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E MODUL

Local Partnerships



Authors

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Total duration

3 hours, including a 15 minute break



Number of participants

minimum: 5, maximum: 20



Target group

- Administrative staff members working in the area of internationalisation and/or providing support to international PhD students, academics and researchers.
- Higher education managers (leadership and management, coordinators, leaders, etc. at central and faculty levels), involved in the internationalisation of their institution.
- Academic staff members working in the area of internationalisation and/or providing support to international PhD students, academics and researchers.
- Research institutions authorities, managers and support staff interested in internationalisation of their institutions.
- Higher education staff members engaged or interested in:
 - internationalisation of higher education institutions,
 - international mobility of PhD students and academics,
 - support services for incoming researchers,
 - local partnerships development and/or improvement,
 - strategic management,
 - strategic planning.
- Newly hired staff members of higher education institutions whose duties involve support for international PhD students, academics and researchers.



Training goals

Highlight the importance of collaboration with various partners and explore how local collaboration affects international academic mobility.

**Points to be covered**

1. Highlight the importance of collaboration with various external partners dealing with international mobility.
 2. Discuss and reflect on:
 - Ways to explore the existing local partnerships.
 - Building new relations on the basis of common interests.
 3. Share and reflect on best practices in exploring the existing / creating new local partnerships.
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**Training materials**

1. [PowerPoint presentation](#)
 2. [Handout 10. \(M4\) Key partners](#)
 3. [Handout 11. \(M4\) Actions](#)
 4. [Handout 12. \(M4\) Roleplay: Could you help me to...](#)
 5. [Additional materials](#)
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Suggestions for prospective trainers

In this module, the term “local partnerships” is understood as an umbrella term for all the relationships between higher education institutions and external bodies directly or indirectly related to international mobility, which provide benefits for partners and their surroundings. Thus, “partners” can also be named stakeholders.

Moreover, “local” does not mean that partners are located in geographic proximity. The “locality” of partnerships is reflected in their influence on local issues and the local area.

The following working definition is also used: “A partnership is when two or more organisations work together towards a common aim; the partnership can be either formal or informal”.

The training covers collaboration with:

1. Institutions delivering general information guidance on studying and working in the host country (e.g., EURAXESS², Fulbright³, DZS⁴, NAWA⁵, SAIA⁶).
2. Institutions operating within the EURAXESS network.
3. Embassies and local integration centres.
4. Local institutions dealing with accommodation, social security, health, financial and immigration matters, as well as family issues.
5. Cities and municipalities.
6. National policymakers concerning national immigration legislation, staffing and academic autonomy.

Each partnership may have a different form. It could be fully formalised (based on agreements /contracts), partly formalised (based on the law), project-based (established for a specific reason) or informal (built on personal contacts). Moreover, partnerships range from long-lasting relations and to brief ad hoc forms of collaboration.

Therefore, it is recommended to get to know the context of the place where the training will be delivered. The trainer should remember that in the European Union, there are important differences regarding legal issues concerning researchers of European Union and non-European Union nationalities. Knowledge of the participant’s country of residence may be useful in providing adequate examples. When the training is delivered in a specific country, it is recommended that the trainer use national examples.

It may be useful if the trainer provides a list of the legal framework (legal acts) concerning foreigners’ mobility and also indicates organisations, offices or websites where the information may be found (as extra information / further reading). However, the focus of the training is not on the legal requirements pertaining to hosting researchers.

Alternatively, the trainer can ask the participants to send them lists of the basic legal requirements concerning EU and non-EU incoming researchers prior to the workshop or bring them along to the workshop. It will help to identify external bodies which may be engaged in the process.

For training delivered in a specific organisation, it is recommended that the trainer:

- Uses the correct names of the department and offices engaged in the process. This may require a baseline study of the organisation’s structure prior to the training.
- Invites all actors engaged in the process. This may require a baseline study of the organisation’s structure before the training.

The UniWeliS Report on [Attracting and Supporting International PhD students, Lecturers and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvement](#) can provide useful insights on context-specific data, conclusions and

1. 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*, Academic Cooperation Association, Brussel 2022, p. 49, https://uniwelis.saia.sk/_user/UniWeliS/Outcomes/UniWeliS-Report_Final.pdf [access: 31.01.2023].
 2. EURAXESS, <https://euraxess.ec.europa.eu/> [access: 31.01.2023].
 3. Fulbright Scholarship Programme, <https://us.fulbrightonline.org/> [access: 31.01.2023].
 4. Czech National Agency for International Education and Research (DZS), <https://www.dzs.cz/en> [access: 31.01.2023].
 5. Polish National Agency for Academic Exchange (NAWA), <https://nawa.gov.pl/en/nawa> [access: 31.01.2023].
 6. Slovak Academic Information Agency (SAIA), <https://www.saia.sk/en/> [access: 31.01.2023].
 7. Kupriyanova V., Ferencz I., op. cit.

recommendations about the perceptions the surveyed institutions' and incoming academics hold of the support services offered (Sections 4 and 5 of the Report). These can serve as a source of adaptations of the suggested training scenario below. The Report is available at the [UniWeliS project webpage](#)⁸.

The structure of the audience (heterogeneous / homogeneous group) will also affect the exercises provided in this module. The core activity in this module is to draw a map of partnerships (ecosystem). If the training is delivered to a specific organisation, participants should create a map of the exact institutions they collaborate with. For training delivered to mixed groups, it is recommended that participants work on an ideal map (ideal ecosystem).

When presenting good practices, the trainer is welcome to use the [UniWeliS Explorer App](#)⁹. It is recommended that the trainer get acquainted with the app before the training and select a few examples suitable to the particular training context.

When participants deliver examples, the trainer should highlight those which serve administrative staff, academics and external partners.

When the training is delivered to a less experienced group, which is not strictly involved in international mobility, or when the training is organised for new staff members, the trainer may rearrange the training to include one or two additional exercises presented in the Additional materials section at the end of this chapter. Both exercises aim to help the participants understand researchers' needs and to show a more human face of local partnerships.

Expected learning outcomes

On completing the training, participants will:

1. Know key players (institutions) supporting international academic mobility.
2. Understand the importance of local partnerships (especially informal ones) and of cooperation.
3. Know how to establish local cooperation and partnerships, and who can help in this process.
4. Be able to create a map of local partners.
5. Be able to build or strengthen links between their own institution and local partners.
6. Be able to identify possible supporters in establishing successful partnerships.
7. Be willing to redefine their own attitude towards external partners.
8. Be willing to build relations with local partners.

8. UniWeliS Project, <https://uniwelis.saia.sk/> [access: 31.01.2023].



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

Training scenario



Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	<input checked="" type="checkbox"/>
5'	<p>Welcome</p> <p>Trainer's presentation</p> <p>Brief introduction to the UniWeliS Project</p> <p>Training agenda</p>	PowerPoint presentation	The welcome should be short and clear. It is important to provide information on the trainer's experience in the field and/or the reason why the training is organised.	Introduction to the training.	<input type="checkbox"/>
8'	<p>Contract (optional)</p> <p>The trainer asks participants to set mutually agreed rules concerning the training.</p> <p>The following aspects may be included in the contract:</p> <ul style="list-style-type: none"> • relations in the group, • breaks, • use of mobiles, • way of presenting participants' ideas. 	<p>Large-sized piece of paper (flipchart or A3 paper) for the contract and markers</p> <p>or</p> <p>board + markers</p>	The trainer asks participants what is important for them in this training and puts the collated information on the A3 paper.	Establishing rules of training.	<input type="checkbox"/>
10'	<p>Presentation of the participants</p> <p>Participants are asked to say their name(s) and present themselves in a few words.</p> <p>The trainer asks participants to share:</p> <ul style="list-style-type: none"> • their interests, • professional experience or role in the organisation, • what they value in international exchanges. 	Stickers for participants to write their name on.	It is important to do the presentations in an orderly manner.	Introductions. Getting to know each other.	<input type="checkbox"/>



Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	<input checked="" type="checkbox"/>
5'	<p>Introduction to the module</p> <p>The trainer presents the training agenda and learning objectives.</p>	PowerPoint presentation	The trainer briefly presents the module aims and invites participants to do the first exercise.	Introduction to the module.	<input type="checkbox"/>
5'	<p>Exercise: Partnerships & collaborators</p> <p>This exercise helps to identify stakeholders relevant for this module.</p>	<p>PowerPoint presentation with prompts (possible examples)</p> <p>Large-sized piece of paper (i.e. flipchart or A3 paper) to order the list of partners relevant to the particular contexts</p>	<p>The trainer invites participants to do the first exercise.</p> <p>Step 1: Individually, participants make a list of the partner institutions/ bodies their organisation interacts with.</p> <p>Instruction:</p> <p>Individually, please make a list of the institutions, organisations, networks, etc. your higher education institution collaborates with.</p> <p>Step 2: When the lists are ready, participants are asked to discuss in pairs (as they sit) which partners from their list deal with international mobility of academics.</p> <p>Instruction:</p> <p>Please discuss with your neighbour which partners included in your list deal with international mobility of academics.</p> <p>If you discover that some partners are missing, please add them to your lists.</p> <p>There is no need to give exact names. Try to group these organisations - e.g. foreign higher education institutions.</p> <p>Summary:</p> <p>The trainer asks participants to present their list and put the ideas on the board.</p> <p>The trainer elicits responses to establish the relevant local partners for the particular trainee group.</p>	Awareness of the various stakeholders and types of local partners important to an organisation dealing with mobile researchers.	<input type="checkbox"/>
5'	<p>Outcomes from the UniWeliS Report</p> <p>The trainer presents data from the UniWeliS Report¹ concerning local partnerships.</p>	PowerPoint presentation	Presented data introduce the problem.	Presentation of the main problem.	<input type="checkbox"/>

1. 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*, Academic Cooperation Association, Brussel 2022, https://uniwelis.saia.sk/_user/Uniwelis/Outcomes/UniWeliS-Report_Final.pdf [access: 31.01.2023].

Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	
10'	<p>Definition of local partnerships</p> <p>Work on a working definition in a plenary discussion.</p>	PowerPoint presentation	<p>The trainer asks participants to work on a definition of local partnerships.</p> <p>Instruction:</p> <p>On the basis of the previous activities and your own experience, please write down a definition of “Local partnerships.”</p> <p>After 5 minutes, the trainer asks a few participants to share their definitions. After 5-7 examples the trainer presents their own definition using the respective PowerPoint slide and asks participants if they agree with it or want to add something.</p> <p>Alternatively, the trainer uses the definition on the PowerPoint presentation to comment and summarise the participants’ suggestions so that the group reaches a shared understanding of “Local partnerships.”</p>	To identify the main topic of the training.	
20'	<p>Exercise: Ecosystem</p> <p>The trainer introduces the notion of an ecosystem, i.e. a complex system of processes, organisations and people functioning in a way that mutually affects each other, and invites participants to create an ecosystem map.</p>	<p>PowerPoint presentation with examples of organisations’ roles</p> <p>A few large-sized pieces of paper (i.e. flipchart or A3 paper) - one for each group, markers.</p> <p>Board, magnets / blue tack to display the results and make them visible for all.</p>	<p>The aim of this activity is to introduce key aspects of identifying local stakeholders.</p> <p>Depending on the structure of the audience, participants should work on an exact map (participants from the same institution(s)) or an ideal map (mixed and international groups).</p> <p>Participants are divided into several groups (3-5 participants in a group). Each group is asked to use the consolidated list from the Partnerships & Collaborators exercise to build / create an ecosystem map. Participants define partners’ roles and how their own organisation can partner with these stakeholders.</p> <p>It is also important to consider different areas of collaboration and incorporate into the map partners, who are / can be active at different stages of international mobility.</p> <p>Instruction:</p> <p>In your group, brainstorm what kind of institutions are important to have on your ecosystem map (what institutions your ecosystem map cannot do without). Please consider different areas of collaboration, different stages of academic mobility and, last but not least, common interests in each partnership.</p> <p style="text-align: right;"><i>see the following page</i></p>	Awareness of the different roles local partners play in an organisation’s ecosystem.	

Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	
			<p>Points to be considered:</p> <p>1. Areas of collaboration:</p> <ul style="list-style-type: none"> • operational help (e.g.: visas, accommodation, welcome services, immigration offices), • finances (e.g.: public bodies, grant providers) • attraction of foreign academics (e.g.: marketing agencies, city halls) • inclusion activities (e.g.: NGOs, city halls), • know-how (e.g.: networks of higher education institutions). <p>The list is not exhaustive.</p> <p>2. Different stages at which the partnership is active. Do you cooperate with these partners:</p> <ul style="list-style-type: none"> • Before a researcher comes to your institution? • During a researcher's stay with your institution? • After the mobility is over? <p>3. Common interest</p> <ul style="list-style-type: none"> • What is the partner's role in supporting international mobility? • What does my institution need from the partner? • What are the partner's needs? <p>Summary: At the end of the activity, each group present their list of partnerships</p>		<input checked="" type="checkbox"/>
5'	<p>Consolidation: Identification of key partners</p>	<p>Ecosystem maps, colour felt-tip pens or post-it notes to indicate the selected key partners on the maps</p>	<p>Participants, in groups, are asked to identify/select 3-4 partners from the previous activity they consider key to the functioning of their ecosystem.</p> <p>Instruction:</p> <p>On the basis of your knowledge and experience, please identify/select 3-4 key partners for your map. Mark them on your ecosystem map.</p> <p>Summary:</p> <p>The trainer elicits the partners each group has identified as key and encourages the groups to share why they made this choice (e.g. these can be partners which they communicate with most often, which they need to establish more regular communication with or which they think can collaborate in providing a particular service for incoming researchers, etc.).</p>	<p>Identifying key partners and providing reasons for them being crucial to delivering services for incoming researchers.</p> <p>Setting the scene for the second part of the training.</p>	<input type="checkbox"/>

Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	
15'	Break				
10'	Exercise: Key partners	<u>Handout 10. (M4) Key partners</u>	<p>Participants share knowledge in groups.</p> <p>It is an introduction to sharing practices and an attempt to establish new partnerships (“from known to unknown”).</p> <p>The trainer delivers handouts to all participants.</p> <p>Instruction:</p> <p>Complete the table about the local partners/stakeholders you consider key to your work with incoming researchers. Complete the first column about the partner you consider the most important. Continue with the rest of the columns. You can add a column if you think it necessary.</p> <p>When your table is ready, please compare notes with other group members.</p> <p>Summary:</p> <p>Individual examples / stories from this exercise can be shared in the following one</p>	<p>This exercise should help to gather institutional know-how.</p> <p>For groups working on an ideal ecosystem, this exercise serves to share knowledge and experience.</p>	

Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	
15'	<p>Sharing good practices in building and maintaining partnerships</p> <p>The trainer asks each group to share information on one, chosen partnership. It is useful to start with key words describing collaboration.</p> <p>The trainer provides examples of partnerships from UniWeliS Explorer App:</p> <ol style="list-style-type: none"> 1. Checklists/How to do lists for international PhD students/hired academics/academics on mobility - PRE Arrival² 2. Checklists/How to do lists for international PhD students/hired academics/academics on mobility - AFTER Arrival³ 3. Welcome buddies/guides for international doctoral students and academics⁴ 4. Customised assistance: funding offers, application preparation⁵ 5. Customised assistance: visa & residence permit⁶ 6. Welcome event for new international PhDs/academics⁷ 7. Labour market preparation for spouses⁸ 	<p>PowerPoint presentation</p> <p>UniWeliS Explorer App examples⁹</p>	<p>Trainer explores the UniWeliS Explorer App in advance and selects 2 or 3 best practices, related to local stakeholders, which are relevant to the particular trainees.</p> <p>It is possible to ask the participants prior to the training (i.e. at the application stage) to identify the practices most relevant to their context - using a list of practices from the UniWeliS App.</p> <p>Summary:</p> <p>The trainer emphasises that the UniWeliS Explorer App contains a lot of examples of good practices which are based on involving local partners in providing support for incoming researchers and encourages the participants to explore the App further after the training before they plan the implementation of their next steps in working with stakeholders.</p>	Raising awareness of the applicability of the UniWeliS Explorer App.	



2. UniWeliS Explorer App, *Checklists/How to do lists for international PhD students/hired academics/academics on mobility – PRE Arrival*, <https://app.uniwelis.saia.sk/practice/view/83> [access: 31.01.2023].
3. UniWeliS Explorer App, *Checklists/How to do lists for international PhD students/hired academics/academics on mobility – AFTER Arrival*, <https://app.uniwelis.saia.sk/practice/view/84> [access: 31.01.2023].
4. UniWeliS Explorer App, *Welcome buddies/guides for international doctoral students and academics*, <https://app.uniwelis.saia.sk/practice/view/82> [access: 31.01.2023].
5. UniWeliS Explorer App, *Customised assistance: funding offers, application preparation*, <https://app.uniwelis.saia.sk/practice/view/100> [access: 31.01.2023].
6. UniWeliS Explorer App, *Customised assistance: visa & residence permit*, <https://app.uniwelis.saia.sk/practice/view/95> [access: 31.01.2023].
7. UniWeliS Explorer App, *Welcome event for new international PhDs/academics*, <https://app.uniwelis.saia.sk/practice/view/101> [access: 31.01.2023].
8. UniWeliS Explorer App, *Labour market preparation for spouse*, <https://app.uniwelis.saia.sk/practice/view/104> [access: 31.01.2023].
9. UniWeliS Explorer App, <https://app.uniwelis.saia.sk/> [access: 31.01.2023].


Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	<input checked="" type="checkbox"/>
15'	<p>Group activity: UniWeliS Explorer App and local partnerships (optional)</p> <p>The trainer introduces the UniWeliS Explorer App¹⁰ demonstrating 1 or 2 relevant practices and the functionalities of the App.</p>	UniWeliS Explorer App	<p>In groups of 3-5, the participants share their own examples, if they have any.</p> <p>Alternatively, they can use the UniWeliS App: use the search option to identify further examples of practices they can use when working with local partners.</p> <p>The groups report back, indicating the selected practice and commenting to what extent it is applicable in their own institutional context and what they would like to adapt.</p>	Raising awareness of the applicability of the UniWeliS Explorer App	<input type="checkbox"/>
5'	<p>Benefits of partnerships</p> <p>Plenary discussion</p>	PowerPoint presentation	<p>Trainer asks the participants to name benefits of partnerships and present them on the board.</p> <p>Then they show the PowerPoints' slide with the sample list of benefit to round off the discussion.</p>	Identifying benefits of collaboration with local partners	<input type="checkbox"/>
25'	<p>Building and maintaining relations: work with the map</p> <p>Trainer asks groups to work once again with their maps. This time, participants are asked to discuss the intensity of partnerships (How often and for what purposes they collaborate with this partner?).</p> <p>The trainer presents the diagram: Local partnerships - actions and delivers handouts. Participants may put their ideas directly on the map or use the handout.</p> <p>The trainer elicits different ideas about increasing contacts and opportunities for collaboration before the groups start working.</p> <p>Then the trainer monitors their discussions.</p>	<p>PowerPoint presentation</p> <p>Ecosystem maps</p> <p><u>Handout 11. (M4) Actions</u></p>	<p>This is a moderated activity. The trainer should go around the groups to monitor their work.</p> <p>Participants have to identify how their own institution is related to specific stakeholder and who can support /should be involved in the process of establishing good cooperation with local partners.</p> <p>Instruction: In your group, go to your ecosystem map from the previous activities and draw strong and weak ties. Explore what the ideal map of networking institutions can be, and identify the intensity of your cooperation.</p> <p>Please identify partnerships with which communication:</p> <ol style="list-style-type: none"> 1. need to be maintained, 2. need to be established, 3. need to be more visible, 4. need to be more active, <p>and discuss possible activities which will lead to obtaining the above identified goals and add your ideas to the map or make a list of actions using the provided handout.</p> <p>At the end, participants are invited to go around the room and look at the updated maps.</p> <p>The maps are updated to reflect the group's idea of an ideal ecosystem. They are displayed in prominent places around the room.</p>	<p>Awareness of the ways to establish and maintain connections with various local partners.</p> <p>Sharing of ideas and good practices.</p> <p>Peer learning.</p> <p>The aim of this exercise is to demonstrate how institutions cooperate and to define key contact points from each institution.</p>	<input type="checkbox"/>

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

Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	<input checked="" type="checkbox"/>
15' – 30'	Exercise: To do list (optional) On the basis of personal experience, ecosystem mapping and working with the ecosystem maps, participants are asked to provide details concerning relations with partners.	Handout 11. (M4) Actions, optional part: Details, Calendar	Deeper work on relations. Instruction: Using the handout, please: 1. Explain ways of cooperation - what exactly will they do and how will they proceed together. 2. Design a calendar of events and interactions.	Planning next steps.	<input type="checkbox"/>
30'	My ideal ecosystem map – presentation of group work results and discussion	Ecosystem maps	Every group has its working space (room/nook, etc., according to the venue specifics). Each group presents their ideal ecosystem map. They can talk about good examples and offer advice about establishing formal and informal partnerships and key communication points. Each group appoints a speaker to presents the group's discussion. When all the groups present their outcomes, participants are asked to comment and add further ideas.	Sharing of ideas; gaining an insight into the desired results of working with stakeholders; consolidation.	<input type="checkbox"/>
15'	Conclusions The trainer comes back to the listed benefits of partnerships and asks participants to review the list.	Board, magnets/ blue tack to stick the results to the board and make them visible to all.	In a plenary discussion, participants are asked to describe: • Benefits of partnerships • Networking partners • Collaboration patterns • Intensity of the connections • Joint activities & calendar (optional) Prepare to wrap up the discussion.	Reflections and summing up.	<input type="checkbox"/>
10'	Summary The trainer makes a summary of the training and asks participants to share ideas on how they will apply the newly gained knowledge in everyday work.	PowerPoint presentation	The trainer points out the most important aspects of the module and provides a short summary of the achieved outcomes.	Consolidation and final reflection.	<input type="checkbox"/>

Additional materials

Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	
30'	<p>Roleplay: Could you help me to...</p> <p>All participants work in groups. Every group receives a randomly distributed scenario. There are 3 types of roles:</p> <ol style="list-style-type: none"> 1. note-master, 2. roles A, B and C from the handout, 3. observers. <p>Each group appoints a note-master who observes how the scenarios are acted out trying to remain as objective as possible and to spot potential deficiencies and strong points.</p> <p>The group distributes roles A, B and C. The rest of the group look for good practices and tips from the UniWeliS App which correspond to the scenario.</p> <p>Instruction: Think about the specific situation. Do you have experience in this field? Please take your role and act out the short scenario with your colleagues/the rest of the group.</p> <p>Summary: Based on the roleplay and the work with the App, which local partner can you turn to in order to solve it?</p>	<p>Handout 12. (M4) Roleplay: Could you help me to...</p> <p>Notes taken on the performed roleplay</p>	<p>The groups roleplay their scenarios in public, i.e. to other groups.</p> <p>When all scenarios are presented, participants are asked to comment and to add their own ideas.</p> <p>The note-takers present their observations concerning the potential deficiencies and strong points of the presented scenarios.</p> <p>All the above are used in the reflection / debriefing phase.</p> <p>The role-playing game is only for face-to-face participants.</p>	<p>Experiential learning.</p> <p>Developing empathy.</p>	

Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	
25'	<p>Explore case studies of researchers on the move</p> <p>The trainer introduces the researchers using the first video¹ .</p> <p>The participants are divided in 4 groups. Each group focuses on one video testimonial (from 2 to 5), watches it and discusses the following questions:</p> <ul style="list-style-type: none"> • What does the researcher share about the problems and solutions? • Do you have any appropriate established partnerships (formal / informal) on your map to deal with such challenges? <p>Moreover, participants may be asked to watch the videos and list the given problems from memory after it is finished and put the issues from their notes into the following categories:</p> <ul style="list-style-type: none"> • Language and communication (Testimonial 2)², • Local / institutional research culture (Testimonial 3)³, • Social and cultural norms (Testimonial 4)⁴, • Socialisation and leisure time (Testimonial 5)⁵. <p>As a follow-up consolidation activity, the participants can then use their notes during the training to identify which partner on their ecosystem map they can work with to deal with such issues incoming researchers may have.</p>	<p>PowerPoint presentation</p> <p>Video testimonials of researchers on the move:</p> <ul style="list-style-type: none"> • Testimonial 1 (Intro of the speakers) • Testimonial 2 • Testimonial 3 • Testimonial 4 • Testimonial 5 	<p>Depending on the time, all groups can focus on one video testimonial only. The wrap-up is done in an open discussion.</p> <p>This activity can be suggested as a follow-up</p>	<p>Reflection on actual researchers' experience.</p> <p>Relating actual researchers' experience to one's organisation's activities.</p> <p>Developing empathy.</p> <p>It may help participants with no experience in international mobility to understand that work on local partnerships is strictly connected with international mobility.</p>	

1. EURAXESS Bulgaria, *Intro of the speakers (Testimonial 1)*, <https://www.youtube.com/watch?v=z-ZM9ry9PVs> [access: 31.01.2023].

2. EURAXESS Bulgaria, *Language and communication (Testimonial 2)*, [access: 31.01.2023].

3. EURAXESS Bulgaria, *Local / institutional research culture (Testimonial 3)*, <https://www.youtube.com/watch?v=sW6SDDvhWmA> [access: 31.01.2023].

4. EURAXESS Bulgaria, *Social and cultural norms (Testimonial 4)*, <https://www.youtube.com/watch?v=y3ANPsoOAHs> [access: 31.01.2023].

5. EURAXESS Bulgaria, *Socialisation and leisure time (Testimonial 5)*, <https://www.youtube.com/watch?v=VOJXaZIFm9M> [access: 31.01.2023].

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1. Czech National Agency for International Education and Research (DZS), <https://www.dzs.cz/en>.
2. EURAXESS, <https://euraxess.ec.europa.eu/>.
3. EURAXESS, *Science4Refugees initiative*, <https://euraxess.ec.europa.eu/jobs/science4refugees>.
4. Fulbright Scholarship Programme, <https://us.fulbrightonline.org/>.
5. 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*, Academic Cooperation Association, Brussel 2022, https://uniwelis.saia.sk/user/Uniwelis/Outcomes/UniWeliS-Report_Final.pdf.
6. Polish National Agency for Academic Exchange - NAWA, <https://nawa.gov.pl/en/nawa>.
7. Slovak Academic Information Agency (SAIA), <https://www.saia.sk/en/>.
8. UniWeliS Explorer App, *Academic mentoring programme for international PhD students*, <https://app.uniwelis.saia.sk/practice/view/51>.
9. UniWeliS Explorer App, *Checklists/How to do lists for international PhD students/hired academics/academics on mobility – PRE Arrival*, <https://app.uniwelis.saia.sk/practice/view/83>.
10. UniWeliS Explorer App, *Checklists/How to do lists for international PhD students/hired academics/academics on mobility – AFTER Arrival*, <https://app.uniwelis.saia.sk/practice/view/84>.
11. UniWeliS Explorer App, *Collaboration with external partners and customised assistance in offering accommodation*, <https://app.uniwelis.saia.sk/practice/view/27>.
12. UniWeliS Explorer App, *Customised assistance: funding offers, application preparation*, <https://app.uniwelis.saia.sk/practice/view/100>.
13. UniWeliS Explorer App, *Customised assistance: visa & residence permit*, <https://app.uniwelis.saia.sk/practice/view/95>.
14. UniWeliS Explorer App, *Labour market preparation for spouse*, <https://app.uniwelis.saia.sk/practice/view/104>.
15. UniWeliS Explorer App, *Welcome buddies/guides for international doctoral students and academics*, <https://app.uniwelis.saia.sk/practice/view/82>.
16. UniWeliS Explorer App, *Welcome event for new international PhDs/academics*, <https://app.uniwelis.saia.sk/practice/view/101>.
17. UniWeliS Explorer App, *Workshop on career planning for international PhD students*, <https://app.uniwelis.saia.sk/practice/view/133>.
18. UniWeliS Project, <https://uniwelis.saia.sk/>.

Multimedia

1. EURAXESS Bulgaria, *Intro of the speakers (Testimonial 1)*, <https://www.youtube.com/watch?v=z-ZM9ry9PVs>
2. EURAXESS Bulgaria, *Language and communication (Testimonial 2)*, <https://www.youtube.com/watch?v=Ito7DDV9X0w>
3. EURAXESS Bulgaria, *Local / institutional research culture (Testimonial 3)*, <https://www.youtube.com/watch?v=sW6SDDvhWmA>
4. EURAXESS Bulgaria, *Social and cultural norms (Testimonial 4)*, <https://www.youtube.com/watch?v=y3ANPsoOAHs>
5. EURAXESS Bulgaria, *Socialisation and leisure time (Testimonial 5)*, <https://www.youtube.com/watch?v=VOJXaZIFm9M>

Handout 10. Key partners

Complete the table about the local partners/stakeholders you consider key to your work with incoming researchers.

1. Complete the first column about the partner you consider the most important.
2. Continue with the rest of the columns. You can add a column if you think it's necessary. Compare notes with other group members.

Questions	Partner 1: <i>(add name)</i>	Partner 2: <i>(add name)</i>	Partner 3: <i>(add name)</i>	Partner 4: <i>(add name)</i>
1. What is your interest in relation to this partner?				
2. How does this partnership affect the international mobility of academics?				
3. What is the partner's interest in collaboration with your institution? Please consider your institution in general, not only international mobility				

Handout 10. Key partners

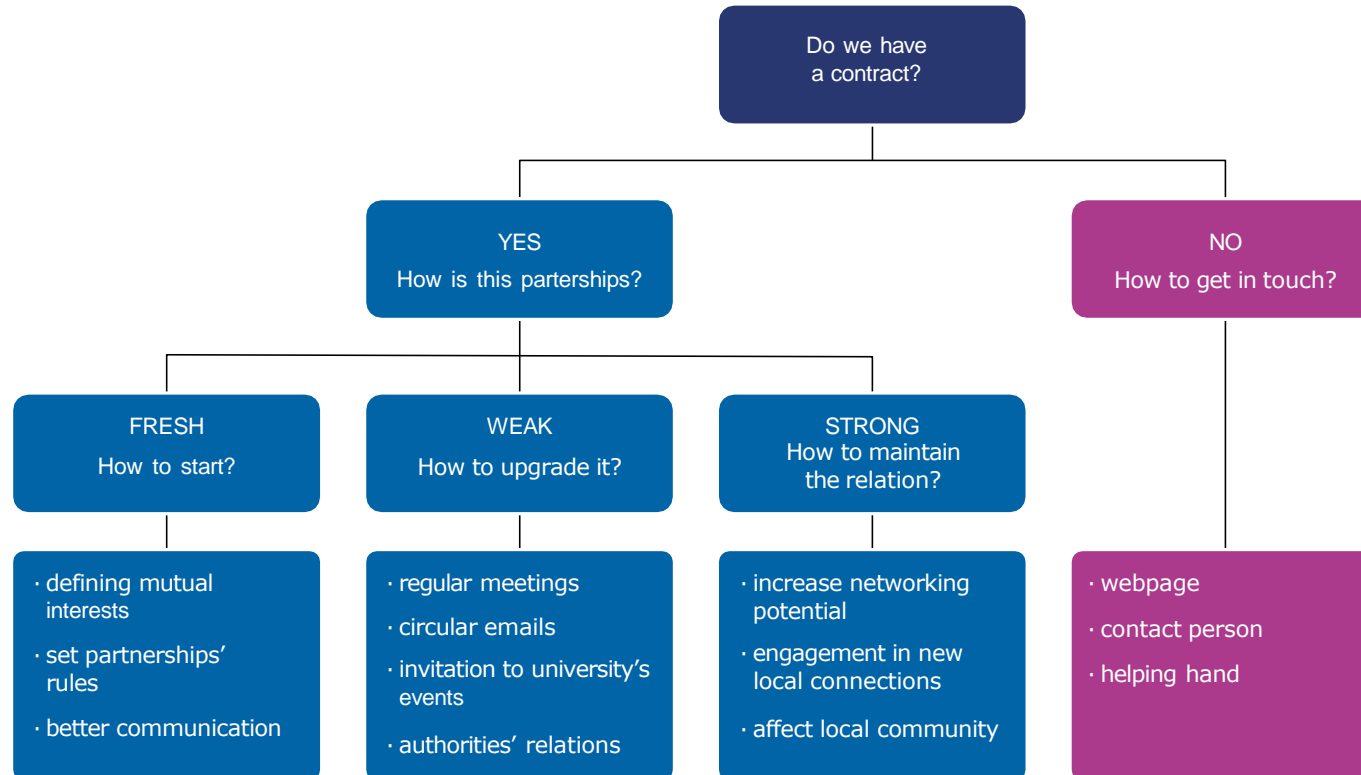
Questions	Partner 1: <i>(add name)</i>	Partner 2: <i>(add name)</i>	Partner 3: <i>(add name)</i>	Partner 4: <i>(add name)</i>
4. Who initiated contact? Does it matter?				
5. How is contact maintained? List activities if necessary				
6. What are the conditions of the partnership? Please include both formal and informal issues (if applicable)				
7. Key words (up to 5) to describe the partnership				

Handout 11. Actions

	Relation with partner: <i>none, new, weak, strong</i>	Actions to be taken	Details* (dates, people engaged)	Calendar* (communication, events)
Partner 1: <i>(add name)</i>				
Partner 2: <i>(add name)</i>				
Partner 3: <i>(add name)</i>				
Partner 4: <i>(add name)</i>				
Partner 5: <i>(add name)</i>				

* optional part

Handout 11. Actions



Handout 12. Roleplay: Could you help me to...

Scenario 1

Role A	You are an international researcher visiting the institution for a 3-month stay with your spouse.
Role B	You are a representative of the host institution (e.g. a higher education institution).
Role C	You are a representative of a real estate agency which has worked with the institution on previous occasions.
Background	<p>The visiting researcher would like to use housing facilities different from the ones provided by the host institution (e.g. the researchers' hostel). They are going to spend 3 months there and are accompanied by their spouse. They would like to have a one-bedroom flat in a quiet neighbourhood which is reachable by convenient public transport.</p> <p>The representative of the host institution tries to suggest suitable accommodation with the help of a real estate agency which they have worked with before but have not contacted recently. They check if there is a need to sign an agreement with the partner for their services and prepare to take the relevant steps.</p> <p>The real estate agency offers a choice of flats for the incoming researcher to choose from and prepares a rental contract translated in English.</p>

The scenario is based on the practice "Collaboration with external partners and customised assistance in offering accommodation"¹ which can be found [here](#).

1. UniWeliS Explorer App, *Collaboration with external partners and customised assistance in offering accommodation*, <https://app.uniwelis.saia.sk/practice/view/27> [access: 31.01.2023].

Handout 12. Roleplay: Could you help me to...

Scenario 2

Role A	You are an early-stage refugee researcher visiting country X for the first time. You need support to carry out some research. You need orientation about the institutional ethics requirements, access to labs and necessary equipment, as well as some guidance as to the steps you are planning to take in order to achieve your research aims.
Role B	You are a representative of the national/local EURAXESS office. You are responsible for setting up and supporting the EURAXESS Buddy system.
Role C	You are a local researcher willing to become a research buddy.
Background	<p>The early-stage refugee researcher needs support in carrying out some planned research but is not fully aware of the local specificities. They are acquainted with the online tool for finding a research buddy but would prefer to have some face-to-face contact with their mentor.</p> <p>The EURAXESS representative searches a database of potential mentors and selects the relevant one. Then they contact the mentor to explain the situation.</p> <p>The mentor agrees to meet the researcher and to schedule further in-person meetings.</p> <p>The three of them get together to discuss the details of the mentoring/research buddy partnership.</p>

The scenario is based on [Science4Refugees initiative](#)¹. Further ideas for developing the scenario can be found in [UniWeliS Explorer App](#)².

1. EURAXESS, *Science4Refugees initiative*, <https://euraxess.ec.europa.eu/jobs/science4refugees> [access: 31.01.2023].

2. UniWeliS Explorer App, *Academic mentoring programme for international PhD students*, <https://app.uniwelis.saia.sk/practice/view/51> [access: 31.01.2023].

Handout 12. Roleplay: Could you help me to...

Scenario 3

Role A	You are an international PhD student looking for opportunities for employment on completion of the PhD degree in the country (part of a group of such PhDs).
Role B	You are a representative of the home institution staff working with international PhDs.
Role C	You are a representative of an established Research and Development Centre (R&D Centre) in the country.
Background	<p>A group of talented PhD students who are nearing the completion of their PhD degrees are looking for job opportunities in the country which will allow them to apply their skills and knowledge.</p> <p>The representative of the home institution establishes contact with an R&D Centre in the country which they have not worked with before. They find out who to contact and when and what the necessary (legal) conditions for starting this new partnership are (e.g. signing an agreement, etc.)</p> <p>The R&D Centre agrees to organise an Open Day to popularise their work among young researchers and to organise a competition for a short internship. They discuss the conditions with the home institution.</p> <p>The three representatives meet to discuss the setting up of an awareness training and internship scheme.</p>

Further ideas for developing the scenario can be found in [UniWeliS Explorer App](#)¹.

1. UniWeliS Explorer App, *Workshop on career planning for international PhD students*, <https://app.uniwelis.saia.sk/practice/view/133> [access: 31.01.2023].