



Report on the CIVIS staff community

CIVIS2, Deliverable 7.1

Approved by the Steering Committee of CIVIS
on 17 September 2026

The CIVIS Alliance member universities

Here are the names of the universities and their acronyms as we use them in CIVIS.

Full member universities

AMU	Aix-Marseille Université
NKUA	National and Kapodistrian University of Athens
UB	University of Bucharest
ULB	Université libre de Bruxelles
UofG	University of Glasgow
UNIL	University of Lausanne
UAM	Universidad Autónoma de Madrid
SUR	Sapienza Università di Roma
PLUS	University of Salzburg
SU	Stockholm University
UT	University of Tübingen

Associate member universities

UH2C	Université Hassan II de Casablanca
UCAD	Université Cheikh Anta Diop de Dakar
WITS	University of the Witwatersrand, Johannesburg
MAK	Makerere University
UEM	Universidade Eduardo Mondlane
USF	Université de Sfax

CIVIS is co-funded by the European Union (project N°: ERASMUS-EDU-2022-EUR-UNIV-1-101089983). Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the *European Union* (EU) or the *European Education and Culture Executive Agency* (EACEA). Neither the EU nor the EACA can be held responsible for them.

CIVIS – Europe's Civic University Alliance

CIVIS is formed by the alliance of 11 leading research-intensive higher education institutions across Europe: Aix-Marseille Université, National and Kapodistrian University of Athens, Université libre de Bruxelles, University of Bucharest, University of Glasgow, University of Lausanne, Universidad Autónoma de Madrid, Sapienza Università di Roma, Paris Lodron University of Salzburg, Stockholm University and Eberhard Karls Universität Tübingen. Six prestigious African universities join CIVIS as Associate Members: Université Hassan II de Casablanca, Université Cheikh Anta Diop de Dakar, University of the Witwatersrand, Johannesburg, Makerere University, Eduardo Mondlane University, Université de Sfax.

CIVIS brings together a community of more than 470,000 students and 58,000 staff members, including 35,000 academics and researchers in Europe alone. Including Associate Members, the Alliance counts 720,000 students and 75,000 staff members.

The Authors

Erika BLASCHKE, PLUS

Ileana RAMIREZ, PLUS

Eva LECHELLE, PLUS

Members of **Digital Campus Unit**

Members of **Mobility Unit**

Expert group Multilingualism

Expert group Inclusion & Diversity

and the entire **CIVIS Community**

Cite as Blaschke, E., Ramirez, I., Léchelle, E., & CIVIS, Europe's Civic University Alliance. (2026). Report on the CIVIS staff community. CIVIS, Europe's Civic University Alliance. <https://doi.org/10.5281/zenodo.22233586>

1 Alliance
11 Universities
Countless Possibilities

TABLE OF CONTENTS

TABLE OF CONTENTS	4
EXECUTIVE SUMMARY	7
KPI DASHBOARD AT A GLANCE	8
INTRODUCTION AND POSITIONING OF WORK PACKAGE 7 (WP7)	9
Objectives, purpose and scope of WP7	9
Evidence base, milestones and limitations	10
STAFF ATTRACTIVENESS, SERVICES AND ACCESS PATHWAYS	11
Shared service framework and access pathways	12
Staff-facing tools and service portfolio	12
Evidence, added value and limitations	13
THE CIVIS INTERNATIONALISATION ACADEMY: STAFF TRAINING, MOBILITY AND COMMUNITY LEARNING	13
Annual Conference as a capacity-building strand	14
Staff Weeks as structured community-learning formats	15
Job Shadowing as peer-learning mobility	17
Communities of Practice and sustained peer exchange	18
Complementary staff training strand: Innovative Pedagogies	19
Staff mobility trends, added value and continuation potential	20
DIGITAL CAMPUS FOR STAFF	23
Staff journeys supported by the Digital Campus	23
Evidence, added value and continuation potential	24
INCLUSION & DIVERSITY, MULTILINGUALISM AND COLLABORATIVE ACTIONS WITH GLOBAL PARTNERS	25
Targeted Inclusion and Diversity Actions	25
Multilingualism and Language Inclusion	26
Collaborative Actions with Global Partners	27
Evidence, added value and continuation potential	28
CONSOLIDATED IMPACT AND SUSTAINABILITY	29
CONCLUSION, OUTLOOK AND NEXT STEPS	29
ANNEXES	31
Annex A – Catalogue of staff weeks	32
Annex B – Mobility flows by universities	36
Annex C – Mobility flows between European and African universities over 4 years	37

List of Tables

Table 1: Objectives mapping	10
Table 2: Inclusion & Diversity (I&D) activities	26
Table 3: Multilingualism activities	27

List of Figures

Figure 1: Internationalisation and mobility figures	8
Figure 2: Overview of service portfolio	13
Figure 3: CIVIS Internationalisation Academy	14
Figure 4: Overview Annual conference	15
Figure 5: Development of staff weeks per year	15
Figure 6: Distribution of CIVIS Staff Weeks by host university	16
Figure 7: Thematic scope of CIVIS Staff Weeks	17
Figure 8: Overview of CoPs	19
Figure 9: STA and STT mobility by CIVIS university, 2022/23–2025/26	20
Figure 10: Overall development	21
Figure 11: Aggregated STA and STT mobility flows between CIVIS universities during CIVIS2	21
Figure 12: Intensity of bilateral mobility links between CIVIS universities: (a) STA and (b) STT, aggregated over 2022/23–2025/26	22
Figure 13: Digital tools supporting the CIVIS staff weeks process	24
Figure 14: Development logic of collaborative actions with Global partners	27
Figure 15: Aggregated STA and STT Erasmus+ mobility flows between CIVIS European universities and African Associate Members, 2022–2026	28

CIVIS 2 WORK PACKAGES AND STREAMS

The CIVIS2 project is organised around three broad Streams, the Alliance's key areas of activity. Each Stream brings together different operational Work Packages that turn our Alliance's priorities into action.

WP1	Management and Governance	
WP2	Civic Engagement and Challenge-Based Education Strategy	Stream 1: Challenge-Based Education and Civic Engagement
WP3	Challenge-Based Local to Global Educational Activities	
WP4	Local to Global Civic Engagement Projects	
WP5	Enabling the Shared Inter-University Campus	
WP6	Connecting Student Communities through the Inter-University Campus	Stream 2: Inter-University Campus
WP7	Connecting Staff Communities through the Inter-University Campus	
WP8	Embedding Shared Educational Offer	
WP9	Accredited Shared Undergraduate (Bachelor) and Graduate (Master) Educational Offer	Stream 3: Embedded Joint Educational offer
WP10	Doctoral Educational Offer	
WP11	Accredited Modular Educational Offer	
WP12	Consolidation	
WP13	Impact and Dissemination	

ACRONYMS AND ABBREVIATIONS

BoR	Board of Rectors
EG	Expert Group
CIVIS	CIVIS – Europe's Civic University Alliance
CIVIS 1	Erasmus+ project "CIVIS" from 2019 to 2022
CIVIS 2	Erasmus+ project "CIVIS2 " from 2022 to 2026
CIVIS 2.1	Erasmus+ project "CIVIS2.1" in grant agreement preparation, planned for 2026-2028
GSC	Global Student Council
MC	Management Committee
OL	Open Lab
SC	Steering Committee
SG	Secretary general
SUCTI	Systemic University Change Towards Internationalisation
WP	Work Package (of the CIVIS2 project, if not specified differently)

EXECUTIVE SUMMARY

This deliverable presents the final consolidated report on Work Package 7 – *Connecting Staff Communities through the CIVIS Inter-University Campus* – within the CIVIS2 project. Through WP7, CIVIS Alliance addressed academic, administrative, technical and support staff in a dual role: as a target group of CIVIS opportunities and as a key implementation community enabling the Alliance to function across its eleven member institutions.

WP7 was structured around six interconnected areas: staff attractiveness and services; staff training and mobility; the Digital Campus for staff; inclusion and diversity; multilingualism; and collaborative actions with Global Partners. Implementation followed an enabling rather than centralising logic, working through existing CIVIS and institutional structures to improve staff access, visibility and participation across the Alliance.

Key achievements include the development of a shared staff mobility quality framework, comprising the CIVIS Staff Mobility Experience webpage, the Staff Mobility Playbook, institutional fact sheets, a reception and integration checklist, and reusable templates for feedback and motivation letters. The CIVIS Internationalisation Academy brought together the Annual Conference capacity-building strand, Staff Weeks, Job Shadowing and Communities of Practice into a coherent staff development framework. Staff Weeks increased continuously throughout CIVIS2, clearly exceeding the cumulative target of 20 Staff Weeks across the implementation period, and covered six thematic areas ranging from internationalisation and mobility to inclusion, diversity and research cooperation. Five Communities of Practice were established or consolidated, creating sustained cross-institutional peer exchange in library cooperation, international relations, human resources, career services and university-museum cooperation. The Digital Campus – in particular the growing role of the Agora platform as an operational hub for staff-facing opportunities – further improved visibility, access and coordination across the Alliance.

In the areas of inclusion, diversity and multilingualism, WP7 built on the WP5 (*Enabling the shared Inter-University Campus*) survey basis to deliver targeted awareness-raising activities, peer-learning formats and language-focused initiatives, including language cafés and a dedicated staff week. Collaborative actions with Global Partners supported networking, trust-building and joint funding pathways, contributing to outputs such as the Jean Monnet Network PolyCIVIS and the Horizon Europe Marie Skłodowska-Curie Action (MSCA) Staff Exchanges project PartiCIVIS.

The main impact of WP7 was to translate the CIVIS Inter-University Campus into concrete staff experiences and to position staff as active contributors to Alliance implementation. Recommendations for CIVIS 2.1 focus on maintaining and updating reusable WP7 outputs, strengthening institutional staff development structures, recognising staff contributions, and ensuring that staff-facing CIVIS opportunities remain visible, accessible and connected to institutional practice.

KPI DASHBOARD AT A GLANCE

The KPI Dashboard summarises the key quantitative results of Work Package 7 across the CIVIS2 implementation period. Together, these figures reflect stronger access pathways, structured learning formats, active staff communities and a growing digital and international staff ecosystem across the Alliance.

WP7 developed a portfolio of **15 staff-facing tools** and resources across three thematic areas: welcome and staff mobility support, Job Shadowing, and Staff Weeks. The portfolio includes practical guidance materials, templates, fact sheets, checklists, the CIVIS Staff Mobility Playbook and webpage, as well as the Agora-based access and matchmaking functionality for Job Shadowing and coordination resources for Staff Weeks. Together, these outputs form a reusable service infrastructure that supports staff access, preparation, participation and peer learning across the Alliance.

A total of **30 Staff Weeks** were implemented or scheduled across the four CIVIS2 reporting years: 2 in 2022/23, 5 in 2023/24, 8 in 2024/25 and 15 in 2025/26. This exceeds the cumulative target of 20 Staff Weeks across the implementation period. Based on final reporting for completed staff weeks, **821** participants were recorded.

The **Annual Conference capacity-building strand** reached **105 participants** across four formats – Unconference, SUCTI, SUCTI 2.0 and WILL – building internationalisation expertise and trainer capacity within the Alliance. **5 Communities of Practice** were established or consolidated in the areas of Libraries, Museum University Forum, Heads/Directors of International Relations, Human Resources and Career Service Centres, providing sustained peer exchange and cross-institutional knowledge sharing.

As a related staff training pathway, the **Innovative Pedagogies** series contributed **27 activities** reaching **908 participants**. While not a core WP7 format, it formed an important complementary strand within the broader CIVIS staff development ecosystem.

Staff mobility (STT and STA) showed a positive trend over the CIVIS2 period. Based on the figures provided by mid-June 2026, a total of **482 Staff Mobilities for Training (STT)** and **931 Staff Mobilities for Teaching (STA)** were recorded.

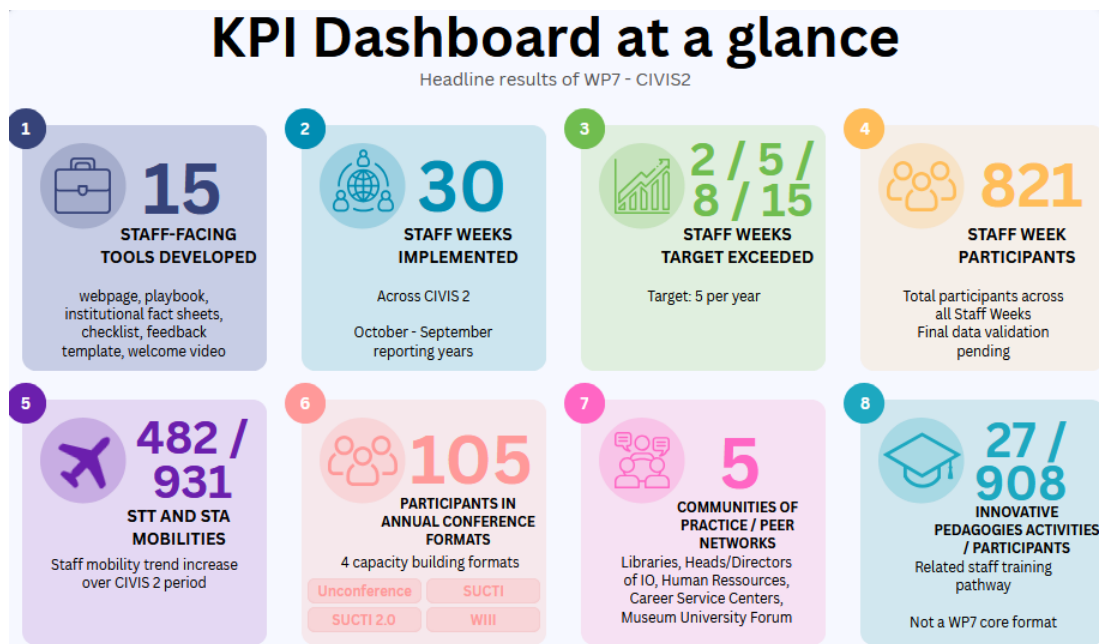


Figure 1: Internationalisation and mobility figures

INTRODUCTION AND POSITIONING OF WORK PACKAGE 7

CIVIS2 (2022–2026) builds on the first phase of CIVIS – Europe's Civic University Alliance and further develops CIVIS as a European university alliance with strong local, European and global dimensions. A central objective of CIVIS2 is the further development of the **CIVIS Inter-University and Digital Campus**: a shared environment that connects the eleven CIVIS universities and facilitates access to opportunities, services, mobility, learning and collaboration across institutional boundaries.

Within CIVIS2 project, this work was organised in **Stream 2**, comprising Work Packages 5 (*Enabling the shared Inter-University Campus*), 6 (*Connecting Student Communities through the Inter-University Campus*) and 7. WP5 developed the strategic basis for the Inter-University and Digital Campus, while the subsequent implementation focused on its two main internal communities: **students in WP6 and staff in WP7**. WP7 can therefore be understood as the staff-focused counterpart to WP6, translating the broader campus strategy into concrete services, tools, training and mobility opportunities, peer-learning formats and access pathways for staff.

Relying on WP7, CIVIS Alliance addressed academic, professional, technical and support staff in a dual role: as participants in CIVIS opportunities and professional development activities, and as an essential community involved in implementing and sustaining cooperation across the Alliance. Its implementation therefore required close interaction with CIVIS structures responsible for mobility, digital services, institutional coordination and communication. These included the **Mobility Unit**, which supports Alliance-wide coordination of mobility-related processes; the **Digital Campus Unit**, responsible for the development of shared digital environments and services; **Institutional Coordinators**, who facilitate CIVIS implementation within each university; the **Communications Unit**; and thematic **Expert Groups**, which bring together institutional expertise in specific areas.

WP7 milestones and key outputs were discussed and validated through the CIVIS management and governance structures, in particular the Management Committee and Steering Committee. This report presents the main achievements of WP7, the evidence supporting their relevance and impact, and the continuation potential of the staff-related structures, tools and formats developed during CIVIS2.

Objectives, purpose and scope of WP7

This deliverable provides the final consolidated account of WP7 against the objectives set for "Connecting staff communities through the CIVIS Inter-University Campus". It documents how CIVIS translated these objectives into staff-oriented services, tools, training opportunities, mobility formats, peer-learning structures and community-building actions.

The implementation logic of WP7 was enabling rather than centralising. WP7 did not aim to replace institutional procedures or create a single central staff development system. Instead, it worked through existing CIVIS and institutional structures to improve staff access, coordination, visibility and participation across the Alliance.

The table below summarises how the WP7 objectives were addressed and where the related activities are documented in this deliverable.

WP7 objective	How it was addressed in CIVIS2 Project	Main Chapters
Foster and strengthen the sense of belonging to the European University among staff of the Alliance, while also promoting cultural diversity	Staff Weeks, Annual Conference formats, Communities of Practice, inclusion and diversity activities, multilingualism-related formats and Global Partner exchange created spaces for cross-institutional identification, peer learning and intercultural exchange.	Chapters 3 and 5

Develop and offer enlarged experiences for staff members within CIVIS	Staff were offered broader CIVIS experiences through training, mobility, job shadowing, peer exchange, internationalisation formats and digital access pathways.	Chapters 2,3 and 4
Develop and promote diverse forms of staff mobility within the Alliance, with an eye on inclusivity and environmental sustainability	WP7 supported Staff Weeks, Job Shadowing, Erasmus+ staff mobility pathways and Agora-based matchmaking, complemented by guidance tools, templates and more structured information flows.	Chapters 3,4 and 5
Streamline the multilingualism offer and tools	Multilingualism was addressed through the visibility of language centres, language cafés, lecture formats and future staff-focused multilingualism formats.	Chapter 5
Enable skills development of staff members of each university through the implementation of a dedicated training offer	Skills development was supported through Annual Conference training formats, Staff Weeks, Innovative Pedagogies, peer-learning formats and Communities of Practice.	Chapter 3
Bridge the communities' multiple identities through facilitated access to CIVIS Inter-University Campus provisions	WP7 developed access points, guidance tools and Digital Campus-supported pathways that helped academic, administrative, technical and support staff engage with CIVIS opportunities.	Chapters 2 and 4
Enhance possibilities to share best practices among staff of the member universities	Best-practice exchange was supported through Staff Weeks, Communities of Practice, Job Shadowing, inclusion and diversity activities, Global Partner preparatory seminars and reusable templates.	Chapters 3 and 5

Table 1: Objectives mapping

The report focuses on six areas defined in the Description of Action:

- staff attractiveness and services;
- staff training opportunities;
- staff mobilities;
- digital campus for staff;
- collaborative actions with Global Partners;
- inclusion and diversity actions, including multilingualism.

The deliverable documents, the tasks and actions implemented under WP7, which tools and formats were developed, what added value was created for staff communities, and which outputs have continuation potential beyond CIVIS2.

Evidence base, milestones and limitations

This deliverable builds on both quantitative and qualitative evidence collected throughout WP7. The main sources include WP7 milestone documents, staff mobility guidance materials, institutional fact sheets, staff week and job shadowing records, Digital Campus and Agora-related input, expert group contributions, stakeholder feedback and qualitative observations from implementation.

The main WP7 milestones contributing to this deliverable were:

Milestone (MS)	Title	Management Committee validation date	Main contribution
MS7.1	Welcome and mobility staff agenda	24.02.2026	Guidelines, processes and tools for staff mobility and access to CIVIS opportunities
MS7.2	Calendar and programme of CIVIS staff training opportunities	30.01.2025	Overview of staff training, Internationalisation Academy, staff weeks and job shadowing

MS7.3	Report on Digital Campus tools adoption by staff community	25.11.2025	Evidence and feedback on staff adoption of Digital Campus tools
MS7.4	Preparatory seminars to develop joint funding applications with CIVIS partners and Global Partners	12.05.2026	Documentation of preparatory activities for joint applications and Global Partners collaboration
MS7.5	Mapping of the existing Staff Diversity policies at each university	08.07.2025	Overview of existing staff diversity policies and institutional practices; contextual basis for related activities

Several WP7 milestones were finalised later than originally envisaged. This reflects the implementation logic of WP7, as many outputs depended on developments in other CIVIS work packages, shared Alliance structures and institutional processes that evolved progressively during CIVIS2. Rather than being stand-alone results, the milestones consolidated work that required input, testing and coordination across several actors and structures.

MS7.1 is one example of this interdependence. The staff mobility framework brought together institutional information, shared guidance, access pathways and emerging Digital Campus functionalities, which were consolidated as the relevant components progressively matured during implementation. Similar dependencies affected other WP7 activities, particularly where implementation relied on cross-work-package cooperation, Expert Groups, institutional input or evolving CIVIS-wide tools and processes. The later finalisation of individual milestones should therefore be understood in the context of this iterative and interdependent development process.

The focus of this deliverable is therefore on demonstrating CIVIS2 contribution and added value, rather than claiming full causal attribution for all staff-related developments in CIVIS Alliance. Where robust quantitative indicators are available, they are included, particularly for mobility, training participation and selected Digital Campus developments. Where data are incomplete, the report uses documented outputs, implementation examples and qualitative evidence.

Some limitations remain. Staff-related data are not always collected centrally, institutional reporting systems differ, and staff mobilities may be funded through CIVIS2, Erasmus+, institutional or other sources. CIVIS-specific and general Erasmus+ staff mobility cannot always be fully separated, modality splits are not consistently available, and language-related staff participation is only partially traceable. These limitations point to the need for more harmonised monitoring approaches, clearer data responsibilities and more systematic staff-related reporting in future phases of the Alliance. Concrete recommendations in this regard are addressed in the final chapter of this report.

STAFF ATTRACTIVENESS, SERVICES AND ACCESS PATHWAYS

This chapter presents the practical service layer developed by CIVIS under WP7 to make staff participation in CIVIS easier, clearer and more transparent. While Chapter 3 focuses on mobility and community-learning formats, this chapter focuses on the information, guidance and tools that help staff access these opportunities and experience a more coherent CIVIS mobility journey.

The main basis is **MS7.1 Welcome and mobility staff agenda**, which defines a shared quality framework for staff mobility. It sets out minimum standards for welcome and integration, clarifies the roles of sending and host institutions, and provides practical tools for staff and institutional actors.

Shared service framework and access pathways

WP7 did not aim to replace local procedures or create a centralised staff mobility system. Instead, it enabled CIVIS to develop a common service logic that connects existing institutional services and makes them easier to find, compare and use across the Alliance. The framework follows the staff mobility cycle: before departure, during preparation, on arrival, during the stay and after return.

The aim was to reduce uncertainty for mobile staff and make CIVIS staff participation more predictable. Staff should be able to identify relevant opportunities, understand basic requirements, find the right contact points and prepare their mobility, regardless of their home or host institution.

This service logic is also linked to broader CIVIS visibility formats, such as Welcome Days, International Weeks and online staff-oriented information events. While not all these formats are fully documented or systematically available, they remain relevant access points for future staff engagement and institutional embedding.

Staff-facing tools and service portfolio

The core implementation outcome is an online hub designed around three complementary elements: the [CIVIS Staff Mobility Experience webpage](#) as the public entry point, the [digital CIVIS Staff Mobility Playbook](#) as a practical guidance resource and a draft version of a short pre-arrival welcome video. Its publication remains subject to validation by the CIVIS Communication Unit. Together, these elements provide staff with a clearer access point to mobility information, practical guidance and orientation before and during a stay at a CIVIS partner institution.

The Staff Mobility Playbook translates the WP7 quality framework into practical guidance and includes reusable templates such as institutional fact sheets, the reception and integration checklist, the feedback template and the motivation letter template. These templates are intended to support both mobile staff and host institutions and will be available through the Agora platform to increase visibility and practical use.

The Playbook provides a common starting point for preparing staff mobility across CIVIS institutions. Implementation experience also showed that successful mobility, and Job Shadowing in particular, depends on sufficiently specific and well-prepared requests. Staff should therefore research the prospective host institution in advance and formulate a clear professional purpose, including the intended duration and provisional dates, the relevant department or contact person where known, and the activities, processes or practices they would like to observe or discuss. Strengthening this guidance and integrating it more systematically into the digital request process represents a logical next development step for CIVIS 2.1.

Service element	Purpose / contribution
CIVIS Staff Mobility Experience webpage	Single entry point for staff mobility information, including links to institutional Welcome pages and/or operational Staff Welcome & Mobility contact points.
CIVIS Staff Mobility Playbook	Digital guidebook translating internal standards into practical information for academic, administrative, technical and managerial staff.
Institutional fact sheets	Comparable information for incoming and outgoing staff, especially for Erasmus+ staff mobility.
Reception and integration checklist	Host-side tool to support preparation, Day 1 welcome, access to services, integration and debriefing.
Feedback template	Light, voluntary feedback tool to support continuous improvement and comparable reporting where feasible.
Motivation letter template	Supports purposeful mobility planning and internal approval by helping staff clarify the professional purpose and expected added value of the mobility. It is not intended to replace the more detailed information required when approaching a prospective host institution

Draft of pre-arrival welcome video	Short orientation element explaining key steps before departure, on arrival and during the stay
---	---

Figure 2: Overview of service portfolio

Together, the resources and tools form a reusable staff mobility support structure. The added value lies in connecting CIVIS-level visibility with practical guidance and institutional information, thereby making staff mobility easier to prepare, host and follow up across the Alliance.

Evidence, added value and limitations

The main evidence for this chapter is the validated MS7.1 milestone, the mapping of welcome and mobility information across CIVIS universities, and the practical tools developed for staff mobility and access pathways. The key outputs include the shared quality framework for staff mobility, institutional fact sheets, the reception and integration checklist, the feedback and motivation letter templates, and the Staff Mobility Experience webpage, the Staff Mobility Playbook and the planned welcome video.

The added value of this service layer lies in reducing fragmentation and making staff mobility information easier to find, compare and use across institutions. Under WP7, CIVIS connected distributed information on welcome services, funding rules, contact points and preparation steps into a clearer CIVIS-wide access pathway. This supports more predictable staff mobility journeys and reduces dependence on informal knowledge or personal contacts.

Because several service elements were consolidated toward the later stages of CIVIS2, their full uptake and long-term effect will only become visible after the project period. As outlined above, MS7.1 brought together several interdependent components that developed progressively during implementation. Its immediate achievement is therefore the establishment of a shared service framework and a reusable set of tools. Continuation will depend on regular updating, institutional embedding and further integration with CIVIS digital access points and wider staff-oriented visibility formats.

THE CIVIS INTERNATIONALISATION ACADEMY: STAFF TRAINING, MOBILITY AND COMMUNITY LEARNING

The CIVIS Internationalisation Academy was the central WP7 framework for staff training, mobility and community learning. It brought together formats that supported academic, administrative, technical and support staff in engaging with CIVIS through peer exchange, professional development, mobility and cross-institutional cooperation.

Rather than creating a single training programme, the Academy connected different levels of staff engagement: capacity-building formats linked to the Annual Conference, thematic Staff Weeks, peer-learning through Job Shadowing, and more continuous exchange through Communities of Practice. Together, these formats translated the CIVIS Inter-University Campus into concrete staff experiences and contributed to Internationalisation@home by making international and intercultural learning opportunities accessible beyond classical mobility schemes.

The Academy therefore functioned as an implementation framework for WP7: it increased the visibility of staff opportunities, supported structured exchange across institutions and created reusable formats that can be continued beyond CIVIS2.



Figure 3: CIVIS Internationalisation Academy

Annual Conference as a capacity-building strand

Within the CIVIS Internationalisation Academy, the Annual Conference functioned as a capacity-building strand for staff involved in internationalisation, alliance development and inter-university cooperation. The formats addressed both academic and professional staff whose role contributes to the internationalisation of their institutions and to CIVIS implementation. Depending on the format, participants included academics as well as staff working in international relations, mobility, institutional services, staff development and other functions supporting international cooperation across the university.

The strand brought together formats with different levels of intensity: the Unconference, *Systemic University Change Towards Internationalisation (SUCTI)*, SUCTI 2.0 and the WIII format. Together, these activities created a progressive learning pathway from open exchange and agenda-setting to structured training and practical transfer.

The added value of this strand was that it did not treat internationalisation as the responsibility of international offices alone. Instead, it addressed internationalisation as a shared institutional task involving academic, administrative, technical and support staff. The formats helped staff understand CIVIS as an inter-university campus, reflect on their own role in internationalisation processes, exchange practices across institutions and translate alliance-level objectives into everyday professional contexts.

Format	Main function within the Academy	Added value	Participants
Unconference	Open, participatory agenda-setting format for CIVIS staff, organised to identify shared challenges, priorities and expectations for staff development and collaboration.	Created the starting point for the Academy by collecting staff perspectives and translating them into future training and community-building priorities.	29
SUCTI	Train-the-trainer programme on internationalisation, aimed at building a common understanding of internationalisation and strengthening the role of professional staff in supporting it	Built the first CIVIS trainer capacity and created a shared basis for later staff training on internationalisation across the Alliance.	19
SUCTI 2.0	Follow-up format building on the SUCTI-training, with a stronger focus on adapting the approach to the CIVIS context and translating internationalisation into institutional practice.	Supported continuity from training to institutional transfer and prepared the ground for CIVIS-specific staff development formats.	30

Will – Why Internationalization Is Important	CIVIS staff week jointly developed and delivered by trained SUCTI trainers, covering internationalisation concepts, global trends, multilingualism, language inclusion and intercultural competence.	Demonstrated how trainer capacity was translated into a concrete Academy offer for staff, showing a clear progression from capacity-building to jointly delivered training.	27
---	--	---	----

Figure 4: Overview Annual conference

Together, these formats show a clear continuity within the Academy: The Unconference helped identify staff needs and priorities; SUCTI built trainer capacity; SUCTI 2.0 adapted this capacity to the CIVIS context; and Will translated it into a jointly delivered staff training offer.

Staff Weeks as structured community-learning formats

Staff Weeks were conceived throughout CIVIS2 as flexible instruments for staff development, peer learning and thematic community building across the Alliance. They offered short, thematically focused formats for academic, professional, technical and support staff, combining training, networking and institutional exchange. Staff mobility, including Erasmus+ Staff Mobility for Training where applicable, provided an important means of enabling participation, but mobility was not the primary purpose of the format.

A key WP7 contribution was to establish a more structured Alliance-wide approach to the organisation of Staff Weeks in close cooperation with the CIVIS Mobility Unit. The validated [Staff Week guidelines](#) introduced a common proposal, eligibility and validation process, thematic alignment with CIVIS priorities, minimum information requirements and coordinated publication through CIVIS communication channels. This common framework helped organisers plan Staff Weeks more consistently and provided a clearer pathway from proposal to publication and implementation.

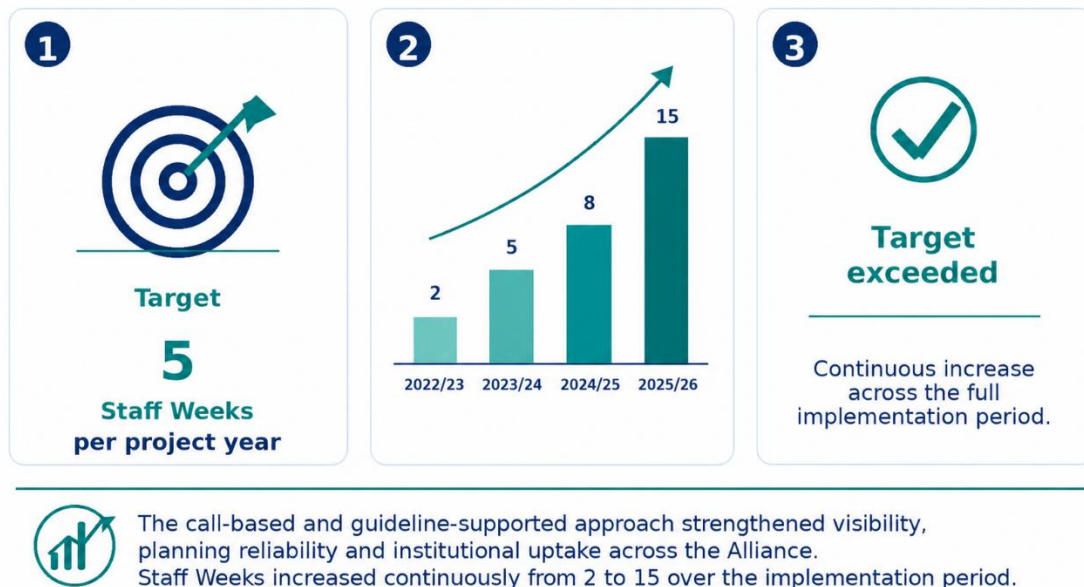


Figure 5: Development of staff weeks per year

The annual number of Staff Weeks increased continuously from 2 in 2022/23 to 15 in 2025/26. Across the four reporting years, the cumulative total of 30 Staff Weeks clearly exceeded the target of 20. Based on final reporting for completed Staff Weeks, **821 participants** were recorded.

During CIVIS2, regular Staff Week calls for proposals were developed under WP7 in close cooperation with the CIVIS Mobility Unit, typically linked to spring and autumn planning cycles. WP7 coordinated the overall call

process, while the Mobility Unit supported institutional coordination and the internal promotion of Staff Week opportunities through the mobility structures of the CIVIS universities. The calls were well received and provided a reliable framework for identifying and preparing Staff Week offers sufficiently in advance. This lead time was particularly important because participation in a Staff Week generally requires staff to apply for the relevant mobility funding and approval at their home institution, where internal procedures and deadlines differ across CIVIS universities.

In 2026, a rolling call was introduced jointly by WP7 and the Mobility Unit as a pragmatic transitional solution, as CIVIS2 was due to end on 30 September 2026 and the continuation framework beyond the project period had not yet been confirmed. The rolling call ensured that new Staff Week proposals could still be submitted and processed during this transition period without creating a gap in the offer. Experience with both approaches can inform the future organisation of Staff Week calls in CIVIS 2.1, while ensuring that opportunities are communicated sufficiently early to allow prospective participants to complete the necessary institutional mobility procedures.

Hosting responsibilities were also distributed across the Alliance rather than concentrated in only a small number of institutions. Figure 6 shows the number of Staff Weeks organised by each CIVIS member university during the CIVIS2 period.

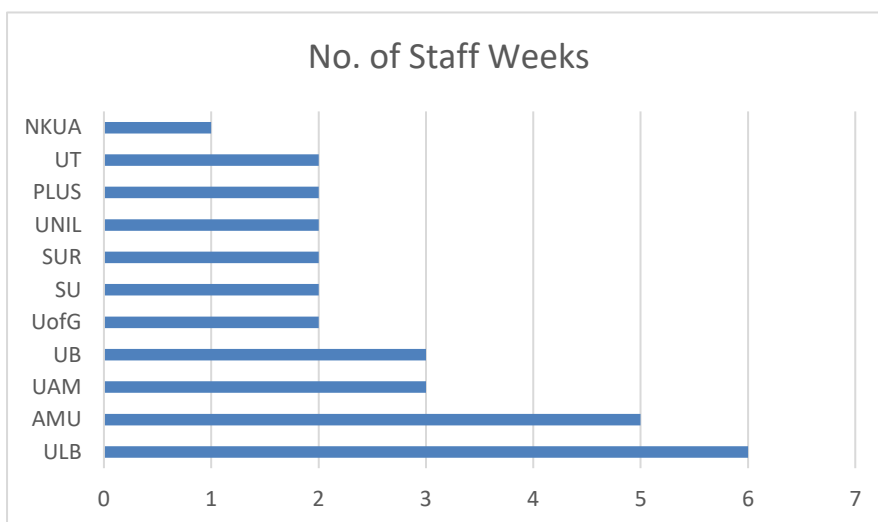


Figure 6: Distribution of CIVIS Staff Weeks by host university

All eleven CIVIS member universities hosted at least one Staff Week, demonstrating broad institutional engagement with the format. ULB and AMU organised the largest numbers, while the other universities contributed between one and three Staff Weeks each. The distribution reflects different institutional capacities, thematic priorities and opportunities to host activities and should therefore be understood as an overview of hosting activity rather than as a comparative performance ranking.

At the same time, Staff Weeks covered a broad thematic spectrum across CIVIS. As shown in Figure 7, they addressed six main thematic areas: internationalisation and mobility; flexible learning pathways and micro-credentials; innovative pedagogies and service learning; professional services and staff development; inclusion, diversity and multilingualism; and research, funding and strategic cooperation.

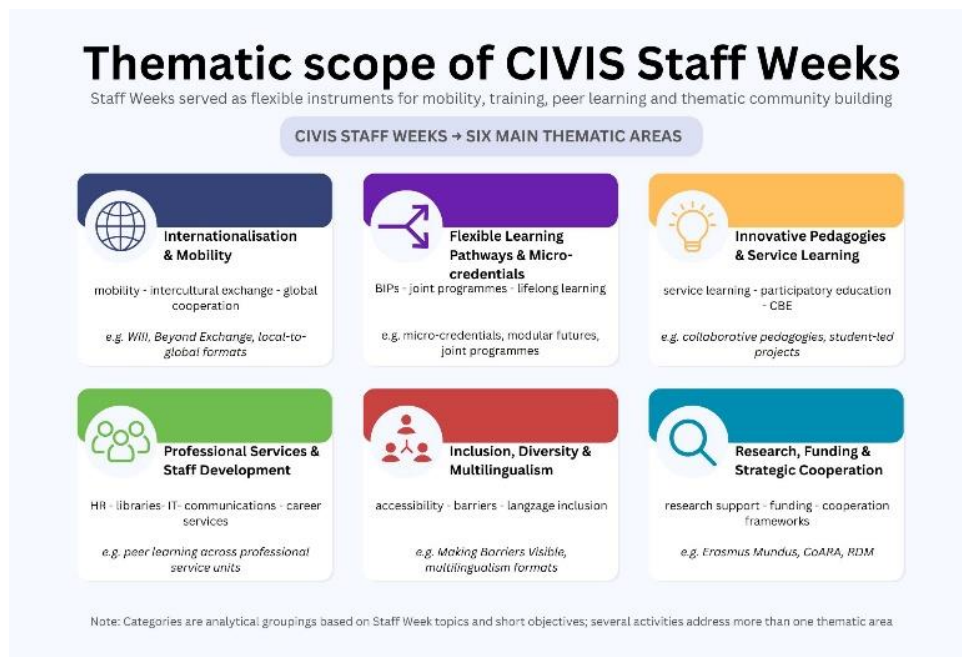


Figure 7: Thematic scope of CIVIS Staff Weeks

While primarily developed as an Alliance-wide staff development format, several Staff Weeks were also promoted beyond CIVIS and attracted participants from external institutions. Based on the available final reporting, nine Staff Weeks recorded non-CIVIS participation, accounting for 84 external participants in total – **around 10%** of all recorded Staff Week participants. This external participation extended professional exchange beyond the immediate CIVIS community, particularly where topics were relevant to wider higher-education networks.

This thematic breadth illustrates the flexibility of Staff Weeks as instruments for staff development, peer learning, dissemination and thematic community building across the Alliance. Their added value lay in bringing together staff, topics and institutions in focused exchange formats that supported practical learning, professional networking and, in some cases, follow-up cooperation such as Communities of Practice or continued collaboration between units. Detailed KPI data are presented in the KPI overview, while the full catalogue of Staff Weeks is provided in the annex.

[Participant feedback](#) underlines the added value of this format for professional exchange and cross-institutional learning:

“Participating in the CIVIS Staff Week on AI for University Communicators in Brussels was a powerful learning experience that reshaped my view of AI as both a tool and an ethical challenge”. (Administrative staff member, National and Kapodistrian University of Athens)

Job Shadowing as peer-learning mobility

Job shadowing is an established form of peer-learning mobility, for example within Erasmus+ and institutional mobility schemes. Within the CIVIS Internationalisation Academy, WP7 built on these existing practices and supported their visibility and accessibility across the Alliance. It enables academic, professional, technical and support staff to spend a short period at a CIVIS partner institution to observe workflows, professional practices, teaching approaches or institutional services in a real working environment.

The main added value of WP7 was therefore not to create job shadowing from scratch, but to make existing opportunities more visible and to develop more structured access pathways across the Alliance. A central contribution was the development of an Agora-based access and routing approach through which host institutions can present opportunities, thematic areas, possible timeframes and contact pathways in a more transparent way.

Practical information on job shadowing is provided through the [CIVIS website](#), while concrete offers and expressions of interest are increasingly channelled through [Agora](#) as the operational space for staff-facing opportunities. Since this Agora functionality became active only in February 2026, no reliable uptake figures are available yet. At present, job shadowing activities can only be counted manually and are not recorded in a fully harmonised way across institutions.

Implementation experience showed that the initial Job Shadowing request process required further simplification, particularly because expressions of interest were followed by several coordination steps via email. In response, a refined Agora-based workflow is being reviewed and will be introduced to provide a more structured access point for staff interested in Job Shadowing.

Under this approach, requests will be submitted through Agora and transmitted to a designated contact point at the prospective host institution, from where they can be directed to the relevant department or service unit. The aim is to make requests easier to route and to ensure that essential information is available from the outset.

At the same time, effective Job Shadowing depends not only on the digital workflow but also on the quality and specificity of the request. Interested staff should identify a clear professional objective, research the prospective host institution and, where possible, indicate provisional dates, the relevant department or contact person, and the activities or practices they wish to observe.

For the next years of CIVIS, the Agora-based Job Shadowing workflow should be evaluated and further refined based on implementation experience. This should include clearer minimum information requirements for well-prepared requests, stronger guidance on professional objectives and host research, and further simplification of the routing process where appropriate. As the use of Agora develops, it may also provide a stronger evidence base for monitoring interest in Job Shadowing opportunities and comparing expressions of interest with mobilities actually realised. This could help identify demand, improve the connection between staff interests and host capacities, and reduce dependence on personal networks and ad-hoc arrangements.

Qualitative evidence from CIVIS testimonial reports on the website confirms that job shadowing contributes to professional exchange, new contact and continued collaboration between institutions. The example below illustrates how a short peer-learning mobility can act as an incubator for further cooperation by creating professional connections that continue beyond the mobility itself.

"I really enjoyed my Erasmus+ stay. I felt warmly welcomed and found many professional connections. There was valuable exchange in administration, teaching and research. I shared my projects and learned from others. Best of all, we launched several collaborations and still work together". (Scientific staff, University of Salzburg)

Communities of Practice and sustained peer exchange

Communities of Practice (CoP) complemented staff weeks and job shadowing by creating more continuous spaces for peer exchange among staff working in similar professional fields. They supported learning, comparison of institutional practices and the development of shared approaches beyond individual events.

CoP	Scale and exchange format	Main focus / contribution
Libraries	active core around 30; 29 online meetings complemented by BIP , CIVIS Days and Erasmus+ visits	Library cooperation, open science, field trips, staff weeks and professional exchange
Heads / Directors of International Offices	active core around 7–8; two in-person meetings and 3–4 online meetings	Strategic internationalisation, CIVIS structures, next phase, TRACEE Master's Programme, Africa cooperation and ethical partner assessment
Human Resources	8 participants, around 5 online-meetings; HR-focused peer exchange, established after staff week in 10/24	HR practices, career development, employer branding, staff development and digitalisation

Career Service Centres	around 8 participants, partly beyond CIVIS; established after staff week in 02/25, regular exchange every quarter, now extended to one time / semester	Career services, employability, external partner cooperation and career development pathways
Museum University Forum	Broad European CIVIS participation (10 of 11); recurring BIPs, seminars, online exchange and collaborative projects involving academics and museum professionals	University–museum collaboration, sustained professional and academic exchange, joint teaching and research development, and African–European cooperation

Figure 8: Overview of CoPs

The communities presented above form part of a broader landscape of staff networks within CIVIS. While several WP7-related Communities of Practice developed around professional service areas, other CIVIS initiatives created sustained academic or cross-sectoral networks through teaching, research and thematic cooperation. The Museum University Forum illustrates the overlap particularly well, bringing together academics and museum professionals in recurring teaching, research and exchange activities. Other examples include the CIVIS Law network, which developed from early network-building activities into sustained cooperation among teaching staff, including joint teaching resources and recurring Blended Intensive Programmes. These examples demonstrate that staff community building across CIVIS takes different forms and can evolve from initial networking activities into longer-term collaboration.

As shown in Figure 8, the CoPs differed in size, maturity and intensity of exchange. Some, such as the Libraries CoP, developed into a broad and continuous professional network with around 50 colleagues on the mailing list, an active core of around 30 librarians and at least 440 recorded participations in online meetings between July 2023 and May 2026. Others, such as the Heads / Directors of International Relations CoP, remained smaller and more strategic, with an active core of around 7–8 members, two in-person meetings and several online exchanges. The HR and Career Service Centres CoPs show how staff weeks could function as starting points for more sustained professional exchange, extending the impact of individual events into continued peer learning and thematic cooperation. The Career Service Centres CoP, established following a staff week in February 2025, brought together around 8 participants from within and beyond the CIVIS Alliance. Starting with quarterly exchanges, the group has since moved to a semester-based rhythm, reflecting a natural consolidation into a stable, ongoing peer network. The Museum University Forum represents a broader cross-sectoral community, supporting professional exchange and university–museum collaboration through repeated joint activities such as BIPs and summer schools.

While their structures and origins differed, the communities shared a common function: they created continuity beyond individual CIVIS activities and provided spaces for sustained peer exchange, professional or academic learning, and the development of further collaborative initiatives.

Complementary staff training strand: Innovative Pedagogies

While not implemented as a core WP7 format of the CIVIS Internationalisation Academy, the Innovative Pedagogies series represented an important complementary staff training strand within the wider CIVIS staff development ecosystem. Implemented in the context of [D8.1 Digital Handbook on credit multiple and joint education](#), it addressed academic staff, educators and staff involved in teaching and learning innovation.

With **27 activities** and workshops reaching **908 participants**, the series supported cross-institutional exchange on challenge-based and service learning, blended learning, modularisation, inclusion and accessibility, co-creation and innovative teaching practices. It is referenced here as a related staff training pathway, while its Digital Campus relevance is addressed in [Chapter Digital Campus](#).

Together, the WP7 formats and complementary training strands also contributed to **Internationalisation@home** by creating international and intercultural learning opportunities for staff beyond classical mobility schemes.

Staff mobility trends, added value and continuation potential

The figures presented in this section refer to mobility between the eleven European CIVIS member universities. Staff mobility between the European universities and the African Associate Member Universities of the alliance is presented separately in Chapter [“Collaborative Actions with Global Partners”](#) in the context of collaborative actions with Global Partners.

The following visualisations show the development and distribution of **Erasmus+ Staff Mobility for Training (STT)** and **Staff Mobility for Teaching (STA)** during CIVIS2. At Alliance level, both mobility types increased over the implementation period, although the patterns vary considerably between universities and academic years. STA remained the quantitatively larger mobility type at Alliance level and developed relatively steadily, while STT showed particularly strong growth compared with the beginning of the project period, notably at individual universities such as AMU and ULB.

The **university-level small multiples** in Figure 9 illustrate these different institutional trajectories. A common scale is used across all panels to facilitate direct comparison. While some universities recorded relatively continuous growth, others experienced considerable fluctuations between individual academic years. Overall, the visualisation points to an expansion of staff mobility within CIVIS, but not to a uniform development across all partner universities.

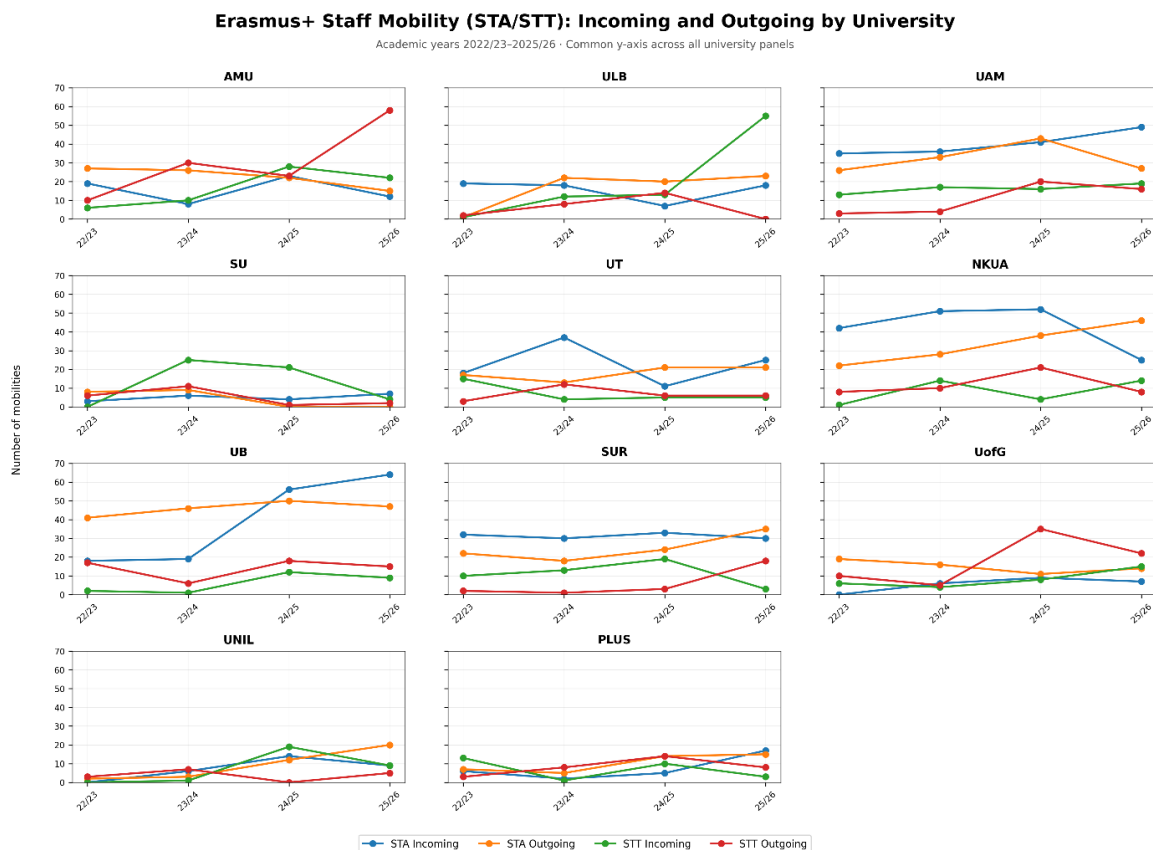


Figure 9: STA and STT mobility by CIVIS university, 2022/23–2025/26

Figure 10 provides an Alliance-level view of these trends by distinguishing between STT and STA mobilities. This aggregated perspective complements the university-level view in Figure 9 and makes the overall development in both mobility directions more visible, with STA remaining the quantitatively larger mobility category.

Overall STT and STA Mobility Development

Incoming and Outgoing from 2022 to 2025

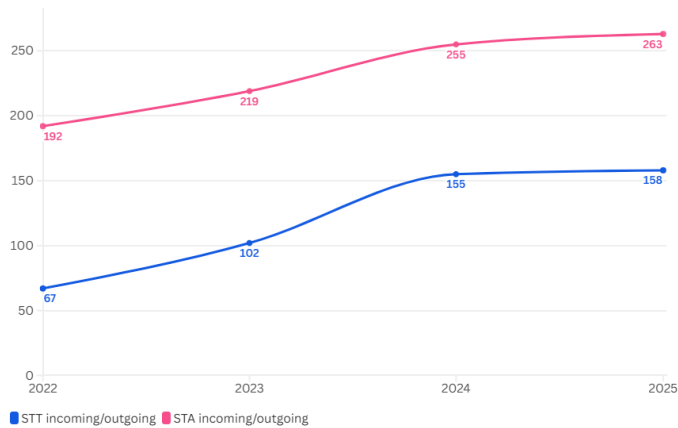


Figure 10: Overall development

Figure 11 complements this time-series perspective by showing the direction and relative volume of mobility flows between CIVIS universities over the four-year period. The **Sankey diagrams** demonstrate that staff mobility extended across the Alliance and involved all partner institutions, while also revealing considerable differences in their roles as sending and receiving universities. Some bilateral mobility routes were substantially more developed than others, indicating that the intensity of mobility connections remained unevenly distributed across the network.

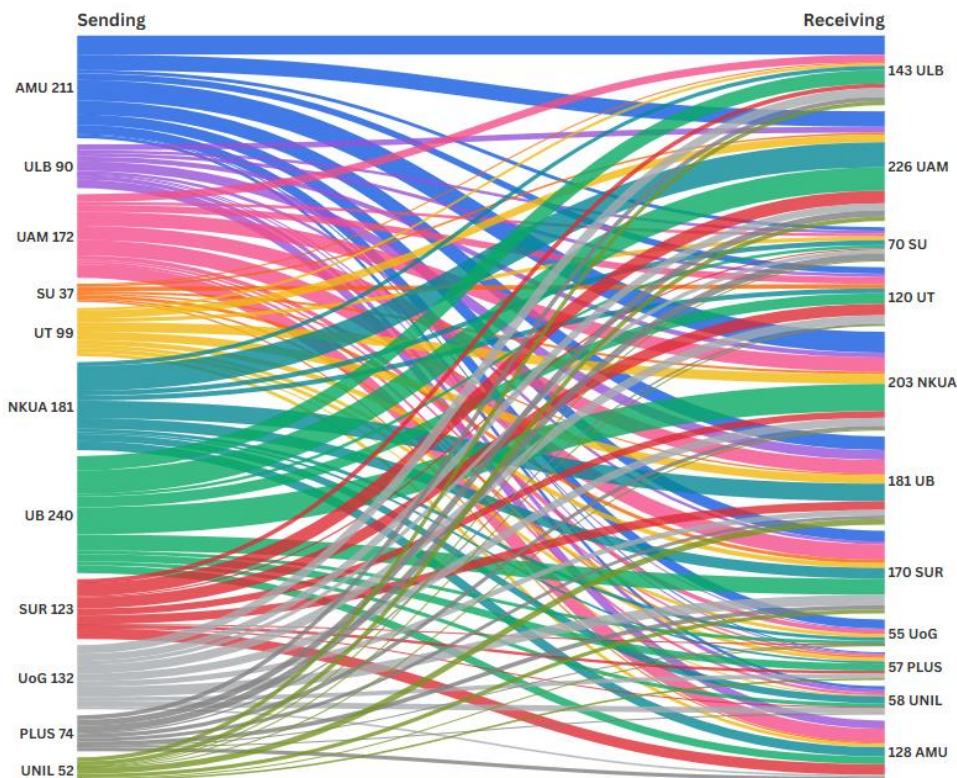


Figure 11: Aggregated STA and STT mobility flows between CIVIS universities during CIVIS2

University-specific mobility profiles are provided in Annex B. They illustrate the considerable differences between institutions in terms of overall volume, balance between sending and receiving mobility, and the distribution of partner origins and destinations.

The **STA** and **STT heatmaps** provide a condensed overview of the intensity of bilateral mobility links. Darker cells indicate higher numbers of mobilities between particular sending and receiving universities. The heatmaps show that both STA and STT contributed to inter-university connectivity, but that the strength of individual links varied considerably. They also make visible that mobility relationships were not necessarily symmetrical: the number of mobilities from one university to another could differ from the number recorded in the opposite direction.

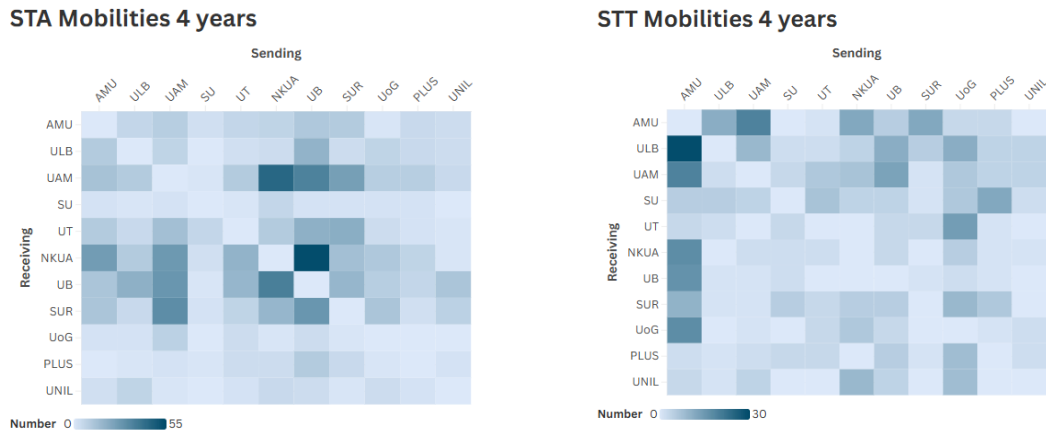


Figure 12: Intensity of bilateral mobility links between CIVIS universities: (a) STA and (b) STT, aggregated over 2022/23–2025/26

The figures provide contextual evidence of the growing visibility and uptake of staff mobility within CIVIS, but the developments cannot be attributed exclusively to WP7 activities. The available data are aggregated at STT and STA level. While the heatmaps reveal institutional patterns, a consistent breakdown of STT mobilities into specific formats, such as Staff Weeks, Job Shadowing or other training-related activities, was not available across the institutions.

The development of STA mobility needs to be understood in the context of broader education-related cooperation within CIVIS. Blended Intensive Programmes (BIPs), which became an important component of the CIVIS educational offer, represented a particularly important driver of teaching mobility. Of the 931 Staff Mobilities for Teaching recorded during CIVIS2, 676 were linked to BIPs, corresponding to approximately 73% of all STA mobilities.

Beyond the mobility itself, BIPs bring together academics from different member universities to jointly design and deliver teaching and thereby contribute to the formation of transnational teaching teams. Repeated cooperation around BIPs can also provide a starting point for more structured educational collaboration and, in some cases, wider academic or research cooperation. BIPs and related educational activities are addressed more extensively in Deliverables D3.1 and D6.1 and are also discussed in D11.1, including their potential development towards more structured educational offers.

From WP7 perspective of CIVIS activities, the added value lies primarily in embedding staff mobility within a more structured staff development ecosystem. WP7 contributed to building CIVIS staff community by developing guidance tools, improving information flows, supporting Staff Weeks and Job Shadowing formats, creating peer-learning opportunities and establishing clearer access pathways for staff across the Alliance. These measures helped to make existing mobility opportunities more visible, accessible and better connected to wider staff development objectives.

The continuation potential lies in maintaining and further developing these approaches beyond the current project period. Future phases would benefit from more harmonised monitoring that distinguishes more clearly between mobility categories, in particular STA and STT, and the specific formats within them, such as Staff Weeks, Job Shadowing and other staff development activities. This would allow the Alliance to assess not only overall mobility volumes, but also the uptake and contribution of specific formats more systematically. In CIVIS 2.1, these mobility-based opportunities will be complemented by a stronger focus on staff training and micro-credentials, building on emerging examples such as the [CIVIS micro-credential on AI for staff](#). This provides an additional pathway for structured and recognisable staff development across the Alliance.

DIGITAL CAMPUS FOR STAFF

This chapter summarises the staff-related dimension of the CIVIS Digital Campus from a WP7 perspective. It builds primarily on the validated Digital Campus Implementation Report (MS7.3) and on the broader CIVIS Digital Campus approach developed across Stream 2. The Digital Campus is conceived not as a single platform, but as a shared digital environment combining central CIVIS access points with specialised tools and local university systems.

For activities undertaken under WP7, the Digital Campus is relevant primarily as an enabling infrastructure for staff participation in CIVIS. It supports access to opportunities, staff mobility and training processes, collaboration across institutions, coordination and the visibility of CIVIS services. Depending on the stage of the staff journey, this may involve the CIVIS website, applications such as CIVIS Agora, SurveyMonkey Apply, CIVIS Box, Moodle, email and videoconferencing tools, as well as local institutional and Erasmus+ systems.

The underlying design principle is to be “as decentralised as possible, as centralised as necessary”. CIVIS therefore does not aim to replace institutional systems, particularly where Erasmus+ funding, institutional approval, HR procedures or local training administration are concerned. Instead, shared CIVIS tools provide common access points and coordinated workflows where Alliance-wide visibility, collaboration, documentation, management or reporting are required, while local systems retain their institutional functions.

A key development around the turn of 2025/26 was the clearer functional split between the **CIVIS website**, increasingly positioned as the **CIVIS Newsroom**, and **CIVIS Agora**. The website primarily serves as the public entry point for information, communication, dissemination and visibility. Agora platform complements this role as an operational hub through which CIVIS opportunities, requests and collaboration processes can increasingly be accessed, coordinated and managed. Agora became operational for the staff-facing processes described in this report in February 2026. From a staff perspective, relevant areas include staff training, Job Shadowing, research-related information and other collaboration opportunities.¹

The wider Digital Campus approach also aims to improve interoperability between shared CIVIS tools and institutional systems, although this longer-term integration extends beyond the scope of WP7.

Staff journeys supported by the Digital Campus

The validated Digital Campus report documents the staff-related use of the Digital Campus through selected staff journeys, in particular Staff Weeks, Job Shadowing and Innovative Pedagogies. Together, these examples show how staff interact with shared and local digital tools before, during and after participation in CIVIS activities.

Among these formats, Staff Weeks provide the clearest example of an established staff journey supported by a common CIVIS digital process. The pathway begins with the preparation and publication of a central call and continues through proposal submission, review and selection, communication with organisers, activity preparation and implementation, and final reporting. SurveyMonkey Apply supports proposal submission and management, while the CIVIS website provides public information and visibility. CIVIS Box, Moodle, email, videoconferencing tools and host-university systems are used at different stages for documentation, communication, learning materials and delivery. The process therefore demonstrates how the Digital Campus connects information, application, coordination, participation and follow-up across several complementary tools.

¹ * The CIVIS website provides public information, communication and dissemination; CIVIS Agora serves as a central operational access point for selected opportunities and collaboration processes; SurveyMonkey Apply supports structured calls and proposal management; CIVIS Box provides shared collaborative storage and working spaces; and Moodle serves as a learning management environment where relevant. These shared tools are complemented by institutional and other specialised systems depending on the respective process.

Staff Weeks Process

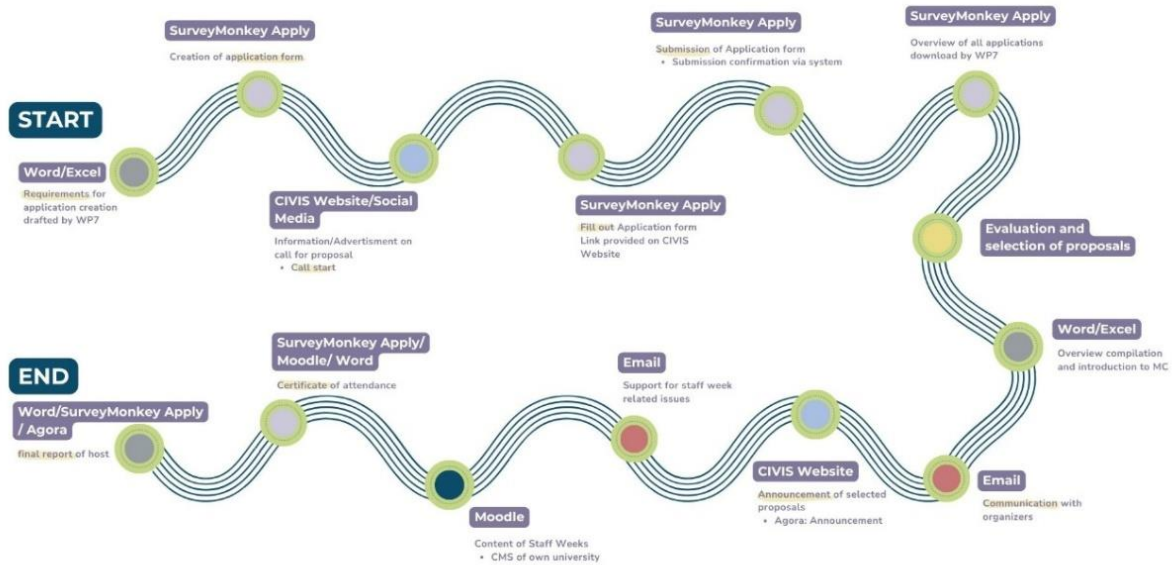


Figure 13: Digital tools supporting the CIVIS staff weeks process

Job Shadowing follows a more decentralised digital pathway. Practical guidance and institutional information are provided through the CIVIS website, while concrete opportunities and expressions of interest are increasingly channelled through CIVIS Agora. The Agora-based approach provides a more structured access and routing pathway by allowing opportunities, thematic areas, possible timeframes and relevant contact pathways to be presented more transparently.

Institutional approval, Erasmus+ funding, mobility agreements and practical arrangements continue to be handled through the relevant local International Offices and institutional mobility systems. The contribution of the CIVIS Digital Campus therefore lies primarily in improving access to information and opportunities and facilitating the initial connection between interested staff and prospective host institutions, rather than replacing local mobility administration. As this Agora functionality became active only in February 2026, reliable uptake figures are not yet available. Future monitoring could compare published opportunities and expressions of interest with mobilities actually realised, while the request and routing process should continue to be refined based on implementation experience.

Innovative Pedagogies provides a further example of how the Digital Campus supported cross-institutional staff training and pedagogical collaboration. Although the series was implemented in WP8 (*Embedding Shared Educational Offer*)/ Stream 3 rather than as a WP7 Internationalisation Academy format, it illustrates the use of CIVIS digital environments for Alliance-wide promotion, registration, online delivery, participant communication, access to learning materials and evaluation. The development of an initial Moodle-based training module also demonstrated how synchronous workshops can be complemented by reusable asynchronous resources. The substantive contribution of Innovative Pedagogies to staff training is addressed in the corresponding [chapter](#).

Evidence, added value and continuation potential

The added value of the Digital Campus for WP7 lies in improving visibility, access and coordination, thereby making staff-facing CIVIS opportunities easier to find, use and connect across institutions. Staff Weeks, Job Shadowing and Innovative Pedagogies illustrate how different combinations of shared and institutional digital tools can support information, application, coordination, participation and follow-up.

At the same time, the Digital Campus for staff remains an evolving infrastructure. Staff journeys are still distributed across several CIVIS and institutional systems, and some processes continue to depend on email,

spreadsheets or manual follow-up. For CIVIS 2.1, continuation should therefore focus on maintaining up-to-date staff-facing information, assigning clear responsibility for digital content and workflows, further developing Agora as an operational access and coordination point, improving the traceability of staff participation where appropriate, and avoiding unnecessary duplication between Agora, the CIVIS website and local institutional systems.

INCLUSION & DIVERSITY, MULTILINGUALISM AND COLLABORATIVE ACTIONS WITH GLOBAL PARTNERS

This chapter presents selected strategic action areas that complemented the core WP7 work on staff services, training, mobility and the Digital Campus. It focuses on inclusion and diversity (I&D), multilingualism and collaborative actions with Global Partners, who became Associate Members in 2024, as dimensions that contribute to staff community building, but that were implemented through different formats and with different levels of maturity.

The work on inclusion, diversity and multilingualism built on preparatory work undertaken in WP5, in particular MS5.4 *Inclusion & Diversity Plan*. This milestone provided an alliance-wide survey-based overview of existing institutional policies, services, practices and future priorities, including staff-related questions. It therefore served as an important foundation for the more staff-specific activities carried out under WP7.

The evidence presented in this chapter is based on WP5 (*Enabling the shared Inter-University Campus*) survey results, WP7 activity documentation, Expert Group contributions and selected staff-oriented formats. It does not include individual-level monitoring of sensitive personal characteristics such as disability, impairment, care responsibilities or other personal circumstances.

Targeted Inclusion and Diversity Actions

From the WP7 perspective, inclusion and diversity were addressed by CIVIS2 through targeted activities rather than through a fully harmonised alliance-wide framework. The WP5 (*Enabling the shared Inter-University Campus*) mapping, resulting in MS 5.4 *Inclusion & Diversity plan*, showed a broad range of existing institutional policies, services and initiatives, with partly overlapping approaches and different institutional responsibilities across the Alliance. At this stage, the priority was therefore to identify shared themes and transferable practices rather than to replace these institutional frameworks with a single CIVIS-wide model. The results and identified priorities are being followed up through the CIVIS Expert Group Inclusion & Diversity, providing a basis for further development beyond WP7.

Action/format	Main contribution
WP5 survey basis	Provided an overview of institutional approaches to care, gender, diversity, barriers/accessibility, staff inclusion, training offers and future development plans.
Identification of best practices	Collected examples in areas such as gender equality, diversity, care, support for staff with impairments, multilingualism and inclusive training, creating a basis for peer learning.
Expert Group and Padlet priorities	Supported exchange and collected priority topics such as inclusive communication, anti-bias training, psychological safety, support networks and anti-discrimination frameworks. These inputs helped identify possible areas for future action.
CIVIS Days Rome: "Making Barriers Visible"	Raised awareness of barriers in everyday university life and prepared low-threshold, transferable follow-up actions.

CIVIS Staff Week Salzburg: "Making Barriers Visible", followed by Job Shadowing opportunity	Follow-up format at the University of Salzburg from 28–30 April 2026, combining training, peer exchange and practical cooperation. Optional third day allowing participants to shadow the Family, Gender, Disability and Diversity Office on projects related to accessibility, inclusion and respectful communication.
--	---

Table 2: Inclusion & Diversity (I&D) activities

The best-practice review and Padlet-based prioritisation helped narrow the broad WP5 (*Enabling the shared Inter-University Campus*) survey findings into a set of staff-related inclusion and diversity priorities, including inclusive communication, anti-bias approaches, accessibility, support structures and work-life balance. These priorities informed targeted awareness-raising and peer-learning activities under WP7 and provide a basis for continued work through the Expert Group I&D.

A key output was the CIVIS Staff Week **"Making Barriers Visible"** at the University of Salzburg, which built on the Rome workshop and combined keynote input, practical workshops, peer exchange and an Expert Group meeting. The optional job-shadowing day at the FGDD Office linked the discussions to institutional practice through initiatives such as **"Uni Salzburg Inklusiv"** and **"•Respekt"**.

Multilingualism and Language Inclusion

Multilingualism was addressed as a staff-relevant dimension of participation, access and community building within CIVIS. In an alliance of universities with different national and institutional languages, multilingualism is not only a communication issue, but also a condition for collaboration, belonging and equitable participation.

As documented in [D5.1 "The CIVIS Inter-University-Campus Guidebook"](#), multilingual support already exists across CIVIS universities, particularly through language centres and language cafés. Tandem and buddy systems were also identified, although these formats were often more student-focused. A resulting recommendation was therefore to increase the visibility of multilingualism within CIVIS and to extend relevant formats more explicitly to staff where possible.

Action/format	Main contribution
Language centres and language training	Existing institutional language offers provide a basis for supporting staff in international and multilingual working contexts.
Language cafés	Romance Language Café was launched in May 2025 (SU and PLUS); since summer University of Volos also joined the organisation. Slavic Language Café has been offered since winter semester 2025/26. Also, as a SU-PLUS cooperation. - Interim figures in spring term 2026 show for the romance language café 12 sessions held with 62 participants and for the Slavic language café 10 sessions with 25 participants. Both including staff and students, ratio not known.
Lecture series on multilingualism	- Lecture on multilingualism in the Habsburg monarchy and EU language policy on 2/6/25 with around 20 participants. - PEP webinar on plurilingual education on 2/7/25 with 99 participants. - PEP conference "Bridging Voices in Plurilingual Education" on 23-24/10/25 with 120 participants on-site and around 25 participants online.
Staff week on Multilingualism	staff week in 07/26 with focus on the realities of multilingual practice in higher education. Format addresses students and staff and explores how language beliefs, institutional language policies and lived multilingual realities interact in teaching, learning, research and university management.

Future staff-focused formats	Further development options identified by the EG, including multilingual teacher training, additional language cafés based on intercomprehension , an online platform for multilingualism, and staff-focused formats on multilingualism, AI and overcoming language barriers.
-------------------------------------	--

Table 3: Multilingualism activities

Overall, these activities made multilingualism more visible as a practical dimension of Internationalisation@home. They strengthened informal language learning, intercultural awareness and cross-institutional exchange, while also pointing to the need for more systematic monitoring and more clearly staff-focused formats in future CIVIS activities.

Collaborative Actions with Global Partners

Collaborative actions with Global Partners formed a strategic extension of WP7's staff community-building work. As shown in Figure 14, the focus was not on isolated events, but on a gradual development logic: from dialogue and trust-building, through networking and thematic exploration, towards funding orientation, proposal development and continuation potential.

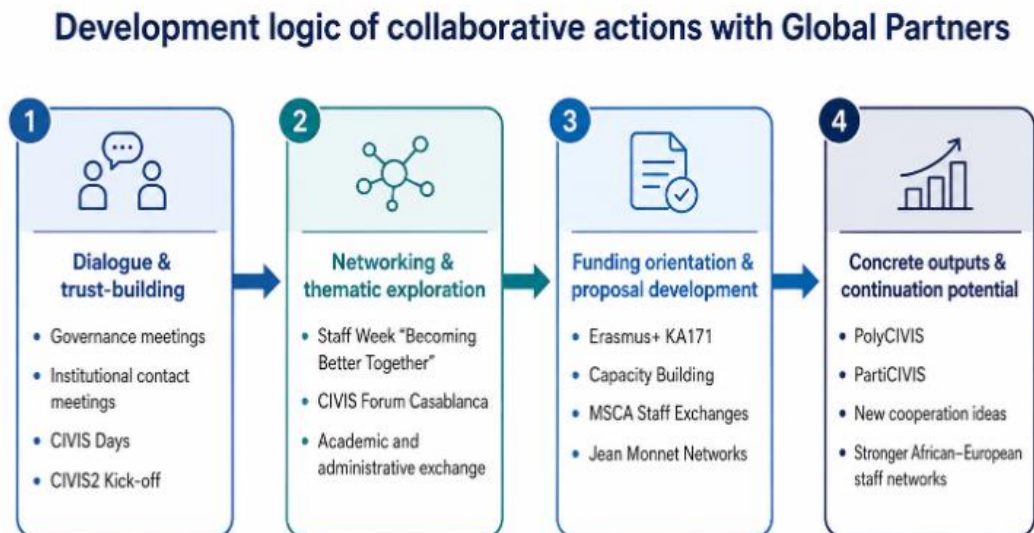


Figure 14: Development logic of collaborative actions with Global partners

The activities built on existing CIVIS structures and formats, including governance meetings, institutional contact meetings, CIVIS Days, the CIVIS2 Kick-off, the Staff Week "Becoming Better Together" in Stockholm and the CIVIS Forum in Casablanca. Although no dedicated CIVIS2 project funds were available to finance global Partner meetings or related travel, WP7 used available opportunities strategically, relying mainly on online formats, already planned CIVIS events and externally or institutionally supported activities.

This process helped move cooperation with CIVIS African Associate Members from general exchange towards more concrete collaboration pathways. Discussions increasingly focused on funding instruments such as Erasmus+ KA171, Erasmus+ Capacity Building, MSCA Staff Exchanges and Jean Monnet Networks. The strand contributed directly or indirectly to concrete outputs, including the successful Jean Monnet Network PolyCIVIS and the MSCA Staff Exchanges project PartiCIVIS, which will start in October 2026 including all CIVIS partners, while also generating new cooperation ideas and strengthening African-European staff networks.

A continuing challenge concerns visa procedures for mobility involving African Associate Member Universities, which can create significant barriers to participation in CIVIS activities. For CIVIS 2.1, this should be addressed more systematically at Alliance level by developing practical guidance, sharing institutional experience and, where appropriate, formulating joint recommendations aimed at facilitating more equitable participation in mobility and collaborative activities.

The development of these cooperation pathways was also reflected in staff mobility between CIVIS European universities and African Associate Members. It is important to distinguish these mobility flows from the CIVIS2 project budget: the exchanges presented in Figure 15 were implemented through Erasmus+ Staff Mobility for Teaching (STA) and Staff Mobility for Training (STT) and were not financed from project funds. The project contributed by facilitating contacts, creating opportunities for exchange and supporting the broader cooperation framework, while the individual mobilities were funded through the relevant Erasmus+ mobility schemes.

Figure 15 presents the aggregated STA and STT flows over the four-year implementation period. The Sankey diagram shows mobility in both directions and illustrates which institutions were connected through Erasmus+ staff exchange. At the same time, the volume and direction of mobility varied considerably between partner universities, with some bilateral connections more strongly developed than others.

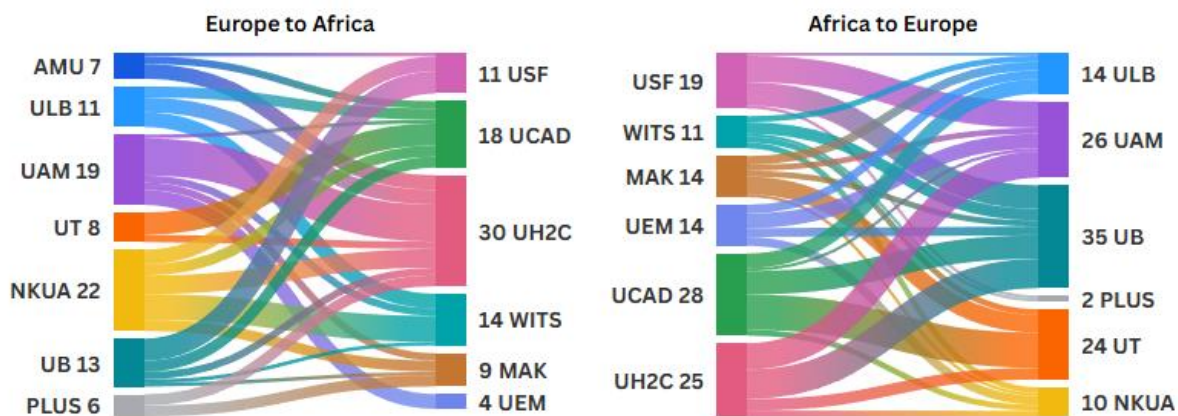


Figure 15: Aggregated STA and STT Erasmus+ mobility flows between CIVIS European universities and African Associate Members, 2022–2026

Evidence, added value and continuation potential

The activities presented in this chapter extended CIVIS staff community building beyond mobility, training and digital services by addressing transversal dimensions of the CIVIS staff experience: inclusion and diversity, multilingualism and cooperation with Global Partners. Evidence is mainly activity-based and draws on survey results, Expert Group input, documented exchange formats, staff-focused initiatives and Global Partner collaboration.

The added value was to make existing practices and needs more visible, connect them across institutions and translate selected priorities into concrete exchange and development formats. Inclusion and diversity led to peer-learning activities such as the Salzburg Staff Week and FGDD job shadowing; multilingualism supported language diversity as a resource for collaboration through language cafés, lectures and staff-focused follow-up formats; and Global Partner activities strengthened networking, trust-building and joint funding pathways.

The evidence base remains limited where central monitoring was not available or appropriate, particularly for sensitive inclusion data, mixed staff/student participation in multilingual formats and externally funded Global Partner activities. For CIVIS 2.1, continuation should focus on translating the priorities identified through the inclusion and diversity work into further practical peer-learning and awareness-raising formats, strengthening staff participation in multilingual activities, and maintaining successful formats such as language cafés and Staff Weeks. Cooperation with African Associate Member Universities should continue to combine network-building with concrete funding pathways and mobility opportunities, while addressing practical barriers to participation wherever possible.

CONSOLIDATED IMPACT AND SUSTAINABILITY

Through WP7, CIVIS developed a coherent set of staff-facing tools, resources and formats supporting mobility, professional development, peer learning and cross-institutional collaboration across the Alliance. Shared access points, reusable guidance materials, Staff Week and Job Shadowing processes, training formats, Communities of Practice and Digital Campus-supported pathways made CIVIS opportunities more visible and accessible for academic, professional, technical and support staff.

A central achievement was the establishment of practical structures that can benefit the Alliance beyond CIVIS2. These include the staff mobility quality framework, institutional fact sheets, the Staff Mobility Playbook, reception and integration guidance, feedback and planning templates, Staff Week guidelines and the developing Agora-based access and routing process for Job Shadowing. Their long-term value will depend less on creating additional tools than on maintaining existing resources, assigning clear responsibilities and embedding them in institutional processes.

The main impact of WP7 as part of CIVIS2 project was to translate the CIVIS Inter-University Campus into concrete staff experiences. Staff Weeks, Job Shadowing, Communities of Practice and complementary staff training created opportunities to learn from peers, exchange institutional practices and build networks across universities. The Staff Week strand in particular developed into an established Alliance-wide format, with 30 Staff Weeks implemented or scheduled during CIVIS2 and 821 recorded participants in completed activities. Several formats also reached beyond the Alliance, demonstrating strong dissemination capacity, with 84 non-CIVIS participants recorded across nine Staff Weeks.

Under WP7, CIVIS also helped connect individual mobility and training experiences with more sustained forms of cooperation. Communities of Practice created continuity beyond individual events, while Staff Weeks and Job Shadowing demonstrated the potential of short-term exchanges to stimulate further professional collaboration. At the same time, the Digital Campus increasingly provided common access and coordination points for staff-facing activities while preserving the role of institutional systems and procedures.

A key sustainability lesson is that staff community building requires both Alliance-level coordination and strong institutional anchoring. CIVIS-wide formats can provide visibility, common approaches and opportunities for cross-institutional exchange, but their continuation depends on clear institutional ownership. Human Resources, staff development units and equivalent institutional structures should therefore be involved more systematically in connecting CIVIS opportunities with onboarding, professional development, internal training and career pathways.

Staff who transfer knowledge from CIVIS activities, initiate follow-up cooperation or act as multipliers can also contribute to organisational learning within their home institutions. Recognising such engagement through visibility, appropriate time allocation and professional development can help ensure that the impact of CIVIS participation extends beyond the individual participant.

CONCLUSION, OUTLOOK AND NEXT STEPS

WP7 has demonstrated that staff are not only beneficiaries of CIVIS opportunities but an essential community for implementing and sustaining the Alliance. Its contribution lies in creating more visible and structured pathways for staff mobility, learning, peer exchange and collaboration while building on existing institutional structures rather than replacing them.

For CIVIS 2.1, the priority should therefore be to consolidate and further develop what has already been established. Reusable WP7 outputs should be maintained and regularly updated, with clear responsibility assigned for their continuation and institutional embedding.

Staff Weeks should remain an Alliance-wide staff development format. Based on the experience gained with the well-established spring and autumn calls and the transitional rolling call introduced in 2026, the most suitable future call structure should be clarified for CIVIS 2.1. In all cases, Staff Week opportunities should be communicated sufficiently early to allow prospective participants to complete the necessary institutional mobility funding and approval procedures.

The Job Shadowing workflow should be further developed by defining minimum information requirements for well-prepared requests, strengthening guidance on researching prospective host institutions and formulating clear professional objectives, and integrating these requirements more systematically into the Agora-based request and routing process. The effectiveness of this process should be reviewed as implementation experience grows.

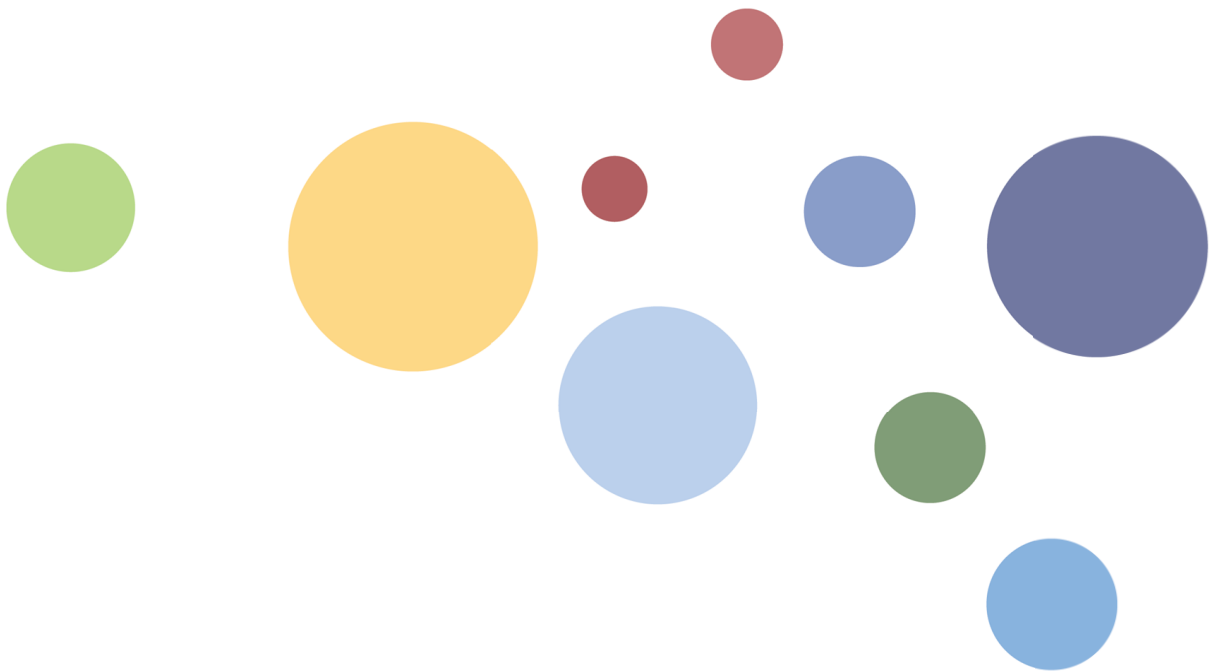
The Digital Campus should continue to improve access, coordination and traceability of staff-facing opportunities while avoiding unnecessary duplication between Agora, the CIVIS website and institutional systems. More harmonised monitoring of staff participation and mobility would also strengthen the evidence base by allowing CIVIS to distinguish more clearly between mobility categories and specific staff development formats.

Staff development in CIVIS 2.1 can be further diversified through micro-credentials and other structured learning formats, complementing Staff Weeks, Job Shadowing and Communities of Practice. The emerging CIVIS micro-credential on AI for staff provides an initial example of how more structured and recognisable staff learning opportunities can be developed across the Alliance.

The inclusion and diversity priorities identified during CIVIS2 should continue to be developed through the Expert Group Inclusion & Diversity and translated into practical peer-learning and awareness-raising activities. Multilingual opportunities should remain visible and become more explicitly accessible to staff, building on formats such as language cafés, staff training and other cross-institutional multilingual activities.

Cooperation with African Associate Member Universities should likewise continue beyond networking towards sustained mobility, joint initiatives and funding pathways. Practical barriers to participation, particularly visa-related obstacles, should be addressed more systematically at Alliance level.

Overall, CIVIS 2.1 provides the opportunity to move from the first implementation of staff-facing structures towards their consolidation, institutional embedding and systematic use. The next step is therefore not to create a separate CIVIS staff development system, but to strengthen the connections between Alliance-wide opportunities and the professional development structures already existing within the member universities.



ANNEXES

Annex A – Catalogue of staff weeks

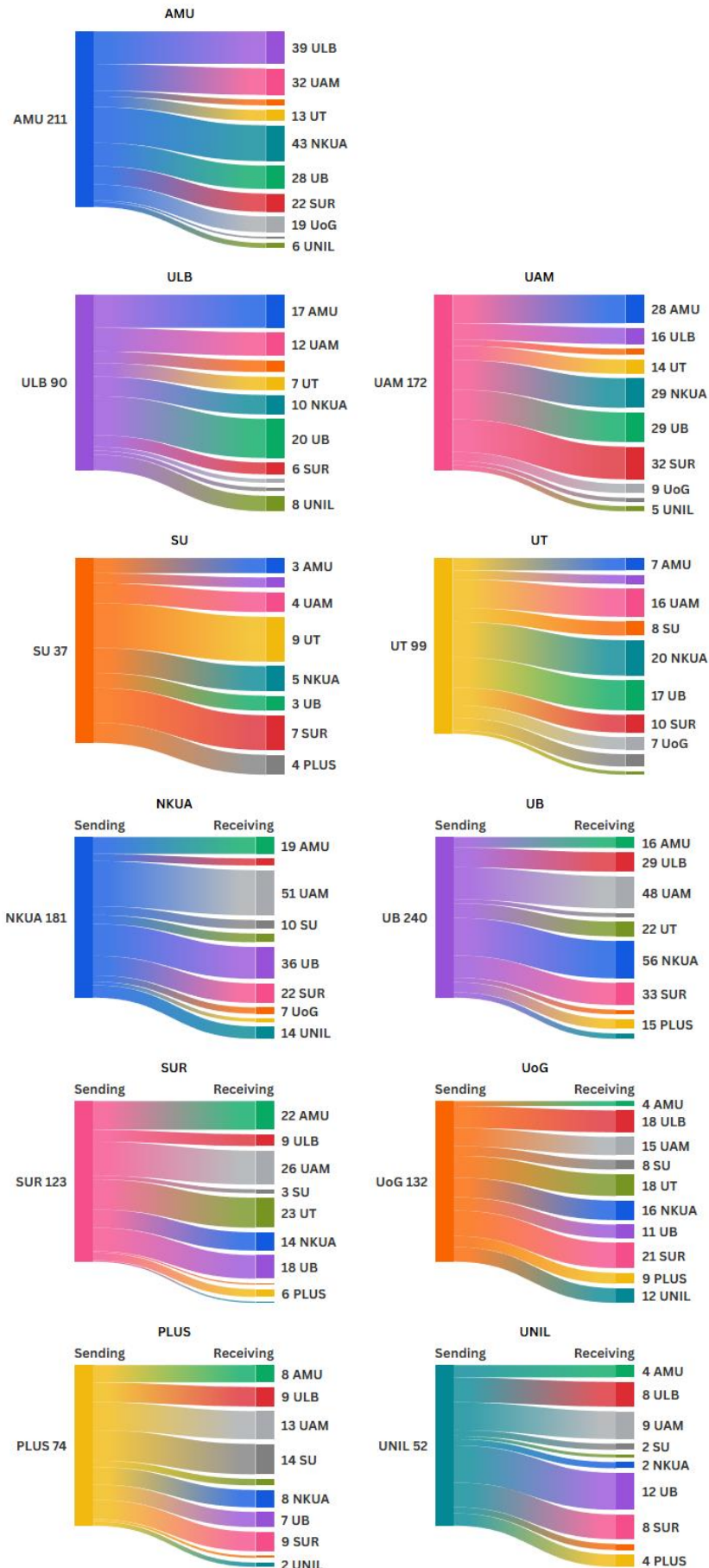
University	month/year	Topic / title of staff week	Short objective	Target group	Expected results / outcomes	Relevant CIVIS WP	No. of all participants	of which: non-CIVIS participants	Format
AMU	06/2023	HR staff week	Brings together Heads of HR from CIVIS member universities to deepen mutual understanding of institutional structures and identify shared areas of cooperation.	HR managerial staff	Participants establish professional contacts, exchange good practices and agree on follow-up activities within the CIVIS HR community.	WP7	6	0	on-site
UAM	06/2023	Designing micro-credential with a civic approach	Strengthen participants' capacity to design micro-credentials aligned with the CIVIS civic approach. The programme combined theoretical, technological and pedagogical perspectives to support innovative and flexible learning models in HE.	Academics/ Administrative staff	Participants deepen their understanding of civic and challenge-based micro-credential design. The staff week fosters inter-institutional exchange and supports the exploration of future pilot initiatives.	WP2, WP11	25	0	on-site
UofG	03/2024	Student-Led Projects	Brings staff and students together to advance the CIVIS Stream 2 milestone on developing a framework for student-led projects.	Administrative staff & students	The staff week produces a working definition of student-led projects, recommendations for a supporting framework and a timeline for a pilot call for projects.	WP5, WP6	40 (20 students; 20 staff)	0	on-site
SU	04/2024	International week CeUL	Brings together educational developers from CIVIS universities to share and learn from each other's approaches to academic teachership and educational development.	Educational development staff	Participants gain inspiration and exchange good practices on academic teachership at Stockholm University.	WP8	20	0	on-site
UAM	06/2024	Training session on European approach for QA of joint programmes	Strengthens institutional capacity for the development and quality assurance of joint programmes through the European Approach.	Academics / Administrative staff	Participants deepen their knowledge of the European Approach and its implementation across national contexts. The staff week strengthens coordination between CIVIS units and refines common templates and processes.	WP9, WP11	32	0	on-site
AMU	06/2024	Staff Training Week for Librarians	Brings together library staff through visits and workshops to share experiences and best practices and strengthen collaboration.	library staff	The staff week strengthens cooperation within CIVIS libraries, including preparation of a BIP, and shares best practices on library services and collections.	WP7	12	8	on-site
SUR	06/2024	Head of IT meeting	Examines how universities are digitalising mobility procedures, with a focus on implementing EWP guidelines on institutional platforms and the CIVIS Digital Campus.	Heads (and administrative staff) of IT Offices	The staff week identifies best practices and shares know-how to advance development of the CIVIS Digital Campus.	transversal	30	0	hybrid
SUR	10/2024	SAPIENZA STAFF WEEK 2024	Introduces participants to Sapienza University, its management and the opportunities of specific Erasmus+ sub-programmes, with a focus on mobility, PhDs and inclusion.	Administrative staff from International Office and Academics	Participants share best practices and exchange knowledge and methods on mobility programmes, Erasmus+, PhD	WP5, WP7, WP10	46		on-site

UB	10/2024	HR CIVIS	Brings together HR professionals from CIVIS universities to exchange practices on employer branding, career development and broader HR activities and to identify shared priorities.	Administrative staff	programmes and inclusion. Participants gain insights into employer branding and career development, exchange experiences across institutions, and lay the groundwork for an ongoing HR community of practice.	WP7	11	0	on-site
SU	03/2025	Becoming better together: Widening and deepening the CIVIS European - African cooperation	Brings together academic representatives and mobility administrators to widen CIVIS European-African cooperation in academic exchange, mobility and capacity building.	Researchers, teachers, PhD students from CIVIS African partners, administrative staff	The staff week strengthens networking and long-term collaboration between African and European partners, improves mutual understanding of mobility administration, and generates concrete ideas for follow-up activities.	WP2, WP3, WP5, WP7	82 (27 Africa, 55 Europe)		on-site
UofG	03/2025	Beyond Exchange: Reaching more students through alternative mobility models	Explores alternatives to traditional student mobility, focusing on accessible, sustainable and virtual international experiences such as summer schools, internships and COIL.	Administrative staff	Participants engage with case studies of innovative mobility programmes, hear student perspectives on barriers to participation, and discuss accessibility, sustainability and recognition of mobility programmes.	WP7	26	15	on-site
UNIL	04/2025	From Ideas to Action: A Collaborative Space to Develop Participatory Research Project	Provides a practical and conceptual introduction to participatory research, combining expert input, peer exchange and guided project development.	Researchers	Participants gain a clearer understanding of participatory research and develop more mature project ideas. The staff week strengthens engagement with non-academic partners and contributes to a CIVIS community of practice on participatory research.	WP4, WP2, WP3	24	0 (not promoted outside CIVIS)	on-site
AMU	04/2025 05/2025	Service-Learning - Discover service-learning and develop your own project!	Introduces the fundamentals of service-learning and supports participants in designing concrete service-learning projects through online sessions, coaching and a face-to-face mobility.	Lecturers; HE pedagogical engineering; curriculum designers ; including African partners.	Participants design or further develop a servicelearning project and support colleagues in integrating the methodology into teaching. The staff week strengthens cross-institutional cooperation through a CIVIS service-learning network.	WP2, WP3, WP4	39		BIP
ULB	06/2025	Shaping the Future of European R&I: Preparing for FP10 and Building Collaborative Horizon Europe Projects	Provides insight into the next phase of Horizon Europe and FP10, and explores non-EU funding opportunities and mechanisms.	Administrative staff (Research Managers)	The staff week strengthens CIVIS's capacity to navigate European and international funding, improves the quality of research proposals, and provides participants with practical tools and templates.	transver-sal	42	0	on-site
UNIL	07/2025	Micro-credentials: from idea generation to delivery	Supports CIVIS partners in developing and delivering micro-credentials for lifelong learning through strategic input, European perspectives and hands-on project work.	administrative staff; academic staff	Participants gain a clearer understanding of how micro-credentials are designed.	WP8, WP11,	23	0 (not promoted outside CIVIS)	on-site

					implemented, promoted and recognised. The staff week generates new project ideas and strengthens the CIVIS network on lifelong learning.				
UB	10/2025	How are Flexible Learning Pathways transforming higher education? The case of CIVIS BIPs	Addresses the design and implementation of CIVIS Blended Intensive Programmes to support flexible, modular and inclusive international learning.	Non CIVIS Admins and Academics	The staff week shares CIVIS best practices on designing and implementing BIPs.	WP8, WP11	39	27	on-site
NKUA	10/2025	Erasmus Mundus Unlocked: Preparing Successful Proposals for Sustainable CIVIS Joint Master's Programmes	Shares current developments and best practices on Erasmus Mundus through expert insights, staff, practical guidance and peer exchange.	Administrative staff, Academics	The staff week strengthens participants' capacity to develop high-quality proposals and builds a CIVIS network of staff able to support academics in this area.	WP9	37		on-site
UAM	11/2025	Modular Futures: Rethinking Learning through Microcredentials	Addresses the design, implementation and recognition of high-quality micro-credentials aligned with European standards, particularly the European Approach to Microcredentials.	Administrative staff, Academics	Participants design, implement and recognise high-quality micro-credentials in line with European standards and CIVIS needs.	WP 11	41		on-site
ULB	11/2025	AI for University Communicators	Equips communication staff with a critical understanding of AI and disinformation and with practical skills for the ethical use of AI in communication, including multilingual contexts.	administrative staff	Participants gain practical and ethical AI competences for communication and dissemination. The staff week strengthens peer learning and fosters a CIVIS community of practice on AI for university communication.	WP13	25	3	on-site
ULB	12/2025	Collaborative Pedagogies	Equips CIVIS staff with practical methods and tools for designing and facilitating challenge-based and collaborative learning, strengthening inter-university cooperation and stakeholder co-creation.	academics, researchers, administrative staff, open lab managers	A stronger cross-institutional CIVIS community of challenge-based education practitioners is established. Participants develop action plans and contribute to a shared pool of resources and good practices.	WP2, WP3	24	0	on-site
PLUS	02/2026	Shaping the future: Adapting career services for Generation Z and Alpha	Explores the changing expectations of Generation Z and Alpha in the labour market and the resulting need to adapt career service offerings.	researchers, administrative staff, students involved in CIVIS	Participants develop a common understanding of the changing challenges for universities and career services, identify fields of action, and find starting points for exchange and coordination.	WP7	20	7	on-site
AMU	03/2026 04/2026	From local to global: shaping the future of international education	Strengthens cooperation on the internationalisation of education by exchanging practices, showcasing innovative formats and supporting new collaborative initiatives such as joint programmes, BIPs and COIL	International relations, administrative staff, teachers responsible for international relations	Participants identify concrete opportunities for collaboration, develop ideas for new international education projects, and contribute to strengthening long-term cooperation networks within and beyond CIVIS.	WP3, WP5, WP8	39		on-site
ULB	04/2026	From ideas to action: a collaborative space to develop participatory	Provides a practical and conceptual foundation for participatory research through theoretical input, hands-on coaching and interactive exchange.	Researchers	Participants outline a clear framework for implementing participatory research in their own work.	WP2, WP3, WP4	18	2	on-site

ULB	04/2026	research projects (2nd edition)								
		Why internationalization is important	Explores the relevance and added value of internationalisation in higher education, addressing key concepts, global trends, multilingualism and intercultural competence.	administrative staff	Participants gain a stronger conviction of the value of internationalisation while becoming aware of its challenges. A specific focus on CIVIS highlights the benefits of the Alliance for institutions, staff and students.	WP6, WP7	27 (counted in Annual conference strand)	0	on-site	
PLUS	04/2026	Making barriers visible	Builds on the 'Making Barriers Visible' workshop, connecting colleagues across units to exchange best practices and develop a shared understanding of inclusion and diversity.	academics, administrative staff	Participants enlarge their network and gain insight into inclusion and diversity activities at other institutions. Each participating institution designs an action plan as a basis for future cooperation.	WP7, transversal	22	9	on-site	
AMU	06/2026 07/2026	Transformative - libraries participatory culture and	Brings together academic librarians from four CIVIS institutions in a BIP to exchange knowledge, share best practices and strengthen international collaboration.	library staff	The staff week strengthens cooperation within CIVIS libraries, shares methods for user-centred co-design of services (UXS), and addresses open science and information literacy in an AI-driven world.	WP7, WP8	26	6	BIP (blended)	
UB	06/2026	Developing CoARA Action Plans in CIVIS	Boosts CIVIS universities' engagement with CoARA by sharing experience in developing action plans and building synergies with the LERAR project.	Admin and Academics	Participants gain insight into good practices for CoARA action plans, discuss challenges, and design their own lines of action to promote CoARA at their institutions.	transver-sal	19		on-site	
ULB	07/2026	Diversity and Multilingualism: context, beliefs and barriers	Examines multilingualism in higher education from a structural, cultural and institutional perspective, building on the CIVIS Agenda for Multilingualism.	scientists, teachers and policy makers	Participants exchange knowledge and experience on the opportunities and challenges of multilingualism, and identify possible directions for more inclusive, multilingual institutional approaches.	WP6, WP7	16	0	on-site	
UT	07/2026	Designing Competence-Oriented Joint Programmes	Empowers academic and administrative staff to collaboratively develop competence-oriented curricula that place students at the centre of the learning process.	researcher, scientists, administrative staff	Participants explore frameworks for competence-oriented curriculum design, align learning outcomes, teaching and assessment with defined competences, and develop joint strategies for implementation.	WP8	37	7	on-site	
UT	09/2026	Facilitation for Complex Collaboration	Covers co-selected facilitation topics including role and neutrality, designing collaborative processes, trust and participation, and navigating complexity across institutions.	researcher, scientists, administrative staff, students involved in CIVIS	Participants reflect on core facilitation principles, practice micro-facilitation with peer feedback, and develop a personal facilitation action plan for CIVIS settings.	transver-sal	15		on-site	

Annex B – Mobility flows by universities



Annex C – Mobility flows between European and African universities over 4 years

