

E³UDRES²

Engaged and Entrepreneurial European University as
Driver for European Smart and Sustainable Regions

D7.1 E³UDRES² Joint Support Centre – Review & approved strategy for further development

Work Package 7 (Capacity Building)

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AUTHORS: Polytechnic University of Setubal, St. Pölten University of Applied Sciences, Jamk University of Applied Sciences, Fulda University of Applied Sciences, Saxion University of Applied Sciences, UC Leuven-Limburg University of Applied Sciences, Politehnica University Timisoara, Vidzeme University of Applied Sciences, MATE Hungarian University of Agriculture and Life Sciences*

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Overview

Deliverable nr.	Deliverable name	Person responsible	Corresponding HEI
D7.1	E ³ UDRES ² Joint Support Centre – Review & approved strategy for further development	Paula Wolpert Tom Berendsen Katrīne Kūkoja	HFD SAXION VIA

Table of contents

List of figures	I
Abbreviations	II
Summary	III
1 Introduction	1
2 Capacity building within E ³ UDRES ²	2
2.1 Framework for capacity building	2
2.2 Outputs and expected impact	3
2.3 Formats and target groups	4
2.4 Priorities for capacity building	6
2.5 Review of previous activities and events	7
3 The E ³ UDRES ² virtual Joint Support Centre for Capacity Building (JSC)	9
3.1 Purpose of the JSC	9
3.2 Vision	10
3.3 Added value and strategic role	11
3.4 Support services	13
3.5 Structure of the JSC	14
3.6 From identifying capacity-building needs to implementation	18
3.6.1 Identification of networking and training needs	21
3.6.2 Distribution and promotion of offerings	21
3.7 Opening up institutional capacity-building offers to the E ³ UDRES ² community	22
4 Quality assurance	23
5 Risks and mitigation strategies	23
6 Final remarks	24
7 Attachment	25
7.1 Plan-Do-Check-Act cycle for networking and training organisation	25
7.2 Description form for capacity-building formats	27

List of figures

Figure 1: Previous activities conducted in WP 7	7
Figure 2: Capacity building across E ³ UDRES ² interrelated missions and administration	9
Figure 3: Overarching objectives of the JSC according to the Grant Agreement	10
Figure 4: Structure of the JSC	14
Figure 5: Internal JSC flow chart - Training organisation	19
Figure 6: Internal JSC flow chart - Networking organisation	20

Abbreviations

D	Deliverable
EU	European Union
E ³ UDRES ²	Engaged and Entrepreneurial European University for European Smart and Sustainable Regions
HEI	Higher education institution
HFD	Fulda University of Applied Sciences
IPS	Polytechnic University of Setúbal
JAMK	Jamk University of Applied Sciences
JSC	Joint Support Centre for Capacity Building
MATE	Hungarian University of Agriculture and Life Sciences
MS	Milestone
SAXION	Saxion University of Applied Sciences
STPUAS	St. Pölten University of Applied Sciences
UCLL	UCLL University of Applied Sciences
UPT	Politehnica University Timișoara
VIA	Vidzeme University of Applied Sciences
WP	Work package

Summary

The E³UDRES² virtual Joint Support Centre for Capacity Building (hereinafter JSC) plays a crucial role in enhancing participation and quality across the E³UDRES² core missions: challenge-based education, mission-oriented research, human-centred innovation, and open knowledge transfer. Operating largely independently of the work package structures, the JSC serves as a long-term support structure designed to foster and facilitate capacity building, enhancing competences relevant to achieving the goals of E³UDRES² and its (associated) partners. It achieves this by organizing and facilitating networking formats, best practice exchanges, and formal and informal training activities. The development of joint support structures demonstrates the Alliance's commitment to centralise resources, promote opportunities, and create collaborative spaces for co-creation, incubation, acceleration, innovation and knowledge-transfer.

The JSC comprises a chair and Key Contact Persons for Capacity Building from each institution that are responsible for contributing to the overall coordination and support of training and networking activities within E³UDRES². These Key Contact Persons act as vital links between the experts from their institution and external experts - who form the so-called Network of Expertise - and the Alliance and its members, also serving as the main point of contact for training and networking needs. The JSC defines and facilitates the entire process of organising capacity-building events - from identifying training or networking needs to following up on offers.

1 Introduction

The European University Alliance *Engaged and Entrepreneurial European University for European Smart and Sustainable Regions* (hereinafter referred to as E³UDRES² or Alliance) brings together a variety of educators, researchers, innovators, entrepreneurs and supporting administrative staff to co-create a future-oriented academic framework called Multi-i-culture. It does so by fostering activities in four interrelated missions: challenge-based education, mission-oriented research, human-centred innovation, and open and engaged knowledge transfer. The Multi-i-culture is exemplary for progressive European universities of the 21st century and points the way towards smart and sustainable regions with the highest possible quality of living.¹ The “Multi-i” stands for inclusive, inspiring, innovative, interdisciplinary, intercultural and international, among others.²

The JSC plays a crucial supportive role in creating conditions that promote participation, progress, and quality across the above-mentioned missions and administration and thus aims to contribute to the establishment of the Multi-i-culture. The JSC is an initiative that arises from the Capacity Building work package (WP 7) and anchored in the E³UDRES² project proposal.³ The capacity-building opportunities initiated within the Alliance complement existing institutional capacity-building activities offered by each E³UDRES² partner. The support of the JSC is primarily available to full members of the Alliance but also includes associated higher education institutions (HEI).

In a nutshell, the JSC is a long-term and overarching support structure that aims to facilitate and foster capacity building furthering competences relevant to the implementation of the objectives of E³UDRES² and its (associated) partners and across the E³UDRES² missions and administration. The JSC provides this support primarily at the Alliance level, while also enabling all Alliance members to learn from and with each other, thereby achieving capacity-building effects at institutional levels as well. At a European Level, as pointed out by the Union of Skills, joint study programmes within Alliances, such as European University Alliances, play a significant role, when investing and supporting the pooling of resources in higher education to increase access to innovation, cutting-edge knowledge and high-level skills. The aims is to be competitive and prepared for the future and to contribute to the broader policy objectives that are being pursued by the European Commission.⁴

This paper presents “[...] an overview of the conducted activities and their rationale, considerations on the functioning of the Joint Support Centre and suggestions for future improvements and development”, as stated in the Grant Agreement.⁵ This introduction is followed by two main chapters. Chapter Two focuses on the capacity-building framework within the E³UDRES² Alliance in general and outlines the different capacity-building formats and their target groups. It also provides a review of previous activities and priorities for capacity building. Chapter Three details the strategy for a JSC, covering its purpose, expected impact, added value, support services offered, structure, implementation and quality assurance processes, and associated risks.

¹ https://eudres.eu/assets/files/eudres_2.0_vision_mission_statement.pdf, p.11, (accessed on 26.08.2025)

² https://eudres.eu/assets/files/eudres_2.0_vision_mission_statement.pdf, p. 21, (accessed on 26.08.2025)

³ E³UDRES² Project proposal, 2022, pp. 82-85

⁴ Union of Skills communication, 2025, p. 2

⁵ E³UDRES² Grant Agreement, 2022, p. 90

The strategy has been developed based on input and feedback from WP 7 members, who represent all partner institutions and the associated partner MATE. It was further developed primarily by the lead and co-leads of WP 7 and a subgroup formed for this purpose, which included WP 7 members. During the development process, feedback from relevant units and persons within the partner institutions and at E³UDRES² level was collected to ensure feasibility, commitment, and awareness.

2 Capacity building within E³UDRES²

2.1 Framework for capacity building

Within E³UDRES², the understanding of capacity building of the European Commission is adopted, which in turn takes over the OECD definition. Capacity development (or building) is understood as “[t]he process whereby people, organisations and society as a whole unleash, strengthen, create, adapt and maintain capacity over time”⁶. While capacity building often happens unintentional and unconscious, in the context of the JSC it refers to all training formats that explicitly focus on learning outcomes and networking formats, including intuitional offers (e.g. Erasmus+ programmes for staff training such as staff weeks and job shadowing etc.) and E³UDRES² formats.

The majority of the capacity-building activities in the context of the JSC can be assigned to the category of non-formal learning, which “[...] takes place outside formal learning environments but within some kind of organisational framework. It arises from the learner’s conscious decision to master a particular activity, skill or area of knowledge and is thus the result of intentional effort”. In contrast to formal learning, it does not need to follow a formal syllabus or be governed by external accreditation and assessment. However, capacity building does not exclude formal learning. One example is the E³UDRES² language courses, which are embedded in a course context and follow a formal curriculum, with some courses being accredited.

In E³UDRES², capacity-building events are often offered online. This allows for a more efficient and agile response to training and networking needs. It ensures that support and resources are accessible without the constraints of physical logistics, thus maximising its reach within target groups. However, in-person meetings offer unique benefits that can greatly enhance the networking experience. Therefore, it should be considered to link capacity-building events to other planned on-site E³UDRES² events, whenever possible. These including General Assemblies, Science Festivals, Blended Intensive Programmes (BIPs), International Staff Weeks, WP meetings and student events (especially the International Engagement Circus, which focuses on networking).

In general, it is preferable for partners to initiate capacity-building formats that align with their profile and methodological strengths, thereby benefiting the Alliance.

Networking efforts will also focus in particular on linking institutional units involved in capacity building and identifying which ones can potentially be more closely linked to the JSC in the future and how. In order to lay the groundwork, the WP 7 members have compiled an overview of the relevant units.

⁶ https://capacity4dev.europa.eu/groups/public-cd-tc/info/about-capacity-development_en (accessed on 26.08.2025)

Table 1: Entities within E³UDRES² partner institutions dealing with capacity building

E³UDRES² partner institutions	Main entities dealing with capacity building
HFD	- Human Resources department - Office for Teaching and Learning (including E-learning laboratory) - Language Centre - International office
IPS	- Human Resources Management Division (for non-academic staff) - Unit for Pedagogical Innovation and Promotion of Academic Success (for academic staff) - International office
JAMK	- Human Resources Services - Educational Development Services - Language Centre
SAXION	- Human Resource Department - Teaching and Learning Centre - Language Centre - Transfer Departments of Schools (multiple) - Research Groups (multiple)
STPUAS	- Teaching and Learning Centre (LEARN) - Quality Management & Assurance - University Development - Centre for Research and Cooperation - Human Resources Department - International Office
UCLL	- Human Resources Department - Quality Management & Assurance - Faculty of Teacher Education - Team Education and Students - International Office (Management and Technology)
UPT	- Department for Teacher Training - Department of Communication and Foreign Languages
VIA	- Study and Lifelong Learning Group - International Cooperation Group - Science Institute (ViAZI) & Research Groups (multiple)

2.2 Outputs and expected impact

Through the capacity-building activities, E³UDRES², aims to achieve the following outputs and expect the following impact:

Outputs

Through capacity-building activities in E³UDRES², participants from (associated) members acquire new knowledge, skills and attitudes relevant to their field and needs, connect with each other and share resources in an intercultural learning environment.

Expected Impact

- Enhanced competences improve the job performance and productivity of E³UDRES² members and enable them to contribute to the Alliance's goals in a more targeted, efficient and competent way.
- Capacity-building activities, especially networking events, develop a sense of community among E³UDRES² members, fostering collaboration and support, that at their best lead to long-term partnerships.

- Sharing ideas and perspectives collectively leads to creativity, innovation and problem-solving.
- By sharing resources and best practices, common (quality) standards and practices across the Alliance are established helping to ensure consistency and quality in processes and outcomes.
- Resource-sharing leads to enhanced efficiency, lower operational costs, and improved access to knowledge and training opportunities.
- Cultural awareness gained through capacity-building events in intercultural settings, especially through European civic skills training, leads to more respectful and constructive interactions between people from different cultural backgrounds.

2.3 Formats and target groups

Within E³UDRES², two types of capacity-building format are distinguished: training and networking.

Training formats

In the context of the E³UDRES² Alliance training stands for any format of gaining competences (a composition of skills, knowledge and attitude) – including trainings, workshops, seminars, webinars and courses – primarily aimed at improving individuals' personal and/or professional development to enhance their performance in their current role or to prepare them for new opportunities. These offerings have clearly defined learning outcomes. To maximise impact, the train-the-trainer approach is recommended.

Networking formats

A networking format in the context of the E³UDRES² JSC is defined as any format organised to connect individuals with similar roles, challenges, knowledge or positions within the E³UDRES² context to facilitate the exchange of best practices. These networking formats can be informal, enabling low-threshold networking, or of a more formal setting and be carried out in an online or on-site setting. Networking supported by the JSC should explicitly promote learning with and from each other, not the processing of any formal assignment. Networking events can be one-time events but should ideally be designed to accommodate multiple meetings and long-term partnerships. Different methods and approaches, such as peer-to-peer learning or mentoring, can be applied based on the group's needs.

A key focus of networking within E³UDRES² is to integrate and connect support and administrative divisions - such as human resources, research support, and teaching and learning units. This collaboration lays the groundwork for stronger cooperation in administrative functions, which, in turn, can foster improved collaboration within academic departments and faculties and drive innovation in teaching and learning. By aligning these support services, a cohesive operational framework that enhances overall institutional effectiveness can be created.

Target groups

To ensure that capacity-building activities are inclusive and effectively support the Alliance's goals, they target the needs of the E³UDRES² core units and those of the wider E³UDRES² community. Whenever feasible, and beneficial, activities are opened to a broader audience to encourage wider participation and engagement.

- **E³UDRES² core units:** This includes persons directly involved in reaching the Alliance's objectives, such as WP members, researchers, educators, and administrative personnel (e.g. in their roles as Educational Entrepreneurs⁷, members of the Centres of Excellence, Student Board members etc.).
- **Wider E³UDRES² community:** This group encompasses members from E³UDRES² full and associated universities who are not part of any core units, including students and staff.

The specific target groups vary depending on the format and topic of the capacity-building event (see Table 1). Since the aim of the JSC is to advance the implementation of the Alliance's objectives and given capacity constraints, most capacity-building formats are directed primarily at staff of (associated) E³UDRES² institutions rather than students. Specific learning and training requirements of students are generally part of their study programme. Additional possibilities within the Alliances are offered as part of the Joint Learning Provisions. However, an exception is made for student board members, who are core members of E³UDRES² and are directly involved in advancing the Alliance's objectives. Despite these limitations, students can benefit from certain recurring capacity-building activities that are explicitly aimed at the wider E³UDRES² community, such as language courses, European civic skills trainings and thematic webinars.

Table 2: E³UDRES² capacity-building formats and their target groups

	Trainings or workshops	...including European civic skills trainings	Networking events	Webinars	Language courses
Responsible for initiation	Cooperation of other actors and WP 7 or other actors	JSC	JSC	Cooperation of other actors and WP 7 or other actors	JSC
Primary target group	Full or associated members of E ³ UDRES ² core units	Members of E ³ UDRES ² (associated) HEIs	Members of E ³ UDRES ² (associated) HEIs who are not part of a E ³ UDRES ² core unit	Full or associated members of E ³ UDRES ² core units	Members of E ³ UDRES ² (associated) HEIs
Secondary target group	Members of E ³ UDRES ² (associated) HEIs who are not part of a E ³ UDRES ² core unit			Members of E ³ UDRES ² (associated) HEIs who are not part of a E ³ UDRES ² core unit	

⁷ An Educational Entrepreneur (EE) in the E³UDRES² context is a mentor or guide who provides support, feedback, and motivation to help individuals or student teams improve their skills and performance and reach their full potential in a challenge-based learning environment. The EE does so by encouraging creativity and self-reflection and providing guidance, rather than setting the direction.

Description from the project proposal	- practice-oriented formats - based on training needs - across the E³UDRES² missions and administration - in cooperation with internal or external experts	- strengthen the understanding of the political context of the EU, increase intercultural competences and awareness of the benefits of international cooperation - aimed at students and staff - formats such as role-play formats on EU policy making, intercultural trainings and “Internationalisation at Home”	- formats such as Communities of Practice, regular staff exchange - focused on sharing best practices among partners - across the E³UDRES² missions and administration	- practice-oriented formats - based on training needs - across the E³UDRES² missions and administration - in cooperation with internal or external experts	- one (online) language course in each E³UDRES² language and English per semester - to promote multilingualism

2.4 Priorities for capacity building

Capacity building activities cover key areas of the Alliance’s work, including education, innovation, knowledge transfer, research, and administration. However, it is essential to manage expectations across the Alliance. In its initial implementation phase, the E³UDRES² JSC will prioritise training and networking activities that directly enhance collaboration, make joint work easier, and set a framework to ensure the sustainability and quality of partnerships within the Alliance. Based on the results of the Training Gaps Analysis, training topics and networking activities will focus on supporting mission-based goals, including, but not limited to the areas of:

- **Joint and innovative teaching and learning**, such as co-teaching methods, developing shared lectures, and creating joint micro-credentials.
- **Best practices in virtual teaching and learning**, supporting high-quality online and blended education across institutions.
- **Research support**, including guidance on how to write successful project proposals and strategies for effective research collaboration.
- **Knowledge transfer and innovation**, such as where to find funding opportunities for new ideas and how to build successful partnerships with industry.
- **Administrative competences**, aimed at streamlining processes that underpin cross-institutional work.

At the same time, the focus of these activities will also be demand-driven. A clear prioritisation of networking and training needs has already been established, complementing the quantitative training needs with an assessment of urgency and the Alliance’s strategic objectives. Maintaining transparency in how priorities are set and communicated will be key to fostering trust and engagement among partners.

1. **Strategic need:** Mission-based WP (WP 2, WP 3, WP 4, WP 5) before supporting WP (WP 1, WP 6, WP 7, WP 8, WP 9, WP 10).
2. **Time-sensitive need:** Upcoming events; upcoming milestones and deliverables.

3. Quantitative need: Highest capacity-building needs in terms of quantity.

The number and type of capacity-building events implemented will also depend on the available (personnel) resources. To ensure effective implementation of high-quality training and networking activities, it will not be possible to respond to all identified needs simultaneously.

2.5 Review of previous activities and events

The development of the JSC strategy was preceded by a sequence of steps previously taken in WP 7, which are anchored in the Grant Agreement. This section briefly outlines these steps and gives an overview of the capacity-building events that have already been conducted within the Alliance since October 2023.

In the initial training needs analysis general competences (a combination of knowledge, skills and attitudes) needed to fulfil the different E³UDRES² objectives, were collected in qualitative interviews with the WP (co-)leads. In a subsequent quantitative survey, the training gaps of all WP members were analysed. In parallel, the existing competences within the E³UDRES² partner institutions and external partners were mapped. The results can be found in the Competence Catalogue (milestone 21).

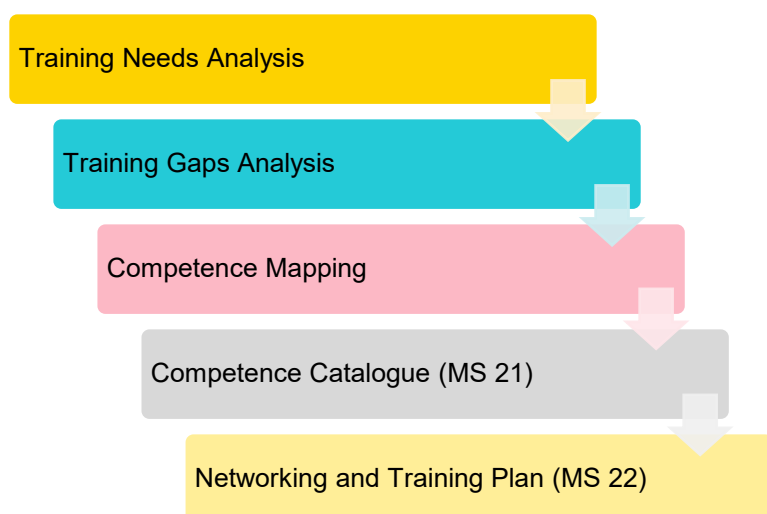


Figure 1: Previous activities conducted in WP 7

To effectively track planned capacity-building events and organise them systematically, a Networking and Training Plan (milestone 22) has been developed. This plan provides a structured framework, a comprehensive overview and a detailed timeline of all capacity-building activities. The Networking and Training Plan functions as an internal working document for the JSC, facilitating better organisation and coordination of networking and training efforts within the Alliance. Based on this plan, the JSC will disseminate the upcoming networking and training opportunities in cooperation with the WP responsible for communication and dissemination (WP 10). The Training Gaps Analysis, Competence Catalogue and Networking and Training Plan are all tools designed to help systematise and facilitate the work of the JSC.

Alongside the systematic assessment of training needs and competences, efforts have also been applied to conduct capacity-building events. During the first year and a half of the current project phase, the focus has been on trainings and workshops, including European civic skills trainings, as well as the establishment of functioning structures for language course offerings. Since spring 2025, the focus has expanded to include more networking events and webinars.

Please note, that the following list of capacity-building events conducted within the Alliance is not exhaustive, but rather illustrative. A more detailed list and analysis of activities will be included in the Interim report Capacity Building (MS 23), which is due in November 2025.

Trainings or workshops

- Train the Trainers – Educational Entrepreneurs (*recurring*)
- Workshop on LEAN Insights for Project Management within E³UDRES² (*recurring*)
- Staff Training “Proposal writing” Horizon Europe
- Training on Online (Language) Teaching
- Training on Regional Impact Assessment
- AI Basics and Impact of AI in European HEI (training)
- Co-creating the Multi-i-Culture through Storytelling (workshop)
- Workshop on Best Practices on Student Engagement
- Science Communication Workshop
- Workshop “Strategies to enhance the Rate of Success in getting Funding for Research Projects”

European civic skills trainings

- Staff Week on European Civic Skills
- Intercultural Awareness Session (*recurring*)
- Internationalisation at Home: Introduction to SUCTI Training Course

Networking events

- Networking meetings between Research Support Units
- Networking meeting between Marketing/Communications Departments

Webinars

- Introduction to E³UDRES² Session (public) (*recurring*)
- Introduction to E³UDRES² Session for Student Board Members

Language courses (*all reoccurring*)

- German Online Language Course for Beginners
- Dutch Language and Culture
- Latvian Language and Culture: Beauty from the Words to Identity
- Portuguese Language and Culture
- Introduction to Finnish Language and Culture
- Hungarian Language and Culture
- Romanian Language and Culture
- English for University Staff

Cooperation with associated higher education institutions

Collaboration with the associated HEIs from Ukraine, Kosovo and Albania in the context of capacity building is already taking place and increasing. For instance, language courses in their national languages are voluntarily offered by some associated partners to full and associated members of the E³UDRES² Alliance, beginning in the fall/winter term 2025.

Additionally, a webinar on European integration and the role of academia in times of war and crisis is planned for fall 2025. This webinar, held in collaboration with Ukrainian HEIs, will contribute to the JSC’s goal of strengthening European civic skills within the Alliance. Representatives from some associated HEIs are expected to attend the next on-site meeting in November 2025, which will serve as a kick-off for a more systematic cooperation within the JSC.

3 The E³UDRES² virtual Joint Support Centre for Capacity Building (JSC)

3.1 Purpose of the JSC

The virtual JSC is a long-term cross-alliance support structure. It aims to facilitate and foster capacity building furthering competences relevant to the implementation of the objectives of E³UDRES² and its (associated) partners. Capacity building is provided by the JSC across all E³UDRES² missions and administration (see figure 2).

The term "virtual" emphasizes that this centre does not have a physical location or contact point; in addition, it operates predominantly online. Most of the implemented formats - ranging from training and networking sessions to coordination meetings - are held in virtual environments, allowing for greater flexibility and accessibility. In addition, all capacity-building resources, including information and tools for training organisations and storage for training materials and results, are accessible in a digital environment (currently in Microsoft Teams and soon at the E³UDRES² Arena⁸).



Figure 2: Capacity building across E³UDRES² interrelated missions and administration

E³UDRES² activities which go beyond the individual institutions and their capacity building offers. This active involvement is ensured through the role of Key Contact Persons for Capacity Building (hereinafter Key Contact Person; see chapter 3.5). "Joint" also signifies support that is accessible to the entire Alliance.

As a "support centre", this initiative serves as a single point of contact where Alliance members can access information, advice, and support for their capacity-building needs. It streamlines communication and support, ensuring that all involved parties receive the assistance they require.

⁸ The E³UDRES² arena is digital environment which provides a digital unique-entry point for academics, staff, students and stakeholders to E³UDRES³ digital tools and resources.

Ultimately, “capacity building” encompasses the overarching goal of this centre. It describes the ongoing process by which individuals, higher education institutions and the Alliance as a whole can develop, enhance and sustain their capacity over time.

The JSC is committed to continuing the tasks of the capacity-building WP 7 to achieve the following objectives, as stated in the Grant Agreement.⁹ Taking over the tasks of WP 7, the JSC ensures a long-term cooperation within the Alliance independently of any WP structures.



Figure 3: Overarching objectives of the JSC according to the Grant Agreement

3.2 Vision

In addition to the outputs and expected impact of capacity building within E³UDRES² outlined in subchapter 2.2, the following outcomes are envisaged from the establishment of a JSC:

Short-term vision for the JSC¹⁰

Full and associated HEIs actively contribute to and benefit from the capacity-building activities offered by the E³UDRES² JSC. Some associated HEIs provide at least one Key Contact Person that regularly attends the JSC meetings to ensure continuous and in-depth cooperation on an equal footing.

- Through effective, transparent processes that ensure timely awareness of training and networking demands, the JSC has developed the ability to anticipate and act upon emerging capacity-building needs. An efficient internal communication structure within the JSC will support this responsiveness and promote alignment across partner institutions.
- The JSC is well represented and easily accessible in the E³UDRES² Arena and makes use of the Arena's features.

⁹ E³UDRES² Grant Agreement, 2022, p. 82

¹⁰ September 2027 is considered short term and marks the end of the current project phase.

- Full and associated member institutions are aware and well-informed about capacity-building opportunities within the Alliance and where to find support.
- From (low-threshold) networking events, at least three new groups/long-term initiatives led by intrinsically motivated frontrunners have naturally emerged and established themselves, generating synergies and collaborative activities. These include at least some of the partners' existing support and administrative units, such as human resources and teaching and learning centres. As ambassadors for the Alliance, these frontrunners further strengthen its impact and visibility.
- Units responsible for capacity building within the partner institutions, such as human resources departments or teaching and learning centres are aware of and informed about how to open up capacity-building formats to the Alliance.

Long-term vision for the JSC¹¹

The long-term vision for the JSC is strongly connected to the overall long-term strategy for E³UDRES² and the future development of the European University Alliance Initiative. The overall E³UDRES² strategy is one of the upcoming deliverables which will be developed in cooperation with the E³UDRES² Site Coordinators, Executive Board members, and other stakeholders.

In order to strengthen the cohesion of E³UDRES² beyond the current funding period, the JSC takes over the tasks of WP7 and continues the capacity-building efforts independently of any WP structures. To ensure the continued availability of the necessary resources and expertise, it is desirable to strongly connect the units involved in capacity building in the various partner institutions. The extent of any consolidation will strongly depend on the future E³UDRES² strategy and the capacity of all parties involved. It will become clear over time whether and to what extent an adjustment of the JSC strategy will be necessary in order to achieve and sustain its long-term character.

3.3 Added value and strategic role

A key strength of European University alliances, as pointed out in the Erasmus+ Programme (ERASMUS) Call for proposals (2024) is the capability to build on a shared pool of financial, human, digital and physical, intellectual resources, infrastructure, data, and services to improve the capacity and capability of all partners and to provide better services and activities to its community.¹² In this sense, the JSC brings together the expertise and capacities of the E³UDRES² Alliance to effectively organise and implement training and networking formats that address both immediate and long-term needs. The JSC goes beyond existing thematic initiatives by offering a holistic approach to capacity building, focusing on topics and target groups rather than WP structures. Specifically, the JSC aims to create the following added value:

- **Scalability and sustainability:** The JSC aims to support a long-term vision for the Alliance, by trying to reduce its dependence on project structures. By initiating capacity-building events, the JSC creates opportunities to increase the scale of the Alliance's offerings, the number of people reached and engaged, and the amount of knowledge

¹¹ Long-term in this context refers to a period of several years following the conclusion of project financing.

¹² Erasmus+ Programme, Call for proposals Partnerships for Excellence – European Universities - ERASMUSEDU2024-EUR-UNIV, p. 6, https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/erasmus/wp-call/2024/call-fiche_erasmus-edu-2024-eur-univ_en.pdf (accessed on 26.08.2025)

and intercultural understanding among other things, thus enhancing the Alliance's collective capacity. In addition, through capacity building activities, the JSC aims to strengthen the Alliance members' abilities to secure external funding.

- **Increased mobility of competences through standardisation:** By standardising E³UDRES² internal training and networking processes, and by providing information and resources (such as guidelines, blueprints, and advice), competences can be mobilised more efficiently and effectively across the various member organisations.
- **Enhanced commitment and visibility:** The JSC proactively facilitates networking and an exchange of best practices, helping partners to learn from each other and reach units or individuals not directly involved in E³UDRES², thus broadening the Alliance's impact across institutions. This will in turn strengthen the Alliance and increase the visibility of the Alliance's commitment and its reputation.
- **Centralised coordination and synergy:** The JSC serves as a single point of contact for training and networking activities, helping partners keep an overview of capacity-building needs and offerings, avoid duplication, and connect with existing (institutional) capacity-building initiatives.
- **Efficient resource sharing:** The JSC fosters the sharing of expertise among all its partners, thereby expanding the pool of expertise. Institutions can reduce duplication of efforts and achieve greater efficiency, ultimately saving time and money. By bringing together participants with similar needs from different universities, the JSC leverages economies of scale to ensure a cost-effective delivery of high-quality trainings. Ideally, networking and the exchange of best practices should also lead to the sharing of facilities and infrastructure among partners, e.g. IT infrastructure (such as mobility software), access to digital resources and platforms (such as the E³UDRES² Arena or research tools), etc., thereby reducing running costs and streamlining processes across institutions.
- **Address alliance-specific needs:** The JSC provides customised capacity-building events that address the Alliance's unique training and networking needs, thereby supplementing the activities offered by each partner. These offerings can include trainings for Educational Entrepreneurs or formats to introduce the Alliance to newcomers.
- **JSC as a testbed:** The JSC serves as a testing ground for other E³UDRES² units to ensure a sustainable structure intended for continuation of joint capacity-building activities among E³UDRES² members after the end of the project. Being able to continuously test and adapt the strategy described in this concept paper until at least the end of the E³UDRES² project's current duration, i.e., September 2027, is a great advantage. The JSC will pave the way for future initiatives and working groups by sharing best practices and lessons learned, and by contributing to the ongoing discussions about the future of E³UDRES² together with the Site Coordinators and the Executive Board members.
- **Support for European policy and funding goals:** The JSC indirectly supports the context necessary for the implementation of European initiatives, by providing essential training to staff working on E³UDRES² deliverables linked to these such as the European Degree and micro-credentials.

3.4 Support services

The JSC's overall tasks are to; (1) create framework conditions for high-quality, effective capacity development; (2) empower Alliance members to organise and implement effective training and networking activities by providing knowledge and practical tools; (3) implement specific training formats. The JSC offers the following support services to Alliance (associated) members, including existing networking initiatives such as the Centres of Excellence (CoE) and the Centre for Education of the Future at E³UDRES² (CEFE), to help them continue reinforcing their efforts.

- The JSC offers language courses, European civic skills training and thematic webinars.
- The JSC supports Alliance members with specific training needs in implementing a tailored training event by
 - providing information, tools and advice on how to organise a training event, based on standardised training organisation processes within the Alliance and the JSC members' experience. Resources include flowcharts and blueprints, covering all phases of event organisation;
 - connecting the requester/target group with potential trainers, facilitator and experts;
 - helping with finding and consulting external experts, if needed.
 - providing basic technical support, if possible.
- The JSC supports Alliance members with specific networking needs in implementing a tailored networking event by
 - providing information, tools and advice on how to organise a networking event, based on standardised networking organisation processes within the alliance and the JSC members' experience. Resources include flowcharts and blueprints, covering all phases of event organization;
 - identifying and connect individuals with similar roles, challenges, knowledge or positions (as counterparts) across E³UDRES² (associated) partners.
- The JSC informs about capacity-building events offered by a E³UDRES² partner or at the Alliance level in cooperation with WP 10.
- The JSC checks the availability of existing training and networking opportunities at the Alliance level and from E³UDRES² partners, and supports the opening to the Alliance level whenever feasible.
- In addition, the JSC provides a structured storage place for documentation of training-related and networking-related materials.
- The JSC plans to facilitate low-threshold best practice exchange and networking in the future by providing a digital forum for a quick and simple exchange and consultation as part of the E³UDRES² Arena.

Finally, the JSC helps to connect E³UDRES² partners and associated HEIs with similar training needs, to facilitate collaboration, share resources, and develop joint capacity-building initiatives.

To be able to provide this support services, the JSC

- standardises processes related to training organisation within the Alliance, develops and provides information, templates, guidelines, and tools;

- maintains an overview of training and networking needs;
- knows about internal and external experts, potential trainers and facilitators and link them to the organisers;
- gains transparency, as well as easy access to information about the capacity building offers (including not only training, but also networking opportunities such as Staff Weeks) and the respective processes;
- proactively connects/liaises within the Alliance across the E³UDRES² missions, focusing on institutional support and administrative divisions;
- creates a JSC representation as part of the E³UDRES² Arena as soon as it is launched, including an entry point for training and networking needs;
- promotes the possibilities and benefits of networking at E³UDRES² and international level and a culture of low-effort sharing, e.g. through sharing success stories.

Through these combined efforts, the JSC aims to ensure that the Alliance is well-positioned to anticipate and act upon evolving training needs, build sustainable collaboration, and foster a dynamic, forward-looking community across all partner institutions.

3.5 Structure of the JSC

In the structure of the JSC, the chair and the designated Key Contact Persons for capacity building form the core of the unit. They make use of the so-called Network of Expertise, including experts as potential trainers and facilitators who become involved and collaborate with them as required (demand-oriented).

In order to ensure the long-term functioning of the JSC, it is essential to establish a JSC structure that is largely independent of project structures and logic. Nonetheless, the JSC structure mirrors the WP's structures to some extent: In fact, the WP 7 lead's role will be replaced by the JSC chair, and the WP 7 members' roles will be replaced by the Key Contact Persons for capacity building. Following a testing phase until September 2027, the tasks, required profiles and meeting structures for the different roles may be adjusted over time¹³. For

the duration of the project's funding, the chair of the JSC will be held by the three (co-)leads of WP 7 as they are formally responsible for the completion of the WP 7 tasks and accountable for the capacity-building means. They will be responsible for any project-related task (such as milestones, reporting, representation in the Board of Coordinators). If project funding is not renewed, a new chair must be selected in time to ensure continuity and a smooth transition. In

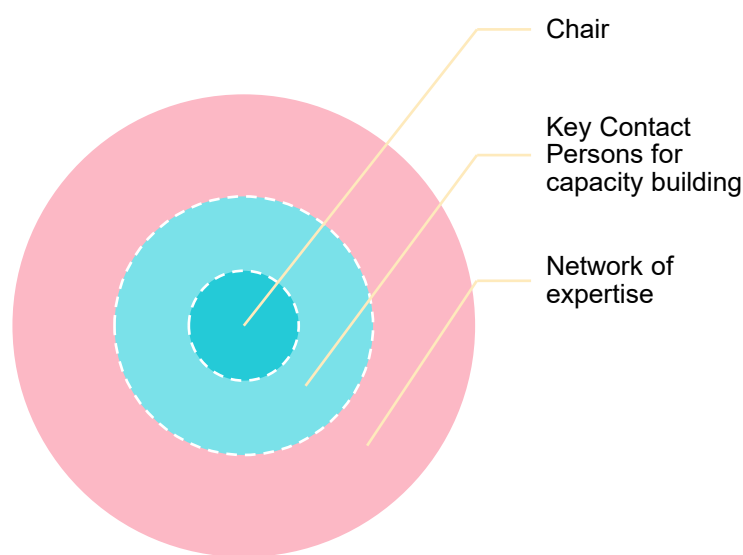


Figure 4: Structure of the JSC

¹³ The new structures and terminology are expected to be officially implemented in November 2025. There are two reasons for this timeline: the expected completion of the last WP7 milestone as a project-related task, and a planned on-site meeting that can serve as the kickoff.

this case, the JSC's leadership structure will align with the long-term E³UDRES² strategy, which is currently being developed.

The authors of this strategy suggest appointing a rotating chair consisting of two Key Contact Persons for capacity building from different partner institutions: one chairperson and one secretary, who would be primarily responsible for documentation. These individuals would be selected by a democratic vote among the Key Contact Persons for a specific amount of time (e.g. one academic year). In the long term, the position of chairperson and secretary should be held in turn by representatives from each partner university.

JSC chair - strategy and representation at Alliance level

Strategic tasks

- represent the JSC at Alliance level
- ensure that the activities conducted by the JSC align with the overall E³UDRES² objectives and strategies
- keep the Key Contact Persons for capacity building appropriately informed of any relevant developments at Alliance level
- set the agenda for the matters to be considered by the Key Contact Persons for capacity building
- facilitate open and constructive communication among the Key Contact Persons for capacity building
- coordinate the efforts of Key Contact Persons, mediate, assign tasks, and ensure that everyone is clear about their responsibilities
- instruct questions on the strategic further development of the JSC

Operational tasks

- set meetings
- supervise documenting and reporting of activities conducted

Profile

- be assigned as a Key Contact Person for Capacity Building (see below)
- have the capacities to represent the JSC at Alliance level
- have at least basic project management and moderation skills
- demonstrate English language proficiency
- have the capacity to meet on a regular basis

Meetings

- weekly 1-hour meetings (for now)
- agenda setting for the JSC meetings, strategic decisions and alignment with the overall E³UDRES² strategy and goals

Key Contact Persons for capacity building - Coordination and support of capacity building activities at E³UDRES² level

Strategic tasks

- represent their home institution at the JSC (values, interests, strategic goals)
- raise awareness of the JSC's goals and activities at their home institution
- bring identified capacity building needs from the institutional or E³UDRES² level to the JSC
- based on the established criteria, prioritise capacity-building needs and justify the development of new formats in collaboration with the other key contacts
- find out whether there is a need for networking for specific groups/units and connect people with similar profiles, challenges and visions
- participate in election of new JSC chair, if needed

Operational tasks

- organise or support the organisation of training formats and networking events together with the experts or facilitators (and the requester, if applicable)
- organise or support the organisation of on-site training and networking events taking place at their home institution
- support the opening up of existing training and networking opportunities at their home institution to the E³UDRES² community
- support the dissemination of capacity-building events at their home institution, in cooperation with WP10 Interaction, Impact and Dissemination, if needed
- report or support the reporting of events supported by the Key Contact Person
- ensure that the materials and results for capacity-building events supported by the Key Contact Person are documented and stored (if possible)
- hire external experts, if needed and if resources are available
- ➔ Unless they are personally interested or motivated or are the experts in a specific field, JSC members are not responsible for designing content, moderating events, driving projects, or raising funds from third parties for capacity-building activities.

Profile

- know about their home institution's capacity-building offer
- have the capacity to connect with internal and external experts and relevant units within their home institution that deal with capacity building; ideally work there
- have the capacity to meet on a regular basis (for now 90 minutes once a month)
- possess at least fundamental skills in training organisation
- demonstrate English language proficiency

JSC meetings

- monthly 90-minute meetings (for now)
- prioritisation of training and networking needs, event planning (tool: Networking and Training Plan), optimization of JSC work processes, development of supporting documents

Each full partner (and ideally each associated HEI in the future) designates at least one Key Contact Person responsible for contributing to the overall coordination and support of training and networking activities within E³UDRES². These individuals serve as essential connections between the institutional and external experts on the one hand, and the Alliance and its members on the other hand. They also act as the main point of contact for training and networking needs in their home institution and represent their home institution at the JSC. Key Contact Persons should ideally work in a unit of their institution that deals with capacity building

in order to ensure strong institutional anchoring. For long-term success and a high impact, it is essential that the university's management continues to allocate sufficient resources to Key Contact Persons (e.g. with a specific number of working hours), especially if project funding were to be withdrawn. Institutions should fill this position strategically by selecting individual(s) whose position is not solely financed through project funds.

Network of Expertise - Development and/or provision of capacity-building measures

The JSC makes use of a network of expertise in which experts, trainers and facilitators with diverse professional and cultural backgrounds collaborate in relation to upcoming training and networking activities. It includes internal experts of the E³UDRES² institutions with expertise and experience in the relevant fields, and complementary external networks and experts (such as associated partners, umbrella organisations, European stakeholder networks, other European Universities, national and regional organisations as well as centres of expertise). Experts are involved as required - on a demand-driven basis - in the development and/or implementation of capacity-building activities. They take on different roles and tasks, depending on the format and objectives of an event: content creator, input provider, facilitator, trainer or other.

Each full E³UDRES² partner is expected to make the following minimal contributions to capacity building at the Alliance level:

- assign at least one Key Contact Person for Capacity Building, who regularly attends and actively contributes to the JSC meetings and their objectives
- organise one (online) language course per term that is open to the Alliance members
- implement at least one capacity building event per year

The JSC is embedded in the E³UDRES² ecosystem and shares strong thematic links with its units, initiatives and positions. The JSC will constantly strive to cooperate and create synergies and avoid duplication with existing capacity-building initiatives.

Table 3: Links to the JSC in the E³UDRES² ecosystem

Unit, initiative or position	Links to the JSC
WP 1 Project Management and Coordination, incl. different boards (Site Coordinators, Board of Coordinators, and Student Board)	Long-term strategy for E ³ UDRES ²
WP 2 Developing Talents (including Group of Mobility Coordinators)	Education as topic for capacity building; capacity building activities as potential micro-credentials, future appetizers, joint learning provision or other formats
WP 3 Smart Learners	Education and innovation as mission-based topic; trainings for challenge-based education for (potential) Educational Entrepreneurs
WP 4 Research and Knowledge Serving Users and its Centres of Excellences (CoE) and doctoral programmes and studies	Research as a mission-based topic; possible synergies with joint offers (such as training courses) for general academic qualifications and specialised topics in doctoral research, which are offered as part of doctoral programmes and studies ¹⁴

¹⁴ MS 16 E³UDRES² Doctoral studies concept policy, 2025, pp. 46-51

WP 5 Regional Innovation Hubs and its Open Innovation Hubs (as part of WP5)	Innovation as mission-based topic
WP 6 Future University	Collaboration with associated higher education institutes and long-term strategy for the Alliance; networking events between full members and associated HEIs
WP 8 Quality and Evaluation	Quality assessment and assurance for capacity-building offerings incl. the E ³ UDRES ² label ¹⁵ for capacity-building formats
WP 9 Digitalisation and Infrastructure	Representation of the JSC at the E ³ UDRES ² Arena; technical support for the online implementation of capacity-building events
WP 10 Interaction, Impact and Dissemination	Promotion of capacity building events
Centre for Education of the Future at E ³ UDRES ² (CEFE)	Research and innovation in teaching and learning
Director of Learning	identifying new opportunities, promoting institutional collaboration, and supporting members in implementing educational innovations

3.6 From identifying capacity-building needs to implementation

The whole process of organising a capacity-building event including the responsibilities is presented step by step in the annex (subchapter 7.1). The following two flowcharts are intended for internal use by the JSC and demonstrate how identified capacity-building needs are brought to the attention of the JSC, and how responsibilities are distributed depending on the context. They are/will be available through the E³UDRES² Microsoft Teams environment and via the Key Contact Persons.

¹⁵ The E³UDRES² label can be used as an E³UDRES² brand recognition. It indicates those Alliance activities which fit the jointly agreed E³UDRES² mission, vision and values, as well as its quality principles to the extent that such activities could be recognized by all E³UDRES² partners (cf. D8.1).

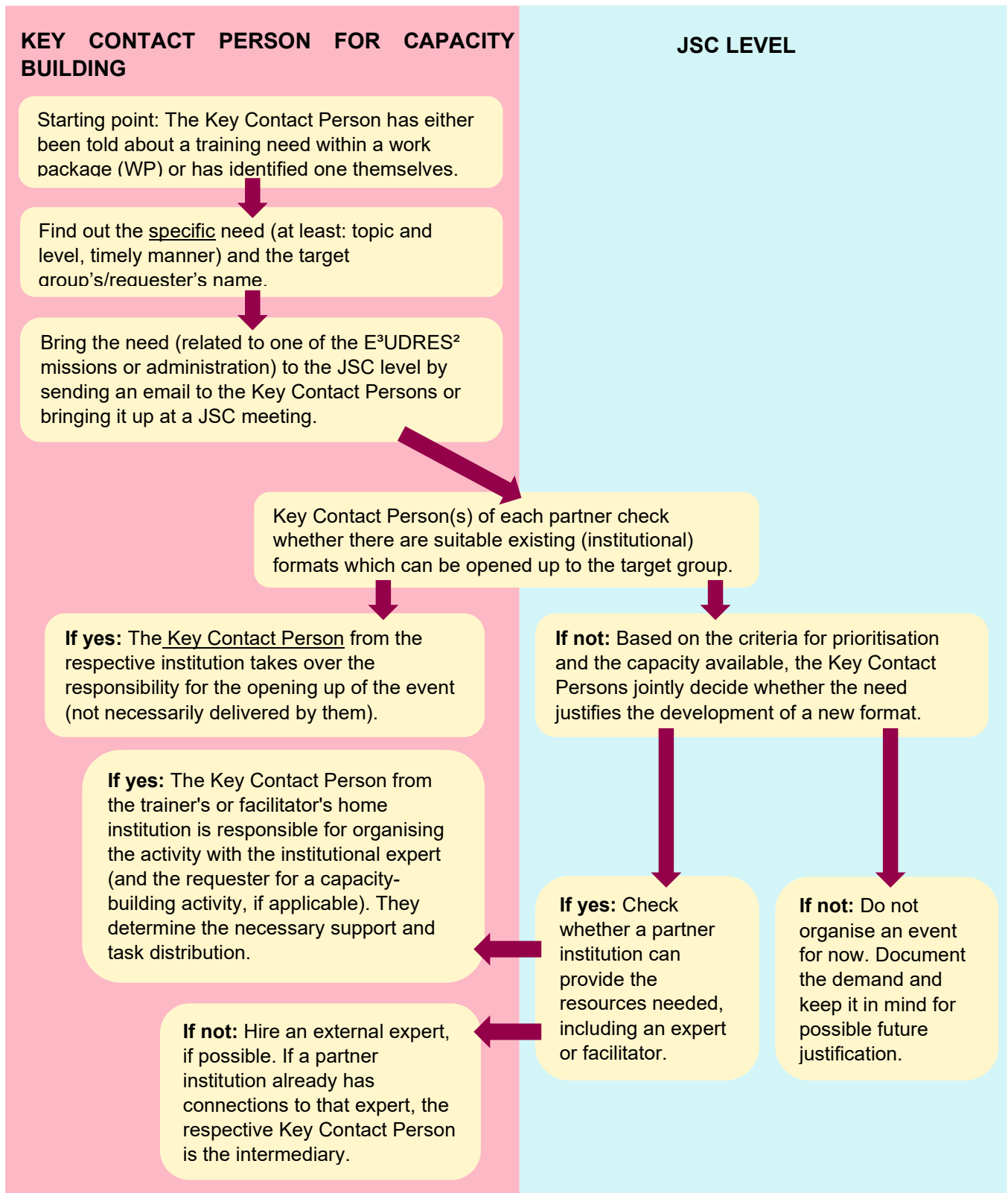


Figure 5: Internal JSC flow chart - Training organisation

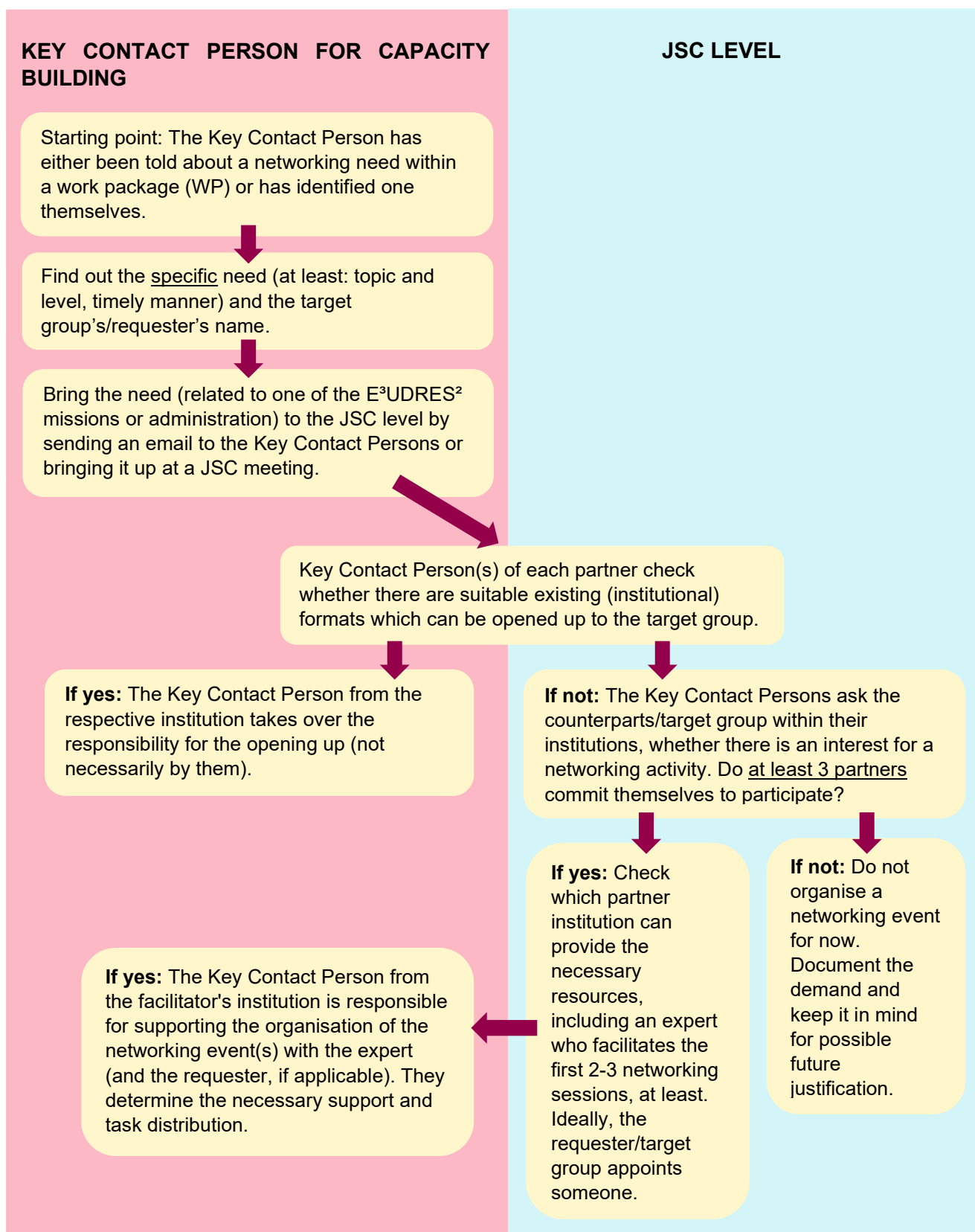


Figure 6: Internal JSC flow chart - Networking organisation

The following section discusses essential steps for the effective implementation of capacity-building activities, namely the identification of networking and training needs and the communication of available offerings.

3.6.1 Identification of networking and training needs

The first step in implementing a capacity-building activity is to identify a networking or training need. The JSC identifies these needs using the following methods:

- **Training Gaps Analysis:** Analysis of the results of a quantitative survey sent to all WP members between 12 July and 31 August 2024, asking about their individual training needs.
- **Mediators/knowledge of Key Contact Persons:** Key Contact Persons have been assigned to identify capacity-building needs within the scope of another WP as well as their home institution and feed forward these needs to the JSC level (represented by all Key Contact Persons). They also act as contact persons for respective work package members regarding capacity-building needs and offers.
- **Feedback survey:** Feedback forms distributed at capacity-building events invite participants to specify topics for further development.
- **Institutional training needs assessments:** Key Contact Persons should take the results of their institutional training needs assessments into account when prioritising capacity-building needs, if possible.
- **Entry point at the E³UDRES² Arena:** When establishing a JSC representation as part of the E³UDRES² Arena, an easily accessible online form for the request of training and networking events is to be created. This form will include questions about specific needs, the type of support required from the JSC and whether the requester has a potential facilitator in mind.
- **Any other information** proactively brought to the JSC from individuals.

Another large-scale training needs analysis in the form of a survey may be conducted if current measures fail to provide sufficient or reliable information.

3.6.2 Distribution and promotion of offerings

The type of event and the target audience will determine the most appropriate means of communication. The WP10 Interaction, Impact and Dissemination provides a Support Services Catalogue with an overview of what information is needed, when it is needed, and who to contact for support for each public communication activity through the E³UDRES² communication channels. It also offers to set up registration pages, if needed. The JSC adheres to these regulations. The text for the promotion is provided by the JSC Key Contact Person of the organising institution (who should themselves provide the required information) in consultation with the trainer or facilitator. The description form for training activities (see subchapter 7.1) can be used for this purpose. If a specific graphic design is needed, WP10 can be asked for support.

To support long-term planning, a preliminary or 'save the date' announcement should be issued at the earliest opportunity, aligned with the E³UDRES² communication strategy. It can be sent by email and, if it is intended for a wider audience, it can be published on the E³UDRES² News & Events website under “upcoming events” (and in the future at the E³UDRES² Arena). The following list shows the channels available and who is responsible for using them.

Table 4: Communication channels and responsibilities for capacity building events

Institutional channels	Person in charge
E-mail	Trainer or facilitator with the support of the JSC Key Contact Persons, if needed (e.g. to find out the contact details)
Other relevant internal communication channels for the specific target group (intranet, institutional Moodle platform, posters, flyers etc.)	JSC Key Contact Persons and/or WP10 members
E³UDRES² internal channels	Person in charge
E-mail lists	in certain cases, the JSC Key Contact Person of the organising institution can ask the E ³ UDRES ² office to help address specific mailing lists
E ³ UDRES ² calendar	JSC Key Contact Person of the organising institution
Microsoft Teams channels as part of the E ³ UDRES ² environment	JSC Key Contact Person of the organising institution
E ³ UDRES ² Arena	To be determined
E³UDRES² public channels	Person in charge
E ³ UDRES ² website under “UPCOMING EVENTS IN THE E ³ UDRES ² UNIVERSE”	JSC Key Contact Person of the organising institution contacts WP10 with all the necessary data
E ³ UDRES ² social media	JSC Key Contact Person of the organising institution contacts WP10 with all the necessary data
E ³ UDRES ² newsletters	JSC Key Contact Person of the organising institution contacts WP10 with all the necessary data
E ³ UDRES ² Arena	To be determined

3.7 Opening up institutional capacity-building offers to the E³UDRES² community

Before developing new capacity-building formats, the Key Contact Persons commit to checking whether suitable formats already exist that can be opened to a wider target group at the Alliance level, possibly with the need for adaptation. The following points need to be considered:

- **Language:** The working language must be English, German (STPUAS and HFD) or Dutch (UCLL and SAXION).
- **Content:** Do the training or networking content, methods, and learning outcomes truly address the needs of the extended target group? If not, what needs to be adapted to fit the Alliance context?
- **Accreditation and recognition:** If the event is to be accredited, its contents and format should be recognised by the partner universities and, if necessary, accredited, so that participants also receive ECTS credits or other recognised certificates.
- **Financing:** Clarify financing options and cost distribution (such as participation fees, subsidies, Erasmus+), if needed.
- **Digital access:** Ensure that participants have access to the platforms, tools, and materials needed.

- **Legal requirements:** Ensure compliance with all legal requirements, especially those related to intellectual property and data protection.
- **Interculturality:** The trainer should consider the intercultural component and have at least a basic understanding of intercultural communication.
- **Dissemination:** Use the common E³UDRES² communication channels for promotion and check, whether the event can be E³UDRES²-labeled to gain even more visibility.
- **Documentation and feedback:** If possible, share the materials, results, and feedback gathered from participants and facilitators with the JSC.

4 Quality assurance

At the Alliance, we adhere to the E³UDRES² Joint Quality Assurance Principles (Quality Handbook, 2024) for common E³UDRES² activities, including capacity-building activities. Generally, quality assurance relies on trust between partner institutions and on the institutional quality systems and arrangements of the institution responsible for the initiative.

Continuous improvement of E³UDRES² activities is driven by cyclical quality assurance processes structured around the Plan–Do–Check–Act (PDCA) model.¹⁶ This methodology is based on a four-step process and allows the E³UDRES² Alliance to learn from the feedback received within its activities, identifying and implementing improvement measures in a continuous and systematic way. A detailed PDCA-Cycle for the implementation of a networking activity or training in the context of E³UDRES² can be found in the appendix, subchapter 7.1.

Training activities may, under certain circumstances, fall under the Joint Learning Provision (JLP) categories "Blended Intensive Programme (BIP)" and "Joint Short Courses"¹⁷ and/or the E³UDRES² Micro Credential definition¹⁸ as defined by WP2 and/or the E³UDRES² labelled activities¹⁹ as defined by WP8. In this case, the quality assurance process for the specific formats that has been defined by the respective WP based on the E³UDRES² Joint Quality Assurance Principles must be followed.

5 Risks and mitigation strategies

The JSC faces several possible challenges that could hinder its effectiveness. To address these issues, concrete mitigation strategies were developed. One significant risk involves managing the expectations of stakeholders, who may hold differing views on the JSC's capabilities and outputs. To mitigate this, transparent communication of prioritisation criteria, along with clear presentation of implemented activities and available capacities, is vital. There is also a significant risk that the training needs may surpass the capacities of the JSC. To mitigate this, the JSC should implement more formats that address recurring training and networking requirements, as has already been done with the E³UDRES² introduction format for new staff. In addition, providing short, asynchronous training units for these continuous

¹⁶ D8.1 Approved E³UDRES² Multi-i-Campus Documentation for Quality Management of Joint Learning, 2025, pp. 6-10

¹⁷ MS3 The E³UDRES² Mobility Model, 2024, p. 10

¹⁸ D.2.2 E³UDRES² framework for micro-credentials & flexible learning: implementation report and further development plan, 2024, p. 5

¹⁹ D8.1 Approved E³UDRES² Multi-i-Campus Documentation for Quality Management of Joint Learning, 2025, pp. 10f.

E³UDRES²-specific training needs would enable the efficient and repeatable delivery of essential training, independent of in-person resources.

Additionally, there is a risk regarding the establishment of the JSC within the institutions. Without solid connections, its operations may be affected. To address this, it is crucial to select Key Contact Persons who are engaged and well-connected within their institutions. These individuals act as advocates for the JSC and help to maintain strong institutional ties. Additionally, human resources pose a significant risk, particularly when project funding declines. To mitigate this risk, the JSC should emphasise its relevance, benefits and achievements to the institutions and E³UDRES² management. Furthermore, the JSC should keep track of the resources required (input) for different kinds of activities and support (output).

Connected to the previous two risks is the danger of building parallel structures. In order to complement institutional structures and join resources rather than doubling the existing structures and resources needed, it is of high importance to closely work together with existing institutional units involved in capacity building and the WPs.

Another significant risk is the low visibility and awareness of the JSC and its support. Some involved may not fully comprehend the services offered by the JSC, leading to underutilisation of its resources or misunderstanding. To counteract this, it is crucial to build up a good representation of the JSC in the E³UDRES² communication channels. Utilising the E³UDRES² Arena can raise awareness and facilitate the organisation and sharing of capacity-building activities more effectively. Additionally, the introduction and establishment of the process for awarding the E³UDRES² label, which was developed by WP 8 and which capacity building events are also expected to undergo, will likely lead to increased visibility for events bearing this label.

Not all networking formats do lead to solidified initiatives and meaningful collaborations. This bares the risk that the effort will have minimal effect. Simultaneously, networking structures which are overly formalised from the beginning can have a discouraging effect in the busy higher education environment. To prevent this, it is important to implement low-threshold networking opportunities that allow for easy participation and increase the potential for expanded cooperation of individuals driven by intrinsic motivation. For this purpose, a digital platform as part of the E³UDRES² Arena can be provided for a low-threshold exchange of knowledge and best practices, training concepts, pedagogical methods, etc. as well as for questions and support.

6 Final remarks

The establishment of a JSC within the E³UDRES² Alliance provides many opportunities, including scalability and enhanced resource sharing. The JSC aims to ensure that (E³UDRES²-specific) knowledge can be efficiently mobilized between partner institutions by standardizing training and networking processes at the Alliance level. This centralisation strengthens the Alliance's commitment and visibility and promotes a coordinated approach that prevents duplication of efforts and maximizes synergies. For the initiative to have a significant long-term impact, however, all member institutions must integrate the E³UDRES² collaboration into their strategic plans and ensure it translates into concrete actions at the departmental or team level, independent of third-party funding. Without this integration, the initiative may depend on individuals, which makes it vulnerable and less sustainable in the long term.

7 Attachment

7.1 Plan-Do-Check-Act cycle for networking and training organisation

This PDCA process is a modified version based on 'Process implantation of non-degree awarding educational products', elaborated from the WP 8 Quality and Evaluation.²⁰ Some steps may not apply, and additional ones might be necessary depending on the specific case. These responsibilities are intended as a guideline only and may vary in practice.

	PROCESSES	OPERATIONAL GUIDELINES	PERSON IN CHARGE
PLAN (prior to the event)	Preparation of a plan for every E ³ UDRES ² capacity-building activity, engaging all relevant stakeholders.	Identification of networking/training need: Identify the need as precisely as possible; at least the topic and level of training needed, the timing, and the potential target group. Contact the JSC.	Any E ³ UDRES ² member
		Synergies: Key Contact Persons of the JSC check, whether there is already a suitable event that can be opened up.	Key Contact Persons of the JSC
		Approval: If not, JSC Key Contact Persons decide about the development of a new networking/training format, based on the criteria for prioritisation of capacity-building formats (see subchapter 2.4).	Key Contact Persons of the JSC
		Facilitator: Identify and contact internal experts (or external experts, if necessary) who can function as facilitators, instructors, or trainers.	Requester of a capacity-building activity or Key Contact Persons, if needed.
		Content, format and framework conditions: Choose suitable format and methods, formulate learning outcomes and plan the content of the training. Determine the necessary resources and framework conditions by filling in the description form for training and networking formats, incl. schedule, target group, number of spots, application process, if applicable, etc.) (see subchapter 7.2).	Trainer/facilitator with the support from Key Contact Persons from their home institution, if needed.
		Dissemination: Assist with the dissemination of the event in cooperation with WP 10 Interaction, Impact and Dissemination (see Supporting Services Catalogue from WP 10 for orientation).	WP10 with the support from Key Contact Persons from the trainer's/facilitator's home institution
DO (during the event)	The effective implementation of the plan.	Participants: Select and admit applicants based on predefined criteria, if applicable.	Trainer/facilitator
		Implementation: Execute the event and provide all resources and support needed.	Trainer/facilitator
		Assessment: If applicable, perform assessment following the methodologies and criteria communicated beforehand.	Trainer/facilitator

²⁰ D8.1 Approved E³UDRES² Multi-i-Campus documentation for quality management of joint learning, 2025, pp. 13f.

		Certification: Recognise the participant's completion of the training and hand over proofs of participation and/or accreditation, if applicable.	Trainer/facilitator
		Documentation: Document all important information, including attendance, training materials and results.	Trainer/facilitator
		Storage: Store the training material in the designated location on Microsoft Teams (in the future on the E ³ UDRES ² Arena).	Key Contact Persons from the trainer's/facilitator's home institution
		Reporting: Report the event in accordance to the reporting requirements.	Key Contact Persons from the trainer's/facilitator's home institution
CHECK (after the event)	Monitoring the plan's progress and collect the necessary feedback from the stakeholders.	Feedback: Collect feedback from participants and the facilitator. A generic training evaluation form has been created to be adapted to the respective events. The scope of the evaluation should be proportionate to the training. To increase the response rate, the evaluation should be conducted at the end of the event. Analyse the results.	Trainer/facilitator with the support from Key Contact Persons from their home institution, if needed.
		Share lessons learned: Capture key lessons and best practices from the organisation and execution of the training. Report evaluation results to hosting institution for local improvements and to the JSC.	Key Contact Persons of the JSC from the trainer's/facilitator's home institution
ACT (after the event)	Improvement is targeted to all the phases.	Adjustments: Based on the feedback and results, develop and document concrete measures to improve the further networking/training offerings (e.g., adapting content, teaching methods, framework conditions, introducing new formats) and consider them in the future planning.	Key Contact Persons of the JSC from the trainer's/facilitator's home institution

7.2 Description form for capacity-building formats

The organiser(s) of a training or networking event are asked to involve all relevant persons when filling in this form, especially when certifying. Information marked in yellow is required for the initial 'save the date' announcement. To facilitate long-term planning for participants, please submit this information to the JSC as soon as possible.

		CRITERIA	RESPONSE
PRE-ANNOUNCEMENT	Title		
	Short description of content and learning output	30-40 words	
	Date and hour	Use Central European (Summer) Time (CEST)	
	Target group		
	Modality	Online, on-site, hybrid, blended, or other	
	Location	If applicable	
	Format	Training, workshop, webinar, networking session, or other	
DETAILED ANNOUNCEMENT	Organising body	Institution, WP or other unit	
	Description of content and methods		
	Description of learning outcomes	See instructions below*	
	Name of trainer/facilitator		
	Job title of trainer/facilitator		
	Certification	No certification, certificate of participation or ECTS	
	Application procedure and deadline	If applicable	
	Criteria for admission	If applicable	
	Assessment criteria	If applicable	
	Spots available	Min. and max. number	
	Related event	If applicable	
	Travel funding	If applicable	

*Learning Outcomes

To ensure comprehensible and achievable learning outcomes, it is recommended to formulate learning outcomes by applying the following structure (Peeters, 2024) and using a taxonomy to determine the level of behaviour.²¹

The learner shows **behaviour A**, in relation to **Content B** in **condition C**, where the **tools D(optional)** are used, leading to performance E.

Example for language courses: *The learner **formulates simple sentences (Behaviour)** **about daily activities and personal information (Content)** **in basic conversations (Context)** **using common vocabulary and sentence structures with support from a phrasebook (Tools)**, leading to improved spoken fluency and comprehension at A1 level (Performance).*

²¹ Peeters, W., 2024, <https://vernieuwenderwijs.nl/leeruitkomsten-formuleren/> (accessed on 26.08.2025)