

Introduction to the Training Manual

Structure of the Manual

The training can be merged into a 3- to 5-day training programme. It is also possible to deliver each module separately. Each module (to some extent) contains references to the others. Examples of good practices presented in the modules vary. However, certain crucial discoveries and excellent examples of good practices may be found in more than one module.

Each training consists of:

1. **Basic training description**, including main aim, target groups, expected learning outcomes and covered content. This part may be used to learn more about each module and to attract participants.
2. **Suggestions for prospective trainers** provide a list of sources on which the module is based, links to valuable materials, definitions and recommendations considering different training target groups (national, international, etc.). This part includes all information which will help prospective trainers to prepare for the training.

3. **Training scenario**, which presents each module in a step by step sequence, offers additional information on the exercises, provides sources and gives examples. It also provides information on the estimated duration of the individual training steps. This part should help with timekeeping.
4. **Handouts** - training materials to be used in exercises, which can be printed or delivered online to participants.
5. **PowerPoint presentation**, which can be used as-is or modified if needed.
6. **References** that, along with suggestions for prospective trainers, may be helpful in preparing for delivering the training.

The comprehensive training programme consists of six modules. Table 8 lists these training modules and their authors with affiliations.

Table 8. List of training modules

Modules number	Name of the modules	Author(s)	Institution
Module 1	Institutional welcome centre: strategic and practical considerations	Karla Zimanova, Silvia Kotulicova	SAIA, n.o. - Slovak Academic Information Agency, Slovakia
Module 2	Digital Welcome Centre	Milan Zdravkovic	University of Niš, Serbia
Module 3	Comprehensive approach to welcome services	Joanna Laskowska	NAWA - Polish National Agency for Academic Exchange, Poland
Module 4	Local partnerships	Albena Antonova, Nikolina Tsvetkova	Sofia University "St. Kliment Ohridski", Bulgaria
Module 5	Intercultural communication. Responding to cultural specifics and universals	Helena Tužinská	Comenius University in Bratislava, Slovakia
Module 6	Global profile, visibility and talent attraction	Veronika Kupriyanova	ACA - Academic Cooperation Association, Belgium

How to prepare to conduct the training

The training can be delivered by professional trainers or higher education staff members who have experience in support services and wish to share knowledge with their co-workers. Besides the practical knowledge the training delivers, learning from co-workers helps in team building and contributes to a better understanding of daily responsibilities.

Before the training, getting familiar with all the training materials is necessary. Depending on the trainer's experience in the topic, it may be useful to read the recommended articles or publications and visit websites the modules refer to. All the basic resources provided as part of the training programme are available online (at the moment of writing) and should be accessible.

For better immersion into the topics, the trainer should consult the chapter "Definitions", where a short list of basic terms used in this Training Manual is presented. Introductions to the specific training modules include additional definitions, which along with supplementary explanations and quotes offered in the training scenarios should help to understand the relevant topics.

In each case, it is necessary to get to know the studies and examples gathered by the project team:

1. UniWeliS Report¹³: [Attracting and Supporting International Ph.D. Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements](#) concerning obstacles faced by incoming academics. By studying the UniWeliS Report, the trainer gains in-depth knowledge of all the problems the training programme should provide an answer to.
2. [UniWeliS Explorer App](#)¹⁴, a repository of good practices in supporting international mobility of academics.

The repository is offers access to examples that illustrate the content delivered within the training programme. Participants can also use the UniWeliS Explorer to plan changes in their own organisations.

For homogeneous groups, it is recommended to offer country-specific examples. Nevertheless, cases and examples from outside the country may be an inspiration to rethink or rebuild procedures, attitudes etc. Therefore, they should be used widely.

When participants enrol for the training, application forms that allow for data collection concerning the applicant's role in the institution (place of employment, seniority, areas of engagement) are rather useful.

The training is planned as an on-site event. Therefore, additional materials should be printed and delivered to participants. This helps participants to be fully engaged, especially when the training takes place during working hours. Training materials can be collected from the participants after the training and reused to avoid unnecessary waste.

13. Kupriyanova V., Ferencz I., *Attracting and Supporting International Ph.D. Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements*, p.13, https://uniwelis.saia.sk/_user/Uniwelis/Outcomes/UniWeliS-Report_Final.pdf [access: 31.01.2023]

14. UniWeliS Explorer App, <https://app.uniwelis.saia.sk/> [access: 31.01.2023].