STARS EU

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Need’s Analysis Report on Mobilities for STARS EU Partners

Milestone 15

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Contents

Abbreviations

WP	**Work Package**
RTA	**Regional Transition Accelerator**
TIG	**Thematic Interest Group**
n/a	**Not Applicable**
HUAS	**Hanze University of Applied Sciences**
ULL	**University of La Laguna**
PK	**Cracow University of Technology**
UFC	**University of Franche-Comte**
IPB	**Polytechnic University of Braganca**
HSB	**Bremen City University of Applied Sciences**
HV	**University West**
SUO	**Silesian University in Opava**
UAMD	**Aleksander Moisiu University in Durres**
BIP	**Blended Intensive Programme**
EC	**European Credits (also ECTS)**
VR	**Virtual Reality**
AR	**Augmented Reality**

1. Objective of the analysis

The objective of the Need's Analysis Report is to assess and understand the perceptions, needs, and barriers regarding mobility opportunities within the STARS EU alliance, across various target groups - students, academic and non-academic staff and external stakeholders.

This analysis aims to provide comprehensive insights into how different mobility formats and opportunities are viewed in terms of relevance and effectiveness from the target groups and to identify and promote tailored mobility primarily to the needs of the Work Packages 2-5 structures and assess potential areas for improvement and expansion in the project's mobility programs. The data are analysed based on the following key areas:

a) Demographic data - to understand the composition of the survey respondents in terms of institutional affiliation, role, and other relevant demographic characteristics;
b) Relevance of the mobility opportunities - to evaluate how different target groups perceive the relevance of various mobility opportunities offered by the STARS EU project;
c) Barriers to mobility – to identify barriers that may prevent from benefiting from the mobilities;
d) Suggestions to improve – analyse responses on improving the existing mobility programs.

The Needs' Analysis Report informs STARS EU mobility program to ensure alignment of formats, mobilities and tailor mobility needs based on the target groups.

2. Methodology

The targeted population was representative of the Work Packages 2 – 5 task members, namely, WP2/Regional Transition Accelerator (RTA) (24 people); WP3/ Curriculum Lab (54 People); WP4/ Knowledge Creation and Challenge Lab (37 people); WP5/ Co-Creation Campus (42 people); Thematic Interest Groups (TIGs – 107 people) and Student Board 23 people), for a total of 287 representatives of such structures. The sampling technique was a purposeful sampling strategy targeting the representatives of the aforementioned STARS EU structures. An online survey was prepared and distributed to WP2-5 representatives. Concerning the data analysis methods, descriptive statistics is applied to present the results of the survey.

Despite the total record of the survey are 73, 13 of them do not contain relevant data to be analysed. 60 participants have answered the questionnaire. The online survey was submitted through LimeSurvey organised in different sections: i) institutional data; ii) relevance of the target groups for each STARS EU structure; iii) mobility needs; iv) green mobility; v) suggestions and recommendations for improvement. The survey was a combination of closed (multiple choice questions; Likert scale) and open-ended questions.

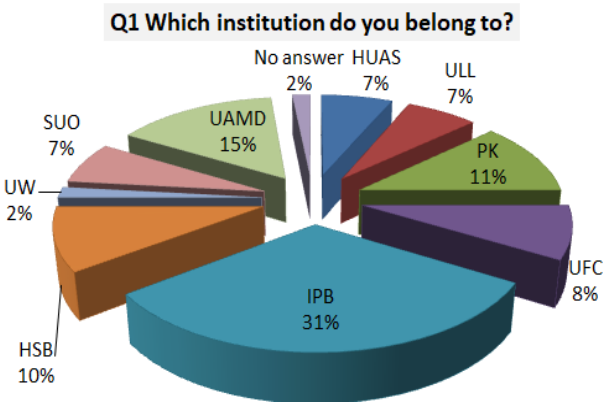
3. Limitations

Despite the fact that all of the targeted structures have participated in the survey, data indicates that, some of them, have high concentration such as the TIGs representation or in other cases some institutions have smaller representation in the survey. Moreover, the open-ended questions were designed to gather a broader perspective on the mobility opportunities, but risked to have no answer at all, or n/a.

4. Findings

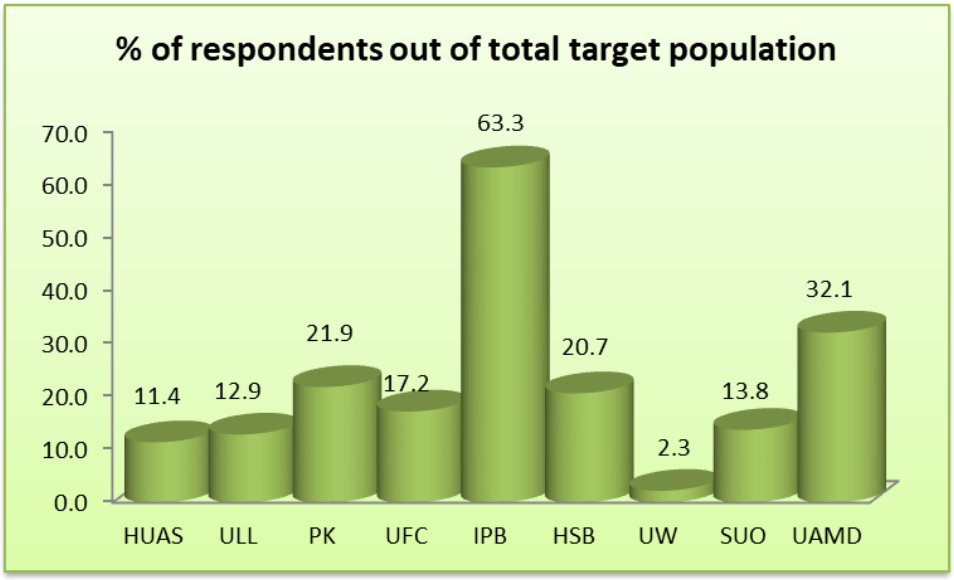
- Institutional Data

The nine institutions participating in the survey are: Hanze University of Applied Sciences (HUAS), The Netherlands; University of La Laguna (ULL) Spain; Cracow University of Technology (PK) Poland; University of Franche-Comté (UFC) France; Polytechnic University of Braganca (IPB) Portugal; Bremen City University of Applied Sciences (HSB) Germany; University West (HV) Sweden; Silesian University in Opava (SUO) Czech Republic; Aleksandër Moisiu University Durrës (UAMD) Albania. The results of the chart provide an outline of the distribution of respondents by their institution. The distribution of respondents shows a concentration in certain institutions, particularly IPB, and that some institutions have a much smaller representation in the survey.

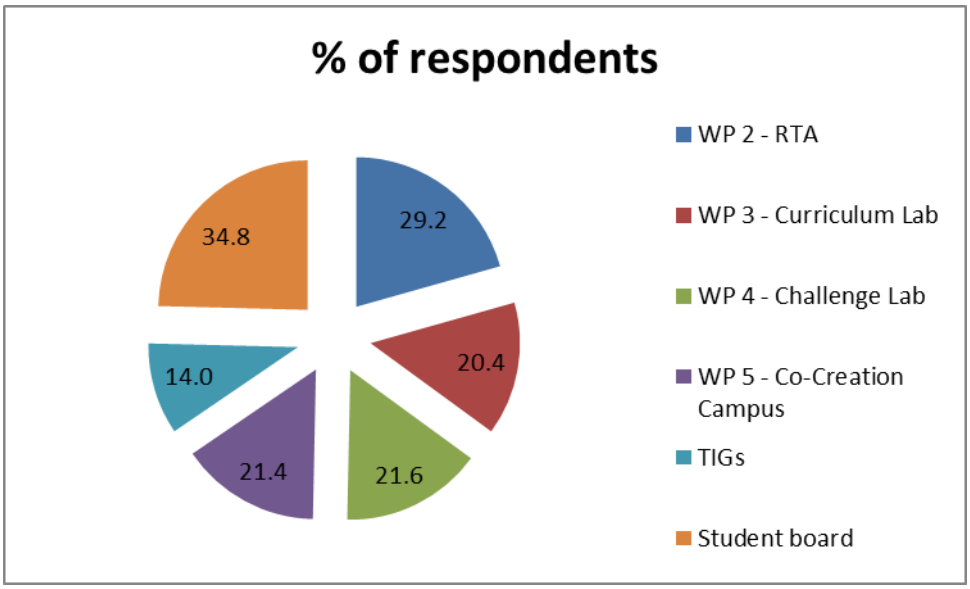


Compared to the total target population (287 people) the respondents' rate is low, 21% (60 people) out of 287.

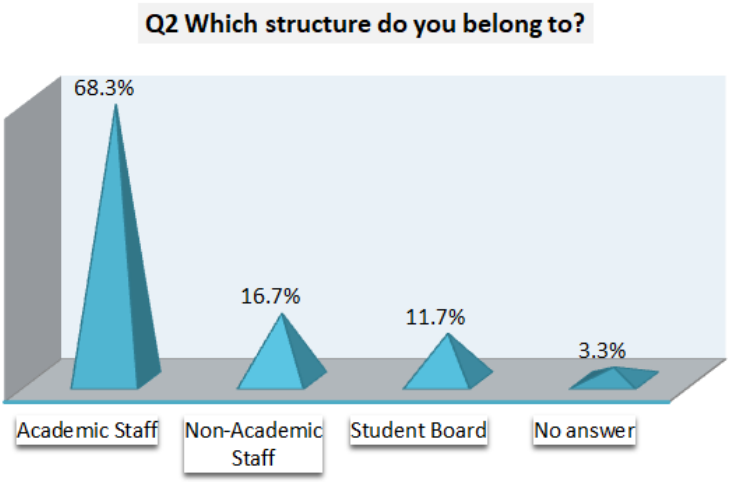
When compared between institutions out of the total number of the target population, the representation of the respondents is shown below:

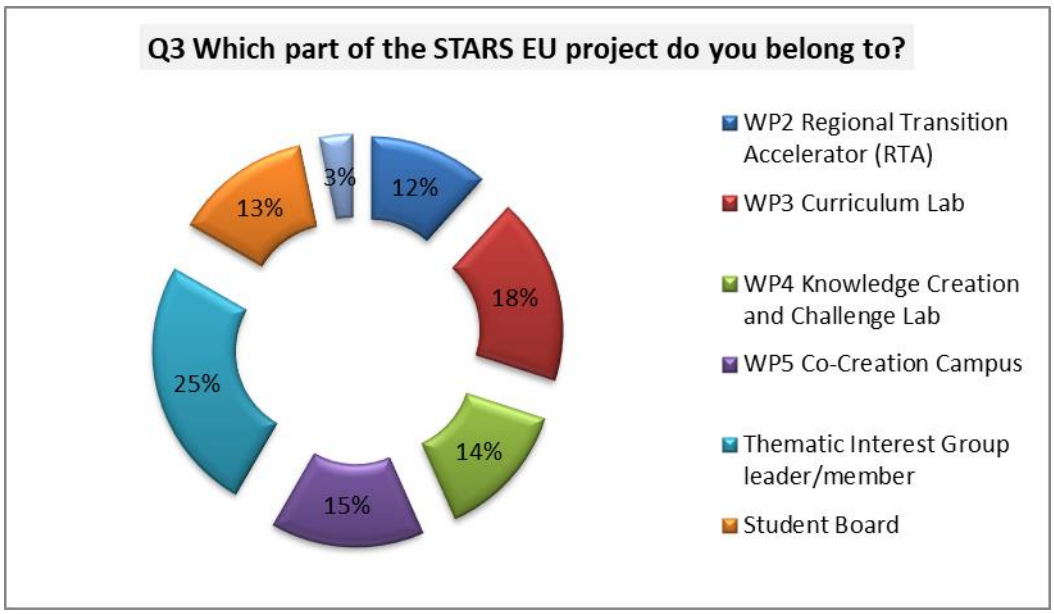


When it comes to the representation of each of the structures, the graph below shows the data where Student Board is the most representative structure with 34.8% of the total Student Board members followed by RTA (29.2%) and Curriculum Lab (20.4%).



The majority, 41 respondents (68.3%), are from **Academic Staff**. This indicates that the survey's demographic is significantly weighted towards those involved in academic roles, whereas the **Non-Academic Staff** are the next most represented group with 10 respondents, making up 16.7% of the total. The **Student Board** is represented by 7 individuals, which is 11.7% of the respondents.





The data indicates a diverse range of involvement across different work packages and groups, with the highest concentration in the TIGs, which could be central to the project's networking and thematic focus.

- Target Groups

The data from the survey shows that academic staff and PhD students are the most rated for mobility opportunities within the RTA. For full-time students, mobility also holds significant value.

Part-time students, non-academic staff, lifelong learners, external stakeholders, and students in cooperative degree programs present a wider spread of opinions regarding mobility's relevance. This suggests that while there is room to improve communication and possibly adapt mobility offerings to better suit the needs of these

groups, there is an underlying acknowledgment of the value that mobility brings to their experience within the RTA framework.

Q4 When it comes to creating mobility opportunities, how relevant are the listed target groups for the RTA?	Extremely relevant	Very relevant	Somewhat relevant	Not so relevant	Not at all relevant	I don't know	No answer
Full time student	26.7%	**40.0%**	17.8%	2.2%	0.0%	8.9%	4.4%
Part-time student (students who work and study part-time	6.7%	**26.7%**	33.3%	13.3%	0.0%	15.6%	4.4%
PhD student	28.9%	**42.2%**	15.6%	0.0%	0.0%	8.9%	4.4%
Academic staff	33.3%	**44.4%**	11.1%	0.0%	0.0%	6.7%	4.4%
Non-academic staff	15.6%	22.2%	**33.3%**	13.3%	2.2%	8.9%	4.4%
Lifelong learner	8.9%	**35.6%**	28.9%	6.7%	2.2%	13.3%	4.4%
External stakeholder/stakeholders relevant to university	24.4%	**33.3%**	15.6%	8.9%	4.4%	8.9%	4.4%
Students in cooperative degree programmes (students doing a vocational training AND being enrolled in a bachelor's programme)	13.3%	**31.1%**	22.2%	8.9%	0.0%	20.0%	4.4%

The survey responses regarding the relevance of various target groups for the Curriculum Lab show a strong endorsement from certain groups: i) Full-time Students show the most significant endorsement for mobility opportunities in the Curriculum Lab, with a majority of 53.3% considering it 'Extremely relevant'; ii) PhD Students also perceive high relevance, with nearly half of them rating it 'Extremely relevant'; iii) Academic Staff are closed with 55.6% finding it 'Extremely relevant'; iv) Part-time Students and Students in Cooperative Degree Programs are seen as relevant, but with a lower proportion of 'Extremely relevant' responses compared to full-time students and PhD students; v) Non-Academic Staff and Lifelong Learners are differently assessed with the majority finding it at least 'Somewhat relevant'; vi) External Stakeholders are rated high when compared to Non Academic Staff and Lifelong learners. Overall, the most rated target groups are those directly involved in academia, namely full-time students, PhD students, and academic staff, who are likely to see direct benefits from such mobility opportunities.

Q5 When it comes to creating mobility opportunities, how relevant are the listed target groups for the Curriculum Lab?	Extremely relevant	Very relevant	Somewhat relevant	Not so relevant	Not at all relevant	I don't know	No answer
Full time student	**53.3%**	26.7%	11.1%	0.0%	0.0%	6.7%	2.2%
Part-time student (students who work and study part-time	15.6%	**42.2%**	26.7%	2.2%	0.0%	8.9%	4.4%
PhD student	**48.9%**	31.1%	13.3%	0.0%	0.0%	4.4%	2.2%
Academic staff	**55.6%**	26.7%	11.1%	0.0%	0.0%	4.4%	2.2%
Non-academic staff	20.0%	24.4%	**28.9%**	13.3%	2.2%	8.9%	2.2%
Lifelong learner	20.0%	24.4%	**28.9%**	13.3%	2.2%	8.9%	2.2%

External stakeholder/stakeholders relevant to university	*15.6%*	***33.3%***	*22.2%*	*11.1%*	*8.9%*	*6.7%*	*2.2%*
Students in cooperative degree programmes (students doing a vocational training AND being enrolled in a bachelor's programme)	*20.0%*	***35.6%***	*28.9%*	*0.0%*	*2.2%*	*11.1%*	*2.2%*

For the Challenge Lab, academic staff and PhD students emerge as the most rated target for mobilities, with both groups seeing it as key to their work and growth. Full-time students are also largely evaluated.

Part-time Students with almost half (48.9%) are considered 'Extremely -Very relevant', but there's also a higher degree of uncertainty with 13.3% not knowing the relevance. For the Students in Cooperative Degree Programs as potential target mobilities under Challenge Lab, seem uncertain (17.8% don't know), but still have a significant number considering it 'Extremely' or 'Very relevant' (40% combined).

Q6 When it comes to creating mobility opportunities, how relevant are the listed target groups for the Challenge Lab?	**Extremely relevant**	**Very relevant**	**Somewhat relevant**	**Not so relevant**	**Not at all relevant**	**I don't know**	**No answer**
Full time student	*33.3%*	***35.6%***	*11.1%*	*4.4%*	*2.2%*	*8.9%*	*4.4%*
Part-time student (students who work and study part-time	*8.9%*	***40.0%***	*20.0%*	*8.9%*	*4.4%*	*13.3%*	*4.4%*
PhD student	***48.9%***	*31.1%*	*6.7%*	*0.0%*	*0.0%*	*8.9%*	*4.4%*
Academic staff	***53.3%***	*24.4%*	*11.1%*	*0.0%*	*0.0%*	*6.7%*	*4.4%*
Non-academic staff	*11.1%*	***28.9%***	*22.2%*	*17.8%*	*2.2%*	*13.3%*	*4.4%*
Lifelong learner	*6.7%*	***31.1%***	*28.9%*	*4.4%*	*6.7%*	*17.8%*	*4.4%*
External stakeholder/stakeholders relevant to university	*22.2%*	***28.9%***	*20.0%*	*6.7%*	*6.7%*	*11.1%*	*4.4%*
Students in cooperative degree programmes (students doing a vocational training AND being enrolled in a bachelor's programme)	*13.3%*	***26.7%***	*28.9%*	*2.2%*	*6.7%*	*17.8%*	*4.4%*

For the Co-Creation Campus the academic staff and PhD students are the most rated target for mobility opportunities, with over 80% rating them highly relevant, reflecting their integral role in academic and professional growth. Full-time students are also highly perceived with a majority of 73.3% rating mobility as 'Extremely' or 'Very relevant'.

In contrast, for part-time students, non-academic staff, and students in cooperative degree programs it is expressed a more measured view. Lifelong learners and external stakeholders show a split in opinion, with a notable portion uncertain of

mobility's relevance, pointing to potential areas for improved outreach and program alignment. Lifelong Learners are shown as a diverse range of responses with a combined 51.2% rating mobility as 'Extremely' or 'Very relevant', but there's also a significant 15.6% that is unsure of its relevance. External Stakeholders are assessed with half of the respondents acknowledging the relevance of mobility, yet there's a notable portion that is either unsure or views it as less relevant.

In summary, academic staff and PhD students are the most relevant target for the Co-Creation Campus's mobility opportunities, and full-time students also show strong positive perceptions. For other groups the responses are mixed.

Q7 When it comes to creating mobility opportunities, how relevant are the listed target groups for the Co-Creation Campus?	Extremely relevant	Very relevant	Somewhat relevant	Not so relevant	Not at all relevant	I don't know	No answer
Full time student	***42.2%***	*31.1%*	*11.1%*	*11.1%*	*0.0%*	*0.0%*	*4.4%*
Part-time student (students who work and study part-time	*11.1%*	***44.4%***	*24.4%*	*11.1%*	*0.0%*	*4.4%*	*4.4%*
PhD student	***35.6%***	***35.6%***	*17.8%*	*4.4%*	*0.0%*	*2.2%*	*4.4%*
Academic staff	***51.1%***	*31.1%*	*11.1%*	*0.0%*	*0.0%*	*2.2%*	*4.4%*
Non-academic staff	*26.7%*	***35.6%***	*22.2%*	*4.4%*	*0.0%*	*6.7%*	*4.4%*
Lifelong learner	*15.6%*	***35.6%***	*17.8%*	*8.9%*	*2.2%*	*15.6%*	*4.4%*
External stakeholder/stakeholders relevant to university	*24.4%*	*22.2%*	***26.7%***	*6.7%*	*6.7%*	*8.9%*	*4.4%*
Students in cooperative degree programmes (students doing a vocational training AND being enrolled in a bachelor's programme)	*13.3%*	*24.4%*	***35.6%***	*6.7%*	*4.4%*	*11.1%*	*4.4%*

As far as it concerns '**Q8 Is there an additional target group that could play a relevant role in the future? If so, which one'**, two suggestions are provided by the respondents. Firstly, the current Erasmus + Blended Intensive Programmes (BIPs) requires a minimum of 15 foreign students, a criterion that can be challenging to meet if partner institutions have limitations on the number of students they can send. To facilitate the running of a BIP, it is suggested that either a minimum of four STARS EU partners collaborate or the opportunity is extended to all universities across Europe. It would probably be a good move for STARS EU partners to think about simplifying this rule to help the programs run smoother. Secondly, the feedback identifies researchers who are not part of the faculty as an additional target group that could become significant one in the future. This implies a need to consider researchers in their distinct capacity separate from teaching staff or faculty members.

- Mobility Needs

Overall, short-term physical mobility (5-30 days) stands out as the most relevant format for participants, potentially due to the balance it offers between immersive

experience and minimal disruption to other commitments. Blended programs like BIPs also receive strong support, suggesting a preference for formats that offer both virtual and in-person benefits. The data indicates a preference for mobility formats that are adaptable and less time-consuming.

Q9 How relevant would you rate the different mobility formats for the individual STARS EU structures? RTA (WP2)	Extremely relevant	Very relevant	Somewhat relevant	Not so relevant	Not at all relevant	I don't know	No answer
Short-term physical mobility (5-30 days)	***53.8%***	*17.9%*	*15.4%*	*5.1%*	*2.6%*	*5.1%*	*0.0%*
Short-term physical mobility (30-60 days)	*17.9%*	***30.8%***	*25.6%*	*7.7%*	*7.7%*	*10.3%*	*0.0%*
Long-term physical mobility (2-6 months)	*17.9%*	*17.9%*	***30.8%***	*15.4%*	*10.3%*	*7.7%*	*0.0%*
Virtual mobility (online only and hybrid)	*25.6%*	***35.9%***	*12.8%*	*17.9%*	*5.1%*	*2.6%*	*0.0%*
Virtual AND short-term physical mobility, (e.g. BIP)	***38.5%***	*20.5%*	*17.9%*	*10.3%*	*10.3%*	*2.6%*	*0.0%*

Short-term Physical Mobility (5-30 days) is rated as most relevant, with a majority of 71.8% finding it 'Extremely' or 'Very relevant'. This indicates a clear preference for concise, immersive experiences that align well with the Curriculum Lab's objectives. Virtual and Short-term Physical Mobility (e.g., BIP) also receives high relevance scores, with 64.1% of respondents seeing it as 'Extremely' or 'Very relevant'. The blended model offers a useful approach to those involved with the Curriculum Lab. Virtual Mobility (online only and hybrid) is considered relevant by a notable majority (56.4%), highlighting the value placed on accessibility and flexibility in learning and collaboration. Short-term Physical Mobility (30-60 days) and Long-term Physical Mobility (2-6 months) both have a combined 'Extremely' and 'Very relevant' rating of over 50%.

In summary, short-duration programs and hybrid models are favored for the Curriculum Lab, suggesting that participants value the balance between minimal disruption to their usual schedules and the benefits of physical presence. Long-term mobility options are still seen as important, but the enthusiasm is more tempered, possibly due to the greater commitment required. The Curriculum Lab might consider focusing on promoting and facilitating shorter-term and flexible mobility options that align with these preferences.

Q10 How relevant would you rate the different mobility formats for the individual STARS EU structures? Curriculum Lab (WP 3)	Extremely relevant	Very relevant	Somewhat relevant	Not so relevant	Not at all relevant	I don't know	No answer
Short-term physical mobility (5-30 days)	***56.4%***	*15.4%*	*7.7%*	*7.7%*	*5.1%*	*7.7%*	*0.0%*
Short-term physical mobility (30-60 days)	***28.2%***	***28.2%***	*20.5%*	*10.3%*	*5.1%*	*7.7%*	*0.0%*

Long-term physical mobility (2-6 months)	***28.2%***	*23.1%*	*20.5%*	*10.3%*	*10.3%*	*7.7%*	*0.0%*
Virtual mobility (online only and hybrid)	***33.3%***	*23.1%*	*23.1%*	*10.3%*	*7.7%*	*2.6%*	*0.0%*
Virtual AND short-term physical mobility, (e.g. BIP)	***48.7%***	*15.4%*	*15.4%*	*7.7%*	*10.3%*	*2.6%*	*0.0%*

Short-term mobility opportunities, both merely physical and those combined with virtual elements, are favored by the Challenge Lab participants. The data reflects a trend towards mobility options that are less disruptive and more adaptable to the individuals' needs, with longer-term physical mobility being less favored. Short-term Physical Mobility (5-30 days) has the highest combined rating of relevance, with nearly half of the respondents (48.7%) rating it 'Extremely relevant' and another 23.1% seeing it as 'Very relevant'. Virtual Mobility (online only and hybrid) significant part of the respondents (66.7%) find virtual mobility to be relevant ('Extremely' or 'Very relevant'). Virtual AND Short-term Physical Mobility (e.g., BIP) with a combined relevance of 56.4%, this blended approach is also preferred. Short-term Physical Mobility (30-60 days) while this format has a moderate relevance rating, with 33.3% considering it 'Very relevant', there's also a noteworthy portion of respondents (12.8%) who don't know its relevance, indicating a possible need for more information or experience with this duration of mobility. Long-term Physical Mobility (2-6 months) has a more varied response, rating it across 'Somewhat relevant' to 'Not at all relevant' and 12.8% unsure. This could suggest that extended physical mobility might be seen as less practical or harder to accommodate for participants' schedules or commitments.

Q11 How relevant would you rate the different mobility formats for the individual STARS EU structures? Challenge Lab (WP 4)	**Extremely relevant**	**Very relevant**	**Somewhat relevant**	**Not so relevant**	**Not at all relevant**	**I don't know**	**No answer**
Short-term physical mobility (5-30 days)	***48.7%***	*23.1%*	*10.3%*	*0.0%*	*5.1%*	*12.8%*	*0.0%*
Short-term physical mobility (30-60 days)	*15.4%*	***33.3%***	*23.1%*	*5.1%*	*10.3%*	*12.8%*	*0.0%*
Long-term physical mobility (2-6 months)	*15.4%*	*20.5%*	***28.2%***	*10.3%*	*12.8%*	*12.8%*	*0.0%*
Virtual mobility (online only and hybrid)	*28.2%*	***38.5%***	*10.3%*	*10.3%*	*2.6%*	*10.3%*	*0.0%*
Virtual AND short-term physical mobility, (e.g. BIP)	***38.5%***	*17.9%*	*12.8%*	*7.7%*	*10.3%*	*12.8%*	*0.0%*

Short-term Physical Mobility (5-30 days) aligns well with the goal of Co-Creation Campus 'going places' as it is highly relevant to participants (43.6% rate it 'Extremely relevant'). This format seems to fit the Co-Creation Campus's aim for accessible and low-hurdle mobility experiences. Virtual AND Short-term Physical Mobility (e.g., BIP), rated as relevant by a total of 66.6% of respondents, supports the objective of

blending physical and virtual mobility. This hybrid format potentially enhances inclusivity and allows participants to benefit from the integrated campus experience, regardless of geographical constraints, thereby supporting the objective of green and sustainable mobility formats. Virtual Mobility (online only and hybrid) is well-received, with 56.4% finding it relevant, and serves the objective of flexible mobility solutions. It allows participants to engage from anywhere, providing to the needs of those who may face logistical, financial, or sustainability-related barriers to physical mobility. Short-term Physical Mobility (30-60 days), although seen as 'Very relevant' by a significant number (35.9%), has a higher percentage of participants finding it less relevant, which may indicate that the duration starts to impose higher barriers, moving away from the objective of low-hurdle opportunities. Long-term Physical Mobility (2-6 months) is perceived as less aligned with the Co-Creation Campus objectives given the largest proportion of respondents (25.6%) rate it 'Not at all relevant'.

Q12 How relevant would you rate the different mobility formats for the individual STARS EU structures? Campus (WP 5)	**Extremely relevant**	**Very relevant**	**Somewhat relevant**	**Not so relevant**	**Not at all relevant**	**I don't know**	**No answer**
Short-term physical mobility (5-30 days)	***43.6%***	*25.6%*	*15.4%*	*5.1%*	*5.1%*	*5.1%*	*0.0%*
Short-term physical mobility (30-60 days)	*17.9%*	***35.9%***	*17.9%*	*15.4%*	*7.7%*	*5.1%*	*0.0%*
Long-term physical mobility (2-6 months)	*17.9%*	*17.9%*	*23.1%*	*10.3%*	***25.6%***	*5.1%*	*0.0%*
Virtual mobility (online only and hybrid)	***28.2%***	***28.2%***	*17.9%*	*17.9%*	*7.7%*	*0.0%*	*0.0%*
Virtual AND short-term physical mobility, (e.g. BIP)	***41.0%***	*25.6%*	*15.4%*	*10.3%*	*7.7%*	*0.0%*	*0.0%*

When asked: **'Q13. Do you have any other remarks regarding a mobility format? Please specify'** the respondents report:

Quote:

'Mobility for students should be more intensive and longer than 1 week for a true international learning experience. For staff/ teachers/ researchers short visits are much more suitable. Everything is completely depending on the available Erasmus funding. The amount of work for a BIP is the same as for a semester exchange. So to do a lot of BIPS is very inefficient when you look into numbers of students and the investment in time of the international office staff. Creating 15 of 30 credit exchange programmes is in my opinion the way to go. Into these programmes you can add incoming guest lecturers / guests from regional stakeholders to offer a project for the student group and give an online instruction and visit the end presentations f.e. But please start with the basic principles of agreeing that every STARS EU partner offers at least 2 English taught Inter-professional/ multi-disciplinary 15 or 30 EC programmes on at least 2 STARS EU regional challenges. So f.e. the Hanze UAS already offers 3 (6,15,30 EC) programmes on Energy, Entrepreneurship and on Healthy Ageing'.

For **Question 14,** which asks why certain mobility formats have not yet been adopted at the university and the perceived obstacles, the response provides several insights:

- One response notes a general lack of knowledge about funding opportunities and the variety of mobility formats as an obstacle.
- Other ones are noted with quotes from the respondents below:

Quotes:

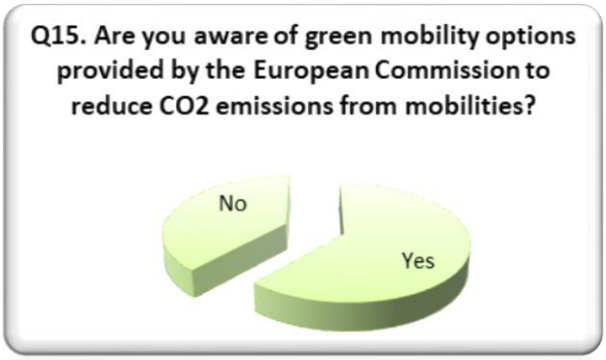
'At Hanze we offer for more than 30 years English taught programmes. I see that the situation at the other STARS EU partners is completely different. So when we talk about mobility there is a big challenge in the most STARS EU universities to find lecturers/ staff/ researchers who are experienced in English teaching and writing. So there is work to do BEFORE we are starting mobility. F.E. creating at each partners an English version of the website; to work on offering English taught programmes in all fields of STARS EU themes. Offering courses English to staff. Enhancing international collaboration skills to staff etc.'

'From my (student) perspective, short-term physical mobility as well as virtual mobility and BIPs etc. have not sufficiently been promoted at my university, particularly towards students though they may have taken place'.

Another respondent indicated that all mobility formats currently exist at the university; however, long-term physical mobility of 2-6 months is less attractive, primarily due to the associated living costs.

- Green Mobility

The data indicates that a majority of respondents (61.5%) are aware of green mobility options provided by the European Commission to reduce CO2 emissions from mobilities. However, there is still a significant portion, 38.5%, who are not aware of these options. This suggests that while awareness is relatively high, the need for increased information dissemination regarding green mobility initiatives is still needed.



Question 16, reports the restrictions faced in using green transportation. It reveals the following challenges: i) the most significant restriction, reported by 66.7% of respondents, is that green transportation is not time-efficient, particularly when compared to flying; ii) cost concerns are notable, with 28.2% of individuals finding green transportation more expensive than other options; iii) the lack of a sufficient public infrastructure is a barrier for 46.2% of the respondents, indicating a significant infrastructure gap; iv) geographic limitations, such as being on an island, prevent

35.9% of the survey participants from using green mobility options; v) a lack of awareness about support for green mobility was an issue for 15.4% of the respondents, which suggests the need for better communication and information dissemination; vi) a small minority, 5.1%, stated that none of the given restrictions apply to them; vii) an additional note from one respondent (2.6%) highlighted that using green transportation usually takes more time. These findings suggest that there is interest in green transportation, but practical constraints such as time efficiency, cost, infrastructure availability, and geographic location limit its use.

- Final suggestions from participants

Question 17, explores how the STARS EU Mobility Programme (WP6) can support creating mobility opportunities within work packages or tasks, as follows:

- ✓ Collaboration for new projects is key, with some suggesting that virtual meetings are an option, but acknowledging that in-person interactions are better for networking and collaboration.
- ✓ There is a need for clear information about mobility options, application processes, deadlines, and funding that is specific to the alliance.
- ✓ Challenges are noted within the TIG Healthy Ageing where, despite progress on a joint minor, there are no existing exchange opportunities within the curricula of aligned bachelor and master programs.

  Quote:

  'Within the TIG Healthy Ageing we are already working on a Joint (exchange) Minor of 30 EC. (doing 15EC is also possible). Within the alligned bachelor and master programmes at the STARS EU partners we see that in the curriculum there are NO opportunities to go for an exchange yet. The biggest reason are the strict rules and regulations on national level for most of the health care professions. But also being not internationally focused. Or it is forbidden to do a not national language programme. So the fundaments for international exchange and international collaboration are not established yet in the existing programmes/ faculties. Even giving an english taught lecture is not allowed f.e. in France and Spain. Is has to be in the native language of the curriculum. So there is a long way to go, and that is not on the STARS EU structure (is my opinion), but is has to be on new internationalisation policy making within each partner university. And I don't know if that is recognized and set into action by the Presidents'.
- ✓ There is a call for STARS EU to establish transparent mobility rules and provide detailed information on cooperation opportunities with partners, including access to results from Thematic Interest Group (TIG) activities.
- ✓ The importance of a catalogue of mobility opportunities and competencies that can be shared among partners is emphasized to enhance exchange and cooperation.
- ✓ Multi-layered exchanges involving students, academic and administrative staff, and stakeholders are essential for fostering a strong sense of community within the alliance.
- ✓ From the Student Board, there is an interest in a detailed briefing on all available mobility options, highlighting a perceived gap in mobility opportunities other than full-semester abroad programs, suggesting a need for better integration and promotion of these options within study programs.

Quote:

> *'For the Student Board it might be interesting to get a briefing on what mobility options there are that are theoretically available to students. However I believe that mobility apart from full semesters abroad are not well represented in our study programs which is why coordination with study coordinators seems very much necessary as well'.*

- ✓ The response also suggests that partners which lack experience with BIPs, would benefit from focused mobility programs to gain practical experience in designing, implementing, and evaluating these programs within various academic disciplines.
- ✓ Finally, Erasmus grants are mentioned as a means to support these initiatives.

Such feedback from open ended questions, indicates that support is required, starting from ensuring alignment between curricula and international opportunities, to the practical aspects of improving information sharing and increasing awareness of mobility support mechanisms such as format, procedures.

For Question 18 regarding additional comments or suggestions on the STARS EU project and mobility activities, the following are highlighted:

- ✓ Suggestions include increasing the visibility of STARS EU activities within each institutions, such as utilizing digital boards for events, announcements, and displaying images from past activities of the STARS EU.
- ✓ A concern is raised regarding the need for leadership, to prioritize the STARS EU alliance, including clear expectations for Deans and Faculty directors. This should involve integrating STARS EU commitments into institutional strategic plans and also ensuring the allocation of necessary resources.
- ✓ There is a willingness expressed to engage in exchange programs from the staff.
- ✓ Several suggested activities are study visits to research labs to improve knowledge and scientific methodologies, enhancing the global competitiveness of the university's research.
- ✓ Exploring innovative digital learning technologies, like VR and AR, to enhance online learning experiences, with a focus on accessibility and inclusivity for all students.
- ✓ Addressing cyber-security and privacy within digital education through specialized mobility programs is highlighted as crucial.
- ✓ The need to explore and develop digital campus infrastructures is mentioned, including strategies for network infrastructure, cloud services, and technical support.
- ✓ Lastly, the feedback includes a suggestion to avoid the use of acronyms in future questionnaires for clarity □

These insights suggest for leadership endorsement, greater visibility of mobility initiatives, and a focus on incorporating innovative technology and security measures into the mobility strategies of the STARS EU project.

5. Recommendations

For RTA (WP 2):

a. Prioritize and expand short-term physical mobility formats that received the highest relevance rating, as they align with the RTA's emphasis on quick, impactful exchanges.

b. Increase awareness and understanding of virtual mobility benefits to support inclusion and participation in different geographic locations.

For Curriculum Lab (WP 3):

c. Continue to support and prioritize short-term mobility (5-30 days) which is highly valued by the participants, indicating it is well-aligned with Curriculum Lab's goals.

d. Enhance blended mobility opportunities such as BIPs that allow for both virtual and short-term physical mobility, as these are recognized for their relevance and flexibility.

For Challenge Lab (WP 4):

e. Develop targeted mobility initiatives for academic staff and PhD students who show the highest relevance ratings, ensuring these opportunities are tailored to their research and academic needs.

f. Build a stronger STARS EU community through knowledge exchange sessions and workshops, where all target groups can share insights, learn from each other's experiences, and foster a sense of belonging and engagement within the STARS EU alliance.

For Co-Creation Campus (WP 5):

g. Focus on the development of short-term mobility formats, which are highly recommended for both full-time students and academic staff, in alignment with the objectives of the Co-Creation Campus for accessible and integrated experiences.

General Recommendations for All WPs:

h. Develop a detailed catalogue of mobility opportunities to enhance transparency and facilitate better alignment between curricula and international opportunities across STARS EU partners.

i. Foster multi-layered exchanges involving students, academic and administrative staff, and external stakeholders to build a cohesive community within the alliance, especially promoting short-term mobilities and digital innovations like VR and AR to enhance online learning experiences.

j. Emphasize sustainability in mobility initiatives to align with European Green Deal objectives, and ensure inclusion, by addressing the specific barriers faced by various target groups.

k. Across WPs, full-time students, academic staff and part time students are consistently viewed as crucial participants in mobility opportunities, underlining the need for mobility formats that are flexible, inclusive, and capable of offering rich learning experiences that support their academic and personal development goals.

General Recommendations at STARS EU Alliance level:

1. **Improve Awareness and Engagement**:
   - ✓ Increase visibility of STARS EU activities using digital communication platforms.
   - ✓ Encourage exchanges among faculty and staff to foster a collaborative culture.
   - ✓ Implement clear and targeted communication strategies to convey the benefits and opportunities of mobility programs to all target groups, including non-academic staff and lifelong learners, who showed a varied understanding of these benefits.
2. **Commitment and Integration into Institutional Strategy**:
   - ✓ Ensure universities' leadership integrates STARS EU commitments into strategic planning.
   - ✓ Allocate necessary resources for sustained support of STARS EU initiatives.
3. **Expand and Diversify Mobility Formats**:
   - ✓ Develop a catalogue of various mobility opportunities that provide flexible learning paths.
   - ✓ Support the development of short-duration and blended mobility formats like BIPs, especially for partners with less experience.
4. **Enhance Digital Learning Infrastructure and Security**:
   - ✓ Integrate cutting-edge digital technologies to enrich online learning.

- ✓ Implement specialized programs focusing on cyber-security within digital education.

5. **Cooperation and Accessibility**:
    - ✓ Establish clear rules for mobility and cooperation to enhance transparency.
    - ✓ Share results and insights from TIGs' activities to build an interconnected community within the STARS EU alliance.

On a final note:

It is remarkable to see that virtual mobility hardly plays a role in the perceptions of the target groups of this survey, whereas it should be clear to everyone involved in creating mobility opportunities that we will not be able to reach the mobility target of 50% with only or mostly physical mobility, even if it is short-term mobility!