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# Deliverable No. 5.3

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- CI: Classified, information as referred to in Commission Decision 2001/844/EC

# ReTURN Mobility:



**EUonAIR**  
European University Alliance

The EUonAIR Handbook  
for Holistic Support



Co-funded by  
the European Union

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## Introduction

International mobility unlocks new ways to learn, teach, and grow. This includes virtual, blended, and physical mobility. To make every experience meaningful, universities need transparent and coordinated support for students, staff, and faculty. This handbook presents the European University Alliance EUonAIR's approach and offers practical tools that help institutions provide holistic support to international mobility throughout the entire mobility cycle: from considering mobility, pre-departure preparations, during mobility, after return and going abroad again.

EUonAIR is an alliance of European universities focused on improving how mobility is supported, next to AI in curricula and smart univer(city)<sup>3</sup>. The initiative promotes accessible, inclusive, and meaningful mobility for all participants. The approach is based on research findings, dialogue between partners, capacity building, and practical resources designed for learners, staff members, and academic faculty.

The handbook gives a simple and practical framework for supporting students, staff, and faculty from the moment they start considering mobility to their return and possible future mobility. It includes ready-to-use templates, check-lists, and methods that support holistic mobility system.

### **This handbook is intended for:**

- Mobility coordinators and advisors
- Academic staff and faculty members
- Student support and administrative staff
- Trainers, mentors, mobility ambassadors, and project teams
- Anyone involved in supporting student, staff, or faculty mobility.

### **One can use this handbook as a practical reference tool.**

- New staff can follow the mobility cycle in order.
- Experienced staff can go directly to tools, templates, or check-lists.
- Universities can use the implementation guidelines to create or strengthen mobility support structures.

The goal is to help every supporter provide transparent, consistent, and holistic assistance to students, staff, and faculty throughout the entire international mobility journey and throughout entire mobility cycle, with special focus on return.

### **The structure of the handbook**



This handbook is structured to guide universities in understanding both the mobility cycle and the holistic support of mobility. Following the Front Matter and a Methodological Note explaining how the content was developed, the handbook is divided into five parts, each providing guidance on how to effectively support international mobility.

Part I outlines the foundations of the EUonAIR approach, its core principles, and an overview of a holistic mobility support system.

Part II follows the full mobility cycle for virtual, blended, and physical mobility, from considering and preparing for mobility through support during the stay, the return phase, and opportunities to 'go abroad again'.

<sup>3</sup> [Home | EUonAIR - Leading Europe's Responsible AI Revolution in Education](#)

Part III introduces the Holistic Mobility Support Center (HMSC), its mission, role in the mobility cycle, and key tools and templates.

Part IV focuses on the Return Mobility Assessment Unit (RMAU), detailing its added value, structure, assessment process, and specific tools.

Part V addresses training and capacity building, including a training framework for staff, trainer's manuals, and practical case-based exercises.

Part VI provides implementation guidelines for universities, covering integration of services, digital tools and platforms, and quality assurance and monitoring.

The Annexes provide ready-to-use resources such as consultation formats, workshop materials, trainer's manuals, Return Mobility Assessment Unit tools, a catalogue of good practices, a glossary, and a library.

## Methodological Note



This handbook is grounded in evidence collected across the EUonAIR alliance via dialogue sessions and internal surveys. Its primary empirical basis consists of two online surveys completed by all partner institutions:

- (1) a survey on collaboration between each institution's International Relations Office (or equivalent) and Career Office (or equivalent)<sup>4</sup>, and
- (2) a survey on virtual/blended mobility matching between partners<sup>5</sup>.

The survey results were complemented and preceded with qualitative inputs from bilateral dialogue sessions between the Coordination Office and each partner in summer 2025<sup>6</sup>, regular monthly WP5 status meetings with all EUonAIR mobility and career representatives, and feedback from EUonAIR partners gathered during the preparation of EUonAIR's Deliverables D5.1 *Concept of a Holistic Mobility Support Center* and D5.2 *Concept of a Return Mobility Assessment Unit*.

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<sup>4</sup> Active link to the survey questionnaire here: [Mapping Mobility and Career Practices at Partner Universities](#)

<sup>5</sup> Active link to the survey questionnaire here: [EUonAIR Virtual Mobility Partner Matching Survey](#)

<sup>6</sup> the meetings were held in the period from 23.06.2025 to 23.09.2025

## Part 1. Foundations of Holistic Mobility Support



Part I introduces the foundations of the EUonAIR model for holistic mobility support. It explains the EUonAIR approach, the core principles that guide it, and how universities can organize a connected support system across international offices, career services, and relevant other units. Together, these elements provide a common framework for designing mobility services that are coherent, inclusive, and focused on the whole mobility cycle, with particular attention to the return phase.

### 1.1. The EUonAIR Approach

The EUonAIR approach helps universities support students, staff, and faculty throughout the whole mobility journey and entire mobility cycle, with special focus on return. The aim is to make mobility easy to access, well-coordinated, and meaningful for all participants. EUonAIR combines research, examples from partner universities, and practical tools that any institution can use.

Holistic mobility means supporting participants at every stage of the mobility cycle. This includes the period when they are only considering mobility, the preparation phase, the mobility itself, the return, and any future mobility they choose to pursue. It also means supporting the whole person. This may include academic needs, personal well-being, intercultural growth, practical preparation, and individual goals.

When support covers all stages and focuses on the person as a whole, mobility becomes easier to access and less stressful. Participants feel informed, confident, ready to take part and make sense of the experience. They can make better decisions, enjoy the experience more, and use what they learned when they return. Holistic support helps mobility become a meaningful and positive part of personal and professional development.

European universities are working together more closely than ever<sup>7</sup>. Mobility is now flexible and comes in many formats, including virtual, blended, and physical. Universities need clear systems that make these formats easy to use and available to all students, staff, and faculty. Sensible mobility support helps institutions meet European goals and strengthen cooperation between partners.

EUonAIR partners studied mobility practices across EUonAIR partner universities. The main findings are simple. Participants need clearer information, earlier guidance, and better follow-up when they return. Staff need tools that make their work easier and more consistent. Universities benefit from shared processes and digital support. These insights shaped the structure of this handbook (see Methodological Note in this Handbook).

### 1.2. Core Principles of Holistic Mobility Support

The EUonAIR model is built on four core principles that guide every phase of the mobility cycle. Mobility support is human-centred and holistic. It starts from the needs, goals, expectations, and personal contexts of each participant and continues before, during, and after mobility, with a strong focus on return, reflection, and long-term impact. At the center of the model is the human being, not the journey itself. Support is based on personalized guidance, active listening, informed decision-making, and respect for different learning styles and levels of experience.

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<sup>7</sup> See: [European Universities initiative - European Education Area](#); access: 22.12.2025

#### 1. BEFORE MOBILITY. PREPARATION AND INCLUSION

Mobility should be open to everyone. Support teams work to remove barriers related to finance, disability, language, digital access, or personal circumstances. Participants receive clear, inclusive, and transparent information that allows them to make informed choices. Flexible formats such as physical, virtual, and blended mobility are offered to ensure equal access.

#### 2. DURING MOBILITY. EXPERIENCE AND DEVELOPMENT

Mobility is more than travel. It is a structured learning experience that supports the development of intercultural awareness, independence, problem-solving abilities, digital skills, soft skills, and professional competences. Ongoing support helps participants navigate challenges and recognize learning as it happens.

#### 3. DIGITAL SUPPORT ACROSS THE JOURNEY

Digital tools make mobility easier to access and manage. Staff are equipped with the skills and systems needed to support physical, virtual, and blended mobility. Digital environments such as EUonAIR MyAI University support learning throughout the mobility cycle.

#### 4. AFTER MOBILITY. RETURN, REFLEXIVITY, AND RECOGNITION

Return is a critical phase of mobility. Participants receive holistic support to reflectivity on their experiences, identify learning outcomes, and document new competences. Recognition of skills supports reintegration into education, work, and society. Emotional, social, and professional dimensions of return are addressed to ensure sustainable impact.

#### 5. SIMPLE DIGITAL GUIDANCE THROUGHOUT

Participants receive clear, step-by-step guidance on digital platforms, online collaboration, and learning tools. Digital readiness and AI literacy increase flexibility, confidence, and inclusion while reducing digital barriers for both participants and staff.

### 1.3. Overview of the Holistic Mobility Support System

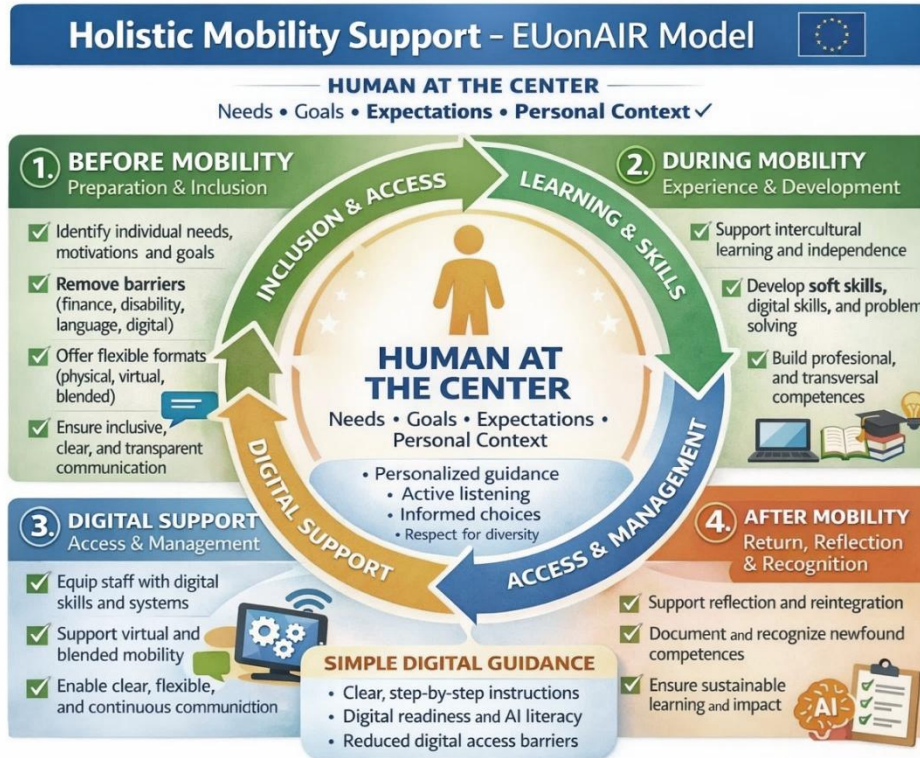
A holistic support system connects services across the university, with particular interplay between International Relation Office (or it's an equivalent in any given university) and a Career Office (or it's an equivalent in any given university) and guides participants through every phase of the mobility cycle from considering mobility, pre-departure, during mobility, after return and eventually going again.

A strong system includes clear information, personalized guidance, training, well-being support reference, academic coordination, digital tools, and structured follow-up after return (e.g. through Welcome Back Point and eventually individual career counselling, if needed). Each part plays a role in making mobility smooth and consistent.

The system supports Erasmus+ priorities by promoting inclusion, digitalization, sustainability, and quality learning experiences. It also aligns with key Erasmus processes such as learning agreements, recognition, and participant reporting.

Mobility support works best when relevant units collaborate. This includes academic departments, international relation offices, student services, digital teams, well-being offices, access offices, quality assurance units, and career offices. When services work together, participants receive clear messages and consistent support from start to finish.

Infographic 1. Holistic mobility support EUonAIR model



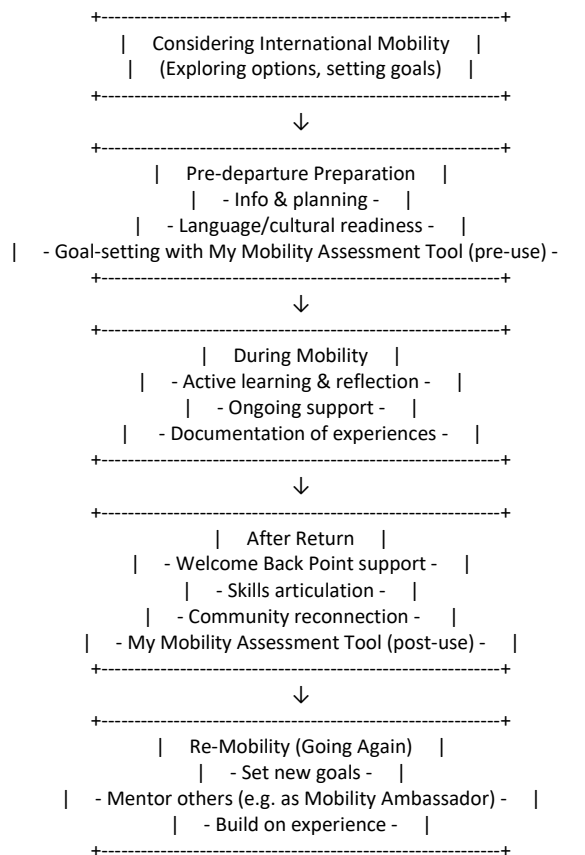
Source: own idea visualised by ChatGPT 5.2 (OpenAI)

## Part 2. Mobility Cycle Support



Part 2 outlines how the EUonAIR alliance supports participants throughout the entire mobility cycle: before, during, and after their international experience (see Infographic 1). It describes the key stages of mobility cycle (considering, preparing, virtual, blended, physical, return, and going again) and clarifies who does what at each step. The chapter shows how tools such as the My Mobility Assessment Tool ([My Mobility](#)), the MyAI University platform (gateway via [Virtual University – MyAI University](#)), and how the HMSC can work as an interplay between international and Career Offices to provide coherent, continuous support for all mobility formats (physical, blended and virtual).

Chart 1. Holistic support in a mobility cycle



Source: own concept elaboration, visually developed by ChatGPT 5.2 (OpenAI)

### 2.1. Support for Considering Mobility

This stage helps participants explore what mobility is, understand their options, and decide if mobility fits their personal and academic goals, and how they can use mobility as an employability argument. Participants learn what each mobility format involves, how it works, and what benefits it offers. Clear explanations help them compare formats and choose the one that suits their needs, availability, and learning style. Participants are encouraged to reflect on their motivations, expectations, personal circumstances, and any possible barriers via My Mobility Assessment Tool ([My Mobility](#)). This helps them make realistic decisions and prepare for the type of support they may need. Staff help participants search for suitable programs, courses, or partner institutions. This includes showing how to navigate catalogues, platforms, and faculty inter-institutional agreements and helping participants understand the requirements of each option.

Information about mobility opportunities is shared through simple, accessible channels such as websites, info sessions, newsletters, social media, and briefings. The aim is to reach participants early and make opportunities visible. The Holistic Mobility Support Center provides first contact support. Staff explain the overall process, key timelines, basic requirements, and support options. Early guidance helps participants feel informed and confident about taking the next steps. This stage ensures that participants are well prepared and have everything they need before leaving or starting their virtual or blended mobility. Orientation sessions cover essential information, such as academic expectations, cultural awareness, practical tips, and digital tools. These sessions help participants feel prepared and reduce stress.

Staff assess the participant's academic readiness, practical needs, wellbeing considerations, accessibility requirements, and digital and soft skills. This helps identify what kind of support is needed before mobility begins. Participants work with staff to plan their studies, select courses where it's possible, and complete required documents. Academic coordination ensures that credits and learning outcomes will be recognized after returning. Participants receive guidance on grants, travel planning, accommodation (where possible), insurance, visas (if needed), and accessibility support. Clear advice helps them understand what costs to expect and how to organize their stay or virtual setup. Participants can be matched with relevant teachers, students, or institutions for virtual or blended mobility. Matching helps create meaningful academic and collaborative experiences.

Simple check-lists help participants keep track of required paperwork, deadlines, packing, digital preparation, and any additional tasks. These check-lists reduce stress and prevent missing important steps. Support continues throughout the mobility period to help participants succeed academically, feel supported, and manage challenges.

## 2.2. Support for Virtual Mobility

Participants may receive tips on staying active in online classes, maintaining structure, and managing online workload via MyAI University immersive, transnational platform of EUonAIR Alliance. Support also includes advice on communication and digital etiquette. Administrative staff might help participants handle group work and communication across time zones. Simple strategies help reduce confusion and keep collaboration smooth.

## 2.3. Support for Blended Mobility

Participants may receive guidance on how to manage transitions between virtual and physical periods, also via MyAI University immersive, transnational platform of EUonAIR Alliance. This includes planning, communication, and knowing what to expect from each phase.

## 2.4. Support for Physical Mobility

Participants could be supported during their arrival and settling-in process, usually through a Welcome Point/Desk or an equivalent service. This may include local orientation, safety guidance, administrative steps (such as registration), and tips for social and cultural integration. At this stage also the My Mobility Assessment Tool can be used.

## 2.5. Support For All Mobility Types

Academic coordinators and teachers can provide ongoing support, feedback, and solutions to academic challenges. Regular check-ins, surveys, or quick meetings help administrative staff understand how participants are doing emotionally, socially, and academically. Early intervention

prevents issues from becoming bigger. Home and host institutions stay in contact to solve administrative issues, monitor academic progress, and ensure participants receive consistent support.

## 2.6. Support for Return Phase

The return phase helps participants complete the mobility process, reflect on their experience (e.g. via My Mobility Assessment Tool and possible individual career counselling or group workshops), and make sense of their international mobility, reintegrate successfully and use the mobility experience in a career path. Participants may receive support as they adjust back to their home routines. Reintegration activities may help them reconnect academically and socially. Debriefings can help participants reflect on their experiences, challenges, and achievements. This helps them understand their personal and academic growth.

Staff encourage participants document their skills, learning outcomes, and achievements if its needed. Proper documentation supports credit recognition and future opportunities. It is recommended to help a participant to set up a Mobility Portfolio where all experiences are gathered (where it can be). This is done directly at the study program level, where participants receive support to ensure that credits, certificates, and other achievements are recognized in accordance with university and program regulations.

Returning can be emotionally challenging. Participants receive guidance on managing expectations, reconnecting with peers, and adjusting to their home environment. Support continues as participants return to daily routines. Staff encourage them to stay connected with networks, peers, and new contacts they made during mobility.

## 2.7. Support for Going Again

This stage encourages participants to build on their experience and consider new or extended mobility pathways. Participants learn to recognize the competences they gained and how to use them for future study or mobility decisions. Staff share information about additional mobility options tailored to different target groups, such as internships and longer programs for students, as well as research stays for academic staff. The Holistic Mobility Support Center provides tailored advice for participants who want to go again, helping them plan and prepare for new challenges and possibilities. Participants are guided on how to present their mobility experience in CVs, applications, or interviews and how to connect their new competences to career pathways.

## Part 3. Holistic Mobility Support Center



Part 3. presents the Holistic Mobility Support Center (HMSC) as the operational heart of the EUonAIR model. It explains the Center's mission, core functions, and partnerships, and shows how it coordinates international and career services to offer continuous support across the whole mobility cycle. This part also introduces the concrete tools, templates, and manuals that staff can use to run a Holistic Mobility Support Center in practice and ensure that mobility is coherent, inclusive, and clearly connected to participants' career development.

### 3.1. Concept and Mission of the Holistic Mobility Support Center

The HMSC is the main point for mobility support across the entire university (see Deliverable 5.1. Concept of Holistic Mobility Support Center), putting particularly into an interplay international and career offices. Its mission is to guide students, staff, faculty and researchers through every stage of the mobility cycle. The Holistic Mobility Support Center can serve as a central point where these activities are effectively integrated, bringing together information provision, academic coordination, career guidance, well-being support, and practical assistance within a coherent and accessible framework. The goal is to make mobility easier to access, better coordinated, and more inclusive.

Infographic 2. Core goals of Holistic Mobility Support Center



Source: own idea visualised by ChatGPT 5.2 (OpenAI)

The Holistic Mobility Support Center can provide services such as consultations, orientation events, digital guidance, well-being check-ins and referring to specialized university units, partner matching for virtual mobility, and reintegration support after return. The Holistic Mobility Support Center works with many groups inside and outside the university. Beneficiaries include students, faculty members, and staff taking part in mobility.

Stakeholders include, among others:

- Academic departments
- International offices

- Student support services
- Career offices/services
- Partner universities
- Project teams and trainers

The center acts as a bridge between all these groups to ensure consistent support, and in particular collaboration between International and Career Offices. The Holistic Mobility Support Center operates through an interplay of mobility and career specialists, supported by academic and administrative networks across the university. Collaboration, flow of information, regular coordination meetings, and simple workflows help the center work effectively. The Holistic Mobility Support Center follows university rules and Erasmus+/SEMP inter-institutional agreement requirements and reports regularly on mobility activities and quality indicators.

### 3.2. Supporting the Mobility Cycle Through the Holistic Mobility Support Center

The Holistic Mobility Support Center supports participants at every stage of the mobility cycle. This ensures that guidance is continuous and connected. It provides early information sessions, online resources, and one-to-one consultations (where possible). Participants can explore formats, destinations, requirements, and timelines. The aim is to help them make informed decisions that match their goals or to help them to formulate their goals.

The center offers structured preparation support, information resources (workshops, webinars, mobility ambassadors), including orientation sessions, learning agreement guidance, funding information, accessibility support, and help with logistics. It also offers My Mobility Assessment Tool. Staff check readiness and provide personalized advice (where possible, or refer to existing digital resources). Clear check-lists help participants complete necessary steps on time. During the mobility period, the team from Holistic Mobility Support Center stays in contact with participants and partner institutions to offer support if it is needed. After mobility, the Holistic Mobility Support Center supports academic recognition, skill documentation, and reintegration. Participants can join debriefings, reflection sessions, and career guidance activities. The center also helps participants explore advanced opportunities and plan future mobility.

### 3.3. Tools, Templates, and Manuals

The Holistic Mobility Support Center uses a collection of ready-made tools to ensure consistency and quality. Templates support staff in delivering clear and structured workshops, consultations at each stage of mobility. These include assessments, planning forms, and follow-up notes. Workshop materials help participants reflect on their goals, strengths, and expectations before mobility and evaluate their learning after return. These workshops can be used with students, staff, or faculty. The manual provides staff with guidance on how to deliver training sessions related to mobility. It includes session plans, facilitation tips, and examples. Simple check-lists guide participants through all required steps, from early planning to final recognition. These check-lists help prevent delays and ensure no important task is missed.

## Part 4. Return Mobility Assessment Unit



Part 4 introduces the Return Mobility Assessment Unit (RMAU), the part of the Holistic Mobility Support Center that focuses on what happens after mobility. It explains why the return phase deserves dedicated attention, how the unit helps participants reflect on their experience, document competences, and complete academic tasks, and how it links mobility with future study and career steps. This part also outlines the structure of the Return Mobility Assessment Unit, the key steps in the return assessment process (including use of the My Mobility Assessment Tool), and the practical tools and guidelines that make the return phase clear, structured, and meaningful.

### 4.1. Purpose and Added Value of Return Mobility Assessment Unit

The Return Mobility Assessment Unit is part of Holistic Mobility Support Center and is conceptualized in Deliverable 5.2. It focuses on what happens after participants return from mobility, with particular focus on return from blended and physical mobility. Its purpose is to help participants understand what they learned, document their skills, and connect their experience to future opportunities. The Return Mobility Assessment Unit adds value by giving the return phase the same importance as preparation and the mobility itself.

Returning home can be just as challenging as leaving. Participants may need help in reflecting and making sense of their international mobility experience, readjusting, completing academic tasks. The return phase is the point at which learning outcomes become clear and explicit. With proper support, participants can recognize their new competences and use them for future study, work, and next mobility. Based on information gathered during discussions with EUonAIR partners, it was observed that although Erasmus+ ensures formal recognition of learning outcomes and ECTS credits through Learning Agreements, transversal skills and informal learning experiences acquired during mobility often remain insufficiently reflected upon and formally recognized without structured support. A dedicated return assessment process can improve satisfaction, can strengthen academic recognition, and can help participants grow personally and professionally.

### 4.2. Concept and Structure of the Return Mobility Assessment Unit

The Return Mobility Assessment Unit is a specialized unit or function that focuses on the return stages of the mobility cycle. It works within the Holistic Mobility Support Center but has a clear role in assessment, reflection, and competence-based evaluation (see a good practice example of a Welcome Back Point). The mission of the Return Mobility Assessment Unit is to ensure that every participant completes the return process successfully and understands the value of their mobility.

Infographic 3. Objectives of Return Mobility Assessment Unit embedded in HMSC



Source: own idea visualised by ChatGPT 5.2 (OpenAI)

### 4.3. Return Mobility Assessment Process

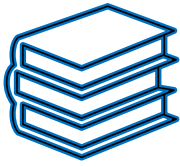
The assessment process helps participants understand their learning and ensures that all academic and administrative tasks are completed correctly (with the help of international office). The skill acquisition and development part may be assessed by My Mobility Assessment Tool. Participants take part in a structured debriefing session. They discuss their experience, challenges, achievements, and personal growth. Reflection helps them understand what they gained and how it has changed their perspective. Involved individuals identify the competences they developed, such as intercultural communication, problem solving, digital skills, or professional competences, usually via My Mobility Assessment Tool which produces a concise anonymous PDF report of which a participant is the only owner (fully anonymous, only statistical data are collected).

Based on reflection and competence mapping, staff facilitate sessions that help participants explore how to leverage their newly acquired skills for future study choices, mobility opportunities, and professional development. The goal is to transform the mobility experience into a long-term advantage, including within their career pathway.

### 4.4. Tools and Guidelines

The Return Mobility Assessment Unit uses a set of tools to make the return phase structured and consistent (e.g. My Mobility Assessment Tool, webinars, manuals, workshops etc.). These templates help staff document learning outcomes, competences, and achievements in a clear and standardized way. Protocols guide staff through debriefings, helping them ask the right questions and support meaningful reflection. These tools help summarize results, identify common needs, and support quality improvement at institutional level.

## Part 5. Training Manuals and Capacity Building



Part 5 focuses on how to build and sustain the skills needed for holistic mobility support. It introduces a training framework for mobility staff, practical trainer's manuals, and hands-on exercises such as case studies and scenarios. Together, these elements help universities develop confident, well-prepared staff who can support participants consistently across all stages of the mobility cycle. (For more details see Appendix A,B,C,D and E).

### 5.1. Training Framework for Mobility Staff

A strong mobility system relies on well-trained staff. The training framework helps universities build the skills needed to support students, staff, and faculty throughout the mobility cycle. Holistic mobility contact staff need a combination of practical, interpersonal, and technical competences.

These include:

- clear communication and intercultural awareness
- understanding of mobility formats and procedures
- basic guidance skills
- problem solving and flexibility
- knowledge of Erasmus+ rules
- ability to use digital tools for mobility
- understanding where and how to refer for well-being and accessibility needs.

These competences help staff support participants confidently and consistently.

Training is organized into simple, easy to use modules.

Examples include:

- Introduction to holistic mobility support
- Working with the mobility cycle
- Supporting virtual, blended, and physical mobility
- Intercultural awareness and inclusive support
- Digital tools and platforms for mobility
- Academic processes and recognition
- Referring to well-being and access services
- Communication with partner institutions.

### 5.2. Trainer's Manuals

Trainer's manuals help staff who deliver workshops or training sessions. They offer ready-to-use plans, materials, and tips.

A typical trainer's manual includes:

- learning objectives
- session overview and timing
- step-by-step instructions
- slides or handouts
- discussion questions
- group activities and reflection prompts
- tips for adapting sessions to different groups.

This structure makes training easy to deliver, even for new trainers.

The 'My Mobility' workshop for example helps participants reflect on their goals and expectations before mobility and understand what they learned after returning. The manual includes short activities, simple reflection tools, and discussion guides. It can be used for students, staff, or faculty. Facilitation guidelines help trainers create a safe and supportive learning environment.

Key points include:

- encourage open communication
- use simple and inclusive language
- give clear instructions
- manage time well
- adapt the workshop to the group's needs
- support participants who may feel unsure or stressed

These guidelines help trainers deliver sessions smoothly and effectively.

### 5.3. Case Studies, Scenarios and Practical Exercises (Appendix A, B, C and E)

For more details see Appendix A,B,C and E.

Practical exercises help staff apply what they learned and prepare for real situations. Case studies show common mobility situations such as cultural misunderstandings, academic challenges, or well-being concerns. Staff discuss how they would respond and which support tools to use. Participants can work in small groups to solve realistic problems, such as delays in documentation, unexpected changes in learning agreements, or difficulties in virtual collaboration. These activities build confidence and teamwork. Evaluation exercises help staff practice how to give feedback, assess competences, and support participant reflection. They also help staff understand how to collect and use data to improve mobility services.

## Part 6. Implementation Guidelines for Universities



Part 6 offers practical guidance for universities that want to put holistic mobility support into practice. It explains how to integrate international and career services into a coordinated system, make effective use of digital tools, and embed the Holistic Mobility Support Center and Return Mobility Assessment Unit into existing structures. This part also outlines how to monitor quality, use data and feedback for improvement, and plan realistic steps toward a sustainable, institution-wide mobility support model. (For more details see Appendix F).

### 6.1. Integrating Holistic Mobility Support

Implementing holistic mobility support means bringing international and career services together into one coordinated system, with references to other relevant units of a university. This requires clear collaboration between International and Career Offices, best based on rector's ordinance or any other formal document. A readiness check-list helps universities understand their starting point and identify what needs to be improved.

**Key items include:**

- existing mobility procedures and tools
- cooperation between academic and administrative units
- staff competences and training needs
- digital systems that support mobility
- accessibility and inclusion measures
- clear information channels for participants
- capacity to refer to well-being
- to monitor academic progress.

The check-list guides universities in planning realistic next steps. The implementation paths provides a clear information for introducing holistic mobility support.

**Typical steps include:**

1. Assess current mobility processes and define gaps
2. Set up or strengthen the Holistic Mobility Support Center and Return Mobility Assessment Unit functions
3. Align mobility procedures with the mobility cycle model
4. Train staff and introduce shared tools
5. Pilot new processes with small groups
6. Collect feedback and adjust workflows
7. Scale up to engaged units at your university.

A simple roadmap helps ensure that changes are gradual, manageable, and well supported. Successful implementation requires planning resources such as staff time, training, digital tools, and communication materials. Universities decide how to allocate responsibilities, which teams support each stage of mobility, and what additional resources may be needed. Clear planning helps avoid overload and ensures long term sustainability.

### 6.2. Digital Tools and Platforms

Digital tools are essential for managing mobility efficiently and offering flexible support. They help staff share information, track progress, and support virtual and blended mobility.

Useful systems include:

- mobility management platforms for applications, agreements, and recognition
- EUonAIR MyAI University immersive platform:
  - learning platforms for virtual or blended mobility
  - communication tools for meetings, check ins, and follow-up
  - shared drives for documents and templates
- data dashboards for monitoring participation (Power BI visualization about EUonAIR activities).

Universities must protect personal data and follow relevant regulations.

This includes:

- secure storage of participant information
- controlled access for staff
- clear communication about what data is collected and why
- respecting privacy rules in all digital tools.

Good data management builds trust and ensures compliance with European regulations. Workflow templates help staff follow consistent steps.

Examples may include:

- a standard process for learning agreements within consortium
- check-lists for digital readiness
- step-by-step procedures for virtual mobility
- templates for communication with partners

These templates save time and reduce errors.

### 6.3. Quality Assurance and Monitoring

Quality assurance ensures that mobility support remains effective and continues to improve. Monitoring helps universities understand what works well and what needs attention. Key performance indicators help measure progress.

Examples include:

- number and diversity (socio-demographic characteristics) of mobility participants
- satisfaction with support at each stage
- completion rates of learning agreements and recognition
- well-being indicators during mobility
- number of staff trained in holistic support.

KPIs should be simple, measurable, and linked to institutional goals. A continuous improvement cycle allows universities to update processes regularly.

This cycle includes:

- collecting data
- reviewing feedback
- identifying challenges
- adjusting procedures
- communicating changes to staff.

This helps maintain high-quality support over time. Feedback is essential for improvement.

Universities can use:

- surveys

- short feedback forms
- focus groups
- debriefing sessions
- informal check-ins.

Regular feedback helps universities understand participant needs and make support services more responsive.

## Annex A. Materials to work with My Mobility Assessment Tool

### A1. Workshop: Introduction to the My Mobility tool and the concept of four capitals

Duration: 45 minutes

Overall goal: Introduce participants to four types of capital: human, psychological, social, and economic which form the frame of the My Mobility tool. Help them understand their own resources and why these matter for international experiences and personal branding. Remember that you can include each exercise only if you have enough time.

#### 0-5 min- INTRODUCTION

**Goal:** Create an open atmosphere and introduce the idea of the four capitals.

**What to say:** Mobility is not only a trip or going abroad it is also a process of personal growth.

Today, we will look at four kinds of capital that help us understand ourselves and our resources: human, psychological, social, and economic capital.

These four areas form the frame of My Mobility. They show how time abroad can strengthen our competencies, attitudes, and future career decisions.

#### Interaction

- What comes to your mind when you hear the word mobility?
- Which skills or qualities can staying abroad help you develop?

#### 5-15 min- HUMAN CAPITAL<sup>8</sup>

**Goal:** Show that human capital includes not only formal knowledge but also a wide range of skills and competences developed in many contexts.

**What to say:** Human capital is the full set of competences, skills, knowledge, and experiences that influence a person's ability to work, learn, and grow. It includes formal achievements (degrees, certificates) and less formal resources technical skills, interpersonal skills, languages, and adaptive competencies. As Becker (1964) notes, investing in education, development, and experience increases both career and personal potential.

Categories of human capital

- Cognitive competences: logical thinking, problem solving, information analysis.
- Manual/technical skills: practical and technical abilities (e.g., using software or tools).
- Soft competences: communication, teamwork, conflict resolution, negotiation.
- Life competences: self-reliance, self-management, capacity for lifelong learning.

**Why it matters for mobility** A stay abroad is a great chance to develop language, intercultural, and adaptation competencies. Learn to talk about these clearly this supports personal branding and your professional story.

**Mini exercise** Write down one skill you developed thanks to previous studies, work, volunteering, or travel. Who would like to share an example?

#### 15-25 min- PSYCHOLOGICAL CAPITAL<sup>9</sup>

**Goal:** Show the value of inner strength, resilience, and positive mindset for adaptation and growth.

**What to say:** Psychological capital is a positive psychological state that helps us act effectively and stay motivated even in difficult moments.

It has four parts:

- Self-efficacy belief in your own ability to succeed.
- Hope setting goals and finding pathways to reach them.
- Resilience bouncing back after setbacks.
- Optimism expecting good possibilities in the future.

**Why it matters for mobility** Strong psychological capital makes it easier to adapt in a new country, keep motivated, and manage stress. It also supports relationships and openness to new experiences.

**Mini exercise** Which psychological quality helped me most in a difficult situation? Who would like to share?

#### 25-35 min- SOCIAL CAPITAL<sup>10</sup>

**Goal:** Make participants aware that relationships, trust, and civic engagement are real resources during mobility.

<sup>8</sup> Becker, G. S. (1964). *Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education*. University of Chicago Press.  
OECD (2001). *The Well-being of Nations: The Role of Human and Social Capital*. Paris: OECD Publishing.

<sup>9</sup> Luthans, F., Youssef, C. M., & Avolio, B. J. (2007). *Psychological Capital: Developing the Human Competitive Edge*. Oxford University Press.

Bandura, A. (1997). *Self-efficacy: The Exercise of Control*. New York: Freeman.

Snyder, C. R. (2002). *Hope Theory: Rainbows in the Mind*. *Psychological Inquiry*, 13(4), 249–275.

Masten, A. S. (2001). *Ordinary Magic: Resilience Processes in Development*. *American Psychologist*, 56(3), 227–238.

<sup>10</sup> Coleman, J. S. (1988). *Social Capital in the Creation of Human Capital*. *American Journal of Sociology*, 94, S95–S120.

Putnam, R. D. (2000). *Bowling Alone: The Collapse and Revival of American Community*. Simon & Schuster.

Bourdieu, P. (1986). *The Forms of Capital*. In J. Richardson (Ed.), *Handbook of Theory and Research for the Sociology of Education* (pp. 241–258). Greenwood Press.

Putnam, R. D. (2000). *Bowling Alone: The Collapse and Revival of American Community*. Simon & Schuster.

**What to say:** Social capital means resources rooted in relationships, trust, and cooperation.

It is not only a list of contacts it is also values and norms that help people act together.

Following Putnam (2000), we can see three dimensions:

- Bonding strong ties (family, close friends) that give emotional support.
- Bridging weaker ties across groups that open access to new information and opportunities.
- Linking relations with institutions and people in positions of authority or influence.

**Why it matters for mobility** Building relationships in a new environment is key for integration, personal growth, and career opportunities. It also grows intercultural competences and the ability to collaborate.

**Mini exercise** Which two people or groups are my strongest support in everyday life?

### 35-40 min- ECONOMIC CAPITAL<sup>11</sup>

**Goal:** Show the importance of financial management and economic independence during mobility.

**What to say:** Economic capital is the financial and material resources a person has and can use to reach goals. It also includes money management skills planning a budget, saving, tracking expenses, and making responsible choices. As Bourdieu (1986) notes, economic capital can support other forms of capital allowing investment in education, experiences, and social relations.

**Why it matters for mobility** Going abroad involves costs and new financial systems.

Conscious budgeting creates safety and freedom to act.

**Mini exercise** What would you spend your first 50 euros on when you arrive in a new country? What does this choice say about your priorities?

### 40-45 min- WRAP-UP & REFLECTION

**Goal:** Connect the four concepts into one clear picture and encourage self-reflection.

**What to say** Today we explored four capitals that together map our resources:

- Human capital – competences, skills, knowledge.
- Psychological capital – inner strength, motivation, hope.
- Social capital – relationships and trust.
- Economic capital – resource management and financial safety.

These areas are connected. When we strengthen one, we often develop the others.

**Final reflection** Which capital would you most like to develop during your time abroad? Write it down or remember it this is your starting point for using My Mobility.

## A.2 Individual Consultation Manual Mobility-at-Career

### Introduction

This guide supports facilitators leading individual consultations within the Holistic Mobility Support Center. It provides structured yet flexible reflection prompts and exercises divided into four key dimensions: Human, Psychological, Social, and Economic Capital. Each section is further divided into two categories: Mobility-related questions and Career-related questions. Facilitators can choose which questions or exercises best suit the participant's experience, interests, and available time.

**\*Trainer note:** This manual is designed for flexibility. You do not need to cover all areas in one session, choose the most relevant or meaningful topics for each participant.\*

### 1. Human Capital

Human Capital refers to a person's knowledge, competencies, and skills acquired through education, work, and life experiences. Mobility experiences often help participants broaden their learning, adaptability, and cross-cultural understanding.

**\*Trainer note:** Start by inviting the participant to reflect on what they learned during their mobility period not only academically but also personally.\*

#### Mobility-related questions:

- What new competencies or skills have you developed while living or studying abroad?
- What challenges abroad helped you grow as a learner or professional?
- How has your international experience shaped the way you approach learning and problem-solving?

#### Career-related questions:

- Which of your skills do you see as most valuable for your future professional path?

<sup>11</sup> Bourdieu, P. (1986). The Forms of Capital. In J. Richardson (Ed.), *Handbook of Theory and Research for the Sociology of Education* (pp. 241–258). Greenwood Press.

Lusardi, A., & Mitchell, O. S. (2014). *The Economic Importance of Financial Literacy: Theory and Evidence*. *Journal of Economic Literature*, 52(1), 5–44.

- How can you present your international experience in your CV or during an interview?
- What areas of knowledge or skill would you like to further develop after returning home?

#### Optional

**Exercise 1:** Ask the participant to list five core skills they developed during mobility and describe how each could be applied in their future career.

**Exercise 2:** Ask the participant to complete the following:

1. 3 competencies or skills strengthened during mobility (e.g. adaptability, problem-solving, intercultural communication)
2. 3 situations in which these competencies were actively used (e.g. working in an international team, managing uncertainty independently)
3. 1 competency they consider the most valuable part of their human capital

Trainer follow-up (one question): 'Why does this competency increase your value in an academic or professional context?'

**Exercise 3:** Ask the participant to complete the sentence (1–2 minutes): 'Through my mobility experience, I developed [competency], which enables me to [specific action/behavior] in [academic / professional context].'

Optional example (for trainer use): 'Through my mobility experience, I developed adaptability, which enables me to work effectively in diverse and changing environments.'

**Optional homework version:** Write three versions of this sentence, tailored to:

- a CV
- a job interview
- a LinkedIn profile

## 2. Psychological Capital

Psychological Capital (PsyCap) represents the internal strengths that help individuals remain motivated, confident, and optimistic in challenging situations. It includes four key dimensions: Hope, Self-Efficacy, Resilience, and Optimism.

**\*Trainer note:** Support participants in exploring their mindset and emotional responses to challenges they encountered abroad.\*

#### **Mobility-related questions:**

- What personal challenges did you face during your international experience, and how did you deal with them?
- How did you stay motivated when things didn't go as planned?
- What helped you adapt emotionally and mentally to a new environment?

#### **Career-related questions:**

- What strengths (hope, resilience, optimism, or self-efficacy) help you perform well in your work or studies?
- How can you use your emotional resilience and confidence in future professional challenges?
- In what ways do you stay positive and proactive when facing setbacks in your career development?

#### Optional

**Exercise 1:** Invite the participant to choose one PsyCap element they want to develop further and define one small action to strengthen it.\*

**Exercise 2:** Ask the participant to briefly reflect and answer:

- Which PsyCap dimension (Hope, Self-Efficacy, Resilience, Optimism) was most challenged during your mobility?
- Which one helped you the most to cope with difficulties?
- What did you do that shows this strength in action?

Trainer follow-up (one question): 'How can this psychological strength support you in future academic or professional challenges?'

**Exercise 3:** Ask the participant to choose one PsyCap element and complete the sentence: 'To further develop my [Hope / Self-Efficacy / Resilience / Optimism], I will take one small, realistic action in the next two weeks.'

Examples (for trainer):

- Resilience: 'I will reflect weekly on one challenge I handled better than before.'
- Self-efficacy: 'I will volunteer to lead a small task in a group project.'

**Optional homework version:** Write the action down and briefly note what changed after two weeks.

## 3. Social Capital

Social Capital refers to the relationships, networks, and trust that individuals build and maintain. It supports collaboration, access to opportunities, and personal well-being during and after mobility.

**\*Trainer note:** Encourage reflection on how social relationships supported the participant's adaptation and professional growth.\*

**Mobility-related questions:**

- Who supported you most during your stay abroad, and how did they help you?
- How did you build new friendships or networks in the host country?
- What role did teamwork or community engagement play in your international experience?

**Career-related questions:**

- How can you maintain or grow the professional relationships you built abroad?
- Who could be your mentor or key contact in your professional network?
- How can you contribute to your community or organization by sharing your international experiences?

Optional

**Exercise 1:** Ask the participant to map their social network from close contacts to professional and community ties and discuss how to sustain or expand it.

**Exercise 2.** To identify key relationships and networks developed during mobility ask the participant to quickly list:

- **1 person** who provided strong personal support during mobility
- **1 contact** who supported academic or professional development
- **1 group or community** they belonged to (e.g. international students, project team, local organization)

Trainer follow-up (one question): ‘Which of these relationships would you like to maintain or strengthen after mobility and why?’

**Exercise 3:** To actively sustain and grow social capital after mobility. Ask the participant to complete the sentence: ‘To maintain or expand my social capital, I will take [one concrete action] to reconnect with [a person / group / network] within the next month.’

Examples (optional for trainer):

- Sending a follow-up message or LinkedIn invitation
- Sharing an update or opportunity related to international experience
- Asking for advice or mentorship

**Optional homework version:** Write down the action and reflect briefly on its impact after one month.

**4. Economic Capital**

Economic Capital includes financial resources and management skills that support independence and stability. It also covers financial literacy, budgeting, and responsible decision-making.

**\*Trainer note:** Discuss financial awareness and lessons learned during mobility, keeping the tone practical and supportive.\*

**Mobility-related questions:**

- How did you manage your budget during your stay abroad?
- What financial challenges did you face and how did you overcome them?
- What did you learn about your spending habits or priorities while living in a different country?

**Career-related questions:**

- How do you define financial stability in your personal or professional life?
- What financial habits or strategies could support your career goals?
- How can financial awareness contribute to your long-term sense of independence and confidence?

Optional

**Exercise 1:** Ask the participant to outline a simple monthly budget, identifying key priorities and what adjustments might make them feel more secure.

**Exercise 2.** To reflect in a simple and practical way on financial experiences during mobility. Ask the participant to answer three short prompts (one sentence each):

- One thing I managed well financially during mobility was...
- One financial difficulty I experienced was...
- One financial lesson I learned for the future is...

(No numbers or detailed budgeting required.)

Trainer follow-up (one gentle question): ‘Which of these lessons could be useful for your future studies or career?’

**Exercise 3.** To strengthen economic capital through small, realistic financial actions. Ask the participant to complete the sentence: ‘To support my financial stability and independence, I will strengthen one financial habit by taking one concrete action in the next month...’

Examples (optional for trainer):

- Tracking expenses weekly
- Setting a small savings goal
- Planning a monthly budget with clear priorities.

**Optional homework version:** Outline a simple monthly budget and reflect on which adjustment would make you feel more secure.

### 5. Integration and Closing

To wrap up the consultation, help participants integrate the four capitals into a broader reflection on their personal and professional growth. Encourage them to see connections how strengthening one capital supports the others.

**\*Trainer note:** Summarize key insights and encourage the participant to identify one capital they want to focus on developing next.\*

Suggested closing questions:

- Which of the four capitals feels strongest for you at the moment?
- Which one would you like to improve or invest in further?
- What first step could you take this week to support that development?

End the session by expressing appreciation for the participant's openness and encouraging them to view mobility as an ongoing journey of growth and self-awareness.

### A3. My Mobility Assessment Tool Workshop Manual

The aim of the workshop is to prepare students and academic staff for international mobility using the concepts of psychological, human, social, and economic capital.

Who	Students and academic staff preparing for international mobility.
Workshop duration	3:45h
Form of exercises	The exercises involve individual, group, and pair work. depending on the needs and context of the exercise.
Group size	Group size from 8 to 30.
Workshop program	The workshop is divided into four parts. Each part discusses one of the capitals included in the My Mobility assessment is is discussed. Part one. Psychological capital Part two. Human capital Part Three. Social Capital Part Four. Economic Capital
Trainers	The workshop can be conducted by one trainer, but for logistical reasons, comfort of working with the group, taking care of each participant, we recommend that the workshop be conducted by two trainers.

My Mobility Workshop design			
INTRODUCTION			
The schedule below presents a detailed plan of the workshop, including the successive stages of work, breaks, and key activities planned for participants. A detailed description of individual exercises, along with examples of their use, can be found in the following sections of the material, where we discuss the individual components of the My Mobility assessment.			
Time	Exercise	Form of work	Objective
0–10 (10 minutes)	Introduction	-	<ul style="list-style-type: none"> <li>• Greeting the participants</li> <li>• Presentation of the workshop's objective and plan</li> <li>• Establishing rules for cooperation</li> </ul>
10 – 20 (10 minutes)	Introduction to the concept of capital	-	Introduction to the My Mobility assessment Introduction to the concept of capital in the context of mobility
PSYCHOLOGICAL CAPITAL			
20 – 40 (20 minutes)	Success journal	Individual work + work in pairs	Building a sense of competence and effectiveness in the area of mobility
40 – 1:00 (20 minutes)	Stress management toolbox	Individual work + discussion in a group	Building a sense of competence and effectiveness in the area of mobility

1:00 – 1:20 (20 minutes)	Active optimism	Individual work + discussion in the forum	Showing participants the difference between active optimism and passive – wishful thinking
1:20 – 1:40 (20 minutes)	Waypower	Group work + discussion in the forum	Developing the ability to find multiple paths to a goal
1:40 – 2:00	BREAK		
SOCIAL CAPITAL			
2:00 – 2:30 (30 minutes)	Relational training	Group work	Building skills for establishing relationships with others
HUMAN CAPITAL			
2:30 – 3:00 (30 minutes)	Competency circle	Individual work + discussion in a group	Analysis of areas for development in the context of mobility
ECONOMIC CAPITAL			
3:00 – 3:30 (30 minutes)	My finances	Individual work + discussion in a forum	Developing skills in planning and managing your own financial resources during mobility.
3:30 – 3:40 (10 minutes)	Workshop summary	-	Summary and conclusion of the workshop

PSYCHOLOGICAL CAPITAL	
Building tool – Sense of agency	
Exercise	Success journal
Objective	Building a sense of competence and effectiveness in the area of mobility.
Introduction	The Success Journal is a tool that helps you pause, notice and appreciate personal manifestations of agency, both large and seemingly small. The purpose of keeping a success journal is to strengthen your sense of self-efficacy by consciously noticing your own achievements and the resources behind them. The key element in working with the Journal is consistency, just 5 minutes of reflection on one thing that went well for us on a given day, something we are happy with, is enough to build the habit of noticing and appreciating manifestations of our agency and thus build confidence in our actions, also in the context of mobility.
Time	20 minutes
Form of work	Individual work + work in pairs
Instructions	<p>Step 1. Reflection</p> <p>Ask each participant to write down one thing that went well for them today (it can be a small thing) on a post-it note. Also ask them to write down what resources enabled them to achieve this small success. If you are conducting the workshop at the beginning of the day, you can ask participants to write down one success from the previous day. We can ask them to complete the sentence: X went well because I am/have Y (knowledge, skills, character traits).</p> <p>Step 2: Discussion</p> <p>We ask one or two people to share their example of success and the personal resources behind it. Depending on whether the workshop is before or after the mobility experience, we can introduce a short discussion on this: How can an individual use their resources in the context of upcoming mobility? How has the mobility experience strengthened the individual's resources that enable them to achieve the successes mentioned?</p> <p>Step 3. Homework</p> <p>We ask participants to do the above exercise for a month, writing down one manifestation of agency each evening, along with a reflection on what helped them achieve that success each day.</p>

PSYCHOLOGICAL CAPITAL	
Building tool. Mental resilience	
Exercise	Stress management toolbox
Introduction	Each of us has our own proven ways of coping with stress and regaining balance after difficult situations. The aim of the Stress management toolbox exercise is to gather them in one place to create a shared stress management toolbox from which we can draw inspiration from each other.
Objective	To recognize your own strategies for coping with stress.
Time	20 min
Form of work	Individual work + group discussion

Instructions	<p>Step 1. Reflection</p> <p>Each participant writes down on post-it notes ways that help them cope with stress and regain physical and mental balance after a difficult experience. We ask participants to write down one way of coping with stress or regaining balance on one post-it note and to do so legibly. We give them 5 minutes to work on their own.</p> <p>Step 2. Discussion</p> <p>After completing their individual work, participants stick their ideas on the board. The workshop facilitator groups them by topic (area), e.g., into methods that relate to:</p> <ul style="list-style-type: none"> <li>• working with the body (breathing, walking, sleeping, sports)</li> <li>• working with thoughts and emotions (meditation, focusing on positive elements of experience, practicing gratitude) seeking support in relationships</li> <li>• focusing on action (planning, setting priorities, setting goals)</li> <li>• individual forms of relaxation (distracting attention from difficult emotions and experiences by redirecting attention to sources of positive experiences).</li> </ul> <p>We discuss with the group which stress management strategies may be helpful for participants to use during the trip. Or which ones they used during their mobility experience.</p> <p>Step 3. Personal support list</p> <p>Based on the solutions developed, each participant creates a list of 5 to 10 strategies that best suit their individual preferences.</p>
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PSYCHOLOGICAL CAPITAL	
Optimism	
Exercise	Active optimism
Objective	To show participants the difference between active optimism and passive optimism – wishful thinking.
Introduction	Optimism can take two forms: active and passive. Active optimism means adopting positive assumptions about the future, but combined with taking specific actions to translate these assumptions into reality, the key question here is: What can I do here and now to make things turn out the way I want them to? Passive optimism, on the other hand, is based on the belief that "somehow it will work out," ignoring the aspect of personal agency and responsibility. It brings temporary relief, but often leads to passivity.
Time	20 min
Form of work	Group work in a forum
Instructions	<p>Step 1. Reflexivity</p> <p>We ask workshop participants to jointly select one mobility-related goal that they would like to achieve and on which they will work together during the rest of the exercise. This could be, for example, finding a well-paid internship during mobility or finding accommodation within a specific budget.</p> <p>Step 2. Action</p> <p>Participants write down the most optimistic result they think they can achieve in pursuing a given goal. In the second step, they write down on a timeline what specific steps they should take to make this scenario come true. Depending on the size of the group, participants can share their suggestions with the group, which will be written down by the facilitator on the board. If the group is larger, the facilitator can divide the participants into subgroups and ask them to work out the steps towards the goal in subgroups and then present them to the group.</p> <p>Step 2. Homework (Building realistic optimism)</p> <p>As with the Success Diary exercise, we ask workshop participants to write down one situation at the end of the day that they were worried about that day and which, contrary to their pessimistic expectations, went well for them. In one column, they write down their negative predictions, and in the other column, the positive outcome of the situation. At the end of each month, workshop participants can analyze how many situations their fears actually came true in.</p>

PSYCHOLOGICAL CAPITAL	
Hope	
Exercise	Waypower
Goal	Developing the ability to find multiple paths to a goal.
Introduction	The Waypower exercise develops the ability to find different paths to a goal, especially in situations where obstacles appear in our way. Hope helps workshop participants discover alternative strategies for action, strengthening their belief in the possibility of achieving a goal in different ways.

Time	20 min
Form	Group work + discussion in a forum
Instructions	<p>Step 1. Participants work together to create a case study.</p> <ul style="list-style-type: none"> <li>We ask all workshop participants to choose the country they will be traveling to and the purpose of their trip.</li> <li>Next, we ask workshop participants to think of the most difficult situation they might encounter during their trip.</li> <li>The meeting leader writes down the group's decisions on the board.</li> </ul> <p>Step 2. Reflexivity</p> <ul style="list-style-type: none"> <li>Depending on the size of the group, we divide the workshop participants into subgroups.</li> <li>The task of each group is to write down as many different strategies as possible that will allow them to cope with the situation. The more ideas and solutions, the better.</li> </ul> <p>Step 3. Discussion</p> <ul style="list-style-type: none"> <li>The participants present their ideas for overcoming the difficult situation to the group.</li> <li>The facilitators summarize the results of the case study with a reflection on hope understood as actively seeking ways to solve problems or cope with challenges.</li> </ul>

SOCIAL CAPITAL	
Social relations	
Exercise	Relational training
Objective	Building skills for establishing relationships with others
Introduction	During this activity, participants have the opportunity not only to get to know each other better, but also to practice listening, communicating, and responding to others. Through this exercise, participants can see how they interact with new people and how they respond in new situations. In other words, it is an opportunity not only to get to know other workshop participants, but also to get to know themselves better, which can be particularly useful when experiencing mobility.
Time	Group work
Form of work	20 minutes
Instructions	<p>Step 1. Preparation for the activity</p> <ul style="list-style-type: none"> <li>Each participant receives one post-it note from the facilitators.</li> <li>After distributing the notes, ask participants to think of and write down one question they would like to ask the other workshop participants in order to get to know them better. The question can be pragmatic or creative – the most important thing is that it is written legibly, as participants will exchange their written questions with each other.</li> <li>After writing down the questions, ask all participants to stand up and gather in the middle of the room.</li> </ul> <p>Step 2. Instructions for the exercise – working in pairs.</p> <p>You now have one question in your hand. Your role will be to ask this question to the person standing next to you, who is not talking to anyone. Once you have heard the answers to your questions, answer the questions asked by your partner. When you have finished talking, exchange questions (cards). After swapping, move on to the next available person who does not have a partner and ask each other the questions you have on your cards. Keep switching partners until you have talked to everyone or until the time is up. Let's begin! Find your first partner!</p>

HUMAN CAPITAL	
Exercise	Competence circle
Objective	Analysis of areas for development in the context of mobility
Introduction	In this exercise, we look at the competencies of workshop participants in the context of a planned or completed international exchange. We will use the Competence Wheel, which helps us look at our competences holistically, but also see in which areas we are good and which ones are worth strengthening in order to best prepare for the mobility experience or analyze the growth of competences after the exchange period.
Time	20 minutes
Form of work	Individual work + discussion in a forum

Instructions	<p>Step 1. Hand out the human capital competency wheel to participants (A4.)</p> <p>Step 2. Self-assessment of competencies</p> <ul style="list-style-type: none"> <li>• In the first part of the exercise, ask participants to individually assess on the competency wheel how well they think they have developed each of the 10 competencies listed on the wheel.</li> <li>• In the second step, ask participants to rank the competencies from the most important to the least important in the context of their mobility. Participants can assign numbers from 1 to 10 to each competency, where 1 is the least important competency and 10 is the most important.</li> <li>• Ask participants to choose one competency that they think needs the most development in order to prepare well for mobility.</li> </ul> <p>Step 3. Group work</p> <ul style="list-style-type: none"> <li>• Ask participants to share one competency that they have chosen as the most important for development. Write the answers on the board. The competency that appears most often will be the basis for further work.</li> <li>• Once the competency for further work has been selected, ask the workshop participants to list all their ideas for developing the selected competency based on their experiences and ideas. The facilitator writes the ideas on the board.</li> <li>• We encourage participants to do a similar activity on their own with the other competencies they consider important for their development in the context of mobility after the workshop as part of their own work.</li> </ul>
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ECONOMIC CAPITAL	
Exercise	My finances
Objective	To develop the ability to plan and manage one's own financial resources during mobility.
Introduction	During mobility, one of the key elements we have to deal with is managing our finances. Economic capital is not only the amount of money we have, but also the ability to plan our expenses, make sensible financial decisions, and find ways to cope with financial constraints.
Time	30 minutes
Form	Individual work + discussion in a forum
Instructions	<p>Step 1. Individual reflection (5 minutes). Each participant receives a worksheet (Appendix 3) with two questions:</p> <ul style="list-style-type: none"> <li>• What will be my main monthly expenses during mobility (e.g., accommodation, food, transportation, travel, entertainment)?</li> <li>• What sources of funding do I have or will I have in a given month (e.g., scholarship, savings, family support, part-time job, student discounts)?</li> <li>• Participants can write down their answers. We encourage them to verify their ideas about planned expenses with reality, using data available on the Internet about the costs of renting apartments, transportation, and other expenses in the places where they plan to go for mobility.</li> </ul> <p>Step 2. Discussion of the results in a forum</p> <ul style="list-style-type: none"> <li>• After completing the individual work, the facilitators moderate a discussion on the relationship between expenses and sources of funding among the workshop participants, treating the discussion as a starting point for gathering good practices for managing finances during mobility.</li> <li>• The facilitators encourage workshop participants to share ideas for optimizing expenses during mobility, e.g., using apps to monitor expenses, taking advantage of cheap travel options, ways of cooking.</li> <li>• The facilitator writes down the participants' ideas on the board, creating a list of good practices for managing finances during mobility together with the participants.</li> </ul>

#### A.4 Introduction to the My Mobility assessment

My Mobility Assessment Tool is a diagnostic tool that allows you to assess an individual's psychological, human, social, and economic capital in the context of international mobility. The strength of the tool lies in its comprehensiveness – it assesses an individual's resources in four different dimensions of their functioning, together with recommendations for development. Thanks to My Mobility, individuals have the opportunity to get to know themselves better, their resources and predispositions, both in the context of personal development and career path building.

The My Mobility assessment allows two tests to be performed before and after the mobility experience, giving the test subject the opportunity to compare the results and thus assess the degree of development resulting from the mobility experience.

#### Introduction to the concept of capital in the context of mobility

As part of the approach proposed in the My Mobility assessment, an individual's development in the context of mobility can be analyzed in four complementary dimensions: human, psychological, social, and economic capital.

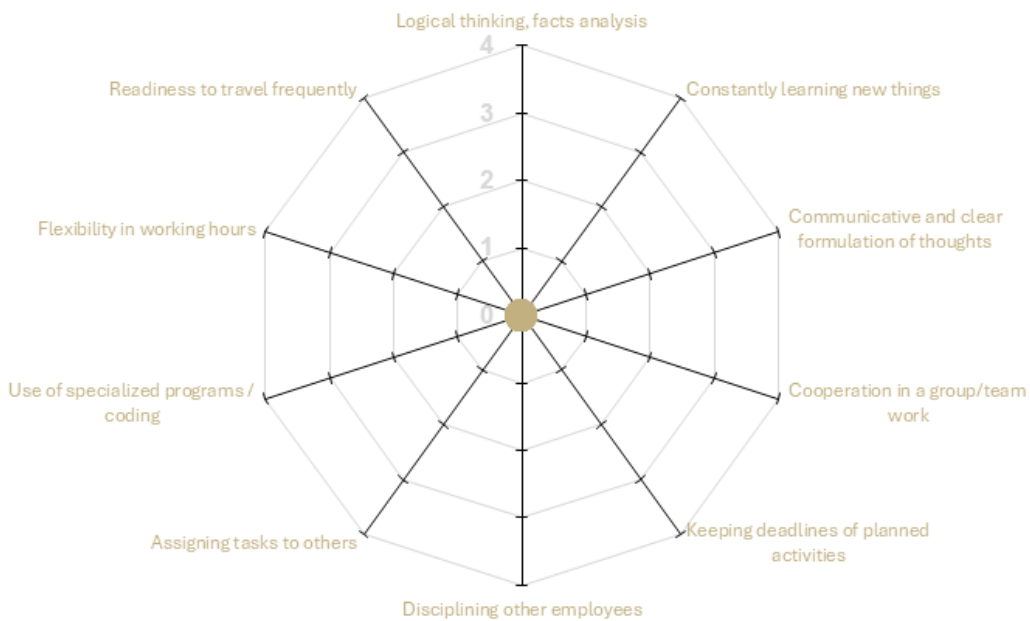
**Psychological capital (PsyCap)** consists of hope, optimism, mental resilience, and self-efficacy. These determine how we cope with challenges, adapt to change, and benefit from new experiences.

**Human capital** expresses our advancement in soft, cognitive, and manual skills. These skills consist of our knowledge, abilities, and attitudes, which directly translate into our attractiveness on the labor market and our ability in dealing with personal and professional challenges.

**Social capital** describes our network of relationships and contacts both those that are very close and those that are collegial and professional. Relationships that provide us with support in difficult moments, but also those that enable us to cooperate and exchange knowledge, including in an international context.

**Economic capital** describes how we manage our financial resources. It gives us the knowledge and skills to prepare ourselves optimally for the financial side for the mobility experience and translate the experience gained during it into better management of our finances.

**A5. Human capital development wheel**



Source: Own elaboration

**A6. My monthly mobility budget. Exercise**

What will be my main expenses during the exchange? Examples: accommodation, food, local transport, insurance, study materials, trips, cultural activities, entertainment, etc.		What are (or could be) my sources of funding? Examples: Erasmus+ scholarship, savings, family support, part-time job, student discounts, grants, additional funding opportunities, etc.	
Position name	Amount	Position name	Amount
Total		Total	

Source: Own elaboration.

## Annex B. Interview/Talks Templates to Support Mobility at Various Stages of Mobility Cycle

This annex provides ready-to-use interview/talks/survey templates that support the holistic mobility cycle. They are short, practical, and designed to collect useful information from students, staff, and faculty at different stages of mobility. Universities can adapt the questions to local needs and add them to online forms or digital platforms.

### B1. Interview/Talk Template for Considering Mobility

#### Purpose:

To understand what participants need before deciding on mobility and to help staff provide early guidance.

#### Example Questions:

1. What are your main goals for considering international mobility?
2. Which mobility formats interest you? (virtual, blended, physical)
3. What skills or experiences would you like to develop?
4. What personal concerns do you have about international mobility?
5. Do you need information about funding or accessibility support?
6. How would you prefer to receive information? (email, info session, meeting)
7. Have you heard about My Mobility Assessment Tool and that you can receive a personalized feedback for yourself? Have you filled it in?

### B2. Pre Departure Needs Assessment Talk

#### Purpose:

To confirm readiness and identify any support needs before mobility begins.

#### Example Questions:

1. Do you feel prepared for the academic requirements?
2. How confident are you in using digital tools needed for your international mobility?
3. Do you have any specific accessibility or well-being needs?
4. Are your learning agreement and administrative steps complete?
5. What practical topics would you like more guidance on?
6. How prepared do you feel overall for your international mobility?

### B3. During Mobility Check Talk/Email-exchange

#### Purpose:

To monitor well-being and academic progress and offer timely support.

#### Example Questions:

1. How is your academic workload so far?
2. Do you feel supported by your host institution?
3. Are you experiencing any practical or emotional challenges?
4. How is communication with staff and peers?
5. Do you need help with digital tools or course requirements?
6. Would you like a follow-up call or meeting?

### B4. Return Phase Interview/Talk

#### Purpose:

To collect feedback on the international mobility experience, skill assessment and support reintegration.

#### Example Questions:

1. How satisfied were you with your international mobility experience?
2. What were your main learning outcomes?
3. Have you heard about My Mobility Assessment Tool and that you can receive a personalized feedback for yourself? Have you filled it in?
4. What challenges did you face during international mobility?
5. How supported did you feel at each stage of the process?
6. What helped you most during reintegration?
7. What could be improved in the future?

### B5. Post Mobility Impact Interview/Talk

#### Purpose:

To understand long term effects of mobility on participants' personal, academic, or career development.

#### Example Questions:

1. Which competences have you used since returning?
2. Has the experience influenced your study plans?
3. Has the experience influenced your career goals?

4. Have you heard about My Mobility Assessment Tool and that you can receive a personalized feedback for yourself?  
Have you filled it in?
5. Would you consider doing mobility again?
6. What suggestions do you have for improving support services?

**B6. Staff and Faculty Mobility Interview/Talk****Purpose:**

To gather feedback from staff and faculty participating in training, teaching, or research mobility.

**Example Questions:**

1. What were your goals for international mobility?
2. How satisfied were you with academic and organizational support?
3. What skills or knowledge did you gain?
4. Have you heard about My Mobility Assessment Tool and that you can receive a personalized feedback for yourself?  
Have you filled it in?
5. What challenges did you encounter?
6. How can the Holistic Mobility Support Center and Welcome Back Point improve support for staff mobility?

## Annex C. Individual Consultation Templates to Support International Mobility at Every Stage of Mobility Cycle

Individual consultations help participants receive personalized support tailored to their goals, needs, and mobility format. The templates below guide Holistic Mobility Support Center and university staff through structured, consistent, and helpful one-to-one meetings. They can be used before mobility, during mobility, and after return.

### C1. Consultation Template for Considering Mobility

**Purpose:** To help participants explore mobility options and understand what fits their goals.

**Sections:**

1. **General Information**  
Name, program, study level, mobility interest.
2. **Goals and Motivation**
  - Why are you interested in international mobility?
  - What do you hope to achieve?
3. **Mobility Format Discussion**
  - Interest in virtual, blended, or physical mobility.
  - Explanation of differences and benefits.
4. **Personal Considerations**
  - Practical constraints
  - Well-being or accessibility needs
  - Financial or scheduling concerns
5. **Academic Fit**
  - Fields of interest
  - Required competences or prerequisites
6. **Next Steps**
  - Recommended programs or partners
  - Information materials to review
  - Follow-up meeting date.

### C2. Pre Departure Consultation Template

**Purpose:** To support participants in completing preparation tasks and feeling ready for mobility.

**Sections:**

1. **Administrative Overview**
  - Application status
  - Learning agreement progress
  - Deadlines and required documents
2. **Academic Preparation**
  - Course choices
  - Credit recognition plan
  - Faculty approval
3. **Practical Preparation**
  - Funding and grants
  - Travel or online setup
  - Accommodation, insurance, visas
4. **Digital and Technical Readiness**
  - Access to platforms
  - Digital tools for virtual or blended mobility
5. **Well-being and Accessibility**
  - Referencing support needs
  - Emergency contacts
  - Stress or concerns
6. **Final Check-list Review**
  - Tasks completed
  - Tasks pending
  - Date for follow-up.

### C3. During Mobility Check In Template

**Purpose:** To monitor participant progress and offer support early if challenges arise.

**Sections:**

1. **General Experience**

- How is the mobility going so far?
  - Main successes or positive experiences
2. **Academic Progress**
    - Understanding of coursework
    - Communication with teachers
    - Workload management
  3. **Practical or Technical Challenges**
    - Housing, travel, digital tools, time zones
  4. **Well-being and Integration**
    - Emotional state
    - Social adjustment
    - Intercultural experience
  5. **Support Needed**
    - Immediate actions
    - Contact with host institution
    - Additional resources
  6. **Next Steps**
    - Agreed actions
    - Date for next check in.

#### C4. Return Phase Consultation Template

**Purpose:** To help participants reflect on their experience, complete academic processes, and reintegrate smoothly.

**Sections:**

1. **General Reflection**
  - What were the highlights of your mobility?
  - What challenges did you face?
  - Fill in the My Mobility Assessment Tool ([My Mobility](#))
2. **Learning Outcomes**
  - Academic results
  - New skills developed
  - Competences gained
3. **Recognition and Reporting**
  - Transcript received
  - Credit transfer completed
  - Erasmus or program reporting
4. **Emotional and Social Reintegration**
  - How are you adjusting back home?
  - Any support needed?
5. **Future Steps**
  - Interest in further mobility
  - Career implications
  - Recommendations
6. **Closing Actions**
  - Final tasks to complete
  - When and how to stay connected.

#### C5. Consultation Template for Repeat Mobility ('Going Again')

**Purpose:** To help participants explore new mobility opportunities and build on what they learned.

**Sections:**

1. **Review of Previous Mobility**
  - Key competences
  - What worked well
  - What they want to improve
2. **New Mobility Goals**
  - Academic or career motivations
  - Type of mobility they want next
3. **Mobility Format Fit**
  - Virtual, blended, physical
  - Length and intensity preferred
4. **Support Needs for Next Mobility**
  - Prerequisites
  - Skills to strengthen
  - Financial or logistical needs

5. **Programme Options**
  - Possible host institutions
  - Project, course, or teaching opportunities
6. **Next Steps**
  - Application timeline
  - Follow-up appointment
  - Required documents.

## Annex D. Mobility Workshop Materials

The My Mobility workshop is a practical training session designed to help participants prepare for mobility, reflect on their experience, and understand the competences they gain. It can be delivered in person or online and works for students, staff, and faculty. This annex provides ready-to-use materials: session outlines, activity instructions, worksheets, and reflection prompts.

### D1. Workshop Overview

**Purpose:** To help participants understand their goals, expectations, and strengths before mobility, and to reflect on their learning and growth after mobility.

**Workshop formats:**

- 60-to-90 minute short session
- 2-hour extended session
- Online or blended version

**Suitable for:** Students, staff, faculty, and mixed groups.

### D2. Pre Mobility Workshop Materials

#### 1. Opening Slide or Introduction Script

Welcome participants, explain the workshop purpose, and share the session plan. Key message: ‘This workshop helps you clarify your goals, prepare for challenges, and make the most of your mobility experience.’

#### 2. Activity: My Mobility Goals

**Worksheet content:**

- What do I want to learn?
- What skills do I want to develop?
- What personal experiences am I hoping for?
- What are my concerns or questions?

**Instructions:** Participants write short answers, then share in pairs or small groups.

#### 3. Activity: Mobility Mindset Check

**Worksheet includes:**

- My strengths in new situations
- Areas where I may struggle
- What helps me stay motivated
- What I need from support staff

**Discussion prompt:** ‘What kind of learner am I, and what does this mean for my international mobility experience?’

#### 4. Activity: Mobility Scenarios

Short, real-life examples such as:

- Managing time zones
- Feeling lonely after arrival
- Group communication challenges
- Unexpected academic changes

Participants discuss:

- What would I do?
- Who can help me?
- How can I prepare now?

#### 5. Check-list: Am I Ready?

Simple tick list:

- My learning agreement is clear
- I know who to contact
- I understand digital tools (e.g. MS Office, AI tools)
- I know what support is available
- I have realistic expectations

### D3. During Mobility Micro Activities

These are short reflection tools participants can use on their own or with staff.

#### 1. Weekly Reflection Prompt

- What went well this week?
- What challenged me?

- What did I learn?
- What do I need next?

**2. Quick Coping Toolkit**

- Who can I talk to?
- What helps me relax?
- What small step can I take to feel better?
- What support do I need to ask for?

**3. Cultural Moments Card**

Participants note surprising, confusing, or enjoyable cultural moments.

**Purpose:** To build intercultural awareness.

**D4. Return Phase Workshop Materials**

**1. Activity: Mobility Timeline Reflection**

Participants map their whole mobility experience on a timeline:

- Key events
- Highs and lows
- Turning points
- What they learned.

**2. Activity: My New Competences**

A simple competence mapping table.

Competence	Where I practiced it	Evidence or example
Communication	Group project	Led a meeting

Includes intercultural, academic, digital, and personal competences.

**3. Activity: My Mobility Story**

Participants reflect on:

- What surprised me
- What challenged me
- What changed in me
- What I want to keep using

This can be done as a short writing exercise or in groups.

**4. Career Link Exercise**

Participants identify:

- Three competences that matter for their future career
- Examples they can use in interviews or CVs
- How mobility influenced their goals.

**5. Reintegration Check-list**

- Academic credits recognized
- Documents completed
- Well-being check
- Reconnected with home faculty
- Plan for future steps

**D5. Trainer Support Materials**

**1. Facilitation Cards**

Short prompts to guide group discussion:

- ‘Describe a moment when you felt out of your comfort zone.’
- ‘What helped you adapt in a new environment?’
- ‘What would you do differently next time?’

**2. Slide Pack Structure**

Slides typically include:

- Workshop purpose
- Mobility cycle overview
- Activities and instructions

- Reflection prompts
- Summary and next steps.

**3. Timing Guide**

Example for a 90-min workshop:

- 10-min introduction
- 20-min goal setting activity
- 15-min mindset exercise
- 20-min scenarios
- 20-min discussion and summary
- 5-min feedback.

**D6. Printable Worksheets**

Each worksheet should fit on one page. Suggested worksheets:

- My Mobility Goals
- Personal Strengths and Areas to Develop
- Scenario Reflection Sheet
- Weekly Reflection Sheet
- Competence Mapping Table
- My Mobility Story Template
- Reintegration Check-list.

## Annex E. Mobility Trainer's Manual

The Trainer's Manual supports staff who deliver workshops, training sessions, and consultations related to mobility. It provides structure, guidance, and practical tools so trainers can run effective and consistent sessions across the university. This manual is suitable for both new and experienced trainers.

### E1. Purpose of the Trainer's Manual

The purpose of this manual is to:

- help trainers deliver mobility related workshops confidently
- ensure consistent training across departments
- provide ready-to-use instructions, materials, and tips
- support high-quality training for students, staff, and faculty
- promote holistic mobility support across the institution

The manual can be used during live training or as preparation material.

### E2. Trainer Responsibilities

Trainers play an important role in building competence and supporting participants.

Their responsibilities include:

- preparing the session and reviewing materials
- creating a welcoming and inclusive training environment
- giving clear instructions and examples
- managing time and group dynamics
- supporting participants with questions or concerns
- documenting feedback and improvement ideas

Trainers act as guides, not lecturers.

### E3. How to Use the Manual

Trainers can use this manual in two ways:

1. Full workshop delivery following all steps and materials.
2. Modular delivery where only selected activities or slides are used.

Each section includes instructions, timing suggestions, and tips for adapting the session.

### E4. Standard Training Session Structure

Most mobility training sessions follow a simple structure:

1. Welcome and introduction Explain the purpose of the session and outline the plan.
2. Warm up or quick introduction activity Helps the group connect.
3. Main training content Interactive activities, discussions, or short presentations.
4. Practice or reflection exercise Participants apply what they learned.
5. Questions and group discussion Open space for clarifications.
6. Summary and closing

Key messages, next steps, and follow-up tasks.

This structure keeps sessions organized and engaging.

### E5. Trainer Preparation Guide

Trainers should prepare by:

- reading the session plan
- checking all workshop materials (slides, worksheets, handouts)
- familiarizing themselves with key mobility concepts
- adapting examples to the audience (students, staff, faculty)
- testing digital tools for online sessions
- preparing a short backup plan in case of technical issues

Good preparation creates confidence and flexibility.

### E6. Key Training Themes

This manual supports training on several themes, including:

- the mobility cycle and holistic support
- mobility formats (virtual, blended, physical)
- intercultural readiness and inclusive communication
- digital and virtual competences (+ possible AI literacy)
- well-being and early intervention
- competence-based reflection

- guidelines for consultation and advising
- practical processes and administrative steps
- academic recognition and learning outcomes

Trainers can select the themes most relevant to their session.

### **E7. Example Session Plan: My Mobility Workshop**

**Duration:** 60 to 90 minutes

**Audience:** students, staff, or faculty preparing for mobility

**Session Outline:**

1. Welcome and introduction (5 minutes)
2. Activity: My Mobility Goals (15 minutes)
3. Discussion: Strengths and Concerns (10 minutes)
4. Activity: Mobility Scenarios (20 minutes)
5. Reflection: Am I Ready? (10 minutes)
6. Closing and questions (5 minutes)

**Trainer Tips:**

- keep instructions simple
- encourage participants to speak in pairs before sharing with the group
- stay neutral when participants share concerns
- summarize key messages clearly

### **E8. Facilitation Techniques**

To ensure an effective session, trainers can use the following techniques:

- **Simple Language**  
Use clear instructions and avoid complicated explanations.
- **Active Participation**  
Use pair work, small groups, or short individual reflections.
- **Time Management**  
Keep the session on schedule and adapt when needed.
- **Inclusive Environment**  
Invite input from everyone and respect different communication styles.
- **Supportive Attitude**  
Acknowledge concerns and share where participants can get more help.

### **E9. Trainer Check-lists**

**Before the Session**

- review all materials
- prepare slides and worksheets
- arrange the room or online platform
- test audio and video if online
- prepare name tags or attendance list
- print handouts if needed

**During the Session**

- welcome participants warmly
- speak slowly and clearly
- encourage participation
- manage discussions respectfully
- monitor time

**After the Session**

- collect feedback
- reflect on what worked well
- adjust materials if needed
- share outcomes with the HMSC or mobility team

### **E10. Feedback and Evaluation Forms**

Trainers can use short forms to evaluate sessions.

Example questions:

1. What part of the session was most useful?
2. What could be improved?
3. Do you feel more prepared after this session?
4. Do you need follow-up guidance?

Feedback supports continuous improvement.

**E11. Customization Notes**

The trainer's manual can be adapted for different purposes:

- student mobility preparation
- staff training for academic recognition
- faculty workshops on virtual collaboration
- well-being and inclusion sessions
- peer mentor training

Trainers can adjust timing, examples, and activities based on the group.

## Annex F. Mobility Return Phase Tools

The Return Mobility Assessment Unit and used there tools support a structured and meaningful return process. They help participants reflect on their experience, understand the competences they gained, and prepare for future academic or career steps. These tools can be used during individual consultations, group workshops, or online follow-up sessions.

### F1. Return Consultation Assessment Form

**Purpose:** To guide the full return meeting with the participant and ensure all academic, practical, and reflective steps are completed.

**Sections:**

1. General Information:
  - Name, mobility format, host institution, mobility dates.
2. Experience Summary:
  - What were your key experiences?
  - What went well?
  - What was challenging?
3. Academic Completion:
  - Transcript received?
  - Credits validated?
  - Learning outcomes achieved?
4. Well-being and Reintegration:
  - How are you feeling since returning?
  - Any reintegration challenges?
  - Support needs?
5. Competence Reflection:
  - Summary of the competence mapping
6. Next Steps:
  - Career guidance referral
  - Interest in further mobility
  - Open questions or needs.

### E2. Mobility Experience Reflection Sheet

A simple worksheet participants complete before the Return Mobility Assessment Unit meeting.

**Guiding questions:**

1. What were the most meaningful moments of your mobility?
2. What challenges did you overcome?
3. What did you learn about yourself?
4. What new academic or professional skills did you develop?
5. How has this experience influenced your future goals?
6. What support did you find most helpful?

This helps participants prepare for deeper reflection during the consultation.

### F3. Competence Mapping Tool

A practical table for identifying competences gained during mobility.

Competence Area	Example Situations	Evidence or Example	Level of Confidence
Intercultural skills	Adapting to local customs	Learned new communication styles	High
Communication	Group projects	Led an online meeting	Medium
Digital skills	Virtual collaboration	Used new learning platforms	High
Problem solving	Travel or academic issues	Found solutions independently	High
Academic skills	Subject knowledge	Completed specialized coursework	High
Personal growth	Managing stress	Improved resilience	Medium

Staff help participants identify real examples and describe them clearly so they can use them in CVs, interviews, or applications.

**F4. Learning Outcomes Verification Check-list**

This check-list helps staff confirm that academic outcomes have been documented and recognized.

**Check-list items:**

- Transcript of records received
- Courses match the learning agreement
- Changes to learning agreement approved
- Credits transferred to home program
- Competence mapping completed
- Final documentation archived
- Participant informed of recognition outcome

This ensures consistency and reduces delays.

**F5. Reintegration Support Tool**

A short tool to help participants adjust after returning home.

**Sections:**

1. Emotional Reintegration:
  - How are you feeling after returning?
  - Any difficulties reconnecting with routines?
2. Social Reintegration:
  - Have you reconnected with peers or teachers?
  - Any support needed to feel included?
3. Academic Reintegration:
  - Are you following your courses with confidence?
  - Any gaps that need attention?
4. Action Plan:
  - One thing I will do this week
  - One thing I need support with
  - Who can help me?

This tool helps identify reintegration needs early.

**F6. Career Link Form**

Used to connect mobility competences with future career steps.

**Questions:**

1. Which competences from the mobility are most relevant to your future goals?
2. How can you describe these competences in your CV?
3. Which situations from your mobility can you use as concrete examples?
4. Do you need additional support from career services?
5. Are you considering further mobility or international work?

This helps participants turn reflection into practical action.

**F7. The Return Mobility Assessment Unit Reporting Template**

A simple template for staff to summaries each participant's return assessment.

**Sections:**

- Participant details
- Key achievements
- Skills gained
- Academic recognition status
- Reintegration needs
- Career recommendations
- Follow-up needed
- Notes for improvement of future mobility processes

These reports help improve the overall mobility system.

**F8. Short Evaluation Survey for Return Phase**

A brief survey to collect feedback about the return process.

**Example questions:**

1. How helpful was the return consultation?
2. Did you feel supported during reintegration?
3. How useful was competence mapping?
4. What part of the return support could be improved?
5. Would you recommend the support process to others?

This supports continuous improvement in the Return Mobility Assessment Unit.

## Annex G. Catalogue of Good Mobility Practices from EUonAIR Partners (26 practices)

### 1. Kozminski University, Poland (8)

<b>Title of the Idea</b>	<b>1.Holistic Mobility Support Center (HMSC)</b>
Area of the Idea	Comprehensive mobility support (Virtual, Blended, Physical); integration of International and Career Offices; post-mobility career counseling; AI tools; digital competence recognition.
Description of the Idea	The HMSC is an innovative, hybrid (virtual and physical) support structure designed to bridge the International Office with the Career Center at every partner institution (e.g., one dedicated person from IRO paired with a career advisor). Its core mission is to increase mobility (Objective 1) and facilitate sense-making of mobility in the context of career development and the labor market (Objective 2). The HMSC supports all forms of mobility: COIL (Virtual), BIP (Blended), and Erasmus+ (Physical). It will be fully integrated into the virtual MyAI University (Component 5), utilizing AI tools, such as the Mobility Stuard, for personalized guidance and skills assessment. Key activities include Post-Mobility Career Development Workshops and the implementation of the My Mobility Assessment tool.
Innovation Key Features	<ul style="list-style-type: none"> <li>• Hybrid Dyad Structure (Component 1): Uniting the International Office and Career Center into one collaborative support point.</li> <li>• AI-Assisted Tools (Component 5): Full integration with MyAI University and AI tools (e.g., Mobility Stuard) for personalized planning and advice.</li> <li>• My Mobility Assessment &amp; Return Mobility Assessment Unit (Component 3, 4): Tools for assessing and validating competencies gained during mobility, especially upon return.</li> <li>• Competence Recognition (Certification): Proposed digital badges, the Mobility Competence Certificate, and AI-assisted soft skills validation.</li> <li>• Bottom-Up Approach: Building the structure based on transnational dialogue, collaboration, and continuous exchange of experiences.</li> </ul>
Added Value for EUonAIR	It supports Objective 1 by increasing the volume of virtual, blended, and physical mobility among partners. It fulfills Objective 2 by enhancing the value of mobility for students/staff by linking it to career development (EURES, My Mobility Assessment). It enables strategic administrative cooperation (IRO and Career Offices) and guarantees coherent certification and recognition of competences gained across all mobility formats (including COIL and BIP).
Results or Expected Outcomes	<ul style="list-style-type: none"> <li>• Increased number of participants in virtual and blended mobility.</li> <li>• Better understanding and higher perceived value of mobility for career development by students and staff.</li> <li>• Harmonization and streamlining of mobility and career support processes across partner universities.</li> <li>• Introduction of innovative, digital tools (AI, My Mobility Assessment) to support mobility planning and execution.</li> <li>• Formal recognition of soft and intercultural skills gained during exchanges.</li> </ul>
Links or Supporting Materials	EuonAIR – Deliverable 5.1
<b>Title of the Idea</b>	<b>2.Welcome Point Implementation: Comprehensive Non-Academic Support for International Students</b>
Area of the Idea	Student Support; Non-Academic Services; International Collaboration; IRO Support; Volunteer Management; Mobility Assessment Tool Integration.
Description of the Idea	The Welcome Point (WP) is a partially independent office closely linked to the local International Relations Office (IRO). It is structured around a Staff Coordinator and a team of 21–42 trained student volunteers. The main task is to provide personalized, comprehensive support in non-academic matters, including residence legalization, accommodation advice, health insurance, and adaptation assistance. The WP promotes the mindset: "We are here for the students, not for the university." As part of the EUonAIR alliance, the WP actively promotes mobility and supports students/staff in using the My Mobility Assessment tool for pre-mobility planning and post-mobility reflection and evaluation. To maintain efficiency and quality, the model recommends a clear team structure (Events, Communication, Marketing sections) and a mandatory two-step volunteer recruitment process.

Innovation Key Features	<ul style="list-style-type: none"> <li>• Hybrid Team Model: Staff Coordinator supported by a large, structured cohort of 21–42 student volunteers.</li> <li>• Unique Focus: Dedicated, personalized support for complex non-academic matters (legalization, health insurance, bank accounts), minimizing IRO workload.</li> <li>• Structured Volunteers: Clear team organization into Events, Communication, and Marketing sections, each led by a student leader.</li> <li>• Quality Control: Mandatory two-step recruitment process (online form + interview) to ensure suitability and commitment of volunteers.</li> <li>• EUonAIR Integration: Active promotion and support for the My Mobility Assessment tool in both pre- and post-mobility phases.</li> </ul>
Added Value for EUonAIR	The Welcome Point significantly enhances the student experience and well-being, directly contributing to student retention and the overall attractiveness of EUonAIR partners. It supports alliance goals by providing a dedicated resource to promote mobility initiatives and ensures high-quality, personalized services. By integrating the My Mobility Assessment tool, it strengthens the strategic link between practical support and academic reflection on mobility outcomes. It also creates a highly structured and trained volunteer base for future alliance projects.
Results or Expected Outcomes	<ul style="list-style-type: none"> <li>• Increased satisfaction and faster adaptation of international students.</li> <li>• Reduced administrative workload for the International Relations Office staff.</li> <li>• Creation of a high-quality, trained volunteer workforce.</li> <li>• Improved visibility and usage of the My Mobility Assessment tool among students and staff.</li> <li>• Greater reach for university events and mobility initiatives through dedicated Marketing and Communication sections.</li> </ul>
Links or Supporting Materials	EuonAIR – Deliverable 5.1
<b>Title of the Idea</b>	<b>3. Welcome Back Point (WBP): Post-Mobility Career and Academic Reintegration Support</b>
Area of the Idea	Student Support; Post-Mobility Reintegration; Career Development; Competence Assessment; IRO/Career Office Collaboration; Mobility Assessment Tool Integration.
Description of the Idea	The Welcome Back Point (WBP) is an administrative unit supporting students returning from international mobility (e.g., Erasmus+). Its main role is to help students maximize their international experience for professional, academic, and personal development. The WBP operates as a support unit closely linked to the International Relations Office (IRO) and the Career Office, serving as the primary referral point for returnees. Its activities include personalized career counselling on how to leverage international experience, identifying further development opportunities (training, internships), and promoting evaluation tests. As an EUonAIR component, the WBP actively promotes mobility initiatives and supports students in using the My Mobility Assessment tool for post-mobility reflection and evaluation. Key preparation steps include needs analysis, procedure development, and establishing direct communication channels with IRO and the Career Office.
Innovation Key Features	<ul style="list-style-type: none"> <li>• Dedicated Post-Mobility Focus: A specialized unit focusing exclusively on the challenging phase of academic and career reintegration after an exchange.</li> <li>• Structural Dual-Linkage: Functions as a direct administrative and procedural bridge between the IRO and the Career Office.</li> <li>• Career-Oriented Support: Provides specific career counselling on translating international skills, certificates, and experiences into labor market value.</li> <li>• Assessment Integration: Active use of the My Mobility Assessment tool and other evaluation tests to help students identify and articulate their newly acquired competencies and strengths.</li> <li>• Streamlined Referral: Offers a clear service path for returning students (from first contact to specific referrals for internships, placements, or academic publishing).</li> </ul>
Added Value for EUonAIR	The WBP provides tailored support that helps students fully utilize the knowledge and skills gained abroad, directly enhancing the return on investment of mobility programs. It strengthens institutional reputation by demonstrating commitment to graduate career development and internationalization. Furthermore, it reinforces the IRO/Career Office cooperation, ensuring a holistic service approach. Crucially, the WBP actively promotes and validates the use of the EUonAIR My Mobility Assessment tool, supporting alliance goals related to skills validation and reflection.
Results or Expected Outcomes	<ul style="list-style-type: none"> <li>• Increased graduate satisfaction and career readiness following mobility.</li> <li>• Higher student engagement in post-mobility competence-building programs and internships.</li> <li>• Stronger strategic alignment and cooperation between the International Relations Office and the Career Office.</li> <li>• Improved ability of students to articulate and leverage international competencies in CVs and job applications.</li> <li>• Enhanced institutional reputation as a leader in supporting international academic growth.</li> </ul>

Links or Supporting Materials	EuonAIR – Deliverable 5.2
<b>Title of the Idea</b>	<b>4. Staff Week</b>
Area of the Idea	Staff development / international collaboration / mobility / student & staff support / career development
Description of the Idea	A Staff Week is an intensive, multi-day training and exchange programme designed for university employees working in areas such as international relations, student services, academic administration, career development, communication, or project management. The idea addresses the need to strengthen staff competencies, improve institutional processes, and create space for sharing practical knowledge between departments and partner universities. During the Staff Week, participants engage in workshops, job-shadowing activities, expert lectures, and group discussions focused on specific operational topics (e.g., mobility procedures, digital tools, student support services, communication with stakeholders). This format allows staff members to gain new skills, understand best practices from other institutions, and jointly work on solutions to common challenges. The Staff Week operates as a structured programme: each day focuses on a different thematic area, combining theory with hands-on exercises. Participants also collaborate on small projects or case studies that can be implemented in their home units. The initiative increases professionalization, enhances cooperation between teams, and contributes to building a more effective and innovative administrative environment.
Innovation Key Features	<ul style="list-style-type: none"> <li>• Combines mobility and career development in one intensive training programme.</li> <li>• Includes peer-learning, job-shadowing, and co-creation sessions.</li> <li>• Focuses on practical tools (dashboards, assessment tools, workflow templates).</li> <li>• Features collaboration with external labor-market stakeholders.</li> <li>• Builds staff competencies.</li> </ul>
Added Value for EUonAIR	<ul style="list-style-type: none"> <li>• Builds professional capacities of staff responsible for mobility and career support.</li> <li>• Supports the implementation of HMSC across all partner institutions.</li> <li>• Enhances the quality and consistency of services offered to students and staff.</li> <li>• Provides a replicable model for joint staff training within the Alliance.</li> </ul>
Results or Expected Outcomes	<ul style="list-style-type: none"> <li>• Improved staff competencies in managing holistic mobility processes.</li> <li>• Better alignment of mobility and career services across EUonAIR partners.</li> <li>• Creation of shared tools, templates, and workflows that partners can implement.</li> <li>• Strengthened network and communication channels between IROs, Career Offices and academic units.</li> <li>• Increased capacity to support virtual, blended and physical mobility.</li> </ul>
<b>Title of the Idea</b>	<b>5. My Mobility individual consultation</b>
Area of the Idea	Student Support; Staff Development; Post-Mobility Reflection; Career Counselling; My Mobility Assessment Tool Integration; Psychological and Competency Development.
Description of the Idea	This project establishes a core service within the Holistic Mobility Support Center (HMSC), offering individualized consultation sessions for participants (students and staff) before or after their mobility experience. The consultations use a structured, yet flexible guide based on the four capitals framework: Human, Psychological, Social, and Economic Capital. The guide contains reflection prompts categorized into Mobility-related questions and Career-related questions. The facilitator's role is to select the most relevant questions and exercises for the participant's specific needs, experience, and available time, ensuring the session is highly personalized. This service helps participants make sense of their international experience, identify skills gained, and translate these into academic and professional development plans, particularly leveraging the results of the My Mobility Assessment tool.
Innovation Key Features	<ul style="list-style-type: none"> <li>• Four Capitals Framework: Consultations are structured around the four core capitals (Human, Psychological, Social, Economic), ensuring a holistic reflection.</li> <li>• Dual Question Categories: Uses both Mobility-related and Career-related questions to directly link international experience to professional outcomes.</li> <li>• Flexible Implementation: Manual is designed for flexibility, allowing facilitators to select topics based on the participant's needs and time, avoiding a rigid, one-size-fits-all approach.</li> <li>• HMSC Core Service: Establishes a key, high-touch point service within the HMSC framework.</li> <li>• Targeted Reflection: Promotes deep self-reflection, moving beyond logistical feedback to meaningful personal and career development.</li> </ul>
Added Value for EUonAIR	This service maximizes the value of mobility by providing a structured mechanism for reflection and skills identification, which directly supports the HMSC's goal of "sense-making." It guarantees high-quality, personalized support for all mobile individuals (students and staff). It reinforces the importance of the My Mobility framework by providing the necessary human-led support to interpret and act on the tool's assessment. It supports collaboration by requiring facilitators across the alliance to adopt and share best practices in using the standardized reflection guide.

Results or Expected Outcomes	<ul style="list-style-type: none"> <li>• Increased ability of participants to articulate the skills gained during mobility.</li> <li>• Improved post-mobility career planning and academic reintegration.</li> <li>• Better understanding of personal strengths and developmental needs in the context of the four capitals.</li> <li>• Establishment of a high-quality, standardized one-on-one consultation service across the alliance.</li> </ul>
Links or Supporting Materials	<a href="#">My Mobility - Your personal explorer of mobility potential and experiences</a>
<b>Title of the Idea</b>	<b>6.Global Skills Accelerator: CV &amp; LinkedIn Optimization for Mobility Returnees</b>
Area of the Idea	Global Skills Accelerator: CV & LinkedIn Optimization for Mobility Returnees Area of the Idea: Student Support; Career Development; Post-Mobility Reintegration; Digital Skills Marketing; International Collaboration.
Description of the Idea	This project establishes a joint service delivered virtually across EUonAIR partner Career Offices, focusing on helping students and staff returning from mobility (virtual, blended, or physical) effectively translate their international experience into market-ready professional documents. The service involves personalized, virtual consultation sessions for CV/Resume review and LinkedIn profile optimization. The key challenge addressed is the inability of returnees to articulate the value of soft skills (e.g., intercultural competence, adaptability, problem-solving in a foreign context) gained abroad. Consultants from the alliance use a standardized, mobility-focused check-list to ensure these skills are highlighted, moving beyond listing courses to showcasing measurable career value. The service is promoted during "Welcome Back" sessions and through the Holistic Mobility Support Center (HMSC).
Innovation Key Features	<ul style="list-style-type: none"> <li>• Transnational Virtual Service: A unified, high-quality consultation service delivered virtually across multiple EUonAIR Career Offices, regardless of location.</li> <li>• Mobility-Focused Check-list: Standardized assessment criteria to ensure key mobility-acquired skills (e.g., Intercultural Competence, Resilience) are articulated in CVs and LinkedIn.</li> <li>• Dual Focus (CV &amp; LinkedIn): Comprehensive support for both traditional application materials and modern digital professional presence.</li> <li>• "Skills Translation" Workshops: Specific sessions on how to effectively phrase international academic and project achievements for employers.</li> <li>• Staff/Student Reach: The service is available to both students and staff (for professional development/training mobility profiles).</li> </ul>
Added Value for EUonAIR	It directly supports the alliance's goal of enhancing the relevance of mobility (Objective 2 of HMSC) by maximizing its perceived value in the labor market. It strengthens cooperation between Career Offices across the alliance by requiring them to share best practices and develop common consultation standards. It ensures that EUonAIR graduates are better equipped to compete globally by professionally marketing their unique international experience.
Results or Expected Outcomes	<ul style="list-style-type: none"> <li>• Increased confidence and clarity for returnees in communicating their mobility experience to employers.</li> <li>• Higher quality of CVs and LinkedIn profiles among EUonAIR graduates.</li> <li>• Improved graduate employment outcomes linked to international experience.</li> <li>• Creation of a standardized, sharable knowledge base on international career development for all partner Career Offices.</li> </ul>
<b>Title of the Idea</b>	<b>7.My Mobility workshop</b>
Area of the Idea	Mobility Preparation; Staff Development; Student Support; Competency Building; Psychological Resilience; My Mobility Assessment Tool Integration.
Description of the Idea	This workshop is a crucial pre-mobility and after-mobility training session designed to prepare both students and academic staff for international exchange by addressing four key concepts of capital: Psychological, Human, Social, and Economic. The structure is divided into four distinct parts, mirroring the assessment framework used in the My Mobility Assessment tool. The workshop's goal is to help participants understand, evaluate, and proactively develop the necessary resources in these four areas to ensure a successful and impactful mobility experience. While one trainer can conduct the session, it is strongly recommended that two trainers be involved for logistical reasons, ensuring comfort, effective group work, and dedicated attention to each participant's needs. This focused approach goes beyond logistics to build personal resilience and strategic competency awareness before departure.
Innovation Key Features	<ul style="list-style-type: none"> <li>• Holistic Capital Focus: The workshop structure is unique in focusing on four core dimensions of capital (Psychological, Human, Social, Economic), not just logistics.</li> <li>• Direct My Mobility Link: Directly integrates with the My Mobility assessment framework, ensuring theoretical concepts are linked to a practical alliance tool.</li> <li>• Dual Audience: Targets both students and academic staff, addressing the preparatory needs of all mobile individuals.</li> <li>• Recommended Co-Training Model: Recommends utilizing two trainers to maximize participant engagement and care, improving the quality of the training.</li> </ul>

	<ul style="list-style-type: none"> <li>• A focused intervention designed to build resilience and competence awareness before mobility begins.</li> </ul>
Added Value for EUonAIR	This workshop directly supports the alliance's goal of improving the quality and success rate of all forms of mobility. It ensures that participants leave better prepared psychologically and strategically, thereby maximizing the academic, personal, and professional outcomes of their time abroad. It reinforces the importance of the My Mobility Assessment tool and provides a valuable, standardized training component that can be shared and replicated across all partner universities.
Results or Expected Outcomes	<ul style="list-style-type: none"> <li>• Increased psychological resilience and preparedness among mobile students and staff.</li> <li>• Improved self-awareness regarding personal, social, and economic resources for mobility.</li> <li>• Higher success rates and lower drop-out rates during exchange periods.</li> <li>• Standardized, high-quality pre-departure training across the entire EUonAIR alliance.</li> </ul>
Links or Supporting Materials	<a href="#">My Mobility - Your personal explorer of mobility potential and experiences</a>
<b>Title of the Idea</b>	<b>8.Hybrid Peer-to-Peer Staff Mobility Mentoring Network</b>
Area of the Idea	Staff Development; Capacity Building; International Collaboration; Mobility Enhancement; Intercultural Competence.
Description of the Idea	This mentoring program aims to boost the quality and volume of staff mobility (teaching and training) by matching experienced mobile staff members (Mentors) with those new to mobility or seeking specific skills (Mentees). The program operates on two tracks: Academic (e.g., COIL/BIP design, digital pedagogy, research mobility) and Administrative (e.g., IRO processes, AI tool integration, project management). The methodology is hybrid, combining flexible virtual mentoring sessions with a short physical Staff Week exchange to solidify the relationship and enable hands-on knowledge transfer. This structure directly addresses training gaps (like COIL design) and builds long-term, cross-institutional competency partnerships, formalizing the internal transfer of expertise across the alliance.
Innovation Key Features	<ul style="list-style-type: none"> <li>• Hybrid Mentoring Model: Combines flexible virtual sessions (for efficiency) with a physical meeting (e.g., during a Blended Intensive Staff Week) for deeper connection.</li> <li>• Dual-Track System: Clear separation and customized support for Academic Staff (focusing on pedagogy/COIL) and Administrative Staff (focusing on IRO/Career Office processes).</li> <li>• Targeted Competency Focus: Directly addresses key training needs identified in the alliance (e.g., COIL Design, Digital Inclusion, Intercultural Learning).</li> <li>• Formal Recognition: Introduction of an EUonAIR Mentor Certificate or Micro-Credentials to formally recognize Mentors' time and expertise.</li> <li>• Bottom-Up Knowledge Transfer: Leverages existing expertise within the alliance to build capacity rather than relying solely on external training.</li> </ul>
Added Value for EUonAIR	It directly supports the alliance's capacity-building goals by addressing identified training gaps (e.g., COIL design is the highest demand). It increases the quality and impact of staff mobility, leading to better teaching and services for students. By fostering deep, personal, and professional connections between staff across institutions, it strengthens institutional trust and operational efficiency for future joint projects. It creates a sustainable internal mechanism for knowledge sharing.
Results or Expected Outcomes	<ul style="list-style-type: none"> <li>• Increased staff mobility rates (Teaching and Training).</li> <li>• Higher confidence and competence of staff in designing and implementing COIL/BIP formats.</li> <li>• Formalization of internal knowledge transfer and best practices.</li> <li>• Creation of a recognized pool of staff mobility experts/ambassadors across the alliance.</li> <li>• Improved alignment of IRO and academic services across partner institutions.</li> </ul>

## 2. ISM University of Management and Economics, Lithuania (3)

<b>Title of the Idea</b>	<b>1.Mobility window</b>
Area of the Idea	Mobility
Description of the Idea	The Mobility Window is a structural feature implemented across most bachelor programs at ISM University of Management and Economics to significantly enhance student participation in international exchange. The designated Mobility Window semester consists exclusively of elective courses, intentionally removing mandatory programme-specific subjects that typically complicate academic alignment with partner universities. By doing so, ISM ensures that students face minimal administrative or academic barriers when selecting courses abroad. Partner universities only need to offer a set of electives, without the requirement for strict one-to-one course matching, thus making exchanges more flexible, accessible, and attractive. This model responds to a key challenge within mobility schemes: the difficulty of finding exact curriculum matches that satisfy degree requirements. The Mobility Window simplifies the recognition process for both students and staff, reduces the need for extensive academic approvals, and supports smoother international collaboration. The result is a predictable, student-friendly semester structure that encourages higher outbound mobility and strengthens partnerships.

Innovation Key Features	<ul style="list-style-type: none"> <li>• A dedicated semester composed entirely of elective subjects, eliminating the need for strict curriculum alignment.</li> <li>• Streamlined academic recognition processes, reducing administrative workload for students and staff.</li> <li>• Increased flexibility for students to choose diverse courses aligned and partners with their interests or career goals.</li> <li>• Enhanced attractiveness of mobility, leading to higher participation in exchange programs.</li> <li>• A scalable model easily adaptable by partner universities within the alliance.</li> </ul>
Added Value for EUonAIR	This practice directly supports EUonAIR's mission to increase seamless student mobility and foster deeper integration between partner institutions. The Mobility Window facilitates smoother academic cooperation, as partners can host students without restructuring their curricula. It promotes inclusivity by making mobility accessible to a broader student population and encourages long-term collaboration among academic staff through simplified recognition procedures. Overall, it strengthens the alliance's capacity to provide flexible, student-centered learning pathways.
Results or Expected Outcomes	<ul style="list-style-type: none"> <li>• Increased outbound and inbound student mobility participation rates.</li> <li>• Reduced administrative effort related to course approval, academic recognition, and curriculum matching.</li> <li>• Strengthened institutional partnerships based on simplified and predictable mobility processes.</li> <li>• Greater student satisfaction with international experiences and academic flexibility.</li> </ul>
<b>Title of the Idea</b>	<b>2. Compulsory international exchange component</b>
Area of the Idea	Mobility
Description of the Idea	ISM University of Management and Economics has established a compulsory International experience requirement for all students in the International Business and Communication (Bachelor) programme. This requirement guarantees that every student completes a meaningful international or intercultural learning activity before graduation. Students may fulfil the requirement through several recognized pathways, including a semester-long Erasmus+ exchange, compulsory or voluntary internships abroad, international company placements, or short-term mobility formats such as Blended Intensive Programs (BIPs) and summer schools. The policy addresses a central challenge in internationalization: ensuring that global exposure is not optional but an integral and guaranteed part of the learning experience for all students. By providing multiple formats, flexible duration options, and both funded and non-funded possibilities, the model accommodates diverse student circumstances while maintaining high academic standards. Clear procedures, deadlines, and the involvement of dedicated support units International Studies Office, Career Center, and Programme Directors ensure that students receive guidance throughout the process. The initiative also includes transparent rules for international students, ensuring that their experiences align with programme goals while preserving the cross-border requirement.
Innovation Key Features	<ul style="list-style-type: none"> <li>• Mandatory international experience embedded in the curriculum for all IBC students.</li> <li>• Wide choice of mobility formats: exchange, internships, BIPs, and short-term programs.</li> <li>• Structured process with clear timelines and designated support roles.</li> <li>• Flexible design allowing students to choose what best suits their academic and career ambitions.</li> <li>• Tailored rules for international students to ensure meaningful cross-border experience.</li> </ul>
Added Value for EUonAIR	This compulsory requirement strongly aligns with EUonAIR's commitment to mainstreaming mobility and internationalization across all programs. It ensures that mobility is accessible, achievable, and embedded as a standard expectation for all students. By providing a structured, flexible model with clear responsibilities, the initiative enhances cooperation between alliance partners and creates a shared standard for recognizing diverse mobility activities. It also increases overall mobility participation and strengthens students' preparedness for international careers key goals of the alliance.
Results or Expected Outcomes	<ul style="list-style-type: none"> <li>• 100% of IBC graduates completing a certified international experience.</li> <li>• Broader participation in Erasmus+ exchanges, internships, and blended mobility formats.</li> <li>• More efficient recognition procedures and improved administrative coordination.</li> <li>• Strengthened partnerships with international companies and universities.</li> <li>• Graduates with stronger intercultural competences and enhanced employability.</li> </ul>
<b>Title of the Idea</b>	<b>3. Integrated leadership and self/career development system</b>
Area of the Idea	Student/staff support + digital tools

Description of the Idea	It is a new ISM-developed personal growth, leadership, and learning system designed for leaders seeking deeper self-understanding and purposeful development. The system encourages individuals to explore themselves through values and inner motivation, feedback from others, reflection on decisions and behaviors, and learning habits and adaptability. It integrates scientific assessments with human-led reflection to help leaders maintain clarity, self-awareness, and long-term growth direction. The process begins with a multisensory assessment that reveals psychological load, stress patterns, resilience mechanisms, and provides personalized recommendations for well-being and performance. Participants then complete different tests, enriching their individual profile. Finally, each leader receives a personal consultation with a consultant to synthesize insights and co-create a tailored growth plan. It is a structured developmental journey empowering leaders to learn continuously, strengthen emotional-regulatory skills, and make more intentional decisions.
Innovation Key Features	<ul style="list-style-type: none"> <li>• Combines scientific biometric assessment with reflective leadership development.</li> <li>• Integrates different perspectives.</li> <li>• Personalized recommendations based on real physiological and psychological data.</li> <li>• Unique blend of different tools and human expertise</li> <li>• Individualized development journey tailored to each leader.</li> </ul>
Added Value for EUonAIR	<ul style="list-style-type: none"> <li>• Strengthens leadership capability development across the alliance.</li> <li>• Enhances staff and student well-being through evidence-based self-insight tools.</li> <li>• Promotes cross-institutional collaboration by sharing innovative development models.</li> <li>• Supports long-term mobility and learning by fostering adaptable, reflective leaders.</li> <li>• Contributes to building a culture of continuous growth and psychological resilience.</li> </ul>
Results or Expected Outcomes	<ul style="list-style-type: none"> <li>• Increased self-awareness and improved emotional and cognitive functioning of students or/and staff</li> <li>• Stronger leadership effectiveness and clarity in decision-making.</li> <li>• Better well-being, stress regulation, and sustainable workload management.</li> <li>• A measurable, repeatable development framework</li> <li>• Higher engagement and collaboration within staff and leadership communities.</li> </ul>

**3. University of Piraeus, Greece (3)**

<b>Title of the Idea</b>	<b>1.Strategic Alliance between Google and University of Piraeus</b>
Area of the Idea	AI, student support, digital tools, staff development, international collaboration
Description of the Idea	On November 11, 2025, a strategic alliance was formed between the University of Piraeus and Google Greece through the signing of a Memorandum of Understanding (MoU). This initiative aims to bridge the gap between the academic community and the private sector by co-developing and implementing training programs focused on Artificial Intelligence (AI) and digital skills. The project is designed to empower the university community including students, academic faculty, and administrative staff by providing them with direct access to specialized knowledge regarding digital transformation and the practical application of AI in education, business, and society.
Innovation Key Features	<ul style="list-style-type: none"> <li>• <b>Public-Private Synergy:</b> A landmark collaboration between a leading Greek public university and a global technology giant, formalized by Rector Michael Sfakianakis and Google’s Regional GM Peggy Antonakou.</li> <li>• <b>Holistic Target Audience:</b> Unlike many programs that target only students, this initiative is inclusive, extending training to academic and administrative staff as well.</li> <li>• <b>Flexible Learning Format:</b> The program offers 90-minute seminars available both in-person and online, making high-level tech education accessible and digestible.</li> <li>• <b>Ethical &amp; Legal Compliance:</b> The framework explicitly integrates strict adherence to personal data protection, intellectual property rights, and anti-corruption transparency laws.</li> <li>• <b>Direct Access:</b> A streamlined registration process is available specifically for university members via a dedicated Google events portal.</li> </ul>
Added Value for EUonAIR	<p>This partnership significantly enhances the educational ecosystem of the University of Piraeus by integrating market-leading expertise into the academic environment.</p> <ul style="list-style-type: none"> <li>• <b>For the Individuals:</b> It provides participants with critical, up-to-date digital competencies that are highly demanded in the modern labor market.</li> <li>• <b>For the Institution:</b> It positions the University of Piraeus as a forward-thinking institution leading the way in AI adoption.</li> <li>• <b>For Society:</b> It contributes to the broader national goal of digital transformation by fostering a workforce and academic community that is literate in AI technologies.</li> </ul>

Results or Expected Outcomes	<ul style="list-style-type: none"> <li>• Certification: Every participant will receive a Certificate of Attendance upon completing a training session, validating their new skills.</li> <li>• Skill Acquisition: Enhanced digital literacy and a deeper understanding of AI tools among the university's students and staff.</li> <li>• Operational Modernization: Administrative and academic staff will be better equipped to utilize digital tools in their professional duties.</li> <li>• Engagement: High participation rates are anticipated through the accessible hybrid model</li> </ul>
Links or Supporting Materials	Registration is already active at: <a href="https://rsvp.withgoogle.com/events/ai-skilling-google-papei">https://rsvp.withgoogle.com/events/ai-skilling-google-papei</a>
Title of the Idea	<b>2.The 'Teaching Modern Greek' program</b>
Area of the Idea	Mobility, student support
Description of the Idea	The 'Teaching Modern Greek' program is a comprehensive educational initiative designed specifically for foreign students such as Erasmus students currently residing in Greece. Its primary objective is them to feel that Erasmus is more than just attending lectures; it is about living like a local. A key objective of our mobility program is to help them navigate everyday life in Greece with confidence. Therefore, we encourage all incoming students to acquire basic Modern Greek skills during their stay. Whether it is ordering a coffee, asking for directions, or greeting their neighbors, learning the language of the host country is the bridge that connects them to the true Greek experience. Of course, other main objectives stand as well, if they wish to take advantage. To develop the participants' linguistic proficiency and to prepare them effectively for the Certificate of Attainment in Greek exams. The curriculum is structured around three distinct levels of language training A1-A2 (Basic User), B1 (Independent User), and B2 (Vantage User) adhering to the Common European Framework of Reference for Languages (CEFR). Each level consists of 90 hours of instruction. While the core program is implemented in-person at the University of Piraeus to ensure an immersive academic environment, the program offers flexibility for mobile students. Specifically, Erasmus students who have completed their stay in Greece but wish to continue their studies are offered the option of distance learning. This ensures that their language education does not stop when they return to their home countries. Upon successful completion of the course, participants receive a Certificate of Successful Attendance issued in English.
Innovation Key Features	<p>This program distinguishes itself through a holistic, experiential, and flexible approach to language learning:</p> <ul style="list-style-type: none"> <li>• Post-Mobility Continuity (New): A unique feature of the program is its commitment to Erasmus students. After their physical mobility period in Greece ends, students can continue their lessons via online distance learning for a nominal fee. This prevents the "drop-off" in language skills often seen after students return home.</li> <li>• Experiential Cultural Learning: A standout feature is the integration of monthly educational excursions. Once a month, the classroom moves to archaeological sites, museums, and places of cultural significance, allowing students to experience Greek culture firsthand.</li> <li>• Targeted Academic Rigor: By hosting the program at the University of Piraeus, the course offers a high standard of educational quality.</li> <li>• Dual Focus Curriculum: The syllabus balances everyday communication skills with rigorous exam preparation.</li> </ul>
Added Value for EUonAIR	<p>The program aligns with broader European goals regarding mobility, integration, and lifelong learning:</p> <ul style="list-style-type: none"> <li>• Sustainability of Erasmus Outcomes: By offering a low-cost distance learning continuation, the program ensures that the educational value of the Erasmus mobility is sustained long-term, turning a temporary stay into a lasting linguistic skill.</li> <li>• Social Inclusion and Integration: It equips students from all over the world with the local language, fighting social exclusion.</li> <li>• Intercultural Dialogue: The emphasis on cultural activities fosters mutual understanding and tolerance.</li> <li>• Standardization: The program aligns with the CEFR (A1-B2), ensuring transparency and recognition of qualifications across the EU.</li> </ul>
Results or Expected Outcomes	<p>Upon completion of the program, the following outcomes are expected:</p> <ul style="list-style-type: none"> <li>• Linguistic Proficiency: Development of solid skills in understanding and communicating in Greek.</li> <li>• Certification Readiness: Preparation for official Greek language proficiency exams (A1–B2).</li> <li>• Continuous Learning: For Erasmus students, the outcome is not just immediate proficiency, but the establishment of a long-term connection with the language through the remote learning option.</li> <li>• Cultural Integration: A deep understanding of the Greek lifestyle and mentality through cultural activities.</li> <li>• Professional and Academic Growth: Strengthening of professional qualifications and academic potential.</li> </ul>

Links or Supporting Materials	<a href="https://www.unipi.gr/anakoinoseis/ekpaideytiki-ekdromi-ton-tmimaton-neas-ellinikis-glossas-tou-panepistimiou-peiraios-sto-navplio-kai-tis-mykines/">https://www.unipi.gr/anakoinoseis/ekpaideytiki-ekdromi-ton-tmimaton-neas-ellinikis-glossas-tou-panepistimiou-peiraios-sto-navplio-kai-tis-mykines/</a>
<b>Title of the Idea</b>	<b>3.Accessibility for all at University of Piraeus</b>
Area of the Idea	student support, mobility
Description of the Idea	The Unit for Equal Access at the University of Piraeus is established with the core mission of ensuring the full and equal participation of students with disabilities and Special Educational Needs (SEN) across the entire spectrum of academic life. Operating on the principles of Universal Design for Learning (UDL), the Unit adopts a deeply human-centric approach that champions equality and respect for diversity. The central idea is to transform the University into a hub of accessibility and inclusion, serving as a role model for equal opportunities in higher education. By removing physical, digital, and pedagogical barriers, the Unit ensures that every student, regardless of their specific needs, has the autonomy to participate, learn, and progress. It functions not merely as a service provider but as a systemic change agent, integrating accessibility into the DNA of the university's daily operations.
Innovation Key Features	The Unit distinguishes itself through a multi-dimensional support system that combines state-of-the-art technology with holistic psychosocial care: <ul style="list-style-type: none"> <li>• <b>Advanced Assistive Technology:</b> The Unit is equipped with specialized workstations featuring screen reading software, Braille displays and embossers, and devices for audio description and speech-to-text transcription. Additionally, tablets with built-in accessibility tools are available to students.</li> <li>• <b>Mobility Support:</b> A significant innovation is the provision of a specially adapted vehicle, ensuring seamless transportation for students with mobility impairments to and from university facilities.</li> <li>• <b>Psychosocial and Career Empowerment:</b> Going beyond academic accommodations, the Unit integrates coaching sessions, psychosocial empowerment, and stress/time management workshops. It also collaborates with the Liaison Office to host specialized Career Days for students with disabilities, bridging the gap between education and the labor market.</li> <li>• <b>Community Training:</b> The Unit fosters an inclusive culture by organizing educational seminars for academic staff, administrative personnel, and peer volunteers, ensuring the entire campus community is equipped to support accessibility.</li> </ul>
Added Value for EUonAIR	The comprehensive infrastructure of the Unit significantly enhances the attractiveness and feasibility of the University of Piraeus as a host institution for Erasmus+ and other EU mobility programs: <ul style="list-style-type: none"> <li>• <b>Safety Net for Incoming Students:</b> The existence of such a structured Unit provides the necessary reassurance to students with disabilities who are often underrepresented in mobility schemes due to fear of inadequate support that their needs will be met.</li> <li>• <b>Standardized Inclusion:</b> By adhering to UDL principles, the University offers a learning environment that aligns with European standards of inclusion, facilitating a smooth academic transition for international students.</li> <li>• <b>Digital &amp; Physical Accessibility:</b> The availability of English-compatible assistive software and the dedicated transport vehicle removes practical logistical barriers that typically discourage mobility for students with physical or sensory impairments.</li> <li>• <b>Cultural Exchange of Best Practices:</b> Incoming students and visiting staff can participate in the Unit's seminars and the "Equal Access and Inclusion" conference, fostering a cross-border exchange of knowledge regarding inclusivity in Higher Education.</li> </ul>
Results or Expected Outcomes	The implementation of the Unit's strategy is expected to yield the following measurable impacts: <ul style="list-style-type: none"> <li>• <b>Academic Success and Retention:</b> A reduction in dropout rates and an increase in on-time graduation for students with disabilities, as they are provided with accessible materials and tutoring.</li> <li>• <b>Enhanced Employability:</b> Through career counseling and specialized Career Days, graduates will be better prepared to enter the workforce, combating the high unemployment rates often faced by persons with disabilities.</li> <li>• <b>Institutional Culture Shift:</b> The creation of a campus environment where diversity is celebrated. The training of staff and student volunteers will lead to a long-term behavioral shift, reducing stigma and fostering empathy.</li> <li>• <b>Operational Excellence:</b> The University of Piraeus will establish itself as a "Best Practice" example in the Greek and European academic map, demonstrating that an accessible university is a higher-quality university for everyone.</li> </ul>
Links or Supporting Materials	<a href="#">Accessibility   University Of Piraeus</a> <a href="https://accessibility.unipi.gr/news/pos-pao-sto-panepistemio-peiraios-me-to-metro/">https://accessibility.unipi.gr/news/pos-pao-sto-panepistemio-peiraios-me-to-metro/</a> <a href="https://accessibility.unipi.gr/news/pos-pao-sto-panepistemio-peiraios-me-to-leophoreio/">https://accessibility.unipi.gr/news/pos-pao-sto-panepistemio-peiraios-me-to-leophoreio/</a>

#### 4. Universitat Abat Oliba CEU, Spain (3)

<b>Title of the Idea</b>	<b>1.Progressive International Development</b>
Area of the Idea	Mobility, student support, internation collaboration, internationalization of curricula

Description of the Idea	Progressive International Development (PID) is a pathway that ensures that students gain international experience within each degree program and within every year of their studies. Academic international coordinators, who report to the Vice-Rector for Internationalization, are responsible for designing the itinerary and supervising its proper implementation in each area. PID has a direct impact on students' internationalization, offering new academic perspectives, fostering intercultural awareness, developing soft skills, improving language proficiency, and ultimately increasing employability by aligning graduates' profiles with current labor-market demands. Additionally, this itinerary is a key advantage for recruiting new students, as it clearly differentiates UAO from other private universities in Barcelona. Example of PID: Bachelor's degree and Business administration 1st year: guest lectures (incoming lecturers from partner universities) 2nd year: BIP and/or COIL 3rd year: long-term mobility (1 semester or 1 year) and/or Barcelona Digital Challenge/other hackathon 4th year: Erasmus+ placement for Internship and/or Barcelona Digital Challenge/other hackathon
Innovation Key Features	<ul style="list-style-type: none"> <li>• Internationalization activities as a compulsory component of each year of each degree</li> <li>• Internationalization at home options for everyone</li> </ul>
Added Value for EUonAIR	Possibility of hosting guest lecturers, organizing COIL, hackathons and BIPs together, enhancing student mobility.
Results or Expected Outcomes	Students: new academic perspectives, fostering intercultural awareness, developing soft skills, improving language proficiency, and ultimately increasing employability by aligning graduates' profiles with current labor-market demands. Institutional change: internationalization viewed as required and compulsory within every degree, even those traditionally perceived as national-based (law, education)
<b>Title of the Idea</b>	<b>2.International Farewell Gala (international graduation ceremony)</b>
Area of the Idea	mobility / student support
Description of the Idea	<p>The International Farewell Gala is a symbolic conclusion to the exchange semester, organized by the IRO for international exchange students twice a year (at the end of each semester). Its format is similar to a graduation ceremony and includes the following elements:</p> <ul style="list-style-type: none"> <li>• The presence of academic authorities</li> <li>• Short speeches by vice-rectors, the IRO, the alumni office, and selected students</li> <li>• The awarding of diplomas and symbolic gifts</li> <li>• An official group photograph</li> <li>• A formal dress code</li> </ul> <p>There are also more entertaining elements, such as:</p> <ul style="list-style-type: none"> <li>• A photo compilation showcasing the best memories of the semester (including official photos and pictures submitted by students)</li> <li>• A standing reception after the official part, with food, drinks, and music.</li> </ul>
Innovation Key Features	<ul style="list-style-type: none"> <li>• We all organize a welcome/orientation day, but we tend to forget about a closure act at the end of the semester – differentiating factor of the international experience we offer</li> <li>• Both international students and the institution need this formal closure to give importance to the exchange.</li> </ul>
Added Value for EUonAIR	<ul style="list-style-type: none"> <li>• Provides greater visibility and recognition for mobility activities at both institutional and inter-institutional levels</li> <li>• Helps to promote and strengthen mobility between EUonAIR partners.</li> </ul>
Results or Expected Outcomes	<ul style="list-style-type: none"> <li>• Creating a sense of gratitude and belonging</li> <li>• Promoting the university internationally on social media (we hire a professional photographer and share the photos with all students, who then post them on LinkedIn/Instagram and tag us)</li> <li>• Defining former international students as alumni and integrating them into the alumni community, contributing to the internationalization of alumni activities and the institution's alumni agenda.</li> </ul>
<b>Title of the Idea</b>	<b>3.UAO – CV for everyone!</b>
Area of the Idea	Careers, Student support, Mobility
Description of the Idea	<p>The idea is to give a CV workshop to all Erasmus students to help them to:</p> <ol style="list-style-type: none"> <li>1. translate their skills, academic background, and international experience</li> <li>2. build their CV to be understandable and valued in the host country (Barcelona, Spain in this case)</li> </ol> <p>The workshop combines two complementary components:</p> <p>First, a guided coaching session helps students reflect on their personal and professional profile: identifying strengths, areas for improvement, career interests, and future goals. Second, students are supported in building their CV using a standardized yet adaptable CV template developed at UAO CEU, aligned with local professional standards (in this case, Barcelona). The template allows students to focus on content rather than format, while ensuring clarity, relevance, and comparability. The model is designed to be easily transferable and adaptable to other national contexts.</p>

Innovation Key Features	<ul style="list-style-type: none"> <li>• Combines career coaching with practical CV-building</li> <li>• Uses a standardized, adaptable CV template suitable for international students</li> <li>• Bridges international mobility and employability support</li> <li>• Easily transferable to other labor-market contexts</li> </ul>
Added Value for EUonAIR	It strengthens collaboration between International Offices and Career Services across the Alliance and supports EUonAIR's goals of enhancing student mobility, employability, and international experience. It offers a scalable model that can be adapted by partner universities to their local contexts while sharing a common European approach to career development for mobile students.
Results or Expected Outcomes	<ul style="list-style-type: none"> <li>• Improved employability of international students</li> <li>• Better alignment between mobility experiences and career development</li> </ul>

#### 5. ESSCA, France (2)

<b>Title of the Idea</b>	<b>1.Internationalization at Home through Faculty Mobility</b>
Area of the Idea	Mobility (Staff Mobility) / International Collaboration / Internationalization at Home / Staff Development
Description of the Idea	<p>We organize dedicated seminars during a week for ESSCA students (mandatory for all first-year Bachelor of International Management (BIM) students) and invite visiting professors to bring a different teaching approach.</p> <p>It addresses the need to provide all students with a meaningful international experience at home and ensure an equal experience for the cohort. The event takes place simultaneously across 8 ESSCA campuses in France, Spain, and Hungary.</p>
Innovation Key Features	<ul style="list-style-type: none"> <li>• Mandatory and Scalable Internationalization: mandatory for an entire cohort ensuring access to an international experience at home.</li> <li>• Distributed and Simultaneous Implementation: The event occurs across 8 campuses in 3 countries (France, Spain, Hungary) simultaneously.</li> <li>• Integrated Mobility: It promotes internationalization at home for students while actively fostering Erasmus+ Teaching Mobility for European professors, who are invited to teach interactive sessions across the campuses.</li> </ul>
Added Value for EUonAIR	<ul style="list-style-type: none"> <li>• Fostering Intercultural Dialogue</li> <li>• Supporting Staff Mobility: It actively recruits international faculty members (1 to 3 per campus) and ensures they are eligible for Erasmus+ Teaching Mobility funding.</li> </ul>
Results or Expected Outcomes	<ul style="list-style-type: none"> <li>• Provide all students with a meaningful first international experience at home (early International Acculturation)</li> <li>• Research Networking Opportunities: Facilitating networking between visiting international professors and the host university faculty.</li> </ul>
<b>Title of the Idea</b>	<b>2.Welcome team (students) and onboarding sessions (orientation days)</b>
Area of the Idea	Incoming student mobility support
Description of the Idea	<p>Welcoming new international students at ESSCA at the start of the academic year in September and January</p> <p>In collaboration with the International Office, the members of the welcome team will:</p> <ul style="list-style-type: none"> <li>• Greet international students on campus.</li> <li>• Assist them with administrative procedures: opening a bank account, purchasing a bus card, subscribing to housing insurance, etc.</li> <li>• Introduce them to our school, the city, and be available to answer their questions.</li> <li>• Organize the buddy system (matching students) and foster connections between students.</li> <li>• Manage and respond to questions on the "WhatsApp" network.</li> <li>• Assist the International Office in organizing 1 to 2 orientation days at ESSCA. The Orientation Days consist of <ul style="list-style-type: none"> <li>- providing practical and academic information, handing out student cards, and giving a tour of the facilities (organized by the welcome team).</li> <li>- Activities such as a photo scavenger hunt, visit to a local monument, small welcome cocktail</li> </ul> </li> </ul> <p>Position Details</p> <ul style="list-style-type: none"> <li>• This is a paid position, for approximately 20 to 40 hours per semester, depending on campus size.</li> <li>• It is essential to speak English and ideally other foreign languages.</li> <li>• Although it begins as a paid role, it also helps create strong bonds and relationships that last throughout the semester.</li> </ul>

Innovation Key Features	<ul style="list-style-type: none"> <li>• It fosters long-lasting connections between ESSCA students and exchange students.</li> <li>• It helps boost student engagement, with the paid position serving as a kick-off incentive that has long-lasting effects.</li> <li>• It helps when exchange students are greeted and introduced by their peers, as this contributes to making them feel part of the school community.</li> <li>• At ESSCA, we are also exploring ways to recognize students' involvement in the internationalization strategy by awarding a badge for international engagement. We are still in the early stages of this reflection, and it aligns with some of the actions outlined in the HMSC.</li> </ul>
Added Value for EUonAIR	It aligns with the Student Ambassador scheme and student engagement that is detailed in the Deliverables for the HMSC
Results or Expected Outcomes	Boost student engagement, with the paid position serving as a kick-off incentive that has long-lasting effects.

#### 6. HTW Berlin, Germany (2)

<b>Title of the Idea</b>	<b>1.Designing an Erasmus+ BIP as a 3 years-long activity</b>
Area of the Idea	blended mobility, virtual and physical combined teaching and learning, international collaboration
Description of the Idea	Designing a BIP with 3 (or more partners), which will be conducted first time at partner X, second year at partner Y and third year at partner Z. Doing so, the involved teachers and BIP content stay the same, but the group of involved students will change. Sarah Marx is the BIP coordinator at HTW Berlin and has experience in organizing this kind of "BIP triangle".
Innovation Key Features	Strengthens the collaboration of involved teachers, minimizes the BIP administration
Added Value for EUonAIR	Sharing knowledge, experiences and resources on BIP topics helps the alliance members to reach the virtual exchange/mobility goals faster.
Results or Expected Outcomes	Overview of the results (pdf flyer available as well) What do we understand as BIP? Virtual Exchange and in particular BIP: what it is and how it contributes to reaching the mobility goals. What are the Objectives of BIP? What are the Considerations in Designing BIP? The role of Learning Outcomes in BIPs. Consider the different BIP phases (virtual and physical) when designing a BIP. Options pertaining to the Structure and Duration of a BIP. Potential Partners for a BIP. Pushing the internationalization @ home strategy, improve blended mobility numbers, reach out to target groups of students with fewer opportunities who cannot easily go abroad for a longer exchange period.
<b>Title of the Idea</b>	<b>2.Open Educational Resources on COIL from BeCOIL project</b>
Area of the Idea	Virtual Exchange formats, virtual mobility, virtual teaching and learning, international collaboration
Description of the Idea	The years 2023-2025 were the funding period of BeCOIL - Berlin Universities' Joint Project on Collaborative Online International Learning. Over the last three years, 9 public universities in Berlin have been working together to build a COIL infrastructure, have published English-speaking videos on "how to coil", as well as a self-study online course for interested teachers (moodle), a Serious Game for interested students and a toolkit with helpful information and links. All of this is open resource on the becoil.de website and can be used by the EUonAIR partner institutions. Sarah Marx was the BeCOIL coordinator at HTW Berlin.
Innovation Key Features	Use of OER for COIL-interested lecturers, students and admin staff.
Added Value for EUonAIR	Sharing knowledge, experiences and resources on COIL topics helps the alliance members to reach the virtual exchange/mobility goals faster.
Results or Expected Outcomes	What do we understand as COIL? Virtual Exchange and in particular COIL: what it is and how it contributes to reaching the mobility goals. What are the Objectives of COIL? What are the Considerations in Designing COILs? The role of Learning Outcomes in Virtual Exchanges/COILs. Consider the different COIL phases when designing a COIL. Options pertaining to the Structure and Duration of a COIL. Potential Partners for a COIL. Pushing the internationalization @ home strategy, improve virtual mobility numbers, reach out to target groups of students with fewer opportunities who cannot easily go abroad for a longer exchange
Links or Supporting Materials	<a href="https://becoil.de/">https://becoil.de/</a>

#### 7. Luxembourg School of Business, Luxembourg (1)

<b>Title of the Idea</b>	<b>1.Student counseling to secure the mandatory internship after Erasmus</b>
Area of the Idea	Student Support

Description of the Idea	The idea centers on offering personalized counseling, including one-on-one meetings and workshops, to guide students through their internship process. The support starts from day one during the onboarding phase, where the LSB Career Center sets expectations and provides essential information. In connection with Erasmus mobility, the LSB Career Center also conducts a pre-departure session to prepare students for what comes next. This is particularly important because the window to secure the mandatory internship after Erasmus is relatively short, making early preparation essential and ongoing support, alongside post-Erasmus debriefing, crucial.
Innovation Key Features	<ul style="list-style-type: none"> <li>• This session acts as a reminder to research industries and companies, set up job alerts, and stay proactive in the internship search.</li> <li>• Reinforces the importance of updating CVs and application trackers.</li> <li>• Encourages networking and participation in relevant events (webinars, job fairs, etc.).</li> <li>• Emphasizes maintaining strong professional communication skills.</li> </ul>
Added Value for EUonAIR	This counseling practice adds value to EUonAIR by making it a central hub for Erasmus pre-departure and internship support. For students, it provides accessible guidance, resources, and reminders, increasing engagement with the platform. For staff, it enables efficient delivery of structured support and tracking of student progress. For the alliance and partners, it encourages consistent practices across programs, boosts participation in virtual events, and strengthens connections with industry and partner organizations through well-prepared students.
Results or Expected Outcomes	This initiative will boost student engagement with EUonAIR, enhance preparedness for Erasmus and internships, and strengthen employability skills. It will enable staff to deliver more structured support and increase partner collaboration and participation in virtual events.

#### 8. Polish-Japanese Academy of Information Technology, Poland (1)

<b>Title of the Idea</b>	<b>1.Creative &amp; Tech-Oriented Cultural Integration Labs</b>
Area of the Idea	student support / international collaboration / intercultural integration
Description of the Idea	The 'Creative & Tech-Oriented Cultural Integration Labs' is a practical idea for supporting international students at PJAIT by helping them connect through shared creative and technological activities. Many mobility students tend to stay within their own national groups, and typical welcome events don't always create real interaction or collaboration. The Labs address this by offering short, hands-on(?) workshops where local and international students can work together on small creative or tech projects. Each Lab is built around a simple theme and a clear task connected to PJAIT's strengths IT, AI, design, multimedia and the creative industries. Students form mixed teams and co-create a small project during the session. This can be anything from a short VR scene inspired by Polish culture, a mini 'animation jam', a set of AI-generated stories, a quick coding challenge like "Warsaw by Code," or a photo/video micro-project. The sessions are lightweight and easy to join: a facilitator introduces the topic, provides tools and guidance, and the teams jump straight into creating. At the end, everyone shares their work in a short informal showcase. The goal is simple bring people together, encourage intercultural mixing, and let students build something memorable together while strengthening their creative and digital skills.
Innovation Key Features	<ul style="list-style-type: none"> <li>• Integration through co-creation, not passive participation.</li> <li>• Focus on technology and creativity, aligned with PJAIT's educational profile (IT, AI, graphics, multimedia, management).</li> <li>• Short, high-impact workshops producing tangible outcomes (VR scenes, animations, prototypes, digital stories).</li> <li>• Interdisciplinary and international teamwork developing global competence.</li> <li>• Public mini-showcase and social media sharing, increasing visibility.</li> </ul>
Added Value for EUonAIR	<ul style="list-style-type: none"> <li>• Strengthens a sense of belonging for mobility students through meaningful collaboration.</li> <li>• Contributes to the alliance's goals of intercultural learning, digital innovation, and student empowerment.</li> <li>• Labs can be easily replicated or scaled across partner universities as EUonAIR Joint Creative Labs.</li> <li>• Enhances staff cooperation through co-designed workshop topics and shared outputs.</li> <li>• Produces digital artefacts that can be used for future EUonAIR communication and visibility.</li> </ul>
Results or Expected Outcomes	The Labs are expected to make it much easier for international and local students to connect and actually get to know each other not just during formal welcome events, but through real, hands-on collaboration. Instead of brief hallway conversations, students work together on something creative, which naturally leads to more meaningful interactions. Participants also gain practical benefits: they practice teamwork in international groups, improve communication skills, try out new tools and technologies, and create small projects they can later add to their portfolios or share on social media. For the university, the Labs can become a recognizable and genuinely attractive element of the mobility experience. They show PJATK as an open, creative and international environment. The mini-projects produced during the workshops can be used in promotion and communication, and over time the Labs could grow into a regular series that students look forward to every semester.

**9. SUPSI, Switzerland (1)**

<b>Title of the Idea</b>	<b>1.Guideline for Virtual Exchange</b>
Area of the Idea	Virtual Exchange (VE) may constitute a key component in students' global competence development because, as an inclusive and student-centered teaching format, it promises to provide sustainable global exposure accessible to all students.
Description of the Idea	The guideline might answer questions you may have as to: 1. Global Competence Development and Virtual Exchange as well as their relation/connection. 2. Considerations in designing a VE, advice on specific aspects of the VE planning process.
Innovation Key Features	Integrate global and intercultural competence development alongside subject-specific knowledge, fostering skills essential for thriving in a connected world. <ul style="list-style-type: none"> <li>• Developing soft skills such as communication, teamwork, leadership, and entrepreneurial abilities for diverse, global teams.</li> <li>• Enhancing analytical and critical thinking to challenge cultural biases, stereotypes, and biased media representations.</li> <li>• Promoting responsible digital literacy, enabling informed and respectful participation in interconnected digital spaces.</li> <li>• Cultivating cultural awareness and harmonious interactions in multicultural societies.</li> </ul>
Results or Expected Outcomes	What do we understand as Global Competence Development? Virtual Exchange: what it is and how it contributes to global competence development. What are the Objectives of Virtual Exchange? What are the Considerations in Designing Virtual Exchanges? The role of Learning Outcomes in Virtual Exchanges. Assessment, Activities, and Content in Virtual Exchanges. Options pertaining to the Structure and Duration of Virtual Exchanges. Potential Partners for a Virtual Exchange.

**10. Zagreb school of Economics and Management, Croatia (1)**

<b>Title of the Idea</b>	<b>1.Recognition of Mobility in the Diploma Supplement</b>
Area of the Idea	Mobility document
Description of the Idea	The International Office and the Career Center share information with Student Services about the student exchanges of all students and the internships. In this way, when the students finish studies, the Diploma Supplement that they receive lists the student exchange(s) the students had during their studies, specifying the name of the university where they studied and the country. Regarding the internships, it is included also in the Diploma Supplement, the name of the company where the student did the placement and the country.
Innovation Key Features	a recognition of the work done by the students and a support for future employability since it is an official value of the efforts done by the students and the internationality of their formation.
Added Value for EUonAIR	Recognition of the student efforts. It supports the goals established by WP5.
Links or Supporting Materials	Better employability of the students

**11. Hochschule Heilbronn: University of Applied Sciences, Germany (1)**

<b>Title of the Idea</b>	<b>1.International Career Service</b>
Area of the Idea	Career orientation and counselling for international and national students
Description of the Idea	The International Career Service supports both international students preparing for their professional entry into the German job market and national students seeking an internship abroad. A central focus lies on individual and group counselling on topics such as career orientation, professional development, integration into the German labor market, and international mobility. In addition, the International Career Service offers a wide range of training opportunities specifically aimed at developing transversal competences. These include formats that foster soft skills, communication abilities and diversity awareness. These offers help equip students for the demands of an increasingly global and diverse working environment. Another important component of our work is close cooperation with regional partners. These include the Welcome Center Heilbronn-Franken, the Anti-Discrimination Office Heilbronn and various company representatives with whom we design practice-oriented formats and provide insights into regional job market structures. Particular highlights also include the organization and implementation of excursions and conferences, such as the Career Weekends held in 2021, 2023 and 2025. These events offer students intensive opportunities for exchange, practice-oriented workshops and direct contact with employers.

Innovation Key Features	<ul style="list-style-type: none"> <li>• Career Counselling for International and National Students</li> <li>• Development of Soft Skills and Job-Related Competences</li> <li>• Preparation for International Mobility</li> </ul>
Added Value for EUonAIR	Hochschule Heilbronn's International Career Service is a valuable example of how universities can support international students' professional development already during their phase of academic mobility.
Results or Expected Outcomes	The service helps international students identify employment opportunities in their host country and translates their mobility experience into job prospects there.
Links or Supporting Materials	<a href="https://www.hs-heilbronn.de/en/international-career-service">https://www.hs-heilbronn.de/en/international-career-service</a>

## Annex H. Glossary

This glossary explains important terms used in the EUonAIR Handbook for Holistic Mobility Support. All definitions are short and practical.

### *Academic Recognition*

The process of validating and accepting coursework, credits, or learning outcomes completed during mobility.

### *Blended Mobility*

A mobility format that combines online learning or collaboration with a shorter physical stay abroad.

### *Competence/Skill Mapping*

A structured way to identify and describe the skills gained during mobility, such as intercultural, digital, or communication skills.

### *Consultation*

A one-to-one meeting where staff support participants with personal, academic, or practical questions.

### *Digital Readiness*

The ability to use digital tools and platforms needed for virtual or blended mobility.

### *Erasmus Plus*

The EU program that supports education, training, youth, and sport, including mobility opportunities.

### *HMSC (Holistic Mobility Support Center)*

A service unit that supports students, staff, and faculty through every stage of the mobility cycle.

### *Holistic Mobility*

An approach that supports the whole person at every stage of mobility: considering mobility, pre departure, during mobility, return, and going again and with every mobility format (virtual, blended, physical).

### *Host Institution*

The university or organization that receives the participant during mobility.

### *Individual Consultation Template*

A structured form staff use to guide one-to-one meetings with participants.

### *Intercultural Competence*

The ability to communicate and work effectively with people from different cultural backgrounds.

### *Learning Agreement*

A document that lists the courses or activities a participant will complete during mobility and how they will be recognized.

### *Mobility Cycle*

The full journey of mobility: considering mobility, pre departure, during mobility, return, and potentially doing mobility again.

### *Mobility Formats*

Types of mobility, such as virtual, blended, and physical.

*Monitoring*

Regular check ins with participants during mobility to track academic progress and well-being.

*Participant*

Any student, staff member, or faculty member who takes part in a mobility program.

*Partner Institution*

A university or organization that collaborates with the home institution to offer mobility opportunities.

*Physical Mobility*

Mobility where the participant travels and stays in another country to study, teach, or train.

*Pre Departure Support*

Guidance and preparation offered before a mobility period begins.

*RMAU (Return Mobility Assessment Unit)*

A unit dedicated to supporting participants after mobility, helping them reflect on their experience and document their skills.

*Virtual Mobility*

Mobility activities that take place fully online, such as virtual courses or cross border digital collaboration.

*Well-being Support*

Specialized services that help participants feel safe, healthy, and supported emotionally during the mobility cycle.

*Digital skills*

The abilities to effectively, critically, and safely use digital technologies for learning, communication, collaboration, and problem-solving in academic, professional, and international contexts.

*Digital preparation*

Ensuring that participants are ready to use all required digital tools and platforms before and during mobility. This includes setting up accounts, understanding how to use online systems for learning, communication, and administration, checking access to devices and internet, and being aware of digital deadlines and expectations. Simple check-lists help participants track paperwork, packing, digital tasks, and key dates, reducing stress and preventing missed steps. Ongoing support throughout the mobility period helps participants manage digital, academic, and practical challenges and feel confident and supported.

*Digital tools*

The online platforms, applications, and technologies that support learning, communication, collaboration, and skill development throughout the mobility experience.

## Annex I. Library

This annex lists the main sources that informed the EUonAIR Holistic Mobility Support Handbook. The references include European frameworks, Erasmus Plus guidance, project research, and recognized resources on mobility, inclusion, digitalization, and competence development.

### H1. European Policies and Frameworks

- European Commission. Erasmus+ Programme Guide. Latest edition. [programme-guide-2026\\_en.pdf](#); access: 22.12.2025
- European Commission. European Education Area: Mobility and Cooperation Reports. [Mobility and cooperation - European Education Area](#); access: 22.12.2025
- European Commission. Guidelines on Inclusion and Diversity in Erasmus+ and European Solidarity Corps. [EACEA INCLUSION AND DIVERSITY ACTION PLAN adopted 05.04.2023\\_0.pdf](#); access: 22.12.2025
- European Commission. Digital Education Action Plan. [Digital Education Action Plan 2021-2027 - European Education Area](#); access: 22.12.2025
- European Commission. European Skills Agenda. [European Skills Agenda - Employment, Social Affairs and Inclusion](#); access: 22.12.2025

### H2. Mobility and Higher Education Literature

- Beelen, J., & Jones, E. (2020). Internationalization at home. In *The international encyclopedia of higher education systems and institutions* (pp. 1864–1867). Dordrecht: Springer Netherlands.
- Brooks, R., & Waters, J. (2011). *Student mobilities, migration and the internationalization of higher education*. Springer.
- De Wit, H., Hunter, F., Howard, L., & Egron-Polak, E. (2015, June). *Internationalization of higher education*.
- Knight, J. (2012). Concepts, rationales, and interpretive frameworks in the internationalization of higher education. In *The SAGE handbook of international higher education* (pp. 27–42).
- OECD. *Education at a Glance*. [Education at a Glance 2025 | OECD](#); access: 22.12.2025

### H3. Return Mobility

- Grabowska, I., Jastrzebowska, A., & Czeranowska, O. (2025). Tacit Skills of Return Migrants to Poland and Lithuania from the UK: Twenty Years After the May 2004 EU Enlargement. *Problems of Post-Communism*, 72(4), 319-329.
- Grabowska, I., & Ryan, L. (2024). Return migration and embedding: through the lens of Brexit as an unsettling event. *Comparative Migration Studies*, 12(1), 6.
- Grabowska, I., & Jastrzebowska, A. (2023). Migration informal human capital of returnees to Central Europe: a new resources for organizations. *Central European Management Journal*, 31(1), 14-29.
- Grabowska, I. (2016). Migration in working lives: looking back after return; a structure and agency approach. In *Return Migration and Regional Development in Europe: Mobility Against the Stream* (pp. 83-109). London: Palgrave Macmillan UK.

### H4. Competence Development and Assessment

- Council of Europe. Reference Framework of Competences for Democratic Culture. [The Reference Framework of Competences for Democratic Culture \(RFCDC\) - Reference Framework of Competences for Democratic Culture](#); access: 22.12.2025
- OECD. Global Competence Framework. [Global competence | OECD](#); access: 22.12.2025

- European Commission. European Qualifications Framework (EQF). [The European Qualifications Framework \(EQF\) | Europass](#); access: 22.12.2025
- UNESCO. Intercultural Competences: A Conceptual and Operational Framework. [Intercultural competences: conceptual and operational framework - UNESCO Digital Library](#); access: 22.12.2025

#### H5. Virtual and Blended Mobility Resources

- European Commission. European Student Card Initiative documentation. [European Student Card Initiative - Erasmus+](#); access: 22.12.2025
- EADTU. Empowering Universities for Virtual Mobility and Online Learning. [Home - empower](#); access: 22.12.2025
- EHEA. Bologna Process Digitalization reports. [The European Higher Education Area in 2024: Bologna Process Implementation Report](#); access: 22.12.2025

#### H6. Inclusion, Accessibility and Well-being

- European Disability Forum. Inclusive Mobility Guidelines. [Inclusive Mobility Alliance 2.0 \(IMA\) - European Disability Forum](#); access: 22.12.2025
- Erasmus Student Network (ESN). Exchange Ability and Social Inclusion Reports. [Impact and coverage report of Social Inclusion in ESN | Erasmus Student Network](#); access: 22.12.2025
- European Commission. Mental Health and Well-being in Education Reports. [Supporting wellbeing and mental health through education: a series of inspiring factsheets for schools | European Education Area](#); access: 22.12.2025

#### H7. EUonAIR Project Materials

- EUonAIR Deliverable 5.1
- EUonAIR Deliverable 5.2

(These documents are available to the project consortium and can be adapted for local use.)

#### H8. Tools and Templates Referenced in the Handbook

- My Mobility Assessment Tool [My Mobility - Your personal explorer of mobility potential and experiences](#)
- Holistic Mobility Support Center templates
- Partner Matching Tools
- Consultation Templates
- RMAU Assessment Tools
- Sample Surveys and Evaluation Forms

#### H9. Additional Useful Links

- European Commission Mobility Toolbox [Toolbox - Mobility & Transport - Road Safety - European Commission](#); access: 22.12.2025
- Erasmus Without Paper Network [Erasmus Without Paper - Erasmus+](#); access: 22.12.2025
- European Universities Alliances Resources
- [European Universities alliances and their partners - European Education Area](#); access: 22.12.2025
- ENQA Standards and Guidelines for Quality Assurance (ESG) [ESG • ENQA](#); access: 22.12.2025