STARS EU

Co-funded by the European Union

Reach for the Stars Mobility Programme

Deliverable 6.2

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for the

Contents

Initiation 4

Objectives and goals 4

Objectives and Goals of *Reach for the Stars* Mobility Programme 4

Types of mobility 4

Student mobility 5

Staff mobility 8

Other mobility opportunities 10

Current mobility opportunities 12

Needs assessment 14

Academic needs 15

Administrative needs 16

Social needs 17

Cultural needs 17

Linguistic needs 18

Partner network engagement 19

Mobility structure and work package Involvement 19

Mobility structure 19

Interlinkage with other work packages 20

Virtual Mobility as a Key Element of the Reach for the Stars Program 22

Planning 24

Development of mobility offer 24

Dissemination of information 25

Impact on environment 26

Extending the offer 30

Joint Programmes 30

Collaborative Online International Learning - COIL courses 30

Hybrid module/course 31

Micro-credentials 31

Massive Online Open Course – MOOC 31
Traineeships and Regional Partnerships 31
Recognition of results at home University 32
Local guidelines for students and staff 33
Information about available forms of mobility and applicable rules 34
Specifications for mobility registration software 35
Specifications of database fields 36
Prototype of software 41
Statistic data screen 44
Specifications of data entry methods 45
Statistical data 49
Account management and roles in the system 50
Execution 52
Success stories – examples 52
One semester Student mobility 52
FutureLab camp BIP - first edition (2024-2025) 57
Staff training mobility 60
Teaching mobility 63
Participation of students in BIP/Erasmus exchange for one/two semester 66
Blended Intensive Programme (BIP) for staff 69
Monitoring and counting 73
Monitoring of performance of Students 73
Main objectives of monitoring 73
Monitored elements 73
Stages of monitoring 74
Collecting feedback from Students & Staff 75
Counting of mobilities 78
Data sources used for counting and statistics 78
Counting rules 79

Initiation

Objectives and goals

Objectives and Goals of *Reach for the Stars* Mobility Programme

- **Goal:** Create a mobility programme within the alliance to improve the quality of education based on innovative, flexible, diverse and challenge-based education and research systems that offer academic opportunities for professional growth and development, and a platform for international collaboration, exchange and networking with special focus on regional development.
- Stakeholders can benefit from mobility programmes, joint courses, exchanges, and access to shared resources. Enable students/ staff to experience different views, knowledge, teaching, and research methods, as well as work practices in their study field within the European and international context
- Develop skills such as communication, language proficiency, critical thinking, problem-solving, intercultural understanding, and research capabilities
- Improve employability by providing practical experiences that are valued by employers, such as teamwork, curiosity, and problem-solving.
- Promote social inclusion, civic engagement, and environmental sustainability through this diverse and inclusive mobility opportunity

Types of mobility

Definition of mobility

In the context of academic higher education and research, mobility refers to the movement of students, staff across different institutions, regions, or countries for the purpose of studying, teaching, exchanging the knowledge, experience and practice or conducting research. This movement can be physical, virtual or in form of internationalization at home activity.

Key aspects of academic mobility:

Student Mobility: This involves students moving to different institutions or countries to pursue part of their education. Programmes like Erasmus+ in Europe facilitate such exchanges, allowing students to experience different cultures and educational systems.

Staff Mobility : employees of the university may move between institutions or countries to teach, collaborate on projects, participate in academic conferences or get new knowledge, experience and practice. This helps in the exchange of knowledge and expertise, access unique resources or fostering international collaboration. Staff Mobility can be realized by all categories of staff such as academics, teachers, researchers, management, administrative staff, etc.

Physical Mobility: Physical mobility represents the traditional way of mobility, when participants physically travel from their home university to a partner university abroad and stay there for a given period of time.

Virtual Mobility: With advancements in technology, virtual mobility has become increasingly important. This includes online courses, virtual exchanges, and remote collaborations, allowing individuals to participate in academic activities without physical travel. STARS EU can be strong player in the academic field in developing a virtual campus in collaboration with all partners for their staff and students.

Internationalization at home: international experience gained by participating at international study course, guest lecture, practical placement, joint project, bilateral meetings etc. organized/ realized in a physical form by home university. International experience leads to the deep impact of intercultural dialogue and brings the participants who, due to any reason cannot go for mobility, the opportunity to obtain new knowledge and skills and benefit from international university environment.

Importance: Academic mobility is crucial for the global exchange of knowledge, fostering innovation, and building international networks. It also contributes to personal and professional development by exposing individuals to diverse perspectives and practices.

This document outlines the possible forms of mobility opportunities available within the STARS EU-Alliance. Each activity and its respective form of mobility are described in detail.

Student mobility

Students enrolled in a study programme at one of the STARS EU partner universities can participate in the student mobility programme.

Study stays abroad

Definition of activity:

Long- or short-term mobility under Erasmus+ or other formats, including curriculum student projects, theses, or similar activities.

Form of mobility:

Physical: Students travel abroad for a long term or short-term study stay at STARS EU partner university.

Virtual: Courses such as COILs or projects conducted entirely online by a teacher from STARS EU partner university.

Blended: A combination of virtual and physical presence, e.g., Erasmus+ Blended Intensive Programme (BIP), where parts of the studies are online and other parts are conducted onsite abroad.

Internationalization at home: students at their home university participate at study course, guest lecture, projects, thesis or similar study activities conducted by a teacher/ staff member from STARS EU partner university in a physical or virtual form.

Blended Intensive Programmes (BIPs) for students

Definition of activity:

Short learning programmes which combine short-term physical mobility (5-30 days) abroad and a virtual component. The programmes involve a cooperation of at least three higher education institutions (at least two of them should be STARS EU universities) from three different Erasmus+ programme countries. Participants can be students from all study cycles, as well as academic and administrative staff.

List of BIP´s:

https://starseu.org/upcoming-bips/

Traineeships of student or recent graduates

Definition of activity:

Short- or long-term traineeships under Erasmus+ or other programmes, based on collaboration between students/ recent graduates and mentors/ company representatives or partner universities to solve practical issues or work on joint projects.

Form of Mobility:

Physical: On-site presence.

Virtual: Internships conducted entirely online, allowing participants to collaborate with mentors, company representatives, or partner universities remotely.

Blended: Parts of the internship are conducted online (either in the home country or abroad) and other parts are on-site.

Internationalization at home: students who realized their internships in cooperation with mentors/company representatives who are physically present at their home university

STARS EU Traineeship Programme

Definition of activity:

The STARS EU traineeship placements are mandatorily interregional, enabling the professionalization of the trainees in European regions other than their own. Traineeships in the following regions are considered as STARS EU Traineeships:

- Germany, Bremen and Northwestern Metropolitan Region
- Sweden, Västra Götaland
- France, Franche-Comté
- Poland, Małopolska
- Czech Republic, Moravian-Silesian
- Portugal, Norte
- Spain, Canarias
- Albania, Northern Albania
- The Netherlands, Northern Netherlands

From the standpoint of trainees, the Traineeship Programme aims to increase the employability of students, lifelong learners and recent graduates by increasing their competitiveness and attractivity through student mobility and professionalization, and through skill and competence acquisition abroad. The added value of the Traineeship Programme lies in the triple support system offered to the trainee. STARS EU Trainees undertake their professionalizing experience in a European region which is different than their own, which is a complex endeavor. To facilitate this process, the trainee receives support from their STARS EU sending higher education institution, from their host organization, and from the STARS EU hTS EU higher education institution in the region of traineeship gives access, when possible, to some of its facilities to the STARS EU Trainee. Moreover, it facilitates contact between the trainee and its own (international) student community and their activities.

The STARS EU Traineeship Programme presently includes one track, which is dedicated to Internships. The possibility of including additional tracks – Apprenticeships and Young Professionals – is currently being explored.

The STARS EU internships are open to any STARS EU student or lifelong learner enrolled at a STARS EU higher education institution, and preparing for a degree diploma in which an internship period is mandatory or optional. All characteristics of the STARS EU internships including duration, type of training offered, mobility, conditions, monitoring, quality standards and role of each party can be found in the STARS EU Traineeship Programme document. The STARS EU internships are formalised by a quadripartite internship agreement which can be used by the STARS EU partners that wish to do so. The agreement contains the legal information surrounding internships of each country of the STARS EU higher education institutions.

Forms of mobility:

Physical: on-site presence

Staff mobility

Any staff who is employed at one of the STARS EU partner universities can take part in staff mobility activities. The alliance offers opportunities to:

Guest lectures

Definition of Activity:

Teaching mobility or similar formats of lectures for students at partner universities.

Form of Mobility:

- Physical: an academic from a STARS EU university gives a lecture to students from at least one of the other universities in the alliance (guest university). The teacher physically participates in the classroom of the guest university.
- Virtual: an academic from a STARS EU university gives a lecture to students from one of the other universities in the alliance (guest university). The lecture is realised on-line e.i. both, the teacher and students are at their home university having the lecture online.
- Blended: A combination of physical and virtual part. More information can be found here: https://starseu.org/staff-mobility/

The link also provides a list of contact persons who can be reached if any staff member is interested in participating in this type of mobility.

Blended Intensive Programmes (BIPs) for staff

Definition of Activity:

A BIP is a form of mobility that combines short-term physical mobility (5-30 days) abroad and a virtual component. The programme involves a connection of at least three higher education institutions (at least two of them should be STARS EU universities) from three different Erasmus+ programme countries. It is characterised by the use of innovative ways of learning and teaching.

University staff (academic and/or non-academic) can participate in BIPs organised by partner universities in cooperation with colleagues from at least two partner universities.

Forms of Mobility:

Blended: Combination of physical and virtual form of mobility

Internationalization at home: staff members who participate at the BIP organized by their home university.

List of BIPs:

https://starseu.org/upcoming-bips/

Staff Week

Definition of Activity:

A minimum 3-day event featuring seminars, workshops, presentations, and active participation by academic and/or non-academic staff. The purpose is to enable multilateral and intercultural exchange of know-how, expertise, and best practices, as well as networking. For virtual staff weeks, at least one meeting per day is recommended.

The participants from at least two universities must be involved.

Forms of Mobility:

- Physical: On-site participation.
- Virtual: Online format.
- Blended: A combination of both formats (e.g., Erasmus BIP for staff).

- Internationalization at home: participation of staff from university which organizes the Staff Week

List of BIPs:

https://starseu.org/upcoming-bips/

More information can be found here: https://starseu.org/staff-mobility/

The link also provides a list of contact persons who can be reached if any staff member is interested in participating in this type of mobility.

Other mobility opportunities

Joint Project Meetings

Definition of Activity:

Joint meetings of researchers and/or other staff focused on the preparation or realisation of a joint collaborative project of at least two STARS EU universities. The meetings facilitate exchange and the development of shared goals. Meetings within joint research project and Thematic Interest Groups (TIGs) are involved as well.

Forms of Mobility:

- Physical: on-site meeting of the project team
- Virtual: on-line session of project team
- Blended: combination of on-site and on-line meetings.
- Internationalization at home: participation of staff from university who organizes the meeting/where the physical meeting takes place.

More information can be found here: https://starseu.org/staff-mobility/

The link also provides a list of contact persons who can be reached if any staff member is interested in participating in this type of mobility.

STARS Talks

Definition of Activity:

Open seminars, which focus on knowledge and initiatives to support the development of our regions and discuss different approaches. STARS Talks are created by the alliance as a format for knowledge sharing and interaction by all different types of relevant and interested actors. Participants from at least two/three? universities have to be involved in the activity.

Form of Mobility:

The format consists of short monthly webinars hosted by the STARS EU Challenge lab structures.

List of STARS Talks: https://starseu.org/stars-talks/

More information can be found here: https://starseu.org/staff-mobility/

The link also provides a list of contact persons who can be reached if any staff member is interested in participating in this type of mobility.

Staff workshops

Definition of Activity:

Staff workshops involve seminars, training sessions, and other collaborative activities for staff development. These workshops aim to enhance skills, share best practices, and foster collaboration among staff members from different institutions or organisations. Participants from at least two universities must be involved in the activity.

Forms of Mobility:

- Physical: on-site meeting of the project team
- Virtual: on-line session of project team
- Blended: combination of on-site and on-line meetings.
- Internationalization at home: participation of staff from university which organizes the workshop/where the physical workshop takes place.

More information can be found here: https://starseu.org/staff-mobility/

The link also provides contact persons who can be reached if any staff member is interested in participating in this type of mobility.

Bilateral visits

Definition of Activity:

Bilateral visits are short-term exchanges between university representatives, staff members or researchers from two institutions to discuss specific projects, foster collaborations, or exchange knowledge and expertise.

Forms of Mobility:

- Physical: on-site meeting of the visitors
- Virtual: on-line session of the visitors
- Blended: combination of on-site and on-line meetings.
- Internationalization at home: participation of the staff from university who organizes the visit/where the physical visit take place

More information can be found here: https://starseu.org/staff-mobility/

The link also provides a list of contact persons who can be reached if any staff member is interested in participating in this type of mobility.

Conferences

Definition of Activity: Conferences are formal gatherings of professionals or academics to present research, exchange ideas, and discuss developments in their fields. These may include plenary sessions, workshops, and networking opportunities.

Participants from at least two universities must be involved in the activity.

Forms of Mobility:

- Physical: on-site meeting of the project team.
- Virtual: on-line session of project team.
- Blended: combination of on-site and on-line meetings.
- Internationalization at home: participation of guests from university which organizes the conference/where the physcial conference takes place.

More information can be found here: https://starseu.org/staff-mobility/

The link also provides a list of contact persons who can be reached if any staff member is interested in participating in this type of mobility.

Current mobility opportunities

The signing of the Erasmus Inter-Institutional Agreements (IIA) marks the beginning of structured cooperation between partner institutions. Since then, a wide network of specific agreements to various study areas and faculties have been established to support the mobility of students, academic staff, and administrative personnel. Currently, mobility activities are primarily centred around traditional physical exchanges, however, the landscape of international mobility is evolving.

In addition to increasing these physical mobilities, we are now actively working to diversify our mobility portfolio. New formats such as Blended Intensive Programmes (BIPs), virtual mobility, and short-term exchanges are being implemented to offer more inclusive and flexible options. Moreover, Erasmus+ traineeships, joint courses, and partnerships with non-EU countries through International Credit Mobility (ICM) are expanding the scope of participation. These developments aim to make international experiences more accessible, personalised, and aligned with the academic and professional needs of a broader student population. Apart from this, ensuring full recognition of credits and learning outcomes is essential for building a trustworthy and sustainable mobility system. When students are confident their academic work abroad will count toward their degree, mobility becomes more accessible and appealing. Standardizing procedures like nomination deadlines, course catalogues, and academic calendars ensure smooth coordination between institutions and reduce administrative barriers.

Considering the digital infrastructure of each university, the full implementation of tools like Erasmus Without Paper (EWP) and the Online Learning Agreement (OLA) is not just a technical upgrade. It represents a shift toward a more transparent, efficient, and student-centred mobility process. These systems streamline administrative tasks, reduce errors, and enable real-time coordination between institutions. Furthermore, developing a multilingual, user-friendly mobility platform ensures easy access to information, especially for students from diverse backgrounds.

A diversified mobility portfolio is essential for creating an inclusive and flexible internationalisation strategy. While traditional physical exchanges remain vital, expanding into Blended Intensive Programmes (BIPs), virtual mobility, short-term stays, and internships allows us to reach a broader and more diverse group of students and staff. These formats reduce financial and logistical barriers, support learners with fewer opportunities, and promote innovation in teaching and learning. By offering multiple mobility pathways, we can adapt to different academic needs, enhance alliance collaboration, and better align with evolving European and global education priorities. This diversified mobilities helps by reducing costs, time away from home, and academic disruption. These formats are particularly vital for students who work part-time, have caregiving responsibilities, or face health or accessibility challenges.

However, flexible formats alone are not enough. Each university must intentionally identify and support students with fewer opportunities through targeted outreach campaigns. This includes using inclusive language and engaging student support services. Financial support mechanisms (e.g., Erasmus+ top-up grants), disability assistance, and preparatory training also play essential roles in enabling participation.

This roadmap sets the foundation for a diversified mobility strategy that embraces the full range of Erasmus+ formats: from traditional physical exchanges to Blended Intensive Programmes (BIPs), virtual mobility, short-term experiences, international traineeships, and staff development. These options offer flexibility and adaptability, ensuring that students and staff from all backgrounds can engage in meaningful international experiences.

However, beyond diversification, a critical strategic priority for STARS EU is to significantly increase the percentage of mobility flows that occur within the alliance itself. By fostering deeper internal cooperation, the alliance can move from a network of partners to a truly integrated academic ecosystem. High intra-alliance mobility rates contribute to stronger institutional ties, better curriculum alignment, shared pedagogical innovation, and the co-development of joint programmes and research agendas.

Increasing mobility within the alliance enhances trust, efficiency, and recognition mechanisms. It also reinforces a common academic identity and helps consolidate digital and administrative infrastructures, such as shared course catalogues, harmonised academic calendars, and centralised mobility platforms. These elements are essential for reducing barriers to participation and for streamlining student and staff experiences across campuses.

A strong intra-alliance mobility framework supports the core values of the European University Initiative: inclusion, excellence, sustainability, and civic engagement. It allows the STARS EU members to collectively address regional and global challenges, while also offering learners and educators rich, multi-campus experiences without unnecessary administrative burdens.

Needs assessment

The skills and competencies gained through international mobility benefit both students and staff. They help to reinforce existing knowledge, enhance analytical capabilities, and strengthen intercultural and professional skills in international environments.

To ensure that mobility programmes are effective and beneficial for all participants, it is important to take into consideration a variety of needs that cover different aspects of their experience. These needs must be addressed holistically to ensure that students and staff can successfully adapt to the new environment, make the most of learning opportunities, and overcome challenges during their stay. Each of these needs should be carefully considered, as a lack of support in any of them could impact the participant's overall well-being and limit the positive impact of the mobility experience.

- For students, academic support plays a key role. They must have a clear understanding of the academic requirements at their host institution, including the application, nomination, and recognition procedures. Ensuring transparent course registration, access to resources, and full recognition of ECTS credits upon return is essential. Preparatory information, tutoring, and mentoring services are also valuable to ensure success.
- For staff (academic and administrative), mobility needs are related to professional development and teaching/training support. Clear procedures for applications, agreements, and reporting must be in place. Staff benefit from opportunities to exchange good practices, expand professional networks, and acquire new skills relevant to their

job. Recognition of their mobility experience in career development and workload planning is also a crucial factor.

In both cases, addressing administrative, social, cultural, and linguistic needs—such as accommodation, health insurance, integration activities, intercultural awareness, and language training—ensures a comprehensive and supportive framework for mobility.

Academic needs

Academic support plays a key role in the success of mobility experiences. To ensure both students and staff can make the most of their time abroad, several academic aspects must be carefully addressed.

- For students
  First, students need a clear understanding of the academic framework at the host institution, including how to register for courses, what resources are available, and what the expectations are for their performance. Transparent information on the application and nomination process, as well as recognition procedures (e.g. transfer of ECTS credits), is essential to guarantee that achievements abroad are fully recognised upon return.

  Students should also have access to support services such as tutoring, mentoring, or additional learning resources, which can help them adapt to a different educational system. Access to libraries, laboratories, and online platforms ensures continuity in their studies and research.

  Finally, curriculum alignment between home and host institutions is crucial. Matching course offerings and learning outcomes prevents academic gaps and ensures that mobility contributes positively to the student's study pathway.

- For staff (academic and administrative)
  Academic needs are equally relevant for staff participating in mobility. Clear information on teaching assignments, training formats, or research tasks must be available prior to departure. Ensuring access to facilities (e.g. teaching spaces, laboratories, digital platforms) is essential for the quality of the activity undertaken abroad.

  Recognition of staff mobility in terms of career development, workload planning, and professional growth is also a key aspect. Staff should be supported in aligning their activities abroad with the institutional goals of their home university, while also being encouraged to explore new methodologies, pedagogical approaches, or research collaborations that can be transferred back to their institution.

By addressing these academic needs for both groups, mobility programmes not only ensure immediate success in learning, teaching, or research activities, but also contribute to long-term professional development and the strengthening of international cooperation.

Administrative needs

When participating in mobility programmes, addressing administrative needs is essential to ensure that students can focus on their academic and personal growth without unnecessary stress. This includes providing clear and structured guidance on the paperwork and procedures required for their stay, such as visa applications, health insurance, accommodation arrangements, and registration with the host institution. It is also important to offer support in navigating the legal and bureaucratic processes of a foreign country, as this can be overwhelming for many participants. A smooth administrative process ensures that students can settle in quickly and comfortably, avoiding delays or complications that could hinder their experience.

It is essential to introduce a technical solution that allows students from all STARS EU partners to have access to the host institution's services just like any local student with their institution ID, simplifying the administrative processes and guaranteeing them access to the same services, making their experience more accessible and strengthens the sense of belonging.

Moreover, providing information about local services, banking, and other practical matters can make participants feel more at ease as they adapt to their new environment. Also, strong administrative support lays the foundation for a successful and stress-free mobility experience, allowing students to concentrate on their studies and personal development. And more importantly, helping participants find suitable accommodation near the host institution is necessary for their convenience. This is particularly necessary because, in many cases, finding accommodation is one of the biggest obstacles for people considering mobility programmes, and it often leads them to abandon the experience.

Social needs

Social support is a crucial aspect of the mobility experience, as it helps participants feel welcomed and integrated into their new environment. It is important that programmes offer opportunities for students to connect with both locals and other international participants, helping them build friendships and a sense of community. This can be achieved through social events, cultural activities, or even informal meetups, which allow students to socialise outside the academic setting. Also, offering guidance on how to navigate the social dynamics of the host country, including understanding local customs, etiquette, and social norms, can be extremely beneficial. Feeling part of a community and having a support network can significantly reduce feelings of isolation or homesickness, making it easier for participants to adjust and thrive in their new surroundings. When students are socially, supported they are better able to focus on their academic goals and enjoy their overall mobility experience.

When it comes to socialising, there are specific programmes such as mentorship programmes or bokuddy systems, which have proven to be very effective in helping international students adapt to local customs and traditions. These programmes pair international students with local peers, facilitating cultural exchange and smoother integration. Additionally, well-being support is crucial, and providing access to counselling services and mental health support is essential for the participants' overall well-being.

Cultural needs

Addressing the cultural needs of participants is essential to ensure a truly enriching mobility experience. When students travel to a new country, they are faced with cultural differences that can impact their adjustment. It is important for mobility programmes to offer opportunities for cultural immersion, helping participants understand and appreciate the customs, traditions and values of the host country. Organised activities, such as cultural tours, (digital) workshops or participation in local festivals allow students to experience the new culture firsthand.

Providing guidance on navigating cultural differences—whether in terms of communication styles, social expectations, or day-to-day life—can help students adapt more smoothly, which is another important cultural need. This includes helping participants understand **how to interact respectfully and effectively** in different cultural contexts, reducing the likelihood of misunderstandings or discomfort.

An essential part of this cultural adjustment is also **learning how to work in groups** with peers from diverse backgrounds. Collaborative work often involves varying expectations around roles, responsibilities, and communication, which can lead to challenges if not addressed.

Offering guidance and training on intercultural teamwork helps students develop the skills needed to collaborate successfully, build mutual respect, and contribute positively to group dynamics in academic and social settings.

Acknowledging and respecting these cultural differences not only enhances the overall mobility experience but also fosters mutual understanding and respect between participants and the local community. When students feel that their cultural exchange is supported, they are more likely to have a deeper, more meaningful experience that will stay with them long after their stay.

It is also important to highlight that international students have access to various benefits aimed at enriching their cultural experience and promoting cultural diversity. These include discounted access to museums, cinemas, concerts, and other cultural events, helping students engage more deeply with the host country's culture. Ideally, these benefits should be made available through their student ID from their home institution, enhancing both accessibility and their sense of belonging.

Linguistic needs

Linguistic support plays a crucial role in the success of a mobility experience, as language barriers can often be one of the biggest challenges participants face. It is essential that mobility programmes provide resources to help students improve their language skills, whether through language courses, conversation partners, or access to language-learning materials. Offering preparatory language classes before the programme begins can also help students feel more confident when they arrive in the host country. If the programme is in a foreign language, it is also crucial to address any language support or preparatory programmes to ensure participants are equipped to succeed. In addition to formal language support, creating an environment where students can practice the language in real-life situations, such as through social events or cultural activities, can greatly enhance their language acquisition.

By addressing linguistic needs, participants not only improve their ability to communicate effectively in their academic and social lives but also gain confidence in navigating daily situations, making their overall mobility experience much more rewarding. Supporting students in this way ensures that they can fully engage in the cultural and educational opportunities that the host country has to offer.

For those who need additional support, providing interpreters or language assistants can be immensely helpful. Finally, organising workshops focused on academic language skills, such as academic writing and presentations in the language of instruction, will further aid participants in their studies.

Partner network engagement

Mobility structure and work package Involvement

Although the Reach for the STARS EU Mobility Programme was developed as part of Task 6.2 under Work Package 6 (WP6), its implementation is the result of close collaboration across the entire STARS EU alliance. Each Work Package contributes key components, from curriculum development to sustainability guidance and digital infrastructure — to establish a mobility programme that can provide students and staff with not only a wide selection of mobility opportunities but presented in an easy access format and with clear instructions of how to participate.

Mobility structure

Prior to becoming a European University Alliance, each member university had established mobility structures, where exchanges of students and staff through Erasmus+ agreements and international partnerships was already ongoing. These processes formed the platform on which the Reach for the STARS mobility programme was built and developed.

The early stages of WP6 involved mapping these existing structures across partner institutions. This included:

- Identifying key contacts (mobility officers)
- Compiling course catalogues
- Gathering institutional calendars (e.g. semester dates)
- Highlighting relevant academic areas for exchange

The role of Mobility Officers, appointed at each institution, has been central. These officers not only served as coordinators for their work package and related issues locally but also enabled more efficient cross-alliance communication though offering one point of contact for the work package at each university within the alliance. Their involvement has facilitated the process of integrating the mobility logistics, supporting the long-term vision of STARS EU functioning as “one campus”.

The Reach for the STARS programme encompasses virtual, physical, and blended mobilities, and is designed to offer different mobility formats to promote inclusion and accessibility under the framework of green and sustainable learning experiences. Its flexibility is essential for accommodating the diverse needs of students and staff, and to promote mobility as an important, integral part of the STARS EU educational offer.

Interlinkage with other work packages

The development and implementation of the mobility programme is primarily based on coordination, communication and collaboration between all work packages, emphasizing the alliance's cross-functional approach:

WP1 – Project Management and Coordination

WP1 has provided governance structures and facilitated in decision-making processes in the development of the mobility programme, as well as overall monitoring progress and quality assurance.

WP2 – Regional Transition Accelerator

WP2's contribution focuses on traineeships and work-based learning, aligning mobility with regional development goals. Their work on D2.5 (the STARS EU Traineeship Programme) directly supports WP6 by identifying external placements and creating opportunities for student mobilities within the alliance.

WP2 also supports challenge-based learning through their development of the Future Lab camp, which is rolled out in the format of a BIP, recurring every year and hosted by a different STARS EU partner each time. In the Future Lab, international students undertake a physical mobility to the host institution and are placed in international groups and work on challenges given by a regional stakeholder of the host institution together. Following the physical mobility, students continue working together remotely during the online component of the BIP.

WP3 – Curriculum Lab

WP3 is a key player within the mobility programme as the development of joint courses, BIPs, and other educational modules big or small, are developed here – composing the academic offerings that the mobility within the alliance depends on. They ensure curriculum compatibility and coherence – i.e. that courses and modules offered at different universities match in content, learning outcomes, or level, so that a student can study at another institution without disrupting their academic progress. They also coordinate and provide the overview of academic calendars related to decision making on study opportunities offered, so that information to students and staff within the alliance are promoted through clear, timely and accessible information.

WP4 – STARS EU Knowledge Creation and Challenge Lab

WP4 facilitates student involvement in interdisciplinary research and project-based work through Challenge Labs. This provides non-traditional mobility pathways (e.g., research placements) and adds to the diversity of the mobility offer.

WP5 – Co-creation Campus

Provides the digital infrastructure to integrate the mobility processes in the broader STARS EU Digital Campus. This includes managing shared systems for mobility administration, course access, and student records — essential for facilitating seamless mobility within the alliance.

WP6 – Reach for the STARS Mobility Programme

WP6 leads the creation and deployment of the mobility programme, working closely with Mobility Officers to standardize processes and establish the mobility framework, and especially – in close collaboration with work package 8 and 3 - identifying ways to promote mobility and find means to inspire and support students to participate.

WP7 – Sustainable Model

Supports the environmental dimension of mobility, developing tools and metrics to monitor carbon impact, and advising on sustainable travel options. Future plans include digital tools for eco-conscious travel planning and second-hand resource exchanges, aligning mobility with the alliance's broader climate goals.

WP8 – Dissemination and Impact

Ensures wide visibility of the mobility offer of STARS EU through the communication strategy developed for the alliance, through branding, and promotional materials. Their objective is to ensure that all opportunities are visible on the STARS EU web pages, and that detailed information to promote participation is available there. But it is equally important that WP6 and 8 with joint efforts ensures that there are pathways from local information web pages at each university available – to ensure easy access to information provided, and that information and promotion material is distributed widely within the alliance through different channels and promotion campaigns.

Conclusion

It is not the **exclusive responsibility** of work package 8 to make information available on the STARS EU web pages, nor is it the sole task of work package 6. In fact, it is the joint efforts of these two in collaboration also with work package 5 that will ensure the success of the Reach for the STARS EU mobility programme. The content of the programme will then consist of the results from ongoing initiatives with work package 2, 3 and 4. This machinery is then supported and monitored by work packages 1 and 7, **ensuring continuous quality assurance and sustainability** throughout.

Virtual Mobility as a Key Element of the Reach for the Stars Program

STARS EU project aims to significantly increase the number of mobilities among consortium partners. It is anticipated that more than 50% of students and 40% of staff within the alliance will benefit from physical, virtual, or blended mobility. Given that the consortium encompasses over 150,000 students and 15,000 staff members, the scale of planned mobilities is substantial.

Achieving this ambitious target is one of the project's core objectives and must take into account global and European challenges. These include ecological, economic, and digital transition priorities.

Mobilities may take place in physical, virtual, or blended formats. From an environmental perspective, the partner universities are located across different regions of Europe. It is important to note that transport accounts for approximately one quarter of the greenhouse gas emissions, contributing both to pollution and noise. In addition, commonly used modes of land, air, and sea transport are heavily dependent on fossil fuels. Limiting reliance on such means of travel is therefore essential, as it directly affects Europe's ability to achieve climate neutrality. For this reason, the Reach for the Stars program places strong emphasis on sustainable mobility, promoting the substitution of physical mobilities with virtual and blended options in order to reduce environmental impact.

While physical mobilities offer undeniable benefits, they also entails significant transport and accommodation costs. In many cases, physical mobility can be effectively replaced by virtual or blended alternatives without compromising educational or research outcomes. Considering both the scale of the planned mobilities and the costs associated

with each physical exchange, extensive use of virtual mobility is essential. Only through widespread adoption of virtual mobility will the consortium be able to achieve the planned targets.

Another key enabler of increased mobility is the rapid development of digital communication technologies. These tools allow for video conferencing, collaborative project work in both online and offline modes, and real-time file and data exchange. Their growth and widespread adoption accelerated significantly during the COVID-19 pandemic, and they are now firmly embedded in teaching and research practices at universities. Harnessing these technologies for the systematic implementation of virtual mobility formats is therefore a natural step forward.

The entire structure of the STARS EU consortium has been designed with virtual mobility in mind. A virtual campus will be established within the consortium, where students, teachers, researchers, staff, and stakeholders can collaborate seamlessly, both in person and online. This campus will integrate all STARS EU cooperation structures, with a central feature being a digital space in which members of the Regional Transition Accelerator, Curriculum and Challenge Labs, and other key actors (scientists, researchers, teachers, students, as well as representatives of industry, government, and civil society) will work together. Their goal will be to design new methods, approaches, and pilot initiatives, as well as to test disruptive and innovative solutions to address societal challenges. To the greatest extent possible, these activities will be carried out through virtual mobility.

In conclusion, achieving the targeted number of mobilities is feasible only through the widespread adoption of virtual formats. Every key member of the STARS EU community, scientists, researchers, teachers, and students, has a responsibility to make extensive use of virtual mobility in their activities. This approach directly addresses the pressing ecological, economic, and technological challenges of our time.

Planning

Development of mobility offer

Following the STARS EU needs analysis report on mobility, WP6 designed the Mobility network structure of the alliance (milestone MS16) and compiled a catalogue of courses (deliverable D6.1) in each STARS EU partner institution which are given in English and available to enrol in for academic exchange programme students.

MS16 presents the various elements constituting the STARS EU network structure. The objective was to present the organization of mobility within the STARS EU alliance and to establish guidelines on the follow-up and assessment of the mobility activities. The cornerstone of the STARS EU mobility network is based on the inter-institutional agreement (IIA) signed by the STARS EU partner universities in December 2022. Without this IIA, no mobility could be formally possible. All existing fields at the various partner universities are included in this agreement, which means that every faculty, every department of the universities composing STARS EU can participate to the various mobility schemes.

STARS EU has the peculiarity to include a partner, the Aleksander Moisiu University in Durres (Albania), which is not situated with the European Union, and which is considered as a Partner Country. The mobility with this partner can therefore be organized only through the schemes planned with countries from the Western Balkans. Each EU-based STARS EU university has therefore signed a specific bilateral agreement with UAMD.

To put into practice this agreement, a network of STARS EU mobility officers has been established. This network oversees the following up and the promotion of mobility within the alliance. As written in the report, accounting for mobility and promoting mobility with fact sheets and a course catalogue are the necessary conditions that this M16 report points out.

Deliverable D6.1 is the result of the collective ork of all members of WP6. It is a catalogue of courses, which is the heart of the STARS EU mobility offer, given in English by the STARS EU partner universities, and available for exchange students to enroll in. This catalogue is based on each university's English course offering, which is also present on each university's website, but which was compiled in a spreadsheet for more ease of access. The deliverable also includes the course offer in each institution's mother tongue, in order to promote the culture of each country.

Dissemination of information

Effective dissemination of mobility-related information is crucial for maximizing outreach, engagement, and participation across all target groups (students, academic staff, researchers, and administrative staff). In this regard, strong cooperation with WP8, which is responsible for communication, visibility, and dissemination activities, plays a vital role in ensuring that mobility opportunities are widely known and accessible.

Means for dissemination

To ensure effective promotion and awareness of the STARS EU programme, the following dissemination strategies will be implemented:

1. Online and digital communication

- Promotion of the programme on the STARS EU website.
- Main partner university websites direct staff and students to the STARS EU site.
- Publication of information on each university's communication platforms.
- Send newsletters to schools and faculties within each university.
- Provide content to each university's communication department for wider distribution.

2. Using existing channels and events

- Integration of STARS EU visibility into ongoing events, newsletters, and communication media.
- Strong promotion during study abroad fairs, welcome events, and opening sessions for new students.
- Publication of internship opportunities on university vacancy boards for positions at STARS EU institutions or partner companies.

3. Promotional materials and tools

- Development of resources for international coordinators, including PowerPoint presentations, leaflets, course details, and partner information.
- Creation of flyers and posters for on-campus and online visibility.

4. Direct engagement and information sharing

- Organisation of online information sessions for students, staff, and international coordinators—starting with the coordinators so they can relay the information to students.
- Hosting "STARS Talks" focusing on mobility opportunities, procedures, and student experiences.

5. Online information sessions for International Coordinators

- Presentions of each university to all international coordinators.
- Creation of awareness of the programme and clarify expectations, including any limitations (e.g., restricted student spaces per programme).
- Breakout rooms organised by study field to facilitate networking and enable coordinators to share available opportunities for students.
- Creation of tools for International Coordinators to help them introduce STARS EU to students.

Impact on environment

An important part in designing the "Reach for the STARS" mobility programme has been *taking into account the environmental impact of the activities included.* It is inevitable that parts of such a mobility programme involve physical mobility – which in turn will have a greater environmental impact than digital alternatives.

It is therefore essential that the design of the mobility programme is clearly aligned with the overarching structure and goals of the alliance. This ensures that the *physical mobilities undertaken are meaningful and justified* in relation to the climate impact they entail. We must remain aware of the resources we consume and act responsibly in how we use them and equally important – to make our students as aware of this also.

Measuring and taking measures

In collaboration with representatives from Work Package 7 (Sustainable Model), Work Package 6 (Reach for the STARS Mobility Programme) has *taken steps to incorporate sustainability as one of several core components in the design of the programme*. One of our key responsibilities is to *systematically measure and analyse the environmental impact* of the mobilities that take place under this programme. This is necessary not only to evaluate whether we are meeting

our environmental commitments, but also to identify possible areas for improvement – for example, reducing emissions while maintaining participation in mobility.

Another key aspect is to ensure that all students participating in mobility within the alliance are provided with guidance, advise and support to enable them where possible and appropriate to choose green alternatives, and to obtain information to help them make conscious choices throughout their mobility experience. To *teach them how to live more sustainable* and how to reduce even further their carbon footprints in their everyday lives – *as a compensation for the added emissions* of physical mobility within the alliance.

To support more sustainable practices, the programme offers virtual mobility options. In the case of physical or blended mobility, all partners within the alliance provide their students with practical and accessible options for travelling more sustainably - such as prioritising train travel over air travel whenever feasible. In addition, our digital platforms include clear guidance on how students can compensate for their carbon footprint and adopt sustainable habits during their stay abroad.

(Contents of web page included in separate section below)

Staff mobility

Staff participating in mobility activities are likewise encouraged to consider environmental aspects when planning their travels. All partner institutions have ensured that clear and user-friendly information on sustainable travel options are available on relevant websites to support informed decision-making at each university within the alliance.

Future prospects

We see the possibility to explore developing a *digital platform* that will support the reuse of items left behind by outgoing students. This service would aim to reduce waste by allowing incoming students to access and claim useful items – such as household goods, kitchenware, or study materials – thereby contributing to both environmental sustainability and student well-being.

In addition to the joint efforts with WP7, equally important in this aspect is the collaboration with WP8 (Dissemination and Impact) in order to ensure that the information is presented clearly and pedagogically on the STARS EU web pages in order to facilitate for students to find it easily and take part of its contents. In turn, it is equally an important part of all members of WP6 and WP8 to locally at each university within the alliance ensure that there are different ways of *promoting the STARS EU web pages* and its environmental guidelines and advice to students.

The idea of *compensating for added physical mobility* could also be developed further so that each university actively compensates for the added footprint by supporting initiatives to promote sustainability causes – but this would have to be investigated further as part of developing and improving the mobility programme continuously.

Through these joint efforts, the "Reach for the STARS" mobility programme aims to foster meaningful international exchanges that contributes to global perspectives by encouraging our students to understand international cultures, issues, and viewpoints. But at the same time actively supporting them in addressing climate challenges and finding ways to reduce their carbon footprints - not only during their mobility but also afterward and beyond.

Web pages: Sustainable travelling and living abroad

There are many sustainable measurements great and small we all can take to do our best to prevent environmental impact of our activities.

On this web page you will be able to find advise and useful links for planning your travels and living abroad in a sustainable way. By following these, you can reduce your environmental footprint during your stay abroad.

Travel and preparing

Think about how: When you're traveling, picking the right transportation can really help reduce your climate impact. In Europe, taking the train is a great option.

Choose eco-friendly options: There may be possibilities to receive financial those who pick green travel options, and extra financed days for travelling. Check with your home university International Office on what applies.

Be smart about where you stay: Your accommodation choice matters for the environment too. If you learn about your accommodation before you go abroad, you can better prepare and find ways to reduce having to buy new items.

Read more about sustainable planning for your mobility
(https://www.greenerasmus.org/browse-topics)

Living abroad

Sustainable living begins with becoming aware of your own habits **and, secondly, understanding what measures you can take.** Here are some points for your lifestyle abroad worth looking into:

- When you arrive, explore swap markets and second-hand shops for furniture and equipment.
- Travelling during your exchange is among the things you will love the most, so make sure you do it in a sustainable way. Your host city or town probably has options.
- How and what we farm, fish and eat are matters a great deal. It is a good idea to learn more about what you can do to shop and eat sustainably.
- Household energy usage leads to carbon emissions. Learn more about what amount your household appliances use – so that you in turn can use them wisely.
- Recycle your waste to the best extent possible during your stay abroad.
- Support local and sustainable businesses whenever possible, as this not only reduces your environmental footprint but also helps the local economy thrive.

Read more about sustainable living during your mobility
https://www.greenerasmus.org/browse-topics

Impact and useful links

Use online tools to track and calculate your impact. There are several available tools to help you measure your carbon footprint based on how you travel, what you buy etc. Below, we have listed a few of these.

The Green Erasmus Portal: This portal has tips, resources, and games to help you be sustainable before, during, and after your Erasmus experience. Most of the text above is linked to this webpage. https://egg.civil.auth.gr/#calculator

Travel and Climate – Holiday emission calculator: This webpage provides tools and information for calculating and minimizing the climate impact of travel. Key factors include mode of transportation, type of accommodation, and activities. It also offers resources for finding train routes and viewing flight emissions based on a map search.
https://travelandclimate.org/

Extending the offer

The opportunities for the extension of the mobility offer are presented below.

Joint Programmes

Definition: According to STARS EU academic offer joint degree definition the Joint Programme is characterised as an integrated curriculum offered in conjunction by multiple higher education institutions, resulting in a double/multiple or joint degree, possibly in form of a European Degree.

As for the type of awarded degree, EQAR1 gives the following:

Joint degree: international study programmes in which students complete their studies with one degree from two universities. The cooperating universities provide one study programme for students to complete. In contrast to a Double Degree, a Joint Degree provides the student with one degree from both institutions instead of two. The alliance agreed that joint study programmes can be double or joint degree programmes to allow for flexibility. See here. (the link is not working)

Double/multiple degree: international study programmes in which students complete their studies with two degrees from different universities. Compared to a single degree, double degrees consist of two independent study programmes, yet the designated curriculum is designed to provide the students with little additional work to achieve both degrees. In contrast to a Joint Degree, a Double Degree provides the student with two degrees, one from each institution, instead of one. The alliance agreed that joint study programmes can be double or joint degree programmes to allow for flexibility. See here. (the link is not working)

Forms: virtual/blended/physical

Format and schedule of the joint programmes differ case by case. Most of them include semester(s) of physical mobility.

List of joint programmes: (that are being prepared) https://1url.cz/FJwTN

Collaborative Online International Learning - COIL courses

Definition: COIL, short for Collaborative Online International Learning, defines a cross-cultural, international linking of two courses in higher education institutions for one or more sessions. Students are particularly invited to share their respective cultural backgrounds and experiences using online platforms to accomplish an assigned task together. For further information see: https://1url.cz/cJwTB

Form of Mobility: Virtual (on-line course)

List of COIL courses: there aren´t any COILS Courses available within STARS EU right now.

Hybrid module/course

Definition: A course in which some students attend lectures or seminars in person, while others participate virtually from home.

Form of mobility: Students from the home university: physical

Students from partner universities: virtual

Micro-credentials

Definition: micro-credential is the record of the learning outcomes a learner has acquired following a small volume of learning. Learning experiences leading to micro-credentials are designed to provide the learner with specific knowledge, skills, and competencies that respond to societal, personal, cultural, or labour market needs. Micro-credentials do not replace traditional credentials, as they are designed to offer more flexible and accessible units of learning. For further information see: https://1url.cz/WJwTG

Form of Mobility: virtual (on-line course)

Number of ECTS credits: from 2 to 3 ECTS

List of courses: https://1url.cz/WJwTG

Massive Online Open Course – MOOC

Definition: short for Massive Online Open Course, describes an online course that is open to unlimited participation and is offered through open access. Many MOOCs employ interactive tools to facilitate the interactions among the participants instead of only offering a synchronous lecture.

Traineeships and Regional Partnerships

Extending the STARS EU Traineeship Programme

Definition: Long- or short-term mobility under Erasmus+ or other formats, including curriculum-based student projects, theses, or similar activities.

Strengthening links between mobility opportunities and regional stakeholders — such as companies, NGOs, and public institutions — can significantly increase the regional impact of such activities. The STARS EU Traineeship Programme already includes one track, Internships. Two additional tracks are under development: apprenticeships, which are long term work-integrated learning mobilities, and Young Professionals, which are long or short-term work mobilities for recent graduates.

Forms of mobility: virtual/blended/physical

Recognition of results at home University

One of the main objectives of the STARS EU project is to encourage student participation in international exchanges by offering a wide range of mobility opportunities. These include for example Blended Intensive Programmes (BIP), Erasmus exchanges, joint courses, and traineeships. To achieve this goal, it is essential to ensure the full recognition of successfully completed activities during study mobility periods—such as diplomas, transcripts, and examination results—and, where possible, of traineeships in terms of credits awarded. Recognition guarantees that qualifications obtained at partner universities or institutions are valid and can be used for further studies, employment, or other purposes. Recognition of results acquired during the mobility period is based on the principles of transparency, flexibility, and fairness. Accordingly, regulations concerning recognition of the mobility must be publicly accessible at the sending university.

The STARS EU Alliance website (https://starseu.org) will regularly publish information on all available mobility opportunities, along with the corresponding credit points. This ensures that all students have unrestricted access to this information, guaranteeing full transparency and equal access to the consortium's offers. The website will also provide contact details of Mobility Officers, whose role is to offer guidance and answer questions related to all types of mobility and deliver contact information for other relevant staff members will also be available. Before departure, a Confirmation of Recognition document must be prepared. This document outlines the planned curriculum (learning agreement, training agreement, or equivalent), and must be approved by the student, the host institution (university or company), and the sending university. It is recommended that both institutions involve representatives of all key units participating in the mobility process. For academic courses to be taken at the host university, the sending university should have the document signed by both the study programme director and the dean of the faculty, to ensure the curriculum aligns with the student's academic profile. In some cases, two versions of the document may be required: one fulfilling the requirements of this programme, and the other fulfilling the

requirements of the funding programme (e.g. Erasmus, CEEPUS). This document should be based on the ECTS (European Credit Transfer and Accumulation System).

Given that full equivalence in course content between institutions is rarely possible, emphasis should be placed on the similarities in learning outcomes, rather than on the differences between programmes.

All ECTS credit points earned by students during mobility—through Erasmus studies, BIP programmes, joint courses, etc.—must be automatically counted toward the student's degree, provided the courses were satisfactorily completed. Additional credit points for courses not specified in the original learning agreement may be recognised at the discretion of the university authorities, such as the faculty dean.

Recognition of results is possible only after submission of all necessary documentation confirming the student's successful completion of coursework. These documents must be issued by the host university or company in a timely manner, allowing the student to complete the semester without delay.

These rules define the overall strategy for recognizing credit points obtained during mobility periods. Each university is responsible for preparing its own supporting documents in its native language, adapted to local regulations. Where appropriate, documents may also be issued in bilingual format or in English

Local guidelines for students and staff

Reach for the Stars Mobility Programme offers a variety of mobility options, including study stays abroad, hybrid module/ courses , Blended Intensive Programmes (BIPs) for students , internships of student or recent graduates , guest lectures , Blended Intensive Programmes (BIPs) for staff, staff weeks, joint project meetings, STARS Talks, staff workshops and bilateral visits. Each of these forms of mobility has different guidelines regarding application deadlines, required documents, and qualifications. Candidate selection criteria may also vary. For example, different criteria apply to studies stays abroad under the Erasmus+ program, and different criteria apply to qualifications for participation in hybrid modules/ courses. Commonly used criteria for Students include the average grade obtained during studies and the compatibility of competencies acquired during mobility with the curriculum. Staff participation in various forms of mobility also requires the application of different criteria. Examples of such criteria include the potential for utilizing competencies acquired during mobility from the university's perspective, involvement in activities related to organizing or managing mobility at the university, or the number of mobilities completed to date. The latter

criterion aims to ensure the participation of as many people as possible in mobilities, rather than multiple mobilities by the same individuals.

Additionally, when developing guidelines for specific forms of mobility, the requirements of the fund administrator must be taken into account. Such administrators include the Erasmus+ National Agencies, government programmes in individual countries, funds obtained from cooperating companies and local administration units, university own funds available at various levels of the university organization, and student and staff funds acquired through various research and teaching projects. Each fund administrator has its own guidelines. It should also be noted that in the case of funding provided through the Erasmus+ program, any documents and guidelines developed can only be supplementary and must not violate the program's provisions.

It should also be noted that different types of mobility are handled by different organizational units at universities. Each university has organizational units responsible for international cooperation. However, if funds are obtained directly by other units or individual teaching or research teams, these units or teams are responsible for project implementation. Mobilities are often just one of the activities in these projects. The involvement of organizational units responsible for international cooperation is then limited to supporting and reporting activities.

Given the factors outlined above, local guidelines for specific forms of mobility are not developed at universities within the STARSEU consortium. However, it should be emphasised that basic principles are always observed, such as:

- general availability of information about the offered mobilities through regular publication on the starseu.org consortium website, university and faculty websites and other channels used by individual universities, including social media and promotional events,
- public publication of criteria for granting mobility,
- university declaration of recognition of results at home university before starting mobility.

Information about available forms of mobility and applicable rules

The STARS EU Alliance website (https://starseu.org) will regularly publish information on all available mobility opportunities, along with the corresponding credit points. This ensure that all students have unrestricted access to this information, guaranteeing full transparency and equality access to the consortium's offers. The website will also provide contact details of Mobility Officers, whose role is to offer guidance and answer questions related to all types of mobility and delivery contact information for others relevant staff members will also be available.

The role of Mobility Officers, appointment at each institution, has been central. These officers not only served as coordinators for their work package and related issues locally but also

enabled more efficient cross- alliance communication though offering one point of contact for the work package at each university within the alliance. Their involvement has facilitated the process of integrating the mobility logistics, supporting the long -term vision of STARS EU functioning as “one campus”.

To obtain information about available mobility offers, application deadlines, eligibility rules, recognition of results and other details, please select one of the commands on the starseu.org website, as shown in the figure below.

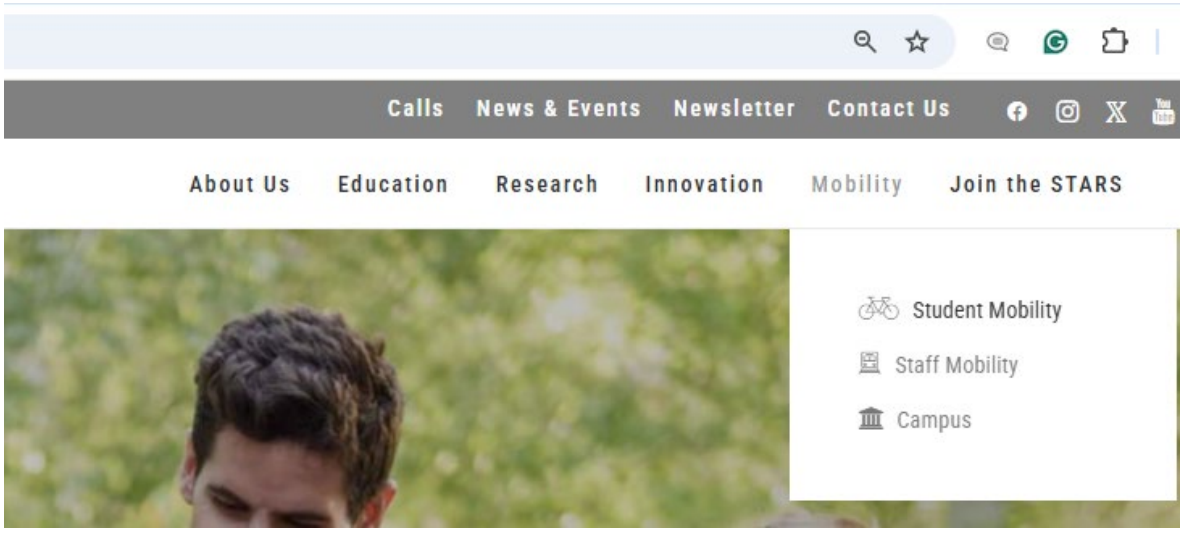

Fig. STARSEU web page with the information about mobilities

Specifications for mobility registration software

Each university shall register the participation of Students and Employees participating in mobility. This is a project requirement and also the number of mobilities is the project indicator. The amount of data to be collected is very large. At least 50 percent of students and 40 percent of staff should participate in the mobilities. This is the project indicator. Considering that the number of students in the consortium is over 150,000 and the number of staff over 15,000, it is expected that over 71,000 people will be registered in the mobilities (150,000 Students* 50% + 15 000 staffs * 40%). Registering such a large number of entries definitely requires the use of a computer system.

Such system will be also used as the tool for monitoring the intensity of cooperation. Given the number of people participating in the exchange, it is necessary to automatically count using a computer system. Below are the requirements for the counting system.

Specifications of database fields

Number

Number of people participating in the given mobility. For example, if twenty (20) students participate in the virtual mobility by completing the project under the supervision of Professor from other, foreign University, the number 20 shall be given in this field.

If the mobility involves several different groups of beneficiaries, for example students and teaching staff, two rows are required, one for students and the second one for teaching staff. This is because Reach for the Stars mobility programme requires that mobilities are counted by group.

Date

The start date of the mobility. This date will be used to prepare annual and final reports. This will allow us to provide the number of mobilities implemented in each year. It will also allow to track whether the actions taken translate into an increase in the number of mobilities.

Description of Mobility (free text)

This is a text that contains information that helps to identify the mobility. For example, many conferences are organised every year. Entering in this field the text like "Scientific conference on artificial intelligence in medicine, Krakow, June 2025" will make it easier to identify a given event. This text is for informational purposes only and is not further processed by the software.

Duration (h – hours, d-days, w-weeks, m-months)

Duration of mobility, expressed in hours (h) days (d), weeks (w) or months (m). The entry consists of a number and an appropriate suffix, specifying the unit of time. The data entered should be checked for correctness. Each entry must consist of a numeric value and a suffix.

Second and first name/File name

This field is temporary and must be refined, according to the notes provided below.

If only one person participates in the mobility, only its first and second name shall be entered. However, if more people participate in the mobility, the name of the file containing the surnames and first names of all people must be entered.

Note about identification of persons: The WP6 team currently manually registers all mobilities due to the lack of software. For this reason, a solution was adopted regarding the identification of individual persons, which is imperfect and must be implemented differently in the software. First names and surnames are used to identify individual persons participating in Stars EU mobilities. This solution has its drawbacks. Entering first names and surnames in a different format will cause a given person to be treated as two different persons. For example, in Polish one or two first names are used. Two different entries "Jan Kowalski" or "Jan Józef Kowalski"

may mean the same person. The difference is only that first two first “Jan Józef” names are in the second case. **The software system must use an unambiguous way of identifying individual persons within the entire Stars EU consortium**. This is a condition for the correct counting of mobilities, including statistics specifying how many times a given person took part in mobility. It is therefore necessary to develop an appropriate identification system, based, for example, on the identifiers used in the IT systems of individual universities belonging to the consortium.

Note about file used to store the names of persons: Currently, mobilities are entered manually directly into a spreadsheet or using dedicated forms. In order to simplify the entry of mobilities involving a large number of people, instead of duplicating rows, a file containing the names and surnames of participants is used. This allows, for example, to register 60 students taking part in an international course with a single entry in Excel. In the case of the software that will be created, individual people can be registered in separate entries, without using such a file.

Host University

For each mobility, the university to which the beneficiary is assigned should be provided. This is important information because it will allow for determining the involvement of individual universities in international exchange. It will also be possible to take remedial action in advance if too low involvement is detected. Currently, the following universities will be included in the project:

- Aleksandër Moisiu University of Durrës (Albania)
- University of La Laguna (Spain)
- University of Franche-Comté (France)
- Bremen University of Applied Sciences (Germany)
- Hanze University of Applied Sciences (The Netherlands)
- Cracow University of Technology (Poland)
- Polytechnic Institute of Bragança (Portugal)
- University West (Sweden)
- Silesian University in Opava (Czechia)

The list of universities should be configured by the administrator in the system options. This will ensure the possibility of using the software in the event of additional universities joining the consortium.

Individual items in the list may have assigned hot keys, for example as shown below.

- **A**leksandër Moisiu University of Durrës (Albania)
- University of **L**a Laguna (Spain)
- University of **F**ranche-Comté (France)
- **B**remen University of Applied Sciences (Germany)
- **H**anze University of Applied Sciences (The Netherlands)
- **C**racow University of Technology (Poland)
- **P**olytechnic Institute of Bragança (Portugal)
- University **W**est (Sweden)
- **S**ilesian University in Opava (Czechia)

Pressing one of the hot keys letters on the keyboard should automatically enter the appropriate university name on the list. This is important due to the large amount of data to be entered.

Home University

For each mobility, the university to which the beneficiary is assigned should be provided. This is important information because it will allow for determining the involvement of individual universities in international exchange. It will also be possible to take remedial action in advance if too low involvement is detected. Currently, the following universities will be included in the project:

- Aleksandër Moisiu University of Durrës (Albania)
- University of La Laguna (Spain)
- University of Franche-Comté (France)
- Bremen University of Applied Sciences (Germany)
- Hanze University of Applied Sciences (The Netherlands)
- Cracow University of Technology (Poland)
- Polytechnic Institute of Bragança (Portugal)
- University West (Sweden)
- Silesian University in Opava (Czechia)

The list of universities should be configured by the administrator in the system options. This will ensure the possibility of using the software in the event of additional universities joining the consortium.

Individual items in the list may have assigned hot keys, for example as shown below.

- **A**leksandër Moisiu University of Durrës (Albania)
- University of **L**a Laguna (Spain)
- University of **F**ranche-Comté (France)
- **B**remen University of Applied Sciences (Germany)
- **H**anze University of Applied Sciences (The Netherlands)
- **C**racow University of Technology (Poland)
- **P**olytechnic Institute of Bragança (Portugal)
- University **W**est (Sweden)
- **S**ilesian University in Opava (Czechia)

Pressing one of the hot keys letters on the keyboard should automatically enter the appropriate university name on the list. This is important due to the large amount of data to be entered.

Type of mobilities

The system should allow for the selection of the type of mobility. The following types of mobility are currently proposed:

- Study stays abroad
- Internship at a partner university/in a company
- Guest lecture
- Staff WEEK
- BIP (Blended intensive programmes)
- Joint research project
- STARS talks
- Project meetings (physical/virtual)
- STARS EU Meetings (TIGs, WP Tasks, Structures...)
- Working Meetings to start joint project (Funding)
- Staff workshops (virtual)
- Bilateral visits
- Conferences (physical/virtual)
- COIL course
- Internship of graduates

Form of mobilities

The form of mobility determines whether participation takes place remotely or virtually. The following types are proposed now:

- Physical
- Blended
- Virtual

Beneficiary

Beneficiary defines the group to which the person taking part in the exchange belongs. This is important information because it allows control over the participation of individual groups of Students and Staff in the international exchange. Currently, the following groups of beneficiaries are planned.

- Student
- Teaching staff
- Non-academic staff
- Administration
- Non-teaching staff
- Multiple
- Research

Proof of mobility (and perhaps the files documenting mobility)

This field will allow to verify the reliability of the registration of mobility. Each mobility must be confirmed. The documentation itself does not always have to be collected, it is often sufficient to simply provide the place where it is available. For example, in the case of participation in BIP (Blended Intensive Programmes) courses financed by Erasmus+, each University is obliged to keep the appropriate documentation that can be used for verification of the number of Students taking part in these courses. However, if for example evidence is attendance lists and the IT systems used do not store this information, it will be necessary to save an appropriate document in the system, such as a file with attendance prepared by the lecturer. The following types are proposed now:

- Erasmus grant documentation
- University travel documentation
- Certificate of attendance
- Transcript of records
- Participant List`
- Beneficiary Module

Each person entering the field for these values should be able to define the position on this list. Evidence of mobility varies depending on the regulations in force at the individual universities. The responsibility for documenting mobility lies with the person entering the data. They must be able to prove the implementation of mobility in the event of an audit.

The person introducing the mobility should be able to upload documents confirming this mobility. These documents can be a list of participants, travel documents, etc. These documents should be stored securely and accessible only to the person who entered the data and his or her superiors.

Entered by

An identifier that clearly indicating a person on a STARS EU consortium-wide scale. Currently, this is a first and last name, but this method of identification does not allow for the unambiguous identification of people. Due to the lack of a strictly defined entry format, it may happen that two, different entries may indicate the same person. The computer system cannot have such defects. The use of unambiguous identifiers is required.

Comment

Text field that can be freely used by the person entering the data. It can be used, for example, to indicate that some data still needs to be entered, it can contain the source of the information, such as the date and the person who provided the mobility data by email, additional data facilitating the identification of mobility, etc.

Prototype of software

Based on the above assumptions and requirements, the excel workbook was developed and used for the manual data registration. This prototype tool was used for manual data registration. During this registration, certain problems were noticed, which resulted in changing the registered fields and their values. As a result of these comments, the database fields were modified. Therefore, the database fields presented in the previous part are the result of work related to manual registration of mobility and subsequent modifications of this sheet. The use of such an approach should shorten the time of testing and introducing changes in the prototype version of the computerised mobility counting system.

The dates presented in the sheets below are examples and do not represent actual mobilities.

Data entry interface

Below is an example of a data entry form developed by Hanze University. The system should have various data entry options:

- manual entry (as shown below in the screenshot)
- automatic entry, for example when passing a subject that was taught jointly by different universities.
- batch entry based on an excel sheet with data in CSV format.

The screenshot below shows a form for manual data entry. A similar form for entering data should be available in the IT system being built.

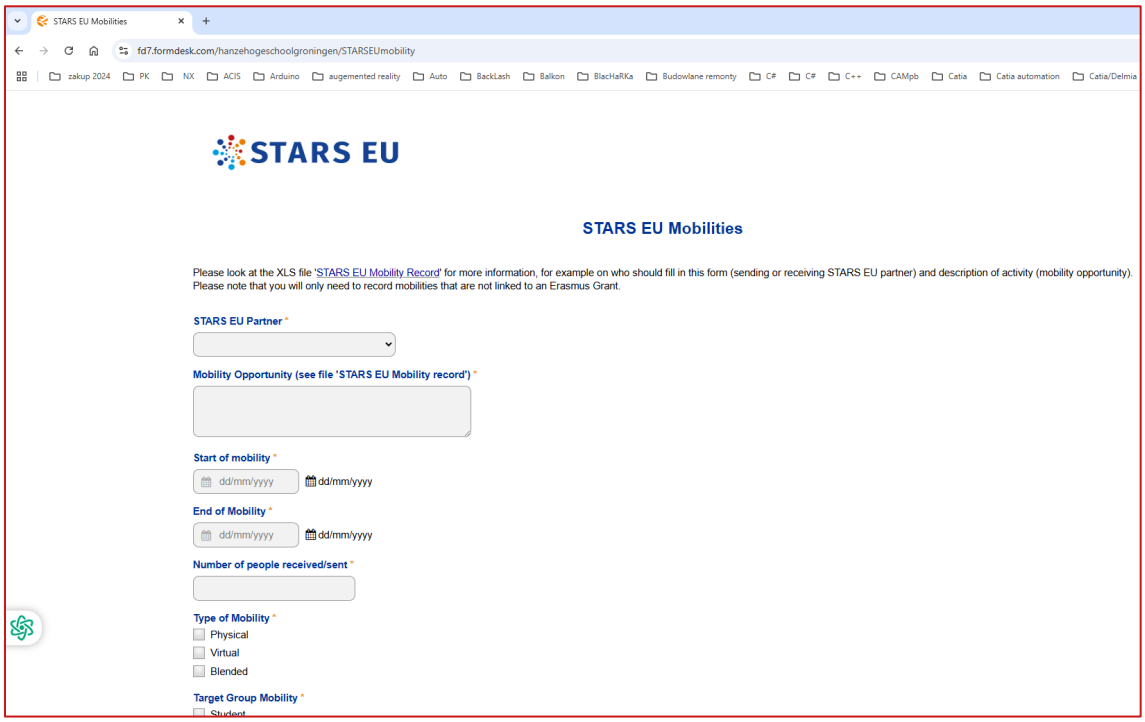

Fig. Manual entry screen developed at Hanze University

Data entry spreadsheet

While the WP6 team was manually entering data, an Excel spreadsheet was processed. Below you can find the screenshot from the spreadsheet used for data registration.

A	B	C	D	E	F
274	<=Total number of mobilities (calculated automatically)				
Number	Date (dd.mm.yy)	Description of Mobility (free text)	Duration (m-months,d-days, h-hour	Second and first name/File	Host University
22	16.04.2024	Bilateral visit in Int. relations Office, CUT	2d	Agenda spotkania z dziekanami	PL
2	03.02.2025	Wizyta na ULL w ramach NAWA	8d	STARS EU - wyjazd Booster.docx	PL
5	13.01.2025	BIP organized by ProfJohn Smith	5d	Students listITCracow.docx	PL
7	13.01.2025	BIP organized by ProfJohn Smith	5d	Students listITCracow.docx	PL
7	13.01.2025	BIP organized by ProfJohn Smith	5d	Students listITCracow.docx	PL
13	13.01.2025	BIP organized by ProfJohn Smith	5d	BIPInformatyka2025.txt	PL
3	13.01.2025	BIP organized by ProfJohn Smith	5d	BIPInformatyka2025.txt	PL
10	13.01.2025	BIP organized by ProfJohn Smith	5d	BIPInformatyka2025.txt	PL
3	12.12.2024	Bilateral visit from HSB on BCL and 70th anive	2d	70SDJO.txt	PL
6	12.12.2024	Bilateral visit from HSB on BCL and 70th anive	2d	70SDJO.txt	PL
60	27.10.2024	Visit of IPB professors at Faculty of Architectu	2d	-	PL
6	27.10.2024	Visit of IPB professors at Faculty of Architectu	2d	-	PL
2	27.10.2024	Visit of IPB professors at Faculty of Architectu	2d	-	PL

Fig. Columns A – F of data entry spreadsheet

G	H	I	J	K
Home University (Country)	Type of mobility	Form	Formal/Inforr	Beneficiary
PL	Bilateral visits	Physical	Formal	Non-teaching staff
PL	Bilateral visits	Physical	Formal	Teaching staff
PT	BIP (Blended intensive programmes)	Physical	Formal	Student
FR	BIP (Blended intensive programmes)	Physical	Formal	Student
DE	BIP (Blended intensive programmes)	Physical	Formal	Student
PL	BIP (Blended intensive programmes)	Physical	Formal	Teaching staff
PL	BIP (Blended intensive programmes)	Physical	Formal	Non-teaching staff
PL	BIP (Blended intensive programmes)	Physical	Formal	Student
DE	Bilateral visits	Physical	Formal	Teaching staff
PL	Bilateral visits	Physical	Formal	Teaching staff
PL	Guest lecture	Physical	Formal	Student
PL	Guest lecture	Physical	Formal	Teaching staff
PT	Guest lecture	Physical	Formal	Teaching staff

Fig. Columns G – K of data entry spreadsheet

L	M	N
Proof of mobility	Entered by	Comment
Program of visit	Jan Kowalski, Mobility offi	List delived by email dated 13.4.24 by J. Zer
Program of visit	Jan Kowalski, Mobility offi	List delived by email dated 13.4.24 by J. Zer
University travel documer	Jan Kowalski, Mobility offi	List delived by email dated 13.4.24 by J. Zer
Cerification of attendence	Jan Kowalski, Mobility offi	BIP participation list delived by Z. Nowak
Cerification of attendence	Jan Kowalski, Mobility offi	BIP participation list delived by Z. Nowak
Cerification of attendence	Jan Kowalski, Mobility offi	BIP participation list delived by Z. Nowak
Cerification of attendence	Jan Kowalski, Mobility offi	BIP participation list delived by Z. Nowak
		BIP participation list delived by Z. Nowak
		BIP participation list delived by Z. Nowak
Program of visit	Jan Kowalski,	
Program of visit	Jan Kowalski,	
Program of visit	Jan Kowalski, Mobility offi	Data delivered by Erasmus Inst. Coordinat
Program of visit	Jan Kowalski, Mobility offi	Data delivered by Erasmus Inst. Coordinat
Program of visit	Jan Kowalski, Mobility offi	Data delivered by Erasmus Inst. Coordinat

Fig. Columns L – N of data entry spreadsheet

Statistic data screen

The collected data should be presented in a form that is easy to interpret. Below is an example of a developed screen containing summary data on mobilities registered by individual universities. This data is an example and does not represent actual values.

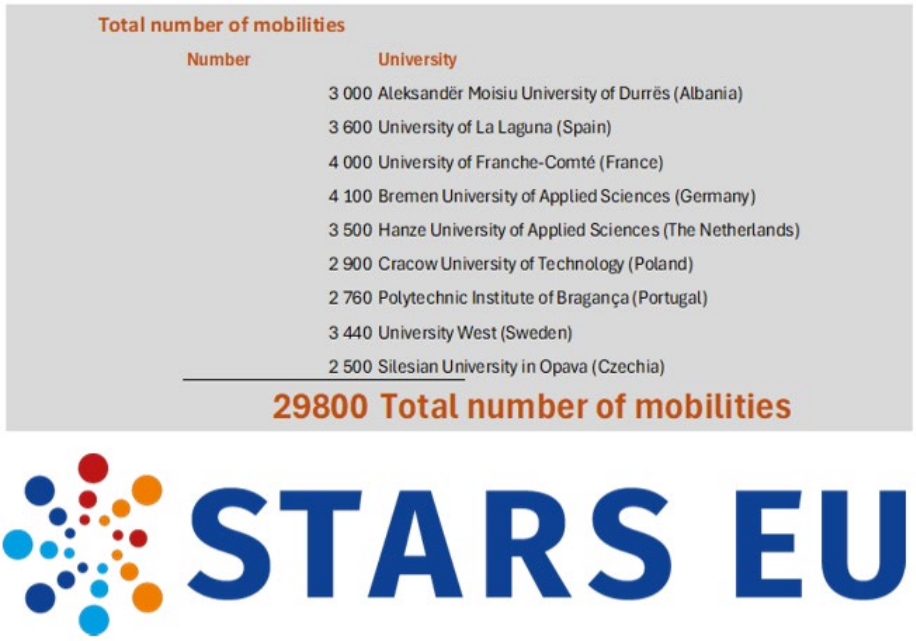

Fig. Example of a screen with a presentation of statistical data

Specifications of data entry methods

The amount of data collected on mobility is very large. At least 50 percent of students and 40 percent of staff should participate in the mobilities. This is the project indicator. Considering that the number of students in the consortium is over 150,000 and the number of staff over 15,000, it is expected that over 71,000 people will be registered in the mobilities (150,000 * 50% + 15 * 40%). Registering such a large number of people requires providing appropriate data entry methods.

Therefore, three data entry methods are proposed:

- Manual data entry
- Data entry via CSV files
- Automatic data entry

Manual data entry

Manual data entry involves recording data from a dialog box, for example one similar to the one shown below.

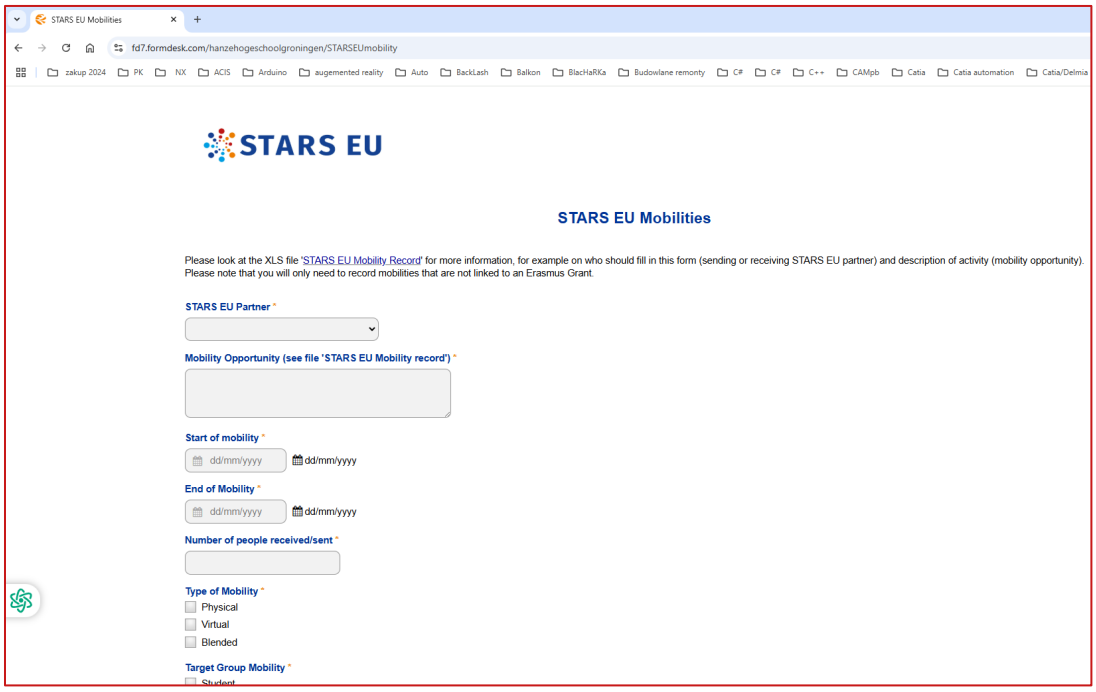

Fig. Manual entry screen developed at Hanze University

This method of data entry will be used for mobilities that occur relatively rarely or are unusual. This is in contrast to mobilities that occur frequently or regularly, such as participation in BIP courses or Erasmus study at foreign University. This method should be used particularly often for visits by individuals.

Person entering the mobility must be able to register each mobility and this method can be used in such cases.

Additionally, this method can be used to supplement data that is registered by other methods (for example, entered automatically). Sometimes, the data previously entered may need to be corrected. Such screen can be used for the modification.

Given the number of registered mobilities, which exceeds 70,000, with the prospect of increasing in the future, this method will not be the primary method of data entry. However, for the reasons given above, it is absolutely required.

Data entry via CSV Files

Many mobility data can be exported from existing computer systems. An example, at some universities, is the Erasmus mobility system. Such a system allows you to export the list of students taking part in mobilities, the date of the mobility, home university, host university, etc. Due to costs, it may not be possible to fully integrate this data into the mobility counting

system at this stage of the Stars EU project. Therefore, it should be possible to import the data into the mobility counting system.

For many events, there is a list of mobilities available, collected using traditional office tools, such as Excel spreadsheets. An example is the data of participants in international conferences. Each organizer has such a list of participants. This list should be used to count mobilities. Due to the number of mobilities, it is not allowed to manually enter items from such a list.

The proposed solution is to import mobility data in CSV (Comma Separated Values) format. This solution should facilitate batch data registation, and at the same time should be acceptable to employees due to its relative user-friendliness.

The data in CSV format should have a structure corresponding to the database fields. The principle is shown in the figure below. A semicolon is used as a separator.

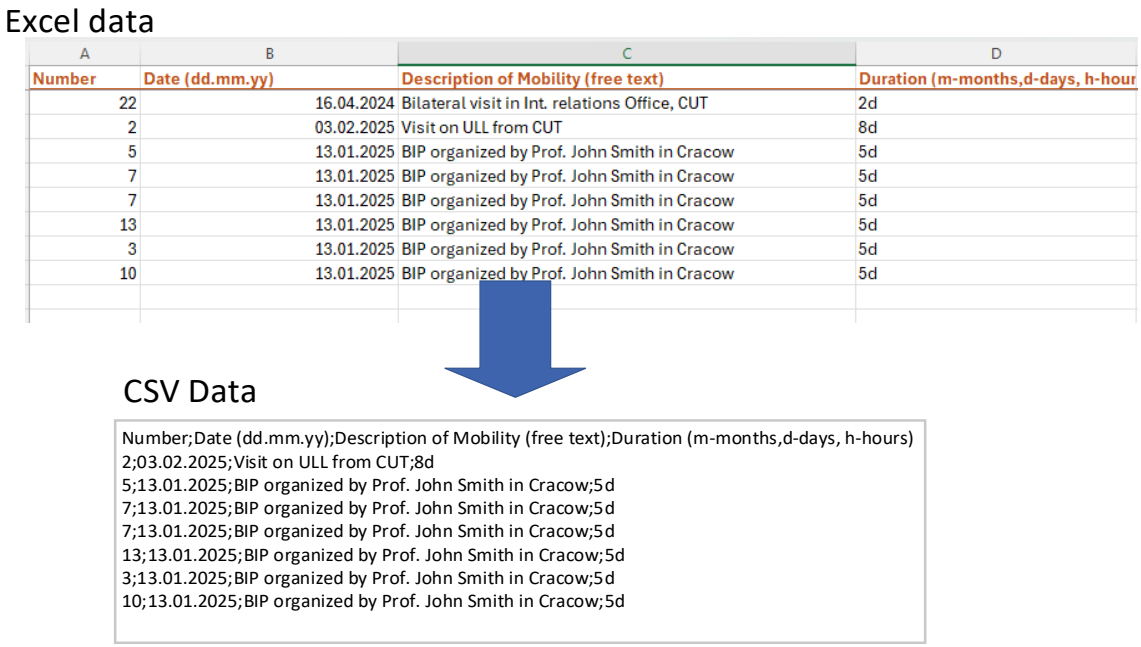

Fig. Importing data in CSV format (semicolon is the separator)

The system should have basic mechanisms for checking the correctness of data in CSV files. The following functions are proposed for checking the correctness of data:

1. Checking if all data fields in a given row of the CS file contain entered values. The only exception is the Comment field, which may not contain any value. The remaining fields must contain entered values.

2. Checking the correctness of the data in the Date column. The date must be entered in one of the formats accepted by Windows. The date must contain the day, month and year.
3. Checking the correctness of the data in the Duration column. The entered value must consist of a number and one of the following suffixes "h", "m" or "d".
4. Checking the number of registered mobilities in the Number column. This number must be greater than 0 and less than 500 (it is very unlikely that more than 500 persons will participate in single event).
5. The data entered in the Host University and Home University fields must refer to one of the universities belonging to the consortium

Automatic data entry

As already mentioned, the amount of data collected on mobility is very large. At least 50 percent of students and 40 percent of staff should participate in the mobilities. Considering that the number of students in the consortium is over 150,000 and the number of staff over 15,000, it is expected that over 71,000 people will be registered in the mobilities (150,000 * 50% + 15 * 40%).

For this reason, it is necessary to provide the possibility of automatic data entry. This is undoubtedly a difficult task, because each university has implemented electronic document circulation systems to a varying extent. Many universities still use the classic paper document flow, which blocks the possibility of automatic data entry.

In the case of organizing events such as conferences, BIP classes, Erasmus study trips, etc., it is proposed to use the previously described data entry mechanism via files in the CSV (Comma Separated Values) format. Such files can be generated based on data exported from other computer system/excel.

It is proposed to automatically register Students participating in classes in which mobility is used. Examples of such classes include:

- Lectures given physically on site by visiting professors in classes that are part of the study programme.
- Lectures given remotely by professors from partner universities, using electronic media, in courses that are part of the study programme.
- Classes conducted as part of the study programme, during which Students connect via various electronic media with students from partner universities in order to jointly implement projects, discuss assigned topics, etc.

All the cases listed above concern the situation when mobility takes place during classes carried out as part of the study programme. In other words, these are classes that are mandatory for Students (or chosen by Students but included in their transcript of records). In the case of such classes, the option "STARS EU Virtual Mobility" should be available in the information system. If this option is checked, when obtaining the final credit for the subject, a record should be automatically generated for the mobility registration system.

Statistical data

The system should generate basic statistical data on mobility. Currently, the following data is expected to be generated:

1. Number of mobilities within the entire consortium, divided into groups of beneficiaries. For example, the system should generate data of the type:

   Number of students participating in the exchange: 20 023

   Number of employees participating in the exchange: 10 456

2. The above data should be generated for selected time period defined by the start and end date. For example, it should be possible to generate data for the period:

   Start Date: December 1, 2022

   End Date: May 30, 2025

3. Data should also be generated with a breakdown by universities belonging to the consortium. For example:

Number of students participating in the exchange	20 023
Aleksandër Moisiu University of Durrës (Albania)	1985
University of La Laguna (Spain)	1985
University of Franche-Comté (France)	2100
Bremen University of Applied Sciences (Germany)	1568
Hanze University of Applied Sciences (The Netherlands)	1563

Cracow University of Technology (Poland)	2330
Polytechnic Institute of Bragança (Portugal)	2004
University West (Sweden)	2500
Silesian University in Opava (Czechia)	1600
Aleksandër Moisiu University of Durrës (Albania)	2388

Data as in the table above should be generated for a given period and selected groups of beneficiaries. A separate table should be generated for each group of beneficiaries.

4. It should be possible to generate all data from the mobility registration system in CSV format. This will allow the import of this data into static data processing systems (Statistica, Excel, etc.) and the preparation of final data summaries and graphs. They are required as deliverable.

Account management and roles in the system

The role of administrators in the system should be performed by the Mobility Officer. Each university belonging to the consortium has one Mobility officer. The administrator should have the rights to:

- Defining users for data entry
- Generating static data

Each user should only be able to enter and edit (correct, delete) data entered by themselves. They cannot modify data entered by other.

The administrators (Mobility officer) should have the right to edit (correct and delete) all data, but only within their university. They cannot have the rights to modify data entered by other universities.

There shall be also one super admin with the rights to define the dictionaries. The dictionaries specify the items available for list-type database field like:

- Form of mobilities:
  - Physical,
  - Blended,

    - Virtual
- Beneficiary
    - Student
    - Teaching staff
    - Non-academic staff
    - Administration
    - Non-teaching staff
    - Multiple
    - Research

Please see the description of database fields for more information. It is important functionality, as the new form of mobilities, beneficiaries, etc. can be developed in the future.

Execution

Success stories – examples

One semester Student mobility

General data

Beneficiary: M.Sc. degree student, Computer Science programme
Sending Institution: Cracow University of Technology, Poland
Receiving Institution: University of La Laguna, Spain
Period of mobility: November 2024 to June 2025 (two semesters)
Mobility format: Erasmus long-term mobility (Student mobility for studies)

Information about the recruitment

This mobility was organised in the second year of participation of the Cracow University of Technology in the Stars EU consortium. In order to inform Students about the availability of a new Partner, the University of La Laguna, in the offer of mobilities within the Erasmus+ programme, a meeting was organised with the Erasmus Faculty Coordinator. At this meeting, the educational offer of all partners from the STARS EU consortium was presented. Links to the current educational offer of the universities and contact details of persons responsible for servicing incoming Students were also provided. Equipped with such information, the Faculty Coordinators were thus prepared to provide information about the Partners' offer. The final decision on the choice of the destination university is always made sovereignly by the Student. Nevertheless, the Coordinators, taking into account the strategic importance of the STARS EU consortium for the future of the university, were asked to highlight the benefits of participating in the exchange with STARS EU partners.

The Erasmus Institutional Coordinator announced the start of recruitment for long-term mobility within the Erasmus programme and provided the deadline for completing this recruitment. It should be noted that these deadlines have been unified within the consortium. It is therefore impossible for the recruitment process at the Krakow University of Technology to be completed after the deadline for accepting documents, for example, at the University of La Laguna.

Each Faculty Coordinator conducts recruitment in accordance with the principles established at the Faculty. In the case of the Faculty of Mechanical Engineering, information is conducted mainly by electronic means. Each student receives information about the ongoing recruitment via an email assigned in the IT system. Information about recruitment therefore reaches every student. Additionally, information about recruitment is posted on the Faculty of Mechanical

Engineering website in the Student News section. The Faculty of Mechanical Engineering consists of Institutes. Most Institutes also post information about recruitment on their websites. Information is also sent to the Student Board at Faculty, which forwards it through its own channels. Leaflets and posters are also printed. However, given the widespread use and quality of IT infrastructure and in order to minimize the negative impact on the environment, the number of printed posters is limited each year.

Each student interested in the Erasmus exchange has a list of target universities available. In the case of universities belonging to the Stars EU consortium, students are also provided with links to subjects they can choose from. Students always have the opportunity to ask questions to the Erasmus Faculty Coordinator, the Dean of Student Affairs and the tutor of the course. Thanks to the possibility of contacting these people, students can get answers to all questions regarding both the substantive programme and the organisational aspects of the trip.

Selection process

The selection process aims to select the best candidates for the trip. The University of La Laguna enjoys great popularity among students of the Krakow University of Technology. This is due to its attractive curriculum, many jointly implemented initiatives, cooperation between staff of both units and a large number of students from other countries, which ensures a truly international environment. In order to select the best candidate, the criteria were specified in the form of an average from the previous course of studies and additional achievements. In the case of the outgoing student, the decisive criterion was a high average from the studies, indicating high involvement during classes.

Academic needs

In the case of Erasmus student exchange, a frequent issue is finding information about available courses. This is due to the fact that universities have differently organised websites through which such information is made available. In the case of universities belonging to the STARS EU consortium, information about the offer of all universities is available through the website https://starseu.org/student-mobility/. This allowed Student to reach the information directly. At the same time, the contact details of the Mobility officer appointed within this project are also provided, who also helps in unusual cases that require further explanation.

The student completed B.Sc. degree in the field of Industrial Design Engineering at the Faculty of Mechanical Engineering of the Cracow University of Technology. Students of this programme have classes in both typical polytechnic subjects, as well as classes with teachers from the Academy of Fine Arts. Thanks to this, they are prepared to implement projects in industrial design, taking into account the possibilities and technical limitations. Then the student began M.Sc. programme in the field of Computer Science, also at the Faculty of Mechanical Engineering of the Cracow University of Technology. The main point of Learning

Agreement was to prepare materials for a master's thesis. In accordance with the legislation in force in Poland, the thesis must be defended in Poland. This thesis is therefore conducted under the supervision of two supervisors. On the Spanish side, Prof. Jorge Martin Gutierrez, a renowned expert in the field of virtual reality, is responsible for it. Under his supervision, the student prepares a virtual reality environment. Interestingly, this environment can be used both using VR glasses and a regular browser. In addition, this environment is to be implemented on the university server, which will allow independence from the requirements of commercial companies. This is therefore a unique solution. On the Polish side, the supervisor is Dr Jan Bosak, who has extensive experience in the field of fine arts, working for many years as an academic teacher at the Institute of Industrial Design. He is responsible for the contents of the presentations, which will be shown in this environment. The main goal of these presentations is to bring together Polish and Spanish culture, especially by showing the differences in understanding such elements of nature as fire and water. The implementation of the work under the direction of two promoters creates a unique opportunity to carry out this multidisciplinary work. Additionally, an extremely valuable asset is the opportunity to commune with Spanish culture on a daily basis, which is of such great importance in work. It should be noted that this diploma thesis is a proposal to create a digital form for contacts between students and employees of both universities. It will be a forum taking advantage of the latest digital advances like virtual reality.

Administrative needs (health insurance, accommodation arrangement)

Prior to the beginning of the mobility, international students are required to submit valid health and liability insurance covering the full duration of their stay in Spain. This must include:

- Travel insurance (including damage to or loss of luggage)
- Public liability insurance (including professional liability where applicable)
- Accident and critical illness insurance (including temporary or permanent disability)
- Death insurance (including repatriation)
- Applications will be cancelled if insurance coverage is not provided before the start of the mobility.
- Additionally, while not mandatory, students are strongly advised to carry a valid European Health Insurance Card (EHIC) if eligible.

As for accommodation, the student arranged private housing in La Laguna. However, the University of La Laguna provides incoming students with a comprehensive guide that includes tips on how to find private accommodation, contact details for student residences, and trusted flat-sharing platforms. The International Office also assists students with housing-related concerns before and during their stay.

Social needs (offer opportunities for students to connect with both locals and other international participant)

To foster social integration, the University of La Laguna actively supports the Buddy Program, managed by the student association AEGEE-Tenerife. This initiative pairs incoming students with local ULL students who help them with their integration both academically and socially.

AEGEE organises regular events including international dinners, language exchanges, cultural excursions, and city tours, which help create a vibrant and inclusive community. These activities allow the students to connect not only with local students but also with international peers from different Erasmus+ universities.

Cultural needs (cultural immersion, tours, workshops, or participation in local festivals)

To ensure deep cultural immersion, the University of La Laguna and AEGEE-Tenerife offer a diverse and engaging programme of activities throughout the semester. These include guided visits to local museums, trips to the UNESCO World Heritage city of La Laguna, and excursions to natural landmarks such as Mount Teide and the Anaga Rural Park. Incoming students are also encouraged to participate in local festivals, such as **Carnival of Santa Cruz de Tenerife**, one of the most famous in the world, as well as traditional Canarian celebrations and university-hosted cultural workshops.

Linguistic needs

Spanish is the primary language of instruction at the University of La Laguna, and most university services are provided in Spanish. Therefore, all incoming international students must demonstrate at least a B1 level of Spanish (CEFR).

Minimum Spanish level required: B1 (CEFR) Certificates accepted: DELE, SIELE, or certificates issued by the student's home university.

Students who do not submit an accepted Spanish certificate will be required to complete a free 30-hour online Spanish course offered by ULL before or at the beginning of their stay.

This multilevel online course is designed to help students autonomously acquire essential linguistic and cultural skills. It addresses linguistic content alongside academic, cultural, and social topics relevant to the Canary Islands. Learning activities focus on listening and reading comprehension, using diverse resources such as videos, texts, and interactive exercises. This holistic approach ensures students are well prepared for both university life and daily interactions in the local context.

The course spans four weeks, with five lessons per week. Students must complete at least 80% of the activities in each lesson to gain access to the final exam. The final assessment becomes available after week four and must be completed in one attempt, without pauses, within 48 hours. A minimum score of 60% is required to pass and obtain the final certificate.

Access to the course is granted progressively as students complete the registration form; it is not automatic. Courses start every Monday, and students will receive an email with all necessary details on that day.

Although no oral placement test is required, it is strongly recommended that students have at least an A2 level of Spanish before beginning the course.

Students who complete the course and pass the final assessment will receive a certificate of completion, which can be used to fulfil the language requirement.

Monitoring of Student by sending institution

The student was monitored by Dr. Eng. Janusz Pobożniak, Erasmus Departmental Coordinator at the Faculty of Mechanical Engineering, Cracow University of Technology. The visit was aimed to evaluate the teaching conditions guaranteed at the partner university, the student's scientific progress and the social conditions. An important part were the meetings with teachers responsible for individual courses, and especially with the final project supervisor. The presented scientific works of the supervisor and the equipment of the virtual reality laboratory definitely confirmed that this university has the high qualifications to supervise this final work. The monitoring involved also the meetings with the representatives of the international relations office, including staff of the Erasmus section. The information provided by these people allowed for a better understanding of the problems occurring at this university in the field of international student services.

The most important, however, was the meeting with the Student himself. The student drew attention to the great commitment of the teaching staff and their great availability and accessibility. He appreciated it very much due to the large number of consultations. The student himself also drew attention to the good study facilities. At the university, he had unlimited access to a computer with high computing power. Thanks to this, he did not have to invest in his own computer equipment. The student also informed that the entire process of organizing studies is carried out very efficiently. There was also no difficulties to find affordable accommodation, which is often a problem during the Erasmus exchange.

FutureLab camp BIP - first edition (2024-2025)

General data

Beneficiary: students from Polytechnic Institute of Bragança and University Marie and Louis Pasteur

Sending Institution: Polytechnic Institute of Bragança and University Marie and Louis Pasteur

Receiving Institution: Cracow University of Technology

Period of mobility: 25 February 2025 until 4 March 2025

Mobility format: Blended Intensive Programme

Information about the mobility

The Future Lab is a challenge-based learning activity for students, during which regional stakeholders of the receiving institution give out challenges that are tackled by international groups of students. Following the physical component of the BIP, which is organised in the beginning of the mobility, the groups of students continued working on their respective projects virtually, until the end of the semester.

The first edition of the Future Lab camp BIP was carried out by the Cracow University of Technology in Poland. The regional stakeholder who gave the students' a challenge is the Municipality of Zakliczyn. The challenge was to help Zakliczyn become more modern while considering the cultural, historical, natural and social aspects of the city and its surroundings. The challenge was tackled by three groups of students coming from Cracow University of Technology, Polytechnic Institute of Bragança, University Marie and Louis Pasteur, and Hanze University of Applied Sciences (on own funding).

Selection process

Students from all the STARS EU higher education institutions were invited to submit an application, consisting of a CV, a motivation letter and a skill sheet. Depending on the participating universities' internal selection process for BIPs, students could either apply directly by contacting the BIP organizer or applied by sending their application to the local contact person for the BIP at their own university.

The selected applicants were then paired into groups according to their skills and competences, to ensure groups were balanced.

Information about the overall objectives of the mobility

The Future Lab aims to foster and attract innovation talents through common projects carried out by students and lifelong learners, in cooperation with scientific supervisors and regional business representatives. The participating students will form groups and will receive scientific challenges from regional stakeholders, which they will address by using resources found at their home universities.

The general objective of the Future Lab is to support and nurture the most ambitious students who want to devote their time to additional activities. In return they get a unique opportunity for a work-based experience in technology development and innovation.

Administrative needs

Before the BIP, the student participant should complete following administrative steps:

- to fill in the on-line application form on the mobility system of their home university;
- To fill in and sign their mobility agreement;
- To book the accommodation, and buy the travel tickets;
- To download the form "Confirmation of the mobility period and arrange the signature of host coordinator or mentor at the host university

After the mobility the participant should:

- Submit the Confirmation of mobility period signed by the host university to the Erasmus faculty coordinator
- Fill in the EU mobility survey

The programme of the mobility (Overall objectives of the mobility, added value of the mobility, activities to be carried out)

The physical component began with a visit to the stakeholder and lasted the whole day. The rest of the physical mobility was devoted to workshops / lectures according to the arrangements of Prof. Racoń – Leja and training, e.g. teambuilding, study visits and the socio-cultural aspect. The physical component, planned in the beginning of the BIP, had a great additional value as it allowed the international groups of students to get to know each other and better work together.

The online component lasted until 15th of June 2025. The online sessions consisted of the students and the scientific supervisors meeting to continue working on the challenge and shaping the project. The restitution of projects was done online, with the Polish students being present with the stakeholders. Support provided by the host university

The Cracow University of Technology provided essential support during the BIP FutureLab camp, both physical and online components. For the physical component, this included sharing basic information relevant to the stay, planning socio-cultural activities, organizing room reservations for group work and arranging travel logistics within Cracow and its region. For the online component, this included the organization of online meetings and of the hybrid restitution sessions

Linguistic needs

Students and staff members participating in the first edition of the Future Lab camp BIP in Cracow were able to communicate effectively in English throughout the mobility. Involved regional stakeholders, on the other hand, encountered some linguistic challenges especially to express themselves orally. They were helped with instant translation by a Polish staff member.

Results and outcomes of the mobility

The outcome of the mobility was three successful projects conducted by three groups of international students from the STARS EU alliance. All three groups presented their work to the Zakliczyn municipality, which is the stakeholder that gave the challenge. The Zakliczyn municipality will then implement some of the ideas given by the student groups in their territory. The mobility gave students an overview of professional, intercultural and interdisciplinary settings, as they had to work in international groups of students coming from different study programmes on a challenge that was not of their choosing.

Assessment of social conditions (accommodation, travelling…)

The social conditions, including accommodation and travel, were satisfactory and without any issues. All arrangements were made independently by the participants.

Recognition of mobility by sending institutions

The mobility was officially recognised by the sending institutions, Polytechnic Institute of Bragança and Université Marie and Louis Pasteur. This recognition was provided in accordance with the university's academic policies and procedures. Positive and negative comments regarding mobility

The mobility experience was overall very positive. It allowed for valuable academic and cultural exchange and collaboration between the participants. A testimony from Davut Türk, a student participant, can be found below:

''What made FutureLab so special was learning alongside people from totally different studies and countries. Everyone brought their own way of thinking and (whether your profession was architecture, business, or tech) it really changed how I see problem-solving. You could see some students grow throughout the project, becoming more confident and creative just by working together. It showed me how much we can learn from each other when we step outside our usual bubble.'' - Davut Türk

Staff training mobility

Beneficiary: Member of International Office at Silesian University in Opava

Sending Institution: Silesian University in Opava

Receiving Institution: University of La Laguna

Period of mobility: 1st July 2024 – 7th July 2024

Mobility format: Staff Training Mobility Erasmus+

Information about the recruitment

This mobility was realised by a member of the Department of Science and International Affairs at the Institute of Physics under the Erasmus+ programme.

The mobilities of staff (academic and non-academic) are usually planned at the end of the academic year preceding the year of their realisation.

Within the application period all the staff members are asked about their interest in going abroad for Erasmus mobility and they submit their applications at the Department of Science and Internation Affairs.

Selection process

The selection procedure is realised in accordance with internal rules of the Institute.

All the applications are assessed with regards to the aims of the strategic plan of the university and Institute and to available financial resources. The Deputy Director for Science and International Affairs in cooperation with International Office of the university chooses the mobilities which are supported by Erasmus funds.

The staff mobilities for traineeship can be realised at any university or any other organisations. This mobility was realised at the University of La Laguna.

Information about the overall objectives of the mobility

During the mobility, the individual and group meetings with Erasmus+ student applicants and staff of the University of La Lagua were planned.

During the meetings the Erasmus+ coordinator and the academic staff of the University of La Laguna provided the information on the possibilities of studying within the programmes, on the course contents offered, on the credit allocation, on the possibilities of including of other courses, etc., and vice versa (in order to obtain information). In addition, a presentation of the research and scientific focus of the Institute of Physics in Opava was held in order to establish possible scientific cooperation, also with the involvement of students. A visit to the university campus and the Teide Observatory (part of the European Northern Observatory, Instituto de Astrofísica de Canarias), with which the Astrophysics Department of the University of La Laguna had a direct collaboration, was also planned.

Mobility period: Arrangements before the mobility

Before the mobility it was necessary to contact the Erasmus coordinator of University of La Laguna and discussed the period of stay, programme and activities to be realised. The final plan of the activities was filled in the Mobility Agreement which was signed by the participant, the Erasmus coordinator of the Silesian university in Opava and the University of La Laguna.

Administrative needs

Before the Erasmus+ Staff Training mobility the participant should complete following administrative steps:

- To fill in the on-line application form at Mobility system of the Silesian University in Opava (MSSU);
- To fill in and sign the Mobility Agreement at MSSU;
- To book the accommodation, buy the travel tickets and ask for the health insurance
- To fill in the cost calculation of the mobility and data for Grant Agreement at MSSU. Sign the Grant Agreement.
- To download the form “Confirmation of the mobility period” from MSSU and arrange the signature of host coordinator or mentor at the host university
- To fill in the electronic Travel Order Form

After the mobility the participant should:

- Submit the Confirmation of mobility period signed by the host university to the Erasmus faculty coordinator

- Fill in the Travel Order Form and report and submit all the invoices and tickets proving the real costs of the mobility
- Fill in the EU Survey report

The programme of the mobility (Overall objectives of the mobility, added value of the mobility, activities to be carried out)

The main aim of the mobility was to establish cooperation between the Institute of Physics in Opava and the University of La Laguna, both in terms of scientific collaboration between researchers from both institutions and student mobility opportunities.

The key activities included consultations with students from the University of La Laguna, during which they were provided with information about studying at the Institute of Physics in Opava, as well as general information about Silesian University in Opava. Additionally, a presentation was held on the scientific activities and achievements of the Institute of Physics in Opava, specifically aimed at researchers from the University of La Laguna.

Support provided by the host university

The host university provided essential support during the mobility. This included sharing basic information relevant to our stay, offering a guided tour of their Faculty of Mathematics and Physics building, and assisting with necessary administrative procedures. Additionally, a room was made available for two days to facilitate presentations for students and researchers.

Cultural needs

As part of the cultural activities, the main coordinator of the Stars EU programme provided a guided tour of the historic centre of La Laguna, allowing participants to gain insight into the city's rich cultural and historical heritage.

Linguistic needs

There were no significant linguistic needs, as all participants were able to communicate effectively in English throughout the mobility.

Results and outcomes of the mobility

The outcome of the mobility was a study stay for two students enrolled in the bachelor's degree programme for the whole winter semester. Originally, there were five applicants, including three from the master's programme; however, they were unable to participate in the mobility due to differences in the structure of their studies.

Assessment of social conditions (accommodation, travelling,…)

The social conditions, including accommodation and travel, were satisfactory and without any issues. All arrangements were made independently, without involvement from the University of La Laguna.

Recognition of mobility by sending institution

The mobility was officially recognised by Silesian University in Opava. This recognition was provided in accordance with the university's academic policies and procedures.

Positive and negative comments regarding mobility

The mobility experience was largely positive. It allowed for valuable academic and cultural exchange and collaboration between institutions. The organisation of the mobility was efficient, and the support provided was sufficient for a smooth experience. However, a negative aspect for us was that the University of La Laguna expects foreign students to have a strong command of Spanish and is not willing to offer courses in other languages. This was a surprise to us, as it creates unequal conditions for our students.

Other suggestions and comments

The mobility was very useful and confirmed the importance of in-person visits. During the mobility and through direct personal conversations with the staff at the University of La Laguna, communication problems and misunderstandings that arose from online communication and emails were resolved very effectively.

Teaching mobility

Beneficiary: A teacher from the Institute of Engineering

Sending Institution: Hanze UAS Groningen, Institute of Engineering

Receiving Institution: Hochschule Bremen (part of BIP with Braganca)

Period of mobility: 08/01/2024-12/01/2024

Mobility format: Staff Teaching was part of a BIP

Selection and application process

The selection procedure is realised in accordance with internal rules of the Institute. Staff can access the information on Intranet and through the international coordinator at each school/ domain. In this specific case the teacher heard about the possibility through a colleague of Braganca back in 2019. He was invited to join a BIP.

Staff should announce their mobility to the Erasmus+ team through the School's International Coordinators. For this, the following deadlines apply: 1 December for a mobility in the second semester, 1 July for a mobility in the first semester.

Administrative needs

Staff should send a completed and scanned version of the Hanze UAS agreement for teaching mobility - Part 1 by email one month before departure to the Erasmus team. The team leader, teacher and a representative of the receiving organisation will sign this application. Late applications will not be considered. If the grant is awarded, the teacher will receive the Grant Agreement by e-mail. This contains the rights and responsibility and the size of the provisional Erasmus grant. Staff will be asked to read it, check the data, complete it and sign it. Then all pages in one PDF have to be sent by email to the Erasmus team within 7 days of receipt.

Within five weeks of returning, the teacher is asked to send a PDF of the Hanze statement for teaching mobility - part 2: Certificate of Attendance. In this, the receiving institution/organisation confirms the start and end date of the teaching assignment/training. The dates on the Certificate determine the final grant amount and they must match the dates in the agreement/application. Deviating from the dates stated in the request is only possible if this has been discussed before departure.

At the end of the mobility, the teacher will receive a request to complete the online Participant Survey within 30 days. This e-mail is sent from the Beneficiary Module of the European Commission. This is a mandatory questionnaire about the activity that has to be filled out.

We place great importance on green travel. That is why the Top-Up Green Travel is available on top of the Erasmus+ grant for a staff mobility abroad. If staff is going to travel sustainably

(green), they can indicate this on the grant application. Sustainable forms of transport: train, bus and bike.

Objectives of the mobility

The main goal was enhancing motivation and learning in Engineering courses. The challenge-based programme effectively promoted student's creative problem-solving abilities by combining theoretical instruction with hands-on experience in a competitive setting. The mobility contributed to the realisation of the physical part of the BIP on Embedded Systems for Mobile Robots (6 ECTS). This BIP was a collaboration between IPB, Hanze and HSB. It will have impact in regard of team-work and practical technical skills. Students are expected to gain 6 ECTS. Assessment in form of a competition in which students build and programme their robots to execute specific tasks.

Added value of the mobility

The mobility contributes to the development of some international competences: teaching and academic counselling in an international classroom. Talks on collaboration between researchers, students and teachers. Working in multicultural teams, gives the participants a good experience and different point of views. It can change them on a personal level too.

It can lead to the use of new teaching/training methods/approaches/good practices at the sending institution and can lead to new/increased cooperation with the partner institution/organisation(s) .

For the receiving institution: It has enhanced the motivation of non-mobile students to study/do a traineeship abroad It has allowed non-mobile students to get a perspective from abroad ("internationalisation at home")

Benefits from participation pointed out by participants:

- Learned from good practices abroad
- Experimented and developed new, innovative learning practices or teaching methods
- Gained sector-specific or practical skills relevant for my current job and professional development so enhanced my curriculum design skill
- Have reinforced or extended my professional network or built up new contacts
- Reinforced the cooperation with the partner institution/organisation
- Increased job satisfaction
- Improved social, linguistic and/or cultural competences (needs)

- It will help to develop new courses, build academic networks, and start research collaborations, etc.
- Motivation for mobility
- Gain practical skills relevant to my current job and professional development
- Increase job satisfaction
- To build up new contacts/expand my professional network
- To reinforce the cooperation with a partner institution
- To create spin-off effects like curriculum development, development of joint courses or modules, academic networks, research collaboration etc.

Results and outcomes of the mobility

Some of the activities from the BIP course will be adapted to one of the regular courses. Plans for the same BIP next year, because of the success.

Recognition of mobility

Recognition of mobility by sending institution. It was included in the annual performance assessment of the teacher.

Improvements of mobility

It is a complicated process and a lot of paperwork to be done. More staff for administrative part for BIP and mobilities would be great. Aim STARS EU is to have more mobility like BIP, so it is necessary to have enough staff to support this goal.

There were 3 institutions involved, each with 1 or 2 lecturers for the on-line (virtual) component. It was very difficult to coordinate and execute a smooth series of lecture. So it is very important to decide beforehand who is doing what exactly.

Other suggestions and comments of the participant

Take mobility into account for professional career advancement. Take mobility into account in performance assessment.

Participation of students in BIP/Erasmus exchange for one/two semester

Blended Intensive Programme (BIP)

Title: Healthy ageing from a global perspective: (How can healthcare professionals contribute to the prevention of non-communicable diseases by targeted e-health programmes?)

Mobility type: Blended Student Mobility (BIP)

Participants: 9 bachelor students from Aleksandër Moisiu University of Durrës (UAMD)

Sending institution: Aleksandër Moisiu University of Durrës

Receiving institution: Hanze University of Applied Sciences, Groningen, The Netherlands

Mobility period:

- **Virtual component:** 27 January – 2 February 2025
- **Physical component:** 3 – 7 February 2025

Information about the recruitment and preparation process

In November 2024, a call for applications was published on the official website and social media pages of UAMD, inviting students to apply for Erasmus+ mobility under the Blended Intensive Programme at Hanze University.

Links to the call:

- Web: https://uamd.edu.al/hapet-aplikimi-per-bursa-shkembimi-erasmus-international-credit-mobility-ne-universitetin-e-shkencave-te-aplikuara-hanze-holande-per-studente-te-nivelit-te-pare-bachelor/
- Instagram: https://www.instagram.com/p/DC1EBvTC1Xh/?igsh=dnFwYjU5ZWg1N3J4
- Facebook: https://www.facebook.com/share/p/1BxWb8M9Ec/

Interested students submitted the required documents, including a student status certificate, transcript of records, CV, and a motivation letter. After reviewing the applications, 9 students from various study programmes were selected to participate in the BIP.

Prior to the mobility, in cooperation with Hanze University and the department coordinator at UAMD, each student completed the required documentation, including the Learning Agreement and the Top-Up form for disadvantage groups.

Additionally, a lecturer from the Nursing Department accompanied the students and participated as a teaching staff member, delivering lectures at Hanze University. A Mobility Agreement for Teaching was prepared accordingly.

Programme Description and Objectives

The **FutureLab Camp – Climate Neutral Cities** was a BIP organised by Hanze University in collaboration with partners from the STARS EU alliance. It brought together over 60 students and 20 staff members from different European universities to collaborate on innovative and sustainable ideas to tackle climate change in urban environments.

Objectives of the programme:

- To promote teamwork and intercultural collaboration among students across different disciplines.
- To raise awareness and propose sustainable solutions towards climate neutrality in cities.
- To enhance soft skills like communication, critical thinking, and creativity.

The programme was structured in two components:

- **Virtual phase:** (27 January – 2 February 2025) consisted of online sessions, team-building activities, and preparatory work for the physical meeting. Students collaborated in international groups and developed project ideas related to climate-neutral urban design.
- **Physical phase:** (3 – 7 February 2025) held in Groningen, the Netherlands, focused on implementing the project work initiated virtually. The week included workshops, group presentations, and expert guidance.

Cultural and Social Activities

As part of the physical mobility, students participated in:

- A guided **excursion to Groningen city**, exploring sustainable urban planning initiatives.
- A **cultural evening**, where all universities showcased their countries' traditions, music, and food.
- Informal networking events to encourage peer bonding and inter-university collaboration.

These activities provided a rich cultural immersion and promoted European values of unity in diversity.

Linguistic Needs

The entire programme was conducted in English. All students had sufficient English language skills to participate actively in discussions and teamwork. The experience contributed to strengthening their academic English and confidence in communication.

Results and Outcomes of the Mobility

- All 9 students successfully completed the BIP and were awarded Certificates of Participation by Hanze University.
- The programme fostered international collaboration and broadened students' perspectives on climate-related challenges.

- Students developed their project presentation skills and gained insight into practical applications of sustainability concepts.
- One of the teams that included a UAMD student won the final competition, highlighting the impact and contribution of our students to collaborative international work.
- The participation in the BIP significantly boosted their motivation to pursue further mobility opportunities in the future.

Recognition of the Mobility

The BIP participation will be acknowledged in students' academic records and considered as part of their international experience. The experience aligns with UAMD's commitment to internationalisation and enhancing student competences through Erasmus+.

Comments and Reflections

Students expressed high satisfaction with both the virtual and physical components of the mobility. They highlighted the interdisciplinary nature of the teams, the opportunity to work in a multicultural environment, and the relevance of the topic. The overall organisation by Hanze University was highly appreciated.

While the programme required intensive work, it proved to be a transformative learning journey. Students described it as an experience that expanded their academic, personal, and intercultural horizons.

Blended Intensive Programme (BIP) for staff

Title: Circular Economy and Sustainable Development Best Practices

Mobility type: Blended Intensive Programme (BIP) for staff

Participants: 1 member of staff from the Department of Engineering Sciences at University West.
Sending institution: University West (UW)

Receiving institution: Cracow Institute of Technology (CUT)

Mobility period:

- **Virtual component:** 7th May 2025
- **Physical component:** 2 June – 6 June 2025

Administrative process at the sending institution before the mobility

Information and promotion material on this upcoming BIP was distributed by CUT within the STARS EU Mobility Officers group which at UW is part of the International Office, located in the Central Administrations unit of the university.

There is no formal deadline for applications of staff mobility, as the mobility format is regarded as a tool to develop each department in terms of competences and/or programmes – in such a way that UW students in turn can benefit from them.

The promotion material was distributed at each department with the instructions to apply for the staff exchange at International Office providing the participation was approved at the Department (who will bear excess costs for the mobility if applicable).

Application is made online through Mobility-online (third party mobility system used at UW), and once submitted, International Office verifies with the Department that the mobility has been granted. But in most cases, there is an ongoing dialogue about participation in different mobility activities between International Office and each department prior to the actual application being submitted. Once application has been approved, International Office allocates funds in Beneficiary Module and drafts all documentation necessary through Mobility-online. Documentation and information is then sent through system templates to the participant by e-mail. Once completed, the participant can upload the documentation in the system, where International Office can process and verify the documentation in accordance with EU commission guidelines for the Erasmus+ programme.

All other preparations, such as travel and accommodation is arranged by the participant via UW third party travel agency through central system for business travel etc. and all costs are allocated a project identified specifically for staff exchange at each department (same number for all departments) to which all costs for the participation is allocated.

Once the mobility is completed and all documentation and data required for the mobility according to the Erasmus+ guidelines has been submitted, International Office sends a notification to the finance department of UW to transfer the funds to the department project number described above.

International Office provides web pages in Swedish and English for all members of staff where a check-list for staff mobility formats are available for download:

www.hv.se/personalutbyte (staff exchange, in Swedish)

www.hv.se/staffexchange

www.hv.se/lararutbyte (teacher exchange, in Swedish)

www.hv.se/teacherexchange

Programme description and objectives

The main objective of *Circular Economy and Sustainable Development Best Practices* was to strengthen the knowledge and competencies of faculty and academic staff in the field of circular economy, to provide participants with insights into the latest trends and developments in sharing, leasing, reusing, repairing, refurbishing, and recycling materials and products to extend their lifecycle. Being a key component of sustainable development, the circular economy model is an important part in the STARS EU alliance educational offer.

Equally important is the ability for participants in this BIP to meet, and to share knowledge, experiences, and best practices. In this way, we can strengthen the connection between staff members across a variety of subject areas and encourage a collaborative dialogue integrating the principles of circular economy and sustainability into academic teaching and research activities among other things.

Cultural and social activities

The week included a well-organised programme with an industrial visit focused on insulation materials for walls. It provided valuable insight into how quality control is managed in practice.

There were also daily lunches arranged for the group, and on Wednesday evening, a dinner was hosted at one of the city's finest restaurants, with the university's rector joining the group – a very nice gesture that added to the welcoming atmosphere.

Linguistic needs

There were no linguistic needs, as all participants were able to communicate effectively in English throughout the mobility.

Results and outcomes of the mobility

For the participant, the BIP provided very good networking opportunities and a broader understanding of the subject area due to the variety of academic competences and backgrounds amongst the participants. These opportunities, the best practices shared, and especially the industrial visit during the week also contributed to a draft for a joint research proposal presented by the BIP hosts. All participating institutions were invited to join and contribute with additions or revisions as needed. The proposal focused on exploring the development of a new and improved insulation material for the construction sector. There was strong interest among the participants, and several institutions immediately saw opportunities to contribute. One possible contribution from University West could involve simulating heat transfer through the type of inhomogeneous materials in question. Input and expressions of interest are currently being collected and compiled.

Recognition of the mobility

Although UW does not have a formal system for recognizing staff mobilities, we regard the participation as an important part of our internationalisation strategy, and especially for promoting, developing and strengthening the collaboration within STARS EU.

It is important to ensure broad participation in staff and teacher mobilities within the alliance, and for UW a way to strengthen the competence and knowledge of the collaboration internally – as a step towards becoming an important part of one European University with campuses in 9 countries across Europe.

For this participant, this staff BIP was the first staff exchange completed within the frameworks of the alliance.

Comments and Reflections

The participating staff member expressed high satisfaction with both the virtual and physical components of the mobility, particularly the strong relevance of the circular economy in relation to sustainability and higher education and the overall structure and organisation of the programme by the host institution.

The mobility provided excellent networking opportunities, connecting members of staff from different academic backgrounds across countries, institutions and departments which can contribute to valuable additions in the local curriculum over time.

Staff mobility through programmes such as this BIP can be a strategically important tool for targeted competence development within the university alliance. For instance, staff BIPs on English language use in the work and education context could offer a concrete way to improve participants language skills in an academic and international context. This would directly support each institution's journey towards becoming more internationally oriented, increasing the capacity to offer courses in English over time. It would also strengthen the collaboration and a shared identity across the alliance, building mutual understanding and trust, which are essential elements for deepening cooperation. In the long run, these experiences can help lay the foundation for us becoming a solid European University organisation.

Monitoring and counting

Monitoring of performance of Students

According to STARS EU, the mobility is an opportunity for students to grow, to discover, and to challenge themselves in new environments. The goal of monitoring of students is not to collect the numbers but to ensure that each student has an experience that leaves a significant impact—both academically and personally.

By combining academic data with student feedback it is possible to improve and modify the programme to reach the goals.

Main objectives of monitoring

- Understand how students' progress academically and gain new skills during the mobilities.
- Explore the personal and professional growth during mobility, which is important for future careers.
- Identify challenges students face and use the collected data for subsequent programme improvement.
- Compare the results obtained with the overall goals of STARS EU by constantly improving and evolving the programme.

Monitored elements

1. Academic Progress

- Tracing of credits (ECTS) students earn and the grades they receive.
- Ensuring smooth recognition of all learning outcomes once students return.
- In case of mismatches or challenges, cooperation with the partner institutions to solve them.

3. Feedback from Students

- Students will share their experiences through simple feedback forms and surveys.

- The topics of survey shall include academic quality, housing, mentorship, cultural engagement, and how welcomed they felt.
- Students shall be encouraged to write a short reflection or testimonial—sharing their story in their own words.

4. Feedback from host institutions

- Regular exchange of information with academic mentors or coordinators at host universities to monitor or comment on the students' performance.
- Monitoring visits including the participation in classes, evaluation of teaching materials and laboratory facilities, and overall academic attitude.

5. Tracking the professional careers of graduates

The aim of this activity is to assess the impact of mobility on professional careers:.

- Inquiries will be sent to graduates to trace how mobility has shaped their academic or professional paths.
- Graduates will be encouraged to share their experiences on social media to highlight the impact of mobility on their career development.
- The information collected will be used to update the Reach for the Stars programme offerings.

Stages of monitoring

Stage	**Activity**	**Involved** persons
Before Mobility	Evaluation of academic transcripts	Mobility coordinators and programme directors (sending and receiving institution)
During Mobility	Mid-term supervision (monitoring visits, email exchange)	Coordinators from both institutions
After Mobility	Student feedback survey, reflection report, transcript submission	Students and host coordinators

Through regular monitoring, including collecting feedback from students and graduates, not only quality will be ensured but also the mobility programme will be changed according to needs.

Collecting feedback from Students & Staff

To evaluate and continuously improve the STARS EU mobility programme, we invite all participating students and staff to complete the questionnaire below.

The purpose of this survey is to collect feedback on key aspects of their mobility experience, including the academic offer, access to laboratory facilities, accommodation, public transport, food service, and general conditions at the host university. Their input will help identify best practices and areas in need of improvement across the alliance.

To encourage participation in this initiative, a prize draw will be organised among participants who complete the questionnaire. Below is an example of one of the Mobility Feedback Questionnaires. These documents are available in local languages for ease of completion.

STARS EU Mobility Feedback Questionnaire

Help us improve your mobility experience!

Filling this form takes less than 5 minutes, and you could win a prize in our feedback lottery!

Section 1: About You

1. **What is your role in the STARS EU mobility?**
   ☐ Student
   ☐ Teaching Staff
   ☐ Administrative Staff
   ☐ Other (specify)
2. **What is your home university?**
   (Dropdown or open text)
3. **What is your host university?**
   (Dropdown or open text)
4. **Duration of your mobility stay:**
   ☐ Less than 1 month
   ☐ 1–3 months

☐ 4–6 months

☐ More than 6 months

Section 2: Academic and Campus Experience

5. **How satisfied are you with the teaching offer at the host university?**
   (Likert scale: 1 = Very dissatisfied, 5 = Very satisfied)
   ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
6. **Were the classes offered in a language agreed in Learning Agreement ?.**
   ☐ Yes
   ☐ No
   ☐ Partially
7. **How would you rate the access to university laboratory equipment (if applicable)?**
   ☐ Excellent
   ☐ Good
   ☐ Fair
   ☐ Poor
   ☐ Not applicable
8. **What could be improved regarding academic or lab resources?**
   (Open question)

Section 3: Living Conditions

9. **How would you rate your accommodation conditions?**
   (Likert scale)
   ☐ 1 = Very poor
   ☐ 2
   ☐ 3 = Acceptable
   ☐ 4
   ☐ 5 = Excellent
10. **Was it easy to find suitable accommodation?**
    ☐ Yes
    ☐ No
    ☐ I received help from the university
    ☐ I struggled to find a place
11. **How would you describe the cost of living at your host university?**
    (Open question)

Section 4: Daily Life

12. **How satisfied are you with public transport in your host city?**
    (Likert scale: 1 = Not at all, 5 = Very satisfied)
    ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
13. **How would you rate the availability and quality of food (café, shops, etc.)?**
    ☐ Excellent
    ☐ Good
    ☐ Fair
    ☐ Poor
14. **Did you face any challenges related to daily life (transport, food, health services, etc.)? Please describe briefly.**
    (Open question)

Section 5: Final Feedback

15. **Would you recommend your STARS EU mobility experience to others?**
    ☐ Definitely
    ☐ Maybe
    ☐ Not really
    ☐ No
16. **What was the best part of your experience?**
    (Open question)
17. **Any suggestions for improvement?**
    (Open question)

Lucky Feedback Draw

18. **Would you like to participate in the random draw to win a prize?**
    ☐ Yes, I agree to provide my email for the draw.
    ☐ No, I prefer to stay anonymous.

Counting of mobilities

The purpose of monitoring STARS EU mobilities is to collect and analyse data on the number of individuals participating in international exchanges among consortium partners, as well as associated local authorities and companies. This data collection aims to assess the effectiveness of the programme, identify potential challenges, and explore ways to adapt the programme to better meet the needs of its participants.

The monitoring process includes both students and staff and is designed to ensure that key project indicators—such as the number of participants benefiting from mobility—are being met. Early detection of issues, such as low mobility rates at certain universities, limited interest in specific types of mobility, or a complete lack of participation in certain mobility categories, will enable timely intervention.

Identifying such trends will support the development of a mobility offer that aligns with the expectations and needs of both students and staff.

Data sources used for counting and statistics

Data collected and recorded by the Mobility Officers appointed within the project will serve as the basis for counting. As part of Work Package 6 (WP6), methods for collecting mobility data have been developed to minimize the involvement of both the beneficiaries and the Mobility Officers. To register physical mobility, dedicated mobility databases, such as those tracking conference participants or BIP (Blended Intensive Programmes) participants, are primarily used. Reports from other international exchange programmes, such as Erasmus+, CEEPUS, or national mobility support projects, will also be utilised. Additionally, university systems for student support will be used to count the students participating in joint courses or guest lectures. For virtual mobilities, the main data sources will be participation logs generated by communication platforms like Microsoft Teams or Zoom. Each type of mobility has a clearly defined method for obtaining data, tailored to different beneficiary groups. Within the same mobility category, data may be sourced from various platforms or systems, depending on the specific group involved.

Although the project indicators focus solely on two groups, students and staff, for counting purposes, the staff category is further subdivided into teaching staff, administrative staff, technical staff, and research staff. This categorisation allows for a more detailed analysis of subgroup participation in international exchanges and supports data-informed decisions on potential improvements and corrective measures.

The collected data will also be analysed to identify trends relevant to other Work Packages and Thematic Interest Groups (TIGs). Several types of reports will be generated, including:

- Total number of mobilities across the consortium, by students and staff, from the beginning of the project
- Total number of mobilities per university, broken down into students and staff, from the start of the project
- Total number of mobilities across the consortium, by students and staff, for a specified period (start and end date)
- Total number of mobilities per university, by students and staff, for a specified period
- The above figures further broken down into staff categories
- The above figures further broken down by type of mobility

The data structure developed for storing mobility information includes all necessary fields to support the generation of such reports.

Counting rules

The following rules apply to the counting of mobilities:

- **Virtual events (e.g., STAR Talks):** The event organizer is responsible for counting all virtual mobilities. Only the organizer has access to participant lists from platforms such as Teams or Zoom.
- **Outgoing physical mobilities (students and staff):** The sending university is responsible for counting all outgoing students and staff, including those involved in BIP, staff weeks, bilateral visits, lectures, joint project meetings, etc.
- **Local students and staff and participating in on-site physical events:** Each university counts its own students and staff who participate in on-site physical events, such as bilateral visits or lectures given by visiting professors.
- **Duration of mobility:** There are no minimum or maximum duration requirements for mobilities.
- **STARS EU organisational meetings:** Participation in meetings related to project organisation and management (e.g., Work Package meetings, Steering Committee meetings) is not counted as mobility. However, meetings within Thematic Interest Groups (TIGs) are counted, as their objectives include research collaboration, project submissions, etc.
- **Documents confirming participation:** In the case of virtual mobilities, attendance lists generated by an application such as Zoom, Teams, etc. In the case of physical mobilities,

the attendance lists, certificates of participation issued by the organizer, grant documentation, travel confirmation documents or equivalent documents.

Examples of usage of counting rules for selected mobilities:

Type of mobility	**Beneficiaries**	**Party responsible for counting**
Blended Intensive Programmes (BIPs) for students	Incoming students	Counted by sending University
	Incoming staff (teaching and non-teaching)	Counted by sending university
	Local staff (teaching and non-teaching like technicians, laboratory assistants, etc.)	Receiving (local, organizing) university
Guest lecturers	Lecturer	Sending university
	Local students	Receiving (local, organizing) university
	Local lecturers	Receiving (local, organizing) university
	Other local staff (like faculty authorities, technicians, laboratory assistants, etc.)	Receiving (local, organizing) university
Conferences	All incoming participants (teaching and non-teaching staff, Students)	Sending university
	All local participants (teaching and non-teaching staff, Students)	Receiving (local, organizing) university
Staff weeks	All incoming participants (teaching and non-teaching staff)	Sending university
	All local participants (teaching and non-teaching staff)	Receiving (local, organizing) university
Study stays abroad	Incoming students (incoming)	Sending university
	Local students (completing projects	Local (receiving) University

	together with incoming students)	
	Local staff (teaching and non-teaching like laboratory assistants, international office, etc.)	Local (receiving) University
Joint project meetings	All students and staff participating virtually (regardless of the geographical location)	Organizing University
	All incoming students and staff participating physically	Sending University
	All local participants (teaching and non-teaching staff, Students)	Receiving (local, organizing) university
Bilateral visits	Incoming staff and incoming students	Sending University
	Local staff (teaching and non-teaching like university authorities and faculty authorities, international office staff, laboratory guides, etc.)	Local (receiving) University
STAR Talks	All students and staff participating virtually (regardless of the geographical location)	Organizing University
	All local students and staff participating physically	Organizing University
Meetings within TIG	All students and staff participating virtually (regardless of the geographical location)	Organizing University
	All incoming students and staff participating physically	Sending University

	All local students and staff participating physically	Organizing University
Traineeships	All local students and staff	Sending University
Virtual meetings within Work Packages	Not counted	Not counted