EDUCATION, AUDIOVISUAL & CULTURE EXECUTIVE AGENCY

ANNEX IV

Final Report on implementation of the project (FR)
Summary report for publication and
Financial Statement

TEMPUS IV
(Fifth Call for proposals EACEA No 25/2011)
Joint Project / Structural Measure

2012-3031
(Agreement No.)

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One original (with copy of supporting documentation) and two copies (one of which with copy of supporting documentation) are to be sent by the deadline by registered mail (date as per postmark) to:
Klaus Haupt
Head of Unit
Education, Audiovisual & Culture Executive Agency
EACEA / P10 Tempus
BOUR 02/17
Avenue du Bourget, 1
B-1140 Brussels – Belgium

Please also send an electronic version to: eacea-tempus-project-management@ec.europa.eu when submitting the paper version of the Final Report.

We kindly ask you to enclose with your report, a sample of the most important promotion materials produced during your project (such as publications, brochures, leaflets, reports, etc.) which can provide clear evidence of the outcomes of your project.
DECLARATION

This declaration should be completed and signed by the following people:

1. the contact person at the co-ordinator (institution);
2. the person who is legally authorised to represent the co-ordinator (institution).

We, the undersigned, certify that we have submitted all the required documentation, including the documents listed in the checklist.

Furthermore, we certify that the information given in this final report and financial statement is correct to the best of our knowledge and complies with the requirements of the provisions of Article II.15 of the grant agreement.

We are aware that amendments to these documents will not be accepted after the date of submission.

Name of the co-ordinator (institution): ORT BRAUDE COLLEGE
Name of the contact person: Dr. Vered Holzmann ...
Function: Project Manager
Done at: Karmiel
Date: 10/4/2016
Signature:

Name of the legal representative: Prof. Arie Maharshak
Function: President
Done at: Karmiel
Date: 10/4/2016
Signature:

Seal of the co-ordinator (institution):
FINAL REPORT ON IMPLEMENTATION OF THE PROJECT

PART I: ACTIVITIES CARRIED OUT

For each section indicated below, please provide a short description of the activities carried out since the submission of the Intermediate Report and describe the main changes that have occurred in the plans described in the Intermediate Report.

Development of programmes and courses

Please indicate which activities have been carried out for the development of the new teaching/training programme(s).

**Introduction:** Tempus IRIS project was aimed to foster academic international relations in Israeli Colleges, to promote education, research and innovation. The development of programmes and courses was not one of the project main objectives, since the project target was to develop capabilities for internationalisation. However, the achievements in the Israeli colleges in building the capabilities for internationalization and the understanding attained in relations to internationalization of the curriculum enabled them to go one step further and actually offer new international courses, as described hereinafter.

**WP3 - Development and delivery of campus internationalization programs for faculty, administrators and students – Internationalization of the Curriculum:** Within the project scope, WP3 was focused on Internationalization of the Curriculum (IoC), with Dr. Sheila Trahar, from the University of Bristol, leadership and all the Israeli Colleges active participation. Since the submission of the Intermediate report, the following activities have been accomplished.

**3rd workshop – Internationalization of the Curriculum (May 26-28, 2014, ORT Braude College, Israel):** The workshop was focused on the progress that the Israeli partners had made in implementing Internationalisation of the Curriculum activities and principles in their institutions following the 2nd workshop in January 2014. The workshop enabled partners to share successes as well as problems they were encountering and, in addition, to facilitate specific ‘cascading’ activities with each other. The latter enabled all partners to participate in a range of activities that had been designed specifically for use with academic staff within the presenting partner’s institution and to provide constructive feedback on its design. The issue of ‘quality’ in internationalisation of the curriculum was discussed and located within research that indicates that an internationalised curriculum improves the ‘quality’ of higher education for everyone. Two important questions were posed for discussion: (1) How can we ensure that an internationalised curriculum does improve quality? (2) How does an internationalised curriculum support students’ academic needs? This part of the workshop complemented the Q and A session with the Council for Higher Education held, as part of the workshop, on 27th May 2014. At the end of the workshop, partners were asked to identify specifically how internationalisation of the curriculum could be sustained in their institutions. These actions were then reviewed with them prior to the 3rd Consortium Meeting in Warsaw in September 2014.

**4th workshop – Internationalization of the Curriculum (November 15-16, 2015, Sapir Academic College, Israel):** The final IoC workshop provided the partners, who had identified internationalisation of the curriculum principles and practices as project deliverables, with the opportunity to share them with each other and to celebrate each other’s successes. The workshop programme consisted of the following: Dr. Olzam Goldstein, Kaye Academic College of Education and one of her Master’s students shared a range of stories gathered from Master’s students related to events/observations about multiculturalism that became part of their curriculum, including what surprised them. Dr. Bahaa Zoubi, Al Qasemi Academic College of Education, presented the work that he was doing on internationalising the curriculum of a Peace Education programme. Prof. Helena Desiviliya, Max Stern College of Emek Yezreel, facilitated a short workshop on ‘diversity sensitive teaching and learning at the academy: an imperative or a mischief?’ Ms. Amit Marantz-Gal, Sapir Academic College, provided an overview of the IoC training programme for academic staff at Sapir for the use of the IRIS partners in their own colleges, including a presentation of three IoC case studies. Dr. Dvora Toledano-Kitai and Dr. Hana Faiga, ORT Braude College, shared how they are enlarging the number of ‘Communities of Practice Pioneers’ at the college and encouraging peer learning of innovative approaches to teaching and learning that integrate Internationalisation of the curriculum principles and practices. In addition, they shared with partners a workshop that they had designed to introduce academic staff at the college to...
internationalisation of the curriculum principles and practices. Dr. Trahar facilitated a discussion on how internationalisation of the curriculum can be embedded in learning and teaching in higher education by sharing her recent application to become a Senior Fellow of the Higher Education Academy – and how she has striven to address the UK Professional Standards Framework Dimensions of Practice.

Although the development and delivery of new teaching programmes were not defined as part of the planned project activities, during the project lifetime, when the partner Israeli colleges successfully developed their international relations strategy and work plan and using the knowledge acquired in the IoC workshops, several valuable additional outputs were developed and implemented. In the context of academic courses and teaching programmes, these outcomes are presented hereinafter.

**ORT Braude College (OBC)** revised the curricula according to international standards by relating to three dimensions: adjustment of the syllabi to the European standards by reference to learning outcomes, implementing international teaching methods, and implementing international assessments methods. The college has conducted series of training workshops for faculty members on innovative teaching methods, assessment methods, and defining learning objectives (2013-2015) and organized a two-day workshop for heads of departments on “Internationalization of Engineering Curricula” study programs (June 2015). In addition, OBC organized a national conference on “Initiatives for Promoting Learning in Higher Education: a global perspective” (May 2015) and academic committee leads the development and organization of an international conference on Engineering Education within the framework of IEEE (in 2017). The institutional community of practice involved in international teaching and learning was enlarged in number of participants and in volume of activity, which included peer learning of innovative international teaching methods.

**Sapir Academic College (Sapir)** followed the college strategy for internationalization, incepted during the early phases of IRIS (2012), to develop internationalization of the curriculum (IoC) in the Technology Marketing Department and in the Department of English for Academic Purposes. In the Technology Marketing Department, the IRIS team identified six target courses to be internationalized (curricula, teaching design, English language) for third year students and introduction of three new courses to the program (2012): (1) ICT Systems Analysis and Design; (2) ICT Systems in the Enterprise – ERP and CRM (new course); (3) Models in Bio-Tech Marketing; (4) Start-Up Entrepreneurship in ICT and BMT (new course); (5) International Health Care Marketing; and (6) Pricing Strategies (new course). IoC in the Marketing Technology Department was apprehended and implemented by the academic staff and leveraged for teaching in English and introducing new courses with a highly global profile. Thus the following steps were taken (2013-2014): (a) selection of lecturers capable of teaching in English (Dr. Hanan Maoz, Dr. Ronen Arbel, and Dr. Sara Greenberg), and (b) revision of course materials (presentations, source materials, academic papers, lectures and assignments) to be delivered in English. The next stage was piloting of the target courses (2015-2016). In the fall semester of 2015 the targeted courses were successfully delivered with full English course materials. Moreover, the courses of ICT Systems in the Enterprise – ERP and CRM and Pricing Strategies (new courses), were instructed in English. Assessment of student feedback and revision of materials accordingly is implemented during spring semester 2015-2016. Concerning the Department of English for Academic Purposes, an IoC process for the English courses was not originally outlined by the strategy for internationalization. However, since the program was already being revised and the tenured English teachers actively participated in the IRIS IoC training, several elements of internationalization were also introduced in the English program. IoC was understood and implemented by the academic staff as (i) teaching English language skills with a higher practical value for students, (ii) reaching beyond reading comprehension and stressing overall communication in English. All English courses (the equivalents of levels A1, A2, B1, C1, C2) were revised to include: Concrete course learning objectives, new and globally relevant source materials (academic papers addressing globally engaged topics), revised student assessments with project-based learning and presentations in the C2 level, dynamic syllabus component (necessitating staff engagement and avoiding automatic "copy & paste" form one semester to the next), introduction of blended learning pedagogies, and constant reflection and revision of the program.

**The Max Stern Academic College of Emek-Yezreel (YVC)** developed two courses in English (electives) that are taught in the MA Department in Organizational Development and Consulting: International Management and Conflict Management in Organizations. One of the project pilot activities in the college, which was revolved around action research on diversity sensitive teaching and learning and courses in English, resulted in a study examined the consequences of diversity in complex socio-political context on institutions of higher education, aiming to illuminate how such features influence teaching and learning practices. The findings revealed three main themes on "socially sensitive teaching": (a) a uniform versus differential teaching attitude toward students from different social backgrounds; (b) engaging or avoiding engagement with the social context in general and the adversarial social context between groups in particular; (c) awareness of and sensitivity to the values and needs of students from
various backgrounds. In the future, the college plans to expand the course in English into other programs and departments at YVC and invite international students to participate in programs and courses in English.

**Al-Qasemi Academic College of Education (QSM)** defined the development of internationalized curriculum as one of the major goals in its strategic plan for internationalization (2014-2015). In the context of the curriculum, the college integrated international content in the curricula by initiating new courses, transforming existing courses into courses in English, and developing new courses for the Excellent track in the college on Education for Peace and multiculturalism. Dr. Bahaa Zoubi developed the program with the following goals: to provide students with global perspectives of their discipline and giving them a broader knowledge base for their future careers, to provide students with a set of values and skills to operate in diverse cultural environments, to provide skills often labelled ‘intercultural competencies’ or ‘cross-cultural capabilities’, and working toward global citizenship with an acknowledgement that graduates today will need the resilience and competencies to communicate and compete in a rapidly changing, complex global workforce and world. The program content includes: Hofstede’s cultural dimensions theory, Big five personality traits and its relation to intercultural competences, thinking styles type “one”, intercultural competences, Arab and Jewish cultures, and Global citizenship/identity.

**Kaye Academic College of Education (KC)** launched the following new initiatives. A new M.Ed. pilot program has been launched: “Education in the Era of ICT,” which collaborates with Israeli and European institutions of higher education, namely with Bristol University, who is also in the field of teacher education. In the B.Ed. program, a new collaboration was launched involving students of the English Department and students of the Department of Religious Studies at York St. John University, UK. The collaboration took the form of co-teaching via a series of synchronous and asynchronous online discussions, using ICT tools as Moodle, Google Drive, Prezi, Youtube and Skype. In the Department of English for Academic Purposes, students are given a mandatory project in which they search for, select, analyse and present verbally and in a written form a current scientific article in English, and are introduced to texts related to aspects of internationalization, which are then discussed and debated in class. An online pilot Multiculturalism course in the B.Ed. program was launched in October 2015 and monitored by the college Center for Multiculturalism. The course is based on the content developed in the framework of Tempus project. The course is partially conducted in English and aims at including local KC students as well as international students by next year. An online collaborative seminar with Leiden University, Netherlands: Running a virtual collaborative seminar for teacher educators, discussing issues of cultural identity and diversity. A collaboration initiative with Exeter University and the college Induction Unit is intended to connect schools (and beginning teachers who are monitored by the college Induction Unit) in the city of Beer-Sheva with the network of “Thinking Schools” that is being managed by Exeter University. In addition, Following the 3rd workshop on Internationalization of the Curriculum, Dr. Sheila Trahar, the leader of this WP, worked closely with Dr. Olan Goldstein from Kaye College of Education. At the 3rd workshop, Dr. Goldstein had shared how she was integrating principles and practices of an internationalised curriculum into the design of a new programme, MEd in Education in the Era of Information and Global Technologies. In order to extend this integration, Dr. Goldstein and Dr. Trahar worked together to devise strategies that would encourage and enable the Bedouin and Jewish male and female students to work together in mixed groups in order to effect greater understanding of each other and of each others’ educational traditions. Students were provided with 3 articles to read on the theme of globalisation, one of which was written by Dr. Trahar and asked to discuss them with each other. This was the first time that the students had worked in mixed groups i.e. Bedouin and Jewish, male and female. A Skype meeting was held in December 2014 in which the students shared with Dr. Trahar the issues that they had been discussing and the learning that they were acquiring through taking the risk to work in the mixed groups defined earlier. At the IRIS international conference held in Brussels in June 2015, Dr. Trahar presented an overview of the Kaye College project, together with a short video made by Dr. Goldstein and her students.

**Beit Berl College (BBC)** conducted a survey on attitudes towards internationalization of the curriculum was issued to all faculty members, asking about their interest in teaching courses in English to international students on campus. From the answers of 15% of the faculty members, it can be learned that over 65% of them were very interested in participating in the internationalization process at the college. Regarding the implementation of the international courses, the college had decided to develop new international courses, based on the existing academic programme. As part of the internationalization activities, a call for proposal was issued to members of faculty in November 2015 to suggest new courses in English in order to expand the current list of courses that already exist. The college is now ready to offer twelve new courses to international students, including courses such as: Introduction to Israeli Politics and Society, Israel: A Geopolitical Overview, Environmental Education for Sustainability, Peace Education, Israeli Society through the Cinematic Lens, and 110 Years of Israeli Art. In addition, a 5-year academic plan is being prepared for submission to the Council for Higher Education, which will include at least one international academic
Shenkar College of Engineering, Design and Art (Shenkar) has continued its efforts in setting up a joint degree with world-leading institutions. Relations with RCA and Imperial College (London) have deepened. The college has actively pursued new cooperation with partner institutions in Tempus IRIS such as WUT and in partner countries. With some of those institutions, structures for mutual degrees are in process as well as mutual projects. A lot of work has been done with Shenkar's academic staff and management to implement English as a medium of Instruction. A successful pilot was completed during the academic year of 2014-2015 and it will be continued and expanded in the next years. Lecturers are trained to hold classes in English with emphasis on balancing classes with both local and foreign students. The college expects this program to increase the level of English of Israeli local students while at the same time make Shenkar more accessible for international students and staff. A good example of such a course is “Art in the Digital Age” - an interdisciplinary course taught in English and held at the Departments of Art and Software Engineering by Dr. Amnon Dekel and Dr. Yanai Toyster.

The Tempus IRIS achievements in academic development of programmes and courses are beyond the project original plan. Even though it was not planned to actually develop and implement new courses on internationalization and/or in English, all the colleges expanded the theoretical understanding of internationalization of the curriculum to practice. A wide variety of internationalized academic content is now available in the colleges and is integrated into the curriculum to be applied in the future.

Restructuring: university management and governance

Please provide information on the activities carried out during this period relating to the introduction of institutional changes in the partner country beneficiaries (institutions) or at national level (capacity, management, governance, quality assurance, links with labour market, etc.).

Introduction: The activities carried out since the intermediate report in relation to internationalization in Israeli higher education are on institutional and national levels. The impact of Tempus IRIS in each one of the Israeli partner colleges in management and governance is outstanding and expressed in the deliverables achieved from WP2: Internationalization strategic plan, WP4: Development and delivery of training activities for the qualification of IRO professionals, and WP5: Pilot IRO activities.

WP2 - Internationalization strategic plan: This work package goal was to develop an internationalization strategic plan for Israeli academic colleges as well as an internationalization strategy and priorities on the national level.

Internationalization Strategy Plans:
The preliminary strategic plans for internationalization submitted by all partner colleges (Beit Berl College, Kaye Academic College of Education, Al-Qasemi Academic College of Education, ORT Barude College of Engineering, Sapir Academic Collage, Shenkar College of Engineering, Design and Art, The Max Stern Academic College of Emek Yezreel) at the beginning of 2014. The plans were reviewed by the European expert partners: European Association for International Education (EAIE), Warsaw University of Technology (WUT) and Università Cattolica del Sacro Cuore (UCSC) for feedback and additional inputs on certain aspects of internationalization. The final strategic plans are attached to this report (see Annex1 – Internationalization Strategic Plans). The plans define the vision and mission for each college, its internationalization goals and objectives, and the short-term work plan. The Tempus IRIS team prepared the strategic plans in cooperation of the institution top management, which formally approved the plan for implementation.

ORT Braude College (OBC) strategic goals are presented on four levels. On the college level, the goals are to become more multidisciplinary and multicultural; to increase college’s renown and reputation on a national and international scale; to win placement in international rankings; to attract high-quality and international faculty and students; to be a home for innovation and pioneering teaching methods; to promote and develop the scientific and engineering fields; to become eligible for additional international funding; to become more influential over the level of education in the region; and to lead and influence intellectual, cultural and social development at a local and national level. On the faculty level, the goals are to increase mobility of faculty; to increase knowledge of multiple teaching and educational methods; to receive more citations, for jointly written research papers; to employ faculty members who are dedicated, inspiring, able to motivate, active as researchers and involved in the college, environment, academic and professional community; and to encourage high-quality and international research cooperation. On the administrative level, the goal is to maintain an administrative staff that can optimally support the college and advance its goals. On the student level, the goals are to create international environment that is more
enhancing to native students; to improve students’ oral and written expression in English; to expose students to diverse cross-cultural experiences; to produce graduates who are competitive in their careers on a global level; and to produce graduates who are multidisciplinary engineers and who possess: broad-based and in-depth knowledge; critical thinking skills; a creative, innovative and entrepreneurial approach; social and environmental awareness; adaptability; and the ability to work independently and as part of a team.

**Sapir Academic College (Sapir)** strategic goals are as follows: Support internationalization of the curriculum, including courses in English in 3 leading departments (Technological Marketing, Film and Computer Science). Collaboration with European higher education institutions in Italy, Germany, UK and Spain in order to facilitate inbound and outbound students mobility and dual degrees and drive Capacity Program of Erasmus+. Open opportunities for faculty development (Curricula and Lecturers) through the participation in international collaborative research programs and innovative actions. Strengthen the research capacity among the faculty departments and staff in an international environment. To mobilize local community interests with internationalization academic initiatives (Academic-industry initiatives, academic programs with High-Tec h start-ups, social entrepreneurship projects, etc.).

**The Max Stern Academic College of Emek Yezreel (YVC)** strategic goals are: To expand comparative cross-cultural and cross-national research; To develop networking - to extend individual, team and institutional international partnerships; To increase international visibility of YVC; To internalize curriculum; To build organizational structures supporting YVC Internationalization.

**Al-Qasemi Academic College of Education (QSM)** strategic goals are presented on four levels. On the curriculum level: internationalizing curricula content, integrating international content, integrating courses about multiculturalism and internationalization within the curricula, and integrating courses about capacity and building skills (English, thinking skills, professional language, multicultural awareness, technology). On the students level: fostering awareness to professional development in international contexts, student exchange, and students’ participation in international conferences and activities. On the faculty level: internationalizing faculty work and international research, faculty cooperation on issues of research between institutions, faculty participation in international conferences and projects, and assisting faculty to publish research in English. On the institution level: establishing an IRO to carry on structured international processes, and signing memorandum of understanding between the college and other institutions.

**Kaye Academic College of Education (KC)** strategic goals are: improving academic quality (learning, teaching and research) and creating opportunities for educational innovations while extending individual, team and institutional international partnerships; increasing multicultural and multilingual competence and awareness among faculty and students; and broadening and reinforcing existing infrastructure for implementation of internationalization at the college. As a result of the above goals KC will be able to promote: Preparation of pre-service teachers as leaders capable of understanding and dealing with important social issues and leading processes to narrow social gaps and to promote tolerance of diversity in a democratic and multicultural society. The impact on teacher education, education and educational systems in general, at home and abroad.

**Beit Berl College (BBC)** strategic goals are to foster the acquisition of international collaboration skills, good practices in research and academic connections through the joint participation in international research projects and other endeavours; to advance the principles of multiculturalism in order to bridge gaps within Israeli society and to acquire multicultural practices; to broaden academic horizons through faculty and student exchange; issue joint degrees with reputable academic institutions; to develop employment opportunities for our graduates; to gain access to increased resources – human, financial, academic and professional; and opportunities for increased mobility for faculty.

**Shenkar College of Engineering, Design and Art (Shenkar)** strategic goals are as follows: Enhancing the quality of education and research: Shenkar will partner with top tier schools and institutions and will engage is exchange programs, joint degrees, research collaborations and more; Shenkar will increase the use of English as a teaching language and offer new classes taught in English in each one of its departments; Shenakr's students and faculty will have international mobility options that will benefit their education and further employment options; and Shenkar will develop an online distance learning infrastructure and offer online classes. Preparing students for a global and international workplace: The school will create a close and nourishing connection with the international industry, and it will launch a lucrative internship program for students abroad. Creating additional revenue sources: Shenkar will open summer programs in English for international and Israeli students. Strengthening Shenkar's international acknowledgment as an international college: as a result of the objectives above, Shenkar will be able to promote
itself in a better manner as an international school with advanced offerings.

**Strategic Plan on National Level:**

The leading team from European Association for International Education (EAIE), Ms. Gudrun Paulsdottir and Ms. Dora Longoni, developed a summary report on internationalization in the Israeli higher education. The Israeli Tempus team actively contributed to the report with insights from the development of the colleges’ strategic plans for internationalization and participation in several meeting. One of the meeting of all the Israeli partner colleges’ representatives took place in The Max Stern Yezreel Valley College on 22nd June 2014. Another meeting, with the colleges’ Presidents, was held in Shenkar College of Engineering, Design and Art on 6th January 2015. Many additional discussions and correspondences took place in order to present recommended goals and priorities. The final summary report was prepared by the European Association for International Education (EAIE), with cooperation of all the Israeli partner colleges, the National Union of Israeli Students (NUIS), the Board of Public Academic Colleges (VARAM), and Centre for Higher Education Development Consult GmbH (CHE). The document is attached to this report (see Annex2 – Summary Report A joint national strategic plan for internationalization).

Tempus IRIS team was honoured to be invited by the Chairman of the Planning and Budgeting Committee and a member of the Council for Higher Education, Prof. Yaffa Zilbershats to present the report and the conclusions of implementing internationalization in Israeli Colleges. The attendees in the meeting were the Director of the Unit for Projects in Planning and Budgeting, Dr. Liat Maoz and the National Erasmus+ Office team: Ms. Marissa Gross Yaram, Ms. Kathrin Theurillat, and Ms. Dina Gallero. On behalf of the colleges, the following Presidents and coordinators participated: Prof. Arie Maharshak and Dr. Vered Holzmann from ORT Braude College, Prof. Tamar Ariav and Dr. Amira Meir from Beit Berl College, Prof. ArielaLowenstein from Emek Yezreel College, Prof. Yuli Tamir and Mr. Oded Chai from Shenkar College, Prof. Bashar Saed and Mr. Mohammad Kittani from Al Qasemi College, Prof. Omri Yadlin and Dr. Hanan Maoz from Sapir College, and Ms. Ma’ayan Hagage from the National Union of Israeli Students. The meeting took place on 9th February 2016 in the Council for Higher Education in Jerusalem. The IRIS team presented the deliverables of the project and each one of the presidents presented the implications of implementing internationalization in the college. The recommendations of the Tempus IRIS team will be used by the Unit for Projects in Planning and Budgeting while developing the strategic plan for internationalization in Israeli Higher Education for the next five years.

**WP4 - Development and delivery of training activities for the qualification of IRO professionals:** This work package goal was to train and build capacity of local IRO (International Relations Office) teams in partner Israeli colleges with the support and mentoring by experienced EU partners. WP4 was led by DR. Fiona Hunter from the Università Cattolica del Sacro Cuore (UCSC), Milan Italy and supported by Mr. Lukasz Wojdyga, Dr. Marek Polak, and Dr. Roman Podraza from Warsaw University of Technology (WUT), Poland and Dr. Pia-Maria Rabenstein from Pädagogische Hochschule Kärnten / Viktor Frankl Hochschule (PHK/UCTE), Austria. WP4 was a logical sequence of previous packages i.e. WP2 and partially also WP3. It was built on the knowledge gained by project partners during implementation of these packages and particularly on developed deliverables e.g. action plans for internationalization or organizational structures supporting internationalization process (IRO - International Relations Office). There was close collaboration with WP5: Pilot IRO activities and the WP4 leader participated actively in all WP5 activities on pilot activities and mentoring visits. WP4 contained 5 workshops and all five were carried out between January 2014 and January 2015 (the first two workshops were reported in the intermediate report). They provided specific training on internationalisation of higher education, dealt with how to implement strategies and how to create efficient structures to deliver strategy. Each workshop took place in a different institution and the three that took place in Europe provided the practical opportunities to visit International relations Offices and understand how internationalisation is organised in different universities. The programmes of all the workshops are available on the IRIS website.

3rd Managing Internationalization, IRO training workshop - Institutional visit – organisation and implementation of internationalisation (May 20-11, 2014, Warsaw University of Technology, Poland): In workshop 3 the participants were able to identify the specific themes they wished to explore further through face to face interviews with staff working directly in internationalisation. As participants develop their understanding of internationalisation and refine what it might mean for their own specific institutional context, the focus of workshop 3 was around
identifying the most relevant issues in the colleges and seeking to learn from the experience of the WUT colleagues. This was done through a series of interviews with both academics and administrators to understand how specific opportunities have been developed and challenges overcome in areas such as international mobility, internationalisation of the curriculum, managing international partnerships, enhancing research through internationalisation and creating appropriate management structures for internationalisation.

4th Managing Internationalization, IRO training workshop - Institutional visit – organisation and implementation of internationalisation (November 4-7, 2014, Pädagogische Hochschule Kärnten / Viktor Frankl Hochschule, Austria): This workshop was held jointly with the 8th International Meeting 2014. The meeting offered opportunities to connect people from different universities, countries and continents. This event aimed to bring together academics, teachers, trainers, educators, student-coaches and mentors, local and international students, researchers, administration staff and representatives from different academic institutions in order to share knowledge and experience. During the first day, there were a few speeches on internationalization in higher education and its value to the institutions. During the next day, the participants visited different schools and afterwards had a reflection and summing up session. In the following days, there were several sessions, workshops and lectures by international partners and introduction to the place and the area of the university. This workshop was built around the international meeting that took place at the host institution enabling the participants to see how such an event is organised and to broaden their network in Europe.

5th Managing Internationalization, IRO training workshop - Monitoring progress in implementation (February 2-4, 2015, The Max Stern Academic College of Emek Yezreel, Israel): The final workshop drew together all the learnings from the previous 4 workshops as well as preparing the participants for the monitoring visits that took place in WP5. The first four workshops ended with an assessment of the learning outcomes and identified what the next steps should be in order to build progressively on the learning taking place. The final workshop assessed the learning achieved throughout the WP and how it was contributing to action in the institutions. It was built around the specific challenges that the participants have identified in their own specific institutional context as they began to roll out their internationalisation activities. This was done through a series of interactive presentations, peer exchanges and dynamic working groups in areas such as organising international mobility, developing and managing international partnerships, creating appropriate management structures for internationalisation, fostering engagement in the academic community and identifying the necessary resources.

Establishing International Relations Offices (IRO) in the Colleges:
Based on the knowledge acquired during the workshops and the developed capabilities, each one of the Israeli colleges had developed an IRO or implemented an organizational change to adjust the existing office to current needs and priorities. The organizational structure that was developed by each one of the colleges is aligned with the internationalization strategy plan. It includes a definition of roles and responsibilities, as well as the tasks needed for the institutional change in details (see Annex3 – IRO Structure in the Colleges).

The following charts present the IRO structure in the Israeli Colleges.

**ORT Braude College (OBC)**
Final report and financial statement

Sapir Academic College (Sapir)

- Prof. Avi Besser
- Dr. Mei Engelert
- Prof. Omri Yadlin
- President

Learning Quality Center

Academic Departments

Head of PO Dr. Hanan Mazz

Programs Manager Ayheet Calaf

Projects Coordinators Hadaya Nessani Eldad Danin Dania Elana

The Max Stern Academic College of Emek Yezreel (YVC)

- Structure and Work Procedure
  - The International Relations Office (IRO) will be acting under the auspices of the Research Authority.
  - The IRO will work closely with the offices of the college President, with the office of the Rector.
  - The Marketing and PR department will maintain the YVC international website.
  - The IRO director will report directly to the Head of Research Authority.

Al-Qasemi Academic College of Education (QSM)

- The President Office
- The deputy of general
- The board of sectors
- The IRO

Kaye Academic College of Education (KC)

- College President Prof. Lior Kominsky
- The Office of International Academic Relations Head: Dr. Lior Mashfi
- The Office of External Relations and Resource Development Head: Ali Mosawi
- Joint secretary
Developing and implementing strategies for internationalisation-A Tempus IRIS handbook
Publication:

Dr. Fiona Hunter, from the Università Cattolica del Sacro Cuore (UCSC), the leader of WP4 has written a publication on how to organise internationalisation through a strategic planning process. The handbook builds on the workshops and the mentoring visits and it provides practical guidance to the colleges in continuing their international activities. The handbook includes some background on trends and definition of internationalization in higher education, the process of developing internationalization strategy, and the following process of writing the plan. It also includes an example of a strategic plan for internationalisation and presents recommendations on implementing an internationalization plan. It concludes with guidelines for monitoring and review. The publication was delivered to the partner institutions and to all public academic colleges in Israel. It is also available on the Tempus IRIS website (see Annex 4 – Developing and Implementing Strategies Handbook).

WP5 – Pilot IRO activities: This work package goal was to implement at least 3 pilot IRO activities in each Israeli college partner with the support and mentoring by experienced EU partners. The preferential three activities, especially relevant for each Israeli partner, have been selected from a longer list of eighteen IRO activities prepared based on the colleges’ internationalization strategies. WP5 was coordinated by Dr. Marek Polak, Dr. Roman Podraza, and Mr. Łukasz Wojdyga from Warsaw University of Technology (WUT) with the support of DR. Fiona Hunter from the Università Cattolica del Sacro Cuore (UCSC).

The team at WUT participated in all five WP4 workshops and reviewed the Israeli colleges’ strategic plans to prepare the plan for internationalization pilot activities in the colleges. Each one of the colleges developed its list of pilot activities on a template provided by the mentoring team (see Annex 5 – Pilot Activities Plan). The following activities were selected by partner colleges for implementation.
### Planning IRO activities:

**ORT Braude College (OBC)**
1. Support for internationalization of curricula, including courses in English.
2. Administration & coordination of students’ mobility.
3. Coordination & supporting international research activities

**Sapir Academic College (Sapir)**
1. Support for internationalization of curricula, including courses in English.
2. Establishing international academic partnerships and networks.
3. International fundraising.

**The Max Stern Academic College of Emek Yezreel (YVC)**
1. Support for internationalization of curricula, including courses in English.
2. Coordination & supporting international research activities.
3. Establishing international academic partnerships and networks.

**Al-Qasemi Academic College of Education (QSM)**
1. Administration & coordination of English / foreign language courses for staff & students.
2. Administration & coordination of students’ mobility.
3. Administration & coordination of staff mobility and visiting professors.

**Kaye Academic College of Education (KC)**
1. Promoting cooperation of faculty members with colleagues in national and international institutions, aimed at sharing pedagogical innovations and co-teaching.
2. Developing collaborative research projects with national and international partners.
3. Recruiting faculty members (including the champion group and administrative leaders) and the College Student Association to be part of the implementation process of the internationalization at the college.

**Beit Berl College (BBC)**
1. Administration & coordination of staff mobility and visiting professors.
2. Coordination & supporting international research activities.
3. Establishing international academic partnerships and networks.

**ORT Hermelin College of Engineering (OHC)**
1. Internationalization of curricula.
2. Summer schools for international students.
3. Students’ mobility.

**Shenkar College of Engineering, Design and Art (Shenkar)**
1. Administration and Coordination of International agreements.
2. Coordination and supporting (buddy) system for international staff and students.
3. Promotion of Internationalization (at home) and the international office.

The Israeli partner colleges were asked to plan carefully all selected activities in order to avoid future problems and risks. The WP.5.2 – Pilot Activity form was developed to describe declared activities in details. Another purpose of this form was to follow a project management philosophy at the stage of planning each activity i.e., clear definition of a given activity, sufficient allocation of human resources, rational time scheduling, providing appropriate funding, defining end beneficiaries (end users), defining expected results (outputs and outcomes), identifying possible risk factors and planning appropriate risk mitigation measures, providing efficient quality assurance, and getting general approval for implementation by the college management.

The defined requirements have proven to be quite difficult for the colleges and effected in extensive on-line consultations (emails, Skype, phone) with WP5 team which lasted for around 3 months. At the same time, it
happened to be a very good learning exercise for all partner colleges. Finally, after evaluation, all planned activities were properly described and approved for implementation (See Annex6 – Final Descriptions of Pilot Activities).

Implementing IRO activities:
The implementation phase started immediately after the 3rd Consortium Meeting in Warsaw on September 2014. IRIS project teams continued this phase of project works up to December 2015 under the supervision and support by WP5 Leader, effectively supported by WP4 Leader as well as by the IRIS Project Manager. The most significant element of support were site-mentoring visits to all partner colleges that took place between February and April 2015. The European mentors Warsaw University of Technology (WUT), Università Cattolica del Sacro Cuore (UCSC), Pädagogische Hochschule Kärnten / Viktor Frankl Hochschule (PHK/UCTE), and European Association for International Education (EAIE) visited all the colleges to meet their Managements and IRIS Project Teams for feedback and guidance. The conclusions and recommendations resulting from mentoring visits were summarized in seven Site Visit Reports (See Annex7 – Mentoring Site Visits at Israeli Colleges).

A common opinion of mentors was that all visits in partner colleges were perfectly prepared by IRIS Teams. The visits were highly welcomed and their outcomes really appreciated by IRIS Teams and Colleges’ Managements. IRIS project contributed significantly to internationalization process at the colleges in all aspects; the level of internationalization awareness among academic staff and students was visibly increased, and IRIS project resulted in a noticeable increase of awareness with regard to EU programs and cooperation opportunities with EU partners.

The concluding task of IRO pilot activities was a series of final site visits to partner colleges in December 2015. The targets for joint visits by WP4 and WP5 Leaders and by IRIS Project Manager have been defined as follows: to see the progress in implementation of pilot activities (WP5). To check the status of all developed strategic plans for internationalization (WP2). To see how institutional support to internationalization (IRO) works in practice (WP 4).

Moreover, to check if documentation on project deliverables (strategic plans, IRO, pilot activities) is prepared as planned (WP9). The conclusions and recommendations resulting from the visits were summarized in form of seven Final Site Visit Reports (See Annex8 – Final Site Visits Reports).

Development of international relations:
With the aim to exploit the opportunities to develop international relations, based on the knowledge acquired during the project execution phase and the network of professionals that was established between the Israeli and the European partners, the Tempus IRIS Israeli college partners were allowed to visit higher education institutions in the partner countries. Thanks to a special authorization by the project officer, the Israeli partners established existing relations and generated new connections with European partners in Austria, Belgium, Germany, Italy, Poland, The Netherlands, and UK. This additional task – 5.4 created an exceptional value for the Israeli colleges in the development of a broad infrastructure for future collaboration and sustainable international relations competencies.

For each one of the visits, a special request form was completed and approved by the IRIS institution coordinator and a summary report was submitted on return to summarize the achievements define the next steps to strengthen the relations between the institutions (See Annex9 – Study Visits for International Relations Development for details).

Based on meetings with Colleges’ Presidents, Vice Presidents and IRIS Project Teams the Leaders of WP4 and WP5 shared the opinion that IRIS Project ended with a great success and results clearly exceeding the original assumptions.

Mobility and training activities for staff and students
Please provide a description of the activities carried out in order to train staff and/or students from the partner country participating institutions along with an outline of the staff/student mobility scheme implemented in this period.

Introduction: All the mobility and training activities in Tempus IRIS were aimed at staff – academic and administrative - to serve the achievement of the project objectives. The participating team members from Europe are experts in internationalization, therefore functioned as trainers and mentors for the Israeli team members. During this period, the following activities were carried out.

20-22 May 2014: 3rd Managing Internationalisation: IRO Training Workshop, Warsaw University of Technology.
Poland.

Dr. Marek Polak welcomed the participants of the 3rd IRO – Managing Internationalization workshop in Warsaw University of Technology. Dr. Fiona Hunter opened the workshop with the statement that this is the turning point: from knowledge to action. Thus, after several meetings dedicated to learning and understanding internationalization and its implementation, the team at this point is expected to start taking responsibility for the process of internationalization in the institutions. The Vice Rector welcomed the participants and mentioned the involvement of the University in an array of interesting international activities. Dr. Marek Polak and Mr. Łukasz Wojdyla presented the University and its organizational structure with regard to the internationalization process in three levels: the international, the national, and the university level. The university supports internationalization by integrating it into the institution’s strategy and by investing the required money for developing relevant activities. Survey results (IAU Global Survey 2013, released in April -1336 HE institutions, 131 countries) were presented and discussed. The opening session was concluded with the understanding that the process of internationalization should start by defining the strategic goal and expected outcomes. Then, the activities to achieve these outcomes can be developed and the required inputs will be clearly defined.

The remaining agenda of the workshop was based on interviews. For each one of the interviews the partners prepared a set of questions, focused on a specific aspect of implementing internationalization. Professionals from WUT were interviewed to share their knowledge and expertise. The interviewers and the interviewees introduced themselves and they were sitting in the center of the room to enable all the other participants to watch and listen. After the interview was completed, the other participants could comment and/or ask additional questions. Interview #1: How to organize international student and staff exchange. Interview #2: How to manage International Agreements (WUT policy, procedures in place, acceptance, management of agreements. Interview #3: How to internationalize the curriculum (Faculty perspectives). Interview #4: How to coordinate Research Projects Co-financed by EU (running university and regional contact points, support to research teams, training programme). Interview #5: How to run an International (fee paying) Students Office. Interview #6: How to manage International Educational Projects and Joint/Double degrees.

The interview sessions were followed by a presentation on Measuring Internationalization, by Dr. Roman Podraza and Mr. Marek Polak. They presented the value of internationalization, which was defined in the university strategy. The team had developed a short list of important indicators and a system to measure the different faculties using the same tool. Dr. Fiona Hunter summarized the workshop explaining how these all parts create a whole picture. The important subjects are to have the 3 “Ps”: Professional, Passionate and Personal (being personally committed).


Dr. Dvora Toledano-Kitai welcomed the participants and presented the teaching and learning center in ORT Braude College, which is subordinated directly to the President of the College. Dr. Sheila Trahar opened the workshop by reviewing WP3 goals and objectives and by describing and summarizing the previous workshops activities. The overall objectives of WP3 workshops are: To provide an understanding of how international policies and new social and economic contexts of higher education impact/mediate teaching, learning and administrative practices. To engage critically with the policy debates and theoretical ideas that underpin teaching, learning and assessment in higher education and relate these to local contexts To articulate the complexities of intercultural communication and relationships and to identify ways to enhance cultural capability. To identify the academic and personal support needs of students in global higher education. To enable participants to share experiences and apply debates to their own context and practice. The workshops are targeted at those who are involved in curriculum design, including teaching and assessing students.

The workshop started with the Reviewing Progress Session including brief presentations by Daniella from Beit Berl College, Helena from Emek Yezeel College, and Baaha from Al-Qasami College. Amit Marantz-Gal from Sapir College presented “Teaching Israel Students in English”. Amit reviewed the process of teaching in English in Israeli Colleges as started with the Tempus EFA (English for All) project. She developed an interesting discussion by
asking each one of the participants to think about the 3 issues that would concern them in case they will be asked to teach in English the next semester. The answers included preparation of materials, “downgrading” the course, developing discussions with the students, speaking in English for a whole lesson, accents of English, insecure, materials in English that are interesting and relevant for Israeli students, speaking to different levels of English, and similar. The participants shared their experience in teaching in English by several personal stories.

Dr. Sheila Trahar presented the subject of “Quality in Internationalization of the Curriculum”. Then, the workshop participants worked in teams to define what “quality” in these circumstances means and how to measure it. The implementation of internationalization as better quality of higher education, was discussed by referring to the UK academic environment. In the UK, CHE is responsible for quality assurance and the Quality Code defines the major aspects of setting and maintaining academic standards, assuring and enhancing academic quality, and information about higher education provision. The Bologna process is also a factor affecting the standards in European higher education institutions.

Dalia from Al-Qasemi College of Education presented the case of cascading internationalization in the college. Working in teams, each group was assigned to a specific target population of students and the mission was to create an integrative plus content related lesson. Each group was asked to define the title of the course and the rationale of the program, while the basic motivation is to empower the students through the process of internationalization. The very interesting and inspiring exercises were related not only to internationalization in general but also to the Jewish – Arab discussion.

The second day was opened with a welcome by Prof. Arie Maharshak, the President of ORT Braude College, describing some of the international activities that are taking place in the College. These activities include incoming and outgoing students, courses in English and courses in Chinese. Prof. Maharshak described the Innovation Center which is aimed to develop innovative ideas as part of the academic studies in the college. Ms. Marissa Gross Yaram from the Council for Higher Education, Director of National Erasmus+ Office, presented the governance of higher education and guidelines regarding joint degrees, double degrees and studies in foreign language. Marissa referred to CHE (Council of Higher Education) and PBC (Planning and Budgeting Committee) and explained their major responsibilities in the Israeli Higher Education environment. Marissa also presented the framework of the Erasmus+ program and shared her knowledge with the participants.

The workshop continued with a second Reviewing Progress Session, when Dana from ORT Hermelin College reviewed the activities related to internationalization in the Curriculum in the college. Olzam from Kaye College presented the “Internationalization in the Age of ICT” program, which is a new M.Ed. program in the college. Miri from ORT Braude College discussed innovation and creativity related to internationalization. She introduced the relevant concepts and Yael continued the session by asking each one of the colleges’ representatives to share their best practices for promoting faculty engagement in the internationalization processes. Dvora described the process of implementing internationalization in the College and we visited the teaching and learning center, which is organized in a very special way and equipped with technological devices to support teaching and learning.

The workshop was summarized when Sheila asked each one of the colleges to prepare a one or two slides presentation which will describe the plan for the next (2015) academic year regarding implementation of IoC in the college.

8-10 September 2014: 3rd Consortium meeting, Warsaw University of Technology, Poland.

The consortium meeting was held to review progress in each one of the project work packages and to discuss implementation of activities. Dr. Marek Polak opened the meeting and Prof. Rajmund Bacewicz, Vice-Rector for Research welcomed the participants emphasizing the importance of internationalisation in the modern higher education institutions. We continued with a brief review of the current status of the project, presented by Dr. Vered Holzmann.

Dr. Fiona Hunter guided the discussion on internationalisation in the Israeli Colleges campuses by asking each one of the participating colleges to describe its status related to several aspects: the relationship between the developed strategic plan and the system, a plan that involves different stakeholders in the College’s management level, the level of communicating internationalisation in the campus, the supporting infrastructure, and the budget to implement internationalisation activities. Each one of the colleges was asked to position itself on a scale that represents its accomplishments concerning these aspects and to score itself on a scale of 1-10. The major issues that
the team members presented as “questions to the group” are: How do you motivate faculty to cooperate? What are the financial resources you have other than EU support? Do you fill management actually understands and supports IRO? If so, what were the measures taken for that to happen? Recommendations on best practices. What is the role of the IRO in reviving existing agreements and how do we go about it? What should be the organizational structure that will support IRO in the institution? What are our strengths that will give us advantage compared to other higher education institutions? How to increase involvement of students? How to prioritize internationalisation? How to overcome organizational constraints in establishing IR team? How to work more efficiently and effectively in developing an English website? Some of the points discussed include the uniqueness of Israel as a place that people know, although not necessarily with regard to internationalisation, virtual mobility in the 21st century, the (high) academic position on internationalisation in the institution, and more.

On the third day of the meeting, we continued the dialogue with peer group discussions on lesson learned: “What I now know?” “What I can now do!” Following is a summary of the insights and Lessons Learned presented by the teams.

**What do we know now?** “Procedures are very important”. “We have to do things right”. “We have to think big”. “We have to be sure that what we are doing is important and then we’ll find the budget for that”. “We know that processes like these take time”. “Focus the plan”. “Be more concrete with the plan – define specific objectives”. “Prioritizing the goals and actions”. “This is an endless project that will continue to develop”. “Distribute and delegate the responsibility of internationalization from the IR office, so the IRO will be responsible to organize and follow-up, but the different departments will be actively involved”. “Diversity of internationalisation strategically-wise”.

**What can we do now?** “What should we do?” Get faculty members and students involved and let them know what we expect them to do. We should continue the process of internationalization though it is long and sometimes tedious. Appropriate procedures are important but it is important not to bureaucratize the process. Take opportunities whenever they are and don’t say you can’t, explore in mind that any idea should be respected. Be communicative and remember that 99% of all the problems derived from communication! So, communicate and convince. Make sure that your internationalisation plan is aligned with the institution’s strategy and it serves the institution’s mission. Change is a constant flux. Everything changes all the time, but HEI do not change so fast (also the young institutions). Distributed leadership means that there cannot be one person that does all the work. The colleges must define specific objectives that will be very clear about what will be different in any time point from now. Development of partnership involves two questions: (1) what do we offer? and (2) what are your capacities?

The meeting was summarized with guidelines for the next stages of planning and implementing internationalization regarding development of pilot activities.

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**3-7 November 2014: 4th Managing Internationalization: IRO Training Workshop, International Meeting, Pädagogische Hochschule Kärnten / Viktor Frankl Hochschule, University College of Teacher Education, Klagenfurt, Austria.**

The training workshop took place as part of the international meeting at PHK/UCTE. Ms. Mag. Dr. Pia-Maria Rabensteiner, BEd, Head of the Office for International Affairs at the UCTE opened the event, and Ms. Mag. Dr. Marlies Krainz-Dürr, Rector of the UCTE, welcomed the participants of the international meeting. The opening session included an interesting speech on sustainability of studying abroad, by Dr. Craig Kissock Director of StudyAbroad, from EducatorsAbroad USA; a presentation of the Tempus IRIS project by Dr. Vered Holzmann, and a noteworthy speech on internationalization at the UCTE by Dr. Pia-Maria Rabensteiner, Head of the Office for International Affairs at the UCTE. Students from UCTE welcomed us with exciting performance.

The meeting included a variety of activities, including a lesson in foreign language, a lecture on culture, history and geography of Carinthia, and parallel tracks on internationalization. In the following day we had the opportunity to visit different schools at Carinthia, Austria, and after a guided tour in the city of Klagenfurt, we were honored to participate the book-launch “Internationalization in Teacher Education”.

The third day was dedicated to lectures for local students and staff and international staff and to workshops for international partners. Many of the IRIS partners had the opportunity to present their home institution and the international activities it offers. We had a special workshop for the IRIS partners, managed by Dr. Fiona Hunter. We reviewed the internationalization activities performed at each College so far and the plan to expand those activities in the next academic year. A list of things to consider when starting a partnership with another institution was presented and explained.

During this meeting, the partners got informed about how the internationalization works and became acquainted...
with the form in which the Office for International Affairs is building up, initiating, fostering, strengthening international cooperation. They received an insight view on how the Office for International Affairs works and cooperates with different departments and the whole institution. They also had the opportunity to know international partners and colleges of Klagenfurt hub and were invited to build up own cooperation in different fields (staff/students exchange, research, projects possibilities). Each one of the colleges had the possibilities to inform all International Meeting participants from European and non-European countries about the own home institution. The workshop and the international meeting offered the participants information on courses to local and incoming students of the UCTE. It was an opportunity to be a part of international and global exchange. A series of lectures from staff to staff, depending on their own field of expertise, research, interest, function were given and information about the own school system as well as educational system concerning the higher education was presented. In addition, the attendees got to know the PHK/UCTE with its different partner schools, with which it cooperates and Klagenfurt, the Carinthian government and the surroundings in three-corner region to receive a feeling of culture, different languages, customs, food and behavior. In conclusion, the meeting enables us to enjoy and partake in this international event sharing an experience, talking to colleagues and students and to use the breaks for getting to know other people around the globe.


Prof. Helena De-Sevillia greeted all the participants and Prof. Ariela Lowenstein, the President of Emek Yezreael Valley College, welcomed the workshop guests and described the college major activities in research, relationships with the community, and internationalization. Dr. Fiona Hunter started the workshop by reading a paragraph from the paper "HEA's One Thought to Start Your Day: Who owns internationalization?" by Alex Usher. This reference used as a background for a fruitful discussion about ownership of internationalization.

Then, the attendees worked in teams composed of the colleges' colleagues and the European mentors to develop plans for a summer school (or winter school). Major points included partnerships, administration, program, budgeting, the students and their preferences, practical issues in the college and social activities external to the college, marketing, and credits. Some of the challenges are related to planning in advanced of academic programs to be available to foreign students, to manage the academic calendar and marketing calendar. In general, the process of developing an activity such as a summer school can be summarized by first defining the main stages of understanding "why", and then proceed to answer the questions related to "what", and later handle the "how". The issue of managing communications and exchanging information was debated while working in a centralized vs. decentralized model of IRO.

The second day was dedicated to colleges' teamwork. Each one of the colleges defined the two major issues/challenges the college has to deal with. Each one of the teams was then divided into two teams to present each one of the questions. Applying the dynamic workshops methodology, the teams changed roles of asking and answering questions in order to explore new ideas and alternatives for implementation. Several issues came up, including sustainability of internationalization after the project ends, organizational strategy for IRO, internationalization of the curriculum, preparing students and staff to teach and learn in English, and allocation of budget for the IRO.

Recommendations for developing internationalization of the curriculum includes integration with innovation of the curriculum, to clearly define in advance the target audience, to develop the curriculum in an additional/broader concept of international curriculum that goes beyond English teaching and learning, to assess the staff and students' English capabilities and to engage them to the process by awarding for example a certification of participation in international activities which serves as a visible, tangible, recognition. The workshop was concluded with the understanding that champions from the college are required to lead the process, that budget and resources allocation depicts the priorities of the college management, and that visualization and communications of internationalization activities are very important. One of the major conclusions was that support from the President and the Vice President is necessary. Leaders must lead!

2 June, 7-9 June, 7 July, 2015: Training on Communicating Internationalization, Webinars and Workshops in the framework of the IRIS International Conference, EFMD, Brussels, Belgium.
On June 2nd 2015, we had the first training activity related to internationalization and your website! A webinar entitled “Goals, Target Audiences, and Web Personas” took place online. Representatives of almost all the Israeli colleges, and a few of IRIS European partners, participated in the webinar. The instructor, Ms. Megan Brenn-White, presented the terms and concepts, which are used when higher education institutions are developing their international website. You can access the recorded webinar here.

The training was continued during the international conference through several sessions. Ms. Megan Brenn-White discussed the subject of how higher education institutions communicate internationalization. The first question was WHO should know about the internationalization at home activities that a higher education institution is doing (answer: all major stakeholders are relevant for this aim), and the following question was WHAT the most important things you want to communicate (answers: English courses offered to students, who will take care of you when you come in, etc.). Then, we continued to discuss the question of HOW do you communicate theses message? It has to be visible in any aspect of the website.

The common challenges are centralized vs. decentralized, language, claims instead of evidence, and deciding how content should be different for domestic/international audiences plus current/prospective staff and students. Several practical tips include the following: clear statements in "about us" or "strategy", videos of lectures from visiting international scholars, international requirements of hiring faculty, and images of the campus with students, videos, clear and repetitive messages. The discussion continued with focus on What International Audiences Look for in Higher Education Websites. Megan explain the differentiation between features and benefits: the first describes what you are doing while the second explains why to do it. When planning the website it is important to keep in mind that people who are looking for information will get directly to the relevant web page and not necessarily will see the college home page. The content strategy should support the colleges' goals and be clearly stated; including answers to a set of questions, such as what is going to be published? Who will approve the web pages? etc. We explored design of websites by seeing many international institutions' websites to understand what is done right and what's wrong – how can we learn from other universities websites, whether they are our partners or not. We also talked about navigation: how to navigate, how to build the directory, what is the ratio between images and text, etc. We mentioned that while planning the navigation system we have to think about how young people will explore the website by mobile phones.

Mr. Andrew Crisp instructed a session on Building International Branding & Positioning for Your Institution. He started by talking about the similarities between the universities and the teaching programs are evident. Therefore, he says, we should start with the "why", and only then we can go to the "what" and "how". Using the known example of "Apple" Andrew explained that although a computer is a computer, just as a college is a college, you can market it differently. The Brand Profile is something that a college should think about before getting into details. While developing this profile, you can use the following guidelines: "Ask yourself 'what is that my product or service does that makes it different?' Give yourself the traditional 15-word-or—less contest challenge. Take the time to write down your answer, and then take the time to read it several times. If your answer wouldn't light up the eyes of a prospective student or command a vote of confidence from an alumni, or — worst of all — if it doesn’t grab you, then you’ve got a big problem". The value of good websites is very important because usually a prospective student will look at 3-4 potential websites to make the decision. Your website today should also work on the mobile because today young people look first of all at the mobile and only later look for additional information on the "regular" website. Mainly by presenting business schools around the world. Andrew explained how to market with digital devices.

Ms. Megan Brenn-White then discussed the role of language on the international website. First, you have to decide whether you want to have your website in British English or American English. Then, you should think about style implications such as capitalization of words, use of academic titles, the name of the university, or specific dates and period, etc. It is advised to think how to transform the "problem" of the college into an opportunity or advantage (for example, we are small, thus we are focused on . . .). The tone of the website is usually formal. Our task is to make it interesting and sounds like human, and yet to convey the message. By several exercises, we analysed the current IRIS partners’ websites. Main insights include: We can use the website as a "virtual IRO". When you create a link in Hebrew, to exchange or international programs, manage expectations by indicating that the next page will be in English. When you mention a person who is responsible for something, provide his/her personal email (and not something such as: info@xxx) and, if possible, also a picture of that person in order to personalize the interaction. If you look for partner institutions, it is important to list all your current partners. Even if you cannot afford live chat 24/7, you can still offer Q&A section or skype hours. Make sure navigation is clear. Do not mix right to left and left to right texts. Be attentive to design issues. Make the website interesting and welcoming. The website should be on the college servers and be developed with the cooperation of the IT department. A person should be appointed responsible for the website updates. Remember that the college Logo is not a brand – it does not deliver a message. On July 7th, 2015 the second webinar took place. It was an open session, in which the participants could raise
questions and explore relevant issues. We discussed the processes of building a website, following six major steps: (1) Set your goals; (2) Audit what you have - check for any data and check for actual content; (3) Write a requirements document; (4) Create a sitemap and strategy, which is usually executed in parallel to step 3; (5) Create a timeline with clear responsibilities and tasks; (6) Build the website, including writing, editing, designing, and testing; and (7) Create processes for maintaining content. We also talked about other issues, such as the required services during the process of website development and the uniqueness of message that an organization wishes to deliver.

The last consortium meeting was held to summarize the project and review international activities accomplishments in each one of the colleges. The colleges’ representatives presented the current status of internationalization to discuss opportunities and challenges. The first presentation was given by Mr. Oded Chai from Shenkar College. The college was working intensively on several internationalization activities such as the development of double and joint degrees, renewing and re-evaluating exiting MOUs (Memorandum of understanding), and participating in joint and research international projects. Oded described the unique ‘buddy system’, which is a special program for incoming students that is based on social commitment for local students interested in studying in the exchange program. Dr. Dvora Toledano-Kitai and Ms. Shani Alchek from ORT Braude College of Engineering informed about the status of internationalization and updated that the college developed its internationalization strategy as part of the overall strategy of the college. The strategy focuses on producing graduates who are competitive in their careers on a global level, developing curricula emphasizing 21st century global skills, and encouraging high-quality and international research cooperation. A special attention is given to the relationship between pedagogy and internationalization by providing the skills needed to graduates at the 21st century (such as communication, teamwork, critical thinking, etc.). The internationalization in Sapir College was presented next, by Dr. Hanan Maoz, summarizing the impact of an array of Tempus projects that the college is involved with, it is obvious that the Tempus IRIS project made a big difference in Sapir. An International Programs Office (IPO) was establish at Sapir College. Currently, the college is engaged in 10 different Tempus \ Erasmus+ Projects, Signing MOU with Potential Partners, and is progressing towards Horizon2020 submission. Dr. Liron Shokty reviewed the status of internationalization in Kaye Academic College. The college's top management was and is involved in all the stages of developing the strategy for internationalization. The IRO is very well-structured, headed by the Tempus IRIS coordinator and directly subordinated to the college’s president. Clear responsibilities are assigned to the IRO team. The intensive top-down implementation of internationalization in the college was supported in parallel bottom-up activities to engage all faculty members in the process of internationalization, where the President is involved at all stages. The next presentation was given by Ms. Anat Benson from Beit Berl College. The internationalization steering committee of the college decided to focus on faculty. Thus, positioned the establishment of international academic partnerships and networks at the top of the IRO pilot activities. The college's top management is very much involved in the internationalization processes and various academic and administrative staff from different departments are taking part in the activities. Dr. Nazeh Natur from Al-Qasemi College of Education described the situation in the college and explained that it had internationalization activities for a long time, but prior to the Tempus IRIS project, it was not established nor institutionalized. During the last years, the IRO was formally established and its roles were clearly defined. Since the beginning of the program, both the academic and administrative departments have been involved in internationalization. In the current stage, the college still needs to expand the IRO and the range of academic activities in English. The last presenting college was Yezreel Valley College, represented by Prof. Helena Desivilya, who explained that implementation of pilot activities is performed in accordance with the college’s vision and mission. The management supports internationalization and is committed for implementation of the pilot activities. Based on the college strategic approach, which is mainly to promote research, it was decided to develop a virtual IRO. The college had submitted several international research proposals and developed the curriculum accordingly.

Open discussions followed each one of the colleges’ presentations to elaborate on specific topics, to explain how a specific item is being done, or to contemplate ways to deal with challenges. The following section summarizes all the discussions. *Formality of strategic plans.* It is obvious that all the colleges have made a lot of progress and made a lot of thinking not only about the declared goals but also on what is the ‘right’ way to do that. However, getting these ideas formally written in documents is not an easy task. Although it is critical to have a document of the internationalization strategy, it is also important to acknowledge culture. Flexibility and agility are characterizing the Israeli culture. Thus, all the partner colleges managed to produce a strategic plan, but most of them are doing much more than stated in the formal internationalization plan. *From doing to strategizing.* All the colleges made a great advancement in institutionalizing the practical internationalization activities into a strategic approach, the strategic understanding is supported at different institutions by different levels of support by top management, but in all of
them, there is a shift from doing tasks to a strategic planning and measurable work plan. In almost all of the colleges, there is a committee for internationalization, which is a recommended method that provides a horizontal review and understanding of the topic throughout the college. The transition from the personal level of responsibility to the institutional level. Although all the people that are currently involved in internationalization in the colleges are doing great work, there must be a stage that this performance will not be based any more on a specific person and his/her readiness to do the work, but on a methodological and institutionalized processes. This transition can only take place if there is a strong support by the college management and infrastructure. Practical implications of internationalization: MOUs and websites. All the colleges acknowledge the importance of signing significant "real" MOUs. They all realize that signing too many MOUs is not important and will not create any value to the college. Therefore, invest a lot of efforts in identifying the valuable, strategic, partners with which it is beneficial to sign agreements. The colleges recognize the significance of having an attractive up-to-date international website. As part of the Tempus IRIS project, they analysed, and currently develop and improve the existing websites.

All the Israeli college partners greatly thank the European mentors for their professional guidance and exceptional support throughout the process of developing and establishing the capacity for internationalization.

Equipment

Please provide an outline of the equipment purchased and explain how it has been used during the project lifetime and who has access to it.

**Introduction:** The equipment purchased in the Tempus IRIS project was aimed to support the establishment of the International Relations Offices (IRO) in the Israeli partner colleges. Therefore, only those institutions had purchased equipment, in the form of electronic devices as planned, for the use of the international teams in the colleges.

**ORT Braude College (OBC)**
ORT Braude College had purchased two laptops and a docking station for the project manager and for the coordinator of the IRIS project in the college and a tablet ThinkPad for the IRO manager and IT manager of the college. Those devices were used by the Tempus IRIS team to equip the international office, to establish and update the project website and to support the management of the project throughout its lifetime, including communication with the partners, designing and storage of project developed materials and distributing the outputs to the project partners and other stakeholders.

**Sapir Academic College (Sapir)**
During the project Sapir College had purchased technology equipment for the project coordinator to support the work plans execution, and teamwork. Computing peripherals for the International Project Office (IPO) including computing accessories, audio and video tools, and cleaning kits. This includes audio tools for recording IRIS sessions in Sapir College for the office use, software components to support the new IPO website, resides on Sapir Data Farm, WordPress Plugin and WordPress Theme for the IPO online work environment that Sapir developed under WP 8.

**The Max Stern Academic College of Emek Yezreel (YVC)**
The Academic College of Emek Yezreel had purchased two laptops for the Tempus IRIS team members, one of them is for Prof. Helena Desivilya, the YVC IRIS coordinator and the other is for another team member. The computers were used to prepare materials for the project, to communicate with the European partners, and to distribute the developed outputs to the college staff.

**Al-Qasemi Academic College of Education (QSM)**
The team at Al Qasemi College had purchased several technological devices for the use of IRO and the Tempus IRIS team. These devices include a technical device set of computer, hard disk and tonner, Touchscreen laptops, and a screen, as well as a projector and an integrated laser printer. Peripheral digital equipment also includes a USP 6GB and a digital converter. The IRIS team at QSM used this equipment during the project lifetime to produce relevant material, to communicate with partners, and to disseminate the developed materials in the college.

**Kaye Academic College of Education (KC)**
Kay College had purchased four computers and monitors that were installed in its two international relations offices (the International Academic Relations Office and the External Relations & Resource Development Office) for the
use of the IRIS team and the IRO staff members. This equipment was used to prepare materials and to distribute developed materials to relevant stakeholders. In addition, web cameras, microphones, speakers and headsets were bought and installed for the purpose of international faculty and student international activities, including implementation of online conversations and lectures.

**Beit Berl College (BBC)**

During the project Beit Berl College had purchased three computers that are used in the offices serving the IRIS team. One portable laptop for the use of team members in documentation and work on IRIS while out of the office, one portable laptop for the use of the project coordinator, and one computer plus screen for the use of the Tempus and Erasmus+ coordinator in the college. An overhead projector and a computer extension was used for projecting materials at team meetings and presentations. In addition, since Beit Berl was responsible for WP7: dissemination, it had purchased a digital camera and a video camera for IRIS activity documentation for IRIS activity documentation. The equipment was used to develop and create materials for the project and to disseminate its results. The equipment was much used during the project lifetime especially the cameras and the overhead projector, to which all team members had access at meetings, conferences etc.

**Shenkar College of Engineering, Design and Art (Shenkar)**

Shenkar College had used the equipment budget to purchase electronic devices for use in the IRO and supporting offices. This equipment includes one MacBook pro for presentations, designing material and administrative use at the international office, one Apple thunderbolt display to accompany the above computer, one MacBook air for travels of faculty and Tempus IRIS team members in developing cooperation, and one IPad for international studies travel.

All the equipment had been purchased during the project lifetime to support the work of the Israeli Colleges in their efforts to establish IROs, to communicate with the professional network, to produce valuable materials and to disseminate the results in the colleges and for external stakeholders in Israel and in Europe.

### Dissemination and sustainability

Please describe the actions that have been carried out to disseminate the results of the activities and in order to ensure the future sustainability of these results.

**Introduction:** The Tempus IRIS team developed substantial results throughout the project lifetime. The team sees its mission not only in developing those outputs and outcomes but also in sharing the valuable results with internal and external colleagues. Thus, the dissemination efforts were performed on the institutional level, on the national level, and on the European and international level. The Tempus IRIS team considers the achievements of the project as fundamental and most advantageous for the partner institutions. In order to benefit from those results for the long-term, several actions has been taken by the team to ensure future sustainability and exploitation. The following sections present the array of activities that have been taken to disseminate the IRIS results and to ensure future sustainability of these results.

**Publications:**

During the project lifetime, several publications have been produced and distributed to inform the project partners and the overall academic community in Israel and abroad on the project, its partners, and its results.

**Tempus IRIS Info book 1st Version:**

At the beginning of the project, the IRIS management team published a project info book that includes a letter from Prof. Gady Golan, the President of HIT the coordinating institution, a review of Academic Entrepreneurship by Dr. Vered Holzmann, Greetings by Prof. Hans de Wit, a brief description on the Bologna process and internationalization, an introduction to the Tempus program and to the Tempus IRIS project. The second part of the IRIS info book includes one page for each one of the consortium partners, describing the organization, its logo and a representing picture. The info book was delivered to the partners at the 1st consortium meeting.

**Tempus IRIS Info book 2nd Version:**

After one year and a half, when the partners had deliverables to report on and due to the changes in the IRIS consortium, which include the following: transferring the coordination of the project from Holon Institute of
Technology (HIT) to ORT Braude College of Engineering (OBC), joining ORT Hermelin Academic College of Engineering & Technology (OHC) and Università Cattolica del Sacro Cuore (UCSC) to the consortium, reflecting the merger of European Centre for Strategic Management of Universities (ESMU) to European Foundation for Management Development (EFMD), and withdrawing the Ministry of Foreign Affairs from the consortium, the IRIS management team published the 2nd version of the Tempus IRIS info book. This booklet includes a letter from Prof. Arie Maharshak, the President of OBC the coordinating institution, a review of the project by Dr. Dvora Toledano-Kitai and Dr. Vered Holzmann, the project coordinator and manager, and description of each one of the IRIS partner institutions and the achievements that have been accomplished since the beginning of the project.

**Tempus IRIS Israeli Colleges International Opportunities:**
On October 2014 the Israeli partner colleges issued an English booklet describing each one of them and the opportunities they offer for international partners for cooperation and collaboration. The booklet was distributed in national and international conferences and meetings in order to present the project results and to promote future partnerships between the IRIS partner colleges and international higher education institutions.

**Tempus IRIS Brochure:**
The Tempus IRIS Brochure was used to provide brief information on the project to a wide range of external stakeholders. It was distributed in meetings and conferences organized by the Tempus IRIS team in Israel and in Europe and in national and conferences and info days by the Israeli National Tempus Office, in international conferences such as the Annual Conference of European Association for international Education (EAIE), the International Meeting in Pädagogische Hochschule Kärnten / Viktor Frankl Hochschule (PHK/UCTE), and European Foundation for Management Development (EFMD) international conferences.

**Tempus IRIS Video Clip:**
A master video clip about the internationalization in Tempus IRIS Israeli Colleges and in the participating European universities was produced by IRIS team. The video clip shows scenes of local and foreign academic activities involving students and lecturers in Israel and in Tempus IRIS partner countries, emphasizing the idea of multiculturalism as well as the idea of student and lecturer mobility between Israel and European countries – Italy, Poland and the UK, and uses contemporary technology and animation. The video clip promotes the idea of internationalization of higher education, particularly in Israeli colleges. The film was presented in meetings and conferences and it will be presented in the future to external stakeholders and will serve as a vehicle to distribute knowledge gained in the project. It was designed to influence policy makers outside the colleges, as well as faculty, and students. Hence, it helps the directors of the project and its partners in spreading the idea of internationalization. Furthermore, the film will also be introduced during open days in the colleges to present the internationalization activities to prospective students. The movie enjoys open access, and is published on YouTube.

**Tempus IRIS Summary Booklet:**
At the end of the project, the team summarized all the meetings, workshops and conferences that took place during the project lifetime since its beginning at 2012. The booklet provides a review of all the occasions that the partners met and it includes short summaries and memorable pictures of the get-togethers so the Israeli and the European partners will keep in touch for farther collaborations and new opportunities for internationalization.

**Academic Papers:**
The Tempus IRIS project provided an exceptional opportunity to study internationalization in Israeli Higher Education. This effort yielded several papers, written in cooperation of the Israeli partners and the European experts, and published in well-known journals.

In addition, M.A. student, Ms. July Hermoni conducted her thesis study investigating the differences in internationalization implementation in different teaching colleges in Israel. Her study was presented on several academic conferences and students’ events.

**Website & Facebook:**

**Tempus IRIS Portal:**
Tempus IRIS Portal ([http://www.braude.ac.il/tempus/](http://www.braude.ac.il/tempus/)) was initially developed and launched by the IRIS team at Holon Institute of Technology (HIT) and when the coordinating institution was replaced, the portal and all the materials were transferred to the server of the new project coordinator ORT Braude College (OBC). The IRIS portal serves as the project communication centre to facilitate collaborative work, to disseminate information and knowledge, and to archive all the materials that are created by the partners. The portal is open to the public and can be accessed with no restrictions, except the financial area, which is secured and can be accessed only by username and password. The information on the project website is organized as follows: The Home page includes general information on the project and the consortium partners. The About IRIS section reviews the Bologna process, the Tempus programme and general concepts of internationalization. It also includes presentation of the project partners and contact details of all the partners and the project management team. The Assets section is organized following the project’s work packages. There is a sub-menu for each core work package and it contains all the materials that were created by the partners, presented during the meetings and workshops or distributed in any other format. There is also an area for additional professional material on internationalization and for the IRIS internationalization kit. The Publication section includes all the IRIS newsletters, papers on internationalization published by the consortium partners, English, Hebrew and Arabic copies of the publication on IoC: concepts of internationalization by Dr. Sheila Trahar, a copy of the publication by Dr. Fiona Hunter on Developing and implementing strategies for internationalisation, and the Tempus IRIS video clip. The Conferences section includes all the materials that were presented in the project national conference, international conference, and the workshop on internationalization in higher education that was jointly organized with the national Erasmus+ office. The Management section includes the guidelines for the use of the grant, contact list, annexes and reports templates, and the Tempus IRIS power point template and word template. It also includes the information and summary of all the project consortium meetings and all the quality assurance evaluation reports. The Financial Info is the secured area of the portal and it contains the project budget related information.

**Tempus IRIS Facebook:**
The IRIS Facebook is used for communication between the project partners and for dissemination of information about the project and its results. The project partners upload pictures, links to videos, links to the colleges’ accounts, stories, reviews, and informal information that is related to the project and to internationalization in Israeli colleges in general.

**International Websites of the Israeli Colleges:**
The Tempus IRIS partner colleges realized that developing internationalization in the colleges without publishing it is problematic. The management team approached the project officer for a special authorization to utilize the project grant in order to support the digital communication efforts of the colleges regarding their internationalization activities. Following professional introduction to the topic of communicating internationalization, the international websites of the colleges have been developed and adopted to reflect the needs, priorities, and strategic goals of internationalization in the colleges (see Annex10 – International Websites for details on the process of development and status of the websites).
The Tempus IRIS project is also promoted by the National Erasmus+ Office, at: http://www.erasmusplus.org.il/iris

Newsletters:
The IRIS activities are reported periodically at the newsletter, edited by Dr. Vered Holzmann. Each newsletter includes an introduction, a review of the tasks completed and/or the events performed, an information about the next events: programs and practical information, and a concluding section of “share with us . . . ” that presents relevant information, links, and updates. Fifteen volumes were disseminated in the since the publication of the first volume on November 2013. The newsletters were distributed to more than 150 people in different higher education institutions and organizations in Israel and in Europe (see Annex11 – IRIS Newsletters for all fifteen volumes). It was found to be an effective and efficient communication medium that enables to present all relevant information in a clear and concise form. All Tempus IRIS newsletters are also available for download from the IRIS portal.

Tempus IRIS National Conference:
Tempus IRIS National Conference on Academic Internationalization was held at Tel Aviv University, Israel, on March 11, 2015. This was an exceptional event not only for the Tempus IRIS partners but also for more than 150 academic and administrative staff from higher education institutions in Israel (See Annex12 – IRIS National Conference Programme). The conference was opened by Mr. Mark Gallagher, Head of Political and Press Section, the representative of the European Union delegation to Israel, who talked about the fruitful ongoing partnership of Israel and the EU, focusing on higher education projects. Ms. Noa Binstein, Acting Director of the Department of Planning and Budgeting Projects at the Council for Higher Education, presented the array of activities undertaken by CHE to support internationalization and reviewed the process of developing strategy for internationalization, which is currently conducted by a committee in CHE. Prof. Arie Maharshak, the President of ORT Braude College, the coordinator of TEMPUS IRIS, welcomed the European and Israeli participants. He shared his vision of internationalization in the college and briefly described the activities that the college is performing, including the leadership of two Tempus projects and coordinating the submission of a new Erasmus+ project.

The opening speech was given by Prof. Yuli Tamir, The President of Shenkar College of Engineering, Design and Art, the Former Minister of Education. Prof. Tamir speech: "Leading a Strategy of Internationalization in an Israeli College", was inspiring. She discussed the very important subject of which international activities are really contributing to the stakeholders in an academic institution. The top management of HEI should re-evaluate the international activities to consider their alignment with the current strategy and vision and then to prioritize. Prof. Tamir presented Shenkar's priorities, starting with
academic excellence in teaching and research, continuing with international workshops for students, international experts' evaluations of final projects, students exchange programs, virtual joint projects, and exchange programs for entrepreneurship. Prof. Tamir discussed the dilemmas of supporting national and international students, and concluded by addressing the economic aspects of a public institution needs to serve the national market, therefore expecting for financial support from CHE.

Ms. Gudrun Paulsdottir, Past President of the EAIE, presented her broad understanding of the "Challenges and Opportunities in Global Higher Education". Ms. Paulsdottir reviewed the current global environment and its impact on education in general and on higher education in particular. In the global higher education people are looking to recruit talents, thus internationalisation is not only about mobility, but rather deals with accessibility. Ms. Paulsdottir discussed the deliverables of internationalisation in higher education, including excellent education, excellent research, societal development, social responsibility, relevant education, preparation of students for the work market, and equipping them with generic and specific competences for future labour. The developing trends in internationalization include mobility, as well as new student flows; development of distance education, new destinations, more competition and more cooperation. The speech was concluded with the motivating idiom saying: "no one can work alone anymore!"

After a short break, which was mainly used for networking and generation of new partnerships, the attendees were gathered around five different round-tables:

1st table: Management of Internationalization and Internationalization in Management, by Dr. Christophe Terrasse, Director, Projects at EFMD. The participants discussed how to choose partners and how to say yes or no, how to go from definition of short to long term objectives and milestones, and how to support incoming students and staff members. The team examined the need for strong brand that will bring meaning, value and guarantee, the motives for internationalization in HEIs and the required steps to be taken simultaneously in all relevant departments to ensure a successful process.

2nd table: Internationalization Strategies and Work Plans, by Ms. Dora Longoni, Member of the EAIE Conference Programme Committee. The main subjects of discussion included: budgeting and financialization of international education and how to tackle it; the case of small institutions, how to participate, how to tackle the diversity between small and big universities during the exchanges, and what exactly do you provide to students; how to align the work plan with its specific activities to the institution strategy; how to profit from exchanges in financially difficult situations and how to keep the balance between incoming and outgoing students; and finally how to market and promote to international students.

3rd table: Initiation and Management of International Research, by Dr. Eric Zimmerman, Director of Research & Global Engagement, IDC Herzliya. The team discussion was summarized by Dr. Zimmerman with 10 tips: (1) Know yourself – your capabilities and limitations; (2) Respect your partners, trust & honesty; (3) Start with small steps and proceed in a pace that is right for the institution; Realistic expectations from yourself and from your partners; (4) No “one size fits all”; adapt; (5) Understand the funding agencies; (6) You’ll not become rich doing research…. (7) Competition is yesterday, collaboration comes next, talk to everybody; (8) Consider the written rules of proposals vs. the practical advices by experts; (9) Plan your time thoroughly – Time is money; and (10) Have fun with all this…

4th table: Student Exchange Programs and Initiatives, by Dr. Marek Polak, Chief Specialist, Centre for International Cooperation, Warsaw University of Technology. The participants talked about the drivers and motivations for mobility, from a student perspective and identified personal, academic and economic factors. They deliberated on the most desired outcomes of mobility from the institutional perspective and how to manage successful mobility programs. The team also considered problems and challenges of mobility, including expectations not met, language capabilities, content, etc. the discussion was concluded with the following: mobility is not free of problems but the outcomes are bigger than the challenges; mobility needs to be properly managed; and mobility is one of the pillars of internationalization and leads to higher level of cooperation.

5th table: Internationalization: What Are We Talking About? by Mr. Moshe Amir, Ben Gurion University. The team members discussed internationalization in Israel, the state of the art of internationalization and the practical aspects of implementation. Three major points conclude the interesting discussion: (1) there is an enormous diversity, also for institutions (culture, characters, needs, strategies); (2) there is a need to develop strategies and policies and to define objectives BEFORE, although this is not always the case in Israel; and (3) comparing colleges to universities - can they have the same type of internationalization? Colleges are not disadvantages because they are smaller, as they are better shaped to adapt to changes, more flexible than big universities.
The closing session included two inspiring lectures by leaders in their fields. Mr. Nadav Eyal, Foreign Affairs commentator and Head of the International desk at News 10 presented the topic of Israel and the Global Processes of the 21st Century. He discussed the special situation of Israel as a closed, protected economy and welfare state, and at the periphery of the world. While describing the historical processes of the 1990's, the conjunction between the fall of USSR, qualified immigration to Israel, the Oslo process, the end of Arab boycott and the development of information era with the opening of economy and economic miracle, largely subsidized by the State investments in defence industry, Mr. Eyal explained the start of “new wars”, based on identities rather than politics for state control. With the understanding of the “big picture” he then discussed the rise of identity conflict, confrontation on cultures & religions at the same time with globalization that enable to work in more efficient fashion, though raises some risks. The final lecture was given by Prof. Avishay Braverman, Member of the Knesset and the Head of the Economic Affairs Committee, about internationalization challenges of Israel Higher Education in the light of the political-economic situation. Prof. Braverman focused on the impact of technology on education. He reviewed the developments since the First World War through the Nazism and the Second World War to the liberalization of financial market and raised practical and ethical questions that leaders in higher education systems should discuss. All the conference materials are available on the IRIS website.

The conference was a big success, as can be realized from the QA report summarizing the participants’ evaluation.

Tempus IRIS International Conference:
Tempus IRIS International Conference on Communicating Internationalization was held at The Crown Plaza Hotel in Brussels, Belgium, on June 7-9, 2015. The conference was held in the framework of the EFMD Annual conference. Hence, offered the IRIS partners a great opportunity to collaborate with many representatives of higher education institutions around the globe (See Annex13 – IRIS International Conference Programme). The EFMD Annual Conference started with a short welcome by Prof. Eric Cornuel, Director General & CEO of EFMD and Ms. Laurent Choain, Chief People & Communication Officer.

The first plenary speaker was Dr. Tara Swart, presenting Neuroscience for Leaders. Dr. Swart introduced key concepts from neuroscience and explained the connection between neuroscience, technology and economics. She discussed several aspects of looking at systems in the brain, understanding how the brain can change, creating the conditions for success and the science of mindfulness. The presenter talked about the relationship and impact of the physical status of a person and his/her cognitive capabilities. We realized that the brain agility is based on several components, including: logic, physicality, intuition, emotions, creativity, and motivation. Logic-based people have 14% of being leaders; Social skills-based people have 12% of being leaders; and those who have both will have 72% of being leaders and project managers. She concluded that in order to be able to keep up with the changes of the 21st century, we need to be creative and apply the four elements of the incomplete leader models: sense making, relating, visioning, and inventing. While Dr. Swart presented the route from neuroscience to leadership, the next session took the opposite (and complementary) direction – from leadership to neuroscience.

The second plenary session was held by Dr. Steven Poelmans on Quiet Leadership - Leading Others with the Brain in Mind. This session introduced the emerging field of the neuroscience of leadership. The speaker explained what we can learn from neuroscience about the most efficient way of leading people with the brain in mind. He argued that 3rd generation leaders should be the managers of 3rd generation organizations. 3G leaders are versatile, focused, creative, socially intelligent, trainers, tech savvies, teleworkers, and frequent travelers. The lecture concluded with the presentation of three paradoxes within quiet leadership: (1) Declaring vs. Inquiring; (2) Task vs. Emotional connection; and (3) Firm vs. Employee.

At this point, the audience was divided into the following five breakdown sessions: A1 – Strategic Impact Assessment: Two Cases. This session highlighted the experience of two business schools that have gone through EFMD's impact assessment exercise (BSIS). A2 – Jamming Ideas for Doing Research that Matters. This interactive session explored what business
schools can do to improve the quality and relevance of their research. A3 – Education as a Leaver for Strategy Execution. This session looked at the role that education can play in delivering strategic objectives to an organization. A4 – Whole Person Learning in the Land of Spirit, Energy and Enterprise. Learning is a joint venture and goes beyond stimulating the intellect. Using a narrative approach this session explored the impact of taking Whole Person Learning and applying it to Globally Responsible Practice and Good Governance. A5 – IRIS – Internationalisation for All: An Emerging Imperative. Incorporating intercultural and international dimensions into the curriculum, teaching, research, and extracurricular activities.

Dr. Christophe Terrasse welcomed the session attendees, and Dr. Vered Holzmann introduced the TEMPUS IRIS project to the audience that included many participants who are not partners in the project. The introduction included a presentation of the project partners, its goals and scope, and the IRIS Video Clip. Dr. Fiona Hunter presented the subject of internationalization for all – an emerging imperative. She described a research that she is involved in, made for the EU, to study internationalization in higher education today. More than 70 institutions in Europe and outside were studied. The study highlighted the trend to change focus on economic gain, the change in internationalization at home and internationalization of the curriculum as they are becoming the major drivers for internationalization. The definition of internationalization is suggested to be adjusted to focus on the "why" we want to internationalize. In the current suggested definition of internationalization it will be available to ALL without focusing on mobility. Therefore, the suggested definition is "the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society." (De-Wit, 2015). . . to reflect the increased awareness that internationalization of higher education needs to be more inclusive and less elitist, and the ‘abroad’ component as an integral part of an internationalized curriculum for all. It also re-emphasizes that internationalization of higher education is not a goal in itself but a means to enhance quality, and should not focus solely on economic rationales. Ms. Megan Brem-White discussed the subject of communicating internationalization in HEIs.

The IRIS Meeting and Partners presentations included two sessions.

In the first session, on Piloting Internationalisation of the Curriculum: Discoveries and Surprises, Dr. Sheila Trahar presented an overview of Internationalization of the Curriculum and explained how internationalization is captured in research. The talk was about internationalization at home and how it can be implemented, mainly through cascading. She then presented “Piloting Internationalization of the Curriculum: discoveries and surprises”. This is a story of a successful program on multiculturalism for Jewish and Bedouin M.Ed. students in Kaye Academic College of Education. Dr. Olzan Goldstein from Kaye College asked Dr. Sheila Trahar from the University of Bristol to share her knowledge on internationalization and to be a “virtual” instructor for those students in their studies on globalization using Skype and emails as the main communication channels. The students experienced different situations and environments of internationalization and concluded the course with a sense of a unique achievement.

In the second session, Mr. Oded Chai from Shenkar College of Engineering, Design and Art presented the subject of Building Bridges through Design Interaction. He described the special characteristics of Shenkar, which is mainly known for its fashion department, and where most of the courses are delivered in small interactive workshops. For many years, the college used to send students abroad, but since 2012 the college started to strategically cooperate with foreign partners. The participation of students in the Solar Decathlon in China in 2013 was a milestone for the college. From this point forward, the college identified opportunities and developed them for successful collaboration with a range of strategic partners, in Europe, USA and in the Far East. The college President, Prof. Yuli Tamir, leads cooperation with HEI partners, and this activity results in several projects, such as GoGlobal Israel-Palestine, Horizon 2020 proposal submission with Imperial College, and more. . .

The second day of the Tempus IRIS International Conference on Communicating Internationalization started with a plenary session on New Approaches to Learning by Dr. Kenneth Mikkelsen. The background for the speech was the transfer of society from the industrial age to the network age. The speaker explained that in the VOCA (Volatility, Uncertainty, Complexity, and Ambiguity) world, the rules of the game are changing – we have to be adaptive. It requires a four dimensional shift: mind shift + behavior shift + skill shift + system shift, which results in a culture shift that creates a new reality. Understanding this change in the context of learning, leads the triple learning model, which is based on three loops, representing the questions: Are we doing things right? Are we doing the right things? And what is right? into the circle of thinking: Learning- Doing-Being-Thinking. Today, the individual leaders and the organizational
environment should be integrated to create tomorrow's company; information should be managed by three major actions: seek, sense, and share; a person can be a consumer of information, a connector of information, an expert of information or a catalyst of information, which is actually the combination of all the other three. The new approach to learning is based on peer-to-peer activities, thus we need people who can be in several fields at the same time.

After the plenary session, we continued the IRIS track with a captivating lecture by Mr. Andrew Crisp on Building International Branding & Positioning for Your Institution. The value of good websites is very important because usually a prospective student will look at 3-4 potential websites to make the decision. The college website today should also work on the mobile because today young people look first of all at the mobile and only later look for additional information on the "regular" website. The next session was mentored by Ms. Megan Brenn-White, discussing the role of language on the international website. The tone of the website is usually formal. Our task is to make it interesting and sounds like human, and yet to convey the message. This session included analysis exercises in which the attendees analyzed the current IRIS partners' websites.

The conference was closed with Closing Remarks by Dr. Vered Holzmann thanking Ms. Megan Brenn-White for the educating workshop sessions. We wrapped up the tempus IRIS International Conference on Communicating Internationalization with a few administrative updates on the forthcoming events and activities. A glance at the results of the QA report summarizes reveals that this conference was educating, enjoyable and enlightening. It was very highly evaluated both administratively and content-wise.

All the conference materials are available on the Tempus IRIS website.

**Internal Dissemination in the Institutions:**

Internal dissemination activities in the partner institutions had been taken place throughout the project. In this section, only few of those activities are highlighted. In almost all the colleges, an internationalization committee was appointed and met periodically to discuss and advance issues pertaining to internationalization. The committees are composed of top management representatives — either the president or the vice president for academic affairs, the head of the IRO, Deans, faculty members and students' representatives. Another major activity is bases on seminars and workshops in the college. For example, in Kaye College key academic position holders and faculty members were attracted to participate in the IRIS workshop on “Internationalization of the Curriculum” and invited to participate in a workshop on “Internationalization at the College- why and how”, focused on brainstorming and looking into the possibilities of implementing internationalization in the curriculum and promoting collaboration in professional development of faculty members. In Sapir College, three sessions workshop on internationalization was delivered to faculty members. In addition, all the academic staff in the colleges was invited to take active part in the development of establishing international relations with European partners by attending the study visits under WP5.4. A call for proposal was distributed and the staff submitted applications that were evaluated and selected by the Tempus IRIS team and top management. In some of the colleges, an internal newsletter was also prepared and published to all academic and administrative staff and to all the students and graduates. Other colleges, for example, Beit Berl College, decided to produce the BBC international video clip to present internationalization activities at the college. Many different brochures in English and Hebrew/Arabic, which describe the international activities in the colleges, were printed and distrusted in internal conferences and meetings organized by the colleges.

Dissemination efforts were also performed by the Tempus IRIS European partners.

The European Association for international Education (EAIE) contributed to the dissemination of the project results through its various dissemination channels such as sessions at EAIE Conference, Information on website, blog posts as well as membership newsletter; contributions of to various EAIE publication. The various communication channels have a reach of 2000-5000 international education professionals across Europe.

The European Foundation for Management Development (EFMD) printed and distributed 100 IRIS brochures.
presenting the partner Israeli colleges at the following events: 2015 EFMD Career Services Conference, hosted by the University of Groningen in the Netherlands on 18-20 November 2015. 2015 EFMD Conference on Master Programmes, hosted by Católica Lisbon School of Business & Economics in Portugal on 9-11 December 2015. 2016 EFMD Conference for Deans and Directors General, hosted by Corvinus University of Budapest in Hungary on 25-26 January 2016. Some brochures were also made available at the EFMD premises where various meetings, workshops and seminars are organized. Information about the project was also included in the Board Report presented to the EFMD Board on 24 January 2016 during the EFMD Conference for Deans and Directors General. The EFMD involvement in the IRIS project in 2015 with a particular highlight on the organisation of the IRIS International Conference will be reported in the 2015 EFMD Annual Report. In June 2016, the EFMD annual report will be made available online on the EFMD website and 3000 printed copies will be distributed among the EFMD members.

The Pädagogische Hochschule Kärnten / Viktor Frankl Hochschule (PHK/UCTE) supported the project dissemination and distributed related information by promotion for studies at Israeli academic colleges, information about the project that was delivered to the Ministry of Education, Local Educational Board, and additional media and reports that presented the project to various stakeholders.

The Università Cattolica del Sacro Cuore (UCSC) promoted the IRIS project and disseminated its achievements and results through following actions: information on the project and its achievements in the university newsletters, and information on the project presented regularly to the Scientific Committee of the Centre for Higher Education Internationalisation at the Università Cattolica.

The IRIS team at Warsaw University of Technology (WUT) promoted the IRIS project and disseminated its achievements and results through following actions: Information on Tempus IRIS project on the website of Centre for International Cooperation (in Polish: https://www.cwm.pw.edu.pl/index.php/Programy-edykacyjne/Ponowny-projekt/Tempus and in English: https://www.cwm.pw.edu.pl/index.php/en/Education-programmes/Other-projects/Tempus). Information on the project passed to University Management (the Rector and Vice Rectors) in January 2013. Information on the project passed to academic staff and students during so-called Exchange Days organized twice a year. A presentation "IRIS - Fostering Academic International Relations in Israeli Colleges to Promote Education, Research and Innovation" delivered in November 2015 at the Erasmus+ Information Day, organized by Polish National Agency with participation of EACEA delegates, representative of Israeli National Agency, representative of Ministry of Higher Education and around 150 participants from Polish universities and colleges.

**National and International Presentations:**

Tempus IRIS results were presented during the project lifetime in several national and international conferences, by different team members. The EAIE arranged a conference session on the IRIS project during EAIE’s 26th Annual conference in Prague in September 2014. This session contributed to the dissemination of the project results and ensured visibility of the project amongst the international education community. EAIE expert, Ms. Gudrun Paulsdottir as well as Dr. Dalia Fadila from Al Qasemi College, Israel, presented in the conference session. The EAIE’s Annual Conference is the largest international education conference in Europe and attracts over 4500 participants. We delivered a 60-minute session on the IRIS project during EAIE’s conference in September 2014 in Prague (Czech Republic). The session highlighted not only the IRIS project, but was also an opportunity to promote HE in Israel to the conference audience.

Prof. Ariela Lowenstein, Prof. Helena Desivilya Syna and Dr. Frida Simonstein from Emek Yezreel College presented the project at the International Conference on Higher Education, which was held in Tel Aviv, Israel, on 16-19 March 2014. The theme of the presentation was “Higher Education Globalization and Internationalization”.

Prof. Helena Desivilya Syna, Dr. Geke Kalovski, Dr. Ilana Lavy, Liora Ore, and dr. Dalit Yassour-Borochowitz from Emek Yezreel College presented the topic of “Culture-sensitive teaching and learning in a diverse and divided society: the case of a college on a journey towards internationalization of higher education” in the International Conference on Diversity in Organizations, Communities and Nations that was held in Vienna University of Economics and Business, Austria on 9-11 July 2014.

**Meetings & Workshops:**

Two important events that were not originally planned took place during the last year of the project. These events were organized in cooperation with the Israeli Council for higher Education, thus offered an excellent opportunity for the Tempus IRIS partner institutions to deliver the message of internationalization in the colleges to the highest level of policy makers in Israel.
A workshop on Internationalization in Higher Education - Jointly organized by Tempus IRIS and the Israeli Higher Education Experts Team, Beit Berl College, Israel.

This event was added to the Tempus IRIS schedule to celebrate the success of the project by sharing the acquired knowledge and developed best practices with more than 80 academic and administrative staff from higher education institutions in Israel. The Israeli HERE team cooperated with the Tempus IRIS team to produce an interesting event (See Annex14 – A workshop on Internationalization in Higher Education Programme). For this event, and in order to inform a wide range of viewers, the IRIS team published information on the project in a wide-national newspaper “Haaretz”.

The workshop was opened by Ms. Marissa Gross Yaram, Director of the National Erasmus+ Office Israel and by Prof. Amos Hofman, Vice President for Academic Affairs from Beit Berl College. Prof. Hofman described the history of internationalization in the college and the impact of Tempus IRIS as represented in the change of the IRO and the overall perception of the concept of internationalization and its implications. Ms. Kathrin Theurillat from the National Erasmus+ Office informed the audience on the role of the HERE Forum and on new European projects proposals. The opening speech was given by Dr. Miri Yemini from Tel Aviv University on “Internationalization of Higher Education in Israel”. Miri explained the difference between internationalization, intercultural, and globalization. The implementation was reviewed from several perspectives, including the economic and the educational. The development in research of internationalization worldwide and in Israel was discussed and the numbers of publications was presented. Dr. Vered Holzmann presented the topic of Developing IRO in Israeli Colleges with a review of the Tempus IRIS project and details on the process of establishing the international relations offices in the colleges were provided. The speech was concluded with information on the various models of IROs in higher education institutions. Dr. Uwe Brandenburg, Managing Partner, CHE Consult GmbH, the leader of WP6: Quality Assurance in Tempus IRIS, talked about Measuring what really matters – ways of impact measurement of employability and the effects of mobility. He discussed the concept of internationalization and its relation to higher education as phase in the overall process, and reviewed the development of the concept and its implementation throughout the years. Dr. Brandenburg also presented the Memo tool that was developed to assess mobility and its impact on incoming and outgoing students. Dr. Stavi Baram, Director, Office of International Academic Affairs, Ben-Gurion University of the Negev and HERE discussed Issues related to student mobility. Issues every institution must consider when dealing with student mobility were addressed. After distinguishing between two general types of mobility: short term vs. long term and pointing out that the global trend of mobility is constantly on the rise, the speaker introduced the core issues, which are relevant to student mobility. From outlining what drives student choices, through practical and financial considerations to health insurance. The lecture was concluded with the understanding that it is in the interest of all stakeholders, including the sending and receiving countries themselves, not just the academic institutions, to be committed to Internationalisation. In a panel on Incoming and Outgoing Students: Case studies from Universities, Colleges and Research Institutes several institutions were represented, including Kinneret Academic College, The Hebrew University of Jerusalem, the Feinberg Graduate School of the Weizmann Institute and Sapir Academic College. The panellists shared their institutional experience, different rationales and practical approaches for internationalization, as well as challenges yet to be addressed.

A meeting with the Chairperson of the Planning and Budgeting Committee (PBC) and a member of the Council for Higher Education, Prof. Yaffa Zilbershats took place on 9th February 2016. The colleges’ Presidents and the coordinators of Tempus IRIS in the colleges attended the meeting. In this meeting, the Tempus IRIS project manager presented the project’s rationale, goal and objectives, and its remarkable accomplishments. The Chairperson of the PBC presented the plans for the next five years concerning internationalization in Israeli higher education, and asked for insights of the presidents on needs and priorities that should be taken into consideration while preparing this plan. In addition, each one of the colleges’ presidents described the array of activities that are planned and perform concerning internationalization in the colleges. These activities include, among others, English courses and virtual courses, joint international research, students exchange, and faculty exchange.

In addition, thanks to the success of Tempus IRIS, the project manager was invited by the National Erasmus+ Office to present the project and its achievements as well as guidelines for planning, submitting and managing European projects. The presentation took place during an Info Day on 19th November 2015.
IRIS Internationalization Kit:
The team at Sapir Academic College, which was responsible for WP8: sustainability and Exploitation, developed an internationalization mentoring kit for (i) Faculty entrance to IoC program, (ii) IRO positioning, and (iii) Senior Management. The kit includes a collection of deliverables that were developed by the IRIS partners, additional guidelines, tools and templates for sustained internationalization strategy, and a summary of insights into the future. The kit is aimed to support management, academic and administrative staff in their efforts to establish and develop internationalization. It is composed of materials on understanding how to implement internationalization strategies, how to manage internationalization and the International Office, how to train the academic staff in higher education institutions to deliver internationalized courses and programmes, and several template forms for administrative mentoring (See Annex15 – IRIS Internationalization Handbook). The materials are available on the Tempus IRIS website for utilization by the Tempus IRIS partners and by non-partner HEIs. The team developed and implemented an international task-force to promote partnerships and influence all project members through valuable activities for sustainability, and created an IRO online platform. The purpose of this platform was two-fold: First, it addressed raising awareness on mobility and capacity programs to all campus members as well as for external potential partners, and second, it serves as an operational platform for CRM (Customer Relationship Management) capabilities and activities to initiate, promote and operate new programs.

Erasmus+ IN2IT Project:
An additional activity that was undertaken during the project advanced stages is an application for a new Erasmus+ project that will enable the colleges to carry on with the internationalization efforts. Almost all the IRIS partner colleges – six out of eight - joined the new application. It was submitted by ORT Braude College, leading a consortium of eight Israeli colleges – with two new partner colleges – to develop international virtual courses in which Israeli and European students will have the opportunity to study together and faculty will have the opportunity to cooperate in communities of practice. The application was selected by the EACEA and it is now in progress.

The Tempus IRIS results were disseminated through diverse communication mediums to a wide range of stakeholders. It influenced the partner institutions, other higher education institutions, decision makers on national level, and professionals in Israel and in Europe. The deliverables were planned and implemented to sustain after the end of the project, all the partner institutions are currently involved in internationalization activities and have the will and the capacity to continue on this direction in the future.

PART II: PROJECT OUTCOMES AND IMPACT
By responding to the following questions, please provide an overview of the overall project achievements, demonstrating how the objective of the project has been met and the impact of the project outcomes.

Overall achievement level and impact
- Please indicate which national/regional priorities have been addressed by the project (as outlined in the Call for proposal and original application) and describe the main results achieved by the project in addressing these priorities.
- Has the project achieved its set objective and does it match the needs identified in the original application? If yes, could you please describe how? If not, could you explain the reasons why?
- Please describe any positive changes, as a result of the project, in terms of institution management, individual behaviour, teaching methodology, course content, teaching/learning processes and any benefits to managers, teaching staff, students and other target groups.
- Please describe the opportunities that are being created by the project beyond the specific objectives in particular in relation to graduate employability and/or increased cooperation between university(ies) and the non-academic sector.
- Please describe the impact of the project on the reform of higher education in the partner country(ies).
- Please describe the impact of the project on the economic and/or social reforms in the partner country(ies).
**Introduction:** The overall impact of the Tempus IRIS project on the Israeli partner institutions is significant as it created capacities for internationalization for the long run. Its impact goes beyond the project partner institutions since it influenced conceptualization and implementation of internationalization in additional higher education institutions in Israel and also contributed to the national priorities regarding internationalization in higher education. The project addressed the programme priorities of promoting modernization, enhancing quality and building capacity for internationalization as well as the national and regional priorities of developing international relations. IRIS objectives were entirely accomplished and during its lifetime several new opportunities for increased cooperation between higher education institutions were identified and exploited.

**National/Regional Priorities:**
The Tempus IRIS proposal identified the following programme objectives, themes and priorities to be achieved: To promote the reform and modernization of higher education in the partner countries, i.e., in Israel. To enhance the quality and relevance of higher education in the partner countries, i.e., in Israel. To build up the capacity of higher education institutions in the partner countries and the EU, in particular for international cooperation and for a permanent modernization process, and to assist them in opening themselves up to society at large. It addressed the programme theme and national priorities that are directly related to governance reforms - development of international relations.

Those priorities were satisfied through a series of activities that were planned logically to provide a coherent and synergetic process. The project started by understanding the needs and preferences of Israeli colleges towards internationalization (WP1) and continued with the understanding of how to develop an internationalization strategy plan and actually develop it in alignment with the college’s requirements (WP2). On a professional track, the project continued with training on two parallel paths: the academic route of internationalization of the curriculum (WP3) and the administrative route of developing the international relation offices (WP4). The project was concluded with an integration process, based on pilot IRO activities (WP5) where all the knowledge, skills and experiences were united to produce actual internationalization activities.

A review of the successful accomplishments of the tasks in the Tempus IRIS project leads to the conclusion that all the programme and national priorities that were defined in the proposal are completely fulfilled. All the Israeli partner colleges made a reform in their governance - by defining a strategic plan for internationalization, establishing an IRO and modifying the curriculum towards internationalization - to establish modernized institutions, which are open to international relations. Those changes in the Israeli partner colleges enhanced the quality of teaching with regards to content and structure, and made them more relevant to the 21st century by supporting the development of students' skills, by offering more opportunities for incoming and outgoing students, and by advancing academic and administrative staff. Moreover, the capacity that was built in all Israeli partner colleges is substantial and used as academic and administrative infrastructure for the development and expansion of international relations. Each one of the Israeli partner colleges is currently prepared for systematic enhancement of internationalization and each one of them is actually promoting internationalized activities and working on expanding those opportunities.

**IRIS Goal and Objectives:**
The Tempus IRIS goal was to foster academic international relations in Israeli colleges to promote education, research and innovation. This goal was absolutely achieved as can be revealed by the fact that each one of the partner colleges has an established strategy, organization, and work plan for internationalization. The impact on the curriculum and on students and staff members’ perception of internationalization and activities related to internationalization promoted the education, research and innovation in the colleges. The goal to improve the academic quality as well as the status and competitiveness of public colleges vis-à-vis universities and private colleges through the development of internationalism capabilities and culture at the colleges was also achieved when the IRIS partner colleges explored new directions for development, which were earlier opened only for Israeli universities. These new directions were utilized to develop new competences and to offer competitive academic environment for students in technology, design and engineering, in education, and in social sciences and humanities.

The IRIS specific objectives as outlined in the original application are as follows:

1. Development of a strategic plan for internationalization of academic colleges, taking into
considerations national context, societal interests and the diversification, constraints and priorities of academic colleges in Israel.

Each one of the colleges developed a strategic plan for internationalisation (See Annex1 - Internationalization Strategic Plans). The process of development included workshops to understand the concept of internationalization and its implementation in higher education institutions as well as practical techniques on the process of developing strategic plans. The training activities were performed by the EU experts to all the colleges, but the actual development of the strategic plan was done by each one of the colleges independently in order to assure that it is aligned with the college needs, priorities, and constraints. Hence, in each one of the colleges, the internationalization strategy plan is inseparable part of the college general strategy and agenda. In all the colleges, the development of the internationalization strategic plan was a long process that involved diverse stakeholders, including students, academic and administrative staff, and top management. The strategic plans living documents that are and will be updated, adapted and refined on an ongoing basis.

2. Infusing colleges' campuses with an international perspective and encouraging the engagement of faculty, administrators and students in the internationalization agenda.

Each one of the colleges had developed the internationalization strategy plan into work plan that is based on a list of defined activities that will take place in the timeframe of the next few years. This set of activities contains topics that are related to exchange programs of incoming and outgoing students, joint research by international colleagues, signing partnership agreements between higher education institutions, joining and leading international projects, and developing the curriculum for international students at the 21st century. First, an examination of this wide set of activities in the internationalization work plans reveals that the campuses have been infused by internationalization. In addition, the numbers and presence of international students and staff has changed dramatically in the campuses and has a very positive effect on the Israeli students and staff. The number of international partnership agreements and international projects that the partner colleges are initiating, submitting, participating in and managing has been increased and additional colleges’ stakeholders are involved in those projects and initiatives. The number of new or modified courses for multiculturalism, globalisation and internationalization has been increased with more faculty members and students involved in those programmes. And last, but not least, the new or renewed IROs in the colleges are now an inherent part of the colleges’ landscape and students and faculty are accessing it to search out international opportunities.

3. Development and delivery of training for international relations professionals in the partner colleges.

The training activities for international relations professional included two series of workshops: one was aimed to guide academic staff and one was aimed to coach administrative staff. The set of workshops for academic staff was developed and delivered under WP3. It provided an understanding of how international policies and new social and economic contexts of higher education impact/mediate teaching, learning and administrative practices. It engaged critically with the policy debates and theoretical ideas that underpin teaching, learning and assessment in higher education and related these to local contexts. It also identified the academic and personal support needs of students in global higher education and enabled participants to share experiences and apply debates to their own context and practice. The workshops were targeted at those who are involved in curriculum design, including teaching and assessing students. Participants from all the Israeli colleges participated in each one of the workshops that were mentored by Dr. Sheila Trahar from University of Bristol. The total number of academic staff that were trained for internationalization of the curriculum is more than 30 faculty members. The set of workshops for administrative staff, supported by academic staff, was developed and delivered under WP4. The first workshop, which was held in Israel, was focused on moving from the planning to the implementation stages of internationalization. The following three workshops, which were held in European universities, were focused on exploring how internationalisation is understood and enacted in European universities, on identifying the most relevant issues in the colleges and seeking to learn from the experience of the European colleagues, and on opportunities to connect people from different universities, countries and continents. The last workshop, which was again held in Israel, was focused on the implementation of internationalization strategies and analysed the challenges. Participants from all Israeli colleges participated in each one of the workshops that were mentored by Dr. Fiona Hunter from Università Cattolica del Sacro Cuore, with the support of colleagues from Warsaw University of Technology and from Pädagogische Hochschule Kärnten / Viktor Frankl Hochschule. The total number of staff members that were trained for management of internationalization is more than 35. Quality assurance
evaluations of the workshops present highly appreciated delivery, which express the quality and value of the delivery content to the workshops attendees. Without the training and development offered through the Tempus IRIS project, the colleges would not have been able to set up their international offices and to adjust the curriculum so quickly and efficiently.

4. Establishment of International Relations Offices (IRO) in the partner colleges.
The Israeli partner colleges had established International Relations Offices (IRO) as a result of the project. Those of the colleges that had some type of an international office before the project started, had made huge advancement in the structure of the offices, and redefined its role and responsibilities. As described in details above, based on the knowledge acquired during the training workshops, each one of the Israeli colleges had developed an IRO or implemented an organizational change to adjust the existing office to current needs and priorities. The organizational structure that was developed by each one of the colleges is aligned with the internationalization strategy plan. A review of the process that each one of the colleges had performed and the results in each one of the colleges (see Annex3 – IRO Structure in the Colleges) are exciting. The establishment of the IROs in the colleges has been a major milestone in the internationalisation process of the Colleges. The IROs are staffed by trained professionals, while the activities and development of the officers and their responsibilities are evaluated, revised and expanded. Currently, at the end of the Tempus IRIS project there is a functioning IRO that works in cooperation with other organizational units in each one of the colleges. Through the IRIS project, the colleges have been able to set up a strong foundation on the level of management for internationalisation and while there are ongoing challenges, they are confident that they have the tools to address them in a constructive manner.

5. Development of pilot activities by the trained local IRO teams.
Each one of the Israeli partner colleges developed and implemented at least three pilot IRO activities. The list of pilot activities was developed by each one of the colleges to be aligned with its internationalization strategy plan and priorities (see Annex5 – Pilot Activities Plan). The pilot activities represent a wide range of preferences including internationalization of the curriculum, students and faculty mobility, international research, international partnerships. All the pilot activities were implemented by the teams at the colleges, following a detailed plan (See Annex6 – Final Descriptions of Pilot Activities), which was prepared by the colleges’ teams with the support of WP5 leader, Warsaw University of Technology. The pilot IRO activities are part of ongoing processes to enrich internationalization in the campuses. The European mentoring team contributed a lot in these processes with consultation, review, and evaluation (See Annex7 – Mentoring Site Visits at Israeli Colleges and Annex8 – Final Site Visits Reports). Based on meetings with Colleges' Presidents, Vice Presidents and IRIS project teams, the European expert mentors evaluated the achievements on development of IRO pilot activities as a great success, which results that are clearly exceeding the original assumptions.

6. Establishment of a network of IROs for advocacy of internationalization programs, the transfer of best practices, and further collaborative initiatives.
The network of IROs that was created with all the project partner institutions is solid and fruitful. Several collaboration initiative between the Israeli and European partner institutions had been developed during the project lifetime. For example, Kaye college launched a new M.Ed. pilot program: “Education in the Era of ICT,” with Bristol University, who is also in the field of teacher education. Al Qasemi college initiated an exchange programme for students with Pädagogische Hochschule Kärnten / Viktor Frankl Hochschule. ORT Braude college and Shenkar college applied for an Erasmus KA1 with Warsaw University of Technology. The IRO network was further expanded when the Israeli colleges’ teams were able to travel for study visits and development of international relations with higher education institutions in the partner countries (See Annex9 – Study Visits for IR Development). Thanks to the outstanding relationships that have been established among the project partners, the network was expanded to include additional new partnerships from Europe and from Israel. Those partnerships are carried into effect by the development of new joint courses, programmes, and international projects.

The Tempus IRIS project achieved its set objectives and beyond. Its results and achievements provide a valuable solution in all aspects of internationalization developed, as described above, to the needs identified in the original application.

Unexpected Valuable Results:
The impact of the Tempus IRIS in all the partner institutions was major. It positively affected the perception of internationalization in the Israeli colleges’ campuses by students, administrative staff, academic staff, and top
management. The deep involvement of the colleges’ Presidents and Vice Presidents in all IRIS tasks created a commitment to promote internationalization in the institutions and to support the IRIS team efforts in implementing the activities. As a result, the faculty members and administrative staff were also engaged into the process of internationalization development and the needed organizational changes. In practice, the changes are manifested in the establishment of IROs, appointment of professional experts to head those units, modification of courses, and initiation of new academic cooperation.

Furthermore, the positive impact of the Tempus IRIS project is expressed in unplanned activities that generated new opportunities for internationalization development. First, under the scope of WP5, the IRIS management team applied for a special authorization to allow the Israeli colleges to develop new partnerships with higher education institutions in the European partner countries. This additional task was a complete success since it enabled the colleges to practice development of international relations under the guidance of the European mentors and to expand substantially their international network. The Israeli colleges introduced more than 30 new higher education institutions in the European partner countries, which significantly strengthen their internationalization capabilities. Second, the studies of internationalization were advanced with three major tasks implemented by the Israeli partners. (i) A series of academic research papers that summarize a comprehensive study on internationalization in Israeli colleges were written by a group of the IRIS partners and published in leading academic journals. (ii) An M.A. student in Tel Aviv University, Ms. July Hermoni, conducted her thesis study investigating the differences in internationalization implementation in different teaching colleges in Israel. She followed and analysed the process of implementing internationalization in Kaye College, Al Qasemi College, and Beit Berl College. (iii) An IRIS team member, faculty member from Sapir College, Ms. Amit Marantz-Gal, decided to enrol for her Ph.D. studies in the Università Cattolica del Sacro Cuore - Centre for Higher Education Internationalization, with the aim to study internationalization in Israel. Third, the successful completion of Tempus IRIS, in which the capacity was built, enabled the Israeli colleges to take internationalization one step further and apply to a new Erasmus+ project that aims to develop joint virtual courses for Israeli and European students in the fields of technology, design and engineering, teacher education, and social sciences and humanities.

On the national level, the Tempus IRIS contributed to the next five years plan for internationalization, which is prepared by the Council for Higher Education. Its influence was achieved through the submission of the summary report and recommendations for internationalization on national level (See Annex2 – Summary Report A joint national strategic plan for internationalization). An additional contributing factor was the attendance in a meeting of the colleges’ Presidents and IRIS coordinators with the Chairperson of the Planning and Budgeting Committee (PBC). Finally, the Tempus IRIS impact on the reform in higher education in Israel by participating in many national meetings, conferences and workshops and presenting the concept of internationalization and its implementation in Israeli colleges.

The overall achievements and impact of the Tempus IRIS project are at all levels. The project’s influence in the colleges’ campuses and on national level was found to be much more significant than originally expected. The positive effect of the Tempus IRIS motivated faculty members, administrative staff, top management and decision makers to proceed with additional activities of internationalization.

Obstacles and shortcomings

Please describe any obstacle and/or shortcoming experienced during the project lifetime and the measures taken by the project team to address them.

**Introduction:** The Tempus IRIS project experienced several obstacles and shortcomings at the first half of the project. At some point, those difficulties threatened the whole project feasibility and drastic measures had to be taken in order to get the project back on track. The following sections briefly describe the worries and complications. However, thanks to professional and caring support from the Project Officer and the EACEA as well as the National Erasmus+ Office, and thanks to the concern and support from all IRIS partners, the project was recovered and eventually turned out to be a huge success.

**Organizational Issues:**

The Tempus IRIS project have encountered major organizational obstacles since October 2012 until April 2014. The project was awarded to Prof. Gady Golan at Holon Institute of Technology (HIT). At that time, Prof. Golan was the President of the institution, promoted research grants. Due to reasons that are not related to this project, Prof. Golan was forced to leave office at the end of November 2012. For more than several months HIT had no nominated President. At this period, the project was at its preliminary phases and the coordinating institution did not fully support the project. By the summer of 2013, HIT management formally stated that the institution is willing to
withdraw from the project and give Prof. Golan the opportunity to continue leading it. From this point on, Dr. Vered Holzmann, who was a key person in the IRIS project and was a faculty member at HIT, managed the project with no administrative or managerial support from the institution. Prof. Golan and Dr. Holzmann were in contact with the Project Officer in Brussels to find a solution that will protect the project from early termination. The solution was found by transferring the coordination of the project from HIT to ORT Braude College of Engineering (OBC). In addition, at the same time, Dr. Fiona Hunter, who is the leader of WP4 left Università Carlo Cattaneo (LIUC) and moved to Università Cattolica del Sacro Cuore (UCSC). LIUC did not agree to leave the consortium but could not support the leadership of WP4. Therefore, it remained in the consortium and the UCSC joined as well. Additional organizational changes occurred when European Centre for Strategic Management of Universities (ESMU) was merged into European Foundation for Management Development (EFMD) and the Ministry of Foreign Affairs (MFA) announced that it couldn’t take active part in the project. Following the instructions given by the Project Officer, letters of request to join the consortium and letters of request to withdraw from the consortium were prepared by the relevant institutions. The letters were sent all IRIS partners to approve these organizational changes and then transferred to the EACEA, which authorized the requested changes. An amendment to the Partnership Agreement was finally signed on June 2014. The situation described above caused major difficulties related to schedule, budget, and communications management during the period of change.

Schedule:
The IRIS project was planned to start on 15 October 2012 and finish on 14 October 2015. The 1st consortium meeting was scheduled for December 2012. However, on November 2012 “Amud Anan” a military operation of the IDF in Gaza took place and the political situation in the area was unsafe. Thus, it was decided to postpone the 1st consortium meeting for several weeks and it was held on February 2013. The delay in this milestone and the following chain of events caused the whole project to be behind schedule. The planned dates of the tasks in WP2 were rescheduled and as a result, the following WPs were delayed as well. In order to complete all the project tasks on time, i.e. no later than October 2015, the whole project was rescheduled. On March 2015 the Project manager requested a special authorization for budget amendment and extension of the eligibility period of the project (See Annex16 – Budget Amendment and Extension of the Eligibility Period of the Project) and was authorized to delay the end of the project to 15 February 2016. The last year and a half of the project was very active with regards to the project activities. The updated project schedule provides a solid plan that enabled to accomplish the objectives on time. The IRIS team followed this plan to complete all the activities on time. The following chart shows the planned and actual dates of the major activities in the IRIS project:

Budget:
The IRIS budget is €1,210,055.86 composed of €1,089,045.72 grant and €121,010.14 co-financing. The first payment of 60% of the grant (€653,427.43) was received at HIT on October 2012. The coordinator transferred each partner half of its share in this amount after the partnership agreement between the organization and HIT was signed. The total amount transferred was €324,561.12 including €46,377 to HIT as a partner in the consortium. There are two major budget issues that the special situation of the IRIS project caused. The first issue is related to changes in the consortium which affected the number of involved partners and their share in the total budget. The
second issue is related to the cost management of all the project partners. Since the project was no longer managed by HIT but it had at that time the second half of the first payment for each one of the partners, there was no procedure to transfer these amounts to the IRIS partners. Therefore, most of the consortium partners had spent the first half of the first payment and they required to continue act in the project without getting the additional budget. This issue will also affected the date that 70% of the first pre-financing will be disbursed. Once the project was officially transferred to ORT Braude College, this issue was resolved.

An additional issue was related to the distribution of funds between budget headings. Because of the changes that the project had gone through and due to new needs that the IRIS partners had identified in order to achieve the project objectives, there was a need to reallocate the amount of funds in each budget headings. On March 2015 the Project Manager requested a special authorization for budget amendment and extension of the eligibility period of the project (See Annex16 – Budget Amendment and Extension of the Eligibility Period of the Project) and was authorized to utilize an updated budget. This budget enabled the partners to publish and communicate their internationalization accomplishments. The following table shows the original and requested and new authorized budget of the IRIS project:

<table>
<thead>
<tr>
<th>Budget Heading</th>
<th>Plan</th>
<th>Requested</th>
<th>Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Costs</td>
<td>452,357.33</td>
<td>40%</td>
<td>452,357.33</td>
</tr>
<tr>
<td>Travel &amp; stay</td>
<td>511,736.00</td>
<td>45%</td>
<td>482,122.50</td>
</tr>
<tr>
<td>Equipment</td>
<td>38,500.00</td>
<td>3%</td>
<td>38,500.00</td>
</tr>
<tr>
<td>Printing</td>
<td>57,800.00</td>
<td>5%</td>
<td>50,666.00</td>
</tr>
<tr>
<td>Other</td>
<td>70,500.00</td>
<td>6%</td>
<td>107,247.50</td>
</tr>
<tr>
<td>Total Direct</td>
<td>1,130,893.33</td>
<td>452,357.33</td>
<td>1,130,893.33</td>
</tr>
<tr>
<td>Indirect</td>
<td>79,162.53</td>
<td>50,666.00</td>
<td>79,162.53</td>
</tr>
<tr>
<td>Total</td>
<td>1,210,055.86</td>
<td>96,750.74</td>
<td>1,210,055.86</td>
</tr>
</tbody>
</table>

By the end of the project, the IRIS team had utilized a total budget of €1,170,977.41, which is composed of €1,049,188.33 grant and €121,789.08 co-financing. The final budget utilized is distributed as follows:

<table>
<thead>
<tr>
<th>Budget Heading</th>
<th>Authorized</th>
<th>Paid from Tempus</th>
<th>Co-Financed</th>
<th>Total Utilized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Costs</td>
<td>452,357.33</td>
<td>399,595.81</td>
<td>96,750.74</td>
<td>496,346.55</td>
</tr>
<tr>
<td>Travel &amp; stay</td>
<td>482,122.50</td>
<td>380,786.06</td>
<td>5,993.15</td>
<td>386,779.21</td>
</tr>
<tr>
<td>Equipment</td>
<td>38,500.00</td>
<td>41,175.45</td>
<td>939.97</td>
<td>42,115.42</td>
</tr>
<tr>
<td>Printing</td>
<td>50,666.00</td>
<td>50,625.84</td>
<td>4,211.22</td>
<td>54,875.06</td>
</tr>
<tr>
<td>Other</td>
<td>107,247.50</td>
<td>100,395.17</td>
<td>6,874.00</td>
<td>117,271.17</td>
</tr>
<tr>
<td>Total Direct</td>
<td>1,130,893.33</td>
<td>981,824.50</td>
<td>118,659.03</td>
<td>1,170,977.41</td>
</tr>
<tr>
<td>Indirect</td>
<td>79,162.53</td>
<td>76,606.00</td>
<td>2,556.53</td>
<td>79,162.53</td>
</tr>
<tr>
<td>Total</td>
<td>1,210,055.86</td>
<td>1,058,588.35</td>
<td>111,646.00</td>
<td>1,170,977.41</td>
</tr>
</tbody>
</table>

The management of the budget was professional and transparent. No disputes were related to this aspect of the management of the grant.

**Reporting:**

The financial reporting was found to be a complicated procedure by some of the partners. The IRIS reporting was based on a half year report, including financial statements and a review of the accomplished tasks. Since some of the partners were inexperienced with Tempus reporting procedures, the management team offered a workshop for financial managers at the beginning of the project, provided templates that were also available online, and offered support in completing the reports. Finally, all the partners had submitted all the required reports on time, which enabled the coordinator to summarize the details into one coherent report.

**Communication:**

Due to the situation described at the introduction of this section, there were several exchange of personnel during the first year of the project life cycle, which resulted in ineffective communication. The coordination between the project coordinator and the project partners was not executed efficiently and as a result some of the partners didn’t receive the information they needed on time. In addition, the coordinator representative was not available to the partners and did not respond on a timely manner and as professionally as expected. To resolve this issue, the project manager, Dr. Vered Holzmann, took active actions in October 2013. These actions included an ongoing correspondence with each one of the partners whether by emails, telephone conversations, and Skype discussions. In addition, a periodical newsletter, which summarizes the project activities and provides information with regard to next events was distributed to stakeholders at all the partner institutions. Several face-to-face meetings with the colleges’ Presidents and other principal stakeholders took place to discuss the special situation of the project. During the project’s workshops a special time slots were dedicated to social activities to encourage informal
communication. In addition, all the project’s materials are uploaded to the IRIS portal. These actions significantly improved the communication and coordination among the project partners.

Implementing Internationalization:
Some of the partner colleges had a challenge to define “internationalization” as a term and concept and to reach an internal agreement of the exact benefits and costs for the colleges. Internationalization is not a common practice implemented in colleges in Israel, and its implementation also in Israeli universities is very limited. Thus, most of the IRIS leaders in the colleges had a challenge to “market in” internationalization and to create understanding of its benefits to the institutions, and since the academic colleges curricula is strictly controlled by the CHE it was often hard to introduce new courses or major modifications that add international aspects. To support this issue, the IRIS team had frequent meetings and workshops that contributed to a better understanding of the project, its scope of activities and expected results. The European partners, who are experts in internationalization, supported the process of internationalization, shared knowledge and best practices and made the connection between the different work packages much more understandable and coherent. In addition, we invited the colleges’ Presidents for several update meetings to discuss internationalization strategies. An additional challenge related to implementing internationalization in Israeli colleges was derived from the lack of support that the colleges felt they receive from the Council of Higher Education with regard to required changes to the curriculum. To address this aspect, representatives of the Israeli CHE were invited to participate in an open discussion with IRIS partners.

In addition, some colleges reported on difficulties in establishing a new entity and organization that was not exist before in the college, and a challenge of lack of value awareness and perception, lack of knowledge and experience, for internationalization programs benefits, existed with many kinds of stakeholders in the colleges. The IRIS teams in the colleges dealt with those challenges by developing an international strategic plan, forming internationalization committees, promote engagement of academic faculty and departments, and practice tutors for the administrative staff on the benefits of the internationalization. Furthermore, lack of funds was realized to be an important factor because there is no official governmental support for internationalisation in Israeli colleges. As public colleges, which relay on governmental budget, the colleges had to find other resources for funding the international activities, and so they did. Along with these steps, meetings were held between Israeli partners in order to develop a strategy to promote the importance of internationalisation within relevant government officials.

The Tempus IRIS encountered unusual and unexpected risks that transformed into significant problems. However, support by the EACEA, professional management of the project and cooperation of all IRIS partners made this difficulties just an episode that did not affect the project success.

Curricular reform
- With regard to new/restructured programmes/courses, please indicate:
  - the level of the programme/course implemented (Bachelor, Master, Doctorate, continuing education, further education, upgrading, etc.); the type of course (mandatory course in a regular programme or an optional course); the language of the course;
  - whether the newly developed course is structured according to the three cycle system and using the ECTS;
  - whether a double, multiple or joint degree has been established;
  - whether recognition arrangements between higher education institutions in the EU and in the partner countries have been established;
  - the target group (students, university staff, managers of education systems, public civil servants, employees in private sector, etc.) and if relevant, the approximate number of students who already attended;
  - whether the programme/course was formally recognised, the level (institutional, national, etc.) and the form of recognition (certificate, diploma, degree);
  - the teaching material produced and the method (translated, adapted, developed by the beneficiaries, etc.);
  - whether teaching methods have been reviewed and are appropriate for the new/restructured programmes/courses;
  - whether assessment measures have been introduced for the new courses (by students for instance);

Tempus IRIS project was not aimed to develop new courses or restructure programmes. However, as explained earlier, there are several actions that were taken in the colleges with regard to curriculum development in the context of internationalization. Although this is not a curricular reform, we present here a few examples of those changes,
which are beyond the planned scope of the IRIS project but were produced as byproducts.

In Beit Berl College, there are currently twelve courses for the undergraduate level which are being revised to conform to the ECTS system, and more courses are being developed at present, following a request for proposal of new courses issued to the faculty at Beit Berl College. These courses will be offered to undergraduate and masters’ degree level. Though the college is not yet ready for a full program for international students, it hopes to develop various courses that will be offered by the beginning of the next academic year. The college also has devised a credit recognition arrangement with our partner institutions.

In Kaye College the following new initiatives were launched: (1) a new M.Ed. pilot program has been launched: “Education in the Era of ICT,” which collaborates with Israeli and European institutions of higher education, namely with Bristol University, who is also in the field of teacher education. (2) In the B.Ed. program, a new collaboration was launched involving students of the English Department and students of the Department of Religious Studies at York St. John University, UK. The collaboration took the form of co-teaching via a series of synchronous and asynchronous online discussions, using ICT tools as Moodle, Google Drive, Prezi, Youtube and Skype. (3) In the Department of English for Academic Purposes students are given a mandatory project in which they search for, select, analyse and present verbally and in a written form a current scientific article in English, and are introduced to texts related to aspects of internationalization, which are then discussed and debated in class. (4) An online pilot Multiculturalism course in the B.Ed. program was launched in October 2015 and monitored by the college Center for Multiculturalism. The course is based on the content of a course developed in the framework of Tempus DOIT project which Kaye College participated in. The course is partially conducted in English and aims at including local Kaye students as well as international students by next year. (5) An online collaborative seminar with Leiden University, Netherlands: Running a virtual collaborative seminar for teacher educators, discussing issues of cultural identity and diversity.

Curricular reform was not aimed to be accomplished in the Tempus IRIS project. However, thanks to the activities that have been taken during the project lifetime, some of the partners developed and modified the curriculum.

Governance reform

Were changes at institutional level introduced (establishment of units, new faculties, international relations offices, etc.)? If so, what is the statute of the new unit(s) within the institution(s) concerned? What kind of financial support and staffing arrangements will be provided in the future? Did the project introduce any reforms in university governance (i.e. decision process, autonomy, accountability)? If yes, please describe these reforms and the institutional support given by academic and local authorities.

Were changes in the national higher education structure and system supported by the project (establishment of representative bodies, associations, agencies for quality assurance, development of roadmaps for national reforms, national certification and qualification systems, etc.)? If yes, please describe the project contribution to the reforms and the involvement and support given by local authorities.

| Introduction: | The impact of the Tempus IRIS project on governance at the institutional level is substantial. In each one of the Israeli college an IRO (International Relations Office) had been established and the roles and responsibilities of relevant stakeholders and governing bodies were defined. By the end of the project, each one of the Israeli colleges has an operational unit for IRO with dedicated staff that was trained for this work. The IROs in the colleges receive top management attention and operate in coordination with the management, the faculty, the administrative and the students in the institution. On the national level, Tempus IRIS team contributed to the development of the next five-year national strategy for internationalization in the Israeli higher education. |
| IRO in ORT Braude College (OBC): | For many years, ORT Braude College had a Foreign Relations Office, which was aimed to deal with all foreign and international affairs of the college. This office dealt with MOUs, colleges’ guests, travel of the President, and academic collaborations that allowed student exchanges and international internships/projects for both incoming and outgoing students. In 2013, a new program, “study abroad”, was launched. The champion who led this initiative was a faculty member in the department of Mechanical Engineering, and he was appointed as the “Director of Study Abroad”. From this point on, there were two organizational bodies within the college dealing with student exchanges. Thus, at the beginning of the project, there was no centralized body dealing with international affairs at ORT Braude Academic College of Engineering. Thanks to the Tempus IRIS project, during the last year and under |
the supervision of the European expert partners, an effort has been made to consolidate all international efforts of the college back to one central body.

In 2015, the Study Abroad program management was transferred be under the responsibility of the Foreign Relations Office along with all other student exchanges programs and projects. The Foreign Relations Department also became involved in the TEMPUS activities on campus. Currently, the Foreign Relations Office deals with and is responsible for all matters of international activities in the college, except for the Tempus and Erasmus+ Projects, which the project is coordinating and managing. In an attempt to continue the consolidation, it is planned to bring in a body to manage these projects and place it under the roof of the Foreign Relations Office. The process of developing the IRO in the organizational structure of ORT Braude College is depicted in these charts.

The college had established an internationalization committee that is chaired by the Vice President for Academic Affairs and is composed of the Head of the Foreign Relations Office (administrative staff), the Head of Research Authority (academic staff), and the Head of EU Projects (academic staff). The committee convenes periodically.

**IRO in Sapir Academic College (Sapir)**

The International Programs Office (IPO) in Sapir was established in 2010 to promote and foster new academic projects and programs abroad, mainly with European Union (EU) initiatives, but also with other worldwide regions. As a result of the Tempus IRIS training on developing and building an IRO in higher education institutions, Sapir expanded systematically its active IPO. The Sapir IPO is characterized by a de-centralized structure: The office is comprised of a team of 7 members (1 general manager, 1 finance manager, 3 program coordinators and 2 technology developers), who are responsible to manage and coordinate international projects by collaborating with the relevant administrative offices on campus. The IPO initiates and manages capacity-building projects in the area of information and technology communication, entrepreneurship, courses addressing intercultural competencies, internationalization of the curriculum, student and staff mobility in the EU, and international research collaboration. Prior to the Tempus IRIS project, the IPO in Sapir was predominantly characterized by an entrepreneurial nature, with relatively little recognition by the college administration and management. Programs wins perceived as local randomly points of success. During the Tempus IRIS project, Sapir was able to conceptually reframe its strategic thinking and practices with respect to internationalization, to recruit the active participation of senior management and re-organize the office structure, and to build a centralized international structure, aimed to manage existing programs, and facilitate new programs, comprise of an office for international programs and other office for international affairs (not international programs), both led by the president and an academic steering committee. The administration in Sapir college supported the reform and formulated a practical mechanism for operations, finance, reporting and budgeting in a global auditable way. The operational work of the IPO in Sapir is performed with the following interfaces: Senior management (steering committee), Finance (grants management), Marketing (marketing materials, website, ‘marketing-in’), Logistics (conferences, workshops, study visits), Quality in Teaching Unit (implementation of content for lecturers), and Accessibility department for disabilities (program extensions).

**IRO The Max Stern Academic College of Emek Yezreel (YVC)**

The IRO at YVC aims to implement the international policy of the college. It provides information and advises for faculty and students and it supports the YVC community thereby shaping its international endeavours. The Top management at YVC, including the President and the Rector, was highly involved in the process of developing the internationalization in campus and structuring the IRO. The college’s IRO goals are as follows. To support the development of international relationships with universities, governments, funding agencies and international scholarships agencies. To seek and develop new strategic international opportunities while providing information and advice. To coordinate international visits. To maintain a database of YVC memorandums of understanding and international agreements with academic institutions, research institutes and other relevant organizations promoting international collaborations with YVC. To conduct negotiation with potential international partners with regard to cooperative projects and manage relationships with academic institutions and funding agencies. To foster the development of internationalization in all aspects of YVC activities: developing programs of international mobility of YVC academic staff and students. To raise the profile of internationalization at YVC through expansion of
international agreements. In YVC, the IRO act under the auspices of the Research Authority and works closely with the offices of the college President, with the office of the Rector. The Marketing and Public Relations Departments maintain the YVC international website and the IRO director will report directly to the Head of Research Authority.

Al-Qasemi Academic College of Education (QSM)

Prior to the Tempus IRIS project, QSM did not have an IRO. However, many international activities were conducted during the past decade, since the internationalization was one of the main goals of the college. The different workshops, meetings and international conferences within the project helped in conceptualizing the core and the strategies of internationalization in which they consisted a fundamental reference for the team members in the college. Since October 2014, the IRO in QSM has been operating, with appointed Head of IRO, under a direct supervision of the DGM (Deputy General Management) Office. In addition, the President of the college and the board of Deans at the college provide a direct guidance concerning the academic matters in the different offered project and opportunities. The IRO provides varied opportunities to enrich internationalization within the diverse aspects of it, including conferences, delegations, exchange programs, partnerships and sharing international opportunities for students and staff. In general, the IRO facilitates and concentrates the international work and supervises the international activities/ The office coordinates the different projects and is responsible to follow the guidelines and deadlines. Furthermore, the IRO is working on providing opportunities for the academic staff and the students, whether by announcing about exchange programs, funding resources/grants, and learning abroad. In addition, the IRO works to start strategic international partnerships and shared projects with institution of higher education abroad; one of the main strategies in this domain is letting the academic staff to take a vital part in the establishing process. Must note, that the office also provide services in writing projects proposals and networking with other institutions abroad. Lastly, the IRO operates collaboratively in organizing events, conferences, international visitors, and media (reports, articles, and interviews). Indeed in the future, the office and its activities will be expanded depending on the human resources’ need and work/international cooperation scope.

Kaye Academic College of Education (KC)

Before Tempus IRIS project, there was one international office, headed by one person who was in charge of both academic relations and resource development and donations at KC. An organizational change took place due to KC’s participation in the IRIS project which has fostered processes, awareness and support of decision makers in the institution towards internationalization at large and the need of a distinctive IRO office. As a result of the college’s participation in the Tempus IRIS project, the IRO office has been divided into two separate offices: The office of International Academic Relations, headed by an academic faculty member (part time), The Office of External Relations and Resource Development, headed by an administrative staff member (full time). In addition, a part time (2/3 position) secretary has been hired and supports both offices interchangeably. Both offices are directly subordinate to the college’s President. Both offices work in collaboration and are also linked to one another via their respective websites. The responsibilities of the International Relation’s Office (academic) include: Managing and overseeing international academic activity at the college, producing, centralizing and managing documentation related to internationalization: agreements, formal letters, legal documents. Arranging for incoming and outgoing visits; Managing faculty teams: leading core team, selected teams going on study visits. Advocacy and dissemination: newsletter, website, social media, meetings with faculty members, and assistance to faculty members in forming and sustaining international relations. The responsibilities of the External Relations include: Developing and reinforcing external relations with friends and partners in Israel and around the world. Strengthening the cooperation with alumni and former faculty living abroad. Raising resources, grants, donations and scholarships. Establishing an Association of Friends. Coordinating the fundraising forum on behalf of the Board of Directors, and organizing and accompanying tours and visits of delegations and individuals.

Beit Berl College (BBC)

Beit Berl College’s International Relations Office (IRO) was established in the 1990s. This IRO was small and isolated, and its activities were haphazard, without a defined strategy or vision. Its existence was known only to few, and it had only minor influence on campus. The major change at the institutional level which was introduced at BBC was the re-establishment of the IRO. The new IRO has 2 units. Each unit has a director: one in charge of International Academic Relations, and one in charge of External Relations and Resource Development. In May 2014 the IRO offices were moved to the administration building, in close proximity to the College President, the Vice President for Academic Affairs, the CEO and the CFO. All IRO activities are governed by a six-member steering committee. The IRO is supervised by the International Relations Steering Committee, which is headed by the Vice President for Academic Affairs, and is one of the committees of the Higher Academic Council. The IRO and the
External Relations and Resource Development cooperate in their work, and both of them report to the President. The IRO is headed by a part-time position and a part-time secretary in charge of student mobility. The unit has a written annual action plan in line with the strategy for internationalization, and is given an ample budget for administration, travel and marketing. A newsletter was printed and forwarded to foreign embassies in Israel, to various foundations and to all friends and donors aboard. The IRO offices are located near the President's offices, setting it in the centre of the College's decision-making hub.

**Shenkar College of Engineering, Design and Art (Shenkar)**

The organizational structure of the IRO is in Shenkar going under re-evaluation ever since the college started working with Tempus IRIS. In the past, each department at Shenkar worked independently on its international relations and the IRO served only as an administrative arm. Through the IRIS project, a new function was built – an official central IRO. The IRO is currently composed of three divisions: the international relations division, the international studies division and the innovation and research centre. The international relations division deals with general international relations. The international studies division is in charge of international academic projects, and the innovation and research centre (ACT) is focused on grants and research. The IRO is funded and regarded by management as an organic part of the institution. Funds that were allocated to Ad-Hoc activities (such as international workshops, travels to HEI abroad) are now planned and performed in line with strategic plan. Academic departments are being administratively supported by IRO. The IRO develops a long term five-year international development plan and vision, which is presented to the President and Deans and the IRO reports directly to president's office.

**Future financial support and staffing arrangements of IROs in the Colleges**

The establishment of the IROs in the colleges was a result of an organizational change that took place due to the knowledge and experience the Israeli partners had gained throughout the Tempus IRIS project. The project funds helped the colleges in the training processes, though the staffing and financial establishment of the IROs was achieved by the colleges’ own resources. All the colleges encountered financial challenges in the process of establishing the IROs, especially since all of them are public colleges, where the institutional funds are limited and strictly controlled. However, thanks to the impact of the Tempus IRIS project on decision makers in the colleges, each one of them found a solution that enabled the college to establish the office and to recruit at least one person for the college’s IRO. Some of the colleges decided to head the IRO with academic staff and others decided to head the office with administrative staff. In both cases, the direct subordinate is to top management, either the President or the Vice President for Academic Affairs. Financial support for IRO operation is a challenging task, which was discussed several times during the project lifetime between the Israeli team members and the European internationalization experts. Currently, the IROs at all the colleges are functioning as an integral part of the overall operation of the college. Thus, funds for ongoing operation will be available from the colleges’ own resources. In addition, the IROs in most of the IRIS colleges work in close relationships with the Office of External Relations and Resource Development to share resources that derive from resource development activities and will also work on increasing available funds and activities through funded international projects. On another path, thanks to the impact of Tempus IRIS on internationalization strategy on national level, the project partners presented recommendations for needed financial support for colleges that promote internationalization (See Annex17 – Recommendations on support to Israeli Colleges Internationalization). These recommendations were submitted to the Israeli CHE with reference to fund needs or equivalent for long-term and sustainable implementation of internationalization in the colleges. The main suggestions are: to provide support in the process of exploring Erasmus+ project proposals and European partners, to establish a mechanism to compensate faculty and administrative staff for their contribution in international projects, to encourage students and faculty exchange with scholarships, and to form a comprehensive IRO network of Israeli HEIs.

**Governance reform in the form of establishing an IRO (International Relations Office) in each one of the Israeli Colleges was successfully accomplished. Currently all the IRIS partner colleges have an IRO which operates under the college’s top management, according to a well-defined roles and responsibilities definition, with plans for the next years to increase the level of international activity.**

**Links with society**
Did the project help to strengthen the role of higher education institutions in society at large (contributing to the development of lifelong learning, addressing the knowledge triangle, establishing links with the labour market, etc.)? If yes, please describe how these links have been institutionalised.

Tempus IRIS project was not aimed to strengthen the links of the partner institutions with society. No specific actions were taken on this regard, though a few side effects were achieved, especially in colleges that has strong connections with the industry, such as ORT Braude College and Shenkar College. The process of Internationalization in the colleges allows for a more efficient and deeper connection with the international labour market. Students realize the importance of the English language, cultural sensitivity and international skills through their participation in the international projects in the colleges and their direct experience with international students. Additional ties to the labour market have been established and new internship programs have become part of the opportunities offered to the colleges’ students.

Links with society was not aimed to be accomplished in the Tempus IRIS project. However, thanks to the activities that have been taken during the project lifetime, some of the partners enriched their existing connections with society, especially with regard to the international industrial aspect.

Mobility and training activities for staff and students:

- Please describe how the mobility and training activities have contributed to the achievement of the project objectives.
- Please describe the selection criteria used for mobility and training and indicate how the home institutions evaluated and recognised this mobility or took it into consideration, once it had been carried out.
- In the framework of student mobility and with regard to the recognition of study periods abroad, have agreements been signed between the universities? Was the mobility part of a credit transfer system comparable to the ECTS system? Was it in the framework of a double, multiple or joint degree? If yes, please provide details. If it was not, please indicate on what basis the results achieved by the students were officially recognised?
- Please comment on the assessment of the students’ performance by the hosting universities/enterprises and on how the students assessed their stay at the host institution.

Introduction: mobility and training activities in the Tempus IRIS project were performed only by staff members – academic and administrative. The training and mobility activities of the project have been crucial in making this project a success. Without the hands-on experience given in the workshops and the valuable study visits at the partner universities, the project and mainly the outcomes would not have been the same. During the course of the project many faculty and administrative staff members from the colleges were involved in mobility and training activities in order to attain a wide acceptance and acknowledgement of the knowhow delivered in those meetings and events.

WP3 Mobility and Training Activities

WP3 was focused on Internationalization of the Curriculum. The summary task included four workshops and meetings, which were all held in Israel. Dr. Sheila Trahar from University of Bristol arrived to Israel to train the Israeli colleagues on conceptualization and implementation of internationalization of the curriculum. The first workshop was held in Kaye Academic College of Education in Beer-Sheva, the second workshop was held in Beit Berl College near Kfar-Sabba, the third workshop was held in ORT Braude College for Engineering in Karmiel, and the forth workshop was held in Sapir Academic College in Sderot. The workshops were targeted at those who are involved in curriculum design, including teaching and assessing students, thus the participants in the WP3: IoC workshops were academic staff members from the Israeli colleges. The workshops contributed to the achievement of the project objectives by providing an understanding of how international policies and new social and economic contexts of higher education impact/mediate teaching, learning and administrative practices. During the workshops, the participants identified the academic and personal support needs of students in global higher education and they were critically engaged with the policy debates and theoretical ideas that underpin teaching, learning and assessment in higher education. The contribution of those workshops to the academic staff in the colleges was meaningful and important as the quality assurance evaluations reveal (See Annex18 – WP3 Mobility and Training Activities QA Evaluation).

WP4 Mobility and Training Activities
WP4 was focused on Managing Internationalization and Training IRO professionals. Five workshops have been developed and delivered under WP4 - the first and last ones were held in Israel and the other three were held in European Universities. The first workshop theme was “From planning to implementation” and it was held in Sapir Academic College, Israel. The next three workshops theme was “Institutional visit - organization and implementation of internationalization”. They were held in Università Cattolica del Sacro Cuore, Italy, Warsaw University of Technology, Poland, and Pädagogische Hochschule Kärnten/Viktor Frankl Hochschule, Austria. The last workshop theme was “Monitoring progress in implementation” and it was held in Max Stern Academic College of Emek Yezeel, Israel. The participants in those workshops were academic and administrative staff from the Israeli partner colleges and the mentors from the three European Universities. The workshops contributed to the achievement of the project objectives by specific training on internationalization of higher education, explaining how to implement strategies, and how to create efficient structures to deliver strategy. The participants gain priceless beneficial and advantageous information and knowledge on IRO organizational structures and on considerations. The contribution of those workshops to the management and to academic and administrative staff in the colleges was invaluable and vital for project success as the quality assurance evaluations reveal (See Annex19 – WP4 Mobility and Training Activities QA Evaluation).

WP5 Mobility and Training Activities
WP5 was focused on pilot activities. The European mentoring partners visited the Israeli colleges twice during the project lifetime. The first session of visits was held between February and April 2015 with the aim to review progress and guide the colleges in the process of developing and implementing the pilot activities. The second session of visits was held in December 2015 with the aim to summarize the actions taken under WP5 and to provide a summary report on achievements. The visits and the mentoring act for the pilot activities accomplished during this timeframe were evaluated by the project partners. The positive results are presented in the quality assurance evaluation report on the planning and implementation of WP5 (See Annex20 – WP5 Mobility and Training Activities QA Evaluation). The contribution of those activities was highly appreciated by the colleges that gained support, understanding and wide management feedback. In addition, the Israeli college partners were privileged to advance their interactional development activities by exercising study visits in higher education institutions in the partner countries (See Annex9 – Study Visits for IR Development). Those visits were conducted on a preference basis when each one of the colleges identified potential partner institutions in the IRIS partner countries and coordinated the study visits. Those visits’ were aimed to serve the project objective of developing internationalization in the colleges and found to be very useful and yielded partnership agreements that will be exploited in the future.

WP7 Mobility and Training Activities
WP7 was focused on dissemination. It included two major events that involved staff mobility: the IRIS National Conference in Israel and the IRIS International Conference in Brussels, Belgium. The National Conference, with more than 150 registered attendees and the participation of some of the IRIS European partners, enabled the team to present the project and its results to the national higher education community in Israel. The European partners who attended the conference presented different aspects of internationalization. Ms. Gudrun Paulsdottir, from the European Association for international Education (EAIE) was a keynote speaker and presented the topic of “Challenges and Opportunities in Global Higher Education”. The other European partners contributed by managing and coordinating round-table discussions on “Management of Internationalization and Internationalization in Management” (Dr. Christophe Terrasse from European Foundation for Management Development (EFMD), “Internationalization Strategies and Work Plans” (Ms. Dora Longoni from EAIE), and on “Student Exchange Programs and Initiatives” (Dr. Marek Polak from Warsaw University of Technology (WUT)). The International Conference, with more than 50 IRIS participants and more than 400 EFMD participants, who attended the annual EFMD conference, was a great opportunity to present the IRIS partners, the project and its achievements to an international audience. The project partners not only attended an international conference and presented their international initiatives for collaboration, but also used this opportunity for training on communicating internationalization in higher education. Both events contributed to the project objectives related to dissemination and establishment of a network of IROs for advocacy of internationalization programs, the transfer of best practices, and further collaborative initiatives.
WP9 Mobility and Training Activities

WP9 was focused on project management. During the project lifetime, the IRIS team participated in four consortium meetings: in Israel, in Germany, in Poland, and in the Netherlands. Those meetings were conducted to review the project progress and to discuss managerial and administrative issues related to scope, schedule, budget, quality assurance and communication. Those meetings were also used to discuss topics related to internationalization and sustainability of the project results. Except special circumstances, all the partners participated in all the Tempus IRIS consortium meetings. Those meetings contributed to the successful management of the project and to the collaboration among the project partners that were all engaged in the success of the project.

Mobility and training activities in the Tempus IRIS project were utilized, effectively and efficiently, to promote the project goal of fostering academic international relations in Israeli colleges. Each one of the meetings, workshops and events was carefully planned and executed to ensure the achievement of valuable results.

Equipment

- How has the equipment been used during the project lifetime and how has it contributed to the project outcomes?
- What are the future plans for the use, maintenance and insurance of all the equipment purchased in the framework of the project?

The equipment that was purchased in the Tempus IRIS project has been used by the developed IROs and the IRIS team members during the project lifetime to create materials and to present them in appropriate occasions. In general, the future use of the equipment will be to advance internationalization activities.

The equipment that was purchased includes digital devices, such as computers and laptops. These devices have been used by academic and administrative staff at the Israeli colleges to support internationalization activities performed in the office and during study visits to partner universities in Europe. The equipment was, and it still is, used for IRO, academic and administrative staff on daily tasks, travels, presentations, graphic material preparation, data analysis and all tasks regarding IT, graphic design and management.

The other type of equipment that was purchased includes devices such as projects and cameras. These devices have been used by the Tempus IRIS team members to document the activities and to present the project and its outputs to a variety of stakeholders in the partner institutions and outside the institutions. The dissemination efforts in the Tempus IRIS project necessitated tools to document and present the activities and the results in different forms, including newsletters, web portal, video clip, brochures etc.

All the equipment that was purchased during the project lifetime is still in use in the colleges. It is and will be maintained by the colleges’ IT departments, with full insurance coverage as any other institutional (or institutionally used) equipment required. Future plans for the use and maintenance of equipment to support the international relations activities include purchasing of additional digital equipment to provide the required resources for all the IROs’ team members, as the offices are expanded to expand and employ additional staff in the coming years.

Academic and administrative management of the project

- Could you please describe to what extent the institutions from the European Union and partner country(ies) participating in the project were involved and the support they provided, be it academic or administrative?
- Did you encounter any difficulties in the management of the project? If yes, please indicate the type of problems and the solutions identified to address them.

Introduction: The cooperation between all partners in the Tempus IRIS project was useful and valuable. During the whole project lifetime, each one of the partners contributed its knowledge and expertise for the benefit of the project and all the partners. The European partners, experts in internationalization in higher education, were mainly involved in the academic aspects, while the Israeli partners were mainly involved in the implementation of the academic aspects and contributing their managerial expertise.

WP 2-3-4-5 Leaders Involvement

The European partners were the leaders of four core work packages in the project. WP2: Internationalization strategic plan (European Association for International Education - EAIE), WP3: Internationalization of the Curriculum (University of Bristol-UNIVBRIS); WP4: Development and delivery of training activities for the qualification of IRO professionals (Università Cattolica del Sacro Cuore - UCSC); and WP5: Pilot IRO activities
(Warsaw University of Technology - WUT). The EAIE project team included one main contact person from the EAIE Office, Ms. Ruth Graf, who coordinated all aspects regarding the project with the project leader, the project consortium as well as the EAIE stakeholders involved. The two EAIE experts, Ms. Gudrun Paulsdottir and Ms. Dora Longoni, have been involved in the association’s activities, as trainers as well as leadership functions have been contributing to all activities of WP2. The UK partner from UNIVBRIS, Dr. Sheila Trahar, facilitated four internationalization of the curriculum workshops in Israel, in addition, wrote and produced a publication Internationalisation of the Curriculum: Concepts and Working Practices, translated into Arabic and Hebrew, to complement the series of workshops. The Italian partner from UCSC, Dr. Fiona Hunter, facilitated five workshops on management of internationalization and IRO training, in addition. Wrote and produced a publication on Developing and Implementing Strategies for Internationalization, to support the partners in their efforts to develop and implement internationalization in the colleges. The WUT project team, Dr. Marek Polak, Mr. Lukasz Wojdyga, and Dr. Roman Podraza, have been involved in the association’s activities as mentors and trainers contributing to all activities of WP5. The partners from UCSC, PHK and WUT worked together in supporting the Israeli partners in WPs 4 and 5.

It is important to note that all the European partners in the Tempus IRIS project, including the WP leaders and the additional partners from Europe: the European Foundation for Management Development (EFMD), Centre for Higher Education Development Consult GmbH (CHE), and Pädagogische Hochschule Kärnten / Viktor Frankl Hochschule (PHK) worked as one expert team with one main goal: to train and support the Israeli colleges in the development of internationalization in the colleges.

WP 1-7-8 Leaders Involvement
The Israeli partners were the leaders of three supportive work packages in the project. WP1: Requirement analysis and benchmarking (Tel Aviv University - TAU), WP7: Dissemination (Beit Berl College - BBC); and WP8: Exploitation and Sustainability (Sapir Academic College – Sapir). The team member from TAU, Dr. Miri Yemini, was responsible for collecting and analysing the requirements for internationalization in Israeli public colleges. Dr. Yemini worked with all the colleges to collect information and shared the analysis results. The BBC team, coordinated by Dr. Amira Meir, was responsible for dissemination of the project’s results and worked with all the partners, in Israel and in Europe, to prepare the publishing materials and to distribute it to wide audience. A special contribution was provided by the team at EFMD, which organized and delivered the IRIS International Conference. The Sapir team, coordinated by Dr. Hanan Maoz, was responsible for exploitation and sustainability. The team worked with all the project partners to organize the materials that were produced during the project lifetime and to prepare additional supporting materials for future utilization. All IRIS partners cooperated in the development and delivery of those work packages to ensure valuable deliverables.

WP 6-9 Leaders Involvement
The leaders of the managerial work packages, WP6: Quality Assurance (Centre for Higher Education Development Consult GmbH - CHE) and WP9: Project Management (ORT Braude College – OBC), were responsible for coordination, management and control the project. The QA processes, coordinated by Dr. Uwe Brandenburg and Ms. Dana Petrova, involved evaluation of each task of the project, where the WP leader worked in cooperation of the relevant WP leaders to plan the assessment procedure. The team at CHE prepared the evaluation tools, analysed the responses and shared the results with all the project partners. The project management, including the administrative and financial management procedures as well as the communication and coordination processes, were directed by the project manager, Dr. vereb Holzmann. In each one of the IRIS partner institutions there was a contact person who functioned as the IRIS coordinator in the institution. All the information was distributed to the project institutional coordinators and relevant additional information was disseminated to all the stakeholders in the partner institutions. The involvement of a wide range of participants in the colleges, including Presidents, Vice Presidents, faculty and administrative staff was crucial to the development of successful and sustainable results. The project was managed according the values of transparency and full disclosure, open communication, defined roles and responsibilities, firm planning and controlling measures, and most of all coordination and collaboration. All the European partners were extremely helpful and accessible throughout the scope of the project. Their willingness to share information and knowledge allowed real and valuable exposure to all processes of the IRO- structure, strategic plans, day-to-day operation, administrative and academic structures, as well as introduction to network partners. All the partners contributed to project success and the synergetic partnerships that have been established, among the Israeli partners and the European partners served the accomplishments of the project objectives.

Difficulties in the Management of the Project
The Tempus IRIS project had encountered several unexpected difficulties, resulted from major organizational changes and additional environmental issues (for details please see chapter “Obstacles and shortcomings” above).
Those difficulties were professionally managed by the ORT Braude College management team. The solutions to the problems were based on re-planning, controlling, and communication, and most of all on cooperation and collaboration of all the Tempus IRIS project partners.

The academic and the administrative management of the project progressed and even improved since the submission of the intermediate report. The European partners provided good advice and guidance in developing the internationalization activities and the IRO in the academic aspects as well as administrative aspects. The Israeli colleges learned from the European partners a lot in each one of the IRIS core work packages through meetings, workshops, visits, as well as emails, Skype conversations. The opportunity to learn from others’ vast experience was incalculable. The project coordinator played a key role in informing and facilitating every aspect of the project progress and reporting, day-to-day challenges, through conceptual thinking and overall achievement.

### Dissemination and Sustainability

- How did you achieve a multiplier effect of the project? Do you think that the successes will go beyond the immediate target group, for example to the wider education system, local economy and society?
- Do you think that the beneficiaries (institutions) will be able to sustain and develop the achievements of the project? If yes, what measures were set up or are planned to support this continuation? What obstacles were there and what measures were taken to address them?
- Do you foresee any future co-operation between the beneficiaries of your project?
- How do you plan to use the results of the project in the future?
- What measures have been taken to formalise or institutionalise links with local non-university partners?

### Introduction: The Tempus IRIS multiplier effect was achieved through several actions that enabled the partners to present the project and its results to additional higher education institutions (HEIs) in Israel, to policy makers in the Israeli Council for Higher Education, and to internationalization professionals in higher education institutions in Europe. The project’s achievements will sustain in the beneficiaries’ institutions thanks to the establishment of structural capacities and it can be seen in activities that were already taken, such as following cooperation in joint projects and partnership agreements between higher education institutions in Israel and in Europe.

### Dissemination to Higher Education Institutions in Israel

The Tempus IRIS project was the first international project in Israel that was aimed to develop internationalization activities in Israeli institutions. Hence, several dissemination activities were taken to present the project and its results to additional HEIs in Israel. The project partners, National Union of Israeli Students (NUIS) and the Board of Public Academic Colleges (VARAM) played a central role in distributing the deliverables to Non-IRIS HEIs. Those organizations have direct contact to other educational institutions in Israel and they published all the project materials to their partners. The deliverables of the Tempus IRIS were presented in VARAM’s meetings, in which Presidents, Vice Presidents, and CEOs from twenty-two public colleges are participating. In addition, the dissemination efforts by the Tempus IRIS team included a National Conference on Academic Internationalization that was held at Tel Aviv University, Israel, on March 11, 2015 (See Annex12 - IRIS National Conference Programme). In this conference, more than 150 academic and administrative staff from higher education institutions in Israel took part, where about half of them where external to the IRIS project. In addition, the workshop on Internationalization in Higher Education - Jointly organized by Tempus IRIS and the Israeli Higher Education Experts Team (See Annex14 – A workshop on Internationalization in Higher Education Programme) – was a great opportunity to present the insights from the IRIS project to additional audience from Israeli HEIs. It is also important to note that information on the project was delivered to stakeholders outside of the consortium through the IRIS Newsletters (see Annex11 – IRIS Newsletters). Those stakeholders contacted the project manager with a request to be updated on the project and its achievement because they have learned about the project and wanted to benefit from it.

### Dissemination to HE Policy Makers in Israel

The Tempus IRIS has succeeded in the re-positioning of internationalization on national level with direct relation to the Council for Higher Education. The project was privileged to organize a joint workshop on internationalization with the Higher Education Experts (HERE) team that works under the Council for Higher Education. In addition, the Tempus IRIS presidents and the project coordinators in the colleges were invited by the Chairman of the Planning and Budgeting Committee and a member of the Council for Higher Education, Prof. Yaffa Zilbershats to present the conclusions of implementing internationalization in Israeli Colleges. The project team believes that
official support by the Council for Higher Education will eventually be materialised in funding international activity, thus supporting the most important obstacle the partners face. Those events, along with an invitation to present the project in the National Erasmus+ Info Day, gave a special opportunity to the IRIS partner colleges to share their insights with policy makers in the Israeli higher education system.

Dissemination to Higher Education Institutions in Europe
The Tempus IRIS European partners supported the efforts to disseminate the project results to European and International prospective partners. The Tempus IRIS International Conference on Communicating Internationalization (See Annex13 – IRIS International Conference Programme) was held in Brussels, Belgium, in the framework of the EFMD Annual conference. Hence, offered the IRIS partner colleges an opportunity for dissemination and imitating collaboration with international HEIs. In addition, the Tempus IRIS achieved a multiplier effect of the project by presenting the project results in international conferences, including the EAIE Annual Conference, the International Meeting in PHK/UCTE, and in other international conferences, as detailed in section “National and International Presentations” under “Dissemination and sustainability” chapter in this report. Furthermore, taking advantage of modern dissemination tools, such as digital publications, the Tempus IRIS published itself and its partners with a film that applies to a large and diverse audience. The film enjoys an open access and is offered on You Tube: Tempus IRIS Video Clip.

Sustainability and Development of the IRIS Achievements
The success of the project will go beyond the immediate accomplishments as most all the Israeli partner colleges have by the end of the project an established IRO based on an institutional strategy and follow a work plan for internationalization. Functional IROs will be of great and meaningful assistance to all future international academic activities in the colleges. Partnership agreements have been established between IRIS partners during the project lifetime and those partnerships are expected to be deepened with additional initiatives and to be expanded with additional partners. Thanks to the acquired knowledge and the international connections, new joint projects that involve the IRIS partners were submitted and will be submitted in the future. Cooperation between the IRIS partners has already begun when a new Erasmus+ project, IN2IT, was submitted and selected for implementation. Six out of the eight Israeli colleges and two of the European universities decided to continue the collaboration in the new project, which is about implementing internationalization by virtual courses in which Israeli and European students will study together. The work in the IN2IT project will be based upon the results which were achieved in the IRIS project and will carry it on, with the partnership of two additional new to the consortium Israeli colleges and four European universities. Based upon the professional and personal relationships developed during the IRIS lifetime, there is no doubt that there will be future cooperation between the beneficiaries.

The beneficiaries already have several international projects involving international and Israeli and global companies as partners. This kind of action supports dissemination through the commercial world, eventually supporting sustainability of internationalization. In order to institutionalize links with local non-university partners, in most of the colleges, alongside the IRO, a person in charge of non-academic relations was appointed, with the responsibility to create ties with non-profit organizations, companies, municipalities, museums and galleries, embassies and cultural foundations.

The multiplier effect of IRIS dissemination and sustainability is clear, with a wide range of activities that enabled the partners to share their results on national and international levels. Thanks to the considerable impact of the project in the colleges and the strong relationships that have been developed between the partners and are already carried into effect, the partners are sure that the project results will sustain and be expanded in the future.

Gender balance
Please explain to what extent the principle of equal opportunities has been taken into account in the project implementation (i.e. gender analysis carried out, presence of women in decision-making bodies, balanced percentage share of women among the teachers or the enrolled students, etc.). Describe how the project helped to promote gender balance and to identify and address factors influencing gender discrimination.

**Introduction:** The IRIS project supported equal opportunities among each one of the partner institutions and among the overall project team and management. Participation in the project in general, and leadership, responsibility and accountability for work packages in particular, were mainly based on competencies and capabilities rather than on gender affiliation. However, although no official policy was announced and even though no active actions were taken with regard to gender balance, the representation of women in the IRIS project...
leadership, management and team was very well applied. This state of affairs might be explained by the focus of the IRIS project on internationalization, which is a professional field that is usually very well represented by women.

**Leadership Roles in the Partner Colleges:**

The Tempus IRIS project involved eight Israeli colleges. In those colleges, there are four women Presidents (Prof. Tamar Ariav – Beit Berl College; Prof. Ariela Lowenstein - The Max Stern Academic College of Emek Yezreel; Prof. Yuri Tamir - Shenkar College of Engineering, Design and Art; and Prof. Lea Kozminsky - Kaye Academic College of Education) and four men Presidents (Prof. Arie Maharshak – ORT Braude College; Prof. Bashar Saed - Al-Qasemi Academic College of Education of Evaluation; Prof. Gady Golan – ORT Hermelin College; and Prof. Omri Yadlin – Sapir Academic College). Similar distribution is revealed when analysing the IRIS coordinators in the partner colleges, as shown in the table below.

<table>
<thead>
<tr>
<th>College</th>
<th>President Gender</th>
<th>IRIS Coordinator Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Al-Qasemi Academic College of Education</td>
<td>QSM Prof. Bashar Saed M</td>
<td>Ms. Darent Magadly F</td>
</tr>
<tr>
<td>Beit Berl College</td>
<td>BBC Prof. Tamar Ariav F</td>
<td>Dr. Amira Meir F</td>
</tr>
<tr>
<td>Kaye Academic College of Education</td>
<td>KC Prof. Lea Kozminsky F</td>
<td>Dr. Liron Shokry F</td>
</tr>
<tr>
<td>ORT Braude College of Engineering</td>
<td>OBC Prof. Arie Maharshak M</td>
<td>Dr. Vered Holzmann F</td>
</tr>
<tr>
<td>ORT Hermelin Academic College</td>
<td>OHC Prof. Gady Golan M</td>
<td>Prof. Gady Golan M</td>
</tr>
<tr>
<td>Sapir Academic College</td>
<td>Sapir Dr. Omri Yadlin M</td>
<td>Dr. Hanan Maoz M</td>
</tr>
<tr>
<td>Shenkar College of Engineering, Design and Art</td>
<td>Shenkar Prof. Yuri Tamar F</td>
<td>Mr. Oded Chai M</td>
</tr>
<tr>
<td>The Max Stern Academic College of Emek Yezreel</td>
<td>YVC Prof Anela Lowenstein F</td>
<td>Prof. Helena Desviliya Syna F</td>
</tr>
</tbody>
</table>

**Leadership Roles Gender Analysis:**

Not all the project IRIS partners have women in their team, but most of them did, and in many of the institutional IRIS teams, the leader was a woman and there were more women than men. In addition, women had taken leadership roles in the project as the Project Manager, and WP Leaders (6 out of 9 work packages).

**Gender Analysis by Institution (IRIS Team):**

<table>
<thead>
<tr>
<th>Partner Organization</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 ORT Braude College of Engineering</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>2 Sapir Academic College</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3 The Max Stern Academic College of Emek Yezreel</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>4 Al-Qasemi Academic College of Education</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5 Kaye Academic College of Education</td>
<td>5</td>
<td>-</td>
</tr>
<tr>
<td>6 Beit Berl College</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>7 Shenkar College of Engineering and Design</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8 Tel Aviv University</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>9 National Union of Israeli Students</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10 Council of Public Academic Colleges</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>11 Centre for Higher Education Development Consult GmbH</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>12 University of Bristol</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>13 European Foundation for Management Development</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>14 Warsaw University of Technology</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>15 Pädagogische Hochschule Kamen / Viktor Frankl Hochschule</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>16 Università Carlo Cattaneo</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>17 European Association for International Education</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>18 ORT Hermelin Academic College of Engineering &amp; Technology</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>20 Università Cattolica del Sacro Cuore</td>
<td>2</td>
<td>-</td>
</tr>
</tbody>
</table>

As the table above shows, the percentage of women in the IRIS project from the total number of main stakeholders in the project, was very high and they held decision making positions in the project. Nevertheless, the principle of equal opportunities was maintained as roles and responsibilities were defined by expertise and skills.

**Unexpected outcomes/ spin-off effects**

- Did the project implementation produce any unexpected outcomes or spin-off effects, either positive or negative? If yes, please describe them.
Introduction: The Tempus IRIS was a successful project with many accomplishments, including those that were defined in the project proposal, and several additional positive unexpected effects. In three milestones during the project lifetime, the WP6: Quality Assurance Leader, Centre for Higher Education Development Consult GmbH (CHE), assessed the overall project achievement. The results were impressive and a progress can be seen from the first evaluation that was held in August 2013, to the second one that was held in September 2014, and even more dramatically in the third and last evaluation that was held in December 2015 (see Annex 21 - Project Progress Evaluation).

Unexpected positive effects of Tempus IRIS are described in section “Unexpected Valuable Results” in chapter “Overall achievement level and impact”. The list of unplanned positive results include modifications and developments of the curricula, development of international partnership agreements, development of students exchange programs between partner institutions, implementation of an internship of one of the Israeli partners in a European IRO, publication of academic research papers and a study on internationalization in Israeli colleges, enrollment of an Israeli partner to PhD in internationalization in one of the partner institutions, and continuous cooperation between the partners for future international collaboration.

In the third progress evaluation survey, 36% of the respondents confirmed that the Tempus IRIS project caused some unexpected spin-off effects. Among these, respondents mentioned engagement in new projects, newly established cooperation with Israeli and European partners and an overall development of internationalisation activities in Israeli colleges.

Where there any unexpected spin-off effects of the IRIS project?

- Yes 36%
- No 64%

A complete list of respondents’ explanation can be found below:

- A following project
- New Erasmus+ project (IN2IT) as a continuation of IRIS - some new research collaborations (colleges and EU partners) - increased interest in credit mobility (Erasmus+ Credit Mobility)
- As always with international projects there are unexpected effects on areas in the vicinity of the project. This project has had unexpected influence on faculty at the colleges and their engagement has been larger than hoped for. Especially in the internationalisation at home area and in the area of intercultural awareness.
- More contacts with Israeli and European partners, good networking and discovery.
- Understanding of the need to produce materials and revise the website, giving much more attention to bottom-up development of relations with European institutions of higher education, steps to develop courses in English for students from abroad, placing more emphasis on student mobility that before.
- There are more internationalisation activities and results at the end of the project than expected.
- Subsequent depth of engagement and the progress that 5 of the partners are making.
- Erasmus+ project new collaborations.
- For some colleges (their authorities) IRIS project was a stimulus for significant development
Statistics and Indicators

This section aims to gather statistical data and indicators of performance covering the entire project duration

Main targets

Please tick the appropriate box

Teacher training
Please indicate whether your project has links, targets or objectives related to teacher training

VET
Please indicate whether your project has links, targets or objectives related to Vocational Education and Training

Education levels addressed by the project
Please indicate whether your project has links, targets or objectives related to programmes at:
- Bachelor level
- Master level
- Doctorate level

Training and mobilities

Enter the code of the partner country concerned in the first lines and figures in the second and third:

Training of partner country staff and students

Number of academic staff from the partner country’s Higher Education Institutions trained/retrained
Please indicate the number of teaching staff (professors, assistants with teaching tasks, etc.) trained and/or retrained during the project lifetime:

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Number Male</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Female</td>
<td>19</td>
<td></td>
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</tbody>
</table>

Number of non-academic staff from the partner country’s Higher Education Institutions trained/retrained
Please indicate the number University administrative staff (librarians, staff from the International Office, IT specialists, etc.) trained during the project lifetime:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Number Male</td>
<td>7</td>
<td></td>
<td></td>
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<tr>
<td>Number Female</td>
<td>7</td>
<td></td>
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</tbody>
</table>

Number of staff from the partner country’s non Higher Education Institutions trained/retrained
Please indicate the number of staff of non HEI (enterprises, NGOs, Chambers of Commerce, Government, local administration, etc.) trained during the project lifetime:

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</thead>
<tbody>
<tr>
<td>Number Male</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Female</td>
<td>2</td>
<td></td>
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</tr>
</tbody>
</table>

Number of students from the partner countries who have attended programmes/courses developed in the framework of the project
Please indicate the number of students from the partner countries that have been trained and/or retrained in the programmes/courses developed by the project during the project lifetime:

Academic/administrative Staff mobility

Number of partner country - EU mobility flows of more than 2 weeks
Please indicate the number of partner country staff mobility flows from the partner country to the European Union during the project lifetime:
### Final report and financial statement

**Tempus Project N. 530315-TEMPUS-1-2012-1-IL-TEMPUS-JPGR**

**Annex IV/52**

**Statistics and indicators**

#### Number of EU - partner country mobility flows of more than 2 weeks

Please indicate the number of European staff mobility flows from the European Union to the partner country during the project lifetime:

<table>
<thead>
<tr>
<th>(Host country)</th>
<th>Country Code:</th>
<th>Number Male</th>
<th>Number Female</th>
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</table>

#### Number of partner country – partner country mobility flows of more than 2 weeks

Please indicate the number of staff mobility flows within the same partner country during the project lifetime:

<table>
<thead>
<tr>
<th>(Country of origin)</th>
<th>Country Code:</th>
<th>Number Male</th>
<th>Number Female</th>
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</table>

And between two different partner countries:

<table>
<thead>
<tr>
<th></th>
<th>Number Male</th>
<th>Number Female</th>
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<tbody>
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</tbody>
</table>

### Student mobility

#### Number of partner country - EU mobility flows of more than 2 weeks

Please indicate the number of partner country student mobility flows from the partner country to the European Union during the project lifetime:

<table>
<thead>
<tr>
<th>(Country of origin)</th>
<th>Country Code:</th>
<th>Number Male</th>
<th>Number Female</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

#### Number of EU - partner country mobility flows of more than 2 weeks

Please indicate the number of European student mobility flows from the European Union to the partner country during the project lifetime:

<table>
<thead>
<tr>
<th>(Host country)</th>
<th>Country Code:</th>
<th>Number Male</th>
<th>Number Female</th>
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</table>

#### Number of partner country – partner country mobility flows of more than 2 weeks

Please indicate the number of student mobility flows within the same partner country during the project lifetime:

<table>
<thead>
<tr>
<th>(Country of origin)</th>
<th>Country Code:</th>
<th>Number Male</th>
<th>Number Female</th>
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<tbody>
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</table>

And between two different partner countries:

<table>
<thead>
<tr>
<th></th>
<th>Number Male</th>
<th>Number Female</th>
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</table>

### Links to European Higher Education policies

Please tick the appropriate box:

<table>
<thead>
<tr>
<th>Diploma supplement</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Please indicate whether the project contributes to the introduction of procedures for the issuing of diploma supplements in the partner country university/ies. For information on the diploma supplement:


### Adoption of a system based on three main cycles, undergraduate (Bachelor), postgraduate (Master) and Doctorate

X
Please indicate whether your project contributes to the adoption of a system based on three main cycles.

**Introduction of double/multiple or joint degrees**
Please indicate whether in the framework of your project the institutions involved plan to develop/issue double/multiple or joint degrees.

**Establishment of an ECTS system**
Please indicate whether your project contributes to the introduction and/or development of the European Credit Transfer System at the co-beneficiary partner university(ies). For information on ECTS: [http://europa.eu/comm/education/programmes/socrates/ects/index_en.html](http://europa.eu/comm/education/programmes/socrates/ects/index_en.html)

**Promotion of quality assurance procedures at institutional or national level**
Please indicate whether the project contributes to the enhancement of the partner country university(ies) strategies for quality assurance. For information on the 'Standards and guidelines for quality assurance in the European higher education area': [http://www.bologna-bergen2005.no/Docs/00_Main_doc/050221_ENQA_report.pdf](http://www.bologna-bergen2005.no/Docs/00_Main_doc/050221_ENQA_report.pdf)

**Qualification frameworks**
Please indicate whether the project contributes to the development of national qualification frameworks and implementation at university level, in line with the European Qualification Framework's principles. For information on the European Qualification Framework: [http://ec.europa.eu/education/lifelong-learning-policy/doc44_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/doc44_en.htm)

**Lifelong learning policies and approaches**

**Modular curriculum structure**
Please indicate whether your project contributes to the promotion of modular curriculum structure.

**New teaching and learning methods**
Please indicate whether the project contributes to the development of new teaching/learning methods at the partner country university(ies).

**E-Learning**
Please indicate whether the project contributes to the development of an e-learning strategy at the partner country university(ies).

**University/Enterprise cooperation**
Please indicate whether the project foresees the implementation of co-operation activities between the partner country university(ies) and the private sector.

**Links to the labour market in degree programmes**
Please indicate whether the new/restructured curriculum/curricula is/are being developed in order to respond directly to the needs of the local and national labour market, i.e. through internships, intensive training in the field, etc.

**Links with other EU education programmes**
Please indicate whether your project is directly linked to EU educational Programmes other than Tempus such as Erasmus Mundus or the Life Long Learning Programme. For information on the EU educational programmes: [http://ec.europa.eu/education/index_en.htm](http://ec.europa.eu/education/index_en.htm)

If yes, please indicate to which EU educational programme your project is linked:
### Table of achieved results

#### Title and reference number of the work package (WP)

<table>
<thead>
<tr>
<th>Title and reference number of the work package (WP)</th>
</tr>
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</table>

#### Indicators of achievement and or/performance as indicated in the project proposal

<table>
<thead>
<tr>
<th>Indicators of achievement and or/performance as indicated in the project proposal</th>
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</table>

#### Activities carried out for the achievement of this result (entire project period):

<table>
<thead>
<tr>
<th>Activity number as indicated in the project proposal</th>
<th>Activity Title</th>
<th>Start date</th>
<th>End date</th>
<th>Place</th>
<th>Description of the activity carried out</th>
<th>Specific and measurable indicators of achievement</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

#### Changes that have occurred in this result since the previous approved report:

<table>
<thead>
<tr>
<th>Changes that have occurred in this result since the previous approved report</th>
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<tr>
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</tbody>
</table>
# Table of achieved results

<table>
<thead>
<tr>
<th>Title and reference number of the work package (WP)</th>
<th>WP1: Requirement analysis and benchmarking</th>
</tr>
</thead>
</table>

## Indicators of achievement and or/performance as indicated in the project proposal

1.1 Requirements analysis report that presents the results of the in-depth requirements analysis survey among public academic colleges.

1.2 Society stakeholders’ consultation report that presents leading stakeholders’ preferences.

1.3 Benchmarking workshops and exercises summarized in a final report on internationalization practices.

## Activities carried out for the achievement of this result (over the entire project period):

<table>
<thead>
<tr>
<th>Activity N°</th>
<th>Activity Title</th>
<th>Start date</th>
<th>End date</th>
<th>Place</th>
<th>Description of the activity carried out</th>
<th>Specific and measurable indicators of achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Development and performance of requirements analysis survey</td>
<td>11/2012</td>
<td>02/2013</td>
<td>Israeli Colleges.</td>
<td>Development and delivery of a students’ survey in all participating Israeli colleges with diverse orientation, size, location, and contextual characteristics (N=1,650). Results of the study that investigated Israeli college students’ perceptions towards internationalization and their estimation of their institutions’ internationalization activities were summarized, presented and published.</td>
<td>- 1,650 students from 7 colleges responded to the questionnaires. - The results were presented during the 1st consortium meeting and published in several occasions.</td>
</tr>
<tr>
<td>1.2</td>
<td>An assessment of societal interests in the internationalization of public colleges</td>
<td>12/2012</td>
<td>04/2013</td>
<td>Israeli Colleges.</td>
<td>Conducting a qualitative in-depth, semi-structured interviews with seven college directors to investigate their motivations and strategies for internationalization. A content analysis was used to analyze the results. The results were presented to the consortium members and published in a professional journal.</td>
<td>- 7 college Presidents were interviewed. The interviews were analyzed and summarized. The results were presented during the 1st consortium meeting and accepted for publication at Higher Education Policy journal.</td>
</tr>
<tr>
<td>1.3</td>
<td>Benchmarking workshops and exercises</td>
<td>04/2013</td>
<td>06/2013</td>
<td>European partners Universities.</td>
<td>Representatives of each of the Israeli colleges visited a European partner university for a study visit for a 2 days study visit that included an introduction to the institution, a visit to the international relations office, interviews with professionals, academics and students.</td>
<td>- 2-3 representatives from each one of the 7 partner colleges visited an IRO in a European partner University and submitted a summary report that includes conclusions and recommendations.</td>
</tr>
</tbody>
</table>
Changes that have occurred in this outcome since the previous approved report

Benchmarking workshops were planned to take place in Israel but transformed into Israeli college partners’ study visits in European partners’ international offices. This change occurred due to the difficulty of the European partners to come to Israel since at that time it was a complex security situation in the area. This deviation in scope did not require any change in the project budget and its results were very successful and beneficial.

Please add as many tables as necessary
## Title and reference number of the work package (WP)

| WP2: Internationalization strategic plan |

## Indicators of achievement and or/performance as indicated in the project proposal

- 2.1 Development and delivery of two workshops 'internationalization strategic planning'.
- 2.2 Preparation of a written internationalization plan for each college.
- 2.3 Preparation of a joint national strategic plan for internationalization (incl. stakeholder consultation).

## Activities carried out for the achievement of this result (over the entire project period):

<table>
<thead>
<tr>
<th>Activity N°</th>
<th>Activity Title</th>
<th>Start date</th>
<th>End date</th>
<th>Place</th>
<th>Description of the activity carried out</th>
<th>Specific and measurable indicators of achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Development and delivery of two workshops 'internationalization strategic planning'</td>
<td>19/06/2013</td>
<td>20/06/2013</td>
<td>Al Qasemi Academic College of Education, Israel.</td>
<td>27/08/2013 28/08/2013 Shenkar College of Engineering, Design and Art, Israel.</td>
<td>The workshop “Internationalization Pathways and Opportunities” introduced the process of strategic planning and tools for strategic planning, and presented examples of internationalization strategies. EAIE team presented key factors in internationalization, main components of internationalization, the rationales behind internationalization, and intercultural competence awareness and development. The participants discussed the topics of infrastructure, tools for internationalization, how to fund internationalization and the drafting of internationalization strategy plans. The workshop “Vision, strategy and implementation” provided additional support to the development of strategic plans. The colleges’ representatives presented the preliminary drafts, discussed stakeholder management and implementation process, and understood the role of quality assurance in the implementation of an international strategic plan. - 18 college partners’ representatives participated in the 1st workshop and 19 college partners’ representatives participated in the 2nd workshop. - Each one of the partner colleges prepared and presented a draft of its internationalization strategic plan.</td>
</tr>
<tr>
<td>2.2</td>
<td>Preparation of a written internationalization plan for each college</td>
<td>07/2013</td>
<td>10/2015</td>
<td>Israel, Belgium.</td>
<td></td>
<td>Based on the knowledge and skill gained during the two strategy workshops the colleges continued executing further work on their plans. A draft plan for each one of the colleges was sent to EAIE team for a review. Additional consultation and meetings with relevant stakeholders at their institutions were conducted via e-mail. - 7 colleges’ strategic plans, approved by the colleges’ management and/or board of directors, were sent by the partner colleges to the European experts.</td>
</tr>
<tr>
<td>Period</td>
<td>Activity Description</td>
<td>ORT Hermelin Academic College</td>
<td>Outcome</td>
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</tbody>
</table>
| 04/12/2013 - 04/12/2013 | Face-to-face consultation meetings by EAIE team and Israeli partner colleges’ representatives to discuss the internationalization strategic plans. | Hermelin Academic College, Israel, Europe. | - The European partners: EAIE, WUT, UCSC, and PHK reviewed the plans, provided feedback, and finally approved the plans.  
- Final and approved internationalization strategy plan for each one of the IRIS Israeli college partners. |
| 05/12/2013 - 05/12/2013 | The partner colleges’ Presidents took part in special meeting with the EAIE team and TAU team to discuss internationalization strategy for colleges on a national level. | Hermelin Academic College. | - 7 Presidents participated in an EAIE mentored discussion on internationalization strategy for colleges on a national level.  
- 6 Presidents and IRIS college coordinators, and a representative of NUIS participated in a meeting with the chairperson of the planning and budgeting committee and a member of the Israeli CHE, and the team for developing internationalization in higher education at CHE, to present the insights on implementing internationalization in Israeli colleges.  
- A summary report on internationalization in Israeli higher education was submitted to the Israeli CHE. |
<table>
<thead>
<tr>
<th>Changes that have occurred in this outcome since the previous approved report</th>
</tr>
</thead>
<tbody>
<tr>
<td>WP2 scope remained as planned, but its progress on the project timeline was delayed comparing to the project plan, because of severe organizational changes that the project was experienced.</td>
</tr>
<tr>
<td>The overall impact exceeded the project plan, when the highest level of policy makers in the Israeli higher education system accepted the conclusions and recommendations from the Tempus IRIS team as guidelines for implementation of internationalization in Israeli Colleges.</td>
</tr>
</tbody>
</table>

Please add as many tables as necessary
## WP3: Development and delivery of campus internationalization programs for faculty, administrators and students

### Indicators of achievement and or/performance as indicated in the project proposal

- **3.1 Curriculum design workshop & toolkit for faculty on curriculum internationalization.**
- **3.2 Development and delivery of a workshop for faculty on incorporating e-learning international courses to increase and improve the internationalization of colleges’ education through virtual mobility.**
- **3.3 Development and delivery of a workshop for administrators on internationalization and global competence in college services, in terms of the programs, people and processes involved.**
- **3.4 Development and delivery of a workshop for students on intercultural competences and communication skills.**

### Activities carried out for the achievement of this result (over the entire project period):

<table>
<thead>
<tr>
<th>Activity N°</th>
<th>Activity Title</th>
<th>Start date</th>
<th>End date</th>
<th>Place</th>
<th>Description of the activity carried out</th>
<th>Specific and measurable indicators of achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1-3.4</td>
<td>Development and delivery of a workshop for faculty on curriculum internationalization</td>
<td>18/11/2013</td>
<td>20/11/2013</td>
<td>Kaye Academic College of Education, Israel.</td>
<td>The workshop introduced perspectives on learning and teaching in higher education, and discussed diversity, intercultural and multicultural competencies. The workshop leader from UNIVBRIS explained theoretical concepts and policies of internationalization of the curriculum. The complexities involved in intercultural communication were debated using case studies that focused on relationships between international and local students also by Israeli students from different backgrounds.</td>
<td>- 19 college partners’ representatives participated in the workshop.</td>
</tr>
<tr>
<td>3.1-3.4</td>
<td>Development and delivery of toolkit for faculty on curriculum internationalization</td>
<td>10/2013</td>
<td>01/2014</td>
<td>University of Bristol, UK, Israel.</td>
<td>Dr. Sheila Trahar, from the University of Bristol, the leader of WP3 has written a publication on internationalization of the curriculum: concepts and working practices. Copies of the publication were distributed to the partners during the meeting on December 2013. In addition, the publication was translated into Hebrew and Arabic (see Annex22 - IoC Concepts and Working Practices). The publication is available in three languages on the Tempus IRIS website.</td>
<td>- 250 copies of the “Internationalization of the Curriculum: Concepts and Working Practices” publication printed and distributed to the partners.</td>
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<tr>
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<td>- A copy of the publication is available in Hebrew.</td>
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<td>- A copy of the publication is available in Arabic.</td>
</tr>
<tr>
<td>3.1-3.4</td>
<td>Development and delivery of a workshop for faculty on developing international courses</td>
<td>28/01/2014</td>
<td>30/01/2014</td>
<td>Beit Berl College, Israel.</td>
<td>The workshop included presentations by the partner colleges with regard to implementation of internationalization of the curriculum activities in each college, followed by fruitful discussions. In addition, the process of internationalizing the curriculum in specific disciplines was presented and several templates were provided.</td>
<td>- 23 college partners’ representatives participated in the workshop. - Deliverable actions regarding cascading internationalization of the curriculum by each one of the partner colleges were identified.</td>
</tr>
<tr>
<td>3.1-3.4</td>
<td>Development and delivery of a workshop on internationalization and global competence in college services</td>
<td>26/05/2014</td>
<td>28/05/2014</td>
<td>ORT Braude College of Engineering, Israel.</td>
<td>The workshop included presentations by the partner colleges, as well as discussions and case studies analyses on internationalization of the curriculum in Israeli colleges. In addition, representatives from the Council for Higher Education in Israel joined the workshop to provide answers and present insights on the subject.</td>
<td>- 28 college partners’ representatives participated in the workshop. - 7 case studies on cascading internationalization in the IRIS partner colleges were presented and discussed.</td>
</tr>
<tr>
<td>3.1-3.4</td>
<td>Development and delivery of a workshop on implementing internationalization of the curriculum</td>
<td>15/11/2015</td>
<td>16/11/2015</td>
<td>Sapir Academic College, Israel.</td>
<td>The workshop included presentations by leading partners implementing elements of internationalization of the curriculum in different ways in their colleges and demonstrations on how they are cascading these processes to colleagues.</td>
<td>- 18 college partners’ representatives participated in the workshop. - 7 summary presentations on implementing internationalization in the colleges were presented. - The partner colleges adapted aspects of internationalization to the existing curriculum.</td>
</tr>
</tbody>
</table>

Changes that have occurred in this outcome since the previous approved report

This work package structure was changed as all the partners agreed that internationalization programs would be best achieved by focusing on internationalization of the curriculum. Therefore, it included four workshops on this important aspect of internationalization, i.e., development of the curriculum.
### Title and reference number of the work package (WP)

**WP4: Development and delivery of training activities for the qualification of IRO professionals**

### Indicators of achievement and or/performance as indicated in the project proposal

4.1 A series of 5 workshops, each lasting 3 days, will take place over the designated period, including:
- General introduction;
- Building strategic partnerships around the world;
- Managing mobility of students, faculty and staff;
- Providing support services for international activity;
- Bringing it all together, planning the way forward. Each workshop will last 3 days. Workshops will include presentations, discussions and visits and/or interviews with institutional representatives.

4.2 Development and delivery of IRO toolkits / Professional development guides.

### Activities carried out for the achievement of this result (over the entire project period):

<table>
<thead>
<tr>
<th>Activity N°</th>
<th>Activity Title</th>
<th>Start date</th>
<th>End date</th>
<th>Place</th>
<th>Description of the activity carried out</th>
<th>Specific and measurable indicators of achievement</th>
</tr>
</thead>
</table>
| 4.1         | Development and delivery of IRO professional workshops: 1<sup>st</sup> workshop: from planning to implementation | 03/02/2014 | 05/02/2014 | Sapir Academic College, Israel. | The focus of the 1<sup>st</sup> IRO – Managing Internationalization workshop was on moving from the planning to the implementation stages of internationalization. It started with an analysis of the current strategic plans and explored how they might best be implemented, what challenges might lie ahead and how they might be overcome. | - 30 college partners’ representatives participated in the workshop.  
- 5 European partners participated in the workshop.  
- Each one of the partner colleges discussed challenges and prepared a preliminary action plan. |
| 4.1         | Development and delivery of IRO professional workshops: 2<sup>nd</sup> workshop: organization and implementation of internationalisation | 03/03/2014 | 05/03/2014 | Università Cattolica del Sacro Cuore, Italy. | The focus of the 2<sup>nd</sup> IRO – Managing Internationalization workshop was on exploring how internationalization is understood and enacted in two Italian Universities: Università Cattolica del Sacro Cuore and the Politecnico di Milano. The participants were introduced to implementation of centralized vs. decentralized IRO policies and organizational structures in universities. Several professional practitioners presented their work and interactions with other organizational units. A senior advisor for International Strategy at the University of Amsterdam discussed the issues of internationalization of research, and the relationship between internationalization and research. | - 19 college partners’ representatives participated in the workshop.  
- 4 European partners participated in the workshop.  
- 2 IROs, working in different organizational environments, were presented.  
- 1 guest lecturer presented the relationship between internationalization and research.  
- 2 programs for cooperation |
| 4.1 | Development and delivery of IRO professional workshops: 3rd workshop: organization and implementation of internationalisation | 20/05/2014 | 22/05/2014 | Warsaw University of Technology, Poland. | The focus of the 3rd IRO – Managing Internationalization workshop was around identifying the most relevant issues in the colleges and seeking to learn from the experience of the European colleagues. This was achieved through a series of interviews with both academics and administrators to understand how specific opportunities have been developed and challenges overcome in areas such as international mobility, internationalization of the curriculum, managing international partnerships, enhancing research through internationalization and creating appropriate management structures for internationalization. | - 18 Israeli institution partners’ representatives participated in the workshop. | - 5 European partners participated in the workshop. | - 6 interviews with internationalization professionals, academics and administrators were conducted. | - 2 presentations on managing internationalization and on measuring internationalization were given by European professionals. |
| 4.1 | Development and delivery of IRO professional workshops: 4th workshop: organization and implementation of internationalisation | 04/11/2014 | 07/11/2014 | Pädagogische Hochschule Kärnten/Viktor Frankl Hochschule, Austria. | The focus of the 4th IRO – Managing Internationalization workshop was around building strategic partnerships with Higher Education Institutions. The workshop was delivered in the framework of a European conference on internationalization, thus enabled the participants to enrich knowledge of internationalization and to create collaborations and cooperation with Higher Education Institutions in Europe. | - 12 college partners’ representatives participated in the workshop. | - 3 European partners participated in the workshop. | - A presentation on the value of internationalization was given by an expert. | - A presentation on studying abroad was given by an expert. | - 5 visits to schools in the area took place. |
| 4.1 | Development and delivery of IRO professional workshops: 5th workshop: monitoring progress in implementation | 02/02/2015 | 03/02/2015 | The Max Stern Academic College of Emek Yezreel, Israel. | The 5th IRO – Managing Internationalization workshop concluded the process of IRO and managing internationalization training. During the workshop the participants reviewed the subjects of building strategic partnerships, managing mobility of students, faculty and staff, providing support services for international activity, and planning the way forward. The European partners monitored the progress of establishing the International Relations Offices in the Israeli colleges and implementing internationalization following the strategic plans. | - 29 college partners’ representatives participated in the workshop. | - 3 European partners participated in the workshop. | - 7 International Relations Offices were establishment and are operating in the partner colleges. |
| 4.2 | Development and delivery of IRO professional workshops: 6th workshop: monitoring progress in implementation | 02/2014 | 12/2015 | Italy, Poland. | The WP leader, Dr. Fiona Hunter from UCSC | - 150 copies of “Developing and
### Table of achieved Outcomes

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Country</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>delivery of professional IRO toolkits</td>
<td>Austria</td>
<td>Developed a professional guide for IRO development. The toolkit was designed to support the activities of IROs as a resource of practical tools and techniques, and examples of good practices. The toolkit includes guidelines and best practices concerning main areas of IRO operations, as well as specific practical advice on the various topics addressed in the workshops (see Annex 4 - Developing and Implementing Strategies Handbook). The publication is available on the Tempus IRIS website.</td>
</tr>
</tbody>
</table>

### Changes that have occurred in this outcome since the previous approved report

WP4 scope remained as planned, but its progress on the project timeline was delayed comparing to the project plan. The cooperation between WP4 and WP5 was stronger than planned and expected, thus provided precious valuable opportunities for the partners to continuously develop internationalization in the colleges.

Please add as many tables as necessary
### Title and reference number of the work package (WP)

**WP5: Pilot IRO activities**

### Indicators of achievement and or/performance as indicated in the project proposal

- 5.1 Development of pilot activities plan.
- 5.2 EU partners monitor Israeli partners’ IRO activities.
- 5.3 Summary meeting to share experiences and best practices.

### Activities carried out for the achievement of this result (over the entire project period):

<table>
<thead>
<tr>
<th>Activity N°</th>
<th>Activity Title</th>
<th>Start date</th>
<th>End date</th>
<th>Place</th>
<th>Description of the activity carried out</th>
<th>Specific and measurable indicators of achievement</th>
</tr>
</thead>
</table>
| 5.1         | Development of pilot activities plan | 03/02/2014 | 01/06/2014 | Poland, Austria, Italy. | The leader of WP5, Warsaw University of Technology, developed a pilot activities plan, based on the strategic plans and the IRO – managing internationalization - workshops. The plan included a list of IRO activities especially relevant for Israeli partners, and corresponding to their international strategic plans (see Annex5 – Pilot Activities Plan). Each one of the colleges selected three pilot IRO activities for implementation and developed a detailed plan (see Annex6 – Final Descriptions of Pilot Activities). Those plans are in line with the developed strategic plans for internationalization. The IRO pilot activities plans were professionally approved by the European experts and organizationally approved the colleges’ top management. | - A template form for a pilot activities plan was delivered to the partners.  
- A list of pilot activities for internationalization was distributed.  
- Each one of the partner colleges selected 3 IRO pilot activities.  
- 21 pilot activity plans were prepared and submitted for approval by the European experts and the colleges’ management. |
| 5.2         | Pilot activities mentoring | 02/2015 | 04/2015 | Israel. YVC OBC QSM BBC Shenkar KC Sapir | Each Israeli college partner selected three IRO pilot activities, with the assistance, guidance and mentoring of the EU partners – WUT, PHK, and UCSC. The mentoring was aimed to transfer knowledge on the chosen activities and to hold comprehensive discussions on their application to the college’s requirements and local conditions (see Annex7 – Mentoring Site Visits at Israeli Colleges). | - All 7 partner colleges were visited by the EU partner experts.  
- Feedback sessions and comments were given to the pilot activity plans.  
- Well-defined 21 pilot activity plans were presented. |
| 5.3         | Pilot summary meeting – sharing experience and best practices | 08/12/2015 | 10/12/2015 | Beit Berl College, Kay Academic | The pilot summary meeting was conducted in three sessions: in the north, center, and south of Israel. In each one of those meetings, the EU partners: WUT and UCSC | - 7 colleges’ Presidents, IRIS colleges’ coordinators, IROs and IRIS team members |
### Table of achieved Outcomes

| 5.4 | Was not defined in the project plan (approved by the Project Officer): study visits in European Universities in the IRIS partner countries. | 02/2015 01/2016 | Austria, Belgium, Germany, Italy, Poland, The Netherlands, UK. | The Israeli partner colleges developed international relations by visiting higher education institutions in the IRIS partner countries. The visits were dedicated to develop international academic collaboration. The local European partners mentored the Israeli partners with regard to relevant local procedures, cultural and behavioral aspects of establishing cooperation, and facilitating contact with appropriate partners for collaboration. Those visits served the project goals of establishment of International Relations practices in the partner colleges and development of pilot activities by the trained local IRO teams. This change added an important valuable task that was in line with the project goals. Each one of the visits was initially approved by the IRIS college’s coordinator and it was summarized in a formal summary report (see Annex9 – Study Visits for IR Development). | - 7 colleges’ participated in the study visits in European Universities. - 50 study visits were accomplished to develop international relations or to initiate new cooperation. - More than 10 academic and administrative staff members in each one of the partner colleges participated in the development of international relations. - More than 10 new initiatives for academic cooperation were developed in those meetings. - Each one of the colleges promoted student exchange programs with European universities’ partners. |

**Changes that have occurred in this outcome since the previous approved report**

WP5 scope was extended to include the additional task: 5.4 – IR study visits. The contribution of WP4 leader, UCSC, was larger than planned thanks to beneficial collaboration with WP5 leader, WUT. The overall impact of WP5 was outstanding, thus created a solid basis for sustainable internationalization process in the colleges.

Please add as many tables as necessary
## Title and reference number of the work package (WP)

<table>
<thead>
<tr>
<th>WP6: Quality Assurance</th>
</tr>
</thead>
</table>

## Indicators of achievement and/or/performace as indicated in the project proposal

| 6.1 | Apply a QA methodology comprising three levels. The meta-level: the project outcomes, the meso-level: the procedures, the micro-level: the outcomes for the individual participants. |
| 6.2 | Produce a quality policy document for the project. |
| 6.3 | Conduct QA surveys. |
| 6.4 | Monitor delivery of the project’s work packages. |
| 6.5 | Develop QA tools and techniques. |

## Activities carried out for the achievement of this result (over the entire project period):

<table>
<thead>
<tr>
<th>Activity N°</th>
<th>Activity Title</th>
<th>Start date</th>
<th>End date</th>
<th>Place</th>
<th>Description of the activity carried out</th>
<th>Specific and measurable indicators of achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Development of IRIS quality policy document</td>
<td>10/2012</td>
<td>12/2012</td>
<td>Germany, (Israel, UK, Belgium, Italy, Austria, the Netherlands, Poland).</td>
<td>The QA team developed the quality policy document, in collaboration with Project Coordinator. It was signed on the occasion of the kick-off meeting. The document, setting philosophical and ethical foundation of the work in the IRIS project, served as a common agreement and commitment of all partners to work together according to 4 core principles: efficiency, effectiveness, punctuality and partner involvement, while keeping in mind the different roles assigned in the project.</td>
<td>- Tempus IRIS quality policy paper was written and approved by the management team. - The IRIS quality policy document is available to all project partners.</td>
</tr>
<tr>
<td>6.2</td>
<td>Development of IRIS quality work plan</td>
<td>10/2012</td>
<td>01/2016</td>
<td>Germany, (Israel, Italy, UK, Poland, the Netherlands).</td>
<td>The QA team developed comprehensive Quality Work Plans for all WPs before the kick-off meeting, in close cooperation with WP leaders. The QA team was in regular contact with the WP leaders in order to monitor Quality Work Plans of the respective WPs. WP leaders sent an updated Quality Work Plan to the QA team periodically.</td>
<td>- A quality plan for each one of the 9 project’s work packages, approved by the WP leaders. - The QA work plans were updated as required.</td>
</tr>
<tr>
<td>6.3</td>
<td>Development of individual Quality Monitoring Tools</td>
<td>10/2012</td>
<td>04/2014</td>
<td>Germany, (Israel).</td>
<td>The QA team developed the following quality tools: a template of an evaluation form for annual project events to be used over the course of the project; a template of an online survey to evaluate the IRIS project’s progress and delivery; an on-line survey to evaluate the results of benchmarking study visits; and individualized evaluation</td>
<td>- An evaluation form for annual project events. - A template of an on-line survey to evaluate the IRIS project’s progress and delivery. - An on-line survey to evaluate the...</td>
</tr>
</tbody>
</table>
### Table of achieved Outcomes

<table>
<thead>
<tr>
<th>Annex IV/68</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Final report and financial statement</strong></td>
</tr>
<tr>
<td><strong>Tempus Project N. 530315-TEMPUS-1-2012-1-IL-TEMPUS-JPGR</strong></td>
</tr>
</tbody>
</table>

| 6.4-6.5 | Assessment of IRIS progress on three levels and delivery monitors | 07/2013 | 12/2015 | Germany, (Israel, UK, Belgium, Italy, Austria, the Netherlands, Poland). | Three comprehensive progress evaluation reports were delivered by the QA team at CHE Consults (see Annex21 - Project Progress Evaluation). The 1st project progress survey was conducted on-line with an overall response rate of 38%. The report, published on August 2013, summarized the first year of Tempus IRIS. The majority of respondents (67%) felt satisfied with the project progress and were convinced it will reach its goals. Concerning the specific goals, project partners largely believed that the internationalization strategic plan for Israeli colleges will be developed (86% was confident), on the other hand they were unconfident about establishment of a network of IROs in Israeli colleges (only 42% was confident). The 2nd project progress survey was conducted on-line with an overall response rate of 85%. The report, published on September 2014, summarized the second year of Tempus IRIS. The overall satisfaction with the progress of the project increased by 12% compared to the results from 2013, reaching 79%. Respondents were more confident of reaching the majority of the goals. The assessment of WPs’ progress was predominantly very positive. The 3rd and last project progress survey was conducted on-line with 40 representatives of IRIS partners. The report, published on December 2015, summarized the third year of Tempus IRIS. The overall satisfaction with the progress of the IRIS project was very positive and substantially increased from 2013 to 2015. The respondents were most confident about reaching the goals of developing international strategic plan for colleges (96%) and encouraging international involvement among college communities (93%). | |
| 6.6 | Content evaluation tools | 06/2013 | 01/2016 | Germany, | The evaluation of internationalization workshops and other results of benchmarking study visits. - Individualized evaluation forms to evaluate results of project’s workshops (pre and post). - A QA report for every activity and/or event performed. | |
| and reports | (Israel, Italy, UK, Poland, Austria). | deliverables was based on pre-post questionnaires. The QA team conducted evaluation of: Benchmarking study visits (WP1); Internationalization strategy workshops (WP2); Internationalization of the curriculum workshops (WP3); IRO training Managing Internationalization workshops (WP4); and Pilot IRO activities development and implementation (WP5). The reports included analyses of the responses (see Annex23 - QA Evaluation Reports) and are available on the Tempus IRIS website. | evaluating results of project’s workshops (pre and post). - QA reports for all Tempus IRIS activities and/or event performed. - Participants’ evaluation on organization and content delivered in the workshops. |

**Changes that have occurred in this outcome since the previous approved report**

WP6 scope remained as planned. Its progress depended on the implementation of all IRIS WPs. Quality Assurance had a major role in Tempus IRIS since the team assessed the activities and deliverables of all the project WPs.

Please add as many tables as necessary
**WP7: Dissemination**

### Title and reference number of the work package (WP)

**Annex IV/70**

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**Table of achieved Outcomes**

<table>
<thead>
<tr>
<th>Activity N°</th>
<th>Activity Title</th>
<th>Start date</th>
<th>End date</th>
<th>Place</th>
<th>Description of the activity carried out</th>
<th>Specific and measurable indicators of achievement</th>
</tr>
</thead>
</table>
| 7.1         | Development and implementation of dissemination plan | 10/2012    | 04/2014  | Israel (UK, Belgium, Italy, Germany, Austria, the Netherlands, Poland) | Beit Berl College, WP 7 Leader, initiated and coordinated a variety of activities to raise awareness of the Tempus IRIS project, to inform stakeholders, to engage faculty, students and administrators in internationalization activities. The dissemination plan was presented at the IRIS consortium meetings to all the project partners. The target audience was classified into 4 groups: within institutions, across all Israeli and European partners, on a national level, and on the international level. The methods of dissemination were: print media, press release, documentation of progress and outcomes, seminars, conferences and forums, video clip, networking activities and social media. The plan was updated periodically to respond to changes and needs. | - A dissemination plan was prepared and approved by the Project Coordinator and all project partners.  
- The dissemination plan was presented and available to all project partners. |
| 7.2         | Development of IRIS portal | 12/2012    | 02/2016  | Israel (UK, Belgium, Italy, Germany) | The IRIS Portal was launched and functioned as a center for communication, collaboration, sharing of knowledge and management. At first, the web portal was | - IRIS website: [http://www.braude.ac.il/tempus/](http://www.braude.ac.il/tempus/) was launched and updated.  
- Project partners had usernames and passwords to access secured project financial materials. |
| 7.2 | Creation of IRIS materials: logo and templates. | 12/2012 | 11/2014 | Israel (UK, Belgium, Italy, Germany, Austria, the Netherlands, Poland). | The IRIS project had a logo that was used in each one of its publications, including presentations and other documents. The project had updated templates for power point presentations and for word documents that included the partners' logos and the IRIS logo. | - IRIS Logo: ![IRIS Logo](image) 
- *.ppt and *.doc templates were available to IRIS partners. |
| 7.2 | Publication of IRIS newsletter | 12/2012 | 02/2016 | Israel (UK, Belgium, Italy, Germany, Austria, the Netherlands, Poland). | A project newsletter that reports on the ongoing activities periodically was launched and distributed periodically. Each newsletter included an introduction, a review of the tasks completed and/or the events performed, an information about the next events: programs and practical information, and a concluding section of “share with us . . .” that presented relevant information, links, and updates. | - 15 publication of informative newsletters. 
- Number of project stakeholders that received the newsletters (more than 150). |
| 7.3 | Creation and dissemination of brochures and flyers | 12/2012 | 02/2016 | Israel (UK, Belgium, Italy, Germany, Austria, the Netherlands, Poland). | An IRIS project info book that includes information about the project and the partners was printed and distributed to the partners. A concise version in Hebrew was prepared at the initiation phase of the project. A comprehensive version in English was printed at the beginning of the project and the second version was prepared and distributed after the change in the consortium. The dissemination efforts included preparation of flyers and brochures on internationalization that the project and the colleges distributed to external audience in | - An IRIS info book was printed and distributed to all project partners. 
- Produced brochures on the Tempus IRIS and on internationalization activities in the colleges. 
- A publication on internationalization was printed and available to all project stakeholders in three languages. 
- A publication on developing and implementing strategies was printed and available to all project stakeholders. |
## Table of achieved Outcomes

| 7.3 | Creation and dissemination of digital mediums: a video clip and Facebook. | 05/2014 | 10/2015 | Israeli Colleges | A short film that presents the IRIS project, its outcomes and the partners was produced by the colleges’ staff and students. The short film was aimed to promote the idea of internationalization of higher education, in particular in colleges in Israel. The film includes a presentation of the main aspects of internationalization implemented by the Tempus IRIS partners. The film was uploaded to YouTube and is available to the public. The IRIS Facebook was used for communication between the project partners and for dissemination of information about the project and its results. It included pictures, links to videos and to the colleges’ accounts, stories, reviews, and informal information that is related to the project and to internationalization in Israeli colleges in general. | - Number of viewers on YouTube: [https://www.youtube.com/watch?v=kR6qbGM3_wk](https://www.youtube.com/watch?v=kR6qbGM3_wk)  
- Number of times the video clip was presented to internal and external stakeholders.  
- Facebook: [https://www.facebook.com/Tempus-IRIS-1657623284484713/videos?ref=page_internal](https://www.facebook.com/Tempus-IRIS-1657623284484713/videos?ref=page_internal) |
| 7.3 | Internal dissemination activities in partner colleges | 10/2013 | 02/2016 | Israeli Colleges | Each one of the colleges developed a program to disseminate internationalization in the campus by internal seminars, meetings and publications. These activities, which were conducted throughout the project lifetime, were aimed to present and discuss aspects of internationalization to academic and administrative staff in each one of the colleges who are involved in Tempus IRIS. | - Number of internal seminars and meetings in each of the Israeli partner colleges.  
- Number of internal colleges’ publications on internationalization.  
- Number of academic and administrative staff in each one of the colleges who are involved in Tempus IRIS. |
<table>
<thead>
<tr>
<th></th>
<th>Activity</th>
<th>Date</th>
<th>Duration</th>
<th>Location</th>
<th>Description</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| 7.4 | IRIS National Conference                     | 11/03/2015-10/03/2015 | Tel Aviv University, Israel     | A national conference was organized for the Israeli higher education community to introduce the project’s concept, goals and achievements. The goal of the conference was to promote the colleges’ international activities and the colleges’ profile among prospective students, the Higher Education community and the general public. More than 150 attendees participated in this important event, which was an opportunity to present the project partners and achievements. The Tempus IRIS National Conference was very successful as the evaluation report reveals (see Annex24 - National Conference QA Evaluation Report). | - Number of academic and administrative staff in each one of the colleges who are involved in international relations activities. |- 150 attendees in the IRIS National Conference.  
- Number of participants in the national conference from the participating colleges.  
- Number of participants from non-IRIS HEIs in Israel.  
- Participation of policy makers in the conference.  
- Participants’ assessment of the organization and administration.  
- Participants’ assessment of the content delivered: presentations, discussions, and lectures. |
| 7.4 | IRIS International Conference                | 07/06/2015-09/06/2015 | European Foundation for Management Development, Belgium. | An international conference was organized for the European higher education community to introduce the IRIS project’s achievements and to promote interest among European institutions, faculty and students in participating in exchange programs with Israel academic colleges. The international conference was held in the framework of the annual conference of EFMD and offered exceptional opportunities for collaboration. Many of the EFMD Annual Conference attendees participated in the IRIS sessions and learned about IRIS and the internationalization efforts of the colleges. The Tempus IRIS International Conference was very successful as the evaluation report reveals (see Annex25 - International Conference QA Evaluation Report). | - 50 participants in the international conference from IRIS partner institutions.  
- 400 participants in the EFMD conference who learned about IRIS and the partners.  
- 50 European participants in the IRIS sessions.  
- Participants’ assessment of the organization and administration.  
- Participants’ assessment of the content delivered: presentations, discussions, and lectures. | - 50 participants in the international conference from IRIS partner institutions.  
- 400 participants in the EFMD conference who learned about IRIS and the partners.  
- 50 European participants in the IRIS sessions.  
- Participants’ assessment of the organization and administration.  
- Participants’ assessment of the content delivered: presentations, discussions, and lectures. |
| 7.5 | Was not defined in the project plan           | 10/2015-02/2016 | Israel                          | The Israeli partner colleges were trained to develop international websites to                                                                                                                                 | An international website for each one of the IRIS partner colleges.                                  |
Table of achieved Outcomes

| (approved by the Project Officer): development of international websites for the Israeli college partners. | communicate the developed internationalization activities that are carried out in the colleges. The international websites of the colleges have been developed and adopted to reflect the needs, priorities, and strategic goals of internationalization in the colleges (see Annex10 – International Websites). | Number of visitors in each one of the internationalized websites. - Content communicated through the internationalized websites on exchange programs, curriculum, research, and international relations. |

**Changes that have occurred in this outcome since the previous approved report**

WP7 scope was changed to include the option of producing a video clip that presents the project, its results, and the partner colleges’ internationalization activities. In addition, academic papers describing the project and related studies on internationalization in Israeli colleges were written and accepted for publication. Additional dissemination activities included participation in academic and professional conferences, where the project partners presented the project and their experience in internationalization.

Please add as many tables as necessary
### Title and reference number of the work package (WP)

**WP8: Exploitation and Sustainability**

### Indicators of achievement and or/performance as indicated in the project proposal

#### 8.1 Development of sustainability plan focused on means of ensuring post-project funding of internationalization activities and IROs in colleges.

#### 8.2 Establish a college-wide task force in each partner college as an organizational mechanism to facilitate the development and institutionalization of internationalization initiatives, with the participation of faculty, administrators and students.

#### 8.3 Development of faculty mentoring program – for modelling best practices for international activities and curriculum internationalization to be delivered in partner college.

#### 8.4 External sustainability activities: Formation of a national internationalization network and an advocacy campaign – aimed at persuading decision-makers in colleges as well as in the higher education system to support the widespread introduction of internationalization to academic colleges.

### Activities carried out for the achievement of this result (over the entire project period):

<table>
<thead>
<tr>
<th>Activity N°</th>
<th>Activity Title</th>
<th>Start date</th>
<th>End date</th>
<th>Place</th>
<th>Description of the activity carried out</th>
<th>Specific and measurable indicators of achievement</th>
</tr>
</thead>
</table>
| 8.1         | Development of a sustainability plan | 02/2014 | 05/2015 | Israel (UK, Belgium, Italy, Germany, Austria, the Netherlands, Poland). | Sapir Academic College, the leader of WP8, developed a sustainability plan for the IRIS project. The task was completed after initial brainstorming meetings to discuss various sustainability activities and planning needed to gain high value. The sustainability plan was approved by the Project Coordinator and the guidelines were presented during the 2nd consortium meeting, and further discussions were conducted and managed by the IRIS team. The initial sustainability plan was updated with the assistance of the project manager by adding deliverables and changing few activities in the original plan to meet dynamic changes. | - A sustainability plan was prepared and approved by the Project Coordinator.  
- The sustainability plan was presented and available to all project partners. |
| 8.2         | Development of an international task force | 10/2014 | 09/2015 | Israeli Colleges. | A college-wide task force was established in each partner college as an organizational mechanism to facilitate the development and institutionalization of internationalization initiatives, with the participation of faculty, administrators and students. The Israeli IRIS team members conducted three meetings and brainstorm ideas for plan (on main question of how could the consortium would disseminate | - Number of participants from each partner college at the task force.  
- Applications for internationalization project submitted and selected for implementation: IN2IT Erasmus+ project (2015-2018). |
and sustain the project goals). The project partners cooperated to submit an additional proposal for project on internationalization within the Erasmus+ program and the proposal of IN2IT was selected for implementation. The IN2IT builds on the successful results of the Tempus IRIS projects and involves 2 new Israeli partners and 4 new European partners.

- 2 new Israeli and 4 new European members in a new international project.

| 8.3 | Development of a mentoring program for academic faculty | 03/2015 | 01/2016 | Israeli Colleges. | A faculty mentoring program for academic faculty was established, based on the workshops and toolkits developed during the project. Three mentoring programme components were developed and delivered, including supporting materials for publishing and disseminating readiness. All the developed materials is available on the IRIS website. | - Number of faculty members in each one of the partner colleges that participate in the mentoring program. 
- 3 mentoring programme components. 
- Supporting materials to deliver mentoring sessions for academic faculty. |
| 8.4 | Development of an internationalization network roadmap | 08/2014 | 12/2015 | Israeli Colleges. | The network was designed as a national network of stakeholders (IRO staff members, faculty members, students) in academic colleges, which is integrated into national (e.g. universities’ IROs) and international networks. The international network of the IRIS partners includes partners from Israel and Europe for future collaboration. In addition, the team in Sapir developed a site for IRO management and presented it to the IRIS partners. The site was finalized and the development was documented to be disseminate in IRIS portal for all the partners. | - Number of members in the network from each one of the partner colleges. 
- Number of non-IRIS HEIs that participating in the network. 
- Accessibility to network partners in Israel and in Europe. |
| 8.5 | Development of advocacy materials and advocacy campaign | 11/2014 | 01/2016 | Israeli Colleges. | The advocacy campaign was aimed at persuading decision-makers in the colleges as well as in the higher education system to support the widespread introduction of internationalization to academic colleges. A meeting with the chairperson of the Israeli PLC and CHE was conducted to deliver the conclusions and recommendations of the IRIS partners. A joint workshop with the HERE forum in the Israeli CHE was held in January 2016 with the attendance of more than 70 participants from a wide range of HEIs in Israel. In addition, the team in Sapir collected the materials developed during the project lifetime and organized it into a handbook. The publication was designed under the IRIS branding language. A strong majority of the respondents at the conferences and key decision-makers in the IRIS colleges support internationalization. | - All the Presidents and other decision-makers in the IRIS colleges support internationalization. 
- Number of HE system decision-makers support internationalization in colleges. 
- Number of non-IRIS international relations professionals that are involved in the IRIS activities. 
- 50 copies of a handbook that summarizes the deliverables of
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the final evaluation survey agreed that the IRIS project was successful in creating sustainable effects on the institutionalisation of internationalisation

| Changes that have occurred in this outcome since the previous approved report |
| WP8 scope remained as planned. Its progress was delayed as a result of the delay in the overall project schedule because of the organizational change. |

Please add as many tables as necessary
## Title and reference number of the work package (WP)

<table>
<thead>
<tr>
<th>WP9: Project Management</th>
</tr>
</thead>
</table>

## Indicators of achievement and or/performance as indicated in the project proposal

9.1 Set-up the management infrastructure (committees, procedures, project management tools, etc.)
9.2 Ensure that the grant agreement is implemented as planned, providing overall contractual coordination.
9.3 Provide financial and contractual management of the consortium.

## Activities carried out for the achievement of this result (over the entire project period):

<table>
<thead>
<tr>
<th>Activity N°</th>
<th>Activity Title</th>
<th>Start date</th>
<th>End date</th>
<th>Place</th>
<th>Description of the activity carried out</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1</td>
<td>Project coordination and communication</td>
<td>10/2012</td>
<td>02/2016</td>
<td>Israel, UK, Belgium, Italy, Germany, Austria, the Netherlands, Poland.</td>
<td>The project communication plan was prepared at the beginning of the project. Each one of the project partners has assigned a representative for the IRIS project who coordinated the project implementation in the institution. An updated contact list was managed by the project coordinator and was available for the project partners at the project website. A periodically newsletter was published to all project stakeholders – internal and external. During the Tempus IRIS project, four consortium meetings were held. The first one was in Israel, the second in Germany, the third in Poland and the forth in the Netherlands. All the partner institutions were represented in those meetings which were aimed to review progress and discuss open issues. At the end of the meetings, the participants assessed the quality with regard to content and organization (see Annex26 - IRIS Consortium Meetings QA Evaluation Reports). The 1st consortium was held in HIT with the attendance of 30 participants from the partner institutions. The meetings was opened with greetings by Ms. Sandra De Waele, Deputy Head of the Delegation of the European Union to Israel. Then, the WP leaders presented the goals and work plan for each one of the work packages. The second</td>
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Specific and measurable indicators of achievement:
- A communication plan was prepared and approved by the Project Coordinator.
- The communication plan was presented and available to all project partners.
- 15 volumes of IRIS newsletters were published to more than 150 internal and external stakeholders.
- An updated portal was accessible to all project partners and to external visitors. Partners’ satisfaction of the communications management in the project.
- Number of consortium meetings (4) and representation of all partners in those meetings.
- Number of participants in each consortium meeting (1-30; 2-37; 3-33; 4-35) and participation of colleges’ top management (Presidents or VPs) in those meetings.
- Participants’ evaluation of the content
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
<th>Description</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>21/10/2013</td>
<td>2nd consortium meeting</td>
<td>Technische Universität Berlin, Germany.</td>
<td>Part of the meeting was dedicated to introduction lectures to internationalization by the European expert partners. The 2nd consortium meeting was held in Berlin with the attendance of 37 participants from the partner institutions. Mr. H. Ermel, Director of the Foreign Relations Office, TU Berlin welcomed the guests and Prof. Hans De-Wit presented the topic of Strategies for internationalisation: challenges and opportunities. The remaining meeting was devoted to review of the project status, which was at that time challenging.</td>
<td>- Participants’ evaluation of the organization and administrative management of the consortium meetings.</td>
</tr>
<tr>
<td>08/09/2014</td>
<td>3rd consortium meeting</td>
<td>Warsaw University of Technology, Poland.</td>
<td>The 3rd consortium meeting was held in Warsaw University of Technology with the attendance of 33 participants from the partner institutions. This meeting was aimed to review the progress of planning and implementing internationalization in each one of the Israeli partner colleges. In addition, each one of the WP leaders presented the status in the relevant work plan and directions for future actions.</td>
<td>- Number of participants in the project meetings and workshops (2-3 representatives from each partner institution in every relevant meeting/workshop).</td>
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<tr>
<td>12/10/2015</td>
<td>4th consortium meeting</td>
<td>The EAIE, The Netherlands.</td>
<td>The 4th consortium meeting was held in Amsterdam, the Netherlands with the attendance of 35 participants from the partner institutions, including five colleges’ Presidents and Rectors. In this meeting the team reviewed the achievements in each one of the work packages and celebrated the successful accomplishments of the Tempus IRIS.</td>
<td>- Summary report was issued for each one of the meetings and published to all project partners.</td>
</tr>
<tr>
<td>10/2012</td>
<td>Additional meeting were held</td>
<td>Israel</td>
<td>Additional meeting were held in Israel, including two meetings with all the Presidents of the colleges on 1 November 2014 and on 6 January 2015; a meeting of the IRIS colleges’ Presidents and the Israeli CHE on 9 January 2016. More meetings were held with all or part of the Israeli partners to promote the implementation of dissemination, exploitation and sustainability of the project. Those meetings were held in the partner colleges with the participation of the relevant stakeholders and the IRIS colleges’ coordinators. For every one of the</td>
<td>- Availability of the project manager.</td>
</tr>
</tbody>
</table>
### Table of achieved Outcomes

<table>
<thead>
<tr>
<th>9.2-9.3</th>
<th>Administrative and financial management &amp; Project monitoring and control</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>10/2012</td>
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<tr>
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very successful. The partners received the remaining budget for operation and reports were submitted on time. Each one of the money transfer between institutions was supported by relevant documents and approved by the project coordinator. A risk management plan was prepared at the beginning of the project and was under review on a periodically manner, including updates as required. Although not all the risks that actually occurred were identified in advance, a proper response was applied to handle the consequence and assure a successful delivery of the project.

Table of achieved Outcomes

<table>
<thead>
<tr>
<th>WP9</th>
<th>Changes that have occurred in this outcome since the previous approved report</th>
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<tbody>
<tr>
<td></td>
<td>WP9 involved several major changes derived from the organizational changes that the IRIS project experienced. Only after the tempus IRIS project was officially transferred from Holon Institute of Technology to ORT Braude College, its administrative and financial management, as well as the management of the scope and related WPs, was substantially improved. The management team succeeded not only in closing the gaps but in achieving all the project goals and objectives and also a few more unexpected positive results.</td>
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</tbody>
</table>

Please add as many tables as necessary
SUMMARY REPORT FOR PUBLICATION

Project title

IRIS - Fostering Academic International Relations in Israeli Colleges
to promote education, research and innovation

Objectives (as indicated in the project proposal)

The IRIS project goals are to foster academic International Relations in Israeli Colleges, to promote education, research and innovation, and to improve the academic quality as well as the status and competitiveness of public colleges through the development of internationalism capabilities and culture at the colleges.

The IRIS Project Objectives are:

1. Development of a strategic plan for internationalization of academic colleges, taking into considerations national context, societal interests and the diversification, constraints and priorities of academic colleges in Israel.
2. Infusing colleges' campuses with an international perspective and encouraging the engagement of faculty, administrators and students in the internationalization agenda.
3. Development and delivery of training for international relations professionals in the partner colleges.
4. Establishment of International Relations Offices (IRO) in the partner colleges.
5. Development of pilot activities by the trained local IRO teams.
6. Establishment of a network of IROs for advocacy of internationalization programs, the transfer of best practices, and further collaborative initiatives.

Outcomes

IRIS outcomes are:

1. Building internationalization capacity in the Israeli public academic colleges;
2. Establishing an IRO (International Relations Office) in the Israeli public academic colleges;
3. Cultivating international orientations and attitudes and encouraging international involvement among colleges' faculty, administrators and students;
4. Increasing the colleges' access to the global academic environment;
5. Improving the quality and innovation of teaching, learning and research in colleges;
6. Strengthening the institutional prestige, attractiveness and competitiveness of colleges and reducing the gap between colleges and universities in Israel.

Activities
The main activities that were carried out in the Tempus IRIS project are:

**WP1: Requirement analysis and benchmarking**
- A questionnaire survey was conducted in each of the seven IRIS partner colleges and the Presidents were interviewed for analysis of need and priorities.
- Three academic study papers were written and published.
- Two days study visits by Israeli college representatives in EU partner IROs were carried out to introduce internationalization in higher education institutions.
- A presentation on “Strategies for internationalization” was given by the European partners (in Berlin on 22 October 2013) to introduce concepts and approaches for planning and implementing internationalization.

**WP2: Internationalization strategic plan**
- Two successful workshops for internationalization took place (in Al-Qasemi Academic College of Education on 19-20 June 2013 and in Shenkar College of Engineering, Design and Art on 27-28 August 2013).
- The colleges developed strategic plans for internationalization that were approved by the colleges’ management.
- Presidents’ meeting and feedback sessions with colleges took place (in ORT Hermelin College on 4-5 December 2013).
- A summary report on strategic plan on national level was developed by EAIE with the colleges, Varam (The Board of Public Academic Colleges in Israel) and NUIS (National Union of Israeli Students), and submitted to Israeli CHE (on 9 January 2016).

**WP3: Development and delivery of campus internationalization programs for faculty, administrators and students**
- A professional publication: “Internationalisation of the Curriculum-Concepts and Working Practices” was published. The printed publication was distributed to IRIS partners and it is available in English, Hebrew and Arabic on the Tempus IRIS website.
- Monitoring tasks were performed throughout the project lifetime.

**WP4: Development and delivery of training activities for the qualification of IRO professionals**
- A professional IRO development guide and toolkit: “Developing and implementing strategies for internationalisation” was published. The printed publication was distributed to IRIS partners and it is available on the Tempus IRIS website.
- Mentoring tasks were performed throughout the project lifetime.
WP5: Pilot IRO Activities
- Templates forms for planning IRO activities were prepared and disseminated.
- Three IRO activities were detailed developed especially for each one of the Israeli Colleges.
- Summary monitoring meetings took place in the colleges (in Kaye Academic College of Education for KC and Sapir on 8 December 2015, in Beit Berl College for BBC, Shenkar and QSM in 9 December 2015, and in ORT Braude College fo Engineering for OBC and YVC on 10 December 2015).
- Study visits by the Israeli colleges’ representatives in European Universities in the IRIS partner countries took place between February 2015 and January 2016 to develop international relations.

WP6: Quality assurance
- Quality policy document was prepared and approved.
- Quality work plan was prepared and approved.
- Three evaluation progress surveys on Tempus IRIS project were conducted. The reports were published on August 2013, September 2014, and December 2015.
- Evaluation surveys of all the project activities – including pre and post workshops and meetings - were conducted and analysis reports published.
- Mentoring tasks were performed throughout the project lifetime.

WP7: Dissemination
- The tempus IRIS website was established and updated.
- A booklet on the Israeli college partners was prepared and printed for distribution in international conferences.
- Two versions of Tempus IRIS project and partners were designed, printed and disseminated to the partner institutions and external stakeholders.
- A video clip was designed, filmed and published on YouTube to promote the project and international opportunities for the colleges.
- A National Conference on Academic Internationalization was held in Tel Aviv University on 11 March 2015.
- An International Conference on Communicating Internationalization in higher Education was held in the framework of the Annual Conference of EFMD in Brussels, Belgium on 7-9 June 2015.
- A workshop on Internationalization in Higher Education, jointly organized by Tempus IRIS and the Israeli Higher Education Experts Team was held in Beit Berl College on 12 January 2016.
- Internal dissemination materials were produced by the partner colleges.
- International websites for the colleges were established and improved to foster international activities and collaboration with international higher education institutions.
- Presentations of the project and its successful achievements were given in Erasmus+ Info Days in Poland and in Israel.
Activities

WP8: Exploitation and sustainability
- A sustainability strategic plan was prepared and approved.
- A balanced and diversified “Task Force” of Tempus IRIS team members was established.
- A proposal for a new Erasmus+ project – IN2IT (Internationalization by Innovative Technologies) was submitted and selected for implementation (2015-2018).
- Three mentoring programs on internationalization for faculty, administrators and management, were developed and distributed for implementation in the colleges and in additional higher education institutions.
- A handbook that summarizes all relevant materials and deliverables from IRIS project was organized, printed and disseminated to IRIS partners and additional colleges in Israel.

WP9: Project management
- A communications management plan was developed and approved.
- A risk management plan was developed and approved. Updates to the plan were made to control risk assessment throughout the project lifetime.
- Communication tools were developed and utilized by the project partners.
- Fifteen Volumes of Tempus IRIS newsletter were published and disseminated.
- Half year financial and performance reports were submitted by all the project partners (on 04/2013; 10/2013; 04/2014; 10/2014; 04/2015; 10/2015).
- Monitoring visits by the National Tempus Office were conducted (on November 2013 and May 2015) and summarized in positive encouraging reports.
- An intermediate report was submitted to the EACEA (on April 2014) and positive supportive feedback was given by the reviewers.
- Four consortium meetings were held (in Holon Institute of Technology on 18-19 February 2013, in Technische Universtat Berlin on 21-23 October 2013, in Warsaw University of Technology on 8-10 September 2014, and in European Association for international Education on 12-14 October 2015).
- GA (General Assembly) and EB (Executive Board) meetings were conducted and documented (02/2013; 10/2013; 09/2014; and 10/2015).

Achieved results
Requirement analysis:
Results of a students’ survey (N=1,650) in seven partner Israeli colleges to analyse requirements, perceptions and preferences. Analysis of interviews with colleges’ directors to analyse motivation for internationalization.
Publication of academic papers on internationalization in Israeli higher education institutions and presentations in international conferences and events.
Master Thesis of a student in Tel Aviv University on the implementation of internationalization in Israeli Colleges.

Internationalization Strategic Plans:
Each one of the partner colleges had developed a strategic plan for internationalization that is aligned to the institution strategy and vision.
A summary report on internationalization strategy on national level was submitted to the highest level of decision makers in the Israeli higher education system.

Internationalization of the Curriculum:
The Israeli colleges’ academic staff was trained to internationalize the curriculum.
Each one of the partner colleges prepared plans to cascade internationalization of the curriculum to the different constituencies – academic staff, administrators, students – within their institutions.
The colleges modified the existing curriculum to include internationalized aspects including issues related to multiculturalism, internationalization at home, and English courses.
A professional publication on “Internationalisation of the Curriculum-Concepts and Working Practices” was published.

International Relation Offices:
Staff members in the partner colleges’, including managers, academics and administrators, were trained to develop and manage internationalization in higher education.
The partner colleges established or expanded the institutional IRO (International Relations Office). Roles and responsibilities were defined and action plans for the next years were developed and approved by top management.
A professional IRO development guide and toolkit on “Developing and implementing strategies for internationalisation” was published.

Pilot IRO Activities:
Each one of the Israeli partner colleges developed a detailed action plan to implement internationalization activities.
Several collaboration and cooperation agreements had been signed between IRIS Israeli and European partner institutions.
Dissemination:
The IRIS partners disseminated the results through a wide variety of tools and communications media, including printed booklets, brochures, a video clip, a website and Facebook page, and digital publications.
In addition, a national Conference on Internationalization in Higher Education and an International Conference on Communicating Internationalization took place.
The project had a significant impact on all levels of audience: within the campuses – including faculty, administrative staff, and students; in the Israeli higher education environment – including other higher education institutions and policy makers at the Israeli Council for Higher Education; in Europe – including IROs in higher education institutions.

Sustainability:
The IRIS partners generated a sustainable infrastructure to support internationalization activities beyond the project lifetime. It includes institutional structure and policies as well as national acknowledgement of the importance of internationalization in Israeli colleges.
Mentoring kit for senior institution management, for academic staff and for administrative staff was developed. It is available to IRIS partners and to other higher education institutions that wish to promote internationalization in the institution.
A publication that summarizes the materials developed during the project lifetime was published.

Management:
Throughout the project lifetime, managerial activities including coordination, communication, financial and administrative tasks were performed to assure effective and efficient accomplishments.

Future developments
The Tempus IRIS project was very successful project, thus created a solid basis for future internationalization developments in the partner institutions. The Israeli partner colleges already applied for an additional internationalization project, in cooperation of European partners. This project will be implemented from 2015 to 2018.
In addition, all IRIS partner colleges are working on further international developments in a variety of directions, including student exchange programs, faculty exchange, international research, joint virtual courses, internationalization of the curriculum, and expansion of the IRO and its activities.
Thanks to the Tempus IRIS project, the Israeli partner colleges initiated collaboration and cooperation with European higher education institutions. The initial collaboration are expected to grow into fully applied agreements and mature partnerships.
Furthermore, the impact of Tempus IRIS goes beyond the partner institutions, thus affecting other Israeli colleges and higher education institutions to promote internationalization and cooperate with European partners in different projects and programmes.

Other remarks
The Tempus IRIS project encountered severe challenges during its lifetime. The effect of those events, which are described in details above, threatened the project feasibility. However, thanks to the partners’ cooperation, the managerial actions, and the support of the EACEA and the Project Officer, the team managed to achieve all the project objectives and more. At the end, this project was very successful and contributes an exceptional value to the partner institutions.
FINANCIAL STATEMENT

Instructions

In addition to this form, you are requested to fill in the Financial Statement and accompanying financial tables in the "Financial Statement" excel file published on the website.

Please note that the excel file is composed of 9 different excel worksheets. Please go through each one of these worksheets and fill in the financial tables. For each budget heading, you must declare all expenditure incurred by the project during the eligibility period, both paid by Tempus and co-financed.

The "Financial Statement" excel file is composed of the following excel worksheets:

- Annex IV/13: Financial Statement and Request of Payment of the balance
- Annex IV/14: Country codes
- Annex IV/15: Staff Costs
- Annex IV/16: Travel Costs and Cost of Stay
- Annex IV/17: Equipment Costs
- Annex IV/18: Printing and Publishing
- Annex IV/19: Other Costs
- Annex IV/20: Indirect Cost
- Annex IV/21: Co-financing and exchange rate
- Annex IV/22: Expenses > Euro 25,000

The financial tables are protected and pre-formatted but you can insert rows according to your needs. Please note that the relevant information has to be inserted manually in the financial tables. Please avoid copy-paste. Please check the calculations carefully and ensure that the declared amounts are correct. Amendments to the declared amounts will not be accepted after submission of the report.

Please note that for invoices in a currency other than EURO the equivalent amount in EURO must be indicated on the invoice. Any conversion of actual costs into EURO shall be made by the co-ordinator at the monthly accounting rate established by the Commission and published on its website (http://ec.europa.eu/budget/inforeuro) applicable on the month of the first pre-financing until the second pre-financing is received, after which the rate of the month of the second pre-financing must be applied.
ACKNOWLEDGEMENT OF RECEIPT

Your name:
Dr. Vered Holzmann

Complete address:
Teaching & Learning Center
Tempus IRIS Project Manager
ORT Braude College
51 Snunit St., P.O. Box 78, Karmiel 21982 Israel

Israel ....... - 21982 ....... Karmiel ..........................
Country code  Postal code  City

This page of the form will be returned to you on receipt of your implementation report and financial statement. Therefore please enter your name and address in the box above. Please remember to send in this page with each of your reports.

For internal use only
Tempus Project No.

under the Tempus programme.

Yours sincerely,

Done at .................................,           Date .................................
CHECK-LIST

WHAT INFORMATION NEEDS TO BE SENT?

- Declaration: duly signed by the contact person and the legal representative of the co-ordinator (institution) – Annex IV/2

- Final report on implementation of the project – Annex IV/3-5

- Statistics and indicators – Annex IV/6-8

- Table of achieved results – Annex IV/10

- Summary report for publication – Annex IV/11

- Financial statement: Annex IV/13-22 (please complete the financial statement in the separate "Financial Statement" excel file: make sure that all excel sheets, if required, are duly filled in)

- Supporting documents for expenditure ‘Paid from Tempus’ and/or ‘Co-financed’ only for equipment purchase and staff costs subcontracting where the total value of the purchase/subcontract is more than EUR 25 000 and for staff costs where a higher salary rate (see Annex 3 of the Guidelines) has been applied.

- Acknowledgement of receipt – Annex IV/23