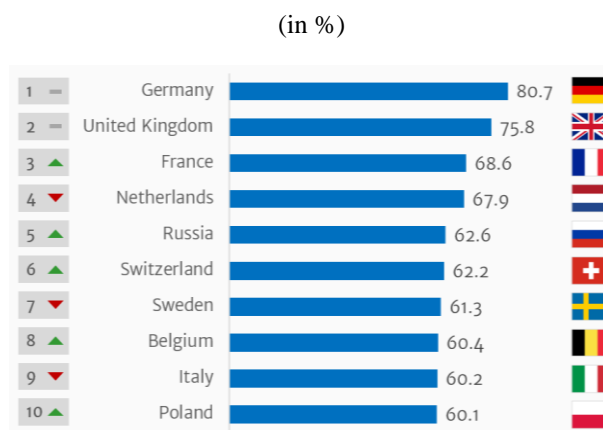
(2018) suggests that many changes will happen in international student mobility patterns and now it is probably the beginning of a more competitive landscape.

As Blöss (2017, as cited in Rodriguez, 2017, para.3-4) points out, there are two political situations that could influence the choices of students: “first there is the Trump presidency driving students away [...] and then there is the upcoming Brexit, of which neither the timeline nor the consequences are foreseeable”.

Slightly different are the results of the report prepared by Study.EU (2018). This report scores annually thirty European countries as a study destination by international students in a range of factors. In the last report, Germany ranks in first place, as seen in Figure 7.

The factors are divided into three categories, presenting different weights in the general score, namely schooling (45%), cost of living (30%) and career and quality of life (25%).

**Figure 7 – The top ten European country preferred as study destinations 2016/17**

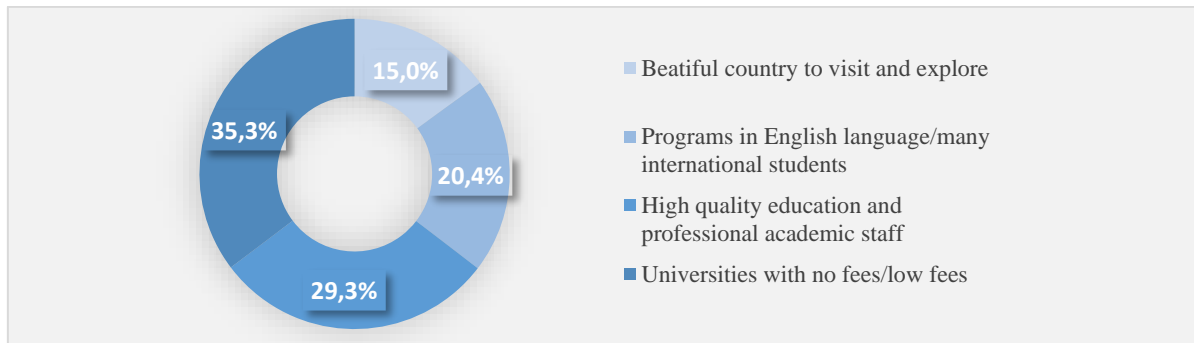


Source: Study.EU (2018, p.1)

This marks the second consecutive year in which Germany appears at the top, according to the Figure 7, that can be explained by the country’s remarkable mix of world-class education at almost no/low fees and by the considerable number of programmes offered in English, as seen in Figure 8.

**Figure 8 – Top reasons why International Students choose Germany**

(in %)



Source: adapted from Studying-in-Germany.org (2018, para.6)

Many reports and statistics (BMBF, 2016, 2018; Deutscher Akademischer Austauschdienst /Deutsches Zentrum für Hochschul und Wissenschaftsforschung [DAAD/DZHW], 2018; Hochschulrektorenkonferenz, 2015; Institute of International Education [IIE], 2018; UNESCO UIS, 2018) show the role of internationalization on higher education in Germany.

The most important points are:

- since 2009/10 the foreign students' amount has grown by 53% (244,775 to 374,951);
- during the academic year 2018,<sup>23</sup> there were 374.951 foreign students enrolled at German universities. That means that the number of foreign students increased by 4.5% as compared to 358,895 students in the academic year 2017;
- foreign students shared 13% of the total number of the student population in Germany;
- foreign students in Germany more likely to choose a University (70% in 2017) over a University of Applied Sciences;
- international students at German universities are mostly, in order of number, from the following countries: China (13.2%), India (5.8%), Russia (4.3%), Austria (4.0%), Italy (3.2%), Cameroon (2.8%), France (2.8%), Iran (2.7%), Ukraine (2.6%), Turkey (2.6%) and Bulgaria (2.6%);
- in the academic year 2017, 36.5% international students in Germany were attending a Bachelor's degree, 35.7% a Master's degree, 9.9% Ph.D., 7.7% other degrees and 10.2% weren't studying for a degree;

<sup>23</sup> The academic year is taken as the basis for determining the number of students. Using this method, students of the winter semester 2017/18 plus the students of the summer semester 2018, are defined of the academic year 2018.



- in the academic year 2017, most international students were enrolled in Engineering (37%) at German HIEs. The second most preferred study was Law, Economics and Social Sciences with (27%).

#### 2.4.4.2 Foreign Academic and Non-academic Staff

In 2016 worked, in German universities, with foreign nationalities, a total of about 46,000 employees (Professors and other academic staff). Approximately 3,200 of them were Professors. According to DAAD/DZHW (2018), the number of foreign academic staff increased by 6% compared to 2015 and compared to 2007, increased by 84%. The number of foreign professors has grown by 3% since 2015 and 49% since 2007. It should also be noted that the proportion of foreign academic staff among all academic staff is different, in Colleges of Art and Music is 18%, 15% in Technical Universities and 12% in small Universities. The Universities of Applied Sciences are those that employ a smaller proportion of foreign academic staff (5% each in large and small universities).

While most foreign staff come from Italy, China, and Austria, in terms of Professors the key countries are Austria, Switzerland and the USA (Table 1).

**Table 1 – Total number of foreign staff and Professors at German higher education institutions, in 2016**

(key countries of origin)

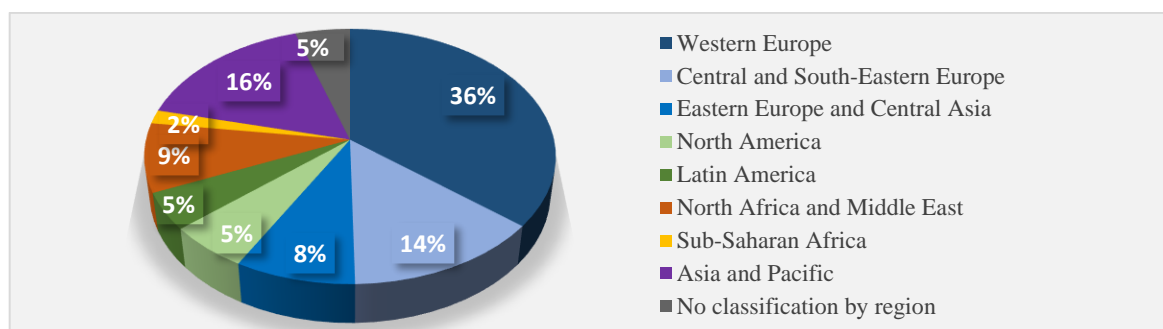
Total Number of foreign staff		Professors	
Country of origin	Number	Country of origin	Number
Italy	3,185	Austria	621
China	2,615	Switzerland	299
Austria	2,481	USA	263
India	2,257	Italy	251
USA	2,187	Netherlands	233
Russia	2,090	UK	184
Spain	2,010	France	137
France	1,765	Spain	107
UK	1,604	Russia	83
Iran	1,507	Greece	74

Source: adapted from DAAD/DZHW (2018, p.17)

In 2016, the largest group of foreign academic staff came from Western Europe, with a ratio of 36%. Asia and the Pacific (16%) and Central and South Eastern Europe (14%) were the second and third place among the regions of origin (Figure 9).

**Figure 9 – Total foreign staff in German HEIs, in 2016, by region of origin**

(in %)



Source: adapted from Destatis Statistisches Bundesamt (2018)

#### **2.4.4.3 German Students abroad**

The European Commission (2009) established four common objectives in education and training systems. One of the following benchmarks set, for education by 2020, “at least 20% of higher education graduates [...] should have spent some time studying or training abroad.”

Germany exceeded the mentioned objective by setting, in “Strategy of the Federal and *Länder* Ministers of Science for the Internationalisation of Higher Education Institutions in Germany”, as national goal half of all German graduates to gain study-related experience abroad and for at least one in three to complete a visit abroad, lasting at least three months, and/or eliciting at least 15 European Credit Transfer System (ECTS) points.

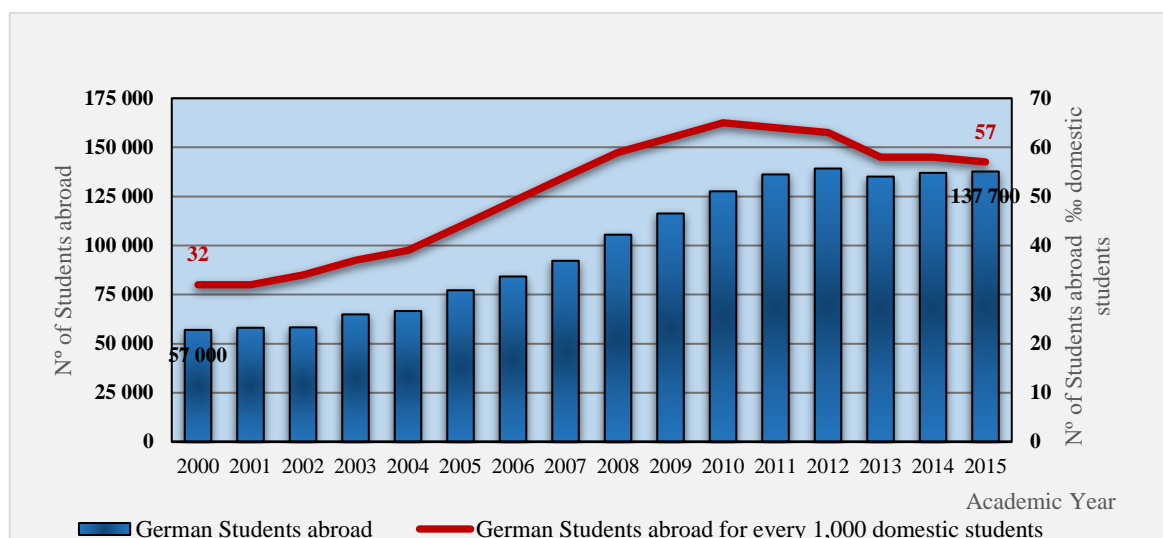
The number and proportion of international mobility German students (degree-related international mobility<sup>24</sup> plus temporary study-related visits abroad<sup>25</sup>) have increased steadily since the 2000s, in both absolute and relative terms (Figure 10).

<sup>24</sup> Study with the aim of taking a degree abroad, e.g. complete Bachelor’s or Master’s programmes abroad (DAAD/DZHW, 2018).

<sup>25</sup> Temporary study-related visits abroad, e.g. semester or placement abroad (DAAD/DZHW, 2018).

**Figure 10 – German students abroad, since 2000**

(number and in % of domestic students)



Source: adapted from DAAD/DZHW (2018, p.87)

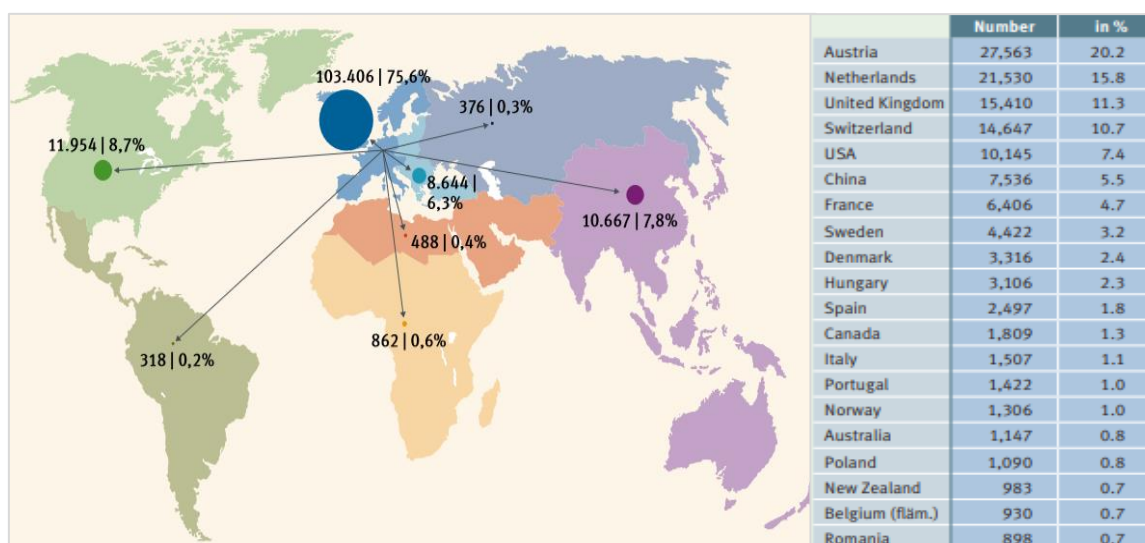
The number of Germans enrolled abroad increased from 57,000 in 2000 to 137,700 in 2015. The increase has accelerated sharply during the last fifteen years, a growth of nearly 242%. Between 2000 and 2015, the number of internationally mobile students rose by 9.4% on annual average. However, from 2000 until 2008, the growth was of 10.6% and from 2009 until 2015, the growth was only 2.6%. German students abroad, in 2015, made up 5.7% of all German students, a slight decrease caused by the simultaneous increase in the number of students (from 5.8% and 137,000 in 2014).

ICEF Monitor (2014) explains that this policy already allowed that the Europe-wide target of 20% been already accomplished (30% of all graduates in 2010 spent at least three months studying abroad). However, the national target of 50% remains to be fulfilled.

In 2015, according to data from DAAD/DZHW (2018), Austria, the Netherlands, the UK, and Switzerland were the four most popular host countries (Figure 11). However, it's interesting to see, that the major host countries for study-related visits abroad are slightly different. In data related to 2017, the four major countries, in order of importance, were the UK, the USA, France, and Spain.

**Figure 11 – German students abroad by host regions and by major host countries, in 2015**

(number and in % of all students abroad)



Source: DAAD/DZHW (2018, p.86)

According to the same publication, the biggest share of German students pursuing a degree abroad, in 2015, were enrolled in Law and Social Sciences programmes (23%) and Economics (20%). Compared to German students at German universities, the subject groups Language and Cultural Studies, Mathematics and particularly Engineering are underrepresented abroad. However, the subject groups differ by country, for instance, Economics is most popular in the UK and in the USA and Medicine in Hungary and the Czech Republic.

The type of HEI chosen by the German bachelor's students abroad isn't a very important factor, because the difference is very slight. In 2017, according to DAAD/DZHW (2018), 35% of students selected University and 32% UAS. However, when the type of degree is the Master's, the gap between percentages is bigger, 52% of students, in 2017, selected University and 43% selected UAS.

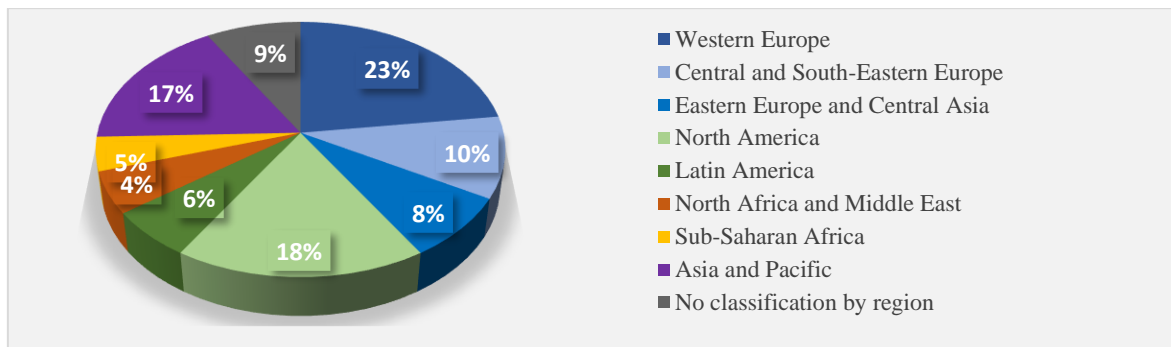
The nature of short-term study visits abroad has shifted in the last ten years. The Placements and Language courses have decreased (from 50% in 2007 to 39% in 2017), on the other hand, Studies and Summer schools become more prominent (from 50% in 2007 to 64% in 2017).

#### 2.4.4.4 Academics and researchers abroad

In 2016, according to DAAD/DZHW (2018), most funded international visits (55%) were undertaken by academics and researchers with doctorates, including professors and experienced academics and researchers. In the ranking of key host countries, the USA (17%) were followed by the UK, Russia, Japan, China, and France. By regions, Western Europe (23%) and North America (18%) were the major host regions (Figure 12).

**Figure 12 – German academics and researchers abroad, by host region, in 2016**

(in %)



Source: adapted from DAAD/DZHW (2018)

## **Chapter III – The Host Institution**

This chapter is divided into four parts and it presents the host institution of the internship.

It starts by presenting the host institution, the Aschaffenburg University of Applied Sciences (Aschaffenburg UAS): its beginning, its mission and how it is presently characterized. It will be also presented the International Office, one of the indispensable elements for the institution's internationalization. In this regard, it will be also presented its mission, its functions and those responsible for its running. It will be also presented the role and numbers of the internationalization of the University.

### **3.1 Aschaffenburg University of Applied Sciences**

#### **3.1.1 Historical background**

Aschaffenburg UAS is located in the city of Aschaffenburg. Aschaffenburg is a medium-sized city situated in the north-western corner of the German State of Bavaria, near Frankfurt-Rhine-Main metropolitan region.

Historically, in the last century, according to Schillare (2014), Aschaffenburg was the location of several United States Army installations throughout the Cold War, after initially taking over the administration of the *Wehrmacht*<sup>26</sup> installations. According to the United States Army (2018), the American presence in the Aschaffenburg military community began in 1948. The installation sites were known as *Ready Kaserne* (previously *Artillerie Kaserne*), *Smith Kaserne* (previously *LaGarde Kaserne*), *Graves Kaserne* (previously *Bois Brulé Kaserne*), *Fiori Kaserne* (previously *Pionier Kaserne*), and *Jaeger Kaserne* (previously *Jäger Kaserne*). These housed armour, infantry, engineer, maintenance and artillery elements of the USA Army. The USA Army presence in Aschaffenburg ended with the ending of the Cold War.

On one of these sites, in Würzburger Straße, the previously, *Jaeger Kaserne*, was founded in 1995, the Aschaffenburg University of Applied Sciences as “*Fachhochschule Aschaffenburg*”, later “*Hochschule of Aschaffenburg*.”

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<sup>26</sup> The armed services of the German Third Reich from 1935 to 1945.

### 3.1.2 The University at the present

As UniRank (2018) refers, this University is a non-profit public higher education institution and is ranked at 259 in country rank and at 6502 at world rank. It's institutionally accredited/recognized by the *Bayerisches Staatsministerium für Bildung und Kultus, Wissenschaft und Kunst*.<sup>27</sup> Nowadays, the University has two Campus, Campus I in Würzburger Straße 45 and Campus II in Würzburger Straße 164.

Aschaffenburg UAS is a University of Applied Sciences, as seen in Chapter II, the instruction at this kind of HEI lies in close cooperation and interaction with the labour market and to a more practical teaching. As mentioned by Hochschule Aschaffenburg (2018), the University “is a dynamic and growing university[...] known for its innovative and interdisciplinary approach to education and its close links with the business world.”

The University (Hochschule Aschaffenburg, 2018) has the following core values: “focus on students, excellence in teaching, industry-focused research, equality and family and cooperation based on trust and open dialogue.” The academia is led by its motto “*Studieren mit Zukunft*”<sup>28</sup> and divided into two faculties: the Faculty of Business and Law and the Faculty of Engineering. The Faculty of Business and Law offers three bachelor's degree programmes: Business Administration, Business Administration, and Law and International Real Estate Management. This Faculty also offers Master's degree programmes in Business Administration and Law, International Management and Real Estate Management. The Faculty of Engineering runs seven bachelor's programmes: Electrical Engineering and Information Technology, Renewable Energies and Energy Management, International Technical Sales Management, Multimedia Communication and Documentation, Mechatronics, Industrial Engineering, and Materials Technologies. The Master's degree Programmes offered are in Electrical Engineering and Information Technology, Electrical Engineering, and Information Technology and Industrial Engineering.

As explained by Hochschule Aschaffenburg (2018), at the centre of the two faculties is the University Leadership and the Executive Board (Figure 13). Each faculty is managed by a Faculty Council in collaboration with the Deans of Academics and Student Welfare.

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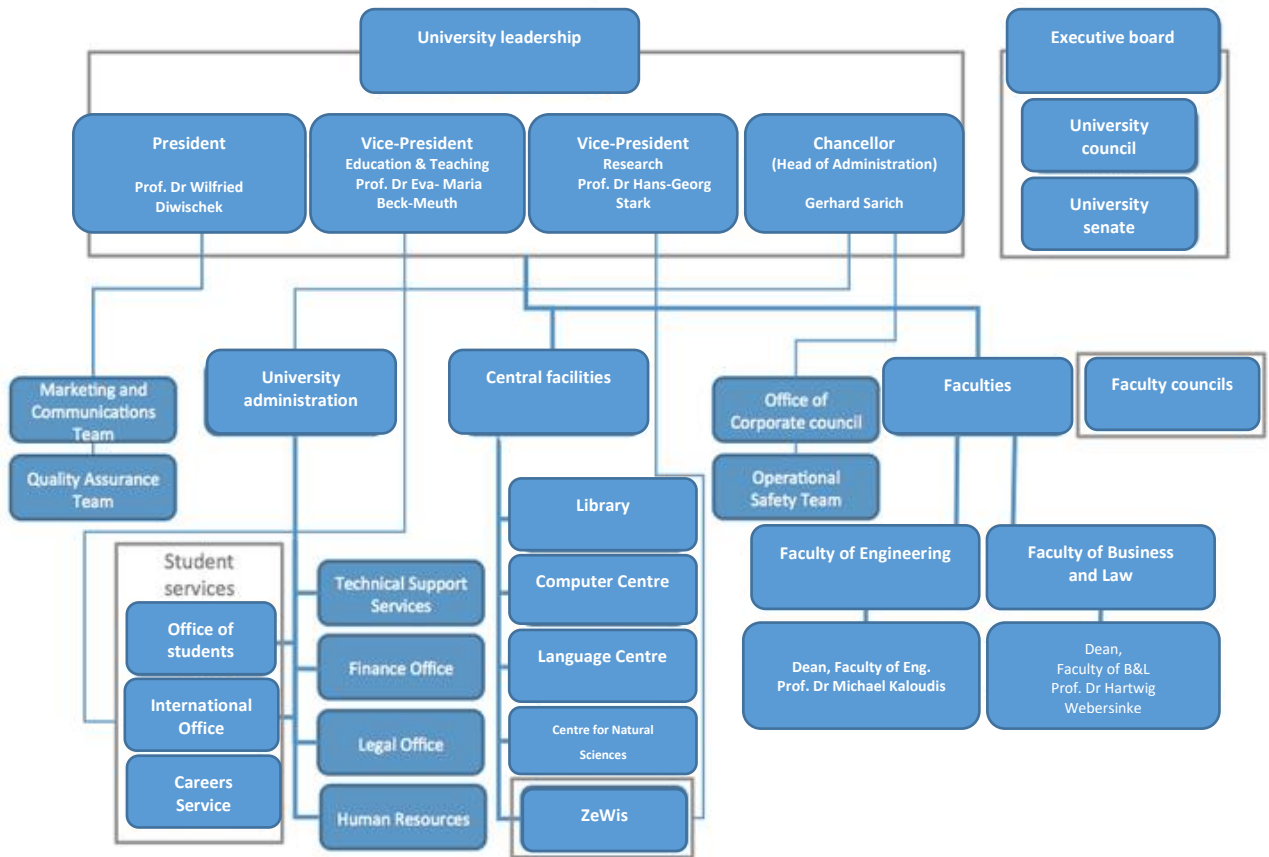
<sup>27</sup> Bavarian State Ministry of Education and Culture, Science and Art.

<sup>28</sup> “Study for the Future”.



The Central Facilities and the Student Services serve the entire University Community.

**Figure 13 – Aschaffenburg UAS Organization Chart 2018<sup>29</sup>**



Source: adapted and updated from Hochschule Aschaffenburg (2018)

### 3.1.3 International Office of Aschaffenburg UAS

Knight (2009) considers that the operationalization of the internationalization based on the mobility of students, academic and non-academic staff in HEIs is related to the implementation of a set of strategies and activities that should be developed and implemented by International Offices. The International Offices, as Palma (2010, p.v)

<sup>29</sup> The names mentioned are present in the official page of the University.

mention, emerge as “privileged centres of inspiration for the internationalization of the Institutions they integrate”.<sup>30</sup>

The International Office (IO) of the Aschaffenburg UAS is located in Building 1 on Campus I of the University. In this facility also works the Office of Students Service. The IO is a service dependent on the Vice-President and the University Administration, whose mission it’s the internationalization of Aschaffenburg UAS and its Community. Its goal is to give the students, the academic and non-academic staff, the opportunity to study/work at international partner universities and benefit from a multicultural environment.

Among the aims of IO are<sup>31</sup>:

- Propose the signing of new exchange and cooperation agreements in which the University participates;
- Collaborate with the implementation and development of the signed agreements;
- Collaborate with the Careers Service in the selection of outgoing students<sup>32</sup>;
- Develop with the students selected the program of studies to be developed in the host institution;
- Assistance in applying for the Double Degree programs and in drawing up a suitable curriculum;
- Apply and sign the Learning Agreement for outgoing and incoming students<sup>33</sup> within the defined time frame;
- Make the reception of the incoming and cooperation participants in mobility and assure, as possible, their adaptation;
- Confirm academic recognition for the studies carried out abroad and transcribe the qualifications to the corresponding Secretariat in its own certificate;
- Tutor, inform and accompany outgoing and incoming students;

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<sup>30</sup> Free translation of the author. In the original: “centros privilegiados de inspiração para a internacionalização das Instituições que integram.” (Palma, 2010, p.v)

<sup>31</sup> Information orally given by International Office.

<sup>32</sup> Outgoing students are students from Aschaffenburg UAS that want to do mobility for a semester or school year at a partner university (translated and adapted from the definition given by *Instituto Superior de Administração e Línguas [ISAL]* (2018)).

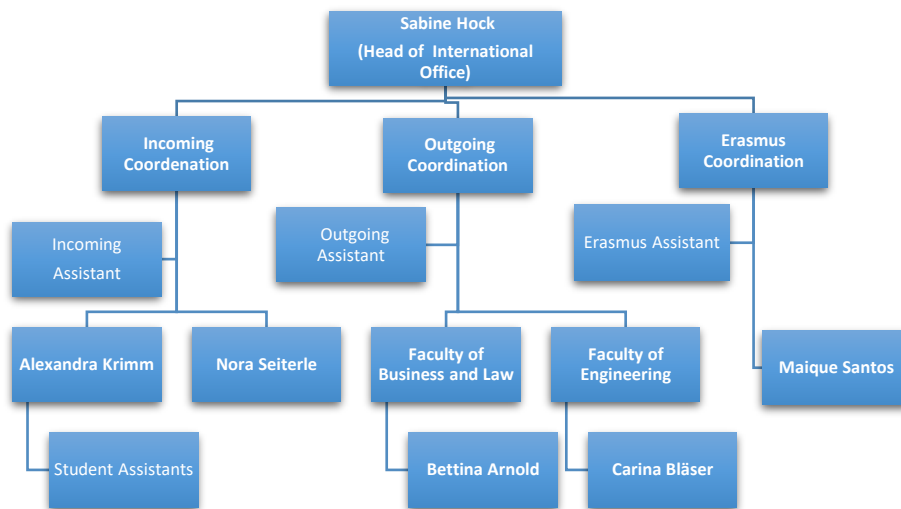
<sup>33</sup> Incoming students are students from other countries, other higher education institutions, with which Aschaffenburg UAS establishes partnerships, under different exchange programs, to carry out a semester or academic year at its University (translated and adapted from the definition given by ISAL (2018)).

- Responsible for the preparation and publication of the ECTS academic guides.

The Head of International Office integrates the service of three unities, the Incoming Coordination, Outgoing Coordination, and Erasmus Coordination. Professors, as well as buddy students, also collaborate with this Office. Professors provide language courses to incoming students, and buddy students provide advice and practical assistance, making it easier to adjust to Germany.

The organization of the service and the positions held by its various employees can be seen through the organization chart represented in Figure 14.

**Figure 14 – Aschaffenburg UAS International Office Organization Chart<sup>34</sup>**



Source: self-elaboration

### 3.1.4 Internationalization of Aschaffenburg UAS

#### 3.1.4.1 Modes of Internationalisation

Through the years, the Hochschule Aschaffenburg (2017) established and developed links with universities abroad. Students, professors, and staff can take part in exchange programmes with 72 partner universities in 37 countries.<sup>35</sup> The university also collaborates in several

<sup>34</sup> To clarify, the names mentioned are present in the official page of the University. The names not mentioned were purposely omitted. The Assistants aren't volunteers, they work as part-time paid workers and the Student Assistants give paid help in events of the International Office.

<sup>35</sup> Australia, Austria, Belgium, Bulgaria, Brazil, Canada, Chile, China, Czech Republic, Denmark, Finland, France, Greece, Hungary, India, Ireland, Italy, Japan, Jordan, Latvia, Lithuania, Mexico, Netherlands, Portugal,

international research projects, such as Conferences abroad, exchanges of scientists and trips to initiate joint projects.

The Language Centre also plays a role in internationalising the academic training of students by linguistic, professional and cultural intensive courses in the context of preparation for a stay abroad. Furthermore, some lectures are given in English.

As far as the cooperation and support programs of the University are concerned, the most important are Erasmus+, Free-Mover, and CDHAW (for China) both for incoming and outgoing. The Foundation Office Aschaffenburg (*Stiftungamt Aschaffenburg*), *Stipendium STBKWK Inländer* and the *InWEnt Teilstipendien* (for internships) are only available for outgoing students.

The University also runs international double-degree programmes that offer the students the opportunity to acquire an academic degree both from Aschaffenburg and from the respective partner university. The double-degree programmes are offered in collaboration with Seinäjoki University of Applied Sciences and Turku University of Applied Sciences in Finland and Tongji University in China.

Although the number of students making international mobility has increased, not all students are willing to study or to do an internship abroad. Thus, in addition to students' mobility, internationalization can be integrated into studies as "internationalisation at home"<sup>36</sup>. Garam (2012) mentions that activities that promote internationalization at home, include bringing together local and international students by organizing joint multicultural projects in a foreign language. In this way, Aschaffenburg UAS also offers international programmes of study "at home" for its students and for students from all over the world. The Global Master Schools, the International Project Weeks and International Language Weeks are examples of events that bring local students and Professors in contact with students and Professors from abroad. These events add more international dimension to students' studies and help them to acquire contacts all over the world.

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Romania, Russia, Slovakia, Slovenia, South Korea, Spain, Sweden, Switzerland, Taiwan, Thailand, Turkey, the UK and the USA.

<sup>36</sup> Crowther, Joris, Otten, Teekens and Wächter (2000, p.6) define internationalisation at home as "any internationally related activity with the exception of outbound student and staff mobility".

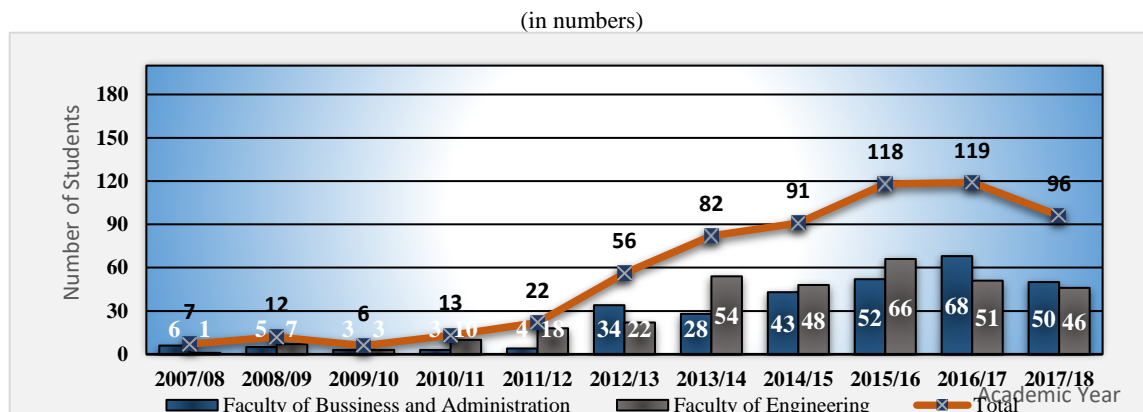
The Aschaffenburg UAS began the internationalization process in the academic year 2000/01. In that academic year, it received one incoming student but had no student in outgoing. The first outgoing students' mobility (three students) occurred in the next academic year.

The University does not analyse the internationalization process, that is, there are no studies on the subject. The University started to produce a biennial report in 2013, only available in German, on about some facts and numbers of the all University (numbers of students, academic and non-academic staff, initiatives and funding's). In this report, therefore there's only official information from last years on.

### 3.1.4.2 Incoming Students

In the early years of the internationalization process, there were few students in incoming mobility, in fact between the academic year 2000/01 and the academic year 2006/2007, only 17 students made mobility in Aschaffenburg UAS. This trend continued until 2012 when the University began to broaden and deepen partnerships and to offer more educational courses and, also improved its facilities. As seen in Figure 15, these improvements allowed a sharp increase of incoming students, with an average annual growth rate of 22.5%, between the academic years of 2012/13 until 2016/17, and in 2017/18 there was a decrease of 19.33% (from 119 to 96 incoming students). The decrease of students in this academic year in comparison with 2016/17 academic year, can be explained, for example by the non-performance of the Global Master School, by the Faculty of Business and Law, that year.

**Figure 15 – Incoming Students (2007/08-2017/18)**



Source: self-elaboration

In the majority of the years, the Faculty of Engineering was the most popular, being surpassed by the Faculty of Business and Law in the years in which the latest performed the Master Global School (2012/13 and 2016/17). In this academic year, however, the Faculty of Business and Law also received more students than Engineering, albeit slightly.

The incoming students, in the last three academic years, represent around 3% of all students enrolled at the Aschaffenburg UAS (Table 2).

**Table 2 – % Students incoming mobility per Total students, 2016-2018**

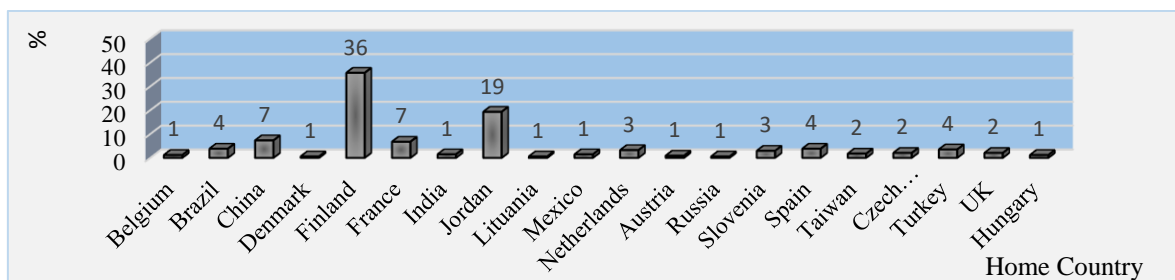
Academic year	Total enrolled students <sup>37</sup>	Students in mobility	% Students mobility/ total students
2015/16	3333	118	3.54%
2016/17	3374	119	3.53%
2017/18	3296	96	2.91%
<b>Total</b>	<b>10,003</b>	<b>333</b>	<b>3.33%</b>

Source: self-elaboration

Relating to the country of origin, the analysis of Figures 16 and 17 shows that the majority of students in both Faculties come from Finland (with 36% in Faculty of Engineering and 26% in Faculty of Business and Law).

**Figure 16 – Country of Origin (Faculty of Engineering), 2001-2018**

(in %)



Source: self-elaboration

The reason that justifies this, may be the possibility of performing double-degree in both Faculties. The second country from which most students come is Jordan, possibly due to the German-backed university of the German Jordanian University (GJU). Thirdly, in Business

<sup>37</sup> Data from Hochschule Aschaffenburg UAS (2018).

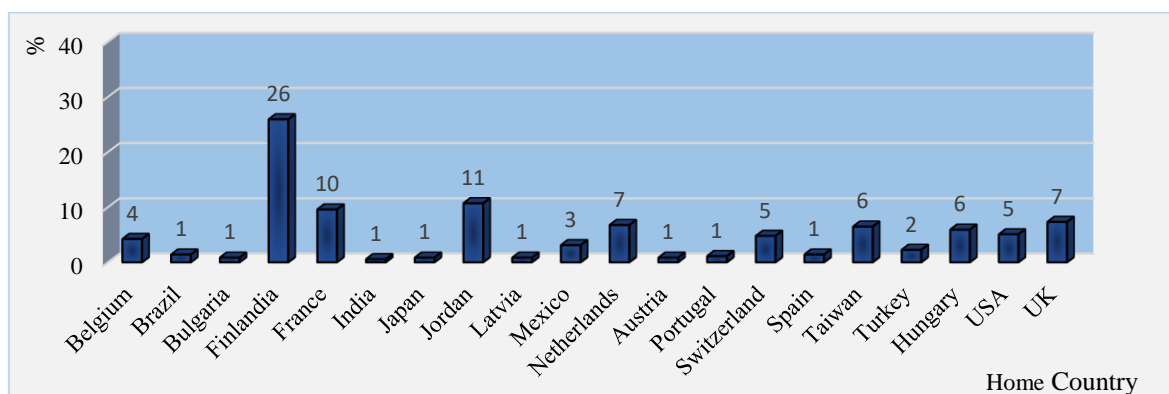
and Law, there are the students from the partner university of France and in the Faculty of Engineering, in addition to France, there is also China (with this University there is a double degree agreement in Engineering).

The remaining positions in the ranking show pronounced differences.

In the Faculty of Engineering, the fourth place is occupied by the students from Turkey, Spain, and Brazil (4%), in fifth place from Slovenia and the Netherlands (3%) and in sixth place from the UK and Taiwan (2%).

**Figure 17 – Country of Origin (Faculty of Business and Law), 2001-2018**

(in %)



Source: self-elaboration

In the Faculty of Business and Law, the fourth place is occupied by the students from the Netherlands and the UK (7%), in fifth place from Taiwan and Hungary (6%) and in sixth place from the USA and Switzerland (5%).

### 3.1.4.3 *Outgoing Students*

The outgoing mobility displays more expressive values than incoming mobility. In the early years, there were few students in outgoing mobility, in fact between the academic year 2000/01 and the academic year 2006/2007, just 49 students made mobility abroad.

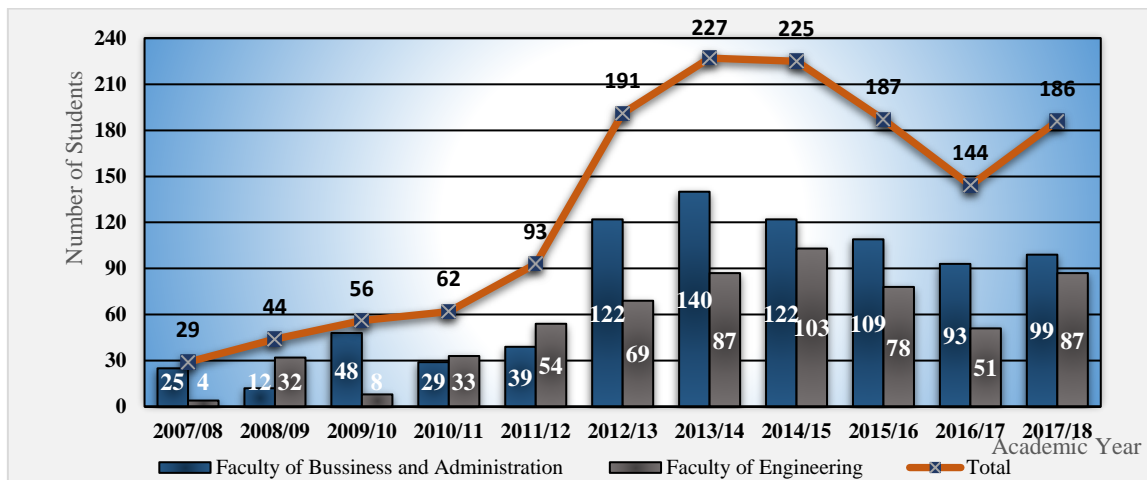
From the analysis of Figure 18, it can divide the chronological series into four moments. Thus, the first moment occurs between the academic year 2007/08 and the academic year 2010/11. During this period the number of students in outgoing mobility grew at an average annual rate of 28.44%. The second moment occurs between the academic year 2010/11 and the academic year between 2013/14. In this period there was a brutal growth of the students,

with an average annual rate of 66.5%. In the third period, between 2014/15 and 2016/17, there was an average annual decrease of 18.75%. In the last moment and year, there is a new increase of around 29% in the number of students compared to the previous year.

It should be noted that most of the students in mobility out attend the Faculty of Business and Law (only in the academic years 2008/09, 2010/11 and 2011/12, this did not happen).

**Figure 18 – Outgoing Students (2008-2018)**

(in numbers)



Source: self-elaboration

Another interesting factor is the numbers of mobilities in relation to the number of students in mobility. In the period under analysis, between 2000/01 and 2017/18, there were 2023 mobilities for 1493 students in mobility, giving an average of about 1.35 mobility/student.

The students doing mobility abroad, in the last three academic years, represent around 5% of all students enrolled at the Aschaffenburg UAS (Table 3).

**Table 3 – % Students outgoing mobility per Total students, 2016-2018**

Academic year	Total enrolled students <sup>38</sup>	Students in mobility	% Students mobility/ total students
2015/16	3333	187	5.61%
2016/17	3374	144	4.27%
2017/18	3296	186	5.64%
<b>Total</b>	<b>10,003</b>	<b>517</b>	<b>5.17%</b>

Source: self-elaboration

<sup>38</sup> Data from Hochschule Aschaffenburg UAS (2018).



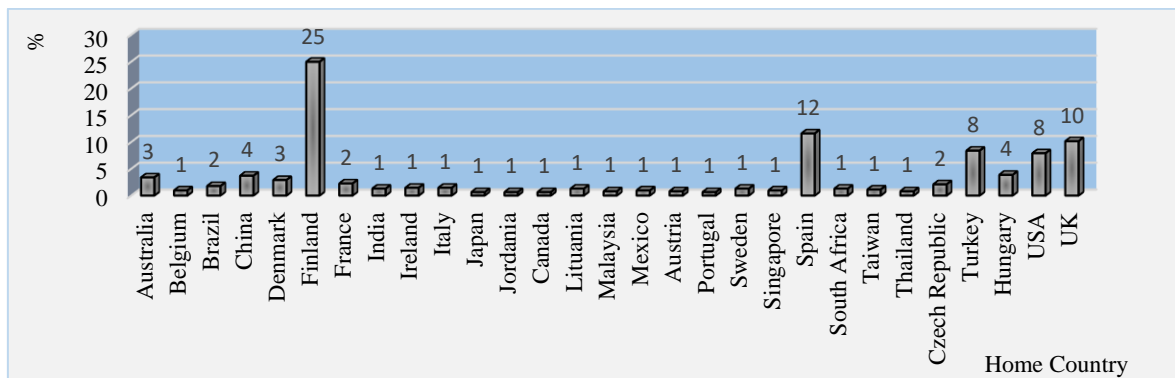
Relating to the host country, the analysis of Figures 19 and 20 shows that the majority of students in both Faculties go to Finland (with 25% in Faculty of Engineering and 17% in Faculty of Business and Law). The reason that justifies this, may be, as in incoming mobility, the possibility of performing double-degree in both Faculties.

The remaining positions in the ranking show some differences.

The second most preferred country, for the students of Engineering, is Spain (12%). The third one is the UK (10%), the fourth are the USA and Turkey (8%), the fifth are Hungary and China (4%) and in the sixth place are Australia and Denmark (3%).

**Figure 19 – Host Country (Faculty of Engineering), 2001-2018**

(in %)

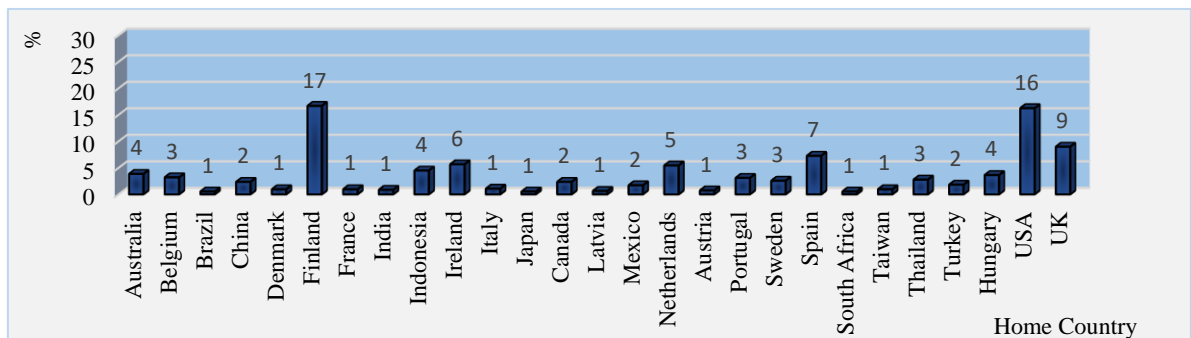


Source: self-elaboration

The second most preferred country, for the students of Business and Law, is the USA (16%). The third one is the UK (9%), the fourth is Spain (7%), the fifth is Ireland (6%) and in the sixth place is Netherlands (5%).

**Figure 20 – Host Country (Faculty of Business and Law), 2001-2018**

(in %)



Source: self-elaboration

In the Faculty of Business and Law, the fourth place is occupied by the students from the Netherlands and the UK (7%), in fifth place from Taiwan and Hungary (6%) and in sixth place from the USA and Switzerland (5%).

Finland's choice to do mobility abroad is not so popular among the German students of other Universities. In this case, probably the possibility to do a double-degree has an important role. The other host countries chosen by the students of this University to make mobility abroad are similar to the choices made by other German students from other universities.

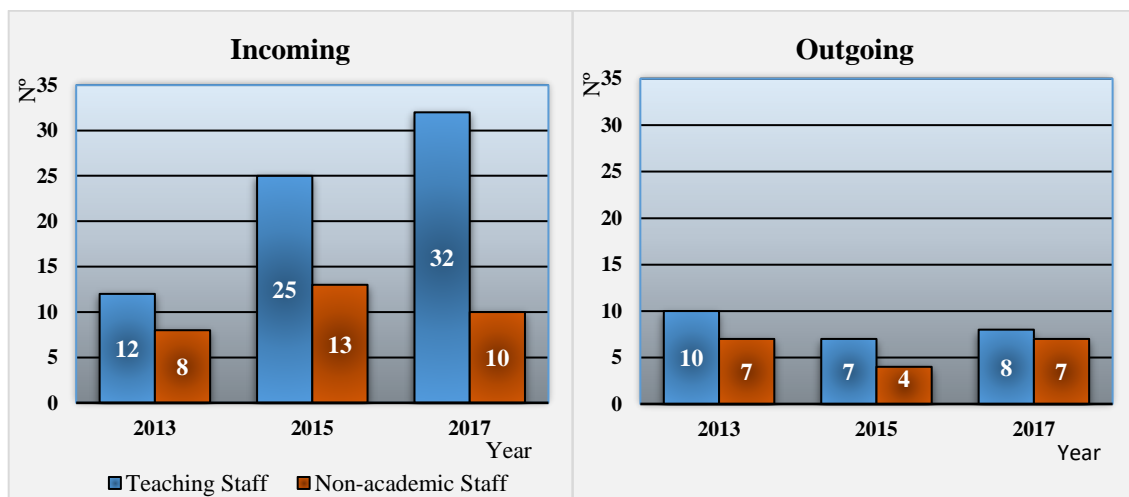
### 3.1.4.4 Teaching Staff and non-academic Staff

Teaching staff and other staff can also enjoy an international mobility experience. They can participate in a training period at a partner institution or can participate in various short-lived initiatives organized by the University, and vice-versa.

Through the analysis of figure 21, there is a different trend in both types of mobility. By 2013, the numbers between the two kinds of mobility were quite similar, but in the following years, the differences were accentuated. In outgoing mobility, the values maintained or even decreased, but in terms of incoming mobility happened the reverse.

Figure 21 – Mobility of teaching staff and non-academic staff in 2013, 2015 and 2017

(in numbers)



Note: The University does not consider the academic year. As an example, the year 2013, refers to the summer semester 2013 plus the winter semester 2013/14.

Source: adapted from Hochschule Aschaffenburg UAS (2013), (2015), (2017)

The incoming mobility shows a much higher grow, especially in the values of the teaching staff. From 2013 to 2015, the number of foreign lecturers has grown by 108% and by 28% from 2015 to 2017. In terms of non-academic staff, between 2013 and 2015, the number has grown by 62.5%, but from 2015 to 2017, it decreased by 23%.

The outgoing mobility shows different results. From 2013 to 2015, the number of foreign lecturers has decreased by 30% and increased by 14.3% from 2015 to 2017. In terms of non-academic staff, between 2013 and 2015, the number has decreased by 43%, but from 2015 to 2017, it grows by 75%, reaching the same value of 2013.

In 2017, according to the *Rechenschaftsbericht 2017* (Hochschule Aschaffenburg UAS, 2017), there was a total number of 97 lecturers in Aschaffenburg UAS. Therefore, the number of foreign lecturers represents 8.3% of the total number of lecturers. In this way, in this University of Applied Sciences, the proportion of foreign lecturers is higher than the average of the country (5%) in this type of HEI.

In terms of the internationalization of the university, one of the aspects to improve should be the promotion of the mobility of the teaching staff and of the non-academic staff. In terms of student mobility, outgoing mobility is far superior to incoming mobility. The opposite is true for the mobility of teaching and non-academic staff. Through the analysis of the data, from 2013 to 2017, there is a great disparity between the incoming and the outgoing mobility. It would be advantageous for the IO and for those who want to carry out an international mobility to learn new working methods and new intercultural competences that can bring greater contributions to them and to the University.

## **Chapter IV – The Internship**

In this chapter will be analysed the internship in the Incoming Coordination Unit of the International Office. This chapter is divided into five parts, more specifically: the plan, its framing and its aims, its scheduled activities, its performed activities and the evaluation of the internship.

Regarding the methodology applied during the internship and, consequently, to the report, were carried out a direct and indirect participant observation and an online information consultation, monographs and brochures on the activity of the Aschaffenburg UAS and others international HEIs.

#### 4.1 Integration and Internship's Plan

The working plan of the Internship had a total prevision of 400 hours and a weekly workload of 20 hours. The planned duration was from 1<sup>st</sup> March until 31<sup>st</sup> July.

On the first day of the internship, the intern had a meeting with the Supervisor to define the task plan to be completed during the internship. The initial task plan proposed is represented in the following table (Table 4).

**Table 4 – Plan of Activities of Internship**

15 <sup>th</sup> March	Opening Master's International Management
22 <sup>th</sup> - 27 <sup>th</sup> April	International Project Week
16 <sup>th</sup> May	Campus Careers
May	Welcome and Arrival Package
8 <sup>th</sup> May	EMS
9 <sup>th</sup> May	Study in Porto
1 <sup>st</sup> - 2 <sup>nd</sup> June	EYE
June	IAS Barbecue
July	Departure

Source: Internship Supervisor

In the following days, the intern was duly presented to all the employees who worked in the Building 1, not only those of the International Office as those of the Office of Student Services who share the same building.

## **4.2 Framing and aims**

This Internship was carried out in the context of a curricular internship.

The internship described had a duration of 460 hours that were accomplished between 08 March and 31 July 2018. The distribution of the weekly workload was made according to the needs of the host institution, so on average, there was a weekly schedule of 23 hours of work (Annex B). In addition, all the work done during these hours has been described in a Logbook (Appendix A).

According to what was foreseen in the Internship Plan, there was an alteration of its starting, because the Internship Protocol was not yet approved at the planned start date (March 1st) so that the Internship was delayed for one week.

For the internship the following aims were set:

- improving language skills (English and German);
- participating in all University initiatives at local and international level;
- supporting foreign students who are in Incoming mobility;
- understanding the motivations of foreign student applications at the University of Aschaffenburg and the acquisition of intercultural competences by them;
- know the functioning of the International Office at the University of Aschaffenburg;
- access University documentation and reports.

## **4.3 Schedule of Activities**

The following Schedule of Activities (Table 5), corresponds to the tasks performed during the internship period, including those that were not foreseen in the initial Plan and the ones proposed by the intern (the survey and the interviews). The activities carried out are framed

in five types: Written papers, Intern Projects, Events, Trips/City tours/Company visits and Office Work.

**Table 5 – Schedule of Activities performed during Internship**

Activities		Month					Appendix
		March	April	May	June	July	
WRITTEN PAPERS	International Guide	X	X				B
	Translations Career Service and Webpage			X			C, D, E
	Social Program of IPW 2019		X				F
	Poster “Study Porto” ISCAP-P.Porto			X			G
	Internship Offer			X			H
	Accommodations in Aschaffenburg			X	X		I, J
	Social Activities				X	X	K
INTERN PROJECTS	Survey Mobility In					X	L, M
	Interviews “Europa macht Schule- International meet Schools “				X	X	N
EVENTS	Breakfast with Bavarian Specialties	X					
	Opening Master’s in International Management	X					
	Welcome Evening	X	X				
	International Project Week		X				
	International Office Information Event		X				
	International Evening			X			
	“Study Porto” ISCAP-P.Porto			X			
	Europa macht Schule - International meets School			X	X		
	European Youth Event				X		
	International Barbecue				X		
	Goodbye Event					X	
TR IPS	Heingenbrücken	X					

to be continued next page...

	Miltenberg		X			
	Tour Aschaffenburg		X	X		
	Klingenberg		X			
	Tour Campus		X	X		
	Company "Linde Material Handling"		X			
OFFICE WORK	MoveOn	X	X	X		X
	Welcome Packages	X			X	X
	Documentation	X			X	X
	Translation	X	X			
	German Lessons	X	X	X	X	

Source: self-elaboration

## 4.4 Activities performed

### 4.4.1 Written papers

#### *International Guide*

One of the tasks defined *a posteriori* was the preparation of an international guide. The University already has a guide, but only with information about the enrolment and studies (e.g. the campus, the courses and academic year, the campus card, the application deadlines and a list of things to do before returning home). The new guide should have another kind of information, with broadening information. The aims of this new guide are to introduce to the incoming student to the life in Germany and answer some of the most important doubts that they may have when arriving. It was asked to speak, in a practical and informal language, about: the city of Aschaffenburg, the University, the life in Germany and how to apply to an Internship (Appendix B).



### ***Translations to Career Office***

Due to the reform of the EU Data Protection Policy, the Career Service requested to translate the following documents “*Musterdatenschutzerklärung für einen Hochschul-Webauftritt*”<sup>39</sup> and “*Datenschutzerklärung*” (Annexes C and D)<sup>40</sup>.

It was also requested the translation of the Press Release “*7. International Projektwoche an der H-AB*”<sup>41</sup> (Annex E) published on the Official Webpage of the University.

### ***Social Program of International Project Week 2019***

It was requested to prepare a flyer with the social activities, with a simple description of each one, to be proposed to the lecturers of the International Project Week to be held next academic year (Appendix F).

### ***Poster “Study Porto” ISCAP-P.Porto***

It was requested the elaboration of a Poster for placement in several University buildings (Canteen, International Office, Faculty of Business and Law and Library) to inform the Info Session of the invited Professor from the Porto Accounting and Business School [*Instituto Superior de Contabilidade e Administração do Porto- Politécnico do Porto (ISCAP-P. Porto)*] (Appendix G).

The elaboration of the Poster was made with the help of a student assistant of the Professor responsible for the Faculty of Business and Law.

### ***Internship Offer***

Elaboration of an internship offer announcement for the International Office for the next semester. This internship was the first internship at the University and at the intern's free application. Therefore, the University decided that it would like to have more interns in the coming semesters, so it requested the elaboration of an offer of internship that should have the following fields: details of employer contact person, period of internship, working hours, job description, profile required and kind of salary (Appendix H).

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<sup>39</sup> “Sample privacy statement for a University website” (Appendix C).

<sup>40</sup> “Data Protection” (Appendix D).

<sup>41</sup> “7th International Project Week at the Aschaffenburg UAS” (Appendix E).

### ***Booklet Accommodations in Aschaffenburg***

For a better and easier access to the accommodation offers in the city of Aschaffenburg for academic and non-academic staff on mobility, it was requested the preparation of guide by hotels and apartments that were located within a radius of 2 km from the University or the Central Train Station (Appendix I).

It has also been requested two tables to be used by the International Office, one for the offer of the hotels and another for the apartments, for example during a telephone call, to give a quick search and answer (Appendix J).

This booklet has a great importance when the staff in mobility makes a call and wants a quick answer or when they want to evaluate the different offers in the city. Before the booklet, the IO couldn't give a quick answer, because didn't have all the information compiled in a single Excel sheet. They had to see different brochures of the hotels and compare the information.

### ***Booklet Social Activities***

It was requested a booklet that would gather the social activities that the University could offer. To do so, a data collection was made from several files from different academic years of the activities offered up to that time. The task was difficult because the folders and files were in German, so it was necessary to open all the files to know what they contained.

Once the information was gathered, it was divided by activities in Aschaffenburg UAS, inside the city of Aschaffenburg and outside the city of Aschaffenburg (company visits, activity tours, city tours, two-day trips, and biannual events).

The booklet was written in an informal way, the idea was to invite the student to each activity through a small image and a small paragraph (Appendix K).

## **4.4.2 Intern Projects**

### ***Survey Mobility In***

The intern proposed to conduct a survey to incoming students in mobility in the academic year 2017/2018 (Winter semester students, Summer semester students and both semesters).

The survey proposal was viewed with some indifference on the part of the Supervisor, but the intern felt that the results could be interesting/important. The University does not conduct surveys or studies to obtain feedback on its performance. For this reason, the intern proposed a very simple survey, that could give some inferences about the work done. With this survey, it was intending to know the reasons that led students to chosen Aschaffenburg UAS for mobility. Another aim was to evaluate students' satisfaction with the mobility period. Satisfaction regarding teachers, the method of teaching, Studies in general, IO services and other University services. As mentioned, one of the aims of the survey was to understand how the IO's service is viewed by the students, therefore the answer is always an open door for improvement or maintenance of a good job. That is why the intern carried out with the survey, because knowing the opinion of students is always important, even more, when the results concern to the department where we work (Appendix L).

The survey was sent by e-mail to the incoming students who completed mobility at Aschaffenburg UAS in the academic year 2017/2018 (Winter Semester, Summer Semester, both semester). The students' e-mail was ensured through the MoveOn program through a search with parameters to the students' files. This access was made possible by a colleague of Outgoing Coordination Unity since the intern couldn't access the data without authorization.

The survey was prepared using Google Forms and the answers were attained through a link (<https://goo.gl/forms/XT96FeOHMTm74GX82>).

The survey was divided into three groups of questions:

- personal information (the anonymity of the students was safeguarded): to describe the students;
- academic/personal motivations: reasons that led to the choice of this mobility program;
- global assessment: how the students evaluate the course and the resources/services of Aschaffenburg UAS.

The answers to the questions of the second and third groups were conceived using a scale of values. The types of responses could be of the type “strongly agree”, “disagree”, “agree” or “strongly disagree” or “bad”, “insufficient”, “satisfying”, “good” or “excellent”. In some cases, it was possible to add the opinion in writing.

The report prepared on the analysis of the survey is in Appendix M.

The main results of the survey to be highlighted:

- 88,9% of the responded that they had known about Aschaffenburg UAS by their own University;
- The more voted reasons to choose a mobility programme were “to be exposed to new working methods and to increase my knowledge of my area of studies”;
- The main reasons to choose Aschaffenburg UAS were to be located in Germany and to have a good reputation;
- The ratio “expectations vs reality”, 55,6% respond that their expectations weren’t met;
- Their overall opinion about the quality of teaching is very good, in the majority of the points evaluated is excellent. However, some points should be improved as the teacher’s availability and support and on the social and cultural involvement at the classes;
- Their overall opinion about the quality of services of the IO is good, however, some points should be improved such as the Administrative/technical services provided and to provide more help in solving students’ problems;
- Their overall opinion about the services and resources of the university is positive, the classification “satisfying” had more answers (38,9%). The services with lower classification are the cafeteria, the internet/IT equipment, and the administrative/technical support.

### ***Interviews “Europa macht Schule- International meets School (EMS-IMS) “***

Since the intern Master's degree is in “Intercultural Studies for Business”, the intern offered herself to conduct interviews with some participants of the Project. Therefore, the intern interviewed three students from each group of Schools and the Professor, from the Faculty of Business and Law, responsible for the project. The questions were asked with the aim of evaluating the personal evolution felt by the students and the importance given to this kind of projects. The responsible teacher was questioned about the importance of this project, if she identified changes in the posture of the students and if she felt cultural constraints by the

students at the beginning of the project. The interviews and the summary of the answers can be found in Appendix N.

#### **4.4.3 Events**

##### ***Breakfast with Bavarian Specialties***

It's an event organized for incoming students and their buddies<sup>42</sup>. This event is organized to introduce some of the culinary specialties of the Bavarian region such as Bavarian sausages (*Weißwurst* and *Nürnbergger Bratwurst*) that are eaten with typical sweet mustard (*süßen senf*), typical bread (*Bretzel*) and typical drinks (sparkling water, apple cider, and beer – *weißbier*). There was also coffee, tea, and milk.

The room was decorated with flags from Bavaria and as ambient sound could be heard traditional Bavarian songs.

In this event, the role of the intern was, in the beginning, to assemble the tables with the food and drinks and decorate the room with the flags. At the end was to clean the room, the crockery, cookware and coffee/tea makers and store in the basement the drinks left over and the decoration alluding to Bavaria.

##### ***Opening Master's in International Management***

Participation in the official opening of the Master's in International Management to local students. This Master's degree is a new master's degree that is fully taught in English and has a mandatory semester abroad.

The intern, in this event, made a testimony as a student who also studies in a Master's totally taught in English and who has done some programs abroad (short-term programs in Germany and Finland) and, therefore she explained the importance of this type of experiences to boost the personal future.

##### ***Welcome Evening***

There were two types of the welcome evening, one on a small scale and one on a larger scale.

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<sup>42</sup> A buddy is a student from the Aschaffenburg UAS who is "willing to accompany a international student and facilitate their integration at the University during their period of mobility" (adapted and translated from Universidade Coimbra (2018)).

The first one, held in March, was a small reception for international incoming students at the Faculty of Business and Law. It was a friendly social gathering with snacks.

The second one, held in March, was part of the first day of the International Project Week (IPW) 2018. It took place in building 22 in the *Hock-Saal*<sup>43</sup>. This event was the official reception of the students and professors participating in the IPW 2018. The event began with three speeches, one of the Vice-President on Education & Teaching, other from the Professor Responsible for the International Project Week and another of the IO representative. Then participants could eat, and drink, and socialize.

The preparation of the hall was realized by the intern together with two student assistants.

Before the event began the tasks were:

- outside the building, put signs (arrows and stand-ups) to identify the location of the hall;
- inside the building:
  - turn on the heating of the hall;
  - put wardrobes to hang coats;
  - tidy the tables, put covers and decorate them with flowers;
  - decorate the hall with flags and postcards of the International Office;
  - pick up sandwiches, pretzels, and cakes at the bakery;
  - transport drinks, plates, cutlery, cups and napkins from building 1 to building 22;
  - distribute food and drinks by the tables.

During the event:

- fill in the attendance list and give the student a badge with its name;
- ensure cleaning during the event (remove dishes and empty bottles);
- take pictures of the event.

At the end of the event, it was necessary to disassemble it by:

- washing dishes, cutlery, and glasses;
- pack the tables and remove the covers and flowers;
- take covers of the tables and bring them to the laundry room;

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<sup>43</sup> University's noble hall.

- store the leftover drinks and crockery on the cellar of Building 1;
- dump the trash;
- arrange the wardrobes in your location;
- dismantle stand-ups and.

### ***International Project Week (IPW) 2018***

The IPW is an annual event organized by Aschaffenburg UAS, with some of its partner universities, for undergraduate students from subjects related to Business Administration or International Technical Sales Management. The international guest students and lecturers came from Belgium, Brazil, Finland, France, Russia, Switzerland, Slovenia, South Korea, Taiwan, Hungary, and the USA. This year project had as final aim the elaboration of different projects based in the following subjects: “Current Issues of Islamic Finance”, “Development Project Tricycle”, “Intercultural Aspects and Communication in Marketing a Tricycle in Different Countries”, “Intercultural Conflicts in International Organizations”, “How to provide value to customers with digitalisation in energy production”, “Elaboration of a technical-commercial offer” and “Negotiating in multicultural environments: Case Study EU”.

Around hundred students were divided into intercultural groups and were asked to incorporate into their project their practical skills and theoretical knowledge in project management, cross-cultural standards, technical sales, intercultural communication, and interpersonal/social skills. At the end of the week they presented the work and by their approval, they received 2 ECTS.

The morning of the first day of the project (23.04.2018) began with the official opening in the Auditorium (Building 2). The opening started with three speeches (Vice-President on Education & Teaching, Professor Responsible for the IPW and IO representative). There was also a small presentation from each partner university that participated through its guest lecturers. The preparation of the Auditorium had been held the previous Friday. The preparation was carried out by the intern and two student assistants. The organization of the space passed by the removal of the tables and arrangement of the chairs by rows. Flags and information placards were placed. There were also stand-ups outside the buildings to publicize the event.

At the beginning of the event, the intern was in charge of registering participants. At the end of the opening event, the intern toured the campus with the international guest students and lecturers. In the afternoon the intern escorted the guest participants (students and lecturers) in a tour conducted by a guide through the city of Aschaffenburg. After the tour, there was the Hock-Saal assembly for the Welcome Evening.

On the morning of the second day, the students started to work on their projects under the supervision of the guest lecturers. In the afternoon, the guest lecturers could choose, from a city trip to Klingenberg or a hiking in the vineyards. The intern accompanied the IO responsible and the group who selected the city trip.

In the morning of the third day, the intern unlocked the rooms and turned on informatic devices for the different groups. Another task was the preparation of the break room with snacks and drinks. In the afternoon, the intern with the assistant Nadine escorted the guest participants on the Company visit of “Linde Material handling.”

In the morning of the fourth day, the intern unlocked the rooms and turned on informatic devices. Another task was the preparation of the break room with snacks and drinks and preparation the Auditorium with tables and drinks for the closing ceremony. In the afternoon, the task was of cleaning the break room in the beginning and at the end of the afternoon.

In the last day, the intern unlocked the rooms and turned on informatic devices. With help of assistant Nadine, pin boards were carried for each of the seven rooms of presentation of the projects. The break room was prepared with snacks and drinks. The Closing Ceremony of the event happened at 12 p.m. in the Auditorium. The ceremony began with a speech of gratitude from the Professor Responsible for the IPW, then certificates of participation were given to the students and gifts to the invited lecturers. In the end, meals were served (previously heated by the intern and IO assistants), snacks and drinks.

The cleanliness and layout for the initial layout of the Auditorium were also of the responsibility of the intern and student assistants, as well as of the dishes and the break room.

### ***International Office Information Event***

Event open to the community, organized with the aim of attracting future students to the University. There were different stands representing: the Student Association, the Career



Service, the Faculty of Business and Law, the Faculty of Engineering and the International Office (Outgoing Coordination).

The Outgoing Coordination of the IO was intended to inform students about the existing partnerships between Aschaffenburg UAS and other foreign higher education institutions. Was its intention to motivate and publicize new possibilities of study abroad.

The intern assisted one colleague from the Outgoing Coordination to set up the stand with the information material (stand-ups, posters) and promotional gifts (pens, pencils, markers, pins, and balloons).

### ***International Event***

Event organized by the Students Association with the support of the Buddies, to integrate incoming students. In this event, students participated in different networking activities and typical food and drink were provided to participants.

The intern also helped the students organizing the event, through the baking of international recipes “*Pastéis de Nata*” (Portugal), “*American Cookies*” (United States of America) and “*Loukoumades*” (Greece). She also helped to clean the social room and to distribute the food and drinks by the tables. In the end, she helped in the cleaning and storage space.

### ***“Study Porto” ISCAP-P.Porto***

As part of the Erasmus+ partnership between Aschaffenburg UAS and Porto Accounting and Business School (ISCAP-P.Porto) was promoted the visit of two days of one invited Professor. The invited Professor gave several guest lectures and informed students about study abroad options at his home institution.

The participation of the intern began with the preparation of the poster about the Info session and the revision of the Program sent to the lecturer.

In the first day, upon the welcome of the lecturer in the IO, the intern did a short tour on Campus I. The intern also accompanied the teacher at the "Studying Abroad in Porto" info session integrated at the end of the course of “*International Real Estate Management*” and was present in the guest lecture “*Doing business with Portugal/ Portuguese*” and “*Study abroad at ISCAP-P. Porto*”, integrated into the course of Bachelor level of “*Working across Cultures*”.

In the second and last day, the intern was present in the open session to all about the opportunity to do an exchange study at ISCAP-P. Porto and in the guest lecture, integrated into the Master's course of "Intercultural Cooperation and Communication", about "Exporting local beer to Portugal" and " "Doing business with Portugal/ Portuguese" as input/advice to students that have to create a project of exportation of craft beer.

### ***Europa macht Schule – International meets School (EMS-IMS)***

The aim of the "Europa macht Schule" program is to make real the idea of European exchange and to work on exchanging more knowledge about one another. For this to happen, European incoming students in Germany are doing projects in German schools: pupils will meet a European country from a different perspective and incoming students will receive new access to the host country. Therefore, students are seen as being young ambassadors from their countries. Patterned images and preconceived ideas and attitudes result of stereotyped attributions, can be reflected and broken. In the end, there is a common presentation of the results, in a public event.

In Aschaffenburg UAS international students are not only European but also from other continents, the university decided, with the approval of *Deutscher Akademischer Austauschdienst* (DAAD)<sup>44</sup>, to extend the program beyond European countries. So, the program was called "Europa macht Schule – International meet Schools".

The intern' participation in the programme carried out by the presence in the initial meeting, with the schools that collaborated with the project (*Dalberg-Gymnasium, Dessauer-Gymnasium, and Maria-Ward-Schule*), to decided how the working groups would be divided.

The intern also worked with two assistants of the Professor responsible for the Faculty of Business and Law in the organization of the final presentation event that took place at the Dalberg-Gymnasium on 22 June. Some of the tasks were: elaboration and printing of posters to be hung in pin boards, printing and folding of 200 flyers of the Program Event, purchase of flowers and order food at the local bakery. As the budget was so restricted the intern offered herself to bake, otherwise, there would not be enough food for so many people.

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<sup>44</sup> German Academic Exchange Service is "the world's largest funding organisation for the international exchange of students and researchers" (DAAD, 2018).

On the day of the event, the intern main task was to register the participants and the people who were attending the event (the project funding is based on the number of participants and viewers). The intern also helped in the transportation of food, in the placement and presentation of food and drinks and in the regular cleaning of the space where food was placed.

### ***European Youth Event (EYE)***

The EYE was a huge event, according to European Parliament (2018) with around 9 000 participants between 16 and 30 years old. It took place between 1 and 2 of June of this year in the European Parliament in Strasbourg, France. As the European Parliament (2018) mentioned, the participants “came up with ideas for the future, discussed with European decision makers” and met more other young people. The edition of this year evolves around five main themes: Young and old: Keeping up with the digital revolution; Rich and poor: Calling for a fair share; Apart and together: Working out for a stronger Europe; Safe and dangerous: Staying alive in turbulent times; Local and global: Protecting our planet.

The event participants could participate in a wide variety of activities, previously booked, that they preferred the most. The activities were carried out in the following formats: debate, discussion, hearing, ideas check, ideas lab, keynote, talk, the battle of ideas or workshop. In addition to these activities, there have also been leisure activities, such as an open-air cinema sponsored by the local authority of Strasbourg.

The role of the intern in this event was one of the group leaders, she took the responsibility, along with other group leaders, for the group’s registration process, accreditation and accommodation.

### ***International Barbecue***

Event organized by the IO for socializing for incoming students but also open to the rest of the student community.

In this event, the students brought the meat that they wanted to grill and could also bring/cook some food from their country. The drinks were provided by IO (beer, water, and juice).

The role of the intern was, with the help of four buddies, transporting the barbecue grill, benches, and tables from the cellar to one of the university's garden areas. She also cooked

"*Rissóis de carne*"(Portugal), "*Coxinhas de Frango*"(Brazil) and a Chocolate Cake. She also assembled tables with cutlery and dishes and help distribute food around the tables.

For the disassembly of the event, one worker of IO also helped in the storage of all material and in the cleaning of the space.

### ***Goodbye Event***

Farewell dinner with the incoming students, the buddies and the staff of International Office. The dinner was in a typical German Beer Garden (*Fasanerie Biergarten*). In the end, was given a little *souvenir*: a group photo with success votes written on the back.

## **4.4.4 Trips/City Tours/Company Visits**

### ***Heingenbrücken***

In this activity, the role of the intern was to go along with the incoming students and their buddies from Aschaffenburg UAS to the city of Heingenbrücken and vice versa. It was a leisure and team-building activity, part of the hospitation orientation weeks, which consisted of climbing and sliding trees in the Kletterpark.

### ***Miltenberg***

In this activity, the role of the intern was to go along with the incoming students and their buddies through the city of Miltenberg and on the guided visit to the brewery "Brauhaus Faust".

### ***Guided City Tour Aschaffenburg***

The intern took two groups, at different moments in time, to visit the city of Aschaffenburg. The first group was the participants (students and lecturers) of the IPW 2018 and the second group was the entourage (lecturers and staff) of the University of Wolverhampton.

The intern's role was to carry, by walk, the groups from the University to the Tourist Office in the City Centre. There they would meet a tour guide, previously hired, and the intern would join the City Tour. At the end of the Tour, the groups were drop off at the local brewery "*Brauerei Schlappe-seppel*", where they would dine with representatives of the University.

## ***Klingenberg***

The city trip to Klingenberg was a social activity for the lecturers of the IPW 2018.

The role of the intern, along with the Internship Supervisor, was to make a tour through the town known for its vineyards and typical half-timbered houses. The tour ended with a dinner in the typical family restaurant “Burgterasse”.

## ***Tour Campus I***

The intern was assigned the function of making guided tours through Campus I of Aschaffenburg UAS. These tours were made to lecturers, students, and staff in mobility. The tours were done in an informal way explaining a little of the history of the University and the different buildings of the University.

The first tour was made to the guest students and guest lecturers participating in IPW, the second to a staff member in mobility from the University of Economics of Varna, Bulgaria and the third to a lecturer in mobility from ISCAP-P. Porto, Portugal.

## ***Company “Linde Material Handling “***

The visit to this company, with its headquarters in Aschaffenburg, was inserted in IPW 2018. This company is recognized worldwide in the construction of forklifts, with manufacturing units in Europe and Asia.

The visit began with a video presentation of the company and then a guided tour of the factory facilities that in this factory produces the biggest forklifts of the brand.

The intern and the IO's assistant roles were to pick up the bus tickets and to escort the group of participants (students and lecturers) in the visit and in the trip from/to the University.

### **4.4.5 Office Work**

#### ***Programme MoveOn***

*MoveOn* is the software (was only available in German language) used online by the International Office to assist “the tasks of managing cooperation programmes, the mobility of students and teaching staff and funding” (QS unisolution: *MoveOn* user manual, 2018,

page 1). During the internship, this program was used to create or change data related to students, Professors, staff, universities and mobility programs.

The program is used whenever there is someone (student, Professor or staff) who interacts in mobility with the University. Therefore, it is inserted data such as name, surname, sex, address, date of birth, e-mail, telephone, home institution, mobility period, type of mobility and type of mobility program.

When there are new partner institutions, the institution's data are also included, such as name, type of institution, country of origin, e-mail, contact person, the International Office person for contact and it's contact data.

### ***Welcome Packages***

Preparation of two types of “welcome packages”: one for incoming students on semester mobility and another for teachers, staff or incoming students on short programmes.

The first type of “welcome packages”: was made of a folder of Aschaffenburg UAS with a label with the name of the student and: pencil of Aschaffenburg UAS; card of the International Office with contact and opening hours; “Checklist Arrival”; “Orientation Weeks Programme”; School Calendar; Campus Map; “Guide for incoming students: How to do my schedule?”; Timetable template; Wi-Fi Sheet; “Checklist Departure”; Brochure “Eight good reasons...” to study at the faculty of Engineering and “Eight good reasons...” to study at the faculty of Business Administration and Law; Brochure “Discovering the city of Aschaffenburg”; Booklet with the greetings of the President of the University and the different courses of the University and a small guide “Broaden your mind – study with us”.

The second type of “welcome packages” was made of a folder of Aschaffenburg UAS with a label with the name of the person and: pen of Aschaffenburg UAS; notepad of Aschaffenburg UAS; card of the International Office with contact and opening hours; Individual Programme; Campus Map; Login WLAN; Brochure “Discovering the city of Aschaffenburg”; Brochure “Eight good reasons...” to study at the faculty of Engineering and “Eight good reasons...” to study at the faculty of Business Administration and Law; Brochure of the new Master’s in International Management; Booklet with the greetings of the President of the University and the presentation of the different courses of the University.

### ***Documentation***

Follow-up of the completion of the processes of students in mobility that ended the study period at the end of the 1<sup>st</sup> semester. The procedure is to sign the document certifying that the student has been attending the Aschaffenburg UAS (this document includes the date of arrival and the date of departure and these must correspond to the period for which the student has applied). Subsequently, the International Office must send to the partner institution the Final Study contract and Transcript of Records duly dated, signed and stamped. A copy of these documents is archived in the student's file beyond the digital copy. The processes are organized alphabetically by the institution of origin and within each institution in alphabetical order of the student's surname.

Concerning the students who started the 2<sup>nd</sup> semester, there was also a need to update and archive the new documents, essentially the Learning Agreement, because at the beginning of classes there are many changes to it. Or because they decided to change the classes to which they were enrolled or because there were overlapping classes and they had to quit one and choose another.

For the students who applied for the next academic year 2018/2019 (one semester or both) the task was to archive the application documents in digital format and on paper (when the application becomes effective the personal data are also inserted in MoveOn).

### ***Translation***

During the internship, there were several times that there was a need to translate from German into English/Portuguese. For example, during the International Project Week (IPW), both the general task plan, the daily task plan, and the IPW program were only provided in German. Another example was the guide to using the MoveOn software that was also in German.

### ***German Lessons***

Due to the lack of knowledge of German language, it was requested, by the intern, the attendance of German foreign language classes. This need was felt by the intern because the meetings of the International Office, part of the documentation and the software used were in German. The attendance of German classes was approved by the University and the classes were given by the University.

### *Other activities*

There were other tasks besides those mentioned previously:

- To review links to the official page of the University and to check if there were errors or if the data was outdated.
- To provide some assistance to Outgoing Coordination, essentially scan processes of students;
- To give technical support in the video conference between Aschaffenburg UAS and the University of Seinajöki to promote the exchange of students;
- to provide administrative assistance in the opening hours.

### **4.5 Analysis of the Internship**

The internship allowed to have a greater sense of the functioning of a university and to observe some particularities related to the teaching and the relationship with the students and the staff. In addition, it has enabled to contribute to the dissemination and organization of information about the IO, due the translation of texts, updates to the webpage, the elaboration of booklets, the support in the conclusion of applications, the protocols and the organization of events.

Particularly, as mentioned before, the internship had the following aims:

1. improving language skills (English and German);
2. participating in all University initiatives at local and international level;
3. supporting foreign students who are in incoming mobility;
4. understanding the motivations of foreign student applications at the Aschaffenburg UAS and the acquisition of intercultural competences by them;
5. know the functioning of the International Office at the Aschaffenburg UAS;
6. access University documentation and reports.

It should be noted that not all objectives have been fully achieved.

Therefore, by analyzing the point-to-point objectives, it should be noted that the first point was partially achieved. At the level of the English language, this one stayed at the same level at the beginning of the internship, proven by the linguistic examination realized at the end of the internship. At the level of knowledge of the German language, there was a marked



development thanks to the German classes for foreigners and the coexistence of everyday life. For the second objective, this was also partially achieved. At the level of the initiatives of international scope promoted by the University, the intern always had an active role in them, both those promoted by the Incoming Coordination and the Outgoing Coordination. Concerning the local initiatives, only in the “Campus Careers” this was not verified by lack of sufficient mastery of the German language on the part of the intern. This initiative is an annual initiative promoted through cooperation between local companies and the university, with the aim of publicizing possible job offers for German-speaking students. As the support required, was to give indications and logistical support, in German, the intern's help was waived.

As far as support for incoming students' assistance was concerned, the third objective was materialized. Through the providing of support in the opening hours of the International Office, as well as through support via e-mail or during events.

In relation to the fourth objective, it was fulfilled thanks to the projects of the intern. The study of incoming students was achieved through the elaboration of the survey and the acquisition of intercultural skills was analyzed through the interviews conducted under the EMS-IMS project.

With regard to the fifth objective, to understand the operation of IO, it has also been reached. Through the work of internship, it was possible to understand the organizational structure, the mission of the IO, the international relations that are established between the University and its partners, as well as the various activities developed in support of the studies (Conclusion of applications, contracts and protocols) and insertion into the community, especially as regards students and staff in incoming mobility.

As to the last objective, referring to the access to documentation and reports was also not fully hit. Sometimes access to information was not possible or because it did not exist or by restriction of access for reasons of confidentiality. That is why the working plan initially proposed by the intern was changed. For example, when the intern wanted to send the survey to the students, she did not have access to their data (on the one hand because the intern's access credentials did not give access to this type of data, on the other hand, the Internship supervisor also did not provide them). Other examples, when examining the internationalization of the university, there were no internationalization reports, no organized information about this type of data.

The role of IO is paramount in the internationalization process initiated by Aschaffenburg UAS in the academic year 2000/01. Knight (2009, p.13) argues that the core of the International Offices is at the level of internationalisation based on cross-border activities, that is to say, based on the mobility of students, teachers, and non-teachers. In fact, the same happens in the IO in which the internship was given. Interculturality was a constant reality on a day-to-day basis, not only through interaction with students from other countries and cultures, but also the intern herself worked with colleagues from a different culture. As such, there was constant sharing, adaptation, and respect, not only at the level of languages but also in ways of being, interacting and working. The various tasks of IO are characterized by their diversity and scope. The tasks performed during the internship period will now be framed according to their most striking characteristics.

Activities such as “breakfast with Bavarian specialties”, “welcoming evening”, “international evening”, “international barbecue”, “trip to Heingenbrücken” and “Europa macht Schule-International meets School” were activities developed by IO for integration of the students as well as for the success of their mobility period. In this way, the IO seeks to bring the students together, promoting the creation of bonds between them. In events such as these are encouraged to share experiences, exchange information, curiosity and, at the same time, respect for difference, seeks to develop intercultural competence.

Activities such as the “Master's in International Management”, “IPW 2018”, “IO information event”, “Study ISCAP-P. Porto”, are forms of internationalization. The Master's in International Management is a course with the obligation of realizing a mobility in its curriculum, it promotes in this way the outgoing.

The IPW is a project involving international students who travel for a week to Aschaffenburg UAS and work on a project in partnership with local students. It involves two types of internationalization: short-term mobility by international students and internationalization at home by local students.

The IO information event is another event in which local students are informed about existing outgoing mobility vacancies and the ISCAP-P.Porto Study was another initiative to introduce the ISCAP-P.Porto Institute and promote outgoing mobility for the same.

The "European Youth Event" is an event promoted by the EU to engage the youth in activities that promote citizenship and is intended to instill their involvement in the future of

Europe. It is an event that promotes proactivity, concern and a certain enterprising spirit among young people. It is also intended to promote interculturality without forgetting the cultural identity of each one.

The activities that involve city tours and trips with students, teachers, and staff in mobility, intend to promote the university, to know better the reality of the teaching of the University and also to promote the integration and interaction with the German culture.

Administrative activities essentially allow the recording of data on mobilities. These activities allow the registration of data, speeding up the organization of the mobility processes. With regard to mobility flows, various types of mobility have been recorded.

The translation of news on the website to the English version is also important because it allows international students to be informed of events that have taken place and in which they were normally involved. In this way, feedback and importance are given to their participation in the academic community.

Another important document was the internship offer, a proposal that demonstrates the willingness of the University to host new international trainees, encouraging mobility incoming internships.

The information contained in booklets and in the guide is of great importance for the assistance of students/staff in mobility.

The Survey was conducted in order to meet one of the objectives of the internship and also to serve as a means of evaluation to be used by IO in the future. The focus of the survey is to understand the motivations of students in mobility to participate in an international mobility program, to try to understand if their objectives were fulfilled during the mobility and if the services provided by the University, in particular, the IO, satisfied the students. The obtained results serve to detect possible malfunctions and to correct them and also to understand the reasons of the attraction of the students in the choice of the institution and to try to extend them or to arrange new forms of attraction. Data were presented graphically and a brief descriptive summary of the results was performed. The results confirm the importance of Germany in the choice of the University. They point out some points that although not bad should be improved because they were considered less positive by students, such as the teacher's availability and support, the administrative / technical support provided by IO and the quality of the cafeteria, the internet/IT services and administrative/technical

support in general. Another aspect matter is that 88.9% take notice of Aschaffenburg UAS through the University of origin, in this way Aschaffenburg UAS should improve the channels of promotion. The interviews were also proposed by the trainee as a way to fulfill one of the objectives of the internship.

In general, the activities developed by IO help in the internationalization of the University. It is found that in terms of student mobility Outgoing is more successful, but in terms of mobility of Teachers and Staff Incoming is more successful. The relatively low but increasing values of mobility can be explained by the fact that the University is young, the process of internationalization started a little over fifteen years ago, and the fact that it is a University of Applied Sciences (as was verified in Chapter II, type of universities receives fewer students than the Universität) and, as we have seen from the survey, there is a lack of publicity for it, because it is only made known through the partner universities.

Speaking about the adaptation to the internship place, in the beginning, the adaptation was only hampered by the lack of necessary computer equipment (lack of a computer provided by the institution, lack of login credentials and lack of an e-mail account). In the office there are only two computers, so the intern only could use a computer when one of the other workers was not working. But even when the computer was available, there was another problem, the language of the system was German. The intern couldn't change the language to English because she did not have a login name and had to use the password of another person. It was proposed for the intern to use her own personal computer, the intern tried but even that a situation did not solve the problem. Given that the intern did not have student status in the institution, she could not use the internet (since she does not have a university account) and, consequently, the program used in IO, the MoveOn. So, the only option was to use a computer in German. The intern worked under these conditions for a week until she became aware that these were not the right working conditions and that situation need to be solved. Given the intransigence of the intern, it was arranged a meeting with the Computer Centre that created a personal account (it made possible to work on a computer in English) and created an email account.

As a good thing, the fact that most of the tasks are given in time, that is when it was necessary to organize rooms or auditoriums for an event, the housekeeping was carried out the day before or several hours in advance.

As aspects to improve, the Web page and the Facebook page. A promotional video of the University could also be included. Regarding the web page, much of the information available on the official website in the German language is not available in English. Regarding the Facebook page, it should be updated more regularly. Another aspect to improve, in possible editions, it is the meetings and the papers of work to be in English, because they were only available in the German language. This situation led to the lack of understanding of the meetings and the need for the intern to translate the tasks assigned to her.

Despite this inconvenience, the rest of the internship happened with no other situations worthy of registration.

In general terms, it can be stated that the experience developed in the IO of Aschaffenburg UAS was positive. The internship proved to be an opportunity to give continuity and practicality to the knowledge acquired in the Masters.

## **Chapter V – Conclusion**

The internship at the Aschaffenburg UAS International Office proved to be an enriching challenge by allowing the intern to gain a different perspective on the job market, as well as to create new skills and professional practices in a new work area. The theory is undoubtedly extremely important. But allying theory to practice becomes imperative to solve challengeable situations that may arise in the workplace.

The resulting contribution of the work carried out in the Internship can be understood from two perspectives: the first is the practical application of the knowledge learned during the Master's and a second one concerning the contributions related to the activities carried out during the internship. In the first line of analysis are the contributions originated by the frequency of the Master. In this context, the lessons learned from the curricular units of German Culture in Business, Entrepreneurship in Culture, Intercultural Economic Relations, Culture and Development, and Chinese Language and Culture in Business stand out in this context. The knowledge acquired in these courses has been very useful both in the training environment and in the preparation of the report, as well as in the day-to-day life. The second line of analysis comprises the tasks carried out in the Internship, which culminated in results that, the intern believes by the feedback, have met the concrete expectations of the host institution. The Internship involved a breadth and diversity of very enriching tasks. The completing of the internship resulted in instigating issues, which were addressed in this Report. Of these, the most relevant were the internationalization of higher education, interculturality, and entrepreneurship. This incursion initially led to an identification of possible research needs in the IO, to bibliographical research, to the bibliographic review of the different concepts and to the writing of this report. This interest in deepening the relationship of the three concepts culminated in the analysis of the internationalization of the host institution, the elaboration of a survey and the accomplishment of interviews.

The topics addressed throughout this work relate, as already mentioned, with entrepreneurship, the interculturality and the internationalization of higher education. Entrepreneurship is a key element in the competitiveness of companies and innovation is its main feature. The process and the evolution of internationalization of HEIs are now gaining new contours due to intensified exchanges and institutionalization. The HEIs decide to invest in internationalization for political, cultural, economic or educational reasons.

Nowadays, Germany is a country extremely dependent on its industry gives it the position of the third largest exporter in the world. From this point of view, Germany is a country

dependent on its export industry, it also depends on the innovation generated at universities to maintain its competitiveness. Students mobility is a relevant issue and one that is of the utmost importance in international cooperation. Germany seeking to maintain its development and considering the economic and political leadership's status creates an institutional system of cooperation organized by the state, operated by higher education, aimed the industry, and international actors.

The Aschaffenburg UAS is a young university, but it is clearly an international university, which is part of a network of HEIs. It has partnerships with dozens of other HEIs of a variety of countries, it sends and receives dozens of students under the mobility programs/agreements and it promotes the mobility of academic and non-academic staff.

One important academic year was the one of 2000/01, the year that the internationalization process of this University started. The elaboration of the analysis of the internationalization of the university allowed to find elements already addressed on the process of internationalization of the German higher education. Due to the active internationalization process promoted by the German State, this university has mobility flows between the German Chinese University and in a bigger scale, with German Jordanian University. From the analysis of the remaining results, it is verified that the in the first years there was a low student mobility both in terms of incoming and outgoing flows, even though the outgoing flows were higher.

In terms of the internationalization of the university, one of the aspects to improve should be the promotion of mobility of academic and non-academic staff. In terms of student mobility, outgoing mobility is much higher than incoming mobility, meanwhile, in relation to the mobility of academic and non-academic staff, the inverse is observed. Through the analysis of the data, it is observed that there is a great disparity between the incoming and outgoing mobility, in the periods of 2013 to 2017. It would be advantageous for the IO and for those who wanted to take advantage of this opportunity to achieve an international mobility by learning new working methods and new intercultural skills that could bring greater contributions to the university.

However, the internationalization of a higher education institution is not only reflected in mobility. It is important to refer to the events/projects of internationalization that the university performs at home. The Global Master Schools, the International Project Weeks and International Language Weeks are examples of events that bring local students and



Professors in contact with students and Professors from abroad. Such events add more international dimension to students' studies and help them to acquire contacts around the world. Another important project was the cooperation in the "*Europa macht Schule*" program, which promotes knowledge, interaction and awareness of other cultures and, sometimes, of the own culture itself. Through interviews with students, it can be seen that this type of project allows the development of intercultural skills, such as, the self-awareness of own culture, development of communication and negotiation skills, tolerance and respect to ambiguity and empathy.

During the internship, as difficulties refer to the lack of login name for use of the computer system and difficulties in mastering the German language. It should be noted, however, that the first situation has been resolved and that the second situation has also been resolved, because in recent months there has been an improvement in the language skills.

As potential topics to be deepened or improved, the possibility of measuring students' skills at the beginning and at the end of the mobility programme, in order to evaluate and monitor the evolution. Other possibly is to study the "*Europa macht Schule*" project, not only the side of the students, but also of pupils, and to compare their opinion. Quality surveys should also be conducted for students in mobility in order to understand the University's environment and to enhance results and correct failures. Not knowing the opinion of students is wasting information that could be valuable. Another interesting study could be to compare the internationalization of the University with the country's averages and to study market trends.

In conclusion, the internship was extremely productive for the intern because it resulted in growth as a professional but also in the development of tools that will help IO to continue its bet on its internationalization.

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## **Annexes**

## **Annex A – Training Agreement**

**Between:**

Instituto Politécnico do Porto, through its Porto Accounting and Business School, hereinafter referred to as ISCAP, located at Rua Jaime Lopes de Amorim, s/n, 4465-004 S. Mamede Infesta, Matosinhos, Taxpayer Identification Number 503606251, hereby represented by the school's Vice-President, Professor Doutora Diana Aguiar Vieira, on the basis of the powers delegated by the Order ISCAP/PRO17/2017;

**AND**

Hochschule für angewandte Wissenschaften Aschaffenburg located at Würzburger Street, no. 45, D-63743 Aschaffenburg, Germany, Taxpayer Identification Number DE 217803882, hereby represented by the Chancellor Gerhard Sarich, hereinafter referred to as **Host Institution**;

**AND**

Vera Cristina Maia da Silva Vieira, student no 2090836, who live in Rua do Pavilhão Gimnodesportivo, no. 35, 4505-153 Argoncilhe, Portugal, holder of ID Card 12058939, and Taxpayer Identification Number 233874682; hereinafter referred to as **Trainee**,

Considering that:

- a) The Program Degree attended by the student at ISCAP includes an on-the-job training period;

This agreement is signed, by which the trainee, the host institution and ISCAP confirm that they abide by the following principles:

**Article 1  
Scope**

This agreement sets out the conditions for an on-the-job training period carried out by students currently enrolled and pursuing studies in Intercultural Studies for Business.

**Article 2  
Objectives**

This agreement aims at mutual benefit of the Parties, as far as scientific, technical and human dimensions are concerned, and at allowing the trainee to have a work experience where he can apply the acquired knowledge and skills.

**Article 3  
Details of the Training Program**

- a) Student's Degree Program: Master
- b) Current Student Enrollment: Attending the 2 year of the aforementioned Degree Program;
- c) Instructor at ISCAP: Doctor Marco António Cerqueira Mendes Furtado;

- d) Host Institution Department: Administration – International Office;
- e) Host Institution Supervisor: Bachelor Alexandra Krimm;
- f) Training Period (planned dates): 4,5 months;
- g) From: 01/03/2018
- h) To: 31/07/2018, including 15 days holiday from 01/07/2018 to 15/07/2018, for writing internship report
- i) Training Site: International Office–Incoming, Würzburger Street, nº.45, D-63743 Aschaffenburg, Germany.

#### **Article 4**

##### **Trainee's Responsibilities**

1. Follow all the rules, regulations, and safety requirements of the host institution.
2. Complete all required training hours and plan;
3. Be punctual, following the established work schedule.
4. Substantiate all absences to the training supervisor, the day after.
5. Attend and perform work in a professional and courteous manner in accordance with the supervisor's or host institution's requirements;
6. Take good care of workplace property and resources, given that he/she is solely responsible for any damage or personal and material losses;
7. Maintain professional confidentiality. Information related to business, products, projects, clients, strategies and procedures, which he/she has knowledge of or access to because of his/her stay in the Host Institution obtained during and after the conclusion of the on-the-job training period may not be disclosed or used personally or by others, singular or collective.

#### **Article 5**

##### **Trainee's Rights**

- a) Receive effective assistance from his/her Instructor at ISCAP;
- b) Receive training as detailed in the learning objectives and refuse any other tasks not suitable for that training;
- c) Follow the training schedule and refuse post-schedule work;
- d) To have one free day per month, to be able to meet his/her Instructor at ISCAP, in order to prepare the Training Report, and carry out related activities.

#### **Article 6**

##### **Host Institution's Responsibilities**

1. Accept the trainee and provide adequate working conditions.
2. Contact the Instructor at ISCAP if questions or problems arise.
3. Inform ISCAP of any absences.

#### **Article 7**

##### **ISCAP's Responsibilities**

1. Assist the student in the achievement of the Learning Objectives.
2. Inform the Trainee and Host Institution of the training agreement.
3. Inform the Host Institution of any circumstances under which the trainee may be withdrawn from the training before its conclusion.

#### **Article 8**

##### **Insurance**

Trainees have School Insurance coverage; The insurance coverage will be activated upon information from the Host institution of the training period and location.

#### **Article 9**

#### **Grant**

1. The work developed by the trainee under the principles of this agreement is unpaid. However, the host institution is free to provide a monthly grant to the trainee.
2. The Host Institution may also provide the trainee with travel and food allowances, in order to support her/his expenses during the training period.
3. Should a grant be provided, it may also be canceled at any time, after the reasons being discussed with ISCAP.

#### **Article 10 Instructor at ISCAP**

The instructor at ISCAP agrees to assist the Trainee in developing the learning objectives; to mediate the communication process between the Trainee and the Host Institution supervisor regarding the Trainee's progress and evaluate his/her learning accomplishments in accordance with the Regulation in force.

#### **Article 11 Host Institution Supervisor**

The Host Institution supervisor agrees to provide training for the trainee as detailed in the learning objectives, supervise and assist the trainee's progress and provide a performance review.

#### **Article 12 Report and Assessment**

The trainee is expected to deliver a report up to 10 days after the end of the training period, previously reviewed by and with the opinion of Host Institution Supervisor. This report will be assessed by a panel of 3 lecturers, one of which the trainee's instructor at ISCAP.

#### **Article 13 Termination**

This agreement may be terminated by rescission or upon expiration without any compensation to the third party/ trainee.

#### **Article 14 Expiration**

The agreement expires when its objectives are accomplished or should the trainee have no warranty to accomplish the training plan.  
The agreement also expires should the trainee cancel her/his enrollment or withdraws from the Training period.

#### **Article 15 Termination by the Host Institution**

The Host Institution reserves the right to terminate this agreement upon written notice to ISCAP, under the following conditions:

- a) The trainee's work attendance and performance are unsatisfactory.
- b) The trainee does not comply with the host Institution's policies or rules.

#### **Article 16 Termination by ISCAP**

ISCAP reserves the right to terminate this agreement upon written notice to the Host Institution, should the training be considered pedagogically inadequate.

#### **Article 17**

1. As mentioned in Article 1, this agreement has the sole purpose of providing the trainee with an on-the-job work experience, in her/his field of education.



2. Both trainee and Host Institution agree that the trainee is not entitled to a job at the conclusion of the training period.

**Article 18  
Personal Data**

1. The trainee agrees to allow the Host Institution to manage her/his personal data, partially or completely, as long as they are needed for the purpose of this agreement.
2. The Host Institution may use and disclose the aforementioned personal data in accordance with the principles of this agreement, with activities closely related to its object or with any other future use strictly related to the Host-Trainee relationship.
3. The Host Institution may disclose the data referred to in number 1. of this article, to any other company of the same economic or international group.
4. The Host Institution agrees to grant the trainee the right to access, request, correct or delete personal data, under legal terms, at any time.

**Article 19  
Secrecy**

Trainees and Instructors at ISCAP, as well as Host Institution Supervisors are committed to secrecy concerning all confidential or private information.

**Article 20  
Final Provisions**

This agreement has been prepared in 3 copies, signed by all parties. The original copy is at ISCAP, the duplicate copy is given to the Host Institution and the triplicate copy to the Trainee.  
All omissions shall be solved based on the legislation and regulations in force

S. Mamede de Infesta, 01 march 2018


ISCAP



Trainee

Host Institution

  
Hochschule für angewandte  
Wissenschaften Aschaffenburg  
Würzburger Straße 45  
63743 Aschaffenburg

  
da Silva de Jesus

## **Annex B – Attendance Record**

## Internship in International Office

### Presence's Registry

Intern: Vera Cristina Maia da Silva Vieira

ISCAP's Instructor: Marco António Cerqueira Mendes Furtado

HAB's Supervisor: Alexandra Krimm

Calendar	Week's days							Week load
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
08.03.18-09.03.18				13h-14h	15h-17h			3h
12.03.18-16.03.18	8h15-12h15 13h-16h45	8h15h-12h 13h-16h45	8h15-13h15 15h-17	8h15-12h15 12h45-15h	8h15h-12h 13h-15h45			35h15
19.03.18-23.03.18	8h15-12h05 13h-17h05	8h15-12h05 13h-16h45	8h15h-12h 13h-16h45	8h15h-12h 13h-16h45	8h15h-12h 13h-14h15			35h30
26.03.18-30.03.18	8h15h-12h 13h-16h45	8h15h-12h 13h-17h30	8h15h-12h 13h-16h45	8h15h-12h 13h-16h45	<b>Holiday IO Closed</b>			30.45h
02.04.18-06.04.18	<b>Holiday IO Closed</b>			13h-17h				4h
09.04.18-13.04.18	09h30-11h15	13h-17h 17h30-19h	13h-17h 17h30-19h		11h – 17h	10h15-13h15 14h15-17h15		25h15
16.04.18-20.04.18		13h-17h15 17h30-19h	12h45-17h 17h30-19h	08h45-11h30	13h-17h			18h15
23.04.18-27.04.18	7h45-12h45 14h30-21h	13h-19h	7h00-9h15 13h-18h30	7h45-11h30 13h15-13h30 15h30-16h15	8h-14h			36h15
30.04.18-04.05.18		<b>Holiday IO Closed</b>	13h-17h 17h30-19h	13h-17h 17h30-00h30	11h-17h15			22h45
07.05.18-11.05.18	11h30 – 14h 15h45 - 17h15	13h-17h 17h30-19h	08h30-12h 13h-17h 17h30-19h	<b>Holiday IO Closed</b>	13h-17h15			24h45

14.05.18-18.05.18		13h-17h 17h30-19h	13h-17h 17h30-19h		13h – 17h			15h
21.05.18-25.05.18	<b>Holiday IO Closed</b>	13h-18h30	13h-17h 17h30-19h		13h-17h			15h
28.05.18-01.06.18		13h-17h	13h-17h30	<b>Holiday IO Closed</b>	04h50-11h00 12h-19h50	08h30 – 24h00	24h00-03h00	42h
04.06.18-08.06.18		12h45-17h15 17h30-19h	13h-17h20 17h30-19h		13h-17h10			16h
11.06.18-15.06.18		12h45-17h15 17h30-19h	13h-17h45 17h45-19h30		13h-17h			16h
18.06.18-22.06.18	10h15-11h	08h-10h 13h-17h	11h-12h30 13h30-17h 17h30-22h	05h-14h 15h-22h45 23h-24h	24h-02h 05h-10h 10h-11h30 12h-20h			50h
25.06.18-29.06.18	13h-17h	08h-12h10 13h10-17h 17h30-19h	08h-12h 13h-17h 17h30-19h	09h-10h30 17h30-19h	08h15-13h			32h45
02.07.18-08.07.18		17h30-19h	17h30-19h					3h
09.07.18-15.07.18								0h
16.07.18-20.07.18		12h45-17h	10h-17h		13h-17h			14h15
23.07.18-27.07.18		13h-17h	13h-17h	13h-17h	13h-17h30 19h-20h30			18h
30.07.18-31.07.18		12h45-14h30						1h45
<b>Total</b>				460H00				

## **Annex C – Evaluation Form of the Host Institution**



INSTITUTO  
SUPERIOR  
DE CONTABILIDADE  
E ADMINISTRAÇÃO  
DO PORTO  
POLITÉCNICO  
DO PORTO

**GEE**

GABINETE DE ESTÁGIOS E EMPREGABILIDADE  
GRELHA DE AVALIAÇÃO DO ESTÁGIO

P. PORTO

**Intercultural Studies for Business**

**Licenciatura/Mestrado**

Estagiário

Vera Cristina Maia da Silva Vieira

Nome:

Empresa

Hochschule für angewandte Wissenschaften Aschaffenburg

Nome:

Alexandra Krimm

Orientador:

CLASSIFICAÇÃO/CLASSIFICATION

1	2	3	4	5
---	---	---	---	---

**1 - ASSIDUIDADE E PONTUALIDADE/ ATTENDANCE AND PUNCTUALITY**

a - Assiduidade /Attendance

b - Pontualidade /Punctuality

				X
				X

**2 - AMBIENTE ORGANIZACIONAL/ ORGANIZATIONAL ENVIRONMENT**

- a. Adaptação ao meio (desempenho do Estagiário) /Adaptation to the environment (Trainee performance)
- a. Capacidade de integração/ Integration capacity
- b. Capacidade de iniciativa/ Initiative Capacity
- c. Capacidade de investigação técnica/ Technical research capacity
- d. Capacidade de organização/ Organization capacity
- e. Capacidade de trabalhar em equipa/ Ability to work as a team
- f. Utilização de material informático/ Use of computer equipment
- g. Aplicação de conhecimentos/ Application of knowledge
- h. \_\_\_\_\_

			X	
				X
				X
			X	
			X	
				X
		X		
			X	

**3 - PLANO DE ESTÁGIO/ INTERNSHIP PLAN**

- a - Progressão durante o estágio/ Progression during the internship
- b - Componente científica/ Scientific component
- c - Componente prática/ Practical component
- d - Cumprimento do plano de estágio proposto/ Compliance with the proposed internship plan
- e -Projeto de Intervenção desenvolvido <sup>(a)</sup> / Intervention Project developed (a)
- f - \_\_\_\_\_

(a) If applicable

				X
		X		
				X
			X	
				X

S.L.

4 - POSTURA/ ATTITUDE

- a - Aptidão técnico-profissional/ *Technical and professional aptitude*
- b - Idoneidade ética e deontológica/ *Ethical and deontological suitability*
- c - \_\_\_\_\_

1	2	3	4	5
				X
				X

5 - OBSERVAÇÕES A REPORTAR AO ISCAP/ NOTES TO BE REPORTED TO ISCAP

Great development and commitment during internship

Aschaffenburg, 31, 07, 18

Assinatura/Signature: S.L.

## **Annex D – Translations**



## Datenschutzerklärung Data Privacy Statement

gemäß Datenschutz-Grundverordnung (EU-DSGVO)  
subject to the regulations of the EU General Data Protection Regulation (EU-GDPR)

Diese Datenschutzerklärung gilt für [Zweck, Produkt] der [Verein, Unternehmen].

### 1 Allgemeines

Datenschutz ist unser Anliegen und unsere Verpflichtung. Um die Sicherheit Ihrer Daten angemessen bei der Übertragung zu schützen, verwenden wir orientiert am aktuellen Stand der Technik entsprechende Verschlüsselungsverfahren (z. B. SSL/TLS) über HTTPS und SMTP. Für den Dienst wird als aktive Komponente Javascript verwendet. Sollten Sie diese Funktion in Ihrem Browser abgestellt haben, erhalten Sie einen entsprechenden Hinweis, die Funktion zu aktivieren.

### 2 Verantwortlicher

[Vorstand / Geschäftsführer]  
[Verein, Unternehmen]  
[Ladefähige Anschrift]

Das Unternehmen/der Verein wird durch den [Vorstand / Geschäftsführer] vertreten. Mehr Informationen finden Sie im [Impressum-Link].

### 3 Kontaktdaten des bestellten Datenschutzbeauftragten

Datenschutzbeauftragter [Verein, Unternehmen]  
[Verein, Unternehmen]  
[Ladefähige Anschrift]  
Tel. [...]  
Fax [...]  
e-Mail [Funktionspostfach]

### 4 Art und Zwecke der Datenverarbeitung und Ihre Rechtsgrundlagen

#### 4.1 Erfassung allgemeiner Informationen und Protokollierung

Rechtsgrundlagen: Telemediendienst, Datenschutzmaßnahmen und Organisation unserer Prozesse; unsere berechtigten Interessen zur Abwehr von Angriffsversuchen und Störungsbeseitigung.

Wir speichern von Ihrem Besuch je nach verwendetem Zugriffsprotokoll IP-Adresse, Datum und Uhrzeit der Anforderung. Vom anfordernden Rechner speichern wir die gewünschte Zugriffsmethode/Funktion und übermittelte Eingabewerte (Dateiname, ...), den Zugriffsstatus des Web-Servers (Datei übertragen, Datei nicht gefunden, Kommando nicht ausgeführt, etc.) sowie den Namen der angeforderten Datei. Dies ist notwendig, um Betrug bei der Dienstleistung zu verhindern. Zusätzlich nutzen wir aggregierte Informationen über die Anzahl der Besucher bezogen auf den Namen der Domain und Eingaben, um unseren Dienst zu verbessern.

#### 4.2 Anmeldung auf unserer Webseite

Rechtsgrundlagen: Telemediendienst, Datenschutzmaßnahmen und Organisation unserer Prozesse

*[Bei Logins auf Websites: Bei einer Anmeldung über unseren Login-Bereich werden für die Nutzung unserer personalisierten Leistungen personenbezogene Attribute übermittelt, um den Login zu ermöglichen und Ihrem Account zuzuordnen zu können, Namen oder Kennungen anzuzeigen zu können, den Service entsprechend Ihrer Zugriffsberechtigungen zu erbringen, um nicht eindeutige Datenbankeinträge zu verhindern, Ihnen Nachrichten per E-Mail übermitteln zu können und die organisationsinterne Abrechnung von Bestellungen zu ermöglichen. Nur nach einer Anmeldung können Sie auf Inhalte und Leistungen zugreifen.]*

### 4.3 Erbringung von Bestellungen

Rechtsgrundlage: Vertragserfüllung

*[Um eine Bestellung von Software oder Clouddiensten auslösen zu können, müssen Sie die Kenntnisnahme von Lizenzhinweisen, Lizenzbestimmungen akzeptieren. Ebenso die Datenschutzbestimmungen des jeweiligen Dienstes. Die Angaben sind zur Abwicklung der Bestellungen zwingend erforderlich. Ohne die Angabe dieser Daten kann die Bestellung nicht erfolgen.]*

### 4.4 Cookies

Rechtsgrundlage: Telemediendienst, Datenschutzmaßnahmen und Organisation der Prozesse

Auf unserem Webauftritt verwenden wir „Cookies“. Cookies sind kleine Textdateien, die von einem Webseitenserver auf Ihre Festplatte übertragen werden. Folgende Cookies setzen wir ein:

#### **[a] Nachfolgend sind Beispiele: Testcookie „cc“**

*Dieser Cookie dient der allgemeinen Feststellung, ob Sie Cookies akzeptieren, da wir Ihnen den Dienst nicht ohne Cookies anbieten können.*

#### **b) Anmelde-Cookie „shibsession“**

*Dieser Cookie wird benötigt um Sie nach erfolgreicher Anmeldung im geschützten Bereich des Dienstes für die gesamte Dauer Ihres Besuches zu identifizieren und zu autorisieren.*

#### **c) Loadbalancer Cookie „BIGipServe443“**

*Dieser Cookie wird benötigt, um unseren Dienst bestmöglich verfügbar anbieten zu können, indem wir einen Loadbalancer einsetzen, welcher die Last auf unseren Systemen verteilt.]*

### 4.5 Kontaktaufnahme

Rechtsgrundlage: Ihre berechtigten Interessen

Wenn Sie wegen eines Anliegens per E-Mail mit uns in Kontakt treten, werden die von Ihnen gemachten Angaben zum Zwecke der Bearbeitung des Anliegens sowie für mögliche Anschlussfragen verarbeitet.

### 4.6 Newsletter

Für den von uns versendeten unabhängigen Newsletter gelten gesonderte *[Datenschutzbestimmungen Link]*.

## 5 Kategorien von möglichen Empfängern

Mögliche Empfänger sind an uns angebundene Unternehmen, die den Dienst anbieten, welcher der Bestellung zugrunde liegt.

Einzelne Dienste können auch von Unternehmen mit Sitz außerhalb des europäischen Wirtschaftsraumes oder bei einer internationalen Organisation erbracht werden. Wir informieren Sie dann darüber, inwieweit die Grundsätze für die erforderlichen Datenübermittlungen eingehalten sind sowie über das Vorliegen von Ausnahmen.

Auf Anordnung der zuständigen Stellen dürfen wir im Einzelfall Auskunft über Bestandsdaten und Nutzungsdaten des Telemediendienstes erteilen gemäß §§ 14 Abs. 2, 15 Abs. 5 S. 3 Telemediengesetz.

Soweit das Telemediengesetz keine Anwendung findet, dürfen wir personenbezogene Daten übermitteln gemäß Art. 18 Abs. 1 i.V.m. Art. 17 Abs. 2 Nr. 9 und 10 Bayerisches Datenschutzgesetz.

## 6 Dauer der Datenspeicherung

#### **6.1 Allgemeine Informationen und Protokollierung**

Diese bewahren wir in personenbezogener Form höchstens sieben Tage auf.

#### **6.2 Anmeldung**

Die von Ihnen übermittelten Daten werden zwei Stunden nach Ihrem Logout gelöscht.

#### **6.3 Bestellungen**

Die Daten werden gemäß den gesetzlichen Aufbewahrungspflichten aufbewahrt.

#### **6.4 Kontaktanfragen**

Die Daten werden gemäß den gesetzlichen Aufbewahrungspflichten aufbewahrt.

#### **6.5 Cookies**

Cookies werden wie folgt gelöscht:

*[Anmelde-Cookie „shibsession“ und Loadbalancer Cookie „BIGipServerPOOL\_StudiSoft\_443“ beim Beenden der Browsersitzung, Testcookie „cc“ nach 24 Stunden.]*

### **7 Ihre Rechte**

Sie haben im Rahmen geltenden Rechts uns gegenüber ein Auskunftsrecht über die Sie betreffenden personenbezogenen Daten. Sie haben außerdem ein Recht auf Berichtigung oder Löschung oder auf Sperrung.

Sie können Änderungen oder den Widerruf einer Einwilligung durch entsprechende Mitteilung an uns mit Wirkung für die Zukunft vornehmen.

#### **7.1 Widerruf der Einwilligung**

Sie können gegebene Einwilligung gegenüber dem Verantwortlichen jederzeit zu widerrufen, ohne dass die Rechtmäßigkeit der aufgrund der Einwilligung bis zum Widerruf erfolgten Verarbeitung berührt wird. Sofern Sie den Widerruf erklären, können Sie die den Dienst nicht weiter nutzen.

#### **7.2 Beschwerderecht**

Sie haben die Möglichkeit sich bei einer Aufsichtsbehörde zu beschweren. Für den Verantwortlichen ist die Aufsichtsbehörde der Bayerische Landesbeauftragte für den Datenschutz (BayLfD) / das Bayerische Landesamt für Datenschutzaufsicht (BayLDA).

#### **7.3 Sonstiges zu unseren Datenschutzbestimmungen**

Wir behalten uns vor, diese Datenschutzerklärung gelegentlich anzupassen, damit diese stets den aktuellen rechtlichen Anforderungen entspricht oder um Änderungen unserer Leistungen in der Datenschutzerklärung umzusetzen, z. B. bei der Einführung neuer Services. Für Ihren erneuten Besuch gilt dann die neue Datenschutzerklärung.

Wenn Sie Fragen zum Datenschutz haben, schreiben Sie uns bitte eine E-Mail an:  
[...]

Dieses Dokument ist auch ohne Unterschrift gültig.

Version 1.0 vom 05.05.2018



## Musterdatenschutzerklärung für einen Hochschul-Webauftritt<sup>1</sup>

Diese Datenschutzerklärung gilt für die Webseiten:

<https://meinehochschuleinbayern.de>

Und als Ergänzung soweit wir personenbezogene Daten in eigener Verantwortung verarbeiten für:

<https://www.facebook.com/meinehochschuleinbayern.de>

<https://www.twitter.com/meinehochschuleinbayern.de>

<https://www.google.com/+meinehochschuleinbayern.de>

<https://www.youtube.com/meinehochschuleinbayern.de>

Wir gehen derzeit davon aus, dass wir keine datenschutzrechtliche Mitverantwortung unterliegen, soweit Ihre Daten durch diese Anbieter zu von diesen festgelegten Zwecken verarbeitet werden.

### Allgemeines

Datenschutz ist unser Anliegen und unsere gesetzliche Verpflichtung. Um die Sicherheit Ihrer Daten angemessen bei der Übertragung zu schützen, verwenden wir orientiert am aktuellen Stand der Technik entsprechende Verschlüsselungsverfahren (z. B. SSL/TLS) und gesicherte technische Systeme.

Für die Webseiten wird als aktive Komponente Javascript verwendet. Sollten Sie diese Funktion in Ihrem Browser abgestellt haben, erhalten Sie einen entsprechenden Hinweis, die Funktion zu aktivieren.

### Google Custom Search

Zur Unterstützung Informationen auf unseren Seiten aufzufinden, setzen wir auf Google Custom Search. In diesen Suchergebnissen werden keine Werbeanzeigen von Google eingeblendet. Nur wenn die das Suchfeld nutzen, werden Daten an Google übertragen.

Das Suchfeld auf dieser Website ("Suchfeld") wird von Google Inc ("Google") zur Verfügung gestellt. Sie erkennen an und stimmen zu, dass die Datenschutzbestimmungen von Google (unter <http://www.google.de/privacy.html>) für Ihre Verwendung des Suchfelds gelten und dass Sie sich durch die Verwendung des Suchfelds Google gegenüber verpflichten, Ihre persönlichen Daten gemäß der Datenschutzbestimmungen zu verwenden.

### Verantwortlicher

Gesetzlicher Name, Rechtsform, Vertretungsberechtigte

Briefanschrift

Telefon, Fax,

E-Mail

<sup>1</sup> Aufsichtsbehörden halten den Begriff Datenschutzerklärung teilweise für irreführend. Es könnte stattdessen der Begriff „Informationen zu Datenverarbeitung und Datenschutz“ gewählt werden. Jedoch wählt die für bayerische staatliche Hochschulen zuständige Aufsichtsbehörde ebenfalls den Begriff „Datenschutzerklärung“ (Stand 02. Mai 2018: <https://www.datenschutz-bayern.de/ODSP.htm>).

## **Kontaktdaten des bestellten behördlichen Datenschutzbeauftragten**

Datenschutzbeauftragter der Hochschule

Briefanschrift

Telefon, Fax,

E-Mail

Unseren öffentlichen OpenPGP-Schlüssel und unser öffentliches S/MIME-Zertifikat finden Sie unter ...

## **Zwecke und Rechtsgrundlagen der Verarbeitung**

Wir bieten gemäß Art. 2 Abs. 6 BayHSchG, Art. 4 Abs. 1 S. 1 und 2 BayEGovG auf unseren Webseiten unsere Dienste und Verwaltungsleistungen sowie Informationen für die Öffentlichkeit über unsere Tätigkeit.

Unsere Social Media Auftritte sind Teil unserer Öffentlichkeitsarbeit. Unser Bestreben ist es, zielgruppengerecht zu informieren und sich mit Ihnen auszutauschen, Art. 2 Abs. 6 BayHSchG. Wir ermöglichen Ihnen eine schnelle elektronische Kontaktaufnahme und unmittelbare Kommunikation über die Medien Ihrer Wahl, § 5 Abs. 1 Nr. 2 TMG.

Inhalte und Beiträge, Anfragen, die Rechte Dritter verletzen oder die den Tatbestand einer Straftat oder Ordnungswidrigkeit erfüllen, gesetzlichen oder vertraglichen Verhaltenspflicht nicht entsprechen, legen wir durch Übermittlung an die zuständige Behörde bzw. dem Social-Media-Dienst offen und blockieren oder löschen diese.

Cookies, Protokolldateien, Statistiken der Social Media Anbieter, Google Custom Search und das Webanalyse-Tool Matomo verwenden wir zur Erstellung von Geschäftsstatistiken, zur Durchführung von Organisationsuntersuchungen, zur Prüfung oder Wartung unseres Webdienstes und zur Gewährleistung der Netz- und Informationssicherheit gemäß Art. 6 Abs. 1 BayDSG, § 13 Abs. 7 TMG, Art. 11 Abs. 1 BayEGovG. Soweit der Verarbeitungszweck nicht beeinträchtigt wird, anonymisieren oder pseudonymisieren wir personenbezogene Daten.

## **Datenkategorien<sup>2</sup>**

### **Administration und Redaktion**

Zur Administration und Redaktion werden Funktionskennungen und persönliche Kennungen mit Zugriffsschutzmechanismen angelegt und Änderungen protokolliert, die mit diesen Kennungen vorgenommen werden.

### **Protokolldateien**

Wenn Sie diese oder andere Internetseiten aufrufen, übermitteln Sie über Ihren Internetbrowser Daten an unseren Webserver. Die folgenden Daten werden während einer laufenden Verbindung zur Kommunikation zwischen Ihrem Internetbrowser und unserem Webserver aufgezeichnet:

- Datum und Uhrzeit der Anforderung
- Name der angeforderten Datei
- Seite, von der aus die Datei angefordert wurde
- Zugriffsstatus (beispielsweise Datei übertragen, Datei nicht gefunden)

<sup>2</sup> Dies ist zwar nach dem Wortlaut des Artikels 13 DSGVO nicht erforderlich, jedoch wären die Datenkategorien bei einer Auskunftsanfrage zu nennen.

- verwendete Webbrowser und Bildschirmauflösung sowie das verwendete Betriebssystem
- vollständige IP-Adresse des anfordernden Rechners
- übertragene Datenmenge

## Cookies

### Beispiele

#### Testcookie

Dieser Cookie dient der allgemeinen Feststellung, ob Sie Cookies akzeptieren, da wir Ihnen den Dienst nicht ohne Cookies anbieten können.

#### Loadbalancer Cookie

Dieser Cookie wird benötigt, um unseren Dienst bestmöglich verfügbar anbieten zu können, indem wir einen Loadbalancer einsetzen, welcher die Last auf unseren Systemen verteilt.

## Kommunikation

Wenn Sie uns ein Anliegen oder eine Meinung per E-Mail, Post, Telefon, Fax oder Social Media mitteilen, werden die gemachten Angaben zum Zwecke der Bearbeitung des Anliegens sowie für mögliche Anschlussfragen und zum Meinungsaustausch verarbeitet. Dafür setzen wir immer den gleichen Kommunikationsweg ein, sofern Sie keinen Wechsel wünschen.

## Empfänger oder Kategorien von Empfängern der personenbezogenen Daten

Soweit Sie unsere Social Media Kanäle und Seiten nutzen, verarbeiten auch deren Anbieter Ihre personenbezogenen Daten.

Auch unsere IT-Dienstleister können im Rahmen der von uns abgeschlossenen Verträge zur Auftragsverarbeitung Empfänger Ihrer personenbezogenen Daten sein. Um die Sicherheit unserer Datenverarbeitungsanlagen zu gewährleisten, legen wir unsere Dienstleister jedoch nicht offen.

## Übermittlung von personenbezogenen Daten an ein Drittland oder internationale Organisationen

Alle unsere Social Media Anbieter sind unter dem EU-US Privacy Shield und für jede Person einsehbar zertifiziert, sodass ein rechtlich angemessenes Schutzniveau für personenbezogene Daten besteht:

### Facebook, Inc.

<https://www.privacyshield.gov/participant?id=a2zt0000000GnywAAC&status=Active>

### Twitter Inc.

<https://www.privacyshield.gov/participant?id=a2zt0000000TORzAAO&status=Active>

### Youtube (Youtube LLC) und Google+ unter Google LLC

<https://www.privacyshield.gov/participant?id=a2zt00000001L5AAI&status=Active>



## **Dauer der Speicherung der personenbezogenen Daten**

### **Administration und Redaktion**

Personalisierte Administrations- und Redaktionszugänge zu unserer Webseite werden nach Ausscheiden der betreffenden Person in der Verarbeitung beschränkt und ein Jahr nach Abschluss des Jahres zum Zeitpunkt des Ausscheidens gelöscht.

### **Protokolldateien**

Werden als personenbezogener Daten im Regelfall höchstens sieben Tage aufbewahrt.

### **Cookies**

*Beispiele:*

*Das Loadbalancer Cookie wird beim Beenden der Browsersitzung gelöscht.*

*Der Testcookie wie nach 24 Stunden gelöscht.*

### **Kommunikation**

Post, E-Mails und Social Media Beiträge und Nachrichten werden 6 Jahre nach Jahresende, in welchem der jeweilige Vorgang liegt, gelöscht.

## **Betroffenenrechte**

Nach der Datenschutz-Grundverordnung stehen Ihnen folgende Rechte zu:

Werden Ihre personenbezogenen Daten verarbeitet, so haben Sie das Recht, Auskunft über die zu Ihrer Person gespeicherten Daten zu erhalten (Art. 15 DSGVO).

Sollten unrichtige personenbezogene Daten verarbeitet werden, steht Ihnen ein Recht auf Berichtigung zu (Art. 16 DSGVO).

Liegen die gesetzlichen Voraussetzungen vor, so können Sie die Löschung oder Einschränkung der Verarbeitung verlangen sowie Widerspruch gegen die Verarbeitung einlegen (Art. 17, 18 und 21 DSGVO).

Wenn Sie in die Datenverarbeitung eingewilligt haben oder ein Vertrag zur Datenverarbeitung besteht und die Datenverarbeitung mithilfe automatisierter Verfahren durchgeführt wird, steht Ihnen gegebenenfalls ein Recht auf Datenübertragbarkeit zu (Art. 20 DSGVO).

Sollten Sie von Ihren oben genannten Rechten Gebrauch machen, prüft die öffentliche Stelle, ob die gesetzlichen Voraussetzungen hierfür erfüllt sind.

Weiterhin besteht ein Beschwerderecht beim Bayerischen Landesbeauftragten für den Datenschutz.

## **Technische Widerspruchslösung zur Matomo-Webstatistik**

Sie können sich hier entscheiden, ob in Ihrem Browser ein eindeutiger Webanalyse-Cookie abgelegt werden darf, um dem Betreiber der Website die Erfassung und Analyse verschiedener statistischer Daten zu ermöglichen.

Wenn Sie sich dagegen entscheiden möchten, klicken Sie auf den folgenden Link um den Matomo-Deaktivierungs-Cookie in Ihrem Browser abzulegen.

- ✓ Ihr Besuch dieser Website wird aktuell von der Matomo Webanalyse erfasst. Klicken Sie hier, damit Ihr Besuch nicht mehr erfasst wird.

Bzw.

- Ihr Besuch dieser Website wird aktuell von der Matomo Webanalyse nicht erfasst. Klicken Sie hier, um Ihren Besuch wieder erfassen zu lassen.

### **Alternative zu Google Custom Search**

Wenn Sie diesen Dienst nicht nutzen möchten, können Sie z.B. über <https://duckduckgo.com/search.html?site=meinehochschuleinbayern.de> unsere Webseite durchsuchen.

### **Sonstiges zu unserer Datenschutzerklärung**

Wir behalten uns vor, diese Datenschutzerklärung gelegentlich anzupassen, damit diese stets den aktuellen rechtlichen Anforderungen entspricht oder um Änderungen unserer Leistungen in der Datenschutzerklärung umzusetzen, z. B. bei der Einführung neuer Services. Für Ihren erneuten Besuch gilt dann die neue Datenschutzerklärung.

Wenn Sie Fragen haben, können Sie neben den Datenschutzbeauftragten auch eine E-Mail schreiben an: [webmaster@meinehochschuleinbayern.de](mailto:webmaster@meinehochschuleinbayern.de).



## **Annex E – Press Release**

## 7. INTERNATIONALE PROJEKTWOCHE AN DER H-AB

**Kategorie: Öffentlich**

### **Dozentinnen, Dozenten und Studierende aus aller Welt zu Gast**

Vom 22. bis 27. April 2018 fand an der Hochschule Aschaffenburg bereits zum siebten Mal die International Project Week (IPW) statt. Im Rahmen dieser internationalen Projektwoche empfing die Hochschule auch in diesem Jahr wieder Gastdozentinnen und -dozenten sowie Studierende von (Partner-)Hochschulen aus verschiedenen Ländern der EU und Russland.

Viele der Gäste aus dem Ausland kamen im Rahmen langjähriger Partnerschaften bereits zum wiederholten Male nach Aschaffenburg. Mit der École Supérieure des Technologies et des Affaires (ESTA) in Frankreich beispielsweise, oder der Partnerhochschule in Seinäjoki, Finnland kooperiert die h-ab bereits seit vielen Jahren erfolgreich. Besonders freute es uns in diesem Jahr, zum ersten Mal auch Studierende gemeinsam mit einem Gastdozenten der renommierten Lomonosov Moscow State University bei uns am Campus begrüßen zu dürfen.

### **Gemeinsame Projektarbeit von internationalen Studierenden**

In verschiedenen interkulturellen Projektteams arbeiteten rund 100 Studierende der h-ab unter Anleitung von 11 Gastdozierenden gemeinsam mit den Studierenden aus 11 Ländern an 7 verschiedenen Projekten. Die internationalen Gaststudierenden kommen diesmal aus Belgien, Brasilien, Finnland, Frankreich, Russland, der Schweiz, Slowenien, Südkorea, Taiwan, Ungarn und den USA. Etwa zwei Drittel der Teilnehmenden von der Hochschule Aschaffenburg studiert Internationales Vertriebsmanagement, etwa ein Drittel macht seinen Master in International Management oder besucht derzeit die praxisbegleitende Lehrveranstaltung „Negotiation in multicultural settings: Case Study EU“ der Fakultät Wirtschaft und Recht.

Ergänzend zu den Arbeiten in den Projektteams wurde den Gästen während der Woche ein kulturelles Rahmenprogramm geboten. Als besonderes Highlight stand dabei ein Besuch bei der Aschaffener Firma Linde im Stadtteil Nilkheim auf dem Programm, der Einblicke in die regionale Wirtschaft gewährte. Abschließend hatten die Studierenden die Gelegenheit, sich über ein Auslandssemester zu informieren.

### **Großes Lob seitens der internationalen Gäste**

Den fachlichen Austausch mit den gemischten Projektteams und Studierenden erlebten die Gäste als sehr bereichernd und konstruktiv. Zudem lobten sie die Organisation und Betreuung, für die als Hauptverantwortliche Prof. Dr. Sylvana Krauß, Auslandsbeauftragte der Fakultät Ingenieurwissenschaften für den Studiengang Internationales Technisches Vertriebsmanagement, zuständig war, sowie speziell für die Gäste der Fakultät Wirtschaft und Recht die Auslandsbeauftragte Prof. Dr. Alexandra Angress. Auch Alexandra Krimm vom International Office trug durch ihre professionelle Unterstützung zum Gelingen der Internationalen Projektwoche bei. Finanziert wurde die Projektwoche durch den Career Service aus GLOBUS-Mitteln (Förderkennzeichen: 01PL17013)

Damit hat auch diese Projektwoche wieder zum weiteren Ausbau und zur Intensivierung der Internationalisierungsaktivitäten der h-ab beigetragen. Vor allem im Jahr 2019 wird der IPW durch die Einbindung des Prominence-Projektes der Fakultät Wirtschaft und Recht eine besondere Bedeutung zukommen.

## Appendices

## Appendix A – Logbook

## **Internship in International Office**

### **LOGBOOK**

**Thursday, 08.03.2017**

**13H00 -14H00**

Presentation. Signature of the contract. We discussed some of the tasks to be done during the next month, as well as the need to take German classes to understand the signage of buildings, computer programs and more easily interact with people.

**Friday, 09.03.2017**

**15H00-17H00**

German Classes A1.

**Monday, 12.03.2017**

**08H15 – 12H15/13H-17H**

Mr.s Krimm accompanied me on a tour of the various units that make up the building where the International Office is located and was presented to each of the members who work there. It is important to note the kindness with which I was received by all members of the Service.

Excursion to Heigenbrücken with the International Students, to participate on the Climbing tour “Ketterpark Heigenbrücken” (Programme of the Hospitation Orientation Weeks).

**Tuesday, 13.03.2017**

**08H15 -12H/ 13H-16H45**

Mr.s Krimm provided me with some presentations related to International Relations, the internationalization of HAB and some of the actions promoted by the IN Mobility Unit, where I was able to explore in more detail some issues, such as the countries with which the University intends to carry out partnerships. I was then asked to review a handbook that is available on the official website of the university and provides information on the online application process for foreign students. Through the analysis I found several problems, such as some links that no longer work, application steps that are already outdated and writing errors. For a better analysis of the process, and because I did not have access to the application area, I invented a user and a password so that I could carry out the application process as the students do, which allowed me to see what type of information they have to provide and whether there are any issues with the application or outdated data. I started the test for the application process to the IN-Mobility Unit, it is necessary to verify if the students have the necessary documents (identification document, visa or health insurance / European health card) and if at the end a confirmation mail is generated, well if as if the link generated after receipt of the documentation is operational. The program used by the International Office to handle the Mobility process is Move On 4.0.

Important note: All IN mobility students must register in the Cooperation Module administered by IO.

**Wednesday. 14.03.2017**

**08H15 – 13H15**

The "Breakfast with Bavarian Specialties" event was held, where some of the region's gastronomic specialties were presented to the new international students, for example: 2 kinds of sausages, 2 mustards, bread, pretzels and drinks: sparkling water, cider, typical beer town. Apart from coffee, tea and milk. The room was decorated with local flags and placed as ambient sound, traditional songs from the Bavarian region. Afterwards, disassembly, storage and cleaning of the equipment used in the event.

**15H00 – 17H00**

A1 German lessons.

**Thursday, 15.03.2017**

**08H15 – 12H15/ 12H45-15H00**

Scanning of files with the historic of mobility out students (for later organization of the files in folders on the computer) to process their documents when applying to foreign universities. Participation in the official opening of the Master's in International Management, the first year that the course is working, through my testimony as a student who has participated sometimes in Global Master Schools.

Participation in the organization of the welcoming event of international students studying at the Faculty of Business and Law.

**Friday, 16.03.2017**

**08H15 – 12H/ 13H-15H45**

Translation, German-to-English, of the task plan from the International Project Week to be held from 22 to 27 April.

**Monday, 19.03.2017**

**08H15 – 12H05/ 13H-17H05**

Follow-up of the conclusion of the processes of students in mobility that ended the study period at the end of the 1st semester.

Elaboration and placement of labels for the dossiers and folders to be used in the Winter Semester of 2018 and in the Summer Semester of 2019 of the International Office.

**Tuesday, 20.03.2018**

**08H15 – 12H05/ 13H-16H45**

See how to write e-mails in the IO.

Meeting with Mrs Krimm because of the handicaps of the absence of proper informatic material.

Meeting with the Computer Centre to create an account to be possible the use of a computer.

Learn how to create new persons (students, staff) and new universities on Move On.

**Wednesday, 21.03.2018**

**08H15 – 12H/ 13H-16H45**

Create new persons (students, staff) and new universities on Move On.

**Thursday, 22.03.2018**

**08H15 – 12H/13H-16H45**

Write the “Guide Experience”.

**Friday, 23.03.2018**

**08H15 – 12H**

Write the “Guide Experience”.

**13H-14H15**

Appointment with Marcel Rother. The lecturer showed me the projects that he’s working in and he will define in future weeks in which he could need my assistance.



**Monday, 26.03.2018**

**08H15 – 12H/13H -16H45**

Write the “Guide Experience”.

**Tuesday, 27.03.2018**

**8H15 – 12H/ 13H-17H30**

Create new contacts on Move On.

**Wednesday, 28.03.2018**

**8H15 – 12H/ 13H-16H45**

Create new contacts on Move On.

Preparation of Welcome Packages for the IPW 2018 participants.

**Thursday, 29.03.2018**

**8H15-12H/13H-16H45**

Create new contacts on Move On.

**Thursday, 05.04.2018**

**13H00-17H00**

Do the new flyer for the International Project Week (IPW) of the next year.

## **Monday, 09.04.2018**

### **09H30 - 11H15**

Meeting to attribution of tasks to be performed by each element on the IPW 2018.

I speak about the need of having German lessons because of the use of German in meetings and in task attribution papers.

## **Tuesday, 10.04.2018**

### **13H00 – 17H00**

Create contacts on MoveOn.

### **17H30- 19H00**

A1 German lessons.

## **Wednesday, 11.04.2018**

### **13H00 – 17H00**

Write the “Guide Experience”.

### **17H30- 19H00**

A1 German lessons.

## **Friday, 13.04.2018**

### **11H00 – 17H00**

Place posters in IPW 2018 stand-ups.

Help in the layout of the corner of the International Office Event, happening in the Saturday, to make known the University to possible students.

**Saturday, 14.04.2018**

**10H15 – 13H15/14H15-17H15**

Support for the study visit to the company Faust Brewery and the visit to the city of Miltenberg.

**Tuesday, 16.04.2018**

**13H00 – 17H00**

Translation to English of the different daily task plans for IPW2018 week.

**17H30- 19H00**

A1 German lessons.

**Wednesday, 17.04.2018**

**12H45-17H00**

Support in the videoconference between HAB and the University of Seinajöki to promote the exchange of HAB students to the University of Seinajöki.

**17H30- 19H00**

A1 German lessons.

**Thursday, 18.04.2018**

**08H45-11H30**

Preparation of the auditorium for the IPW2018 official opening event (withdrawal of tables and new arrangement of chairs. Placement of flags and information placards).

## **Friday, 19.04.2018**

### **13H00-17H00**

Finish of the English translation of the different daily work plans of IPW2018.

## **Monday, 23.04.2018**

### **7H45-12H45**

Official opening, registration of students in the project work.

Campus tour with the guest lecturers and guest students participating in the IPW 2018.

### **14H00-21H00**

Campus tour with Anna Konstandinova (staff of the University of Economics of Varna – Bulgaria)

Go together with visitors to the Guided City Tour through Aschaffenburg.

Assembly of the event welcome evening (placement of linings on tables. Placing flags. Transportation and food and beverage provision throughout the room) and after the end of this, cleaning and storage of space.

## **Tuesday, 24.04.2018**

### **13H00 - 19H00**

Go together with the guest lecturers that preferred to make City Trip to Klingenberg.

## **Wednesday, 25.04.2018**

### **7H00 - 9H15**

Unlock of the rooms where the different groups work for their Project.

Preparation of the Break room with food and drinks.

**13H00 - 18H30**

Go together with the guest lecturers and guest students on the Company Visit of "Linde Material Handling."

**Thursday, 26.04.2018**

**7H45 – 11H30**

Unlock of the rooms where the different groups work for their Project.

Carry of seven pin boards for the presentation rooms of the projects.

Preparation of the Break room with food and drinks.

Renovation of the Auditorium for the closing ceremony (put tables and drinks).

**13H15 - 13H30**

Dishwasher cleaning, trash disposal and food supply from break room.

**15H30 - 16H15**

Cleaning the coffee machines, crockery and dump of the break room.

**Friday, 27.04.2018**

**8H00 - 14H00**

Unlock of the rooms where the different groups work for their Project.

Preparation of the Break room with food and drinks.

Preparation of the Auditorium with food and drinks.

Dismantling and cleaning of room. Storage of the pin boards, stand-ups and flags in the cellar.

### **Wednesday, 02.05.2018**

#### **13H00 - 17H00**

Translation into English of the German version of the IPW 2018, posted on the official website of the University.

Contact with the person in charge of the event "Campus Careers" to be held on May 16.

Contact with Professor Alexandra Angress for possible support in the clarification session "Study Porto" to be held on May 8.

#### **17H30- 19H00**

A1 German lessons.

### **Thursday, 03.05.2018**

#### **13H00 – 17H00**

Elaboration of international recipes: “Pastéis de Nata” from Portugal, “American Cookies” from the USA and “Loukoumades” from Greece for the International Evening.

#### **17H30 – 00H30**

Assembly of the event held by the Association of students "International Evening."

Cleaning and storage of the space after the end of the event.

### **Friday, 04.05.2018**

#### **11H00 - 17H15**

Elaboration of the Poster of the Info Session of the Professor Marco Furtado from ISCAP-P.Porto.

Placement of poster in different points of the University.

Final check of the Program to be sent to the teacher from ISCAP - P.Porto.

## **Monday, 07.05.2018**

### **11H30 – 14H00**

Welcome and Tour by Campus I with Professor Dr. Marco Furtado from ISCAP- P.Porto.

Accompany the Professor in the Info session on study abroad in Porto.

### **15H45 – 17H15**

Presence in the lecture about "Doing business with Portugal / with Portuguese" and "Study abroad at ISCAP-P.Porto".

## **Tuesday, 08.05.2018**

### **13H00 – 17H00**

Follow-up of the Teacher in the open session to all about study abroad at ISCAP- P.Porto.

Presence in Project Task / Advice on "Exporting local beer to Portugal" and "Doing business with Portugal / with Portuguese".

### **17H30 – 19H00**

A1 German lessons.

## **Wednesday, 09.05.2018**

### **08H30 – 09H30**

Meeting about the "European Youth Event".

### **09H30 – 12H00**

Meeting about the project "*Europa macht Schule - International meet School*".

### **13H00 - 17H00**

Elaboration of an internship offer announcement for the International Office for the next semester.

Create new contacts on Move On.

**17H30 – 19H00**

A1 German lessons.

**Friday, 11.05.2018**

**13H00 – 17H15**

Press release about the presence of the teacher from ISCAP- P.Porto.

Withdrawal of the posters.

**Tuesday, 15.05.2018**

**13H00 – 17H00**

Pick up material in the Marketing department and prepare 80 dossiers for the next exchange students/staff.

**17H30 – 19H00**

A1 German lessons.

**Wednesday, 16.05.2018**

**13H00 – 17H00**

Translation of documents about the changes in the University Privacy Policy, for the Careers Office.

**17H30 – 19H00**

A1 German lessons.



**Friday, 18.05.2018**

**13H00 – 17H00**

Continuation of the translation of documents about the changes to the University Privacy Policy for the Careers Office.

**Tuesday, 22.05.2018**

**13H00 – 16H00**

Create new contacts on Move On.

**16H00 – 18H30**

Accompany on a City Tour, of the Staff in Mobility of the partner University: University of Wolverhampton.

**Wednesday, 23.05.2018**

**13H00 – 17H00**

Meeting with Mrs Krimm.

Create new contacts on Move On.

Beginning of research for the elaboration of "Accommodations in Aschaffenburg", of rooms and apartments, that leave of the University or of the Train Station 2 Km.

**17H30 – 19H00**

A1 German lessons.

**Friday, 24.05.2018**

**13H00 – 17H00**

Elaboration of the " Accommodations in Aschaffenburg " – Hotels, in Word.

**Tuesday, 29.05.2018**

**13H00 – 17H00**

Elaboration of the " Accommodations in Aschaffenburg "- Hotels, in Word.

**Wednesday, 30.05.2018**

**13H00 – 17H30**

Elaboration of the " Accommodations in Aschaffenburg "- Apartments, in Word.

**Friday, 01.06.2018**

**04H50 – 09H00**

Trip to Strasbourg for the "European Youth Event 2018".

**09H00 - 11H00**

Accreditation for entry into the European Parliament.

**12H00 - 19H50**

Workshops and seminars: "Education and training at your fingertips" and "Restless youth: The passions, struggles and contradictions of being young in Europe" in the European Parliament

**Saturday, 02.06.2018**

**08H30 – 12H30**

City Tour of Strasbourg.

**12H30 – 19H00**

Seminar “Why you can forget the traditional CV” in the European Parliament.

**19H00 – 23H15**

Open-air cinema for participants in the "EYE" sponsored by the local authority of Strasbourg.

**23H15 – 24H00**

Return trip from Strasbourg to Aschaffenburg.

**Sunday, 03.06.2018**

**24H00 – 03H00**

Return trip from Strasbourg to Aschaffenburg.

**Tuesday, 05.06.2018**

**12H45 – 17H15**

Completion of the preparation of the " Accommodations in Aschaffenburg " in Word.

Complement data from Universities in Move On.

**17H30 – 19H00**

A1 German lessons.

**Wednesday, 06.06.2018**

**13H00 – 17H20**

Meeting with Mrs Krimm.

Elaboration of the " Accommodations in Aschaffenburg "- Hotels, in Excel.

**17H30 – 19H00**

A1 German lessons.

**Friday, 07.06.2018**

**13H00-17H10**

Elaboration of the " Accommodations in Aschaffenburg " – Hotels, in Excel.

**Tuesday, 12.06.2018**

**12H45 – 17H15**

Elaboration of the " Accommodations in Aschaffenburg " –Apartments, in Excel.

**17H30 – 19H00**

A1 German lessons.

**Wednesday, 13.06.2018**

**13H00 – 14H00**

Meeting with Mrs Kraus and Mrs Krimm to discuss how to create new programs for Staff Guests.

**14H00 – 16H30**

Elaboration of the " Accommodations in Aschaffenburg " –Apartments, in Excel.

**16H30 -17H45**

Meeting about event “*Europa macht Schule - International meet School*”.

Debate about the budget for the presentation.

## **17H45 – 19H00**

A1 German lessons.

## **Friday, 15.06.2018**

### **13H00 – 17H00**

Make sure all new students, of the 2018/2019 academic year, are inserted into MoveOn.

Scan and save the students' learning agreements in pdf.

Check that all links to the new University website are operational.

## **Monday, 18.06.2018**

### **10H15 – 11H00**

Meeting with Nora Seiterle to discuss about a project concerning a description of social activities prepared by the University, in one single document.

## **Tuesday, 19.06.2018**

### **08H00 – 10H00**

Meeting about event "*Europa macht Schule - International meet School*".

Debate on how the projects will be presented for each group.

Definition of the tasks assigned to each one.

### **13H00 – 17H00**

Elaboration of the " Accommodations in Aschaffenburg " –Apartments, in Excel.

### **Wednesday, 20.06.2018**

#### **11H00 – 12H30**

Elaboration and printing of posters for the event “*Europa macht Schule - International meet School*”.

#### **13H30 – 17H00**

Finalization of the " Accommodations in Aschaffenburg " –Apartments, in Excel.

#### **17H30 – 22H00**

Prepare of the dough for the “*American cookies*” and the puff pastry for the “*Pastéis de nata*”, for the event “*Europa macht Schule - International meet School*”.

### **Thursday, 21.06.2018**

#### **05H00 – 11H00**

Make and fry the “*Rissóis de Carne*” and “*Coxinhas de Frango*” to the International Barbecue.

#### **11H00 – 14H00**

Distribution of the budget for purchase of flowers (4 bouquets), drinks and food for 200 participants. As our budget was so restricted I offered myself to cook some cakes.

Order food at a local bakery.

Printing and folding of 200 flyers with the event program.

#### **15H00 – 16H00**

Preparation, with some students, of the event "Barbecue International", with placement of flags, tables and benches.

Mounting of the grill.

Placing beverages to be refrigerated.

**16H00 – 16H30**

Printing of photos sent by students to the event “*Europa macht Schule - International meet School*”.

**16H30 – 17H15**

Baking a *Chocolate Cake* for the International Barbecue.

**17H15 -21H30**

Placing food on tables. Some international students brought some food. (I cooked “Rissóis de Carne (Portuguese recipe), “Coxinhas de Frango” (brasilian recipe) and a chocolate cake. At first, I only will make “Rissóis de carne”, but I remembered the religious restraints of some students regarding beef and pork, so I decided to also do “Coxinhas de Frango” (chicken)).

**21H30 – 22H45**

Cleaning and storage of the “International Barbecue” space.

**23H00 – 24H00**

Baking an “Orange cake” for the event “*Europa macht Schule - International meet School*”.

**Friday, 22.06.2018**

**24H00 – 02H00**

Doing the filling and baking of 50 “Pastéis de Nata”, for the event “*Europa macht Schule – International meet School*”.

**05H00 – 10H00**

Baking 80 “American Cookies” and preparing, baking and decorating 24 “Chocolate Muffins”, for the event “*Europa macht Schule - International meet School*”.

### **10H00 – 11H30**

Buying bouquets of flowers for the directors of the schools present at the event "*Europa macht Schule - International meet School*".

### **12H00 – 14H00**

Help in transporting the food to school "Dalberg Gymnasium".

Verification of the list of presences of the participants at the entrance of the auditorium.

### **14H00 – 20H00**

Starting of the event at "Dalbert Gymnasium" with presentations of international students done together with the students three local schools concerning the project "*Europa macht Schule - International meet School*".

Help in the placement and presentation of food for the participants and cleanness of the space whenever necessary.

## **Monday, 25.06.2018**

### **13H00 – 17H00**

Research for the project of Nora (opening of all the files in the PC related to the International Office, because the titles were in German).

Drew up of a list of events within the university, within the city of Aschaffenburg and outside the city of Aschaffenburg. Write the way to the existing files on each activity, so it can be tracked, because the names are in German.

## **Tuesday, 26.06.2018**

### **08H00 – 12H10**

Starting of the document of "Social Activities". I started from the activities that are done inside the University: Welcome Evening, Bavarian Breakfast, International Barbecue Intercultural Training and Christmas party.



### **13H10 – 17H00**

Continuation of the document with the activities done inside the city of Aschaffenburg: City Tour through, Aschaffenburg at night, Bowling, Laser Tag, *Fishmarket* and *Weihnachtsmarkt*. And for the activities outside Aschaffenburg: Company visit (Linde, Schneider Electric and Hermes), Climbling tour to Heigenbrücken, Brewery Tour in Miltenberg, Visit to Mespelbrunn, to Würzburg, to Klingenberg (Vineyards or City Tour) to Munich, Frankfurt (International Motor Show Germany or City Tour), Nürnberg and Strasbourg (European Youth Event).

### **17H30 – 19H00**

A1 German lessons.

## **Wednesday, 27.06.2018**

### **08H00 – 12H00/13H00 – 17H00**

Elaboration, in Word, of a Survey to the International Students.

### **17H30 – 19H00**

A1 German lessons.

## **Thursday, 28.06.2018**

### **09H00 – 09H30**

Feedback from Nora about the paper done about the “Social Activities”.

### **09H30 – 10H30**

Correction of the points pointed by Nora.

### **13H00 -17H00**

Transposing the survey into Google Forms.

Sending of the survey to the Students in Mobility.

**17H30 – 19H00**

A1 German lessons.

**Friday, 29.06.2018**

**08H15 – 13H00**

Elaboration of the questions for the interviews.

**Tuesday, 03.07.2018**

**17H30 – 19H00**

A1 German lessons.

**Wednesday, 04.07.2018**

**17H30 – 19H00**

Final exam at A1 German.

**Tuesday, 17.07.2018**

**12H45 – 17H00**

Resend of the e-mails asking for answers to the Survey.

Print and archive of the new Student in Mobility processes.

**Wednesday, 18.07.2018**

**10H00 – 12H00**

Assist and support as a master's student to a dissertation defence.

**13H00 - 17H00**

Elaboration of a Report substantiated on the answers given to the Survey.

**Friday, 20.07.2018**

**13H00 – 17H00**

Elaboration of a Report substantiated on the answers given to the Survey.

**Tuesday, 24 .07.2018**

**13H00 – 17H00**

Elaboration of a Report substantiated on the answers given to the Survey.

Insert data in MoveOn.

**Wednesday, 25.07.2018**

**13H00 – 17H00**

Print of the documents to the of welcome folders for the 55 students in Mobility for the next semester.

**Thursday, 26.07.2018**

**13H00 – 17H30**

Preparing of the welcome folders for the 55 students in Mobility for the next semester.

**19H00 – 20H30**

Goodbye event/dinner to the International Students.

**Friday, 27.07.2018**

**13H00 – 17H00**

Conclusion of the Report about the Mobility 2017/18.

**Tuesday, 31 .07.2018**

**12H45 – 14H30**

Internship' evaluation meeting.

## **Appendix B – Guide to International Students**

2018

GUIDE  
\*  
INTERNATIONAL  
STUDENTS

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## 1 Germany

### 1.1 The country

Germany is well in the middle of Europe and has more neighbors than any other country on the continent. Denmark, Poland, the Czech Republic, Austria, Switzerland, France, Luxembourg, Belgium and the Netherlands border the German territory, where it is also one of the busiest airports in the world, Frankfurt.

With its privileged location and first structure, the country serves as a gateway and also main destination. In addition to being able to jump in a neighbor, it is also very easy to move from one corner to another of its 16 states and know all its landscapes. To the north are the beaches of the North Sea and the Baltic Sea, both of cold water but very welcome on the hottest summer days. To the south, the high mountains of the Alps, with and without snow. The center is taken over by forests, lakes and cut by some of the largest rivers in Europe, such as the Rhine, the Danube and the Elbe. The urban area goes from large and organized centers, such as Berlin's effervescent capital, to small towns that often have no more than a thousand inhabitants. In charming Hamburg are the big theater companies. The trendy Munich is home to the famous Oktoberfest. Few places in the world breathe such a rich cultural environment. Everywhere you can enjoy museums that are among the best in Europe, meet castles and historical monuments, not to mention the intense programming of shows. Cultural agendas are always filled with attractions, including jazz concerts, techno parties, folk and artistic festivals. There are more: some of the best ballads in the world happen in Germany. There are good shops and the gastronomy has from the simple *sauerkraut* with sausage to the most sophisticated recipes and restaurants for no one to put fault, a word that, by the way, is sin for the Germans, that carry in the DNA the obsession for efficiency and perfection.

#### 1.1.1 Why Germany

Studying abroad in Germany is a great challenge not only for Europeans, but for students from around the world. They benefit from a high-quality education system, learn a new language and gain life experience in this interesting country. It does not matter if the person is completing his studies in Germany or if he is interested in spending a season outside his country; these pages provide the necessary information on all relevant topics.

German universities have a very good network of connections with universities around the world. Every year hundreds of students have the opportunity to go out and spend some time in a different country to study and live. This should also happen to international students. For this reason, Germany's universities and technical colleges try to provide sufficient university places for international students and also strive to support students in many other issues related to the length of time they are abroad.

But what makes Germany so special and what can this country offer to students around the world? The Federal Republic of Germany is proportionately a very small country, but its history, as well as its current role in the world, is something special. It is not only in Europe that Germany has an important position, this country is also an important international business partner and has an active role with regard to political and economic issues.

German employees of different fields and disciplines are well-regarded all over the world and have real chances of finding employment in international companies in many countries. Germany itself is also a good and attractive country to work on later. This opportunity exists because of the good German education system. The universities and graduations obtained, are well known all over the

world and show the future employer that the students had a firm foundation of education and that they also received more knowledge than is normal. In German universities the practical part of the studies plays an important role. Internships have to be done in many study programs and all teachers recommend doing one. The great industry and especially the big cities offer many opportunities to carry out these stages. Internships can be achieved in the most different types of disciplines and companies.

Depending on the area to study in Germany, there are various activities, trips to do and places to visit in leisure and holidays. During these trips it's possible to see the different regions of the country and all its facets. With more time and money, it's also possible start traveling around Europe from Germany. The country is the ideal starting point for these trips and anyone can see many countries during their time abroad.

In Germany there is the sea and the beaches of the North and the Baltic Sea, cities or cultural buildings with historical interest and winter sports areas in the south. There will definitely be no periods of boredom during studies in Germany.

Studying in Germany changed during the Bologna process and the changes resulted in the Bachelor's and Master's system. The first degree that is obtained is called Bachelor. After that there is the possibility of continuing with a deeper additional Master program. Both graduations are independent and accepted.

The major focus on research projects is also one reason for the good reputation of universities in Germany. The state provides money for research projects and this allows students to carry out their own projects and learn in real situations.

Study programs are, moreover, considered to be more difficult than the same programs in other countries, but this has a positive impact on their reputation. With a semester off or a degree in Germany, the student has very good possibilities for their future and with some initiative of their own can work around the world. Apart from this, studying in Germany not only offers interesting subjects but also allows plenty of free time for activities and many travel opportunities.

#### 1.1.2 How to Apply for a German University?

The decision to study in Germany is very good because spending that time outside can provide many positive experiences and memories. But first and foremost, it is necessary to get a place at the preferred university in Germany. Vacancies in German universities are very rare and it does not matter if you are a candidate to complete the studies or only for a period of time, the competition is high. It is therefore important to have all the information in advance so as to complete all the necessary formalities.

If you want to complete a Bachelor's or Master's degree in Germany you have to apply for it in the same way as German students do, but in most universities international student positions are very rare. There is no central service for student applications in Germany, so you must apply at the university where you want to study. This can be very confusing as there are several different application processes depending on the universities and study programs.

Therefore, the student must comply with various admission requirements, meet different deadlines and submit different documents. Thus, the first priority is to check the university's website or call the person in charge to get the most important information. What requirements have to be met, what specialties exist for international students and what documents have to be obtained.

In this text a general and abstract idea about the application process can be given, but universities or specific subjects may differ.

Initially, you have to differentiate study programs with admission requirements and study programs without. Programs without admission requirements may be made without special averages or other assumptions. It is still necessary to apply and register yourself formally. The other programs have a limit after which students are no longer accepted. In most cases, the limit is the grades. With a certain average grade (*numerus clausus*: NC) the student is accepted or not. The NC may differ each year, depending on how many students have applied for the program. In some cases it is also possible to improve the grades themselves if they are not enough to be accepted. Internships, completed studies, social work or military service may be required.

Depending on the work period and the area in question, the overall average may increase by a few points. If a student is not sure what activity may be required, he can ask the university.

With a real chance of getting a place in his favorite program of study, the student can begin to prepare the application. In all cases it must contain a complete university application form and a certified copy of the final certificate (*Abitur* or similar degree).

International students also need proof of language ability, right of residence and other requirements. More information can be found on the universities' websites. Applications often begin with an online form that has to be filled out.

Some study programs, which are limited throughout Germany, have an exception form. For example, courses such as medicine, dentist, paramedics and veterinary. For these courses, applications have to be sent to a central service [www.hochschulstart.de](http://www.hochschulstart.de)) which provides more information. For all other programs, the application has to be sent to the university's foreign office or you have to apply for it with the help of an assistant. The assistant helps international students with their applications in Germany, but also requires money for this service.

If a student only wants an exchange program, for a certain period of time, the application must be made with the University of his Country. Usually they also provide all the necessary information and offer meetings. For all applications it is advisable to send as soon as possible. Deadlines are about half a year before the start of the period and if you miss the deadline the application is no longer accepted. It's also a good idea to send it before the last day to give you enough time to deal with lost documents.

### 1.1.3 German Classification System

International students who want to study in Germany need to know the German grading system for two reasons. First, they need to translate the school certificate or report into German grades for the application to the German university. Second, it is important to understand the grades you get during your studies for other applications and to pass the exams.



There are two rating systems in Germany. The first contains notes from one to six. One means very good, six means very bad. If someone achieves grades of only four or worse, then did not pass the exam. This system is mostly used in Germany. It is used in schools from year one through year ten and is also used in advanced lyceums and universities. Smaller steps in the sorting system can be shown in decimal numbers.

The complete translation of the notes is:

1.0 Very Good

2.0 Good

3.0 Satisfactory

4.0 Suitable

5.0 Bad

6.0 Very Bad

For applications to a vacancy at a university, international students who have a different grading system it is possible to "translate" their grades. The necessary documents can be found on the website of the German university. Examinations at German universities are assessed according to the grading system (one to six). But thanks to the reform of Bologna and to the change in the system of Bachelor's and Master's there is another characteristic. For all lectures or exercises with a positive examination at the university, students receive the so-called ECTS (European Credit Transfer System) points. These points are summarized at the end of the studies and placed together with the final thesis and the average of all grades. With the assignment of these he or she gets their final grade. This seems very complicated at first, but when you enter the system and get the grades it is not so difficult.

## 2 Be aware off

### 2.1 Brief practical guide

#### 2.1.1 Language

There are many regional dialects of German including Bavarian and Franconian, however Standard German is the official language for written and legal communication. Many Germans can understand and speak at least some English, but you cannot expect that English will be understood or spoken in all situations.

#### 2.1.2 Formal address

The German language differentiates between two different forms of address "du" and "Sie". Always address people you do not know with "Sie" (with the exception of children) and use "Herr" (Mr) or "Frau" (Mrs) with the person's surname. "Sie" is also used with surnames in the workplace.

### 2.1.3 Communication

In Germany, communication is relevant and direct. It is quite common to receive a direct answer of a short, "Ja" or "Nein". If you turn down an offer with "Nein, danke", the offer will not generally be repeated. If you want to accept an offer, just say "Ja". Don't worry, "Nein" is interpreted as the refusal of what is being offered rather than a rejection of the person. Criticism is common and acceptable, as long as the criticism is relevant and expressed in a neutral manner. If an agreement is reached, it is not renegotiated.

Students address lecturers and professors with "Sie" and usually use their academic title (Doktor, Professor). The secretary's office of your department can answer organizational questions. The lecturers have office hours for answering subject-specific questions. Students are expected to ask help proactively from their fellow students or lecturers if they experience any difficulties. If you don't ask, you won't have any help.

### 2.1.4 Distance during conversations

If you are speaking to other people in shop, on the street or at work, you should not get closer than a metre. This does not apply to friends and family. People speak at an average volume. It is not common for people to speak loudly and gesticulate in Germany.

### 2.1.5 Hospitality

Guests are welcome in Germany if a time and date has been arranged or an invitation has been made. Spontaneous visits are not commonplace.

### 2.1.6 Punctuality

Punctuality in Germany is essential. Routines are important (with fixed working hours and breaks, and appointments taking place after work) and it is important to be punctual to your appointments. Punctuality is a sign of respect and this also applies to meeting people outside of work or study.

### 2.1.7 Authorities

The authorities are required to uphold the law in an orderly manner. The same laws apply to everybody, they are clear and cannot be negotiated. When dealing with the authorities it is important to remain polite and respectful.

All individuals must possess an identity card or passport in Germany. It's recommended that you always carry this with you, should you need to identify yourself to the police.

### 2.1.8 Paying in restaurants and cafes

Generally, most people pay for the drinks and meals they have ordered themselves, even if a group are going out together. It is perfectly acceptable to request a separate bill. Service is usually at the table. If the service was good, a tip of between 5 to 10% of the total bill is expected. Water and bread are not automatically served with the meal. These must be ordered separately and paid for.

### 2.1.9 Smoking

Smoking is banned in public buildings, restaurants and bars in most parts of Germany.

## 2.2 Shopping opening hours

Opening hours are restricted in Germany – and most shops are closed on Sundays. You should also compare prices. With your student ID, you can save a lot of money. Students are eligible for concession

rates on tickets to the theatre, cinema, swimming pool or museum. There are also student discounts on newspaper subscriptions, computer software, mobile phone contracts and bank accounts.

You can save money by buying groceries at the large discount supermarket chains, such as *Aldi*, *Lidl* and *Netto*. You should also check for weekly specials and compare prices carefully. In this way, you can save a few euros here and there.

Store hours vary from place to place. Shops located downtown are usually open from 10 am to 8 pm on weekdays and on Saturdays until 4 pm, or 6 pm, or 8 pm depending on where you live. Almost all stores are closed on Sundays and public holidays. In larger cities, however, some markets and kiosks are open on Sundays where you can buy basic necessities. If everything is closed, the little markets in petrol stations sell (relatively overpriced) snacks and food. You'll also find a number of bakeries that are open on Sunday mornings.

If you're planning to travel outside of Germany, an International Student Identity Card (ISIC: <https://www.isic.org/get-your-card/>) can save you money on airline and railway tickets, admission fees to museums and theatres, and much more. You can purchase an ISIC from your student council or at select travel agencies in your town.

### 2.3 Enrolment at the University

All students have to enroll at university before they can start their studies. The certificate confirming enrolment is called an "*Immatrikulationsbescheinigung*". It's an important document that you'll need on future occasions. The enrolment period is often quite short. After you have enrolled, you will receive a student ID. Once you're officially enrolled, you can attend courses at university, take examinations and obtain an academic degree. Enrolment allows you to gain access to all the facilities at the university.

You may enroll if you have received notification of admission from your German university. If the university accepts your application for a study place, it will send you the notification of admission by mail. The letter also includes information concerning the enrolment period.

The enrolment period is often quite short! You will need to present various documents for enrolment. The staff at the International Office and the Office of Student Affairs can tell you exactly what to bring along. Here are the documents you will definitely need:

- Personal identification card or passport
- Notification of admission
- University entrance qualification: the original or a certified copy with a certified translation in German
- Several passport photos
- Confirmation of health insurance coverage by a public health insurance provider in Germany, or proof that your policy from your home country is recognized in Germany.
- Certification confirming that you have passed the German Language examination (if courses are in German).

Once you have enrolled, you will receive a certificate of enrolment which also serves as your provisional student ID. You will have to present this certificate of enrolment to apply for a residence

permit at the Alien Registration Office. You will also receive an electronic payment slip with which you must pay the semester contribution and possible tuition fees. As soon as the university receives your payment, it will send you your official student ID card by post.

Along with the student ID card, every newly enrolled student receives an account on the university server, e-mail address and password. You will need this information to take advantage of your university's intranet services, such as the electronic course prospectus, online registration for courses and exams and online course material provided by your instructors.

### 2.3.1 Insurance

#### 2.3.1.1 Health Insurance

All students must have health insurance.

If you are from Switzerland or another member state of EU you can be issued with a European Health Insurance Card (<http://ec.europa.eu/social/main.jsp?catId=559>). If you are not insured in your home country, you must take out insurance in Germany.

For non-EU citizens, not all private health insurance policies will be recognized in Germany. Travel health insurance will not be accepted for enrolment or a resident permit. On your arrival, you can take out health insurance from a statutory health insurance provider. The services offered to students by statutory health insurance providers are mostly identical.

#### 2.3.1.2 Liability Insurance

If you cause damage to persons or material, you are liable to pay for any costs including consequential damages which might arise due to an accident. To reduce the risk of such events, it's recommended taking out a liability insurance (*Haftpflichtversicherung*), which covers costs incurred by accidental damage.

## 2.4 Accommodation and Banking Institutions in Germany

### 2.4.1 Accommodation

Unfortunately, accommodation in Germany is one of the biggest challenges. Many foreign students are looking for an apartment when they arrive in Germany. This happens often and is quite difficult. In large university cities there is no accommodation. The number of students looking for accommodation far exceeds the offer. In addition, accommodation costs should not be underestimated. For a small apartment a student can pay an income of € 300 - € 600. The additional costs, for example, water, electricity, etc. should also be considered.

Looking for a suitable accommodation should start in your circles of friends. People who have been living for a long time on the university site can provide important tips such as areas that offer a good quality of life or public transportation. Many times, they know apartments that are available or that will be available soon, including landlord's information. In some cities, estate agents also specialize in mediating apartments for students. However, be aware that this service is not free. Successful mediation can cost 2-4 months of commission income for the agent. All universities have at least one bulletin board indicating the apartments available, often from people who have a room available in a



shared apartment. Almost all universities have their own dorms, which can be very helpful for many students. These accommodations are usually inexpensive but are often full. Student groups also help newcomers find accommodation in the private market. The international office and secretaries offer good advice and support to find a home. Some schools have already developed reception centers that can also be used for care.

#### 2.4.2 Banking Institutions

All foreign students should try, as soon as possible, to open a bank account in Germany upon arrival. Bank accounts can sometimes be opened in the country of origin and only have to be confirmed after arrival. Deutsche Bank is particularly well represented internationally; as a result, many students opt for a checking account at Deutsche Bank. Many payments, for example, the payment of the mobile phone, the payment of income and even health insurance are done without money, so a checking account is required. Some banks offer a free checking account for students for the duration of the course. When choosing a bank, in addition to the costs of account management, other important factors include the existence of a branch in the area, whether English is spoken, the cost of withdrawing money, etc.

### 2.5 Scholarships and Funding

Deciding to study abroad also includes knowing what costs may be included and the differences that exist for who decide to study at home. Depending on where you are coming from, costs in Germany may be higher or lower than in your home country. It is important to know that costs like health insurance or traveling home may increase.

Tuition fees in Germany are quite cheap compared to other countries. Most universities and technical colleges are state funded and only a small part is funded by students. In Germany each state can decide whether tuition fees are necessary or can be waived. The federal states of Bayern, Hamburg and Niedersachsen charge tips of around 500 €, which is quite cheap. Other federal states do not charge fees, but some have special regulations regarding long-term students or second graders.

All countries are entitled to another amount of money called semester rate. Administration fees and pensions are paid, and cafeterias, residences or sports facilities are funded. In most cases, with this fee students also receive a semester ticket that can be used on buses and in the area. A semester rate is around 150 to 250 €.

Studying as a private or educational company is much costlier because they are funded by themselves. The fees can be up to 20,000 € per year.

In addition, there is the cost of health insurance, which is needed in Germany and the normal cost of living. The rental costs can differ greatly, depending on where you want and how you want to live. In large industrial and university cities the rental can be quite expensive because there is not much space for all people. So, it is normal for German students to share an apartment with others and make a community of apartment sharing to lower costs for everyone. Another cheap opportunity is the university residences. These are always in demand and so it is important to apply early. The costs for the rent in the residences are 200 - 400 €, in shared apartment community of 300 - 500 € and for a single apartment from 400 €, these values may differ from city to city.



In addition to income, there are also costs with food, books, photocopies, telephone, internet, clothes, spare time and many others. Compared with other countries Germany has an average cost in Europe. How much money is needed depends on many coefficients, but one can calculate in about 200 - 300 €.

To finance all these things, it is important to know, from an early age, what each person's budget is and what the other alternatives are.

A job as a student worker in Germany cannot always be achieved by an international student. First you have to check the rules and regulations of the country of origin. But then student worker status can be a great way to improve the budget. Job offers can also be received by universities.

Another opportunity is to apply for a scholarship. Either it can be a scholarship from the home country or a scholarship in Germany. In Germany there are several foundations and organizations that help international students. DAAD (German Academic Exchange Service: <https://www.daad.de/deutschland/stipendium/en/>) scholarships are always good and a list of scholarships can be found on the web page where you can search and find the best one. For students from Europe there is also the possibility of having scholarships from the ERASMUS program. In some cases, it makes sense to apply for a scholarship. Even if they only pay a small part of the costs, it can be a great help.

It is also important to receive information on how to finance studies early, because proof of funding is required in Germany. This proof is very important because it is necessary for the application, for the visa and for the residence permit. There must be proof of 8,000 € per year from different sources. Financing is a very important part that should not be underestimated and one that we should think about early if we want to study abroad.

## 2.6 Visa and Entry Requirements

What types of documents and papers are needed to enter Germany depends, for the most part, on where he or she comes from and for how long he or she intends to stay in Germany. It is important to have the necessary information and to gather all the papers very early and on time, before starting your studies abroad.

There are the following rules: for citizens of Europe or countries like Iceland, Norway, Switzerland or Liechtenstein it is only necessary to have an identification card to enter Germany. It is not necessary to have a visa. On the contrary, citizens of other countries need a visa if they want to stay in Germany for more than 90 days. There are a few more rules for visa applications. Citizens of countries such as Australia, Israel, Japan, Canada, New Zealand, South Korea and the United States of America can apply for a visa even after they have arrived in Germany. For citizens of other countries, it is necessary to apply for a visa before arriving in Germany.

If you stay less than 90 days in Germany, there are even more regulations. Citizens of some countries may enter Germany for this visa-free period. These are Venezuela, Vatican City, Uruguay, Singapore, Seychelles, Paraguay, Panama, Nicaragua, Mexico, Mauritius, Malaysia, Macau, Croatia, Guatemala, El Salvador, Costa Rica, Chile, Brunei, Brazil, Bolivia, Bermuda, Barbados, The Bahamas and Argentina.

More detailed information and lists of certain countries can also be found on the Schengen visa web page (<https://www.schengenvisainfo.com/>) or by visiting the consulate or the German Embassy in your country of origin. For those who just want to go to Germany for a semester there are also information advisors at the universities of the home country.

When you apply for a visa there are several types that you may have to ask for. What type of visa is required depends on the application to the German university. If the university site is already secured and confirmed, you can apply for a visa for the purpose of studying. If the application is not yet confirmed or you must apply for a visa to visit the university in Germany or to take a test you must apply for a visa with the aim of applying for the university. But beware, the visa does not cover the entire stay in Germany. Normally, these visas only last for three months. After that, you must apply for an additional residence permit in Germany. This can be done at the Department of Foreigners after you change your residence at the Registration Office. Those who are still confused or who have more questions can go to the International Office at the German university.

To obtain a visa and later a residence permit certain documents are required. For the visa it is necessary to show the health insurance in Germany and a proof of funding. The German Embassy or the Consulate can say what else is necessary, for example, knowing German, confirming the university in Germany, etc.

As soon as you have found accommodation, you must register with the local Resident Registration Office. This is where you receive your confirmation of registration (*Meldebestätigung*). Take along the following documents when you register at the Resident Registration Office:

- Passport (with visa, if you have one) or your personal identification card;
- Tenancy agreement (if you have one) or confirmation of residence from your landlord.

With this in hand, you can then apply for your residence permit. It is also important to know that the residence permit is not forever, but only lasts for two years. Those who study longer may extend the permit.

Everyone who moves to another city in Germany must notify the Resident Registration Office of their change of address within one week. And that goes for everyone – foreigners and Germans alike. At the Resident Registration Office, you must complete a registration form and receive your confirmation of registration. All these formalities are quite confusing and can also last quite a while until all documents are delivered and confirmed. That way, it is very important to have the information in time. Especially for those who study all the time in Germany and organize their stay alone. When you do a semester abroad there is also a lot of help from the home university, but it is also good to start planning early.

If you move during your studies you need to inform the registration office, immigration authorities and the Students Records Office without delay.

You must de-register your German residence at least one week before leaving the country. You can de-register at the registration office in the area in which you live. If your residence permit has ended and you not de-registered properly, the immigration authorities will believe that you still reside in Germany illegally. Therefore, it is utmost importance to de-register properly.

## 2.7 Study German in Germany

German may not be the most important language in the world as English, but it is an important language and learning and getting German can open the door to important opportunity. In politics and economics, Germany is an important partner in international business. German companies in foreign countries are as important as Germany itself as a country of import and export. Particularly in Europe it has a strong position in economics and politics.

Knowing German can represent important opportunities in the job market. Firstly, in the companies that work with German partners, secondly in the representations of the German companies in other countries and in the third place in the German companies based in Germany. All are good employers and can be impressed by a good ability to speak German. The links and economic relations between countries are not very well known but they are stronger and more frequent than we can think.

For Europeans, learning German can be a very special knowledge and an important opportunity, but for students from other countries it can also be promising to learn this language. Students who decide to study in Germany will not only benefit from the high quality of the educational system but will also learn a language that is very important.

Those who have not had the opportunity to learn German at their local school or university can apply for language courses in Germany. These courses not only provide basic knowledge about the foreigner, but also try to convey scientific and economic vocabulary.

Most German students are able to speak English, or other foreign languages and therefore communication is especially easy for foreign students. At the same time, it is possible to learn very easily because others can translate many things. Living in a foreign country for a while is the most efficient and quick way to learn a different language. It is necessary to communicate with other people and use the language every day, not only at university and in class, but also in daily life and during leisure activities with new friends.

For those who want to study in Germany it is necessary to have some basic knowledge of the German language. It is important to understand the lessons and literature to pass the exams at the end of the period. Those who do not have basic knowledge should consider moving to Germany earlier and taking language courses or competing for a place in special programs. These programs provide partnerships between German and international students and spending time together is easier and fun learning the language. At the same time, the person can know the new surrounding environment as a person who lives there. Learning German during a period in Germany is a good opportunity to combine learning with free time, new friendships and unforgettable experiences.

## 2.8 Studying in English in Germany

For those who want to study in Germany but prefer to study in English to learn two languages or because they know little German to study in this language, it is possible to study in Germany, in English.

More and more universities offer study programs in English. Especially in master's Programs, English programs are widespread. But many bachelor's programs are offered in English. These are called international studies or have the International addition in their title. Economics and social science



programs are often offered in English, but medicine, the natural sciences and agricultural sciences are also often offered in English.

Study programs are not only offered in English but also establish value in content and international aspects. For many international student's study programs in English are a good opportunity to study in a different country and to learn not only the national language in the book time but also English during the studies. Like these programs, students who could not take a course in German also get the possibility of studying in Germany. To study in an English language program, it is not normally necessary to fulfill the German language requirements.

Those who want to take the opportunity can look for an appropriate program in two different ways. First, look at your favorite university. The programs in English mostly have English titles and, in this way, can be easily found. Anyone can look at the web page of their favorite university and see if it offers international programs in the subjects they are looking for. In addition, it is possible to look on the web page of the DAAD (German Academic Exchange Service: <https://www.daad.de/deutschland/en/>). They offer a list of all English-language study programs in Germany. If there is already a concrete idea of what one wants to study, it is also possible to do research with a program provided by DAAD. This allows you to search for appropriate study programs. It also gives you the most important information about study programs and content. The page also links to the university web pages and their study programs. International programs are mainly offered to students who want to pass all their studies to bachelor's or Master's degrees in Germany.

For those who just want to study a semester in Germany it is better to go to a university with German courses. For this short period of time it is more efficient to learn the language by listening to it and speaking it all the time. But these programs can also make exceptions, and each person can choose the right university and program for themselves.

Even when a person is studying English in Germany, they will be living a great experience. It is possible to learn German in language courses and in the free time with the new friends of the university. At the same time, it is possible to do an international program and improve English.

## 2.9 Health and Medical Treatment

An important aspect when studying in Germany is finding the right health insurance. The student should think about this subject early on because it is necessary for the application. It is said by law that all people living in Germany must have health insurance.

There are differences between compulsory health insurance, where the person is an automatic member, and private health insurance that require certain circumstances. For international students there are a few more points to consider, for example, health insurance for European countries can be accepted in Germany. Those who are have insurance in their name in the country of origin should ask if the same is accepted in Germany. Even if health insurance is accepted it may be good to have additional private health insurance. The conditions and benefits of home health insurance may decline in Germany and not all costs are covered, or some benefits are not paid. It is important to receive all the information and avoid high co-payments. Those who do not want health insurance because they think it is only necessary for serious illness or accidents are wrong. In addition, accidents can happen

easily during a stay abroad. It can be a simple sports injury or a traffic accident. If it is necessary to stay in the hospital or an operation the costs cannot be borne by the students. Additional private health insurance covers the costs that would be incurred by co-payments with regular insurance.

Especially for students who spend an extended period studying in Germany it is important to cover medical and dental treatments. Normal consultation already represents costs that must be paid. A constipation or other normal illness does not become agonizing and the student can go to the doctor without fear of costs. Normal appointments may be the most frequent majority of students, for women it is also necessary to consider visits to the gynecologist. But private health insurance offers even more to students. If they go to the hospital due to an accident and need to stay for an extended period are faced with high costs, these are paid by private insurance. Another point that no one wants, but what can happen is to blow up the student's budget with transportation to the hospital in their home country. When there are serious injuries and prolonged stays in the hospital this opportunity can be considered and almost no home country insurance covers these expenses.

But in Germany there are several different insurance providers and they differ greatly from each other; which customers do not always recognize. The differences are based on the individual benefits, the amounts covered, and the monthly costs paid to the clients. For students who are abroad money can be an important argument. To offer every student in Germany a special offer the Mawista Insurance Specialist (<https://www.mawista.com/en/>) has settled in this area. Special offers that cover the needs during the time abroad and fair costs have convinced many students.

## 2.10 Internet and Postal Service

### 2.10.1 Internet

Most student halls of residence and flat-shares (WGs) are fitted with an Internet connection. If you have a PC or laptop, you can easily log on to the Internet from your room via cable or wireless connection (WLAN). If you can't access the Internet from your room, you have two options. You can either register for an Internet connection or obtain mobile Internet access.

In most cases, you need a landline for a standing Internet connection. You can find affordable offers on the web – for example, on price-comparison sites for Internet connections. If you'd rather get mobile Internet service, you also have several options to choose from – such as using a SIM card or surf stick, signing up for a flat-rate package or a prepaid plan.

However, students can get by just fine without their own Internet connection. There are numerous workstations around campus at most universities, e.g. in the libraries, where you can surf the web for free. Many universities offer campus-wide wireless service. All students receive their personal login data after enrolment. There are many Internet coffee shops in university towns where you can surf the web and send e-mails inexpensively.

### 2.10.2 Postal Service

You can send your letters and parcels to every corner of Germany and around the world using the German postal service – the Deutsche Post AG.

You can take your letters and parcels to any post office, designated by a black postal horn on a yellow background. You can also drop your letters into the yellow postal boxes located around town. There is

a timetable on every letter box, stating when the next pickup is scheduled. You can send small and large parcels from specially designated "Packstationen" (parcel stations). If you're not home very often to receive parcels, you can also have them sent to a parcel station.

You can ask about postal fees for letters and parcels directly at the counter in the post office or online using the postage calculator. You can purchase stamps at the post office, at the stamp vending machines outside, and on the website of the Deutsche Post.

### 2.11 Recycling

Basically, the separation system works from 8 types of waste: yellow sack, paper, damp garbage, organic garbage, glasses, piles, large objects and valuable recyclables. For those who arrive in Germany and are not accustomed to this system, it can be a bit difficult to understand at first. In a barrel, discard the general garbage, that is, everything that isn't recyclable: from dust to baby diapers. In a barrel blue, you throw only clean paper, which includes newspapers, cardboard boxes, such as shoes or even pizza, pamphlets and tissues. Brown barrels (or greens, depending on the city) are fruits of the garbage: fruits, vegetables, eggshells, plants and others. Finally, the plastic and metal must be on the yellow, from cans to milk cartons, through yogurt pots and toothpaste tubes.

There are also specific rules for discarding glasses. That is, when paying for the drink, the value of the bottle is included and is reimbursed if the consumer is returned after consumption. It can be between 0.08 cents and 0.25 cents, depending on the size and material of the bottle. At the supermarket, or any other beverage depot, it is then returned as bottles and prizes are received with guaranteed value.

In addition, non-returnable containers, such as preservation jars, mayonnaise or wine bottles, should be disposed of in specific containers scattered throughout the city. And according to color: white, brown or green. Batteries also have specific containers.

"Sper Müll" is all kind of big garbage, which does not fit in the normal trash cans. For example furniture remnants other than metal, mattresses, carpets, large non-metal toys, large bucket containers, dumps and basins. The collection of this type of garbage should be "ordered" through a form that comes with the information leaflet earlier in the year. Each apartment / house has the right to request the collection of "Sper Müll" twice a year at 3 m<sup>3</sup> each collection. The garbage should be placed in front of the house on the sidewalk. It is very common for people to leave the garbage there on the street a couple of days before collection, so if someone walks in and needs something that is in the trash can pick up and reuse.

Appliances, heaters, cell phones, computers, radios, lamps, solar photovoltaic panels and other electronic devices are part of the category of valuable recyclable objects. This type of waste can be disposed of at the Recycling Center (*Wertstoffhof*) or, in some cases, together with "Sper Müll".

In the case of special products (*Sondermüll*) such as chemicals, flammable products, tires, stones, oils, paints and others, there are special rules and collection points (many of them also in *Wertstoffhof*).

There are even products that one needs to pay to discard them. For used clothing and footwear that can still be used, there are these collection points throughout the city.



### 3 Trip and Arrival

The trip must be planned, making a list of what you need to take, to the last of the time do not forget anything and also you must buy the plane tickets to save money on the purchase. You should also contact the accommodation manager and arrange the arrival time to have access to it. I, for example, did not arrange a meeting and as I had a delay in my flight and then my luggage was lost, I arrived at the accommodation after office hours. When I arrived at the lodge, the office was already closed, I called the manager and the attendant and no one answered. I called the nearest hotels, none had a vacancy. My luck was to have met a colleague, whom I had met the year before, and got where to spend the night. So that you do not run the same risk, you should combine a schedule with the accommodation, buy a flight that arrives in Germany with a few hours in advance, in case unforeseen events do not get unprepared.

Upon arrival at the University, there are always integration events for international students, the so-called "Orientation Weeks for International Students", which took place this year, between the 1st and 14th of March, with classes beginning on March 15th. These weeks aren't compulsory for the exchange students but is highly recommended is attendance. During this weeks are offered German courses and students are allocated to a group according to their skill level. In addition to the languages courses, there's also a welcome program with excursions as well as a get-together with all the other exchange students and buddies. The program is distributed prior the students arrival in Germany.

During the semester the International Office offers students subsidised excursions to famous sights in and around Aschaffenburg, for instance in this Summer Semester, on 14<sup>th</sup> April, it was offered an excursion to Miltenberg and to the Faust Brewery and in 1<sup>st</sup> and 2<sup>nd</sup> June the participation on the European Youth Event in Strasbourg.

## 4 Aschaffenburg

### 4.1 City



Source: <http://www.postleitzahl-von.de/Postleitzahl/Postleitzahl-von-Aschaffenburg?id=13756>

The town is located on both sides of the Main in the southwest part of Germany. In the western part of the municipal territory, the smaller Aschaff flows into the Main, the region is also known as "*Bayerischer Unterrhein*" (Bavarian Lower Main). Aschaffenburg lies in the far northwest of the state of Bavaria, close to the border to the state of Hesse. It has three twin towns: Perth (Scotland), St.-Germain-en-Laye (France) and Miskolc (Hungary).

Aschaffenburg is a medium-sized city with a population of around 70.000 and offers a good quality of life. The city lies on the River Main and it's famous for its several city museums, its varied cultural programme, as well as a wide variety of cafes, bars, and clubs. Annual festivals such as the Afro-Caribbean Festival, the "*Volksfest*" in June, or the big "*Stadtfest*" in August draw a lot of visitors. They are permanent highlights in the city's events calendar and popular with young and old.

#### 4.1.1 City attractions and Leisure

With its seven museums, a municipal theatre and two cinemas, Aschaffenburg is extraordinary rich in culture. The city also offers much in the way of sports activities including public swimming pools (indoor and outdoor), an ice rink and a mini-golf course. It's also possible to go hiking in the "*Spessart*" mountains or take a walk along the River Main. Aschaffenburg has historical buildings, winding streets and several landmarks, including the following:

- "*Schloss Johannisburg*" – Johannisburg Castle: an icon of the town dating back to the early 1600s and refurbished in the 1960s. The castle hosts the "*Aschaffenburg Staatsgalerie*" which has the most important Bavarian national art-collection outside the state capital Munich.
- "*Pompejanum*" – Pompeiianum: a Roman-style villa built in the 1840s;
- "*Stiftskirche*" – Basilika Church: built in the 10<sup>th</sup> century,



- “Schönbusch” Park: one of the most beautiful English-Style landscape gardens on German soil. It’s the biggest park in the city and it’s fantastic to go for a walk/jogging or just spend some time in the sun. You can also visit the “Nikheimer” Park, “Schöntal” Park or the “Fasenerie”.

Other attractions: [https://www.aschaffenburg.de/EN\\_index\\_1000.html](https://www.aschaffenburg.de/EN_index_1000.html)

## 4.2 Aschaffenburg UAS

Aschaffenburg was the location of several United States Army installations throughout the Cold War, after initially taking over the administration of the ex-Wehrmacht installations, which were then used as displaced persons camps, the American presence in the Aschaffenburg military community began after general renovations in 1948. The installation sites were known as *Ready Kaserne* (previously *Artillerie Kaserne*), *Smith Kaserne* (previously *LaGarde Kaserne*), *Graves Kaserne* (previously *Bois Brulé Kaserne*), *Fiori Kaserne* (previously *Pionier Kaserne*), and *Jaeger Kaserne* (previously *Jäger Kaserne*). These housed armour, infantry, engineer, maintenance and artillery elements of the U.S. Army. Much of the U.S. Army presence in Aschaffenburg ended in 1992 with the ending of the Cold War, the last buildings, which were primarily used for housing, were handed back to the local government in 2007.

On one of this sites, the previously, “*Jaeger Kaserne*”, it was settled in 1995, “*Hochschule Aschaffenburg*” (Aschaffenburg University of Applied Sciences). The University is a non-profit public higher education institution and is one of Germany’s leading young universities. Officially accredited and/or recognized by the “*Bayerisches Staatsministerium für Bildung und Kultus, Wissenschaft und Kunst*” (Bavarian State Ministry of Education and Culture, Science and Art).

Aschaffenburg UAS is a university of applied sciences, one of the two main types of higher education institution in Germany. While traditional universities are very theoretically oriented, universities of applied sciences have a more practical outlook and focus on teaching professional skills. Both types of institution are able to issue bachelors and master’s degrees. However, universities of applied sciences do not independently issue doctoral degrees; instead, their focus lies in close cooperation and interaction with businesses, industry, and service providers, especially on a regional level.

### 4.2.1 How to get to Aschaffenburg UAS



FRANKFURT INTERNATIONAL AIRPORT – located in Frankfurt am Main, at about 41 kilometres northwest of Aschaffenburg. (<https://www.frankfurt-airport.com/en.html>)

Source: [http://www.esa.int/var/esa/storage/images/esa\\_multimedia/images/2015/12/drehkreuz\\_frankfurt\\_airport/15718654-1-eng-GB/Drehkreuz\\_Frankfurt\\_Airport.jpg](http://www.esa.int/var/esa/storage/images/esa_multimedia/images/2015/12/drehkreuz_frankfurt_airport/15718654-1-eng-GB/Drehkreuz_Frankfurt_Airport.jpg)



AEROBUS - Buses 5, 40, and 41 stop directly outside of the university campus at the "Hochschule HOB" Stop. ([http://www.vab-info.de/seite/de/untermain/033/-/Tickets\\_und\\_Tarife.html](http://www.vab-info.de/seite/de/untermain/033/-/Tickets_und_Tarife.html))

Source: <http://www.bus-bild.de/bild/Bustypen~Stadtbusse~MAN+Niederflurbus+2.+Generation/143088/stadtbus-aschaffenburg--verkehrsgemeinschaft-am-bayerischen.html>



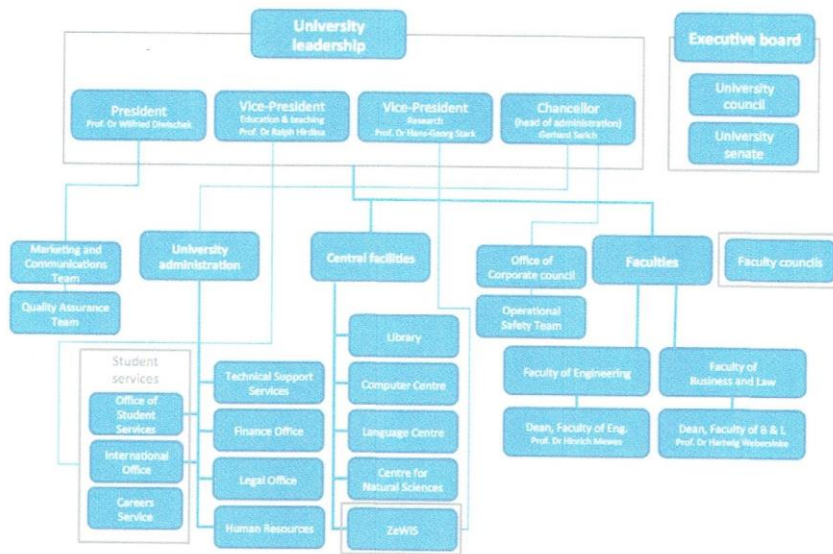
RAILWAY STATION: - Aschaffenburg Central Station is located at about a 20-minute walk from the campus (there's also Regional Trains that stop at "Aschaffenburg Hochschule" Train Stop at about 5-minute walk from the campus). (<https://www.bahn.com/en/view/index.shtml>)

Source: <https://fahrweg.dbnetze.com/fahrweg-de/kunden/nutzungsbedingungen/etcs>

By car, to avoid inner-city traffic by taking the "Aschaffenburg Ost (Goldbach)" exit from the autobahn. From the west, follow the signs to the city Centre ("Stadtzentrum"), following the B8 toward Würzburg until reach the university

#### 4.2.2 Faculties and Degree Programmes

Aschaffenburg University of Applied Sciences has as motto "Studieren mit Zukunft" (Study for the Future) and is organised into two faculties: the Faculty of Business and Law and the Faculty of Engineering. Over 3,000 students benefit from the programs of study in economics and technology. At the centre of the two is the university leadership, made up of the Executive Board, the University Senate, and the University Council. Each faculty is in turn governed by a Faculty Council in collaboration with the deans of academics and student welfare.



Source: <https://www.h-ab.de/en/about-aschaffenburg-university-of-applied-sciences/organisation/>

The strategic management of each respective body is the responsibility of these governing organs, including but not limited to budgets, organisational planning, development of new academic programs and partnerships, and the appointment of new professors.

As Aschaffenburg UAS is located in the heart of Germany's Frankfurt-Rhine-Main business region, this strategic location allows it to cultivate mutually beneficial partnerships with hundreds of companies both local and international. Students have extensive opportunities for part-time jobs, internships, and post-graduation employment, and researchers will find the region ideal for partnered projects. It also offers its students: a personal atmosphere, small study groups, individual mentoring by highly teaching staff as well as modern equipment in lecture halls and labs. The university campus with its mix of historic and high-tech buildings furnished with state-of-the-art facilities is a blend of the traditional and the modern.

#### 4.2.3 International Office

The International Office is a service dependent on the Vice-President, whose mission it's the internalization of Aschaffenburg UAS and its community. The goal is to give the students, its faculty and staff, the opportunity to study/work a semester at international partner universities and benefit from a multicultural environment.

Has as main functions:

- Propose the signing of new exchange and cooperation agreements in which the University participates;

- Collaborate with the implementation and development of signed agreements in the development;
- Collaborate with the Institutional Coordination in the selection of outgoing students.
- Develop with the students selected the program of studies to be developed in the host institution;
- Apply and sign the Learning Agreement for outgoing and incoming students within the defined time frame;
- Confirm academic recognition for the studies carried out abroad and transcribe the qualifications to the corresponding Secretariat in its own certificate;
- Tutor, inform and accompany outgoing and incoming students;
- Responsible for the preparation and publication of the ECTS academic guides.

#### 4.2.3.1 Mobility IN

It is intended for HAB students, teachers and non-teaching staff.

#### 4.2.3.2 Mobility OUT

It is intended for HAB students, teachers and non-teaching staff.

## 5 Do an internship in Germany

### 5.1 About

Germany is an excellent place to get started in the global economy and gain experience. Interning abroad is highly looked upon across all job markets, and there's no better place than Germany to start.

Germany boasts the third most Nobel Laureates, ranging from Albert Einstein for Physics to Herman Hesse for Literature. Also, among Germany's famous are some of the greatest thinkers and philosophers like Immanuel Kant, Karl Marx, and Friedrich Nietzsche. German companies are no less impressive: Adidas, BMW, Porsche, Siemens, Volkswagen, and Bayer to name a few.

### 5.2 Top Industries

With all these big names and accomplishments coming out of Germany, isn't it time you experienced the country yourself with an internship?

- **Business:** With 34 Globe Fortune 500<sup>1</sup> companies that call Germany home, the opportunities for a business-minded individual in Germany are endless. Interns could work with multinational companies headquartered in Germany, smaller private companies, and even local, regional businesses. Different types of companies will have different needs, but interns can expect to develop an international perspective on business after completion.

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<sup>1</sup> <http://fortune.com/global500>



- **Health and Social Sciences:** Internships are available for those interested in psychology in psychiatry and social services institutions and hospitals throughout Germany. Interns could work with battered women, children and adolescents in therapy, the elderly, substance abusers, and refugees. The possibilities are abundant for interns to make contributions to the German community.
- **Law:** Delving into the German legal system is a unique experience, full of intricacies and intrigue. Interns could be placed in major corporate law firms, learning about taxation, mergers, acquisitions, antitrust and EU laws, labor laws, environmental laws, banking, and media.
- **Marketing:** Germany has a population of over 80 million people, and with so many people come so many different marketing tactics and opportunities. Interns can expect to conduct market research, work with public relations and communications, and develop competitive analyses. Depending on personal preference, skill sets and specific company needs, marketing interns in Germany could also work with social media and web design.
- **Pics:** Germany has been caught in the eye of the press these days due to its influence in the European Union. Pivotal internships in Germany are a great way to experience the country's unique tendencies and structure. Placements can be found in mayor's offices, municipal offices, lobby groups, as well as the *Bundestag*, the Federal Parliament of Germany.

### 5.3 When and where to look for an Internship

As Germany's capital city, Berlin is home to many major companies and will definitely be an important place for anyone looking to intern in Germany. However, other smaller cities such as Cologne and Bonn also present great opportunities. Cologne has a large metropolitan and industrial area. Bonn is home to beautiful art and architecture for those interested in museum internships. Internships are available throughout the year, depending on your placement program.

#### 5.3.1 Work Culture in Germany

- **Etiquette:** Germans often work a much shorter week, usually about 35 hours. However, there is a strong culture of high productivity - there is very little time spent socializing or chatting. Management culture is often very hierarchical. Meetings run on strict agendas and schedules; lateness is generally not tolerated in the German business environment. There is also an emphasis on group efforts and teamwork; attempts to advance individually may be looked down on. Dressing for business situations is often quite conservative and muted; accessories should be kept to a mild minimum.
- **Language:** Because Germans learn English in school and many Germans speak English quite well, it is generally the language of choice for business. However, this may also depend on the company you work at and your program's requirements. It is always useful to have a simple understanding of the language and learn a few basic phrases.
- **Networking:** There are many professional networking organizations in Germany that may fit your needs, such as "*Wirtschaftsjunioren*", Marketing Club and Business and Professional Women Germany.<sup>2</sup>
- **Work and Labor Laws in Germany:** Currently, there are no legal regulations for internships in Germany. There are talks within the German government to outline specifics for internships, but nothing has substantiated as of now.

<sup>2</sup> <https://managementwissenonline.de/?from=http%3A%2F%2Farchiv.mwonline.de%2Fdb%2Fhome%2F>

## 5.4 Internship Tips

### 5.4.1 Know your industry and internship expectations

In Germany, students start focusing on their majors, or more like career concentrations, in high school. By college they have a career path and it is expected that they will do an internship that exactly fits their university major. That means that your German supervisor will expect that you, like a German counterpart, will be able to jump right into things at the workplace.

One German stereotype that generally does hold true is their regard for timeliness. Be on time to work. Be on time for meetings and appointments.

Once you know what your internship is and generally what it will encompass, make sure you know the basic ins and outs of how the industry works and the basic skills you'll be expected to have. It would also be beneficial to make sure you know the basic German vocabulary for any technical terms that might be used in your position or industry.

### 5.4.2 Study up on the language and culture

Even if you've been in German classes for years, it is still worth doing some research on the local culture, especially once you know what city you'll be living in.

Many German stereotypes are just that and many are only representative of certain regions to begin with. (We don't recommend showing up in Berlin and asking why no one is wearing lederhosen!)

Like any international experience, you'll likely face some culture shock and things that don't meet your expectations, but educating yourself and preparing as much as possible for what you'll encounter will help immensely in your adjustment phase.

### 5.4.3 Be respectful, but prepare to be surprised

Your research will probably tell you that German workplace culture is formal. Many will tell you that you'll need to dress ultra-professionally, address your colleagues or superiors with the formal "Sie" rather than the informal "du" and that the workplace is less friendly and inclined to small talk.

It is definitely better to play it safe and enter into your first day at your internship<sup>3</sup> with these expectations. Dress well, address people by titles and surnames, and perhaps reign in yourself if your inclination is to make a first impression by standing out with your chatty and chummy personality.

Maybe that will be how your workplace is, but don't be surprised if it is nothing like that at all. Just like anywhere else in the world, every workplace is different. Many German workplaces will be much more warm and welcoming and much less formal than stereotypes lead us to believe. So be sure to pack more than just suits for your office wardrobe options!

### 5.4.4 Be on time

One German stereotype that generally does hold true is their regard for timeliness. Be on time to work. Be on time for meetings and appointments.

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<sup>3</sup> <https://www.gooverseas.com/blog/first-day-internship-abroad>

Map out and, if possible, practice your morning commute before your first day in the office. Thankfully, German transportation tends to be extremely reliable and on time, but even still you might want to allow time for (your) error or delay on your first day's commute.

#### 5.4.5 Ask for a Training Plan

Internships are meant to be educational opportunities, especially in Germany, so you should be learning just as much as you are performing work.

If you have any concerns about this, or feel that you are performing too much busy work, take the initiative and ask your supervisor for a training plan.

It doesn't necessarily have to be something formal, it could be as simple as sitting down with your supervisor and discussing the skills you want to build and kind of tasks and achievements you want to accomplish. Or if you feel you already have a good plan, create a proposal to show to your supervisor, but just be sure you don't overstep your boundaries.

#### 5.4.6 Take every opportunity to practice your German

Most Germans speak English, and you may even find yourself in an internship where English is the predominant language in the office, but being able to speak German will make your experience living in Germany a thousand times better.

Tandem language partnerships are also very common in Germany. A quick Google search will likely turn up some resources in your host city, or ask at the university if there is one. A tandem language partner will meet with you regularly to practice language skills, they'll speak in German and you'll speak in English.

#### 5.4.7 Take time to explore

While you should never forget that you are in Germany first and foremost to gain professional experience, you are also there for a cultural experience. And with such a fantastic and reliable transportation system, there's little excuse not to get out and explore a bit.

As we mentioned before, Germany's different cities and regions vary greatly and have a lot to offer, so take the opportunity to compare and contrast them and gain a wider view of German culture. Berlin, Munich, Cologne, Frankfurt... These are all incredibly different cities worth seeing!

#### 5.4.8 Get paid

Unlike many other countries around the world, paid internships are quite common in Germany, even for international interns.

### 5.5 Internship in Aschaffenburg

#### 5.5.1 At the HAB

The Career Service team aims to support, in a personalized and individual way, each student throughout his career.

The direct contact between the Career Service, the labor market and its trends allow the identification of the skills most required by recruiters in different and varied sectors. Therefore, the Career Service

of Aschaffenburg University connects prospective students, students and alumni of the university with companies and scientific institutions in the region.

In this way, a set of services and tools are provided that allow better preparation for the opportunities, needs and challenges of the market and, in parallel, the creation and development of your personal brand.

You can find more information on their webpage: <https://www.h-ab.de/unternehmen/career-service/>.



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## **Appendix C – Translation 1**

## Data protection

### Data privacy statement

according to General Data Protection Regulation (EU GDPR)  
subject to the regulations of the EU General Data Protection Regulation (EU-GDPR)

This Privacy Policy applies to [purpose, product] of [Association, Company].

#### 1 General

Privacy is our concern and our commitment. In order to protect the security of your data adequately during transmission, we use state-of-the-art encryption methods (e.g. SSL / TLS) via HTTPS and SMTP. The service uses JavaScript as the active component. If you have deactivated this function in your browser, you will receive a corresponding message to activate the function.

#### 2 Responsibility

[Board / CEO]  
[Association, Company]  
[Loadable address]

The company / association is represented by the [association board / managing director]. More information can be found in the *[Imprint Link]*.

#### 3 Contact details of the appointed data protection office

Data Protection Officer [Association, Company]  
[Association, Company]  
[Loadable address]  
Tel. [...]  
Fax [...]  
Email [Functional Mailbox]

#### 4 Nature and purpose of the data processing and your legal bases

##### 4.1 Collect general information and logging

Legal basis: Telemedia service, data protection measures and organization of our processes; our legitimate interests to ward off attack attempts and troubleshooting.

Depending on the access protocol used, we store the IP address, date and time of the request. From the requesting computer, we store the desired access method / function and transmitted input values (file name, ...), the access status of the web server (file transfer, file not found, command not executed, etc.) and the name of the requested file. This is necessary to prevent fraud in service provision. In addition, we use aggregated information about the number of visitors related to the name of the domain and inputs to improve our service.

##### 4.2 Registration on our website

Legal basis: Telemedia service, data protection measures and organization of our processes

*[For logins on websites: When you log in through our login area, personal attributes are passed on to use our custom services to allow you to login and be able to be assigned to your account, to display names or identifiers, to provide the service according to with your access authorizations to prevent ambiguous database entries, send messages by email, and enable internal billing for orders. Only after login you can access content and services.]*

##### 4.3 Provision of orders

Legal basis: Contract performance

*[To start a software or cloud services request, you must accept the notice of license notice, license terms. Likewise, the data protection regulations of the respective service. Information is required for order processing. Without specifying these data, the request cannot be made.]*

#### **4.4 Cookies**

Legal basis: Telemedia service, data protection measures and organization of processes

On our website, we use "cookies". Cookies are small text files that are transferred from a site server to your hard drive. We use the following cookies:

*[Below are some examples:*

**a) Test cookie "cc"**

*This cookie is used to make a general statement, about whether you accept cookies, as we cannot offer the service without cookies.*

**b) Login-Cookie "Shib session"**

*This cookie is required to identify and authorize you after successful login to the protected service area for the duration of your visit.*

**c) Load balancer Cookie "BIGipServe443"**

*This cookie is required to provide our service in the best possible way using a load balancer that distributes the load on our systems.]*

#### **4.5 Contact**

Legal basis: your legitimate interests

If you contact us for an email request, the information you provide will be processed for the purpose of processing the request and for possible follow-up questions.

#### **4.6 Newsletter**

Independent newsletters submitted by us apply separately [[privacy policy link](#)].

### **5 Categories of possible recipients**

Potential recipients are affiliates of us who offer the service on which the request is based.

Individual services may also be provided by companies located outside the European Economic Area or by an international organization. We will then inform you of the extent to which the principles governing the required data transfers are met and of the existence of exceptions.

On the instructions of the competent authorities, we may in individual cases provide information about inventory data and usage data of the Telemedia service in accordance with §§ 14 (2), 15 (5) sentence 3 of the Telemedia Act.

Insofar as the Telemedia Act does not apply, we may transfer personal data in accordance with Art. 18 § 1 i.V.m. Art. 17 § 2 no. 9 and 10 Bavarian Data Protection Act.

### **6 Duration of data storage**

#### **6.1 General information and logging**

We store them in personal form for a maximum of seven days.

#### **6.2 Registration**

The data you send will be deleted two hours after you log out.

### **6.3 Orders**

Data is maintained in accordance with statutory storage requirements.

### **6.4 Inquiry**

Data is maintained in accordance with statutory storage requirements.

### **6.5 Cookies**

Cookies are deleted as follows:

*[Login cookie shibsession and cookie loadbalancer "BIGipServerPOOL\_StudiSoft\_443" at the end of browser session, test cookie "cc" after 24 hours.]*

## **7 Your rights**

You have the right to receive information about personal data relating to you within the scope of applicable law. You also have the right to rectify, cancel or block.

You can make changes or revoke your consent by notifying us with effect for the future.

### **7.1 Revocation of consent**

You may withdraw your consent to the person responsible at any time without affecting the lawfulness of the processing carried out on the basis of the consent until the revocation. If you declare the revocation, you cannot continue to use the service.

### **7.2 Right of appeal**

You have the opportunity to complain to a regulator. The person in charge is the Bavarian State Commissioner for Data Protection (BayLfD) / Bavarian State Office for Data Protection (BayLDA).

### **7.3 Other points about our privacy policy**

We reserve the right to change this Privacy Policy from time to time to comply with current legal requirements or to implement any changes to our Services in the Privacy Policy, for example, when introducing new services. Your new visit will be subject to the new privacy policy.

If you have any questions about privacy, please contact us by e-mail:  
[...]

This document is valid without signature.

Version 1.0 from 05.05.2018

## **Appendix D – Translation 2**

# Sample privacy statement for a University website<sup>1</sup>

This privacy policy applies to the website:

<https://meinehochschuleinbayern.de>

And as a supplement to the extent that we process personal data under our responsibility for:

<https://www.facebook.com/meinehochschuleinbayern.de>

<https://www.twitter.com/meinehochschuleinbayern.de>

<https://www.google.com/+meinehochschuleinbayern.de>

<https://www.youtube.com/meinehochschuleinbayern.de>

We assume currently that we are not subject to any data protection liability if your data is processed by such providers for purposes specified by them.

## General

Privacy is our concern and our legal obligation. In order to protect the security of your data properly during transmission, we use state-of-the-art encryption methods (e.g. SSL / TLS) and secure technical systems.

JavaScript is used as the active component for web pages. If you have disabled this function in your browser, you will receive a corresponding message to activate the function.

## Google Custom Search

To help you find information on our pages, we have Google Custom Search. These ads do not display Google ads. Only if they use the search field will the data be transmitted to Google.

The search box on this site ("Search box") is provided by Google Inc. ("Google"). You acknowledge and agree that Google's privacy policy (at <http://www.google.com/privacy.html>) applies to your use of the search box and that you commit your personal information using the box search in accordance with the privacy policy.

## Responsibility

Legal name, legal form, authorized representative

Address

Telephone, Fax,

E-Mail

## Contact details of the data protection officer

Data protection officer of the university

Address

<sup>1</sup> Regulators consider the term "privacy statement" partly misleading. Instead, the term "information on data processing and data protection" could be chosen. However, the supervisory authority responsible for Bavarian state universities also chooses the term "privacy policy" (as of May 02, 2018: <https://www.datenschutz-bayern.de/ODSP.htm>).



Telephone, Fax,

E-Mail

You can find our public OpenPGP key and our public S/MIME certificate at ...

### **Purpose and legal basis of processing**

According to Art. 2, § 6, BayHSchG, Art. 4, § 1 sent. 1 and 2 BayEGovG, we offer our services and administrative services as well as information to the public about our activities in our sites.

Our social media appearances are part of our public relations work. Our goal is to provide information to target groups and exchange information with you, Art. 2, § 6 BayHSchG. We allow fast electronic contact and direct communication through the media of your choice, § 5 Section 1 No. 2 TMG.

Content and contributions, requests that violate the rights of third parties or that meet the criteria of an offense or administrative offense, do not comply with legal or contractual conduct obligations, we disclose and block or delete them by submitting them to the competent authority or social media service.

Cookies, log files, social media provider statistics, Google Custom Search, and the Matomo Web Analytics tool are used to compile business statistics, conduct organizational investigations, review or maintain our Web service, and ensure network security and information in accordance with Art. 6, paragraph 1 BayDSG, Section 13 (7) TMG, Article 11 (1) BayEGovG. Insofar as the purpose of the processing is not impaired, we anonymize or pseudonymize the personal data.

### **Data categories <sup>2</sup>**

#### **Administration and editing**

For administration and editing, role identifiers and personal identifiers are created with access protection mechanisms and the changes that are made to these identifiers are logged.

#### **Log files**

When you access these or other sites, you transmit data to our web server through your internet browser. The following data is logged during a continuous connection between your Internet browser and our web server:

- Date and time of the request
- Name of the requested file
- Page from which the file was requested
- Access status (e.g. file transfer, file not found)
- Used web browser and screen resolution as well as the operating system used
- Full IP address of the requesting computer
- Transferred amount of data

---

<sup>2</sup> Although this is not required by the drafting of Article 13 of the GDPR, the categories of data would have to be mentioned in a request for consultation.



## Cookies

### Examples

#### Test Cookie

*This cookie is used to make a general statement about whether you accept cookies as we cannot offer the service without cookies.*

#### Load balancer Cookie

*This cookie is required to make our service as available as possible using a load balancer that distributes the load on our systems.*

## Communication

If you provide us with a request or opinion by email, mail, phone, fax or social media, the information you provide will be processed for the purpose of processing the request, as well as possible follow-up and exchange questions. If you do not want a change, we always use the same communication method.

## Recipients or categories of recipients of personal data

As far as you use our social media channels and pages, your providers also process your personal data.

Our IT service providers may also receive your personal data within the scope of our contract processing agreements. To ensure the security of our data processing systems, we do not disclose our service providers.

## Transfer of personal data to a third country or international organizations

All of our social media providers are certified under the EU-US Privacy Shield and accessible to anyone, ensuring a legally-appropriate level of protection for personal information:

### Facebook, Inc.

<https://www.privacyshield.gov/participant?id=a2zt0000000GnywAAC&status=Active>

### Twitter Inc.

<https://www.privacyshield.gov/participant?id=a2zt0000000TORzAAO&status=Active>

### Youtube (Youtube LLC) and Google+ under Google LLC

<https://www.privacyshield.gov/participant?id=a2zt000000001L5AAI&status=Active>

## Duration of storage of personal data

### Administration and editing

Customized administration and editorial access to our site will be restricted in processing after the person leaves and will be excluded one year after the end of the year upon departure.

### Log files

They are kept as personal data generally no more than seven days.

### Cookies

#### Examples:

*The load balancer cookie is deleted when the browser session ends.*

*The test cookie is deleted after 24 hours.*

### Communication

Posts, emails, and social media posts are excluded 6 years after the end of the year in which the respective transaction is located.

### Rights affected

According to the General Data Protection Regulation, you have the following rights:

If your personal data is processed, you have the right to obtain information about the data stored about you (Article 15 GDPR).

If incorrect personal data is processed, you are entitled to a correction (Art. 16 DSGVO).

If legal pre-requisites exist, you may request the exclusion or limitation of processing and appeal against processing (Articles 17, 18 and 21 of DSGVO).

If you consent to data processing or a data processing contract and data processing is performed using automated procedures, you may be entitled to the possibility of data transfer (Article 20 GDPR).

If you make use of your rights mentioned above, the public agency will verify that the legal requirements for this are met.

In addition, there is a right of appeal to the Bavarian State Commissioner for Data Protection.

### Technical contradiction solution for Matomo web statistics

You can decide here whether a clear web analytics cookie may be stored in your browser in order to allow the operator of the website to collect and analyse various statistical data.

If you decide for yourself, click on the following link to drop the Matomo deactivation cookie in your browser.

Your visit to this site is currently covered by Matomo Web Analytics. Click here to stop your visit.

Or

Your visit to this website is currently not recorded by Matomo Web Analytics. Click here to have your visit re-registered.

### Alternative to Google Custom Search

If you do not want to use this service, you can e.g. search our website via <https://duckduckgo.com/search.html?site=meinehochschuleinbayern.de>.

### Others in our Privacy Policy

We reserve the right to change this Privacy Policy from time to time to comply with current legal requirements or to implement any changes to our services in the Privacy Policy; For example, when introducing new services. Your new visit will be subject to the new privacy policy.

If you have questions, you can also write an e-mail to the data protection officer: [webmaster@meinehochschuleinbayern.de](mailto:webmaster@meinehochschuleinbayern.de).

## **Appendix E – Translation -Press Release IPW**

## 7<sup>th</sup> INTERNATIONAL PROJECT WEEK AT THE ASCHAFFENBURG UAS

### **Lecturers and students from all over the world as guests**

From April 22th to 27th, 2018, the International Project Week (IPW) took place for the seventh time at the Aschaffenburg University of Applied Sciences. As part of this international project week, the university once again welcomed guest lecturers and students from (partner) universities from Russia and various EU countries.

Many of the guests from abroad have already returned to Aschaffenburg through many years of partnerships. Aschaffenburg UAS has been cooperating successfully for many years, for instance, with the École Supérieure of Technologies et des Affaires (ESTA) in France and the partner University in Seinäjoki in Finland. This year, we were particularly pleased to welcome to the campus for the first time, students together with a guest lecturer from the renowned Lomonosov Moscow State University.

### **Joint project work of international students**

In various intercultural project teams, around 100 students from Aschaffenburg UAS worked together with students from 11 countries on 7 different projects under the guidance of 11 guest lecturers. The international guest students come this time from Belgium, Brazil, Finland, France, Russia, Switzerland, Slovenia, South Korea, Taiwan, Hungary and the USA. About two-thirds of the participants of the Aschaffenburg UAS study International Sales Management and about one-third of them are Masters in International Management or they are currently attending the practical course "Negotiation in multicultural settings: Case Study EU" of the Faculty of Business and Law.

In addition to the work in the project teams, guests were offered a cultural program during the week. A special highlight was a visit to the Aschaffenburg Company Linde, in the district of Nilkheim, which offered insights into the regional economy. Finally, the students had the opportunity to inform themselves about a semester abroad.

### **Big praise from the international guests**

The guests experienced the professional exchange with the mixed project teams and students as very enriching and constructive. In addition, they praised the organization and support, for which, as the main responsible person for the study, Prof. Dr. Sylvana Krauß, International Representative of the Faculty of Engineering for the degree program International Technical Sales Management, as well as the Faculty of Business and Law the international representative Prof. Dr. Alexandra Angress, responsible for the guests. Alexandra Krimm from the International Office also contributed to the success of the International Project Week with her professional support. The project week was financed by the Career Service from GLOBUS funds (Grant number: 01PL17013).

As a result, this week of projects has once again helped to expand and intensify Aschaffenburg UAS's internationalization activities.

## **Appendix F- Flyer IPW 2019**

**Social Program Lecturers International Project Week 2019**

**Guided tour through Aschaffenburg: Monday 08 April**



On this city tour you will get to know:

Johannisburg Palace, one of the main attractions of Aschaffenburg and its landmark. It is one of the most important buildings of the Renaissance period in Germany.



Schönbusch Park, one of the earliest landscape gardens in South Germany, architectural features such as an observation tower, the Red Bridge, the Temple of Friendship and the Philosopher's House, a tiny village and shepherds' cottages are arranged in charming settings with lakes and "hills".

**Visit tour in Miltenberg: Tuesday 09 April**



Experience how German beer is brewed, on Faust Brewery, not missing out and taste the result!

<http://www.faust.de/>



Visit the old town of Miltenberg with its picturesque timbered houses.

**Company visit: Wednesday 10 April**



Schneider Electric is a global specialist in energy management and automation that offer integrated energy solutions across multiple market segments.

<https://www.schneider-electric.de/de/>





Hermes is a service provider worldwide of parcel shipments.

<https://www.hermesworld.com/>

**International Dinner at Pier 18 or Jedermann: Thursday 11 April**



Enjoy the international creative kitchen with a charming view of the river.

<https://pier18-ab.de/>



Enjoy the international creative kitchen with a charming view of the city.

<http://www.jedermann-ab.de/>

## **Appendix G– Flyer Info Session “Study ISCAP-P.Porto”**



# Studieren unter der Sonne Portugals -> Auslandssemester in Porto



P.PORTO  
ISCAP

<https://www.iscap.pt/gri>

Bem-Vindo!

Infovortrag von [REDACTED]

Porto Accounting and Business School, ISCAP - P.Porto

Wann: Dienstag, 8.5.18 um 13.15 Uhr (ca. 30 Min.)

Wo: Gebäude 1 / Raum E04

Für wen: alle, die etwas Neues erleben wollen und das bunte Leben an der atlantischen Küste genießen wollen

Vorteil: wenn ihr als Erasmusstudent an die ISCAP geht, müsst ihr keine Studiengebühren zahlen

Come and get inspired!

Bei Fragen:

International Office: [international-office@h-ab.de](mailto:international-office@h-ab.de)

Prof. Alexandra Angress (WR Auslandsbeauftragte): [Alexandra.angress@h-ab.de](mailto:Alexandra.angress@h-ab.de)

## **Appendix H– Internship Offer**



hochschule aschaffenburg  
university of applied sciences

## INTERNSHIP OFFER AT ASCHAFFENBURG UAS – INTERNATIONAL OFFICE

**Aschaffenburg, Germany – Fall Semester 2018/2019**

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**Employer:** Hochschule Aschaffenburg – University of Applied Sciences

Erasmus+ Code: D ASCHAFF01 – International Office

Würzburger Strasse 45

63743 Aschaffenburg

GERMANY

**Presentation:** **HAB** is organised into two faculties: the Faculty of Business and Law and the Faculty of Engineering with over 3,000 students. It's operating on 2 campuses in Aschaffenburg (Würzburger Strasse 45 and Würzburger Strasse 164). **The intern will be working within the International Office on our Campus 1 (Würzburger Strasse 45).**

**Website:** <https://www.h-ab.de/internationales/>

Contact person: **Mrs. Sabine Hock**, Head of International Office  
sabine.hock@h-ab.de

The HAB International Office's mission is to promote, manage and develop the international dimension of our institution.

The academic year 2018-2019 will again bring its load of challenges, such as ...

Period of the internships: One Semester (slightly diverging dates can be discussed if appropriate)

Working hours: Regular office hours: approx. 7h30 min/day  
From 8.15 AM to 4.45 PM with 1-hour lunchtime break/ 5 days a week  
Occasional weekend or evening missions connected with special activities

Job description: The internship will take place in the International Office. It will consist of different missions related to our international activities.

Skills & Profile required: We are looking with an academic training in office management, business or communication studies or other related academic areas  
Ability to work in an autonomous and proactive way  
Working knowledge of Microsoft Office

Fluency in German or English (preferably at least B2 cf. European Framework)

**Grant:** The applicant student will potentially benefit from an Erasmus+ (for EU partners). Internship placement grant from his/her home institution.

**Salary:** No salary

**Practicalities:** Assistance in finding local accommodation can be provided.

**Application deadline: .....**

Please send your application letter + CV (in English or German) + academic details (home institution coordinator, phone, E-mail) by e-mail to the Hochschule Aschaffenburg (for the attention of Mrs. Sabine Hock) by (...) to [international@h-ab.de](mailto:international@h-ab.de)

Applicants will be contacted by e-mail for a potential phone interview.

The chosen candidate will be confirmed by (...)

Thank you for your interest!

## **Appendix I- Accommodations in Aschaffenburg**



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## ACCOMODATIONS IN ASCHAFFENBURG

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Source: adapted from <https://www.hotels-aschaffenburg.de/>

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## HOTELS

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## CITY- HOTEL ASCHAFFENBURG

\*\*\*\*



1,9 Km HAB

200 m Hpb

 <https://goo.gl/maps/dPiPD5EGRFA2>

Frohsinnstraße 23  
63739 Aschaffenburg  
Phone +49.6021.21515  
Fax +49.6021.21514  
info@city-hotel-ab.de  
www.city-hotel-ab.de



### All rooms include:

- Private bathroom
- Hairdryer
- Minibar
- Toilet
- Shower
- Heating

3

## Facilities of the Hotel

 Non-smoking rooms  Free WiFi  Family rooms  24-hour front desk  Good breakfast

### Bathroom

- ✓ Private bathroom
- ✓ Toilet
- ✓ Hairdryer
- ✓ Shower

### Pets

Pets are not allowed.

### Media & Technology

- ✓ Satellite Channels
- ✓ Telephone
- ✓ TV

### Food & Drink

- ✓ Bottle of water
- ✓ Minibar
- ✓ **Good** coffee!

### Internet

**Free!** WiFi is available in all areas and is free of charge.

### Parking

No parking available.

### Services

- ✓ Luggage storage
- ✓ Fax/photocopying
- ✓ Shoeshine
- ✓ VIP room facilities
- ✓ Dry cleaning (Additional charge)
- ✓ Laundry
- ✓ 24-hour front desk

### General

- ✓ Heating
- ✓ Lift
- ✓ Family rooms
- ✓ Non-smoking rooms
- ✓ Newspapers

### Languages spoken

- ✓ English
- ✓ German

## Rooms and Prices

40 Rooms / 60 

1 person - Single bed: up 98€ (incl. breakfast)

2 persons - 2 Single beds or 1 Queen size bed: up 119€ (incl. breakfast)

Family rooms (3 or 4 persons): 2 Queen size beds up 150€ (incl. breakfast)

## HOTEL DALBERG

\*\*\*\*



1,3 Km HAB




900 m Hpb

 <https://goo.gl/maps/46d9bRiuPDS2>

Pfaffengasse 12–14  
63739 Aschaffenburg  
Phone +49.6021.3560  
Fax +49.6021.219894  
info@hotel-dalberg.de  
www.hotel-dalberg.de



### All rooms include:

-  Landmark view
-  Private bathroom
-  Flat-screen TV
- Hypoallergenic
- Hairdryer
- Free toiletries

## Facilities of the Hotel

Non-smoking rooms
 Airport shuttle
 Parking
 Free WiFi
 Restaurant
 Bar

<p><b>Bathroom</b></p> <ul style="list-style-type: none"> <li>✓ Bath or Shower</li> <li>✓ Private bathroom</li> <li>✓ Toilet</li> <li>✓ Free toiletries</li> <li>✓ Hairdryer</li> </ul> <p><b>Bedroom</b></p> <ul style="list-style-type: none"> <li>✓ Wardrobe/Closet</li> </ul> <p><b>View</b></p> <ul style="list-style-type: none"> <li>✓ Landmark view</li> </ul> <p><b>Outdoors</b></p> <ul style="list-style-type: none"> <li>✓ Terrace</li> </ul> <p><b>Pets</b></p> <p>Pets are not allowed.</p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>✓ Bicycle rental (Additional charge)</li> </ul> <p><b>Media &amp; Technology</b></p> <ul style="list-style-type: none"> <li>✓ Flat-screen TV</li> <li>✓ Satellite Channels</li> <li>✓ Telephone</li> </ul>	<p><b>Food &amp; Drink</b></p> <ul style="list-style-type: none"> <li>✓ Restaurant (à la carte)</li> <li>✓ Breakfast in the room</li> <li>✓ Bar</li> <li>✓ Minibar</li> <li>✓ Good coffee!</li> </ul> <p><b>Internet</b></p> <div style="border: 1px solid green; padding: 2px; width: fit-content;">       Free WiFi is available in all areas and is free of charge.     </div> <p><b>Parking</b></p> <p>Public parking is possible on site (reservation is needed) and costs EUR 10 per day.</p> <p><b>Reception services</b></p> <ul style="list-style-type: none"> <li>✓ Luggage storage</li> <li>✓ Ticket service</li> <li>✓ Currency exchange</li> </ul> <p><b>Cleaning services</b></p> <ul style="list-style-type: none"> <li>✓ Daily maid service (Additional charge)</li> <li>✓ Shoeshine</li> <li>✓ Ironing service (Additional charge)</li> <li>✓ Dry cleaning (Additional charge)</li> <li>✓ Laundry (Additional charge)</li> </ul>	<p><b>Business facilities</b></p> <ul style="list-style-type: none"> <li>✓ Fax/photocopying (Additional charge)</li> </ul> <p><b>General</b></p> <ul style="list-style-type: none"> <li>✓ Shuttle service</li> <li>✓ Airport shuttle (Additional charge)</li> <li>✓ Shuttle service (Additional charge)</li> <li>✓ Hypoallergenic</li> <li>✓ Non-smoking throughout</li> <li>✓ Allergy-free room</li> <li>✓ Mosquito net</li> <li>✓ Wake-up service</li> <li>✓ Heating</li> <li>✓ Tile/Marble floor</li> <li>✓ Car hire</li> <li>✓ Soundproof rooms</li> <li>✓ Safety deposit box</li> <li>✓ Lift</li> <li>✓ Fan</li> <li>✓ Non-smoking rooms</li> <li>✓ Newspapers</li> <li>✓ Safety Deposit Box</li> <li>✓ Room service</li> </ul> <p><b>Languages spoken</b></p> <ul style="list-style-type: none"> <li>✓ French</li> <li>✓ Spanish</li> <li>✓ English</li> <li>✓ German</li> </ul>
--	---	--

## Rooms and Prices

26 Rooms / 55

1 person - Single bed: up 83€ (incl. breakfast)

2 persons - Double bed: up 115€ (incl. breakfast)

Family rooms (only 2 adults and a baby, 1 double bed and 1 baby bed): up 145€

## NOVUM HOTEL POST ASCHAFFENBURG

\*\*\*\*



1,3 Km HAB

550 m Hpb

 <https://goo.gl/maps/EJB6oycHHnx>

Goldbacher Straße 19–21  
63739 Aschaffenburg  
Phone +49.6021.33340  
Fax +49.6021.334144  
info@post-ab.de  
www.post-ab.de



### All rooms include:

- Private bathroom
- Flat-screen TV  Hairdryer
- Towels  Linen
- Free toiletries

7

## Facilities of the Hotel

Non-smoking rooms Parking Free WiFi 24-hour front desk Bar

### Bathroom

- ✓ Linen
- ✓ Towels
- ✓ Bath or Shower
- ✓ Private bathroom
- ✓ Toilet
- ✓ Free toiletries
- ✓ Hairdryer

### Bedroom

- ✓ Wardrobe/Closet

### Outdoors

- ✓ Terrace

### Pets

Pets are not allowed.

### Media & Technology

- ✓ Flat-screen TV
- ✓ Satellite Channels
- ✓ Telephone

### Food & Drink

- ✓ Bar
- ✓ Minibar
- ✓ **Very good** coffee!

### Internet

**Free!** WiFi is available in all areas and is free of charge.

### Parking

Private parking is possible on site (reservation is not possible) and costs EUR 6 per day.

### Services

- ✓ Daily maid service
- ✓ Luggage storage
- ✓ Wake-up service
- ✓ Packed lunches
- ✓ Shoeshine
- ✓ 24-hour front desk

### General

- ✓ Air conditioning
- ✓ Non-smoking throughout
- ✓ Soundproof rooms
- ✓ Safety deposit box
- ✓ Lift
- ✓ Heating
- ✓ Non-smoking rooms
- ✓ Newspapers

### Languages spoken

- ✓ English
- ✓ German

## Rooms and Prices

62 Rooms / 78

1 person - Single bed: up 50€

2 persons - 2 Single beds or 1 Double bed: up 95€

# HOTEL ASCHAFFENBURG HOF

\*\*\*S



1,4 Km HAB



280 m Hpb

 <https://goo.gl/maps/Ryh1xBsLc4G2>

Frohsinnstraße 11  
63739 Aschaffenburg  
Phone +49.6021.386810  
Fax +49.6021.27298  
info@aschaffenburg-hof.de  
www.aschaffenburg-hof.de



#### All rooms include:

-  Private bathroom
-  Flat-screen TV
- Hypoallergenic
- Hairdryer
- Free toiletries
- Heating



## Facilities of the Hotel

Non-smoking rooms Parking Free WiFi Pets allowed Family rooms Very good breakfast

### Bathroom

- ✓ Bath or Shower
- ✓ Private bathroom
- ✓ Free toiletries
- ✓ Hairdryer

### Bedroom

- ✓ Wardrobe/Closet

### Outdoors

- ✓ Sun terrace
- ✓ Terrace

### Pets

Pets are allowed. Charges may be applicable.

### Media & Technology

- ✓ Flat-screen TV
- ✓ Telephone

### Food & Drink

- ✓ Breakfast in the room
- ✓ Good coffee!

### Internet

Free! WiFi is available in all areas and is free of charge.

### Parking

Public parking is possible on site (reservation is not needed) and costs EUR 6 per day.

### Reception services

- ✓ ATM/cash machine on site
- ✓ Luggage storage
- ✓ Ticket service
- ✓ 24-hour front desk

### Cleaning services

- ✓ Daily maid service
- ✓ Shoeshine
- ✓ Ironing service
- ✓ Dry cleaning

### Business facilities

- ✓ Fax/photocopying
- ✓ Meeting/banquet facilities

### General

- ✓ Vending machine (snacks)
- ✓ Vending machine (drinks)
- ✓ Hypoallergenic
- ✓ Non-smoking throughout
- ✓ Allergy-free room
- ✓ Wake-up service
- ✓ Heating
- ✓ Packed lunches
- ✓ Safety deposit box
- ✓ Lift
- ✓ Family rooms
- ✓ Non-smoking rooms
- ✓ Newspapers
- ✓ Safety Deposit Box
- ✓ Room service

### Languages spoken

- ✓ Russian
- ✓ French
- ✓ English
- ✓ German

## Rooms and Prices

59 Rooms / 100

1 person - Single room: up 76€ (incl. breakfast)

2 persons - 2 Single beds or 1 double bed: up 104€ (incl. breakfast)

# HOTEL ZUM GOLDENEN OCHSEN

\*\*\*S



1 Km HAB

400 m Hpb

 <https://goo.gl/maps/na8gcNVAQG42>

Karlstraße 16  
63739 Aschaffenburg  
Phone +49.6021.23132  
Fax +49.6021.25785  
[info@zumgoldenenochsen.de](mailto:info@zumgoldenenochsen.de)  
[www.zumgoldenenochsen.de](http://www.zumgoldenenochsen.de)



#### All rooms include:

- Private bathroom
- Flat-screen TV
- Towels
- Linen
- Toilet paper
- Toilet

## Facilities of the Hotel

Non-smoking rooms Parking Free WiFi Restaurant Family rooms Fabulous breakfast

### Bathroom

- ✓ Toilet paper
- ✓ Linen
- ✓ Towels
- ✓ Private bathroom
- ✓ Toilet
- ✓ Shower

### Pets

Pets are not allowed.

### Media & Technology

- ✓ Flat-screen TV
- ✓ Telephone
- ✓ TV

### Food & Drink

- ✓ Bottle of water
- ✓ Wine/champagne
- ✓ Kid meals
- ✓ Special diet menus (on request)
- ✓ Restaurant (à la carte)
- ✓ Very good coffee!

### Internet

Free WiFi is available in all areas and is free of charge.

### Parking

Private parking is possible at a location nearby (reservation is not possible) and costs EUR 6 per day.

- ✓ Parking garage

### Services

- ✓ Luggage storage
- ✓ Wake-up service
- ✓ Packed lunches
- ✓ Shoeshine
- ✓ Ironing service (Additional charge)
- ✓ Room service

### General

- ✓ Non-smoking throughout
- ✓ Heating
- ✓ Safety deposit box
- ✓ Family rooms
- ✓ Non-smoking rooms
- ✓ Newspapers

### Languages spoken

- ✓ Polish
- ✓ Italian
- ✓ French
- ✓ English
- ✓ German

## Rooms and Prices

38 Rooms / 60

1 person - Single bed: up 69€ (incl. breakfast)

2 persons - 2 Single beds or 1 double bed: up 98€ (incl. breakfast)

Family room (3 or 4 persons) - (1 double bed and 1 sofa bed): 160€ (incl. breakfast)

## OLIVE INN

\*\*\*



600 m HAB

2, 3 Km Hpb

 <https://goo.gl/maps/Q9R7kxKgkpJ2>

Würzburger Straße 99  
63743 Aschaffenburg  
Phone +49.6021.585430  
Fax +49.6021.58543200  
info@oliveinn.de  
www.oliveinn.de



### All rooms include:

-  Private bathroom
-  Flat-screen TV
-  Toilet
-  Heating
-  Satellite Channels
-  Hardwood/Parquet floors

## Facilities of the Hotel

Non-smoking rooms Facilities for disabled guests Free parking Free WiFi Pets allowed Family rooms

### Breakfast

#### Bathroom

- ✓ Private bathroom
- ✓ Toilet

#### Pets

Pets are allowed on request. Charges may be applicable.

#### Media & Technology

- ✓ Flat-screen TV
- ✓ Satellite Channels
- ✓ Telephone

#### Internet

Free! WiFi is available in all areas and is free of charge.

#### Parking

Free! Free public parking is possible on site (reservation is not possible).

#### Services

- ✓ Private check-in/check-out
- ✓ Luggage storage
- ✓ Packed lunches
- ✓ 24-hour front desk

#### General

- ✓ Non-smoking throughout
- ✓ Hardwood/Parquet floors
- ✓ Heating
- ✓ Soundproof rooms
- ✓ Safety deposit box
- ✓ Lift
- ✓ Family rooms
- ✓ Facilities for disabled guests
- ✓ Non-smoking rooms
- ✓ Newspapers (Additional charge)

#### Languages spoken

- ✓ Turkish
- ✓ Spanish
- ✓ English
- ✓ German
- ✓ Arabic

## Rooms and Prices

30 Rooms / 80

1 person - Single room: up 45€ (incl. breakfast)

2 persons - 2 Single beds or 1 double bed: up 65€ (incl. breakfast)

Family rooms (3 or 4 persons) - 4 single beds or 1 double bed and 1 bunk bed: 150€

5 persons - 2 single beds and 2 bunk beds: 180€

6 persons - 2 single beds and 2 bunk beds: 200€

# HOTEL PFAFFENMÜHLE ASCHAFFENBURG/DAMM

\*\*\*



2,5 Km HAB

900 m Hpb

 <https://goo.gl/maps/p84CpZ3EJ2>

Glattbacher Straße 44  
63741 Aschaffenburg  
Phone +49.6021.34660  
Fax +49.6021.34 6650  
[info@hotel-pfaffenmuehle.de](mailto:info@hotel-pfaffenmuehle.de)  
[www.hotel-pfaffenmuehle.de](http://www.hotel-pfaffenmuehle.de)



#### All rooms include:

-  Private bathroom
-  Flat-screen TV
-  Soundproofing
- Tea/Coffee Maker
- Hairdryer
- Towels

15

## Facilities of the Hotel

Non-smoking rooms
 Airport shuttle
 Room service
 Restaurant
 Free parking
 Free WiFi

Tea/coffee maker in all rooms
 Bar
 Very good breakfast

### Bathroom

- ✓ Linen
- ✓ Towels
- ✓ Private bathroom
- ✓ Toilet
- ✓ Free toiletries
- ✓ Hairdryer
- ✓ Shower

### Bedroom

- ✓ Wardrobe/Closet

### Outdoors

- ✓ Sun terrace
- ✓ Terrace
- ✓ Garden

### Kitchen

- ✓ Refrigerator

### Ski

- ✓ Ski storage

### Accessibility

- ✓ Upper floors accessible by lift

### Pets

Pets are allowed. Charges may be applicable.

### Activities

- ✓ Cycling
- ✓ Hiking
- ✓ Children's playground
- ✓ Skiing

### Media & Technology

- ✓ Flat-screen TV
- ✓ Cable Channels
- ✓ Telephones
- ✓ TV

### Food & Drink

- ✓ Chocolate or cookies
- ✓ Fruits
- ✓ Bottle of water
- ✓ Kid-friendly buffet
- ✓ Special diet menus (on request)
- ✓ Restaurant (à la carte)
- ✓ Bar
- ✓ Minibar
- ✓ Tea/Coffee Maker
- ✓ Very good coffee

### Internet

Free! WiFi is available in the hotel rooms and is free of charge.

### Parking

Free! Free private parking is possible on site (reservation is not needed).

- ✓ Electric vehicle charging station

### Reception services

- ✓ Luggage storage
- ✓ Ticket service
- ✓ Tour desk
- ✓ Currency exchange
- ✓ Express check-in/check-out

### Entertainment and family services

- ✓ Kids' outdoor play equipment
- ✓ Board games/puzzles
- ✓ Babysitting/child services (Additional charge)

### Cleaning services

- ✓ Daily maid service
- ✓ Ironing service (Additional charge)
- ✓ Dry cleaning (Additional charge)
- ✓ Laundry (Additional charge)

### Business facilities

- ✓ Fax/photocopying
- ✓ Meeting/banquet facilities (Additional charge)

### General

- ✓ Shuttle service
- ✓ Airport shuttle (additional charge)
- ✓ Shuttle service (additional charge)
- ✓ Heating
- ✓ Soundproofing
- ✓ Car hire
- ✓ Packed lunches
- ✓ Soundproof rooms
- ✓ Lift
- ✓ Bridal suite
- ✓ Family rooms
- ✓ Non-smoking rooms
- ✓ Newspapers
- ✓ Room service

### Languages spoken

- ✓ Polish
- ✓ Norwegian
- ✓ English
- ✓ German

## Rooms and Prices

34 Rooms / 59

1 Apartment

1 person - Single room: up 55€ (incl. breakfast)

---

2 persons - Double bed: up 80€ (incl. breakfast)

3 persons - 1 single bed and 1 large double bed: up 105€

4 persons - Apartment (4 single bed, 1 sofa bed and 1 futon bed): 185€

5 persons - Apartment (4 single bed, 1 sofa bed and 1 futon bed): 200€

6 persons - Apartment (4 single bed, 1 sofa bed and 1 futon bed): 220€



## HOTEL WILDER MANN

\*\*\*



1,7 Km HAB

1,3 Km Hpb

 <https://goo.gl/maps/p84CpZ3EJ2>


Löherstraße 51  
63739 Aschaffenburg  
Phone +49.6021.3020  
Fax +49.6021.302234  
[info@hotel-wilder-mann.de](mailto:info@hotel-wilder-mann.de)  
[www.hotels-aschaffenburg.de](http://www.hotels-aschaffenburg.de)

 Hotel Brochure:

<https://www.hotel-wilder-mann.de/public/downloads/pdfs/hotel.pdf>



### All rooms include:

-  Private bathroom
- ✓ Free toiletries ✓ Toilet
- ✓ Shower ✓ Heating
- ✓ Cable Channels

## Facilities of the Hotel

Non-smoking rooms Parking Free WiFi Pets allowed Restaurant Bar Superb breakfast

### Bathroom

- ✓ Private bathroom
- ✓ Toilet
- ✓ Free toiletries
- ✓ Shower

### Outdoors

- ✓ Terrace

### Wellness facilities

- ✓ Hammam
- ✓ Massage (Additional charge)
- ✓ Sauna

### Pets

Pets are allowed. Charges may be applicable.

### Activities

- ✓ Bikes available (free)
- ✓ Cycling

### Media & Technology

- ✓ Cable Channels
- ✓ Telephone
- ✓ TV

### Food & Drink

- ✓ Restaurant (à la carte)
- ✓ Breakfast in the room
- ✓ Bar
- ✓ **Fantastic coffee!**

### Internet

Free! WiFi is available in all areas and is free of charge.

### Parking

Private parking is possible on site (reservation is not possible) and costs EUR 6 per day.

- ✓ Electric vehicle charging station

### Services

- ✓ Luggage storage
- ✓ Fax/photocopying
- ✓ Shoeshine
- ✓ Ironing service (Additional charge)
- ✓ Laundry (Additional charge)
- ✓ 24-hour front desk
- ✓ Meeting/banquet facilities
- ✓ Room service

### General

- ✓ Allergy-free room
- ✓ Heating
- ✓ Soundproof rooms
- ✓ Safety deposit box
- ✓ Lift
- ✓ Non-smoking rooms
- ✓ Newspapers

### Languages spoken

- ✓ English
- ✓ German

## Rooms and Prices

60 Rooms / 140

13 Apartments

1 person - Single room: up 75€ (incl. breakfast)

    Apartments (1 single bed and a living room with a small kitchen): up 108€

2 persons - 1 Double bed: up 108€ (incl. breakfast)

## B&B HOTEL ASCHAFFENBURG

\*\*S



2 Km HAB







200 m Hpb

 <https://goo.gl/maps/UR5YZMC26rm>

Heinrich-Böll-Straße 1  
63741 Aschaffenburg  
Phone +49.6021.44960  
Fax +49.6021.4496444  
aschaffenburg@hotelbb.com  
www.hotelbb.de



### All rooms include:

-  Air conditioning
-  Private bathroom
-  Flat-screen TV
-  Towels
-  Linen
-  Toilet

20

## Facilities of the Hotel

 Non-smoking rooms  Free parking  Free WiFi  Pets allowed  Family rooms

### Bathroom

- ✓ Linen
- ✓ Towels
- ✓ Private bathroom
- ✓ Toilet
- ✓ Shower

### Bedroom

- ✓ Wardrobe/Closet

### Pets

Pets are allowed on request. Charges may be applicable.

### Media & Technology

- ✓ Flat-screen TV
- ✓ Satellite Channels

### Internet

Free! WiFi is available in all areas and is free of charge.

### Parking

Free! Free private parking is possible on site (reservation is not possible).

### Services

- ✓ Vending machine (snacks)
- ✓ Vending machine (drinks)
- ✓ Express check-in/check-out

### General

- ✓ Air conditioning
- ✓ Non-smoking throughout
- ✓ Heating
- ✓ Lift
- ✓ Family rooms
- ✓ Non-smoking rooms

### Languages spoken

- ✓ English
- ✓ German

## Rooms and Prices

85 Rooms / 170 

1 person – 1 single bed: up 58€

2 persons – 1 double bed: up 79€

3 persons – 3 single beds: up 89€

Family rooms (3 or 4 persons) – 1 bunk bed and 1 double bed: since 89€

# HOTEL GOLDENER KARPFFEN

\*\*



2 Km HAB

1,3 Km Hpb

 <https://goo.gl/maps/XFwKToMPfTS2>

Löherstraße 20  
63739 Aschaffenburg  
Phone +49.6021.459090  
Fax +49.6021.302234  
info@goldenerkarpfen.de  
www.hotels-aschaffenburg.de



Hotel brochure:

[https://www.goldenerkarpfen.de/public/downloads/pdfs/hotel\\_goldenerkarpfen.pdf](https://www.goldenerkarpfen.de/public/downloads/pdfs/hotel_goldenerkarpfen.pdf)



All rooms include:

-  Private bathroom
- Toilet
- Shower
- TV
- Telephone

## Facilities of the Hotel

Non-smoking rooms Restaurant Parking Free WiFi Pets allowed Bar Superb breakfast

### Bathroom

- ✓ Private bathroom
- ✓ Toilet
- ✓ Shower

### Outdoors

- ✓ Terrace
- ✓ Garden

### Wellness facilities

- ✓ Hammam
- ✓ Massage (Additional charge)
- ✓ Sauna

### Pets

Pets are allowed. Charges may be applicable.

### Activities

- ✓ Bikes available (free)
- ✓ Cycling

### Media & Technology

- ✓ Telephone
- ✓ TV

### Food & Drink

- ✓ Restaurant (à la carte)
- ✓ Bar
- ✓ **Very good** coffee

### Internet

Free! WiFi is available in all areas and is free of charge.

### Parking

Private parking is possible on site (reservation is not possible) and costs EUR 6 per day.

- ✓ Electric vehicle charging station

### Services

- ✓ Vending machine (drinks)
- ✓ Ironing service (Additional charge)
- ✓ Dry cleaning (Additional charge)
- ✓ 24-hour front desk

### General

- ✓ Heating
- ✓ Lift
- ✓ Non-smoking rooms

### Languages spoken

- ✓ English
- ✓ German

## Rooms and Prices

17 Rooms / 30

2 Apartments

1 person – Single bed: up 57€ (incl. breakfast)

Apartment (1 single bed and a living room with kitchen): up 104€

2 persons – double bed: up 84€ (incl. breakfast)

## HOTEL AM STIFTSBERG



2 Km HAB

200 m Hpb

 <https://goo.gl/maps/MkQ3RkUA8a22>

Löherstraße 35  
63739 Aschaffenburg  
Phone +49.6021.4477680  
Fax +49.6021.302234  
[info@hotel-am-stiftsberg.de](mailto:info@hotel-am-stiftsberg.de)  
[www.hotels-aschaffenburg.de](http://www.hotels-aschaffenburg.de)



Hotel Brochure:

[https://www.hotel-am-stiftsberg.de/public/downloads/pdfs/hotel\\_stiftsberg.pdf](https://www.hotel-am-stiftsberg.de/public/downloads/pdfs/hotel_stiftsberg.pdf)



## Facilities of the Hotel

 Non-smoking rooms  Restaurant  Parking  Free WiFi  Pets allowed  Bar

All rooms include shower or bath toilet, hair dryer, TV, telephone, modem access (analogue) and WLAN

## Rooms and Prices

17 Rooms / 30 

1 Studio

1 person – Single bed: up 55€ (incl. breakfast)

Studio (1 single bed and a living room with kitchen): up 104€

2 persons – 2 Single beds or 1 Double bed: up 79€ (incl. breakfast)



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# APARTMENTS

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## ANNO 1609



1,3 Km HAB

1,0 Km Hpb

 <https://goo.gl/maps/DaHVPvNXwgp>

Am Heissen Stein 3  
63739 Aschaffenburg

Phone +49 (0) 151 19 18 18 93

info@anno1609.de

www.anno1609.de



## Facilities

Non-smoking rooms
 Free parking
 Free WiFi
 Pets allowed
 Family rooms

### Parking

Free! Free private parking is possible on site (reservation is not needed).

### Internet

Free! WiFi is available in the hotel rooms and is free of charge.

### Kitchen

Everything to eat when you want

- ✓ Coffee machine
- ✓ Cleaning products
- ✓ Stovetop
- ✓ Oven
- ✓ Kitchenware
- ✓ Electric kettle
- ✓ Refrigerator

### Bedroom

- ✓ Wardrobe/Closet
- ✓ Dressing Room

### Bathroom

- ✓ Towels
- ✓ Free toiletries
- ✓ Hairdryer
- ✓ Toilet paper
- ✓ Linen
- ✓ Bath or Shower
- ✓ Private bathroom
- ✓ Toilet

### Living Area

Space for everyone to be together

- ✓ Dining area
- ✓ Sofa

### Media & Technology

Fun for everyone (when you're out)

- ✓ Flat-screen TV
- ✓ Satellite Channels

### Room Amenities

Extra comfort

- ✓ Tile/Marble floor
- ✓ Private entrance

### Pets

Pets are allowed on request. Charges may be applicable.

### Accessibility

- ✓ Entire unit located on ground floor

### Outdoors

Get back and relax

- ✓ Outdoor furniture
- ✓ Sun terrace
- ✓ Balcony
- ✓ Terrace

### Food & Drink

- ✓ Minibar
- ✓ **Fantastic coffee!**

### Services & Extras

- ✓ Wake-up service

### Building characteristics

- ✓ Private flat in building

### Outdoor & View

Enjoy the view

- ✓ Landmark view

### Reception services

- ✓ Express check-in/check-out

### Entertainment and family services

- ✓ Books, DVDs or music for children

### Miscellaneous

- ✓ Non-smoking throughout
- ✓ Heating
- ✓ Family rooms
- ✓ Non-smoking rooms

### Languages spoken

- ✓ Dutch
- ✓ Italian
- ✓ English

## Rooms and Prices

### Bedroom



1 double bed  
131-150 cm wide

1 sofa bed  
Variable Size

1 person: 99€

2 persons: 129€

3 persons: 159€

4 persons: 179€

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## HAUS AM JANUSBRUNNEN



1,7 Km HAB

1,1 Km Hpb

 <https://goo.gl/maps/fQm7WYWxpC62>

Neben der Großen Metzgergasse 7

63739 Aschaffenburg

Phone +49.6021.4427893

Fax +49.6021.4427895

Mobile +49.172.6556897

haj@gisela-steinecke.de

[www.bed-and-breakfast-aschaffenburg.de](http://www.bed-and-breakfast-aschaffenburg.de)



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## Facilities

 Pets allowed  Non-smoking rooms  Free WiFi

## Rooms and Prices

1 person – 1 single bed: 35-45€

2 persons – 1 double bed: 55-65€

## HOFGARTEN APARTMENTS



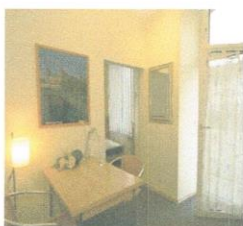
400 m HAB

1,3 Km Hpb



<https://goo.gl/maps/XrcQTA1A6Py>

Würzburger Straße 46  
63739 Aschaffenburg  
Phone +49.6021.371701  
Fax +49.6021.371702  
Mobile +49.171.9611061  
info@hofgartenapartments.de  
www.hofgartenapartments.de



## Facilities

Parking Free WiFi Pets allowed Non-smoking rooms

### Miscellaneous

- ✓ Heating
- ✓ Non-smoking rooms

### Outdoors

- Sit back and relax
- ✓ Garden

### Pets

Pets are allowed on request. Charges may be applicable.

### Food & Drink

- ✓ On-site coffee house

### Internet

**Free!** WiFi is available in the hotel rooms and is free of charge.

### Parking

Private parking is possible on site (reservation is needed) and costs EUR 5 per day.

### Cleaning services

- ✓ Laundry (Additional charge)

### Languages spoken

- ✓ English
- ✓ German

## Rooms and Prices

13 rooms / 30

1 persons - 1 double bed: 59€

2 persons - 1 double bed: 59€

2 single beds: 79 €

3 persons – 1 double bed and 1 sofa bed: 109 €

## HOME56 – EXCLUSIVE APPARTEMENTS



550 m HAB

1,4 Km Hpb

 <https://goo.gl/maps/KaCGWqMyYAA2>

Würzburger Straße 56  
63739 Aschaffenburg  
Phone +49.6021.4436793  
Fax +49.6021.4436794  
info@home56.de  
www.home56.de





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## Facilities

Living room with high quality design interior, TV by the bed, fridge, dishwasher, stove, oven, toaster, crockery & cutlery, coffee maker, washing machine & dryer (in the house), iron and ironing board.

## Rooms and Prices

6 Apartments

1 person – 1 single bed and 1 sofa bed: 90 –95 €

2 persons – 1 single bed and 1 sofa bed: 90 –95 €

3 persons – 1 double bed and 1 sofa bed: 105-140€

4 persons – 1 double bed and 1 sofa bed: 105-140€

## KONVENTCHEN AM STIFTSBERG



2,0 Km HAB

1,2 Km Hpb

 <https://goo.gl/maps/BkLbS3zd3u>

Stiftsgasse 13  
63739 Aschaffenburg  
Phone +49.6021.219478  
[info@konventchen.com](mailto:info@konventchen.com)  
[www.konventchen.de](http://www.konventchen.de)


















### All rooms include:

- Flat-screen TV
- Soundproofing
- Hypoallergenic
- Hairdryer
- Coffee machine
- Towels

## Facilities

Living room with high quality design interior, TV by the bed, fridge, dishwasher, stove, oven, toaster, crockery & cutlery, coffee maker, washing machine & dryer (in the house), iron and ironing board.

-  Non-smoking rooms  Free WiFi  Superb breakfast
- |   |   |  |
|---|---|--|
|  Bathroom <ul style="list-style-type: none"><li>✓ Linen</li><li>✓ Towels</li><li>✓ Toilet</li><li>✓ Free toiletries</li><li>✓ Hairdryer</li><li>✓ Shower</li></ul> |  Kitchen <ul style="list-style-type: none"><li>✓ Coffee machine</li></ul>  |  Services <ul style="list-style-type: none"><li>✓ VIP room facilities</li></ul>   |
|  Bedroom <ul style="list-style-type: none"><li>✓ Wardrobe/Closet</li></ul>   |  Pets <ul style="list-style-type: none"><li>Pets are not allowed.</li></ul>  |  General <ul style="list-style-type: none"><li>✓ Hypoallergenic</li><li>✓ Heating</li><li>✓ Tile/Marble floor</li><li>✓ Soundproofing</li><li>✓ Soundproof rooms</li><li>✓ Non-smoking rooms</li><li>✓ Newspapers</li></ul> |
|  Outdoors <ul style="list-style-type: none"><li>✓ Outdoor furniture</li><li>✓ Terrace</li></ul>  |  Media & Technology <ul style="list-style-type: none"><li>✓ Flat-screen TV</li><li>✓ TV</li></ul>  |  Languages spoken <ul style="list-style-type: none"><li>✓ English</li><li>✓ German</li></ul>  |
|   |  Internet <ul style="list-style-type: none"><li> Free! WiFi is available in public areas and is free of charge.</li></ul> |  |
|   |  Parking <ul style="list-style-type: none"><li>No parking available.</li></ul>   |  |

## Rooms and Prices

### 8 Rooms

1 Suite (3/4 persons)

2 Apartments (1/2 persons)

1 person – 1 single bed: 95 – 100 €

2 persons – 1 double bed: 95 – 200 €

1 double bed - apartment: 550-625€/week (minimum stay)

3 persons - 1 double bed and 1 sofa: 214€ (minimum stay 2 nights)

4 persons - 1 double bed and 1 sofa: 229€ (minimum stay 2 nights)

## MILCHHOF APARTMENTS



1,8 Km HAB

1,1 Km Hpb

 <https://goo.gl/maps/4TBkvY7sEJH2>

Auhofstraße 8  
63741 Aschaffenburg  
Phone +49.6021.410630  
Fax +49.6021.410632  
[info@milchhof-apartments.de](mailto:info@milchhof-apartments.de)  
[www.milchhof-apartments.de](http://www.milchhof-apartments.de)



## Facilities

 Non-smoking rooms  Restaurant  Free parking  Free WiFi

### Pets

Pets are not allowed.

### Activities

- ✓ Cycling Off-site
- ✓ Hiking Off-site
- ✓ Library

### Food & Drink

- ✓ On-site coffee house
- ✓ Restaurant (à la carte)

### Internet

Free! WiFi is available in all areas and is free of charge.

### Parking

Free! Free private parking is possible on site (reservation is not needed).

- ✓ Accessible parking

### Services

- ✓ Shared lounge/TV area

### General

- ✓ Designated smoking area
- ✓ Lift
- ✓ Non-smoking rooms

### Languages spoken

- ✓ English
- ✓ German

## Rooms and Prices

31 rooms / 65 

1 person – 1 single bed: 49 - 69 €

2 persons - 2 single beds and 1 sofa bed: 59 – 99 €

3 persons - 2 single beds and 1 sofa bed: 59 – 99 €

## MINIAPARTMENT AM DALBERG



1,7 Km HAB

1,1 Km Hpb

 <https://goo.gl/maps/c1m8pfyqE9A2>

Dalbergstraße 51  
63743 Aschaffenburg

Phone +



## Facilities

 Free WiFi  Non-smoking rooms

### Parking

No parking available.

### Internet

Free! WiFi is available in all areas and is free of charge.

### Kitchen

- ✓ Dining table
- ✓ Coffee machine
- ✓ Stovetop
- ✓ Oven
- ✓ Kitchenware
- ✓ Electric kettle
- ✓ Refrigerator

### Bedroom

- ✓ Wardrobe/Closet

### Bathroom

- ✓ Towels
- ✓ Free toiletries
- ✓ Hairdryer
- ✓ Shower
- ✓ Toilet paper
- ✓ Linen

### Living Area

- ✓ Dining area
- ✓ Seating Area

### Media & Technology

- ✓ Flat-screen TV
- ✓ Satellite Channels

### Pets

Pets are not allowed.

### Accessibility

- ✓ Entire unit located on ground floor

### General

- ✓ Hypoallergenic
- ✓ Non-smoking throughout
- ✓ Hardwood/Parquet floors
- ✓ Heating
- ✓ Non-smoking rooms

### Food & Drink

- ✓ Tea/Coffee Maker

### Activities

- ✓ Live music/performance
- ✓ Tour or class about local culture
- ✓ Bike tours
- ✓ Walking tours
- ✓ Movie nights
- ✓ Pub crawls

## Rooms and Prices

1 Room/ 1 

1 person – 1 double bed : 85€

2 persons - 1 double bed : 85€

## POSTApart



1,2 Km HAB

1,0 Km Hpb



<https://goo.gl/maps/h8DCxzKwS4o>

Werbachstraße 28  
63739 Aschaffenburg

Phone +49 (0) 6021.9203601  
buchung@postapart.de  
<https://postapart.de/>





## Facilities

Non-smoking rooms Free parking Free WiFi Family rooms

### Miscellaneous

- ✓ Non-smoking throughout
- ✓ Heating
- ✓ Soundproof rooms
- ✓ Lift
- ✓ Family rooms
- ✓ Non-smoking rooms

### Bathroom

- ✓ Toilet paper
- ✓ Linen
- ✓ Towels
- ✓ Private bathroom
- ✓ Toilet
- ✓ Hairdryer
- ✓ Shower

### Bedroom

- ✓ Wardrobe/Closet

### Kitchen

- Freedom to eat when you want
- ✓ Coffee machine
  - ✓ Kitchenware
  - ✓ Electric kettle
  - ✓ Refrigerator

### Room Amenities

- Extra comfort
- ✓ Soundproofing

### Building characteristics

- ✓ Private flat in building

### Outdoor & View

- Enjoy the view
- ✓ City view
  - ✓ Landmark view

### Accessibility

- ✓ Upper floors accessible by lift

### Pets

Pets are not allowed.

### Media & Technology

- Fun for everyone under one roof
- ✓ Pocket WiFi
  - ✓ Flat-screen TV
  - ✓ Satellite Channels
  - ✓ TV

### Food & Drink

- ✓ Bottle of water
- ✓ Tea/Coffee Maker

### Internet

Free! WiFi is available in all areas and is free of charge.

### Parking

Free! Free public parking is possible at a location nearby (reservation is needed).

- ✓ Parking garage

### Cleaning services

- ✓ Daily maid service (Additional charge)

### Languages spoken

- ✓ English
- ✓ German

## Rooms and Prices

23 Rooms / 33

1 person – 1 single bed: 90 €










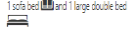


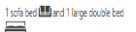
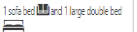


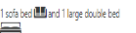



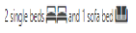



2 persons – 1 double bed: 120 €

## References

<https://www.booking.com>  
[www.city-hotel-ab.de](http://www.city-hotel-ab.de)  
[www.hotel-dalberg.de](http://www.hotel-dalberg.de)  
[www.post-ab.de](http://www.post-ab.de)  
[www.aschaffenburger-hof.de](http://www.aschaffenburger-hof.de)  
[www.zumgoldenenochsen.de](http://www.zumgoldenenochsen.de)  
[www.oliveinn.de](http://www.oliveinn.de)  
[www.hotel-pfaffenmuehle.de](http://www.hotel-pfaffenmuehle.de)  
[www.hotels-aschaffenburg.de](http://www.hotels-aschaffenburg.de)  
[www.hotelbb.de](http://www.hotelbb.de)  
[https://www.bed-and-breakfast.de/regional\\_e/aschaffenburg/](https://www.bed-and-breakfast.de/regional_e/aschaffenburg/)  
<https://www.info-aschaffenburg.de/en/where-to-stay.html>  
<https://www.google.com/maps>

## **Appendix J - Accommodations in Aschaffenburg**

Hotels													
NAME	ADDRESS/CONTACTS	GOOGLE MAPS	HOME PAGE	BROCHURE	DISTANCE TO ASCHAFFENBURG UAS	DISTANCE TO THE TRAIN STATION	ROOM INCLUDES	INDIVIDUAL ROOMS/NIGHT	ROOMS FOR TWO(TYPE OF BED AVAILABLE)/NIGHT	FAMILY ROOMS ( 3 OR 4 PERSONS)/NIGHT	MORE THAN 4 PERSONS/NIGHT	INCLUDES BREAKFAST	
CITY- HOTEL ASCHAFFENBURG ****	Fronimstrasse 23 63739 Aschaffenburg Telefon +49.6021.21515 Telefax +49.6021.21514 info@city-hotel-ab.de	<a href="https://goo.gl/maps/qjPjD5EGRFA2">https://goo.gl/maps/qjPjD5EGRFA2</a>	<a href="http://www.city-hotel-ab.de">www.city-hotel-ab.de</a>		1,9 Km	200 m	Private bathroom ✓ Hairdryer ✓ Minibar ✓ Toilet ✓ Shower ✓ Heating	up 98€	up 119€	2 double beds up 150€		yes	
HOTEL DALBERG ****	Pfaffengasse 12-14 63739 Aschaffenburg Telefon +49.6021.3560 Telefax +49.6021.219894 info@hotel-dalberg.de	<a href="https://goo.gl/maps/4d649bRiuPDS2">https://goo.gl/maps/4d649bRiuPDS2</a>	<a href="http://www.hotel-dalberg.de">www.hotel-dalberg.de</a>		1,3 Km	900 m	Landmark view Private bathroom Flat-screen TV Hypoallergenic ✓ Hairdryer ✓ Free toiletries ✓ Free toiletries	up 83€	up 115€	Only 2 adults and a baby 1 Double bed and 1 Babybed up 145€		yes	
NOVUM HOTEL POST ASCHAFFENBURG ****	Goldbacher Straße 19-21 63739 Aschaffenburg Telefon +49.6021.3340 Telefax +49.6021.334144 info@post-ab.de	<a href="https://goo.gl/maps/aEJB6oycHHtx">https://goo.gl/maps/aEJB6oycHHtx</a>	<a href="http://www.post-ab.de">www.post-ab.de</a>		1,3 Km	550 m	Private bathroom Flat-screen TV ✓ Hairdryer ✓ Towels ✓ Free toiletries	up 50€	up 95€			no	
HOTEL ASCHAFFENBURG HOF ****	Fronimstrasse 23 63739 Aschaffenburg Telefon +49.6021.386810 Telefax +49.6021.27298 info@aschaffenburg-hof.de	<a href="https://goo.gl/maps/Rvht1xBsLc4G2">https://goo.gl/maps/Rvht1xBsLc4G2</a>	<a href="http://www.aschaffenburg-hof.de">www.aschaffenburg-hof.de</a>		1,4 Km	280 m	Private bathroom Flat-screen TV Hypoallergenic ✓ Hairdryer ✓ Free toiletries ✓ Heating	up 76€	up 104€			yes	
HOTEL ZUM GOLDENEN OCHSEN ****	Karlstraße 16 63739 Aschaffenburg Telefon +49.6021.23132 Telefax +49.6021.25785 info@zumgoldenenochsen.de	<a href="https://goo.gl/maps/na8gcNVACG42">https://goo.gl/maps/na8gcNVACG42</a>	<a href="http://www.zumgoldenenochsen.de">www.zumgoldenenochsen.de</a>		1 Km	400 m	Private bathroom Flat-screen TV ✓ Towels ✓ Linen ✓ Toilet paper ✓ Toilet	up 69€	up 98€	1 double bed and 1 sofa bed 160 €		yes	
OLIVE INN ***	Würzburger Straße 99 63743 Aschaffenburg Telefon +49.6021.585430 Telefax +49.6021.58543200 info@oliveinn.de	<a href="https://goo.gl/maps/Q9R7xxKqkqJ2">https://goo.gl/maps/Q9R7xxKqkqJ2</a>	<a href="http://www.oliveinn.de">www.oliveinn.de</a>		600 m	2,3 Km	Private bathroom Flat-screen TV ✓ Toilet Heating ✓ Satellite Channels Hardwood/Parquet floors	up 45€	up 65€	4 single beds or 1 double bed and 1 bunk bed 150 €	2 single beds and 2 bunk beds 5 persons: up 180€ 6 persons: up 200€	yes	
HOTEL PFÄFFENMÜHLE ASCHAFFENBURG/DAMM ****	Glattbacher Straße 44 63741 Aschaffenburg Telefon +49.6021.34660 Telefax +49.6021.346650 info@hotel-pfaeffenmuehle.de	<a href="https://goo.gl/maps/p84CpPzZ3EJ2">https://goo.gl/maps/p84CpPzZ3EJ2</a>	<a href="http://www.hotel-pfaeffenmuehle.de">www.hotel-pfaeffenmuehle.de</a>		2,5 Km	900 m	Private bathroom Flat-screen TV Soundproofing Tea/Coffee Maker ✓ Hairdryer ✓ Towels	up 55€	up 80€	1 single bed and 1 large double bed up 105€	Apartment 6 persons: 4 single bed, 1 sofa bed and 1 futon bed 4 persons: 185 € 5 persons: 200€ 6 persons: 220€	yes	
HOTEL WILDER MANN ***	Löherstraße 51 63739 Aschaffenburg Telefon +49.6021.302234 Telefax +49.6021.302234 info@hotel-wilder-mann.de	<a href="https://goo.gl/maps/p84CpPzZ3EJ2">https://goo.gl/maps/p84CpPzZ3EJ2</a>	<a href="http://www.hotels-aschaffenburg.de">www.hotels-aschaffenburg.de</a>	<a href="https://www.hotel-wilder-mann.de/public/downloads/pdfs/hotel_wilder_mann.pdf">https://www.hotel-wilder-mann.de/public/downloads/pdfs/hotel_wilder_mann.pdf</a>	1,7 Km	1,3 Km	Private bathroom Free toiletries ✓ Toilet Shower ✓ Heating Cable Channels	up 76 €	Apartment: 1 single bed and a living room with a small kitchen up 108€	up 108€		yes	
B&B HOTEL ASCHAFFENBURG **s	Heinrich-Böll-Straße 1 63741 Aschaffenburg Telefon +49.6021.44960 Telefax +49.6021.4496444 aschaffenburg@hotelbb.com	<a href="https://goo.gl/maps/URS5ZMC26rm">https://goo.gl/maps/URS5ZMC26rm</a>	<a href="http://www.hotelbb.de">www.hotelbb.de</a>		2 Km	200 m	Air conditioning Private bathroom Flat-screen TV ✓ Towels ✓ Linen ✓ Toilet	up 58	up 79€	Triple Room (3 adults) 3 single beds up 88€ Family room (2 adults + 2 children) 1 bunk bed and 1 large double bed up 88€		no	
HOTEL GOLDENER KARPEN **	Löherstraße 20 63739 Aschaffenburg Telefon +49.6021.459090 Telefax +49.6021.302234 info@goldenerkarpfen.de	<a href="https://goo.gl/maps/XFwKToMPFTS2">https://goo.gl/maps/XFwKToMPFTS2</a>	<a href="http://www.hotels-aschaffenburg.de">www.hotels-aschaffenburg.de</a>	<a href="https://www.goldenerkarpfen.de/public/downloads/pdfs/hotel_goldenerkarpfen.pdf">https://www.goldenerkarpfen.de/public/downloads/pdfs/hotel_goldenerkarpfen.pdf</a>	2 Km	1,3 Km	Private bathroom ✓ Toilet Shower ✓ TV ✓ Telephone	up 57€	Apartment: 1 single bed and a living room with a small kitchen up 104€	up 84€		yes	
HOTEL AM STIFTSBERG	Löherstraße 35 63739 Aschaffenburg Telefon +49.6021.4477680 Telefax +49.6021.302234 info@hotel-am-stiftsberg.de	<a href="https://goo.gl/maps/MkQ3RkUJA8a22">https://goo.gl/maps/MkQ3RkUJA8a22</a>	<a href="http://www.hotels-aschaffenburg.de">www.hotels-aschaffenburg.de</a>	<a href="https://www.hotel-am-stiftsberg.de/public/downloads/pdfs/hotel_stiftsberg.pdf">https://www.hotel-am-stiftsberg.de/public/downloads/pdfs/hotel_stiftsberg.pdf</a>	2 Km	200 m	Private bathroom ✓ Toilet Shower ✓ TV ✓ Telephone	up 55€	Studio: 1 single bed and a living room with a small kitchen up 104€	up 79€		yes	

Apartments										
NAME	ADDRESS/CONTACTS	Link Google Maps	Homepage	DISTANCE TO ASCHAFFENBURG UAS	DISTANCE TO THE TRAIN	MOST POPULAR FACILITIES	PRICE 1 PERSON/ NIGHT	PRICE 2 PERSONS/ NIGHT	PRICE 3 PERSONS/NIGHT	PRICE 4 PERSONS/NIGHT
ANNO 1609	Am Heissen Stein 3 63739 Aschaffenburg Phone +49 (0) 151 19 18 18 93 info@anno1609.de	<a href="https://goo.gl/maps/DaHVPvNXwqp">https://goo.gl/maps/DaHVPvNXwqp</a>	<a href="http://www.anno1609.de">www.anno1609.de</a>	1,3 Km	1,0 Km	Free parking Free WiFi Pets allowed Non smoking rooms Family rooms	 99 €	 129 €	 159 €	 179 €
HAUS AM JANUSBRUNNEN	Neben der Großen Metzgergasse 7 63739 Aschaffenburg Phone +49.6021.4427893 Fax +49.6021.4427895 Mobile +49.172.6556897	<a href="https://goo.gl/maps/fQm7WYwXpC62">https://goo.gl/maps/fQm7WYwXpC62</a>	<a href="http://www.bed-and-breakfast">www.bed-and-breakfast</a>	1,7Km	1,1 Km	Pets allowed Non-smoking rooms Free WiFi	 35-45€	 55-65€		
HOFGARTENAPARTMENTS	Würzburger Straße 46 63739 Aschaffenburg Phone +49.6021.371701 Fax +49.6021.371702 Mobile +49.171.9611061 info@hofgartenapartments.de	<a href="https://goo.gl/maps/XrcQTA1A6Pv">https://goo.gl/maps/XrcQTA1A6Pv</a>	<a href="http://www.hofgartenapartments.de">www.hofgartenapartments.de</a>	400 m	1,3 Km	Non-smoking rooms Family Free WiFi Pets allowed	 59 €	 59 €  79 €	 109 €	
HOME56 - EXCLUSIVE APARTEMENTS	Würzburger Straße 56 63739 Aschaffenburg Phone +49.6021.4436793 Fax +49.6021.4436794 info@home56.de	<a href="https://goo.gl/maps/KaCGWqMyAA2">https://goo.gl/maps/KaCGWqMyAA2</a>	<a href="http://www.home56.de">www.home56.de</a>	550 m	1,4 Km	Living room with high quality design interior, TV by the bed, fridge, dishwasher, stove, oven, toaster, crockery & cutlery, coffee maker, washing machine & dryer (in the house), iron and ironing board.	 90 -95€	 90-95€	 105-140€	 105-140€
KONVENTCHEN AM STIFTSBERG	Stiftsgasse 13 63739 Aschaffenburg Phone +49.6021.219478 info@konventchen.com	<a href="https://goo.gl/maps/BklBsC3zd3u">https://goo.gl/maps/BklBsC3zd3u</a>	<a href="http://www.konventchen.de">www.konventchen.de</a>	2,0 Km	1,2 Km	Non-smoking rooms Free WiFi	 95-100€	 95-200€	 214€ (minimum stay 2nights)	 229€ (minimum stay 2nights)
MILCHHOF APARTMENTS	Auhofstraße 8 63741 Aschaffenburg Phone +49.6021.410630 Fax +49.6021.410632 info@milchhof-apartments.de	<a href="https://goo.gl/maps/4TBkvY7sEIH2">https://goo.gl/maps/4TBkvY7sEIH2</a>	<a href="http://www.milchhof-apartments.de">www.milchhof-apartments.de</a>	1,8 Km	1,1 Km	Non-smoking rooms Restaurant Free parking Free WiFi	 49-69€	 59-99€	 59-99€	
MINIAPARTMENT AM DALBERG	Dalbergstraße 51 63743 Aschaffenburg	<a href="https://goo.gl/maps/c1m8pfYqE9A2">goo.gl/maps/c1m8pfYqE9A2</a>		1,7 km	1,1 Km	Non-smoking rooms Free WiFi	 95 €			
POSTApart	Wermbachstraße 28 63739 Aschaffenburg Phone +49 (0) 6021.9203601 buchung@postapart.de	<a href="https://goo.gl/maps/h8DCxzKwS4o">https://goo.gl/maps/h8DCxzKwS4o</a>	<a href="https://postapart.de/">https://postapart.de/</a>	1,2 Km	1,0 Km	Non-smoking rooms Free parking Free WiFi Family rooms	 90 €	 120 €		

## **Appendix K – Social Activities**

2018

# SOCIAL ACTIVITIES

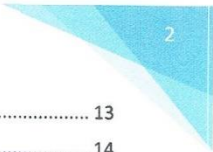


hochschule aschaffenburg  
university of applied sciences

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## IN ASCHAFFENBURG UAS

### Welcome Evening



All international students, all volunteers and representatives of the International Office and Faculties are coming together to meet and greet.

To present your nationality you are more than welcome to bring along some specialties of your country.

### Bavarian Breakfast



Experience the Bavarian way of life...

Together we enjoy a traditional Bavarian Breakfast! (Incl. 2 Bavarian Sausages, *Bretzel*, *Weißbier* or nonalcoholic drinks).

### International Barbecue



The International Office invites all international students, current and future buddies to a get-together with grilled sausages and drinks!

Everybody should bring something to the Party, whether it is some special food from your home country or something you got to know and like here in Germany!

### Intercultural Training



Studying in a foreign country and culture can be challenging in many ways. Goal of this training is to experience intercultural competence and to exchange your own experiences with other internationals with the help of practical examples. Issues like cultural differences and dimensions, culture shock moments or critical incidences will be analyzed with simulations, rolls plays and group works. The training will focus not on theories but is very interactive.

### Open air Cinema



Enjoy special films on the big movie screen at the open sky, on the campus of the university!

### Christmas Party



International Christmas Party for Incoming students, international degree students, current and old buddies and students of the German class.

We will provide some typical German Christmas snacks and nonalcoholic drinks. The Student representatives sell "Glühwein" for this evening.

## INSIDE ASCHAFFENBURG

### Guided tour through Aschaffenburg



On this city tour you will get to know enchanted corners of the historic old town of Aschaffenburg.

A professional guide will show you around and tell you some background information. We will explore the old town of Aschaffenburg with the outstanding castle and walk through the close-by alleys.

### Aschaffenburg at night (by students)



Students will show you good restaurants, nice places to be and the coolest bars and pubs of Aschaffenburg.

### Fishmarket



The typical Fishmarket from Hamburg comes to Aschaffenburg to sell fish and all things related to that. You can see market barker and you can choose some typical fish dishes also from the North See.

Let's have a Nordic German evening at the Market!

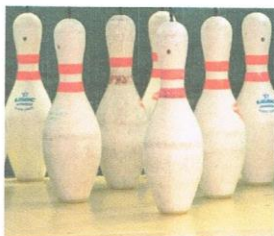
### Weihnachtsmarkt



The picturesque backdrop of the Christmas market in Aschaffenburg invites visitors from near and far to stroll and marvel. Every evening, visitors experience a large, Christmas-like cultural program with alphorn players, children's choirs and the local music and singing associations. For the small hunger one could taste the Franconian specialties.

Enjoy the pre-Christmas variety of the Aschaffenburg Christmas market!

### Bowling



A new dimension of leisure enjoyment!

Immerse yourself in a unique atmosphere of sport and fun. The world of bowling is made for playing in a fun way. Bowling inspires through sporty competition and lots of fun in a sociable round.

### Laser Tag



In this experience is used the latest generation of wireless technology and advanced equipment with replicas of real weapons.

If you are looking for a great challenge, you cannot miss the Laser Tag!

## OUTSIDE ASCHAFFENBURG

### 1. Company visits

#### Linde



Linde is a global premium brand and a technology leader that has many years' experience of hydrostatic drive technology and meets customers' highest requirements regarding technology and efficiency. The headquarters of Linde Material Handling are in Aschaffenburg.

<https://www.linde-mh.com/en/>

#### Schneider Electric



Schneider Electric is a global specialist in energy management and automation that offer integrated energy solutions across multiple market segments.

<https://www.schneider-electric.de/de/>

#### Hermes



Hermes is a service provider worldwide of parcel shipments.

<https://www.hermesworld.com/>

#### Frankfurt Airport



There will be a presentation of the Fraport AG, which runs the airport. After that there will be an apron bus tour with explanations provided on Terminals, aircraft handling, runway system, and aircraft maintenance area of Lufthansa German Airlines, Cargo Center North and South and expansion program.



## 2. Activity Tours

### Climbing Tour in Heigenbrücken



Enjoy one day with us in the Adventurepark in Heigenbrücken, climbing through the forest, taking the rope parkour's as high as you can.

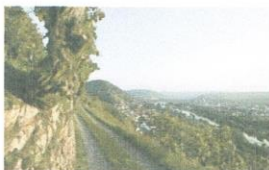
### Brewery Tour in Miltenberg



Experience how German beer is brewed in Faust Brewery, not missing out and taste the result!

After the brewery tour visit by your own the old town of Miltenberg with its picturesque old timbered houses.

### Hiking tour in Klingenberg



The Bavarian vineyards are very beautiful and suitable for a hiking tour. Enjoy the atmosphere during the 2.00h walk through the vineyards near *Klingenberg*.

### Hiking Tour in Mespelbrunn



Get a hike up through the *Spessart* Forest, the largest mixed forest within Germany, (app. 1,5h) to a popular restaurant "*Hohe Warte*" in the middle of the forest. There you can enjoy typical regional food.

Let's explore the region *Spessart* at its best!

### 3. City Tours

#### Bamberg



The "City on the Hills" represents Franconia's answer to Rome, the "Island City" is its pulsating heart.

We'll have a guided stroll through the city of Bamberg. The tour stops at the top of one hill near to one of the nicest *Biergarten* Bamberg has to offer. There you can enjoy one of the famous smoked beer and the typical kitchen of Franconia.

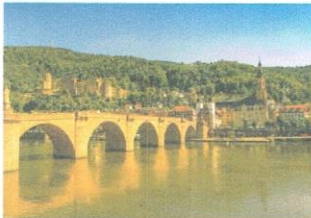
Explore the world heritage town of Bamberg!

#### Frankfurt am Main



Explore Frankfurt, the biggest city of Hesse, the dynamic and international financial and trade fair city with the most imposing skyline in Germany. Not far from the skyscrapers you will find cozy *Ebbelwoi* pubs and in the middle of the bustling city center historical sights Frankfurt will make your stay a great experience!

#### Heidelberg



Heidelberg: one of Germany's top tourist destinations.

The city's urban development, its university life, many fine restaurants, shopping opportunities and cultural offerings all contribute to the worldwide popularity of the city which even Goethe felt had something "quite ideal".



### Klingenberg



Klingenberg is a town in the *Miltenberg* district. *Klingenberg* is located on the Main and is considered as a recognized resort. Discover this ancient town in a short walk!

### Mespelbrunn



Get a guided tour in the Castle with its idyllic location at a small lake and to a popular restaurant "*Hohe Warte*" in the middle of the forest. There you can enjoy typical regional food.

Let's explore the region *Spessart* at its best!

### Würzburg



Würzburg - a town for looking and browsing, an historical and art historical picture-book with various views, but at the same time a jigsaw-puzzle of a joy of living, an art to live, cultural flair and Franconian way of life.

Discover Würzburg's hidden places, people's lifestyle and history in an informal and smooth way, and enjoy the perspective of a local!

## 4. Two day Trips

### Munich



Know Munich, the most famous German city for its lifestyle: a modern metropolis with a sympathy and a long tradition, charming and relaxed, lively but also dreamy.

One of Germany's most beautiful squares is the *Marienplatz*, in the heart of Munich, with the old and the new prefecture, *Altes* and *Neues Rathaus*. Its famous *Hofbräuhaus* brewery and the *Frauenkirche* church, the symbol of the city, with the green domes of its towers, which can be seen from afar.

- Bus Transfer Aschaffenburg – Munich – Aschaffenburg

- 3 nights "Youth Hostel Munich City":

Senefelderstraße 1

80336 München

- 4-5 bed dorm
- incl. breakfast

- 3 days city-ticket Munich (group tickets)

- walking city tour

- Entrance and guided tours for: BMW World, Olympia Park

- Entrance to the German National Museum

## Nuremberg



Explore Nuremberg, the second largest city of Bavaria with its Franconian charm and lots of German history!

Absolutely worth seeing is the medieval old town including the mighty *Kaiserburg*. In a ramble through the winding streets show historic buildings in harmonious interaction with modern architecture.

- Group train ticket Aschaffenburg – Nuremberg – Aschaffenburg

- 1 night Hostel "A&O Nürnberg Hauptbahnhof":

Bahnhofstraße 13-15, 90402 Nürnberg

- 4 bed dorm
- incl. breakfast

- Guided city tour (2h)

- Entrance and guided tours for the Reichsparteigelände (2h)

## Berlin



Berlin is a dynamic economic center, a point of cooperation between east and west, international cultural metropolis, one of the largest German university cities and one of the most important centers of research and development in the world. However, despite being a large city with lots of industry, Berlin charms its visitors with its numerous parks, woods and lakes - a third of the city are green spaces and water!

- Group train ticket AB – Berlin – AB

- 2 nights "Youth Hostel Berlin International":

Jugendherberge Berlin – International

Kluckstr. 3

10785 Berlin

- 4-5 bed dorm
- Shower / WC on every floor
- incl. breakfast

- 3 days group city ticket Berlin central (per 5 pers.)

- 3h bus city tour

- 103m viewpoint at the Potsdamer Platz

- Historical site Hohenschönhausen

- Panorama Picture "360° the Wall"

- Dome of the Reichstag

## 5. Biennial events

### Frankfurt am Main - International Motor Show Germany: 1 day trip



The IAA ((Internationale Automobil-Ausstellung) is one of the biggest exhibitions for cars worldwide. It is held annually, with passenger vehicles (including some motorcycles) being displayed in odd-numbered years in Frankfurt am Main, and commercial vehicles in even-numbered years in Hannover, Germany.

### Strasbourg - European youth event: 2 days trip



The European Youth Event (EYE) is an event initiated and hosted by the European Parliament since 2014 with the aim of stimulating active citizenship amongst young Europeans.

Taking place at the European Parliament seat in Strasbourg, the EYE invites young people to partake in discussions about topical issues with decision-makers and speakers with a wide range of professional experience. It took place twice, once in 2014 and in 2016 with several follow-up hearings in the months after.

Come and join us and more other thousands of young people from all over Europe to EYE. This will be a unique opportunity for young Europeans to make your voices heard. You will have the chance to discuss with European decision makers and come up with ideas for the future of Europe.

-Bus ticket Aschaffenburg –Strasbourg – Aschaffenburg

-1 night Hostel "A&O Stuttgart City"

Rosensteinstraße 14-16

70191 Stuttgart

- 4-5 bed dorm
- Shower / WC on every floor
- incl. Breakfast

## **Appendix L – Survey**

## **Mobility Survey**

This questionnaire is to determine your motivation to take part in a mobility programme and the reasons that led to your choice of the institution, followed by an evaluation of the course in which you have enrolled, the influence that the International Office of the Aschaffenburg University of Applied Sciences (Aschaffenburg UAS) had in your progress and whether your expectations were met. We really appreciate the time and effort and we guarantee that all answers are confidential - it is just for academic purposes!

Answering the survey takes less than 5 minutes.

Thank you for your collaboration!

## **Personal Information**

Indicate your personal data in the following questions.

1. Age \*

- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28
- 29
- 30
- 31
- 32
- 33
- 34
- 35
- 36
- 37
- 38
- 39
- 40
- 41
- 42
- 43
- 44
- 45
- 46
- 47
- 48
- 49
- 50

2. Gender \*

- Female
- Male

3. Home Institution \*



4. What your current year of studies? \*

- Undergraduate: 1st year
- Undergraduate: 2nd year
- Undergraduate: 3rd year
- Master's Degree 1st year
- Master's Degree 2nd year

5. How long goes your mobility programme last for? \*

- One Semester
- Two Semesters

6. Which Faculty are you enrolled in Aschaffenburg UAS: \*

- Business Administration and Law
- Engineering

7. How did you find about Aschaffenburg UAS? \*

- International Event
- My University
- E-mail
- A colleague that mentioned his/her previous experience in Aschaffenburg UAS
- Other

### Academic/Personal Motivation

All questions relate to your academic/personal motivation for choosing the institution under the mobility programme.

8. I am in a mobility programme to ... \*

	Strongly disagree	Disagree	Agree	Strongly agree
Enrich my CV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be exposed to new working methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve my language skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase my knowledge of my area of studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtain a new cultural and academic perspective that I won't have in my home university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve my personal skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. If you had other reason to choose the Mobility Programme, please feel free to say it

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. I have chosen to enroll at Aschaffenburg University of Applied Sciences because... \*

	Strongly disagree	Disagree	Agree	Strongly agree
Good reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is in the country I wanted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It promotes important international events that will be useful for my future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses offered at the institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to familiarize myself with its teaching methods, so I can be a future full-time student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone had recommended it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. If you had other reason to choose the Aschaffenburg University of Applied Sciences, please feel free to say it

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Global Assessment

All this questions relate to your perception of the course in wich you have enrolled and your opinion of it, and the role played by the International Office in the sucess of your mobility programme.

12. How do you evaluate the quality of teaching? \*

	Bad	Insufficient	Satisfying	Good	Excelent
Teacher's knowledge of subject contents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher's motivation and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher's availability and support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher's English language knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources and teaching methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social and cultural involvement at the classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**13. How the course met your expectations? \***

	Strongly disagree	Disagree	Agree	Strongly Agree
I'm generally pleased with the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My expectations regarding the course were met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course seemed appropriate to my level of knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The proposed objectives were achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course enhanced my knowledge and skills in ways that my home university's course couldn't.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**14. How do you evaluate the quality of the service of the International Office? \***

	Bad	Insufficient	Satisfying	Good	Excelent
Assistance during the process of your arrival in Germany	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative/technical services provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reception and activities promoted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The office managed to meet your expectations and help you solve problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall services/resources quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**15. Evaluate the services/resources of Aschaffenburg UAS? \***

	Bad	Insufficient	Satisfying	Good	Excelent
Class Rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cafeteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internet, IT equipmeny	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative/technical services provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall services/resources quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Thank you for your cooperation!**

## **Appendix M – Report**

*REPORT OF  
EVALUATION OF THE  
MOBILITY  
PROGRAMME*

2017/2018

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This Report presents the opinion of international students in mobility on the Aschaffenburg UAS in the academic year of 2017/2018, about the quality of teaching and its resources and services.

## 1. Participation on the quiz

Based on the data collected, through an online questionnaire sent to students, the percentage of participation is given on Table 1. From 65 international students, 27,7% participated in the quiz (18 students).

Table 1 - Participation on the quiz by University

University	Nr. Students in Mobility	% participations
Bangkok University - Thailand	1	100
Fundação Universidade Regional de Blumenau - Brazil	2	100
Instituto Superior de Contabilidade e Administração do Porto – Portugal	1	100
Universidad de Málaga - Spain	2	100
National Taiwan University of Sciences - Taiwan	1	100
Istanbul Aydin University - Turkey	2	100
National Taiwan University of Sciences - Taiwan	1	100
University of Kingston – United Kingdom	1	100
Miskolci Egyetem - Hungary	1	100
Montana State university Billings - USA	1	100
Université de Bretagne-Sud - France	2	50
German Jordanian University - Jordania	23	16,6
University of Applied Sciences of Seinajoki - Finland	13	8,3
Hogeschool van Amsterdam - Netherlands	1	0
Debreceni Egyetem - Hungary	1	0
Ikonomicheski Universitet Varna – Bulgaria	1	0
Universidad de Monterrey – Mexico	1	0
Univerza v Ljubjani - Slovenia	1	0
Sungshin Women's University – South Korea	3	0
National Taipei University of Business – Taiwan	4	0
Hiroshima Shudo University - Japan	2	0

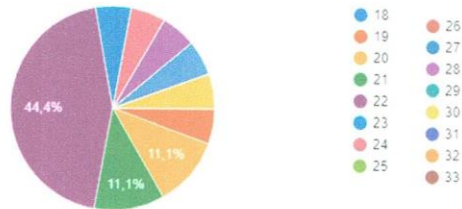
## 2. Personal Information

In terms of personal information, the questions were about age, gender, home institution, current year of studies, duration of the mobility programme and the Faculty enrolled at Aschaffenburg UAS.

### Age

The Graphic 1 show that most of the mobility students who responded to the survey are 22 years old (44,4%).

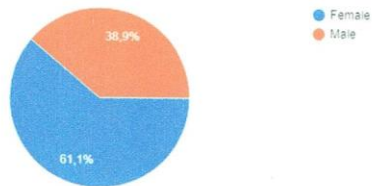
Graphic 1 – Age



### Gender

Regarding gender, Graphic 2, the respondent group was mostly female (61.1%), contrary to the gender of the student population resulting from the mobility program (57% male and 43% female).

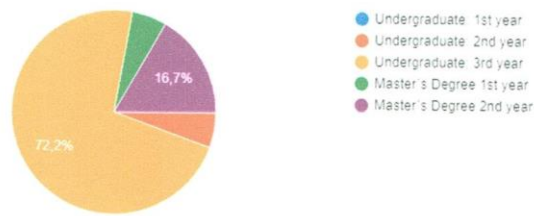
Graphic 2- Participation by Gender



### Year of Studies

Regarding the graduation of these students, 77.8% (72,2%+5,5%) are under degree and 22.2% (16,7%+5,5%) are of Master. It should be noted that the clear majority (72.2%) attend the 3<sup>rd</sup> year of their studies (Graphic 3) and none the 1<sup>st</sup> year.

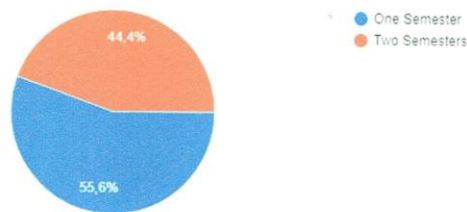
Graphic 3 – Year of Studies



#### Duration of Mobility

As seen in Graphic 4, the percentage of students who choose to undertake two semesters is slightly lower (44,4%) than that of students who complete one semester (55,6%).

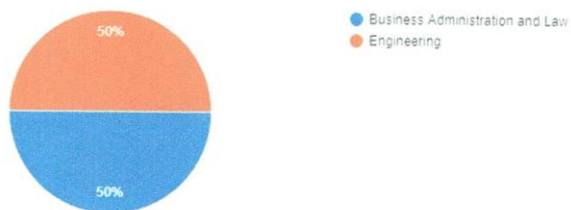
Graphic 4 – Duration of Mobility



#### Faculty Enrolled

Regarding the Faculty which they were enrolled at Aschaffenburg UAS, its 50% for each side (Graphic 5).

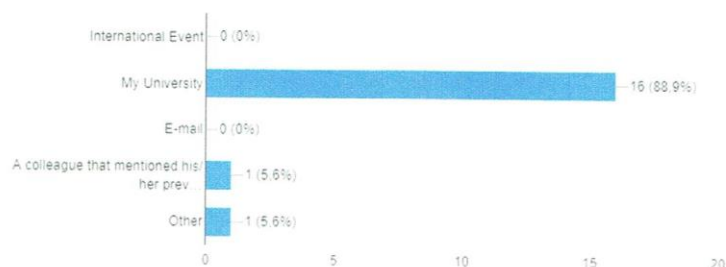
Graphic 5- Which Faculty are you enrolled at Aschaffenburg UAS?



How knew about Aschaffenburg UAS

About the way the students take knowledge of Aschaffenburg UAS (Graphic 6), the majority (88,9%) answered their own University.

Graphic 6- How did you find about Aschaffenburg UAS?



### 3. Academic/Personal Motivation

Here the questions were related with the academic and personal motivation for choosing Aschaffenburg UAS under the mobility programme. The questions were about the reasons to choose a mobility programme and the reasons to choose the Aschaffenburg UAS.

#### Reasons to choose a Mobility Programme

In the question about the reasons to choose a mobility programme, the reason "Enrich my CV", 33,3% Agree, 27,8% Strongly agree, 22,2% Disagree and 16,7% Strongly disagree (Table 2).

With "Be exposed to new working methods" 50% Agree, 33,3% Strongly agree, 11,1% Disagree and 5,6% Strongly disagree.

With "Improve my language skills", 55,6% Strongly agree, 33,3% Agree and 11,1% Strongly disagree.

With "Increase my knowledge of my area of studies", 50% Agree, 33,3% Strongly agree, 5,6% Disagree and 11,1% Strongly disagree.

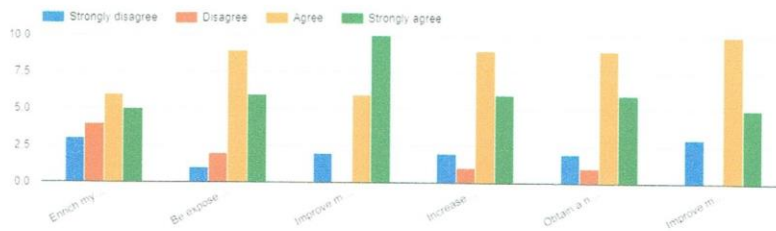
Table 2 - Reasons to be in a mobility programme (number and %)

I am in mobility programme to...		Strongly disagree	Disagree	Agree	Strongly Agree	Total
Enrich my CV	N	3,0	4,0	6,0	5,0	18,0
	%	16,7	22,2	33,3	27,8	100,0
Be exposed to new working methods	N	1,0	2,0	9,0	6,0	18,0
	%	5,6	11,1	50,0	33,3	100,0
Improve my language skills	N	2,0	0,0	6,0	10,0	18,0
	%	11,1	0,0	33,3	55,6	100,0
Increase my knowledge of my area of studies	N	2,0	1,0	9,0	6,0	18,0
	%	11,1	5,6	50,0	33,3	100,0
Obtain a new cultural and academic perspective	N	2,0	1,0	9,0	6,0	18,0
	%	11,1	5,6	50,0	33,3	100,0
Improve my personal skills	N	3,0	0,0	10,0	5,0	18,0
	%	16,7	0,0	55,6	27,8	100,0

With "Obtain a new cultural and academic perspective", 50% Agree, 33,3% Strongly agree, 5,6% Disagree and 11,1% Strongly disagree.

55,6% of students Agree that they choose the Mobility Programme to "Improve their personal skills", 27,8% Strongly Agree and 16,7 Strongly disagree.

Graphic 7 – Reasons to be in a mobility programme (number)



Some students pointed out other reasons, as to "increase their knowledge about other cultures and persons", "to live in Germany" and because they "must do it".

Reasons to choose Aschaffenburg UAS

The question about the reason for choosing Aschaffenburg UAS for the mobility, had six options. As seen in Table 3, 66,7% Agree with the "Good reputation", 16,7% Disagree, 11,1% Strongly Disagree and 5,6% Strongly Agree.

The fact that the University is in the country wanted, 44,4% Agree, 38,9% Strongly Agree, 11,1% Strongly Disagree and 5,6% Disagree.

With the "promotion of important international events that will be useful for my future", 50% Agree, 38,9% Disagree and 11,1% Strongly Disagree.

Table 3 - Reasons to choose Aschaffenburg UAS (number and %)

If have chosen Aschaffenburg UAS because...		Strongly disagree	Disagree	Agree	Strongly Agree	Total
Good reputation	N	2,0	3,0	12,0	1,0	18,0
	%	11,1	16,7	66,7	5,6	100,0
It is the country I wanted	N	2,0	1,0	8,0	7,0	18,0
	%	11,1	5,6	44,4	38,9	100,0
It promotes important international events	N	2,0	7,0	9,0	0,0	18,0
	%	11,1	38,9	50,0	0,0	100,0
Courses offered at the institution	N	3,0	3,0	10,0	2,0	18,0
	%	16,7	16,7	55,6	11,1	100,0
I wanted to familiarize myself with its teaching methods	N	4,0	9,0	4,0	1,0	18,0
	%	22,2	50,0	22,2	5,6	100,0
Someone had recommended it	N	3,0	9,0	5,0	1,0	18,0
	%	16,7	50,0	27,8	5,6	100,0

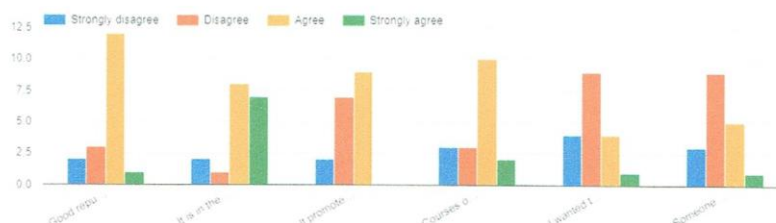
About the "courses offered at the institution", 55,6% Agree, 16,7% Disagree, 16,7% Strongly Disagree and 11,1% Strongly Agree.

"To familiarize with its teaching methods" reach 50% of Disagree, 22,2% of Strongly disagree, 22,2% of Agree and 5,6% of Strongly Agree.



The fact that "Someone had recommended it", 50% Disagree, 27,8% Agree, 16,7% Strongly Agree and 5,6% Strongly Disagree.

Graphic 8 - Reasons to choose Aschaffenburg UAS (number)



The students also give as reasons for choosing Aschaffenburg UAS, the fact that "is near Frankfurt", "the city of Aschaffenburg", "have the double degree option" and the "classes are in English".

#### 4. Global Assessment

Expectations vs Reality

The evaluation of the course is made in five questions (Table 4).

With "I'm generally pleased with the course", 55,6% Agree, 27,8% Disagree and 16,7% Strongly Disagree.

With "My expectations regarding the course were met", 44,4% Agree, 22,2% Strongly Agree, 22,2% Disagree and 11,1% Strongly Agree.

With "The course seemed appropriate to my level of knowledge", 44,4% Agree, 27,8% Strongly Agree, 22,2% Disagree and 5,6% Strongly Agree.

With "The proposed objectives were achieved", 44,4% Agree, 22,2% Strongly Agree, 22,2% Disagree and 11,1% Strongly Disagree.

Table 4 – Expectations vs Reality (number and %)

How the programme met my expectations		Strongly disagree	Disagree	Agree	Strongly Agree	Total
I'm generally pleased with the course	N	0,0	5,0	10,0	3,0	18,0
	%	0,0	27,8	55,6	16,7	100,0
My expectations regarding the course were met	N	2,0	4,0	8,0	4,0	18,0
	%	11,1	22,2	44,4	22,2	100,0
The course seemed appropriate to my level of knowledge	N	1,0	4,0	8,0	5,0	18,0
	%	5,6	22,2	44,4	27,8	100,0
The proposed objectives were achieved	N	2,0	4,0	8,0	4,0	18,0
	%	11,1	22,2	44,4	22,2	100,0
The course enhanced my knowledge and skills in ways that my home university's course couldn't	N	2,0	5,0	6,0	5,0	18,0
	%	11,1	27,8	33,3	27,8	100,0

With "The course enhanced my knowledge and skills that my Home university's course couldn't", 33,3% Agree, 27,8% Strongly Agree, 27,8% Disagree and 11,1% Strongly Disagree.



#### Opinion about the quality of teaching

The evaluation of the quality of teaching is divided in six points (Table 5).

The "teachers' knowledge of subject contents" is considered *Excellent* for 55,6% of inquiries, *Good* for 22,2% and *Satisfying* for 22,2%.

The "teachers' motivation and skills" are considered *Excellent* for 44,4% of inquiries, *Good* for 33,3%, *Satisfying* for 16,7% and *Insufficient* for 5,6%.

The "teachers' availability and support" is considered *Excellent* for 33,3% of inquiries, *Good* for 33,3%, *Satisfying* for 27,8% and *Insufficient* for 5,6%.

The "Teachers' English language knowledge" is considered *Excellent* for 55,6% of inquiries, *Good* for 22,2% and *Satisfying* for 22,2%.

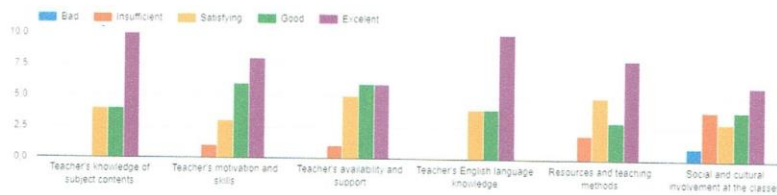
The "Resources and teaching methods" are considered *Excellent* for 44,4% of inquiries, *Satisfying* for 27,8%, *Good* for 16,7% and *Insufficient* for 11,1%.

The "Social and cultural involvement at the classes" is considered *Excellent* for 33,3% of inquiries, *Good* for 22,2%, *Insufficient* for 22,2%, *Satisfying* for 16,7% and *Bad* for 5,6%.

Table 5-Results about the quality of teaching (number and %)

How do you evaluate the quality of teaching?		Bad	Insufficient	Satisfying	Good	Excellent	Total
Teacher's knowledge of subject contents	N	0,0	0,0	4,0	4,0	10,0	18,0
	%	0,0	0,0	22,2	22,2	55,6	100,0
Teacher's motivation and skills	N	0,0	1,0	3,0	6,0	8,0	18,0
	%	0,0	5,6	16,7	33,3	44,4	100,0
Teacher's availability and support	N	0,0	1,0	5,0	6,0	6,0	18,0
	%	0,0	5,6	27,8	33,3	33,3	100,0
Teacher's English language knowledge	N	0,0	0,0	4,0	4,0	10,0	18,0
	%	0,0	0,0	22,2	22,2	55,6	100,0
Resources and teaching methods	N	0,0	2,0	5,0	3,0	8,0	18,0
	%	0,0	11,1	27,8	16,7	44,4	100,0
Social and cultural involvement at the classes	N	1,0	4,0	3,0	4,0	6,0	18,0
	%	5,6	22,2	16,7	22,2	33,3	100,0

Graphic 10 - Results about the quality of teaching (number)



Opinion about the quality of services of International Office

The evaluation of the quality of the services of the International Office – IN is divided in five points (Table 6).

The “assistance during the process of arrival” is considered *Satisfying* for 38,9% of inquiries, *Excellent* for 33,3% and *Good* for 27,8%.

The quality of the “administrative and technical services” is considered *Excellent* for 44,4% of inquiries, *Satisfying* for 27,8%, *Good* for 22,2% and *Insufficient* for 5,6%.

The “reception and activities promoted” are considered *Excellent* for 44,4% of inquiries, *Satisfying* for 38,9%, *Good* for 11,1% and *Insufficient* for 5,6%.

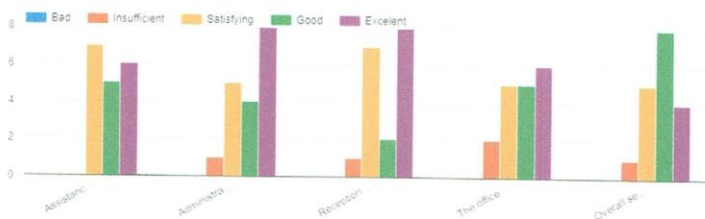
The way the “office managed to meet expectations and help solve problems” is considered *Excellent* for 33,3% of inquiries, *Good* for 27,8%, *Satisfying* for 27,8% and *Insufficient* for 11,1%.

The overall quality is considered *Good* for 44,4% of inquiries, *Satisfying* for 27,8%, *Excellent* for 22,2% and *Insufficient* for 5,6%.

Table 6 – Results about the quality of services of International Office (number and %)

How do you evaluate the quality of the service of the International Office		Bad	Insufficient	Satisfying	Good	Excellent	Total
Assistance during the process of your arrival in Germany	N	0,0	0,0	7,0	5,0	6,0	18,0
	%	0,0	0,0	38,9	27,8	33,3	100,0
Administrative/technical services provided	N	0,0	1,0	5,0	4,0	8,0	18,0
	%	0,0	5,6	27,8	22,2	44,4	100,0
Reception and activities promoted	N	0,0	1,0	7,0	2,0	8,0	18,0
	%	0,0	5,6	38,9	11,1	44,4	100,0
The office managed to meet your expectations and help you solve problems	N	0,0	2,0	5,0	5,0	6,0	18,0
	%	0,0	11,1	27,8	27,8	33,3	100,0
Overall services/resources quality	N	0,0	1,0	5,0	8,0	4,0	18,0
	%	0,0	5,6	27,8	44,4	22,2	100,0

Graphic 11 - Results about the quality of services of International Office (number and %)





Opinion about the quality of Aschaffenburg UAS services and resources

The evaluation of the quality of the services and resources of the University is done in six points (Table 7).

The quality of "Class Rooms" is considered *Excellent* for 50,0% of inquiries, *Good* for 38,9%, and *Satisfying* for 11,1%.

The "Library" is considered *Excellent* for 50,0% of inquiries, *Good* for 33,3%, *Satisfying* for 11,1% and *Insufficient* for 5,6%.

33,3% of inquiries consider the "Cafeteria" *Excellent and Satisfying*, *Good* for 27,8% and *Insufficient* for 5,6%.

The "Internet and IT equipment" are considered *Satisfying* for 38,9% of inquiries, *Excellent* for 27,8%, *Good* for 22,2%, *Insufficient* for 5,6% and 5,6% consider it *Bad*.

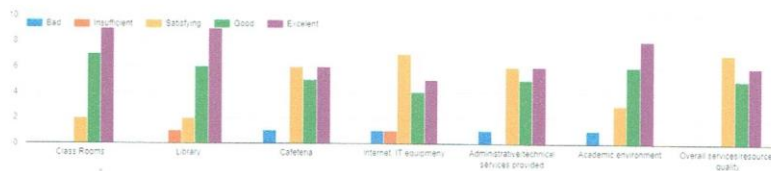
Table 7 – Results of the evaluation of the services/resources of the University (number and %)

Evaluate the services/resources of Aschaffenburg UAS		Bad	Insufficient	Satisfying	Good	Excellent	Total
Class Rooms	N	0,0	0,0	2,0	7,0	9,0	18,0
	%	0,0	0,0	11,1	38,9	50,0	100,0
Library	N	0,0	1,0	2,0	6,0	9,0	18,0
	%	0,0	5,6	11,1	33,3	50,0	100,0
Cafeteria	N	1,0	0,0	6,0	5,0	6,0	18,0
	%	5,6	0,0	33,3	27,8	33,3	100,0
Internet, IT equipment	N	1,0	1,0	7,0	4,0	5,0	18,0
	%	5,6	5,6	38,9	22,2	27,8	100,0
Academic environment	N	1,0	0,0	6,0	5,0	6,0	18,0
	%	5,6	0,0	33,3	27,8	33,3	100,0
Overall services/resources quality	N	0,0	0,0	7,0	5,0	6,0	18,0
	%	0,0	0,0	38,9	27,8	33,3	100,0

The "academic environment" is considered *Satisfying and Excellent*, each, for 33,3% of inquiries, *Good* for 27,8% and *Bad* for 5,6%.

The overall quality is considered *Satisfying* for 38,9% of inquiries, *Excellent* for 33,3% and *Good* for 27,8%.

Graphic 12- Results of the evaluation of the services/resources of the University (number)



## **Appendix N – EMS-IMS**

*SUMMARY OF THE  
EMS - IMS  
PROGRAMME*

2017/2018

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## 1. The project

The intercultural is a place of creativity, does not see the culture in a traditionalist way, that is, imposed by the group of belonging to the individuals. The culture of the subject, as an intercultural being, is constructed, through dialogue with other groups, other cultures, other ways of life and thinking the world, and in the dialogue with himself.

In the project, "Europa macht School", the students will be included in classes for all types of schools and plan together with pupils an individual project lasting three to five lessons. At the centre is the cooperation of students and pupils with a common goal. Students will have the opportunity to introduce their pupils to their home countries from their own point of view. Therefore, students enter dialogue with the young people of the host country. The project is available at several German university locations. This year, the Aschaffenburg University has also participated for the first time: "Europe makes school" is part of the "Business Seminar Germany". The special feature here: In order for visiting students from non-EU countries to participate, a parallel project called "Internationals Meet School" has been set up at the university.

The main coordinating body of the back-up programme "Europa macht Schule" is the German Academic Exchange Service (DAAD), which supports project implementation by teams of volunteers at nearly 40 higher education sites in Germany. In the extended international format used by H-AB, guest students from non-European partner universities could also take part. Twenty-three European guest students at H-AB from Finland, Bulgaria, Spain, Hungary and Turkey, together with students from countries outside Europe such as Taiwan, the USA and Jordan acted as guest ambassadors of their various home countries over recent weeks. Their task was to present their nations in creative style to a total of ten class groups at the upper secondary schools Maria-Ward-Schule, Dessauer Gymnasium and Dalberg-Gymnasium.

The project enabled a total of more than 200 participating school students to interactively explore neighbouring European countries as well as the countries of origin of the guest students, based on content developed and implemented in collaboration with the guest students themselves as well as the teachers at the schools. The focus was on specific cultural, historical, social and political aspects. Other aims were to motivate the German school students to speak English, as well as arouse their interest in spending time abroad themselves. At the same time, the university students from abroad gained insights into day-to-day school life in Germany. Both sides benefited from this: the students got to know the German education system in practice and improved their language skills - the students from Aschaffenburg got access to the culture of foreign countries.

"We want to reduce prejudices by encountering students from abroad, or at least prevent them," says the project coordinator. "With the visiting students, the students have a point of contact when it comes to uncertainties or questions about the foreign country." Thus, one could also counteract the right-wing populism.

The fact that politics can certainly also be part of intercultural mediation was demonstrated by Omar Khammash from Jordan in his presentation, in which he discussed, among other things, the situation of the refugees in his country. In Zaati, a city in the north of the country, one of the world's largest refugee camps has developed into a permanent settlement.



"I wanted to emphasize the humanitarian aspect," said the 21-year-old. "Jordan is not a rich country, but we help anyway."

## 2. Participation on the interviews

The sample present in this study is a sample for convenience, as it was based on the voluntary participation of those who participated in the program and who was available to collaborate. Three members from each group of schools were interviewed randomly and the lecturer from the University of Aschaffenburg who was responsible for the development of the project. The characterization of the students' sample can be seen on Table 1. And the full interviews are in the annexes.

Table 1 – Characterization of interviewed students

	Sex	Country
I1	Female	Turkey
I2	Male	Vietnam
I3	Female	Hungary
I4	Female	Taiwan
I5	Female	Taiwan
I6	Female	Spain
I7	Female	Spain
I8	Female	South Korea
I9	Male	Taiwan

## 3. Feelings about intercultural relations

As seen, on table 2, most of the students are open-minded when they meet other person from another culture (44%). Other students point out that they feel curiosity, positive feelings and that they think about the stereotypes they already knew about the other culture.

22% of the students never testify discrimination, but the ones that had already testify that, provided help/support to the victim (44%), felt sad (11%), felt that attitude is a consequence of a lack of knowledge (11%) and 11% tried to understand both sides.

When there are misunderstanding about their own cultural belonging, 50% of the interviewed try to understand the reason, 11% felt lonely, 11% take it in a easy way and 22% never felt that.

Table 2 – How do you feel

Subcategories	Frequency		Interviews
	When you met someone from a different country or cultural background	Curiosity (33%)	"an opportunity to learn" (12) "I am always curious how they think" (14) "I try to find something I know about that country or if I don't know, ask about their country" (15)
As something positive (11%)		"It's perfect" (11)	
Think about stereotypes (11%)		"after this semester, I start to find out even Finnish people there are some outgoing people among them and not every Jordanian is extroverted" (13)	
Open-minded (44%)		"I try to understand the culture of other person" (16)	
When witnessed discrimination towards people	Sad (11%)	"it feels bad" (11)	
	Never testify discrimination (22%)	"I have never seen any cultural discrimination or racism" (12)	
	Try to understand both sides (11%)	"I will listen to all kinds of people" (13)	
	Provide help/support (44%)	"I would help if I could" (14) "I would stand up for the person discriminated against" (16)	
	It's a lack of knowledge (11%)	"I think he or she is less knowledge" (19)	
When you felt misunderstood in relation to your own cultural belonging	Lonely (11%)	"I feel alone" (11)	
	Try to understand the reason (50%)	"I would like to know what makes them misunderstood" (14)	
	Funny way (11%)	"Things like that happen all the time, (...) I can just join in on them and have a little fun" (12)	
	Never felt (22%)	"I never felt that" (15)	



#### 4. Strengths and weaknesses

5. In the scope of the interviews, the students were asked to indicate the strengths that they perceive to have. The frequency of the responses can be seen in table 3.

Table 3 – Strengths of students

My competences	Frequency									Total	%
	I1	I2	I3	I4	I5	I6	I7	I8	I9		
What I'am good at											
1. Respect for oneself and others										9	100
2. A sense of social justice and social responsibility										6	67
3. Openness and curiosity towards diversity										7	78
4. Tolerance of ambiguity										7	78
5. Knowledge of culture, politics and history										3	33
6. Knowledge of human rights										6	67
7. Knowledge of stereotypes, prejudices and discrimination										3	33
8. Knowledge of cultural differences										5	50
9. Empathy										8	89
10. Solidarity										6	67
11. Critical thinking										5	50
12. Active listening										8	89
13. Dealing constructively with conflicts										5	50

The competence most felt (100%) was respect for oneself and others. The second most voted were empathy and active listening. Third, openness and curiosity towards diversity and tolerance of ambiguity. The competencies less voted and perceived as needing of improvement were: the knowledge of culture, politics and history, knowledge of stereotypes, prejudices and discrimination, knowledge of cultural differences, critical thinking and dealing constructively with conflicts.

## 6. Biggest challenges

The biggest challenges are distributed in three points: the German language, to choose an interesting topic and the difference of age between the students and the pupils (Table 4).

Table 4 – Biggest challenges felt

Subcategories	Frequency
	German language (33%)
	Choose an interesting topic (33%)
	The difference of age between students and pupils (33%)

## 7. Intercultural skills improved thanks to EMS-IMS

The students felt that their intercultural skills had an improvement in terms of their communicative ability (54%), in the way that they deal with the difference (33%), their ability to work in teams (22%) and their competence in active listening (22%) (Table 5).

The lecturer responsible for the project, mentioned the self-awareness of their own culture, the improvement of the communication, negotiation and management skills.

Table 5 – Intercultural skills improved thanks to EMS-IMS

Subcategories	Frequency	Interviews
	Deal with differences (33%)	“Being ready for big differences” (12)
	Communication (54%)	“I improved how to lead people and communicate with them” (11)
	Active listening (22%)	“Always observe others before we start” (13)
	Team work (22%)	“Work in teams” (17)

### 8. Benefits of this kind of programme

When asked about the benefits of this kind of programme, 66% answered that it promotes the Knowledge of culture, stereotypes, cultural differences and history, 33% referred that it creates curiosity about different cultures and that improve their self-confidence and social skills and 22% referred that it promotes the respect and empathy for other culture.

Table 6 – Benefits of the programme

Subcategories	Frequency
	Respect for other culture/empathy (22%)
	Creates curiosity about different cultures (33%)
	Improve self-confidence and social skills (33%)
	Knowledge of culture, stereotypes, cultural differences and history (66%)

Visiting and living with other cultures has a direct impact on how we socialize, how we evaluate each other and how we are understood in society. When we are faced with other customs, behaviours and habits completely different from ours, very soon we learn to honestly respect differences and that our opinions and ideas are not the only correct and valid.

Knowing other cultures makes us empathic, helps us understand adversities, and demystifies prejudices.

The lecturer responsible for the project mentioned that “it helps students and pupils to enhance knowledge about the other culture through a given concrete project (...) it is a good opportunity to bring universities closer to society, (...), it is good to work together on a common Europe and exploring also different perspectives and views given that openness and tolerance are key attitudes needed for intercultural awareness and understanding.

## Annexes

### Questions

1. How do you feel about your competences to deal with intercultural relations? Think about concrete examples, such as
  - a. when you met someone from a different country or with a different cultural background \_\_\_ it was perfect
  - b. when you witnessed discrimination towards people \_\_\_ it feels bad \_\_\_
  - c. when you felt misunderstood in relation to your own cultural belonging \_\_\_ i felt alone
  
2. Put "X" in the strengths that you have and the ones you want to improve.

My competences	What I am good at?/What I want to improve
1. Respect for oneself and others	x
2. A sense of social justice and social responsibility	x
3. Openness and curiosity towards diversity	x
4. Tolerance of ambiguity	x
5. Knowledge of culture, politics and history	x
6. Knowledge of human rights	x
7. Knowledge of stereotypes, prejudices and discrimination	x
8. Knowledge of cultural differences	x
9. Empathy	x
10. Solidarity	x
11. Critical thinking	x
12. Active listening	x
13. Dealing constructively with conflicts	x

3. What were the biggest challenges you felt when participating in this program?  
To communicate with locals and try to understand German language.

4. What intercultural skills do you think that you have improved thanks to EMS-IMS?

I improved how to lead peoples and communicate with them.

5. Do you think this kind of programmes bring benefits?  
If yes, what kind?

6. Yeah it is .It helps to understand other culture.

### Questions/ Answers

1.

I believe I am somewhat capable of handling intercultural interactions in a constructive and conflict-free way. My attitude is always about curiosity, openness, acceptance, always ready to learn about someone new without assumptions. You can never judge a person until you have spent enough time with them.

- a. To be precise, when meeting someone of different cultural background, my thought is "There must be something interesting about this person. It must be there, but I have to be the one to find out, not their job to show it to me because it is not a sales convention." Most of the time, it turned out to be true and I enjoyed the interaction, some of them even became my closest friends.

A new person from a new culture is an opportunity to learn. Not just the surface level things like: their clothes, foods, music, religions... those are easy and readily available on the internet. I want to know more about their inner values, their thoughts towards common issues in life, and if there are disagreements with me, I want to know why.

B. I have never seen any cultural discrimination or racism during my time abroad. I believe the media just enjoy exaggerating things. If there's a "racism meter", I am probably the most racist person around, but most of the time it is just the fault of those particular group of people enforcing the negative stereotypes of their ethnicity.

C. I do not take misunderstanding or even racist jokes personal. Things like that happen all the time, and the world does not revolve around me, so most of the time I just explain it politely and they can take it or leave it, or I can just join in on them and have a little fun.

### Questions about EmS

#### Biggest challenges

My biggest challenge and the thing I hated the most about EmS is how it was organized.

[...]



## Where it went wrong

I believe the roots of this problem lied in the kick-off and tutorials itself.

Firstly, the phrases “presentation; present; final presentation; presenting together” was emphasized too much. Even the 22nd of June was called “Presentation Day.” We had an over-a-hundred-people audience, and most of them were students and teachers. They had made and attended (terrible) presentations for years already. Common sense called for some entertainment, especially when in other cities, they sang, they danced, they played instruments, they even fought each other with swords.

Secondly, the rule of doing the whole thing in German is outrageous. Half of the audience were my friends and classmates. Making English subtitles for Mai was my top priorities from the start. I wanted everyone in the hall to understand, enjoy and have a laugh at what we created.

Thirdly, is the spoon-feeding of “culture” topics. A majority of the topics were just comparing the different aspects of the team leaders’ own countries versus Germany. I thought the whole point of EmS was to share, appreciate and welcome each other in an international environment. These “culture” presentations in exclusive German language just zoomed in on how different we are based on our origins. Also, ideas did not flow as freely as it should because people may start thinking “that won’t work because they said I must include x, y, z”

Finally, and also the worst, is that whole “topic lock” thing. I was baffled when asked to say my topic for the first time because I had not even met my team. I wanted to discuss with them before making any decision. I was that guy who dictated everything once, and the consequences were awful. Also, when people say aloud their idea in front of people, it would be externally validated and they subconsciously decided that the topic was set in stone. But there were more so I will come back to this later.

This project was hard in nature. High school students are a difficult species. And now you gotta work with them, to create something that is not terrible, then show to an audience of hundreds of people? And afterward, you gotta write a 7 pages report like what I’m doing right now, to finally pass the course and get only 2.5 credits?

There should have been a “bail” option. Because you had all these people who felt trapped, did not want to do it but had to. There's never a happy ending out of this scenario.

Or maybe, they could simply join another team. Looking back now, I wish I had an adult partner help me out a bit since there were so many restrictions on the high schoolers.

[...]

I sent an email to \_\_\_\_\_ to ask for a change of topic to Mai, and she hit me with a “Sorry you can't”

I was stunned, then waves of intense emotions swept through me, anger, desperation, frustration...

My whole 3 days of work, I poured my heart out for this, I almost collapsed on my desk for this, and now “Sorry you can't change the topic” That's it?

I lied on the floor for a long time. I thought hard about what values I stood for. I was ready to say sorry to my team, my professor, and resign from this project, because I would rather lose 2.5 credits, than making something that is terrible that I did not even enjoy.

But I decided. I wanted to make this film. That was it. Nothing more.

So I calmed down, channeled all my writing ability to write a polite email to \_\_\_\_\_ explaining the situation, attached the whole comics for her to read.

She said it was awesome. I was allowed to change to topic. Everything was good again.

---

## The skills I have improved

I can sum it up in the phrase of “Being ready for big differences” and “Communication”

There were many instances when working with the German schoolgirls, that their way of thinking was completely different from mine. It requires me to bring my communication

skills to the next level to lead them effectively. I had to ask them a lot of questions about their thoughts, about what they want, and tell them honestly about my expectations. From there, we would have to work together for a compromise to ensure a high quality final result.

I have learned that communication is extremely, Dead-or-alive, important in a team environment, not just a multinational team but also people from the same country, or even friends and family members.

## **Benefits**

I want to talk about the usual benefits like above, or something cliché, but I think the most important benefit of EmS is "Learning to show your best to the world"

Not being arrogant, our team's project was the best, and it was not even close. But that was not my goal, to be above others, on a top of a mountain and blowing up my own ego.

I wanted to show my teammates, the teenagers, in their innocent years, not yet beaten down by the harsh reality of adulthood, that they should always try their best, and put a little more heart in whatever they do.

The point of the movie was not for everybody to applaud and laugh, but for me to inspire the values of creativity, passion and perseverance, showing what is possible if you just put in a little more effort. And my target was the teenagers, because they would bring those value into their daily lives, and succeed in the future. I don't want them to continue not caring, and just read their papers on their boring presentations.

1. How do you feel about your competences to deal with intercultural relations? Think about concrete examples, such as
  - a. when you met someone from a different country or with a different cultural background: I like to meet people from different countries. I am always curious how they think, and I like to hear things from them about their countries. Because what we read or hear from the media, it's not always true.
  - b. when you witnessed discrimination towards people: I think that happened never, or just don't remember.
  - c. when you felt misunderstood in relation to your own cultural belonging: I think there are not so many stereotyps about Hungarian people, so I never felt that.
2. Put "X" in the strengths that you have and the ones you want to improve.

My competences	What I am good at?	What I want to improve
1. Respect for oneself and others	x	
2. A sense of social justice and social responsibility		x
3. Openness and curiosity towards diversity	x	
4. Tolerance of ambiguity		x
5. Knowledge of culture, politics and history	x	
6. Knowledge of human rights		x
7. Knowledge of stereotypes, prejudices and discrimination		x
8. Knowledge of cultural differences	x	
9. Empathy	x	
10. Solidarity		x
11. Critical thinking		x
12. Active listening	x	
13. Dealing constructively with conflicts		x

3. What were the biggest challenges you felt when participating in this program?  
The biggest challenge was for me that how I can work with the pupils together. I was lucky because I speak German and we talked always on their mother language, I think it was good and easier for them (and also for me). I worked with

pupils age of 16, I am 24 years old, and I thought this 8 years between us is a lot. But fortunately I hasn't got problem with them. They were helpful and kind.

4. What intercultural skills do you think that you have improved thanks to EMS-IMS?

My topic was the Hungarian inventions. There are a lot of things that we use every day but just a few know that these come from Hungary. I showed them the history of Rubik's Cube, Vitamine C, Pen, Holograph, Computer and Prezi. And after that we made together a new invention. We made a brainstorming and I taught them the meaning of marketing mix (4P). We determined the main features of the product, and the price. And we decided where we can sell it and what kind of communication channels should we use for the marketing.

This project was so creative and I understood the way how the young people now thinking, what is important for them. I learnt more about the German school system also, I could compare with our system.

5. Do you think this kind of programmes bring benefits? If yes, what kind?

I think this idea is a really good. The program is very demanding and fictitious. I would say perfect and I could not say anything that was not good.



1. How do you feel about your competences to deal with intercultural relations? Think about concrete examples, such as
  - a. when you met someone from a different country or with a different cultural background I always look on their own personality and feature. After this semester, I start to find out even for Finnish people there are some outgoing people among them and not every Jordanian is extroverted.
  - b. when you witnessed discrimination towards people I will listen to all kinds of people. This is one of my mind set that I believe everyone should be open-minded.
  - c. when you felt misunderstood in relation to your own cultural belonging  
So far I love my culture, I don't feel any misunderstood in my own cultural belonging.
2. Put "X" in the strengths that you have and the ones you want to improve.

My competences	What I am good at?	What I want to improve
1. Respect for oneself and others	X	
2. A sense of social justice and social responsibility		Know more news about society in the world scale
3. Openness and curiosity towards diversity	X	
4. Tolerance of ambiguity	X	
5. Knowledge of culture, politics and history		Have some basic knowledge about different country in the world
6. Knowledge of human rights		Care the news about human rights
7. Knowledge of stereotypes, prejudices and discrimination		Catch chances to get along with international people and get to know their stereotypes of others.
8. Knowledge of cultural differences		Be more sensitive on the surrounding.
9. Empathy	X	
10. Solidarity	X	
11. Critical thinking		Ability of analyzing a material.
12. Active listening	X	
13. Dealing constructively with conflicts		Cultivate habits about constructive analysis

3. What were the biggest challenges you felt when participating in this program?  
The biggest challenge is to find a topic which pupils really interested in. It is always hard to stimulate a group's passion before they know the successful result.

Fortunately, we ended up with a good presentation. I learned that the leader is the one who can see the success and lead his team to share the honour.

4. What intercultural skills do you think that you have improved thanks to EMS-IMS?  
I think the most useful skill I learn from EMS is "Always observe others before we start". Intercultural skill contains so many aspects in it but observation and analysis are essential while you have a new international group.
5. Do you think this kind of programmes bring benefits? If yes, what kind?  
Yes, of course. It makes us a valuable memory in Germany with local student. Opportunity of promoting Taiwan is also valuable for me as a Taiwanese. Because I know pupils in Germany are not really familiar with Asian Country especially Taiwan as a small island. After this program, I left some image in their mind about it.

1. How do you feel about your competences to deal with intercultural relations? Think about concrete examples, such as
  - a. when you met someone from a different country or with a different cultural background  
When I met my pupils, I have already been in Germany for almost 9 months. I know how to be greeting with them when the first time we met. I know explaining what I would like to do and what kind of role they play in this programme are important to be introduced clearly when the first time we met
  - b. when you witnessed discrimination towards people  
Before I came to Germany, I was confused about stereotype and discrimination. After living in a foreign country and also experiencing discrimination. I understand how different they are. If I witness discrimination, I would help if I could.
  - c. when you felt misunderstood in relation to your own cultural belonging  
Before explaining my own culture to others, I should know who I am, what kind of country that I come from. After the EMS programme, I learned more about Taiwan and Taiwanese cultures. Back to the question, if it is just a misunderstanding not discrimination or other mean situations, I would like to know what makes them misunderstood and I will explain with more confidence and rationality.
2. Put "X" in the strengths that you have and the ones you want to improve.

My competences	What I am good at?	What I want to improve
1. Respect for oneself and others	x	
2. A sense of social justice and social responsibility		x
3. Openness and curiosity towards diversity	x	
4. Tolerance of ambiguity	X	
5. Knowledge of culture, politics and history		X
6. Knowledge of human rights	X	
7. Knowledge of stereotypes, prejudices and discrimination	x	
8. Knowledge of cultural differences		X
9. Empathy	X	
10. Solidarity	X	
11. Critical thinking		X
12. Active listening	X	
13. Dealing constructively with conflicts		x



3. What were the biggest challenges you felt when participating in this program?  
My pupils basically did not know a lot about Taiwan. So when we were deciding the topic, it was quite difficult for me since I want to show them many things about Taiwan.
4. What intercultural skills do you think that you have improved thanks to EMS-IMS?  
Dealing with German people. For example, being more direct when I was communicating with them.
5. Do you think this kind of programmes bring benefits? If yes, what kind?  
Yes, build up relations with pupils, working with them made me learn a lot from them about Germany such as German education system, German communication style and also German culture. Also I know more about my own cultures thanks to EMS. It is the same for my pupils.

1. How do you feel about your competences to deal with intercultural relations? Think about concrete examples, such as
  - a. when you met someone from a different country or with a different cultural background: First I engage a conversation about where each one of us is from and when I know where the other person is from, I try to find something I know about that country or if I don't know, ask about their country.
  - b. when you witnessed discrimination towards people: I don't tolerate discrimination and luckily I didn't witness it in my Erasmus period, but if I did I would have stood up for the person discriminated against.
  - c. when you felt misunderstood in relation to your own cultural belonging: in these cases I like to explain where my actions or words come from. If it is a normal thing to do or say in Spain, I would explain it to the other person. However, if the other person doesn't like what I did or said even after I explained myself, I wouldn't continue saying it or doing it.
2. Put "X" in the strengths that you have and the ones you want to improve.
 

My competences

What I am good at?

What I want to improve

  1. Respect for oneself and others X
  2. A sense of social justice and social responsibility X
  3. Openness and curiosity towards diversity X
  4. Tolerance of ambiguity X
  5. Knowledge of culture, politics and history X
  6. Knowledge of human rights X
  7. Knowledge of stereotypes, prejudices and discrimination X
  8. Knowledge of cultural differences X
  9. Empathy X
  10. Solidarity X
  11. Critical thinking X

12. Active listening X

13. Dealing constructively with conflicts X

3. What were the biggest challenges you felt when participating in this program?

My biggest challenge was dealing with teenagers by having to take the role of the "teacher." This is because I had never been in "charge" of a group of teenagers to whom I had to teach something and keep them motivated. Nevertheless, it was also a challenge the official school teacher of the class, who always seemed to have issues with our (my colleagues and I) work.

4. What intercultural skills do you think that you have improved thanks to EMS-IMS?

I learnt how to communicate with teenagers from a different country than I and also I think there was an exchange of cultural knowledge because I also learnt from them and from going to the highschool, speaking to the teacher...

5. Do you think this kind of programmes bring benefits? If yes, what kind?

Yes. Because first it looks impossible to do but then slowly and with patience it is totally possible to successfully complete the programme without major problems. For me it was good because I "got over" the fear of having to face a group of teenagers or the three different high schools when presenting. Moreover, you get an insight into Germán non-university education and lifestyle.

1. How do you feel about your competences to deal with intercultural relations? Think about concrete examples, such as
  - a. when you met someone from a different country or with a different cultural background (I always try to understand the culture of the other person and not to be improper)
  - b. when you witnessed discrimination towards people (if it is a known person I will talk with him/her but if I don't know the person I am not sure if I would do something unless it is a strong situation)
  - c. when you felt misunderstood in relation to your own cultural belonging ( always try to talk with the other person)
2. Put "X" in the strengths that you have and the ones you want to improve.

My competences	What I am good at?	What I want to improve
1. Respect for oneself and others	X	
2. A sense of social justice and social responsibility	X	
3. Openness and curiosity towards diversity	X	
4. Tolerance of ambiguity	X	
5. Knowledge of culture, politics and history		X
6. Knowledge of human rights	X	
7. Knowledge of stereotypes, prejudices and discrimination	X	
8. Knowledge of cultural differences	X	
9. Empathy		X
10. Solidarity	X	
11. Critical thinking	X	
12. Active listening		X
13. Dealing constructively with conflicts	X	

3. What were the biggest challenges you felt when participating in this program?  
I was teaching the culture of Spain to teenagers that usually don't really care a lot about new things because of the age they have. The most difficult challenge was make it funny to them.
4. What intercultural skills do you think that you have improved thanks to EMS-IMS?  
Work in teams, English and explain myself in a simple way.

5. Do you think this kind of programmes bring benefits? If yes, what kind?  
This programme helped me a lot with social skills and I could learn a lot about Germany and other countries during the final presentation.

1. How do you feel about your competences to deal with intercultural relations? Think about concrete examples, such as
  - a. when you met someone from a different country or with a different cultural background: Be active, open-minded and optimistic speak with people from different countries.
  - b. when you witnessed discrimination towards people: stay calm and use wise sentences and phrases to defend my country.
  - c. when you felt misunderstood in relation to your own cultural belonging: say it out directly and solve the problems together if it is so complicate, then find someone for help.
2. Put "X" in the strengths that you have and the ones you want to improve.

My competences	What I am good at?	What I want to improve
1. Respect for oneself and others	X	
2. A sense of social justice and social responsibility	X	
3. Openness and curiosity towards diversity		X
4. Tolerance of ambiguity	X	
5. Knowledge of culture, politics and history		X
6. Knowledge of human rights	X	
7. Knowledge of stereotypes, prejudices and discrimination		X
8. Knowledge of cultural differences		X
9. Empathy	X	
10. Solidarity		X
11. Critical thinking		X
12. Active listening	X	
13. Dealing constructively with conflicts		X

3. What were the biggest challenges you felt when participating in this program?  
Don't actual know how to teach my culture and how to make the course be fun and attractive to the students.
4. What intercultural skills do you think that you have improved thanks to EMS-IMS?  
I have learned how to build up a team work with people from different countries and get more knowledge and experience about cultural differences.
5. Do you think this kind of programmes bring benefits? If yes, what kind?  
Yes, we can get more impressive experience to work with German and know how to share our culture to foreigners and think differently and positively when we encounter

some cultural differences. The German students can learn some interesting culture from the locals and have more knowledge about various type of team work.

1. How do you feel about your competences to deal with intercultural relations? Think about concrete examples, such as
  - a. when you met someone from a different country or with a different cultural background\_\_in the beginning, I will give respect on foreigners, then ask them if anything need help. Always interested in other culture, for example, foods, languages and history.
  - b. when you witnessed discrimination towards people\_if my friends discriminate against others, I will prevent it happened. But if it's a stranger discriminate others, I will think he or she is less knowledge.
  - c. when you felt misunderstood in relation to your own cultural belonging\_\_say out or discuss with your friends.
2. Put "X" in the strengths that you have and the ones you want to improve.

My competences	What I am good at?	What I want to improve
1. Respect for oneself and others	X	
2. A sense of social justice and social responsibility	X	
3. Openness and curiosity towards diversity	X	
4. Tolerance of ambiguity	X	
5. Knowledge of culture, politics and history		X
6. Knowledge of human rights		X
7. Knowledge of stereotypes, prejudices and discrimination		X
8. Knowledge of cultural differences	X	
9. Empathy	X	
10. Solidarity	X	
11. Critical thinking	X	
12. Active listening	X	
13. Dealing constructively with conflicts		X

3. What were the biggest challenges you felt when participating in this program?  
I felt I know less with my country's culture, so it's hard to telling the difference between two cultures.
4. What intercultural skills do you think that you have improved thanks to EMS-IMS?  
Communication skill. German tend to more direct and Taiwanese are indirect.



5. Do you think this kind of programmes bring benefits? If yes, what kind?  
Yes. Most of the European kids know nothing about Asian country and cultures. For example, a boy in the class asking me and Simeon (Bugarian) where are you come from ? Simeon didn't notice he is asking. So I reply: you asking me? He said: no, I know you are from asia, I am not asking you. Therefore, I think he only know asia, but asia is not a country. Through this programme, students can learn more about outside there countries, culture and lifestyle in order to cultivate international outlook. Furthermore, to avoid offense others if they meet intercultural relative in there future.

### Questions Teachers/Lecturers

In your opinion, what are the students' perceptions about the influence of culture on interpersonal relationships?

Just to clarify I think you mean university students. They learn in our courses about cultural dimensions and theories so I think many of them are aware about the impact culture can have on interpersonal relationships e.g. in the area of communication if you think about direct/indirect communication and low/high context cultures (Hall) for example.

Other areas where students particularly those who have been abroad and/or been exposed internationally are aware of culture impacting on interpersonal relationships are body contact, non verbal communication (cf also Master Thesis Pia Kapraun on the role of the non-verbal)

Also students who are buddies for our inbound students are aware of culture impacting on interpersonal relationships and certainly have many examples to illustrate differences.

Which students' intercultural skills do you think that were improved thanks to "EMS-IMS"?

We have not measured them before the project/after the project of course and have not asked them about their perceptions and expectations. But I think and this would be my assumption which could be tested against and compared with students feedback participating in the pilot project at Aschaffenburg University is the enhanced self-awareness of their own culture, communication skills (using English as lingua franca) and also negotiation skills - 😊 especially in their interaction with pupils about preparing the topic and the final presentation

Finally of course project management skills are tested and maybe enhanced - it will be important in the future to have students reflect on their learning objectives regarding their intercultural skills - before and after and maybe suggest a plan as to how further proceed (this could be done together with e.g. our Career Service)

How do you see the role of the "EMS-IMS " Program in the development of students' intercultural skills?

See above I think it is very important to become aware about your own culture; DAAD motto on their website also says = Everybody should have been a stranger/foreigner once in their life, and to bring the other culture to the classroom in dialogue while at the same time practicing English as international lingua franca and yes while also learning/being motivated to speak some German in authentic school contexts;

Key is surely in the future a self-assessment about a set of intercultural skills before/after the project to evaluate it on the basis of their self-perception at least

*Do you think this kind of programmes bring benefits? If yes, what kind?*

I think this programme is a very good idea for various reasons, it helps students and pupils to enhance knowledge about the other culture through a given concrete project and interaction; it is a good opportunity to bring universities closer to society e.g. here to schools also for other areas of collaboration; finally I think it is good to work together on a common Europe and exploring also different perspectives and views given that openness and tolerance are key attitudes needed for intercultural awareness and understanding.

As seen in the pilot phase it needs very good planning, at least in the beginning some considerable investment regarding (human) resources and a team of committed enthusiastic actors on all levels - the role of teachers cannot be overrated as multipliers and potential role models in particular for the pupils