

Deliverable 2.2 – Training Material and Reports of Each WG Workshop

Deliverable

Deliverable Number: D2.2

Work Package: WP2 – Capacity Building for Enhanced IRO Operations

Lead Beneficiary: 2 – UNIPi

Type: R — Document, Report

Dissemination Level: PU – Public

Description

Deliverable 2.2 consolidates all outputs produced under Tasks T2.2 and T2.3 of Work Package 2, which are dedicated to intensive capacity-building training delivered to the six thematic Working Groups (WGs) established within the BEST project. It represents both the pedagogical backbone of the capacity-building programme and the documentation of its implementation.

The deliverable contains two major components:

A. Training Material Prepared by EU Partners

This section comprises the full set of instructional resources developed and used during the in-person and online WG training sessions hosted in Italy, Belgium, and Greece. The training materials reflect state-of-the-art European practices in internationalisation management, curriculum internationalisation, faculty development, mobility systems, strategic partnerships, and digital integration.

The training materials include:

- structured training modules for each WG
- concept notes, definitions, and methodological frameworks
- implementation models and step-by-step governance processes
- capacity-building tools (matrices, templates, dashboards, checklists)



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Working Group 1

Governance and Institutional Internationalisation

Strengthening institutional capacity for strategic internationalisation through effective governance frameworks



Governance



Structure



Partnerships



Monitoring



European Higher Education Area (EHEA) Principles



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Working Group 1: Governance and Institutional Internationalisation

🎯 Purpose

Develop a structured governance framework for internationalisation aligned with European Higher Education Area (EHEA) principles.

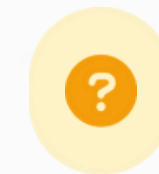
- ✓ Strategic approach to institutional internationalisation
- ✓ Clear decision-making pathways
- ✓ Enhanced coordination between central services and faculties
- ✓ Robust monitoring and quality assurance systems

⚠️ Key Challenges



Fragmented Procedures

Disorganized, initiative-driven activities lacking coherence



Unclear Responsibilities

Overlapping or undefined roles in internationalisation



Limited Coordination

Poor communication between central services and faculties



Insufficient Monitoring

Lack of data-driven evaluation systems

Working Group 1: Governance and Institutional Internationalisation



Governance

The set of mechanisms, structures, regulations, and processes guiding institutional decision-making and organisational behaviour.



Internationalisation

The intentional integration of international, intercultural, and global dimensions into the mission and functions of higher education.



Institutional Internationalisation

Embedding internationalisation into strategic planning, governance structures, operational procedures, and quality processes.



Decision-Making Processes

Formal pathways through which proposals, partnerships, mobility, and international projects are reviewed, validated, approved, and monitored.



Quality Assurance (QA)

Systematic processes for setting standards, collecting evidence, assessing performance, and improving quality.



Stakeholders

Leadership, academic units, administrative units, students, external partners, ministries, accreditation bodies.



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Working Group 1: Governance and Institutional Internationalisation

Four-Component Methodology



Analytical Component

- > Mapping of actors, structures, procedures, and data systems
- > Identification of strengths, constraints, and structural gaps



Design Component

- > Development of governance roles, workflows, and mechanisms
- > Creation of indicators and quality assurance systems



Institutionalisation Component

- > Formal adoption and regulatory integration
- > Communication, dissemination, and capacity building



Monitoring Component

- > Data-driven evaluation and iterative refinement
- > Cultural embedding and long-term consolidation

Plan

Do

Check

Act



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Working Group 1: Governance and Institutional Internationalisation

Phase 1: Institutional Diagnosis and Preparatory Analysis



1.1 Identification of Actors and Mandates

Objective: Map all actors involved in internationalisation and identify formal mandates.

Activities: Review statutes and HR records; list leadership and units; document responsibilities.

Key Actors: Rectorate; HR; IRO; QA; Deans.

Outputs: Inventory of actors and mandates; preliminary governance organigram.



1.2 Organisational Mapping

Objective: Document current structures, processes, and procedures.

Activities: Map central and faculty structures; identify workflows; review documents.

Key Actors: IRO; QA; Research Office; Academic Affairs; Faculty Coordinators.

Outputs: Process maps; documentation overview; governance diagrams.



1.3 Analysis of Gaps

Objective: Identify strengths and weaknesses affecting governance.

Activities: Analyse findings; categorise gaps; prioritise issues.

Key Actors: WG1 analysis team.

Outputs: Analytical note; prioritised gap list.



1.4 Shared Institutional Understanding

Objective: Achieve leadership consensus on challenges and reform needs.

Activities: Present findings; facilitate discussion; confirm agreement.

Key Actors: Rectorate; Deans; Central Services; IRO; QA.

Outputs: Validated problem statement; leadership endorsement.



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Working Group 1: Governance and Institutional Internationalisation

Phase 2: Framework Design

Five-step design process for developing governance framework elements

2.1



Governance Objectives & Scope

Establish purpose and scope of the governance model, aligning with institutional strategy and defining domains.

2.2



Roles, Responsibilities & Reporting

Clarify mandates and reporting structures, defining faculty roles and creating reporting lines.

2.3



Decision-Making Workflows

Create consistent workflows for internationalisation processes, validated with legal and financial units.

2.4



Data & QA Integration

Incorporate data collection and quality assurance into governance through defined indicators and responsibilities.

2.5



Governance Framework Document

Consolidate all elements into a formal document, creating annexes and ensuring regulatory alignment.



Design Component: Development of governance roles, workflows, coordination mechanisms, indicators, and QA systems



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Phase 3: Formal Adoption and Institutionalisation

3.1



Consultation

Objective: Ensure legitimacy

- Circulate draft framework
- Collect stakeholder feedback
- Revise based on input

Key actors: Rectorate, Senate, Deans



3.2



Approval

Objective: Official adoption

- Submit to Senate/Council
- Legal review and compliance
- Integrate into regulations

Key actors: Rectorate, Senate, Legal



3.3



Communication

Objective: Build awareness

- Publish framework
- Disseminate summaries
- Present to academic units

Key actors: Communication Office, IRO



3.4



Capacity Building

Objective: Operational readiness

- Develop implementation manuals
- Train academic units
- Update HR responsibilities

Key actors: HR, IRO, Deans



Phase 3 transforms the governance framework from concept to institutional reality



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Phase 4: Continuous Improvement

A four-step monitoring cycle to ensure the governance framework's effectiveness and sustainability

4.1 Data Collection



Objective: Operationalise evidence-based monitoring

IRO; QA; Research Office; Data Office

4.4 Cultural Embedding



Objective: Ensure governance becomes part of culture

Rectorate; HR; QA; Deans; Communication Office

4.2 Effectiveness Evaluation



Objective: Assess alignment and performance

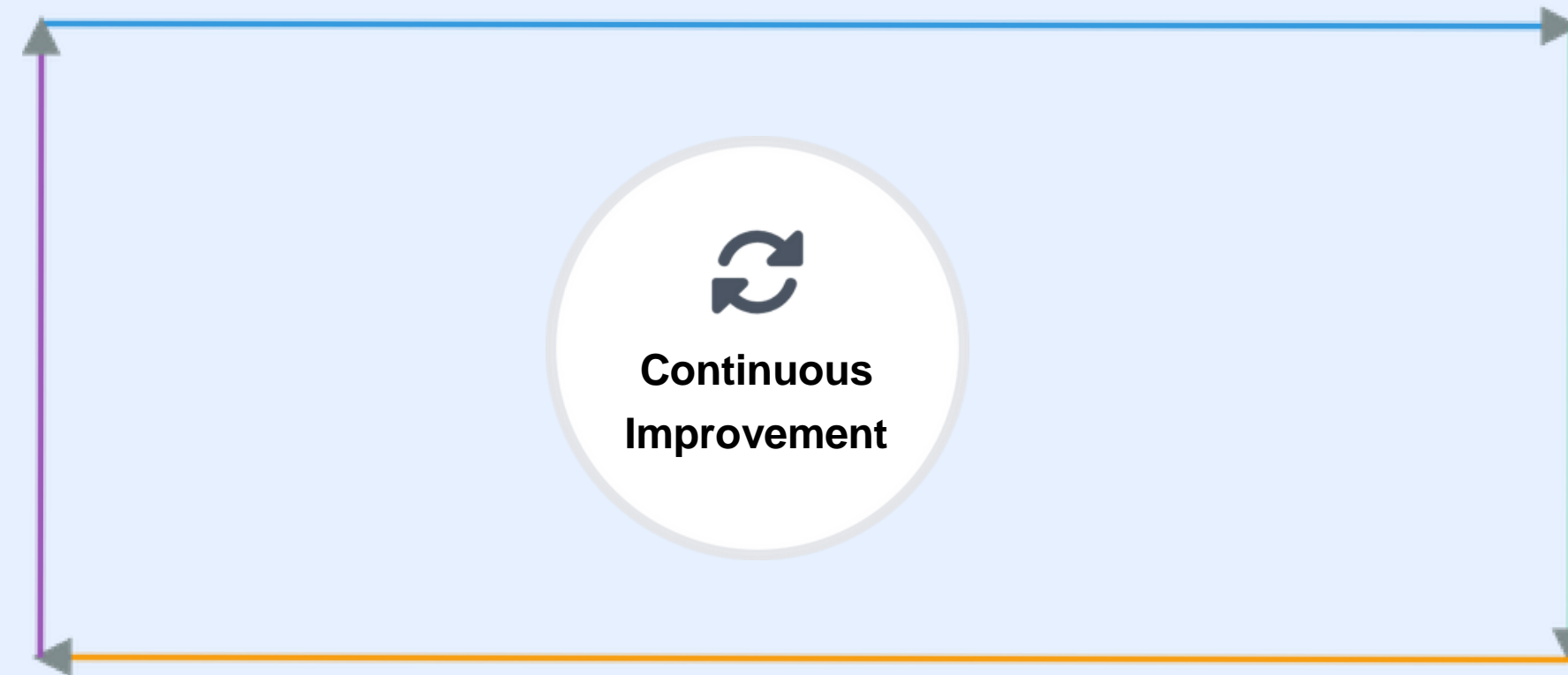
Rectorate; QA; IRO; Deans

4.3 Process Optimisation



Objective: Improve governance structures

Rectorate; IRO; QA; Legal; Deans



Working Group 2

Curriculum and Academic Internationalisation

Enhancing academic programs through international perspective integration and curriculum development

Strategic Academic Internationalisation

European Higher Education Area (EHEA) Principles



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Purpose and Objectives

🎯 Purpose

Modernise curricula to align with European standards and integrate global dimensions into learning outcomes.

📋 Key Objectives



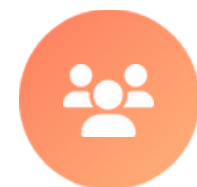
Harmonise with EHEA

Align curricula with European Higher Education Area principles and standards.



Global Perspective

Integrate international dimensions into learning outcomes and assessment.



Stakeholder Engagement

Involve students, faculty, and external partners in curriculum development.



Continuous Improvement

Establish QA systems for ongoing curriculum evaluation and enhancement.



Key Challenges in Academic Internationalisation

Higher education institutions face significant obstacles in their journey toward effective academic internationalisation:

Outdated Curricula

- Curricula not updated for decades
- Mismatch with current industry needs
- Unclear learning outcomes

Impact: Graduates unprepared for global workforce

Limited Intercultural Competencies

- Faculty Capacity
- Insufficient global perspective in teaching
- Language barriers for international students

Impact: Reduced preparedness for diverse workplaces

Pedagogical Approaches

- Traditional lecture-based teaching methods
- Limited use of digital technologies
- lack of active learning strategies

Impact: Ineffective learning in diverse classrooms

Core Concepts and Definitions

Academic Internationalisation

The intentional integration of international, intercultural, and global dimensions into the mission and functions of higher education.

“ Embedding global perspectives into academic programs and campus life.

Curriculum Modernisation

The process of updating and enhancing academic programs to align with current European standards and incorporate global dimensions into learning outcomes.

“ Ensuring curricula reflect European Higher Education Area principles.

Intercultural Competencies

Skills and abilities that enable students and faculty to interact effectively with people from different cultural backgrounds and global contexts.

“ Including intercultural awareness, communication skills, and global perspective.

Pedagogical Innovation

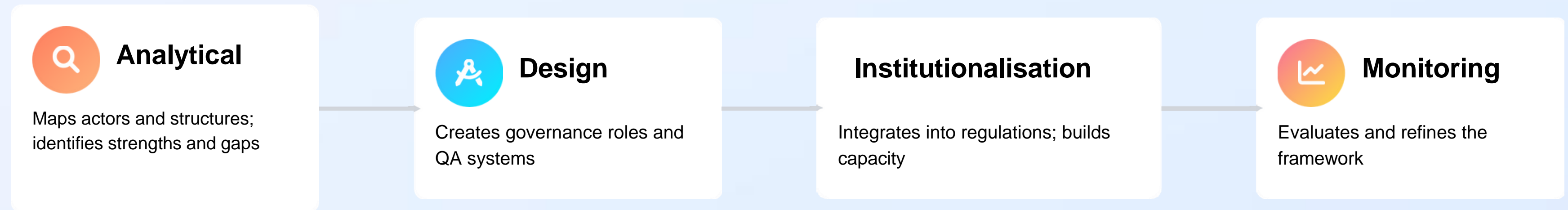
Frameworks and approaches that enhance teaching and learning through international collaboration and the integration of global perspectives.

“ Methods that promote active, collaborative, and globally-aware learning.



Four-Component Methodology

A structured approach to curriculum internationalisation implementation through four interconnected phases.



Implementation Process

- ✓ Phased Approach: Sequential implementation through the four components
- ✓ Stakeholder Involvement: Engagement across all levels
- ✓ Continuous Improvement: Iterative refinement through monitoring
- ✓ Quality Assurance: Integration of QA throughout the process

Working Group 2: Curriculum and Academic Internationalisation

Phase 1: Curriculum Diagnosis and Analysis

Assessment of current academic programmes, identification of gaps, and evaluation of international dimensions.



Programme Review

Comprehensive assessment of existing curricula and academic standards.



Gap Analysis

Identification of disparities against European standards and global practices.



International Evaluation

Assessment of existing international dimensions and mobility opportunities.



Key Analysis Areas



Learning Outcomes



Course Content



Teaching Methods



Assessment Approaches



Stakeholder Engagement



Mobility Opportunities



Phase 2: Curriculum Framework Design

Development of internationalised learning outcomes, teaching methods, and assessment strategies.

1 Objectives & Scope

Define purpose and scope of the curriculum model.

2 Roles & Responsibilities

Clarify mandates for academic units.

3 Curriculum Design

Develop internationalised learning outcomes.

4 Teaching Methods

Create strategies for diverse learning needs.

5 Implementation

Establish QA and monitoring systems.

Curriculum Framework Elements

Learning Outcomes

Global competence goals for graduates.

Teaching Methods

Internationalised approaches to learning.

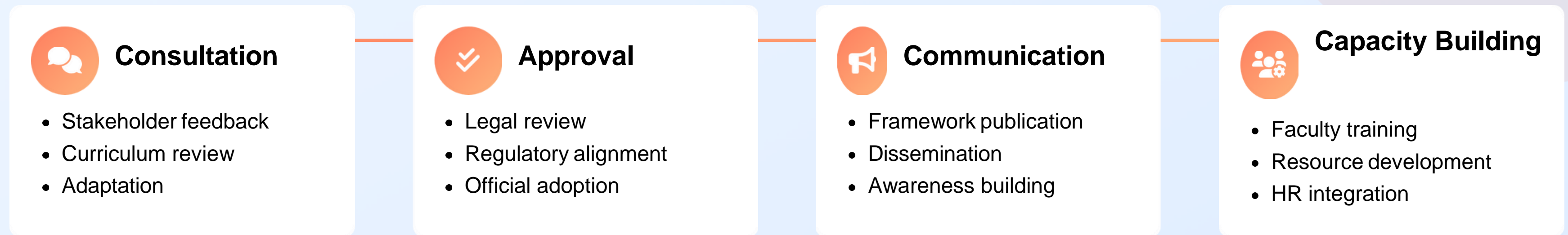
Assessment Strategies

Methods to evaluate global competencies.

Phase 3: Academic Implementation and Adoption

Formal integration of international dimensions into curricula and faculty development for intercultural teaching.

Implementation Process



Key Activities

 Integrate international dimensions into learning outcomes

 Train academic staff on international curriculum elements

 Develop faculty intercultural teaching competencies

 Create resource bank for international teaching




Phase 4: Quality Assurance and Monitoring

Continuous evaluation of curriculum internationalisation effectiveness and student learning outcomes assessment.

Four-Step Monitoring Cycle

- **Effectiveness Evaluation**
Assess alignment with institutional goals
- **Process Optimisation**
Improve governance structures
- **Impact Assessment**
Evaluate international dimension impact
- **Sustainability Planning**
Ensure long-term integration

Quality Assurance Components

-  **Data-Driven Evaluation**
Systematic collection and analysis of curriculum data
-  **Stakeholder Involvement**
Engage faculty, students, and external partners
-  **Continuous Improvement**
Iterative refinement based on feedback

Expected Outcomes and Impact



Enhanced Student Intercultural Competencies

- Improved global mindset and cultural awareness
- Enhanced language skills and communication
- Increased adaptability in diverse environments
- Development of international collaboration skills



Modernised Academic Programmes

- Revised curricula with global perspectives
- Updated learning outcomes and assessments
- Incorporated innovative teaching methods
- Enhanced digital and interdisciplinary content



Strengthened European Educational Alignment

- Full compliance with EHEA principles
- Improved credit transfer and recognition
- Enhanced quality assurance systems
- Stronger institutional cooperation networks

Building a more internationally competitive and harmonised European higher education area

Working Group 3

Faculty Engagement and Research Collaboration

Strengthening academic staff participation in international research cooperation and collaboration networks



Academic Collaboration



International Research



Partnerships



Innovation

Purpose and Objectives

Main Purpose

Develop sustainable structures and systems that enable faculty to participate in cross-border research, co-creation, and global knowledge production.

Strategic Impact

Embedding faculty-driven internationalisation into institutional strategy and practice

Key Objectives



Strengthen Faculty Participation

Enhance faculty involvement in global research activities and international networks



Formalise Collaboration Structures

Create sustainable frameworks for international research partnerships



Encourage Innovation

Foster interdisciplinary networks and co-creation opportunities



Support Funding Access

Help staff access funding and partnership opportunities

Key Challenges in Faculty Engagement



Limited Incentives

Academic staff lack sufficient motivation to engage in international research due to inadequate recognition in tenure, promotion, and reward systems.

! Insufficient motivation



Insufficient Support Structures

Lack of institutional frameworks, administrative support, and resources to facilitate international research collaboration.

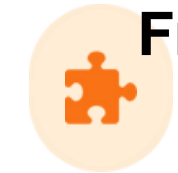
! Lack of institutional support



Bureaucratic Barriers

Administrative obstacles including complex approval processes, financial regulations, and compliance requirements that hinder international research activities.

! Complex administrative processes



Fragmented Institutional Coordination

Disorganized, initiative-driven activities lacking coherence between different departments, units, and levels of governance.

! Lack of strategic coordination

Core Concepts and Definitions



International Research Collaboration

Joint scholarly activities across borders, including co-publication, co-supervision, project development, and shared academic outputs.



Faculty Engagement

Active involvement of academic staff in international academic networks, research partnerships, professional development, and cross-border innovation activities.



Research Partnerships

Formal or informal arrangements between institutions enabling joint research, mobility, capacity building, or innovation.



Knowledge Co-creation

Collaborative processes where knowledge is created jointly between researchers, institutions, and sometimes industry or community partners.



Research Networks

Organised systems of HEIs and research groups collaborating on shared academic themes, exchanges, dissemination, and innovation.



Research Capacity Building

Support activities enabling faculty to increase their skills, competencies, and participation in international research.

Four-Component Methodology

A comprehensive approach to implementing faculty engagement and research collaboration



Analytical Component

- ✓ Mapping institutional faculty engagement levels
- ✓ Identifying existing research partnerships
- ✓ Staff profiles, capacities, and constraints



Design Component

- ✓ Developing institutional mechanisms
- ✓ Creating incentives and support structures
- ✓ Designing partnership models



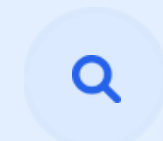
Institutionalisation Component

- ✓ Embedding in institutional policy
- ✓ Integrating into procedures and regulations
- ✓ Aligning with workload models



Monitoring Component

- ✓ Applying indicators and QA systems
- ✓ Establishing feedback cycles
- ✓ Sustaining collaboration outcomes



Analyse



Design



Implement



Monitor



Phase 1: Diagnosis of Faculty Engagement

1.1 Mapping Existing Faculty Research Activities

Main Activities

- Review staff CVs and publications
- Identify international projects
- Map networks and memberships
- Gather faculty feedback

Key Actors

Research Office; Faculties; QA Unit; International Relations Office (IRO)

Outputs

Institutional faculty engagement map; overview of active collaborations

1.2 Identification of Barriers and Opportunities

Main Activities

- Collect faculty feedback
- Identify administrative challenges
- Assess funding awareness
- Evaluate workload constraints

Key Actors

WG3 analysis team; Deans; Research Office

Outputs

Barriers and opportunities report

1.3 Establishing Institutional Priorities

Main Activities

- Hold consultation with leadership
- Discuss strategic areas
- Identify priority disciplines and networks

Key Actors

Rectorate; Deans; Research Office; Academic Council

Outputs

Priority-setting document

Phase 2: Design of Collaboration Mechanisms

Development of support structures, partnership models, incentive systems, and capacity-building programmes for faculty research engagement

Support Structures

- ✓ Establish research support offices
- ✓ Develop guidelines and internal grant schemes
- ✓ Provide technical and administrative assistance

Partnership Models

- ✓ Identify strategic partners
- ✓ Develop partnership guidelines
- ✓ Create templates for MoUs

Incentive Systems

- ✓ Develop incentive schemes
- ✓ Integrate engagement metrics into appraisal
- ✓ Recognise achievements through awards

Capacity Building

- ✓ Training on proposal writing
- ✓ Research methodologies and project management
- ✓ Establish peer-support groups

Phase 3: Adoption and Institutionalisation

Implementation Steps

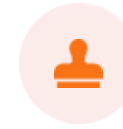
Transforming governance frameworks into institutional reality

Key Outcome

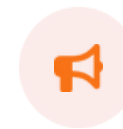
Successful adoption transforms the governance framework from a conceptual model into an institutional reality that guides daily operations and decision-making.



3.1 Validation
Consult with Faculty Councils and stakeholders to ensure alignment and acceptance of designed mechanisms before formal adoption.



3.2 Formal Approval
Submit mechanisms for approval to relevant governance bodies and integrate into institutional regulations and policies.



3.3 Communication
Publish guidelines, hold information sessions, and create awareness materials to ensure faculty understanding and engagement.



3.4 Integration
Embed mechanisms into workload models, QA processes, and academic planning cycles to ensure sustainable adoption.

Phase 4: Monitoring and Continuous Improvement

4.1 Monitoring Faculty Engagement

- 🎯 Objective:
Track participation and identify emerging needs
- ☰ Key Activities:
Monitor engagement indicators, review reports, conduct surveys
- 👥 Key Actors:
QA Unit; Research Office; Departments; Faculty Committees

4.2 Evaluation of Collaboration Outcomes

- 🎯 Objective:
Evaluate academic, institutional, and collaborative impact
- ☰ Key Activities:
Analyze research outputs, evaluate partnerships, assess alignment
- 👥 Key Actors:
QA Unit; Research Office; External Reviewers; Academic Council

4.3 Adjustment of Collaboration Mechanisms

- 🎯 Objective:
Refine and adapt collaboration systems based on evaluation
- ☰ Key Activities:
Adjust policies, modify incentives, expand successful models
- 👥 Key Actors:
Research Office; Rectorate; QA; Deans




4.4 Institutionalisation of Collaboration Culture

- 🎯 Objective:
Embed international research collaboration into institutional culture
- ☰ Key Activities:
Integrate indicators into reporting, align strategy, celebrate successes
- 👥 Key Actors:
Rectorate; QA; HR; Research Office; Communication Office

Tools for Implementation




Faculty Engagement Mapping

Template for identifying faculty research activities and international engagement.

-  Publications & citations
-  International projects
-  Networks & memberships




Partnership Development

Framework for designing mechanisms enabling sustainable international partnerships.

-  Strategic fit & partner profile
-  Engagement model
-  Governance & MoUs




Incentive & Recognition

Matrix for motivating academic staff to participate in international research.

-  Research grants & awards
-  Promotion criteria
-  Workload reduction




Capacity-Building

Template for enhancing faculty capacity to engage in international research.

-  Proposal writing & publishing
-  Project management
-  Networking skills

Monitoring & Evaluation

Dashboard for tracking faculty engagement and collaboration outcomes.

-  International publications
-  Partnerships formed
-  Training participation

Implementation Success

These tools provide a comprehensive framework for institutions to strengthen faculty engagement in international research collaboration. Detailed versions of each tool are presented in the following slides.

Working Group 4

Student and Staff Mobility Coordination

A comprehensive framework for coordinating international mobility



Educational material for trainees

strengthening institutional systems for efficient and inclusive mobility



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Purpose and Objectives

Working Group 4 develops comprehensive frameworks to coordinate mobility effectively, reduce administrative barriers, improve academic recognition, and contribute to strategic internationalisation objectives.



Coordination Framework

Develop structured mechanisms for effective coordination of student and staff mobility across institutions.



Administrative Efficiency

Reduce administrative barriers through streamlined procedures and digitalised workflows for mobility management.



Academic Recognition

Improve academic recognition processes to ensure transparent and consistent evaluation of mobility experiences.



Strategic Alignment

Contribute to institutional internationalisation objectives through structured mobility coordination.

"International mobility enhances learning, strengthens employability, and promotes academic innovation."

Key Challenges in Mobility Coordination

Institutions face several challenges in mobility coordination:



Fragmented Procedures

Disorganized activities lacking coherence



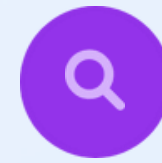
Limited Outgoing Mobility

Uneven participation across faculties



Lack of Inclusive Support

Insufficient support for diverse groups



Insufficient Transparency

Limited clarity in selection processes



Unclear Roles

Overlapping or undefined responsibilities



Limited Monitoring

Lack of data-driven evaluation systems

Core Concepts and Definitions

Key concepts and definitions for student and staff mobility coordination



Student Mobility

Cross-border movement for study, traineeship, research, or blended mobility



Staff Mobility

International mobility undertaken by academic and administrative staff for teaching, training, or professional development



Credit Mobility

Mobility that contributes to a student's home programme through ECTS recognition



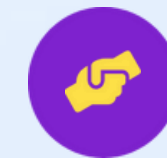
Learning Agreement (LA)

Formal tripartite agreement outlining study components, learning outcomes, and recognition commitments



Mobility Window

A scheduled period in a curriculum designed to accommodate international mobility without extending programme duration



Mobility Services

Institutional support functions such as counselling, visa support, pre-departure preparation, accommodation, and academic guidance



Recognition

Formal approval of credits/workload obtained abroad in accordance with ECTS and institutional regulations

Phase 1: Diagnosis of Institutional Mobility Systems

A systematic assessment of institutional mobility systems to identify gaps and opportunities.

1.1 Mapping Current Mobility Processes

🎯 Objective:

Document existing processes and responsibilities

📋 Activities:

Map workflows; review procedures; analyse documentation

👤 Key Actors:

IRO; Academic Affairs; Faculties

📄 Process maps

1.2 Analysis of Participation Barriers

🎯 Objective:

Identify obstacles to mobility participation

📋 Activities:

Review data; conduct surveys; identify disparities

👤 Key Actors:

IRO; QA Unit; Deans

📄 Barriers report

1.3 Strategic Mobility Priorities

🎯 Objective:

Define institutional mobility priorities

📋 Activities:

Consult management; identify target groups; set directions

👤 Key Actors:

Rectorate; Deans; Academic Council; IRO

📄 Priority list

Note: Diagnosis phase identifies problems for the design phase.

Phase 2: Design of Mobility Coordination Mechanisms

Creating effective mobility coordination mechanisms through systematic design approaches.

2.1 Workflow Redesign



Objective: Create transparent procedures

Activities: Standardise procedures

Key Actors: IRO; Legal Office; QA

2.2 Inclusive Support Services



Objective: Ensure equitable access

Activities: Enhance counselling

Key Actors: IRO; Student Services

2.3 Recognition Mechanisms



Objective: Ensure transparent recognition

Activities: Update policies

Key Actors: Academic Affairs; QA

2.4 Information Systems



Objective: Digitalise mobility workflows

Activities: Introduce software

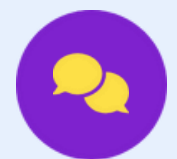
Key Actors: IT; IRO; QA

Design Component: Developing mobility procedures, support services, and coordination models

Phase 3: Adoption and Institutionalisation

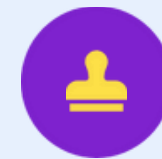
Transforming mobility frameworks from concept to institutional reality through stakeholder validation and formal integration.

Phase 3: Formal Adoption and Institutionalisation



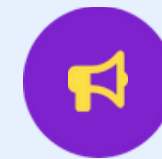
Consultation

Ensuring legitimacy through feedback collection and revision



Approval

Official adoption via legal review and integration into regulations



Communication

Building awareness by publishing and disseminating framework

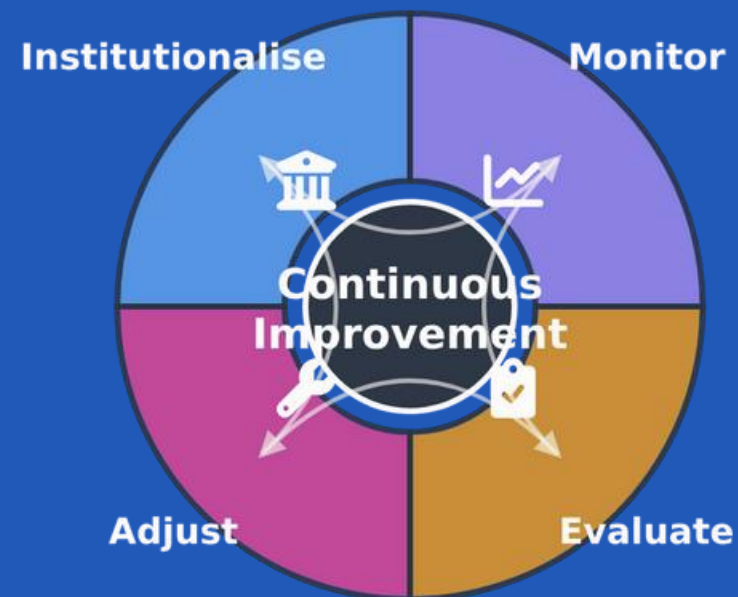


Capacity Building

Ensuring operational readiness through training and support

Phase 4: Monitoring and Continuous Improvement

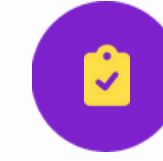
A four-step monitoring cycle ensures the effectiveness and sustainability of mobility coordination systems.



4.1 Monitoring of Implementation

Track applications, selections, recognition; review service delivery.

Actors: IRO; QA; Faculties



4.2 Evaluation of Outcomes

Assess effectiveness, inclusiveness, academic relevance; analyse impact on learning and employability.

Actors: QA Unit; IRO; Academic Affairs; Deans



4.3 Adjustment Measures

Adjust procedures, services, recognition systems; resolve bottlenecks.

Actors: Rectorate; IRO; QA; Faculties



4.4 Institutionalisation

Embed mobility into strategic plans; publish annual reports; celebrate achievements.

Actors: Rectorate; QA; IRO; Communication Office

"Continuous improvement ensures mobility systems remain efficient, transparent, and aligned with institutional goals."

Four-Component Methodology

A comprehensive approach to implementing effective mobility coordination systems.



Analytical Component

Maps mobility flows, processes, and support structures.



Design Component

Develops procedures, recognition mechanisms, and support services.



Institutionalisation Component

Formally adopts policies and integrates mobility into institutional workflows.



Monitoring Component

Uses indicators and feedback to ensure continuous improvement.

Each component builds on previous stages to create a sustainable mobility coordination system



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Tools for Implementation

Working Group 4 provides practical tools to implement mobility coordination frameworks.



Mobility Process Mapping

- Identify inefficiencies
- Document workflows



Inclusive Support Checklist

- Language support
- Disability needs



Learning Agreement Grid

- Learning outcomes
- Workload assessment



Recognition Checklist

- Transcript verification
- Appeals procedure



Monitoring Dashboard

- Outgoing mobility
- Recognition rates



Implementation

Apply tools through the four phases to create efficient mobility systems.

"Working Group 4 equips institutions with tools for efficient, transparent mobility systems."

Working Group 5

Global Partnerships and Networking

Development, management, and sustainability of international partnerships,
alliances, and networks



Strategic Partnerships



Global Networks



Collaborative Research



Academic Mobility



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Purpose and Objectives

Purpose


Working Group 5 provides institutions with the necessary structures and methodologies to establish strategic, long-term global collaborations.


"International partnerships are fundamental to institutional internationalisation, fostering academic exchange and collaborative research."

Key Objectives

 **Strengthen Partnership Governance**
Develop structured approaches to partnership management

 **Improve Collaboration Quality**
Enhance academic excellence in global partnerships

 **Ensure Strategic Alignment**
Align global networking with institutional strategies

 **Foster Mutually Beneficial Partnerships**
Develop collaborations that create value for all partners

Key Challenges in Partnership Development

Higher education institutions face several challenges in managing international partnerships:



Fragmented Development

Ad hoc partnership development leading to inconsistent approaches across the institution



Limited Monitoring

Insufficient evaluation of partnership value and impact on institutional goals



Strategic Misalignment

Partnerships not aligned with broader institutional priorities and strategies



Support Structure Gaps

Insufficient resources and support systems for effective partnership management



Individual Contact Reliance

Overdependence on personal connections rather than institutional systems



Sustainability Issues

Difficulties ensuring long-term sustainability and balanced benefits between partners



Global Partnership

A formal relationship between institutions aimed at academic cooperation, mobility, research, or capacity building.



Strategic Partnership

A long-term, high-impact collaboration aligned with institutional priorities.



Memorandum of Understanding (MoU)

A formal agreement outlining general principles of cooperation between institutions.



Inter-Institutional Agreement (IIA)

A binding agreement specifying mobility, programme, and administrative commitments between institutions.



Network Participation

Institutional involvement in consortia, alliances, or collaborative platforms.



Partnership Portfolio

The complete set of an institution's international collaborations.

Four-Component Methodology

Methodology Components

Analytical Component

Mapping partnerships, evaluating collaboration depth, analyzing capacity


Design Component

Developing partnership models, templates, selection criteria, governance

Institutionalisation

Formal adoption of frameworks, integration into policies, establishment of systems

Monitoring & Improvement

 Continuous evaluation and optimisation through data-driven insights

Four components create a comprehensive framework for partnership management.



Strategic Pillars Integration

The methodology integrates with five strategic pillars:


-  Know Yourself
Integrated into Phase 1
-  Connecting Strategically
Guides partner selection
-  Activating Alumni as Bridges
Incorporated into Phase 3
-  Visibility to Credibility
Focus on reputation
-  Enabling Environment
Embedded across Phases 2-4



Phase 1: Diagnosis of Partnership Landscape

1.1 Mapping Existing Partnerships


Objective:

 Document all ongoing partnerships

Key Activities:

 Collect agreements; map activities

Key Actors:


 IRO; Research Office

1.2 Assessment of Partnership Quality

Objective:

 Evaluate alignment with institutional goals

Key Activities:


 Review outcomes; assess mobility; evaluate output

Key Actors:


 QA; Deans; Programme Directors

1.3 Priority Identification


Objective:

 Define strategic target areas

Key Activities:

 Consult leadership; review strategy

Key Actors:

 Rectorate; Academic Council

Expected Outputs

 Partnership portfolio map

 Quality assessment report

 Priority partnership list

Phase 2: Design of Partnership and Network Models

This phase designs robust partnership models, develops clear procedures, establishes governance structures, and outlines support services for global collaborations.

2.1 Partnership Typologies & Engagement Models

 Create partnership categories and engagement pathways


- Define levels of collaboration
- Design engagement models for mobility, research, and innovation
- Specify expectations for each partnership type

2.2 Partnership Development Procedures

 Formalise partnership initiation, approval, and management

- Develop workflows for partner selection
- Create MoU drafting and IIA finalisation processes
- Establish review cycles for partnership evaluation

2.3 Governance & Coordination Structures

 Ensure clear institutional oversight of global partnerships

- Establish partnership committees
- Assign partnership coordinators
- Develop clear reporting lines

2.4 Support Services & Resources

 Support staff engaged in partnership building

- Provide training and guidance
- Offer mobility support
- Develop digital tools and project assistance



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Phase 3: Adoption and Institutionalisation

Phase 3 institutionalizes partnerships through formal adoption and integration into institutional policies.

✓ Key Outcomes

- Validated partnership frameworks
- Formally approved agreements
- Institutional awareness
- Staff capacity building



3.1 Stakeholder Validation

Present models to faculties; gather feedback

 Deans; Academic Council; IRO



3.2 Integration into Regulations

Submit for Senate approval; update regulations

 Rectorate; Senate; Legal Office



3.3 Communication

Publish guidelines; hold info sessions

 IRO; Communication Office



3.4 Staff Capacity Building

Provide training on partnership development

 HR; IRO; Faculties

Phase 4: Monitoring and Continuous Improvement

A four-step monitoring cycle to ensure the governance framework's effectiveness and sustainability

4.1 Monitoring of Partnership Implementation



Track activities; review reports; assess mobility and research outputs

Key Actors: IRO; QA; Faculties

4.2 Evaluation of Partnership Impact



Evaluate academic outcomes; assess partner satisfaction; analyse performance indicators

Key Actors: QA; Rectorate; IRO; Faculties

4.3 Adjustment and Optimisation



Revise procedures; update governance structures; strengthen high-performing partnerships

Key Actors: IRO; Rectorate; QA; Deans

4.4 Institutionalisation of Strategic Partnerships



Integrate partnerships into strategies; align with QA cycles; publish annual reports

Key Actors: Rectorate; IRO; QA; Communication Office



Focus Area: Sustainability

This phase ensures long-term viability of partnerships through systematic monitoring and adaptation to changing institutional priorities.

Tools for Implementation

Practical tools for effective partnership management



Partnership Mapping Template

- ✓ Partner Institution details
- ✓ Collaboration Area classification
- ✓ Activity Level assessment



Partnership Evaluation Framework

- ✓ Academic Added Value criteria
- ✓ Strategic Fit assessment
- ✓ Partner Satisfaction measurement



Partnership Development SOP

- ✓ Initiation through assessment
- ✓ Negotiation and approval
- ✓ Implementation and monitoring



Strategic Partnership Scorecard

- ✓ Academic Excellence evaluation
- ✓ Complementarity assessment
- ✓ Long-Term Viability analysis



Monitoring & Reporting Dashboard

- ✓ Key Performance Indicators
- ✓ Strategic Partnerships tracking
- ✓ Performance data visualization

These tools support the four-phase implementation model, enabling institutions to develop, manage, and sustain global partnerships aligned with institutional strategies.

Purpose and Objectives

Working Group 4 develops comprehensive frameworks to coordinate mobility effectively, reduce administrative barriers, improve academic recognition, and contribute to strategic internationalisation objectives.



Coordination Framework

Develop structured mechanisms for effective coordination of student and staff mobility across institutions.



Administrative Efficiency

Reduce administrative barriers through streamlined procedures and digitalised workflows for mobility management.



Academic Recognition

Improve academic recognition processes to ensure transparent and consistent evaluation of mobility experiences.



Strategic Alignment

Contribute to institutional internationalisation objectives through structured mobility coordination.

"International mobility enhances learning, strengthens employability, and promotes academic innovation."

Key Challenges in Mobility Coordination

Institutions face several challenges in mobility coordination:



Fragmented Procedures

Disorganized activities lacking coherence



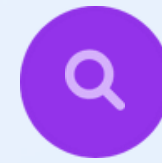
Limited Outgoing Mobility

Uneven participation across faculties



Lack of Inclusive Support

Insufficient support for diverse groups



Insufficient Transparency

Limited clarity in selection processes



Unclear Roles

Overlapping or undefined responsibilities



Limited Monitoring

Lack of data-driven evaluation systems



Working Group 6: Technology and Digital Collaboration

Transforming higher education through digital innovation and collaborative technologies



Digital Learning



Collaborative Platforms



Cloud Solutions

Data Analytics



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Key Challenges

Despite digital transformation potential, institutions face several significant challenges in implementing effective technology and digital collaboration strategies:



Fragmented Digital Systems

Disorganized, initiative-driven activities lacking coherence and institutional data fragmentation.



Insufficient Staff Capacity

Limited technical expertise and resources for developing and maintaining digital infrastructure.



Low Digital Literacy

Faculty and staff缺乏 digital skills necessary for effective implementation of digital tools.



Lack of Interoperability

Systems unable to communicate effectively, preventing seamless data exchange and collaboration.



Outdated Infrastructure

Legacy systems and insufficient bandwidth limiting adoption of modern digital solutions.



Absence of Strategic Alignment

Digital initiatives not aligned with institutional internationalisation strategies or quality assurance systems.

Core Concepts and Definitions



Digital Collaboration

Use of digital tools for cross-border teaching, research, and administration.



COIL

Collaborative Online International Learning model for cross-border educational collaboration.



LMS

Learning Management Systems (Moodle, Canvas, Blackboard) for course delivery.



Digital Mobility

Virtual and blended international experiences enabling cross-border education.



Interoperability

System integration and data exchange capabilities between platforms.



Digital Fluency

Competence in using digital tools effectively for education and collaboration.

Four-Component Methodology



Analytical Component

- ✓ Reviewing digital infrastructure
- ✓ Assessing available tools
- ✓ Evaluating staff digital capacity
- ✓ Examining existing policies



Design Component

- ✓ Defining collaboration models
- ✓ Creating digital tools
- ✓ Establishing governance structures
- ✓ Planning support services



Methodology



Institutionalisation Component

- ✓ Embedding processes in regulations
- ✓ Assigning responsibilities
- ✓ Integrating into institutional policies
- ✓ Establishing permanent structures



Monitoring & Improvement Component

- ✓ Collecting usage data
- ✓ Measuring impact
- ✓ Ensuring continuous enhancement
- ✓ Evaluating effectiveness



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Phase 4: Monitoring and Continuous Improvement

The final phase of Working Group 6's framework focuses on ensuring the effectiveness and sustainability of digital collaboration initiatives through continuous monitoring and improvement.



Monitoring of Digital Tool Adoption

- ✓ Track usage metrics of digital platforms
- ✓ Monitor adoption rates across departments
- ✓ Identify barriers to implementation



Evaluation of Digital Collaboration Quality

- ✓ Assess impact on teaching and learning
- ✓ Evaluate research collaboration outcomes
- ✓ Collect stakeholder feedback



Adjustment and Enhancement

- ✓ Refine digital tools based on feedback
- ✓ Update procedures to address challenges
- ✓ Scale successful initiatives



Institutionalisation of Digital Culture

- ✓ Embed digital practices in institutional policies
- ✓ Develop long-term sustainability plans
- ✓ Foster institutional memory on digital initiatives

Tools for Implementation



Digital Infrastructure Mapping Template

Comprehensive template to assess and document institutional digital infrastructure.

- ✓ Hardware and software inventory
- ✓ Connectivity and bandwidth assessment
- ✓ Technical support capacity evaluation



Digital Competence Assessment Grid

Structured framework to evaluate digital skills across the institution.

- ✓ Faculty digital skills inventory
- ✓ Technical support capabilities
- ✓ Professional development needs



COIL and Virtual Collaboration Design Template

Template for designing virtual collaboration experiences.

- ✓ Virtual exchange activities
- ✓ Collaborative platform selection
- ✓ Assessment strategies



Interoperability & Data Integration Checklist

Checklist to ensure systems work together effectively.

- ✓ System compatibility assessment
- ✓ Data standards and formats
- ✓ Security and privacy considerations



Digital Monitoring and Evaluation Dashboard

Dashboard for tracking digital collaboration initiatives.

- ✓ Key performance indicators
- ✓ Usage analytics
- ✓ Impact assessment tools



Comprehensive Toolkit for Higher Education Internationalisation

Faculty Engagement

Student & Staff Mobility

Global Partnerships



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Partnership Mapping Template

Partnership Mapping

A structured approach to cataloguing and analyzing your institution's global partnerships.

Key Benefits:

- Comprehensive overview of partnership portfolio
- Identification of strategic priorities
- Enhanced coordination between units
- Data-driven decision making

Pro Tip:

Regular updates ensure accurate representation of your global engagement.

Template Components

Component	Information Required	Purpose
Partner Institution	Name, location, type	Identify current partnerships
Collaboration Area	Teaching, research, mobility	Classify partnerships
Activity Level	High/medium/low	Evaluate engagement intensity
Outputs	Publications, mobility flows	Assess impact
Status	Active/inactive	Portfolio management

 Working Group 5: Global Partnerships and Networking

Faculty Engagement and Research Collaboration Tools

About WG3

Working Group 3 focuses on strengthening faculty participation in international research and collaboration activities.

Key objectives:

- Map faculty engagement opportunities
- Develop structured partnership frameworks
- Design incentive mechanisms
- Build research capacity
- Establish monitoring systems

Key Tools

Faculty Engagement Mapping

Template for identifying faculty research output, international projects, and expertise areas.

Incentive and Recognition Matrix

Framework for recognizing and rewarding faculty engagement in international research collaborations.

Partnership Development Framework

Structured approach for developing strategic partnerships based on academic fit and institutional priorities.

Research Capacity-Building

Template for designing programs to enhance research capabilities through targeted training.




Faculty Engagement Mapping Template

A structured approach to identify and analyze faculty engagement in international research activities

 Component	 Data Required	
Research Output	Publications, citations, conferences	Assess research productivity and visibility
International Projects	Funded/ongoing proposals	Identify active collaboration areas
Networks & Memberships	Associations, societies	Understand external academic engagement
Mobility	Outgoing/incoming research visits	Analyse research-based mobility
Expertise Areas	Research fields	Match potential partners

Partnership Development Framework

A structured approach to developing strategic partnerships based on academic fit and institutional priorities.


Category	Description
 Strategic Fit	Alignment with institutional priorities and strategic goals
 Partner Profile	Research strengths, capacity, and available resources
 Engagement Model	Joint research, academic exchanges, and capacity-building activities
 Governance	Coordination mechanisms, responsibility allocation, and communication protocols
 Outputs	Memoranda of Understanding (MoUs), project proposals, and joint publications


Incentive and Recognition Matrix


Overview


The Incentive and Recognition Matrix is a framework designed to acknowledge and reward faculty engagement in international research collaborations, promoting sustained participation and excellence.





Incentive Categories

 Research Grants

 Awards

 Promotion Criteria

 Workload Reduction

Category	Type of Incentive	Eligibility	Frequency
 Research Grants	Seed funding for proposals	Faculty	Annual
 Awards	Excellence in collaboration	Researchers	Annual
 Promotion Criteria	Recognition in appraisal	Academic staff	Ongoing
 Workload Reduction	Time allocation for research	Active collaborators	Semester

Research Capacity-Building Programme Template

A structured template for designing programs that enhance research capabilities through targeted training modules.

Capacity-Building Programme Modules

Module	Content	Delivery Mode	Target Group
Proposal Writing	EU calls, structuring, budgeting	Workshop	Faculty
Academic Publishing	Journals, ethics, visibility	Seminar	Faculty
Project Management	Implementation, reporting, QA	Training	Researchers
Networking Skills	Building partnerships	Coaching	Early-career staff

✔ Structured approach to capacity building

✔ Customizable to institutional needs

✔ Comprehensive coverage of research skills




Monitoring & Evaluation Dashboard

Dashboard Overview






A comprehensive monitoring and evaluation dashboard enables institutions to track key performance indicators and maintain oversight of their international activities.

Key Benefits:

- Data-driven decision making
- Improved accountability
- Identification of trends
- Enhanced reporting
- Resource optimization

 Regular monitoring ensures international initiatives remain aligned with institutional goals.

Key Performance Indicators

Indicator	Data Source	Frequency	Responsible Unit
 # of International Publications	Research database	Annual	Research Office
 # of Partnerships Formed	IRO records	Semester	IRO
 # of Joint Project Proposals	Research Office	Annual	Faculties
 Participation in Networks	Faculty reports	Annual	Departments
 Training Participation	Attendance logs	Semester	QA + Research Office

 Customize indicators to align with institutional priorities

Student and Staff Mobility Coordination Tools

Working Group 4 provides practical tools for organizing, managing, and ensuring quality in international mobility programs for students and staff.

Mobility Process Mapping

Template for mapping application processes, selection criteria, and learning agreements.

→ Streamline mobility workflows

Inclusive Support Checklist

Checklist for ensuring mobility support is accessible to all students, including those with fewer opportunities.

→ Improve accessibility

Learning Agreement Control

Quality control grid for ensuring learning agreements meet standards for learning outcomes and recognition.

→ Enhance quality

Recognition Checklist

Checklist for ensuring proper recognition of prior learning and academic achievements.





→ Improve recognition

Monitoring Dashboard

Dashboard for tracking mobility statistics and evaluating program effectiveness.

→ Data-driven decisions

Benefits

-  Improved coordination
-  Enhanced quality
-  Greater accessibility
-  Data-driven decisions



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Mobility Process Mapping Template

Structured approach to mapping mobility processes, identifying gaps, and improving efficiency.







 Component	 Information Needed	
 Application Process	<ul style="list-style-type: none"> • Steps in workflow • Required documents • Responsible units 	<ul style="list-style-type: none"> • Identify gaps • Standardize procedures • Improve experience
 Selection Criteria	<ul style="list-style-type: none"> • Academic criteria • Administrative requirements • Personal qualities 	<ul style="list-style-type: none"> • Ensure transparency • Provide clear expectations • Support fair assessment
 Learning Agreement	<ul style="list-style-type: none"> • Template structure • Workflow for completion • Key elements to include 	<ul style="list-style-type: none"> • Improve recognition consistency • Ensure academic integrity • Facilitate credit transfer
 Recognition	<ul style="list-style-type: none"> • Decision-making rules • Recognition criteria • Process for appeals 	<ul style="list-style-type: none"> • Avoid delays and inconsistencies • Ensure fair recognition • Improve student satisfaction



Tool 2: Inclusive Mobility Support Checklist

A comprehensive checklist to ensure inclusive support for all mobility participants, addressing diverse needs before, during, and after mobility periods.

Support Area	Requirement	Yes/No	Notes
 Pre-departure	Orientation, visas, insurance		
 Language Support	Courses and tutoring		
 Students with Fewer Opportunities	Tailored support		
 Incoming Support	Accommodation, integration		

■ Benefits of using this checklist: • Ensures inclusive support • Reduces mobility barriers • Improves participation equality




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Learning Agreement Quality Control Grid

Purpose

The Learning Agreement Quality Control Grid ensures consistency and quality in learning agreements for international mobility programs.

Quality Control Criteria

Criterion	Standard	Compliance Notes
 Learning Outcomes	Clearly aligned with course objectives	Identify specific learning goals
 Workload	25–30 hrs/ECTS	Calculate weekly hours
 Assessment	Transparent methods	Detail evaluation criteria
 Recognition Commitment	Explicit recognition	Confirm transfer credit


Tool 4: Mobility Recognition Checklist

About this Checklist

The Mobility Recognition Checklist ensures proper recognition of learning achievements for mobile students.

Key Benefits

- Standardizes recognition processes
- Ensures academic quality and integrity
- Facilitates smooth academic progression
- Enhances student experience

 Working Group 4: Student and Staff Mobility Coordination

Checklist Components

Component	Requirement	Yes/No	Notes
Transcript of Records	Complete and verified	<input checked="" type="checkbox"/>	Ensure all completed courses are accurately recorded
Course Equivalence Documented		<input checked="" type="checkbox"/>	Documentation of how foreign courses align with home curriculum
Recognition Decision	Finalised within deadline	<input checked="" type="checkbox"/>	Timely processing to avoid academic delays
Appeals Procedure	Available	<input checked="" type="checkbox"/>	Process for students to challenge recognition decisions

Global Partnerships and Networking Tools

About WG5

Working Group 5 focuses on developing, managing, and sustaining international partnerships, alliances, and networks.

Key objectives:

- Establish strategic partnerships
- Develop structured collaboration frameworks
- Design monitoring systems
- Build sustainable global networks
- Enhance institutional internationalisation

Key Tools

Partnership Mapping Template

Template for identifying and classifying partnerships by institution, area, and activity level.

Partnership Evaluation Framework

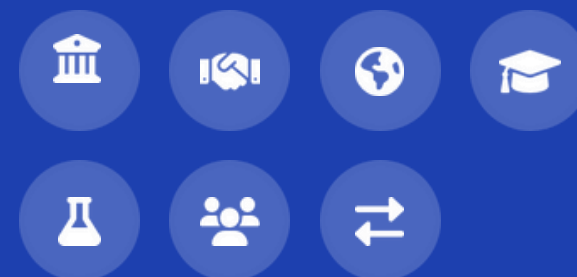
Structured approach for evaluating partnerships against academic, strategic, and impact criteria.

Partnership Development SOP

Standardized process for partnership development from initiation to implementation.

Strategic Partnership Scorecard

Framework for assessing partnership alignment with institutional priorities and strategic fit.



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Strategic Partnership Scorecard

★ A framework to evaluate potential partnership candidates across multiple dimensions

Partnership Evaluation Criteria

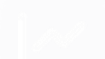
Dimension	Indicator	Score (1–5)	Notes
 Academic Excellence	Rankings, outputs	☆ ☆ ☆ ☆ ☆	
 Complementarity	Programme/discipline match	☆ ☆ ☆ ☆ ☆	
 Research Capacity	Labs, expertise	☆ ☆ ☆ ☆ ☆	
 Mobility Potential	Balanced flows	☆ ☆ ☆ ☆ ☆	
 Long-Term Viability	Funding, commitment	☆ ☆ ☆ ☆ ☆	
 Scoring Guide: 1 = Poor, 2 = Below Average, 3 = Average, 4 = Above Average, 5 = Excellent			

Monitoring & Reporting Dashboard

Dashboard Overview

A framework for tracking and evaluating partnership implementation and impact.


Key Benefits

 Strategic decision-making through data-driven insights






Real-time Monitoring

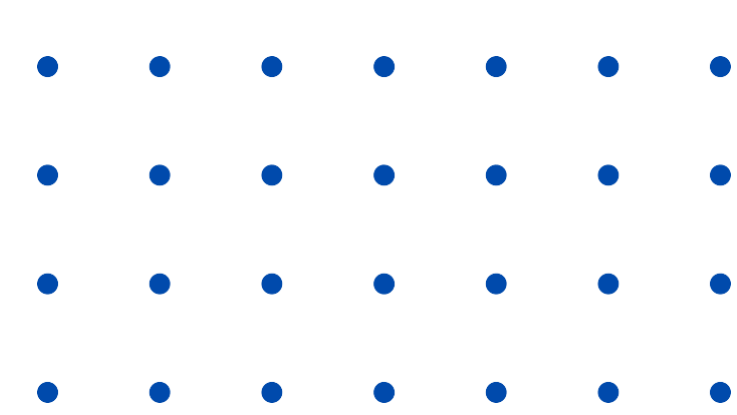
 Continuous oversight of partnership activities

Evidence-based Reports

 Data-driven insights for strategic decisions

Monitoring Framework

INDICATOR	DATA SOURCE	FREQUENCY	RESPONSIBLE UNIT
 Active Partnerships	Partnership registry	Semester	IRO
 Strategic Partnerships	Rectorate reports	Annual	Rectorate
 Joint Publications	Research database	Annual	Research Office
 Joint Proposals	Office of Research	Annual	Faculties
 Network Participation	Faculty reports	Annual	Deans



ANNEX 1

TRANSNATIONAL TRAININGS REPORT



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BEST Project – T2.2 Training for WG1, WG2, WG5

Location: University of Rome Tor Vergata

Dates: 9–13 June 2025

Source: Rome Training Agenda

Overview

The Rome training represented the first in-depth capacity-building mobility under WP2 and introduced three Working Groups (WG1 – Institutional Internationalisation, WG2 – Curriculum Internationalisation, WG5 – Partnerships). The programme placed strong emphasis on grounding partner HEIs in the European higher education context, exposing them to governance structures, partnership strategies, and EU programme frameworks.

Objectives

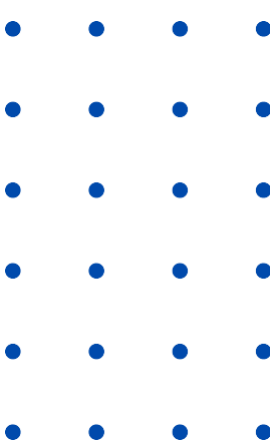
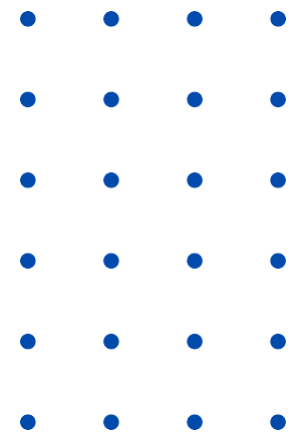
- Strengthen Asian partner HEIs' capacity to design, manage and sustain international partnerships.
- Provide tools for institutional positioning, stakeholder mapping, alumni engagement and visibility.
- Expose participants to the EU policy ecosystem and diplomatic networks.
- Build a structured analytical basis for future internationalisation strategies (feeding into WP4).



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Summary of Activities

- Day 1: Introduction to the EU district followed by workshops on institutional identity (“Know Yourself Before Partnering”) and strategic engagement. A keynote by Prof. Pompella provided leadership-level insights on internationalisation and partnership development.
- Day 2: Training on Project Cycle Management, on-site visit to the European Parliament, and a full workshop on sustaining international partnerships. Pillars 3–5 (alumni engagement, visibility, enabling conditions) were operationalised through groupwork and matrices. A networking session at BOZAR complemented the day.
- Day 3: Bilateral visits to the Embassies of Vietnam and Cambodia highlighted the diplomatic dimension of partnerships. The final reflection session synthesised lessons learned across all five pillars.



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BEST Project – T2.2 Training for WG1, WG2, WG5 (WG5 Focus Report)

Location: Brussels, Belgium

Dates: 16–18 June 2025

Source: Brussels WG5 Report

Overview

The Brussels training constituted the second segment of WP2 mobility and the official launching point of Working Group 5 (Partnerships G Networks). Hosted by IHF in the EU district, it immersed participants in both conceptual learning and real-world European cooperation environments.

Objectives

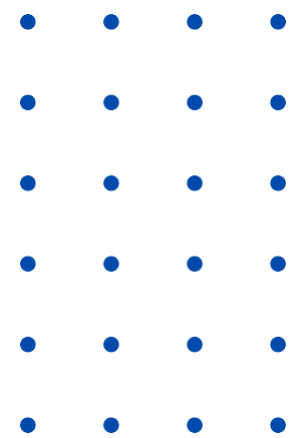
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BBEST Project – T2.3 Capacity Building for WG3, WG4 G WG6

Location: University of Piraeus, Greece

Dates: 20–27 October 2025

Source: BEST WP2 Training in Greece Agenda

Overview

The Greece training constituted the third and final WP2 capacity-building mobility for the BEST project, hosted by the University of Piraeus. It brought together the three most operational Working Groups—WG3 (Research G Faculty Development), WG4 (Mobility Systems), and WG6 (Digital Integration)—for a full week of learning, practice, integration, and roadmap development. This training marked the transition from knowledge acquisition (Rome, Brussels) to implementation readiness, directly preparing partners for the strategic planning activities of WP4.

Objectives

- Strengthen capacities in research collaboration, faculty development, and international project engagement (WG3).
- Enhance mobility systems, including design, recognition, and procedures (WG4).
- Build practical ICT and digitalisation competencies supporting mobility, partnerships and research (WG6).
- Facilitate cross-WG integration for a cohesive institutional internationalisation model.
- Support each HEI in producing its WG-specific roadmap, a requirement feeding into WP4.



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Summary of Activities

- Day 1 – Baseline and Common Challenges
- Participants toured key offices (Research, IRO, ICT) and presented baseline institutional challenges. A roundtable among WG leads (HUB, UFBA, CAPI, AU, UNIPI) contextualised differences across countries. A workshop mapped gaps in research collaboration, mobility processes, and ICT infrastructures.
- Day 2 – Faculty Development & Research (WG3 Focus)
- Training sessions covered research collaboration models, joint project development, and publishing strategies. An interactive session explored faculty development programmes, including innovation labs and early-career researcher support. A final debrief addressed links with mobility and ICT.
- Day 3 – Mobility Systems (WG4 Focus)
- Sessions addressed mobility scheme design (language support, barriers, recognition), followed by a round-table of Erasmus+ and bilateral practices. A simulation exercise engaged participants in designing a mobility agreement, implementing recognition procedures, and managing mobility workflows.
- • • •
- Day 4 – Technology Integration (WG6 Focus)
- • • •
- Training focused on ICT platforms supporting research, mobility, and internationalisation. A round table examined ICT challenges across partner HEIs. A hands-on workshop trained participants in using databases, project management tools, and digital collaboration infrastructures.
- • • •
- Day 5 – Integration & Roadmap Development
- • • •
- Parallel WG sessions finalised:
 - WG3: Research collaboration roadmap
 - WG4: Mobility enhancement roadmap
 - WG6: Digital integration roadmap
- In the final plenary, each WG presented deliverables and contributed to the integrated institutional internationalisation model for second-tier HEIs.



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