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Three programme outlines as adopted by the Steering Committee

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European Digital UniverCity

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Contact	info@educ-alliance.eu
Abstract	The EDUC Staff development programme is is designed to enhance organizational knowledge and networking opportunities, as well as professional and language skills across the partner universities. The programme consists of 3 outlines: the staff mobility, staff mentoring and staff language programme. Guidelines for shorter Staff training mobilities, staff secondments, staff mentoring and staff language are formed to ensure optimal possibilities for the sharing of experience and best practice among the institutions and enables administrative staff to take actively part in the work and the joint community of the EDUC alliance.
Keywords	Staff development; HR development; staff training; staff secondment,, staff mentoring

Table of content

Purpose of the document

The aim of this deliverable is to describe the objectives and the programme outlines for the EDUC Staff Development Programme, to list the activities that will be implemented over the years 2023 – 2026 and to describe the guidelines for the programmes.

This task is in line with the following EDUC ambitions:
- O4: Expand seamless mobility opportunities for students, doctoral candidates, and staff.
- O8: An inter-campus that reflects the social, economic and cultural diversity.
- O12: Create innovative learning and training solutions.

Introduction

The EDUC Staff development programme offers a diverse set of formats to support multilingualism, cross-institutional mentoring as well as short- and mid-term mobility formats for administrative staff. The programme will ensure networking and sharing of best practice among partners and strengthen the internationalized and open workforce of EDUC as a truly European University.

Concept – Staff development

The EDUC Staff Language Programme is based on an online course of intercultural communication and an E-Tandem component, developed in the pilot phase of EDUC I. The programme consists of two digital language training components. The online course focuses on intercultural communication and emphasizes the intercultural dimension to foster understanding between the 8 different universities. The course will be opened to administrative university staff in EDUC, followed by a 3-months digital conversation training through the E-Tandems. The online course is offered in English, whereas the E-Tandems might be completed in a different target language of the institutions. The EDUC Staff language program is ideal for those planning to take part in a staff training week or an extended staff secondment period, or for those who are planning to apply for the mentoring programme.

The EDUC Staff Mentoring Programme is based on a professional mentoring programme, originally designed for students at all levels, in one of the EDUC institutions. The programme is designed to enhance organizational knowledge, professional skills and/or establish networking opportunities across the partner universities. The programme brings together two employees (one mentor and one mentee) of different partner universities to foster professional development and career growth while building an inclusive European culture and multiplying networks beyond one's own institution. The duration of the mentoring

partnership will be arranged flexibly within a period of six months with (online) activities and meetings taking place during the working time.

The EDUC Staff Mobility and Secondment Program is partly based on the experience of the institutions from Erasmus staff weeks, and from experiences with research mobilities and longer secondments for researchers. The programme aims at fostering physical meetings between staff of EDUC partner universities to network, learn and better understand the professional context. The program offers a broad range of mobility options like job shadowing under Erasmus Staff Mobility for Training, the participation to staff weeks as well as longer periods of staff secondment. This part of the program offers the possibility of a temporary assignment of maximum 6 months to foster skills enhancement, knowledge sharing, cultural exchange and networking across Europe.

The EDUC Staff Development programme pays into the current activities at European level to foster life-long learning. Participants will receive certificates for each successfully finished training.

Planned activities 2024-2026

Staff training weeks	Staff training weeks arranged individually by all EDUC institutions.	Continuously 2023-2026
Staff secondments	Secondments 2-6 months across EDUC institutions	1st call in 2024 1st round of secondments - PILOT – Spring 2025 2nd call in 2025 2nd round of secondments Spring 2026
Staff mentoring	Mentoring programme 6 months, digital across EDUC institutions	1st call in 2024 – PILOT 1st round of mentoring April-November 2024 – PILOT 2nd call + 2nd round in 2025 3rd call + 3rd round in 2026
Staff language	Online intercultural communication course 4 weeks + 3 months of E-Tandem	1st call in 2024 – 1st round of language progr May – October 2024 – 2nd call + 2nd round in 2025 (Jan-June) 3rd call + 3rd round in 2026 (Jan-June)

Guidelines – EDUC Staff training weeks

By following the guidelines below, institutions can ensure that the EDUC staff training programs are effective, in line with EDUC practices and interests, and contribute to the professional growth of their staff, as well as the overall development of the institution.

Definition	An EDUC staff training week is a 2-5 days event organised by one of the EDUC partners, which includes seminars, workshops, presentations and active participation of domestic experts and partners. The staff week should have a thematic focus with a competence-building perspective, pre-decided by the consortium. The designed program includes social and cultural activities. The staff week is an opportunity to present and connect partners and staff members at the respective universities.
Duration	Minimum 2 full working days + travel days
Purpose	The purpose of administrative staff mobility is first and foremost to raise competence and share best practices within selected fields, and to identify areas in which staff development is required/recommendable. This could include sharing best practices, gaining new skills and knowledge, or developing international partnerships.
Participating institutions	**The staff week may be open to all partners of the hosting institution, or exclusively to EDUC partners.** This is the decision of the hosting institution. A priority must however be given to EDUC participants. Decisions on eventual open staff weeks for all partners must be taken from the start-phase of the planning.
Target groups and topics	Target groups and topics for the staff weeks may be defined or open. Decision on eventual target groups should be anchored with HR and other experts in the institutions' departments/offices. It is recommendable that the planning of staff weeks is aligned with Task 1.2 – inter-office cooperation, as it is an objective to arrange staff weeks with thematic topics for the inter-office cooperation target groups.
Staff weeks 2023-2024	Existing staff weeks (in 2023 and 2024) can be counted as a part of EDUC staff weeks, if staff members from EDUC institutions participate.
Certificates	Certificates are to be issued locally, by the hosting institution.
Timeline and planning	Staff mobility programs require significant planning and coordination. Time and topics for EDUC Staff training weeks should be planned one year in advance, to ensure that all necessary arrangements are in place and to facilitate

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	for member institutions to be able to nominate and send candidates for the event. Program for the following year of EDUC Staff training weeks must be ready by October the pre-year, latest.
Registration of EDUC participants	In order to keep track of numbers of participants in total: All partners will be asked to report on annual basis participants from other EDUC partners who take part in a staff training week hosted by the partners. Task team leader is responsible for the reporting.
Budget	There is no budget in EDUC for covering activities. KA1 funding needed for participants' travel. Additional budget for activities needs to be covered by the facilitating/hosting partner. There is a possibility to use the Erasmus+ Blended Intensive Programme to fund activities. In this case, funding must be applied for within the deadline (usually February/March) and planned well ahead. A BIP staff week also needs to facilitate for an online component for participants.
Commitments	Minimum 1 staff week should be hosted by each partner during the period 2023-2026, with a minimum of 60 participating staff members in total per year from EDUC institutions.
Calls for participants	Participating institutions may have different routines for calls for participants. Institutions should have open calls, where anyone can apply, and the home institution will do a pre-selection before applications are being sent to the hosting institution for final approval. However, calls may also be targeted and promoted for a specific group of staff members. • Host institution advertise the call to partners (task members) • Partners publish the call at local level, using their own local application process (e.g. via HR usual application form for trainings), meaning no common application tool • Interested staff apply at local level • Selection at local level (line manager, HR validation) • Selected staff members are informed by their institution • Task members send information about nominated staff to the host institution • Host institution take over the communication with incoming participants Calls should be opened a minimum of 6 months ahead of the event and promoted: • by e-mail to the institutions • on the institutional (host) website

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	• on the EDUC website • on the EDUC social media channels The partner institutions are responsible for forwarding calls and promotion materials (online or printed) to their staff members, and especially to make sure that target groups in their institution are well informed Calls must include • exact dates and time for the event • an introduction to the program and the content of the event, with a brief description of the expected outcome/achievements for the single staff member who participates • expected profile of the participants (department, position,) • travel and accommodation recommendations • information on funding opportunities • Information on certificates • Information on criteria for selecting staff for the programme • Contact information to the responsible institution
Criteria for selection	Criteria for selecting staff for mobility programs could include: • job responsibilities • potential for professional growth • line manager's approval
Provide Support	The institutions should provide adequate support to staff members participating in mobility programs. This could include financial and administrative support.
Recognition of achievements	The home institutions should recognize the achievements of their staff members who participate in an EDUC staff week. This could include providing opportunities for staff to share their experiences and outcomes, highlighting their achievements in newsletters, social media or institutional websites.
Evaluation of Outcomes	The institutions should evaluate the outcomes of staff mobility programs to determine their impact on staff development and institutional goals. This could include assessing changes in knowledge and skills, identifying new bilateral collaborations, and measuring the impact of
Reporting	It is the Task team leader's responsibility to keep track on the number of participants in total. Number of participants from EDUC institutions per staff training week needs to be reported to the task team leader after completion of a training week. A separate joint form for reporting will be available through Teams.

Task 5.2 Guidelines – EDUC Staff secondments

The EDUC Staff Mobility and Secondment Program aims at fostering physical meetings between administrative staff members of EDUC partner universities to learn and better understand each other's professional context. The programme offers a broad range of mobility options like job shadowing under Erasmus Staff Mobility for Training, the participation to staff weeks as well as longer periods of staff secondment. This part of the program offers the possibility of a temporary assignment of 2-6 months to foster skills enhancement, knowledge sharing, cultural exchanges and networking across Europe.

Definition	An EDUC staff secondment is a minimum 2 – maximum 6 months staff training mobility secondment for administrative staff at one of the EDUC partners which includes active participation of the hosting and the guest staff member. A secondment will have a thematic focus with a competence-building perspective.
Purpose	The purpose of administrative staff secondment is to raise competence and sharing best practices within certain fields and identify the areas in which staff development is required. This could include sharing best practices, gaining new skills and knowledge, or developing international partnerships.
Participating institutions	**The staff secondment is only open to members from EDUC partners.**
Duration	Minimum 2 months, maximum 6 months in total. Duration of the secondment must be clarified and stated in the tripartial agreement between home/host university and the staff member.
Budget	Secondments should ensure equal financial responsibilities among partners. The EDUC budget contains 6000 Euro per partner (1000 Euros per month x 6 months) to cover accommodation costs for outgoing staff. There is no additional budget in EDUC for covering activities. A 2-month secondment meets the Erasmus staff training requirements and may take advantage of adding financial support from E+ staff training. Thus, KA1 funding may support participants' travel if the mobility is maximum 2 months long. Additional budget needs to be covered by the sending institution. The host institution has no responsibility to cover any budget for receiving an incoming candidate.
Target groups and topics	The hosting institution will be opening calls for staff within one or more of the following areas: Calls for secondments should correspond with priorities in Task 1.2 – inter-office-cooperation, in the following areas: • International offices/European project offices • Libraries • Student services

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	• Top management • Sustainability • Language centers Additionally, relevant areas to open a call: • Communication and marketing • Transfer of knowledge and technology/start-ups • Human Resources • Research administration • Career services • Business relations department
Selection criteria outgoing staff	• Representatives from offices/functions in the priority of Task 1.2 • Sufficient language level (English or local language proficiency of B2 should be expected). • Clear motivation and interest. Shall be documented through a motivation letter. • Validation and potential recommendation or comment by the line manager • Approval of/ feasibility for both hosting and sending institutions' concerned departments of outgoing staff
Workload	The staff member may undertake tasks for the host university, based on either full- or part time engagement. Workload shall be determined in a separate tripartial contract between the host/home university and the staff member. Concretisation of tasks that can be undertaken by the staff member is important.
Services to be provided by the host university	The host university must provide the following services to the participant: • Office space • Connection to university IT systems • Accommodation facilities or accurate help to find accommodation. • A local mentor to follow up on the staff member. Administrative issues, sufficient training and ensuring any general HR support (?) • An introductory program to introduce the staff member to the institution. A 2-week schedule for the introductory phase must be provided beforehand. • Assistance with immigration issues – advices and help (by 3rd country citizenship) Any language training in the local language is preferable, but not mandatory. The hosting team must be prepared beforehand. A session should be prepared and arranged – how to receive an incoming staff member. A session should include intercultural skills.

Timeline and planning	Staff secondment requires significant planning and coordination. Calls for secondments shall be opened 10 months in advance, giving 2 months for staff to apply and 2 months for selection of candidates. Receiving institutions shall announce an open secondment "position" in their university, stating the relevant field and topics., the seniority of the tasks undertaken by the candidate at the host university. The call will be open to relevant staff members from all universities and should be structured as a simple job advertisement. 1st joint call will be announced by March1st, 2024 1st staff secondment will be arranged between January 1st – July 1st 2025 2nd joint call will be announced by March 1st 2025 2nd joint call will be arranged January 1st – July 1st 2026 Positions for advertisement should be agreed and aligned with the administrative heads of departments before announcing the call.
Commitments	- Minimum 1 staff member shall be exchanged from each of the participating partners throughout the total period of EDUC II (2023-2026) - All partners must commit to receive minimum 1 staff member from one of the other partner institutions. - Total number per partner will be budget-driven. (1000 Euros per partner/months in 6 months). - The secondment can be split in 2 or 3 shorter mobilities. Can also be 1 mobility of 6 months.
Calls	The calls for participating staff will follow the call template. Calls for secondments shall be opened 10 months in advance. First call will open March 1st 2024 for onboarding staff members in January the following year. The possibilities and strengths of the universities in different areas will be identified before the open call for participants is launched.
Calls for positions and participants	Calls for positions: 1. Task lead distributes template for calls to partner universities and ask for their contribution to identify 1-3 offices willing to participate in a call to welcome a staff member from a partner institution. 2. Task team meeting for joint decision to select 1t/office from each institution to participate in the call. 3. Joint announcement for positions in the 8 universities. Call for participants at local level. Call must be opened 10 months ahead of secondment. Promotion of the calls for participants: - by e-mail to the institutions - on the institutional website - on the EDUC website

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	• on the EDUC social media channels Calls for participants must include: • an introduction to the staff secondment program with a brief description of the expected outcome/achievements for the single staff member who participates • Information about the host institution • Information about the position, job responsibilities, length of service • Information on criteria for selection • Information on potential for professional and personal growth • information on funding opportunities • Information on certificates or (?) badges • Contact information to the responsible institution
Agreement	The formalities shall be determined in a Letter of agreement[1] between the hosting institution, sending institution and the staff member. The Letter of agreement includes the following: • Dates and duration • Services provided by host institution • Expectations to the host and the sending institution • Expectations to the staff member • Job responsibilities and tasks • Responsibilities for practical issues; insurance, visa, accommodation, travel, • Eventual remote working for the home institution and premises for remote working (if office space at the host university for that purpose etc) Reporting line in the host institution for the secondment candidate • In which team the secondment candidate will work • Mentor of the secondment candidate
Recognition of achievements	The institutions should recognize the achievements of staff members who participate in a staff secondment. The institutions should also expect staff members to contribute to the dissemination of the results. This could include providing opportunities for staff to share their experiences and outcomes, highlighting their achievements in newsletters, social media or institutional websites.
Badges or certificates	Certificates will be developed by the second half of 2024 and will be offered to the staff member who has completed a secondment.
Evaluation of Outcomes	EDUC will together with the institutions evaluate the outcomes of staff secondments to determine their impact on staff development and institutional goals, in relation with the process established within the EDUC staff development policy (T5.1). This could include assessing changes in knowledge and skills, identifying new bilateral collaborations, and measuring the impact of staff mobility on institutional goals.

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[1] SEE ANNEX 1: TRIPARTIAL LETTER OF AGREEMENT FOR STAFF SECONDMENTS

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Guidelines – EDUC Staff mentoring programme

By following the guidelines below, institutions can ensure that the EDUC staff mentoring programmes are effective, in line with the EDUC staff development policy, in line with EDUC practices and interests and contribute to the professional growth of their staff, as well as the overall development of the institution.

The EDUC online staff mentoring program should be a valuable initiative for fostering professional development and growth within the alliance.

Objectives	The EDUC Staff Mentoring Programme is designed to enhance organizational knowledge, professional skills and/or establish networking opportunities across the partner universities. The program brings together two employees (one mentor and one mentee) of different partner universities to foster professional development and career growth while building an inclusive European culture and multiplying networks beyond institutional level. The mentoring programme is a tool for development of competence regarding the position of the mentor and the mentee. The programme participation might aim at deepening and/or up-skilling/re-skilling participants in their area of work – or networking. The requirements to administrative staff members are furthermore to become more versatile and multi-skilled. Among the objectives for participation by mentees are: • career advancement (managed in different ways within the universities) • knowledge and skills development • networking • expertise and best practice-sharing The mentoring programme will also give mentors an opportunity to up-skill their mentoring and communication skills, by participating in a mentor-training program.
Definition of roles	The mentor plays a role in guiding, supporting, and facilitating the growth and development of the mentee in their career or field of expertise. The role and the mission of the Mentor and the Mentee are thoroughly described in the Mentor's guide. The role of the Mentee is just as important as the mentor's. The mentee's active engagement and commitment to the process contribute significantly to its success.
Recruitment of mentors and mentees	The recruitment of mentors and mentees will be based on the following principles:

	For the pilot phase in 2024: A targeted recruitment will be opened February 2024. Target group: International offices and EU project offices. Maximum number of participants: 8 mentees + 8 mentors.
	For 2025-26: Open, joint calls for mentors and mentees will be opened by the task lead and distributed locally in the EDUC institutions. The call should reflect the expectations of the mentors and the mentees and provide sufficient information on the content of the programmes. Calls should describe the eventual benefits of being a mentor, outline the advantages of being a mentee and explain how the programme can benefit the professional growth of both mentor and mentee. Calls will be opened 3 months ahead of the opening of the programmes. Number of participants: 24 mentees + 24 mentors per year? Calls will be open for all administrative staff members. A joint application form for Mentors and Mentees will be provided. The institutions should be expected and encouraged to identify their potential mentors and mentees based on institutional strategic choices and which areas the institutions need competence development. The manager's approval will be needed for submitting the application. The mentoring (for both parties) could be part of their personal development plan (even as explicit goals).
Selection, matchmaking and pairing	Pairing and matchmaking of candidates must ensure effective mentor-mentee matches and will be based on the following criteria: • Representatives from offices in the priority of Task 1.2 + other administrative areas • The area of expertise of the Mentor and the Mentee (should be the same field) • Their roles in the organisation • The level of experience • The goals and competence development of the Mentee • Clear motivation and interest (must be documented through a motivation letter) • English language proficiency B2 (or equivalent) • Eventual other common target language B2 (or equivalent) First selection of candidates and pairing of candidates will be done by the task team lead in cooperation with co-lead. Selection will be discussed/approved in a joint task team meeting with all institutions represented.

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	Selection should be anchored with HR experts in the institutions.
Target groups and topics	Calls for mentoring should correspond with priorities in Task 1.2 – inter-office-cooperation, in the following areas: • International offices/European project offices • Libraries • Student services • Top management • Sustainability • Language centres Additional, relevant areas to open a call: • Communication and marketing • Transfer of knowledge and technology/start-ups • Research administration • Career services
Workload and Letter of agreement	The Mentee and the Mentor are encouraged to do minimum 1 online meeting per month within a 6-month's period. In the initial phase, a minimum of 2 meetings to establish common goals and objectives between mentors and mentees. Time dedicated, goals and objectives shall be determined in the Letter of agreement[2] between the Mentor and the Mentee.
Program practicalities	Establish clear guidelines and expectations for both mentors and mentees: • Process for pairing of candidates (Mentors-Mentees) • Training session of mentors • Programme duration: 6 months (May-November 2024 pilot) • Frequency of meetings – minimum 1 meeting per month (6 in total) • Eventual additional self-study/homework • Communication methods – Online: Zoom would be recommended for the purpose • Feedback sessions separately for mentors and mentees with trainers • A "closing" meeting with a final feedback session for all participants by the end of the program.
Training and resources:	EDUC will provide training sessions and resources to mentors ahead of programme start. A mentoring training programme will be based on existing relevant programmes in the institutions.

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[2] See Annex 2: EDUC mentoring Letter of agreement (mentees and mentors), including filling in overall goals for the project

15

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	EDUC will provide a training session for mentees to ensure they have a common understanding of the program's purpose and process.
	Training sessions will be given as an online workshop
	• For mentors, focusing on purpose, goals, communication and feedback skills
	• For mentees – establish an understanding of the purpose of the programme; encourage mentees to identify and formulate clear personal goals for and expectations to the programme
	The task team lead shall ensure a trainer with sufficient expertise in training mentors/mentees is provided.
Awarding the mentor	Awarding the mentors will be up to the mentors' home universities.
Goals and objectives	Individual goals, objectives and expected outcomes need to be outlined and agreed upon in a separate, individual mentoring agreement for each participant/pair of mentor-mentee. A list of suggested objectives is listed in the mentor's guide [3]
Follow-up	To ensure the continuous follow-up and that the expected outcome is reached, a written log[4] will be kept after each session. The trainer will furthermore invite the mentors for monthly follow-up sessions in order to prevent drop-outs, share experiences and tackling eventual issues.
Completion of the programme	The mentee and the mentor are supposed to complete the programme within a 6-months period. If the programme is aborted before completion, the parties will not be entitled to receive a certificate.
	All participants will be required to fill in a satisfaction survey, to assess eventual problems and obstacles in the mentoring phase. A final closing session for feedbacks and dissemination of results will be the completion of the programme.
Timeline and planning	• February 2024 targeted recruitment for participants (Mentors and mentees) for the pilot phase.
	• April 2024 pairing and matchmaking.
	• April 2024 Training session of mentors and mentees
	• May 1 – November 1 2024: Pilot phase with mentoring meetings. Feedback sessions to be arranged throughout the pilot phase.
	• November: A final closing session for all participants
	• November: Preparing of certificates.
	• December: Issue of certificates

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[3] Annex 3: Mentor's guide will be published and available as from March 2024.
[4] See Annex 4: Mentor's /mentee's log (including filling in goals for each session) for the mentoring phase

	• December – January: Evaluation and planning of phase 2 (2025) • February 2025: launch of 2ⁿᵈ call (open call for participants) • February 2026: launch of 3ʳᵈ call
Budget	Training and follow-up of mentors: 20 working days in total (20 working days/3 years: 7/7/6 days per year)
Badges/certificates	Certificates must be developed within November 2024.
Recognition of success/share of ideas and achievements	The successes of the mentoring programme should be recognized, the achievements and milestones of mentors and mentees should be acknowledged, and results should be disseminated. A closing session will be arranged every year (online, ev physical combined with broader events) to share experiences, ideas and results from the mentoring programme.
Evaluation	Continuously assess the program's effectiveness and make necessary adjustments based on feedback and outcomes, in relation with the process agreed in the EDUC Staff development policy (T5.1). Solicit suggestions from participants to enhance the mentoring experience.

Guidelines draft – EDUC Staff language programme

By following the guidelines below, institutions can ensure that the EDUC staff language programmes are effective, in line with EDUC practices and interests, and contribute to the professional growth of their staff, as well as the overall development of the institution.

The EDUC online staff language programme should be a valuable initiative for fostering intercultural competence and understanding within the alliance.

Objectives	The <u>EDUC Staff Language Programme</u> encompasses virtual and physical language training programmes offered on partner and alliance level, E-Tandem and conversation cafès in the different languages of the alliance to foster the ability of administrative staff members to communicate with each other. Whereas the priority will be given to English as the lingua franca in the European academic and higher education realm, also national languages shall be opened to interested employees – especially those planning an extended staff secondment period. The language programme is a tool for development of language skills and cultural competence. The programme participation might aim at deepening and/or developing the participants' communication skills in a broader sense. Among the objectives for participation may be planning for physical staff mobility or staff secondment, career advancement and skills development.
Programme model	*Cross Cultural Communications – E-Tandem English as a Medium of Communication (STAFF)* Focus on intercultural exchange using English as the language of communication – not a formal language training as such. The online course focuses on the intercultural exchange aspect, with multiple opportunities to practice the language and share the linguistic and cultural experience. Hybrid course consisting of 2 learning components: • Online – a required 2-hours introductory course to intercultural communication (mandatory). • E-Tandem – weekly tandem meetings (12 hours) supported by 3-4 hours of active tutorial + final project (all together 18 hours of tandem learning) Additionally: • Online course consisting of a 30 hours self-study component (non-mandatory). Will be promoted to all administrative as well as academic staff through the EDUC online course catalogue, each semester. Certificates will be issued by completion.

Expectations and guidelines	Expectations for both participants and tutors are described thoroughly in Tutors' missions.
Goals for the online course and the eTandems	The Introductory Module aims to provide the learner with an introduction to the mission of the course, provide the learner with online tools to help them nurture their autonomous learner role, and to introduce them to their potential E-Tandem learner contexts. The eTandem seeks improvement among participants in their ability to communicate and exchange successfully with their Peers on agreed--upon topics. The online course Intercultural Communication is a more advanced course in intercultural communication, which gives the participant a wider knowledge and expansion to communication in an intercultural context. The course is suitable both for administrative as well as academic staff.
Duration	4 months in total, if completing both the introductory module as well as the E-Tandem component. Three months to undertake and complete the E-Tandems. E-Tandems: Frequency of online meetings – 1 per week (12 in total) 3 months (one semester) to complete the online course.
Communication tools	The Introductory module is provided through Zoom. The Zoom or Teams online meeting platforms are the preferred tools for communication. The 30 hours online course is provided through the moodle platform.
Participants' goals	Improvement in terms of linguistic competence, and general ability to express oneself in the Lingua Franca of their choice. Improvement in ability to communicate and exchange information and opinions successfully with their E-Tandem Peers on their agreed-upon topics.
Number of participants	Up to 8 participants from each institution will be selected per call = 64 participants in total per call / 32 learning pairs = 192 participants in total. The number of participants may be extended in 2025 and 2026, based on the number of interested participants in the institutions.
Recruitment of participants	The recruitment of participants will be based on the following principles: Calls will be open to all administrative staff. The institutions should target and promote the calls for a specific group of staff members/at the institutions, with a need for intercultural competence awareness and language training.

	The calls will be done locally, at the institutions, based on joint criteria and call texts *(Call for participants)* provided by the task team leader. Every institution will be responsible for nominating their candidates A final approvement of participants will be done in a separate joint task team meeting well in advance before the E-Tandems start. The online course (30 hours) Intercultural communication will be open to all academic and administrative staff.
Matchmaking and pairing	Pairing and matchmaking of candidates should consider their roles, experience levels, and areas of expertise to ensure effective matches. Pairing should be based on • The participants' field of expertise • Language competence level English; B1 as a minimum, in order to participate in the online course. • Target language; B1 • Pairing candidates must come from different institutions Pairing of candidates will take place before the online component is completed. If the candidate fails to complete the online course in time, he/she will not receive any certification for the online course, nor the e-Tandem. The task team leader is responsible for the pairing of candidates. A final, joint approvement of the pairing will be required in advance before the E-Tandems start.
Letter of Agreement	A tripartial Letter of agreement[5] will be provided and shall be signed by the learner, the tutor and the home institution of the learners, preferredly represented by the learner's superior/manager, to define, establish, and negotiate personal and professional goals/objectives for the learner as well as define the tutors' obligations and the home institution of the learners.
Roles of the tutor	The tutor will supervise E-Tandem participants/pairs during the E-Tandem program, as follows: • Establish and maintain regular contact with the learners • Support learners in matching their expectations and setting their goals • Set up an E-Tandem schedule for their pairs • Set up min 2 group specific goals for their pairs together with the learners, during the E-Tandem learning period • The role of the tutor is further thoroughly described in the tutor's manual[6].

[5] See Annex 5: Letter of Agreement for EDUC Staff Language Programme
[6] See Annex 6: Tutor's manual. Will be revised, published and made available as from March 2024.

Recruitment of tutors	The recruitment of tutors will be based on the following principles: Calls will be open for all, however targeted and specifically promoted for a specific group of staff members, primarily working in language centres and/or language departments at the institutions. Priority will be given to tutors already trained in the pilot phase of the E-Tandems in EDUC I. Tutors should be skilled in fostering foreign language and intercultural communication and will be selected for their expertise in language learning and pedagogy *(Note: If open calls: EDUC should have one, joint routine for calls for participants.* The task team leaders will provide a joint text with information on the call. The calls will be done locally, at the institutions, based on joint criteria and call texts. Every institution will be responsible for selecting their tutors.
Training and resources	8 tutors will be recruited through partner institutions. Language/communication teachers with previous tutoring experience are preferred. Tutors will undergo training sessions with a designated trainer selected by the coordinating partner institution. The training will address their mentoring skills and ensure they have a common understanding of the program's purpose and process. Training sessions should be given as separate workshops for tutors, focusing on the purpose of the programme, technical practicalities, communication and feedback skills. Additional documentation: • Tutors' missions[7] • Tutors' manual.
Timeline and planning (2024)	• Calls for participants (local level) – February/March • Calls for tutors (local level) – February/March • Selection of participants (Local level) – April 15 • Welcome and registration to course – April 15 • Opening of the course – April 22 • Matchmaking and pairing of candidates to E-Tandems – April 29 • Training of tutors – April 29 • Completion of 6 h of the online course – May 10 • Opening of the eTandems – May 13 • Completion of the E-Tandems – May – late September

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[7] See Annex 6: Tutor's missions. Will be revised, published and made available as from March 2024.

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	• Issue of certificates – October • Evaluation/preparate for 2nd call – October-December 2nd call will be launchedJanuary 2025, with completion of the online course and the e-Tandems by June 30, 2025. 3rd call will be launched January 2026.
Budget	Budgets will cover one tutor per university, per call. 8 tutors in total, with 4 eTandem pairs of participants each.
Badges/certificates	Badges/certificates will be developed within August 2024, and distributed to participants who have completed the following: • The introductory module (2 hours) • The E-Tandem (minimum 12 hours) • A satisfaction survey at the end of the learning period. A separate certificate will be developed and distributed to participants who have completed the Intercultural communication course (30 hours), by the end of each semester.
Evaluation: Iterate and improve	Continuously assess the programme's effectiveness and make adjustments based on feedback and outcomes. A satisfaction survey at the completion. Suggestions from participants to enhance the language experience.

Annexes to the Guidelines:

- Annex 1: Tripartial Letter of agreement for EDUC Staff secondments
- Annex 2: EDUC mentoring Letter of agreement (mentees and mentors), including filling in overall goals for the project
- Annex 3: Mentor's guide will be published and available as from March 2024.
- See Annex 4: Mentor's /mentee's log (including filling in goals for each session) for the mentoring phase
- Annex 5: Letter of Agreement for EDUC Staff Language Programme
- See Annex 6: Tutor's manual. Will be revised, published and made available as from March 2024.