



ERASMUS CONGRESS AND EXHIBITION



CAREER-EU CONFERENCE

ABSTRACTS BOOKLET

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EAEC – European Association of Erasmus Coordinators



EACG – European Association of Career Guidance

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INVITED SPEAKERS

IS1 - INTERNATIONAL RELATIONS IN THE DIGITAL ERA

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The internet revolution (1993) made available for universities students and professors an increasing amount of information and data. After more than 30 years, in many cases, universities still teach in a very traditional way while they should completely change, making the students to learn the main elements of the subject without asking them to learn by heart details that they will be able to easily find on the internet. Students should instead asked complex questions which require a very good knowledge of the subject without necessarily knowing all technical details. Artificial intelligence (AI) is now providing new powerful tools in many fields such as medicine, engineering, architecture, etc. AI machines will soon perform many activities done today by humans and that should be taken into account when preparing our graduates. Professionals in all fields will benefit from AI machines in such a way that even if “machines will not replace immediately humans”, most probably, humans using intelligent machines will replace soon humans NOT using them”. Of course, these developments will create soon huge ethical and philosophical issues and that is why the study of the humanities and social sciences might be even more important in future universities. Indeed, removing technical information from the curricula might allow again future scholars to have a profound interdisciplinary knowledge, mastering different fields like Leonardo Da Vinci or René Descartes did in the past. AI is also changing the way research is carried out at our universities creating opportunities but also challenges related to the type, quality and property of the data available. These challenges are not easy to face and internationalization is key for modern universities to find together the best solutions in the exciting but difficult digital era we live in. The Erasmus programme started in 1987 as a very small initiative (only about 3000 students in the first year) but developed quickly creating the need for the harmonization of the higher education systems in Europe which was done very later by the Bologna Process (1999). Recently (2018), the European Universities Initiative has been extremely successful and hopefully the new 65 alliances will make other important advancements in the European Higher Education, in particular in relationship to the European degrees which are expected to have a very positive impact on the employability of young Europeans.

IS2 - ENCOURAGING SEAMLESS MOBILITY THROUGH BLENDED INTENSIVE PROGRAMMES. CASE STUDY: UNITA UNIVERSITAS MONTIUM EUROPEAN UNIVERSITY ALLIANCE

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The European Universities Initiative is one of the flagship programmes of the European Commission, contributing to the development of EHEA. As the backbone of transnational community-building, mobility is a key feature of any alliance, contributing to the construction of a strong international community. The UNITA-Universitas Montium alliance is composed of 12 universities from: Portugal, Spain, Italy, France, Romania, Switzerland and Ukraine.

IS3 - CREACTIONALITY: HOW DESIGN THINKING CAN DEVELOP IMPACTFUL ERASMUS PROJECT PROPOSALS

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Design Thinking has emerged as a powerful tool for fostering innovation, problem-solving, and collaboration in higher education and project management. This workshop introduces participants to the CREACTIONALITY model, a unique framework developed by the presenter that integrates creativity, action, and rationality to enhance project proposal design and learning engagement.

The session will guide Erasmus Coordinators, Placement Officers, and University Administrators in applying Design Thinking methodologies to develop impactful Erasmus project proposals. Through interactive exercises, participants will explore empathy mapping, ideation, rapid prototyping, and feedback loops, enabling them to structure proposals that align with institutional needs and European funding priorities.

The CREACTIONALITY model ensures a balanced approach, combining innovative thinking with structured execution to create compelling and feasible project proposals. The workshop also fosters networking opportunities by encouraging collaboration among Erasmus professionals, ultimately strengthening partnerships and cross-institutional cooperation.

By the end of the session, participants will have a clearer understanding of how to apply Design Thinking to Erasmus project planning, equipping them with practical strategies to enhance proposal quality and impact. This hands-on approach ensures that attendees leave with actionable insights and refined methodologies that can be immediately applied within their institutions.

IS4 - THE IMPACT OF BIPS AND VIRTUAL EXCHANGES ON THE INTERNATIONAL PROFILE OF A UNIVERSITY

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This presentation explores the transformative impact of Blended Intensive Programs (BIPs) and Virtual Exchanges (VE) on enhancing the international profile of higher education institutions. Drawing from recent implementation cases (in the Hellenic Mediterranean University and the ATHENA European University Alliance) and strategic initiatives, it examines how these pedagogical models foster cross-border collaboration, increase academic mobility, and support the internationalization of curricula. The integration of BIPs and VE not only broadens access to intercultural learning experiences but also strengthens institutional partnerships and visibility in global academic networks. By analyzing both qualitative outcomes and institutional metrics, the presentation highlights how such initiatives contribute to building a sustainable, inclusive, and digitally empowered international identity for universities.

THEMATIC SESSIONS

TS1 - SHAPING THE FUTURE OF STUDENT MOBILITY: DIGITALIZATION AND GLOBAL STRATEGIES FOR A CONNECTED WORLD

Prof. Nuno Escudeiro

Polytechnic Institute of Porto, ATHENA European University, Portugal

This session explores the transformative impact of digitalization and globalization on student mobility in higher education. We will highlight innovative models, strategies, practices and tools to escalate mobility flows and foster global collaboration. Participants will gain insights into creating inclusive, interconnected opportunities for students in an increasingly globalized educational landscape.

TS1.1 - EXPLORING MOBILITY MODALITIES TO FOSTER INTERNATIONALIZATION OF HIGHER EDUCATION

Prof. Nuno Escudeiro

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This paper explores innovative approaches to enhancing the internationalization of higher education through diverse mobility modalities. It examines the current mobility landscape, highlighting strategies and practices that foster global collaboration and intercultural competence. The discussion also addresses key tools and opportunities that enable inclusive and flexible mobility models, offering insights into how institutions can adapt to a rapidly evolving global education ecosystem.

TS1.2 - AI INTEGRATION WITHIN ERASMUS + MOBILITIES MANAGEMENT - PARTICIPANTS' PERCEPTIONS REGARDING LIMITS AND ADVANTAGES

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This paper explores the integration of Artificial Intelligence (AI) in managing Erasmus+ mobility programs, focusing on participants' perceptions of its advantages and limitations. Utilizing a quantitative approach, the study collected quantitative data through a survey with current and past participants to mobilities. The findings reveal that AI tools enhance efficiency in administrative tasks and personalization of learning experiences. However, concerns regarding data privacy and the lack of human oversight were prominent. The study also highlights the potential for AI to support decision-making in mobility logistics and learning outcomes assessment. Ultimately, this research underscores the need for balanced AI implementation that harnesses its benefits while addressing associated risks, offering valuable

insights for policymakers and educational institutions aiming to innovate Erasmus+ mobilities.

Key words: Artificial Intelligence, Erasmus+ Mobility, Participant Perceptions, Educational Technology. Data Privacy

SESSIONS

S1 - THE HOUSING CRISIS IN ERASMUS+: HOW CAN ACCESS TO AFFORDABLE, QUALITY AND SAFE ACCOMMODATION FOR MOBILE STUDENTS BE IMPROVED?

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Across Europe, international students and Erasmus+ participants face increasing difficulties securing affordable and safe housing, with nearly half paying over €400 per month and one in three encountering scams. These challenges create major barriers to mobility, affecting academic success, wellbeing, and inclusion, and sometimes even forcing students to cancel their exchange.

This session will present the results of the HOME² project, including a large-scale survey of over 5,700 students, and highlight the most pressing housing challenges: late confirmations, lack of institutional support, affordability, and safety risks. Participants will be invited to reflect on the findings, exchange best practices, and explore how HEIs and policymakers can strengthen housing support under Erasmus+, including recommendations for better transparency, anti-scam measures, expanded affordable housing, and digital tools to simplify the housing search.

The session will also provide space for discussion on how the Erasmus+ community can collectively address housing barriers, contributing to the long-term sustainability and inclusiveness of European mobility programmes. Participants will be encouraged to share experiences from their own institutions and regions, and to discuss potential solutions that can be scaled across Europe.

S2 - IMPROVING THE QUALITY AND IMPACT OF ERASMUS+ TRAINEESHIPS THROUGH STUDENT, EMPLOYER, AND INSTITUTIONAL INSIGHTS - DETAS PROJECT

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Traineeships are a cornerstone of the Erasmus+ programme, offering students the chance to develop professional experience across borders. Yet major questions remain: how satisfied are students with their experience? What are employers seeking from Erasmus+ trainees? And how effectively are universities supporting their students before, during, and after mobility?

This session will present key insights from the Erasmus+ DETAS project, including recent research on the perspectives of students and employers, with a preview of upcoming findings from higher education institutions. We will explore how these three dimensions - student experience, employer expectations, and university support - interact to shape the success of mobility for traineeships.

Participants will be invited to reflect on common challenges, such as aligning expectations between students and host organisations, improving pre-departure and on-site support, and ensuring meaningful learning outcomes. The session will create space to exchange best practices from institutions and companies across Europe, and to discuss how Erasmus+ can strengthen the quality and impact of traineeships in the years to come.

S3 - ESNsurvey

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How do students from fewer opportunities backgrounds experience Erasmus+? What prevents some of them from participating in mobility at all? And how connected do mobile students feel to their host communities during exchange? These questions are at the heart of the ESNsurvey, one of the most comprehensive studies on student mobility in Europe.

Drawing on tens of thousands of responses from both mobile and non-mobile students, this session will explore perceptions of accessibility, inclusion, and support in Erasmus+ mobility. The session will also address another key area: the limited but growing role of civic engagement during exchanges, and how stronger links between students and local communities can enhance the mobility experience.

Rather than offering one-size-fits-all solutions, the session will invite participants to reflect on the realities within their own institutions and aims to build a shared understanding of inclusive and engaged mobility.

S4 - BIM & ERASMUS CAREERS: BRIDGING MOBILITY AND EMPLOYABILITY – INSIGHTS AND INNOVATIONS FROM TWO ERASMUS+ PROJECTS

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Erasmus+ mobility experiences can be life-changing, offering students a unique chance to grow personally and professionally in international contexts. Yet, a crucial challenge remains: how can we better connect these experiences to future employability? How can we ensure that students, universities, and

employers speak the same language when it comes to recognising and valuing mobility-acquired competencies?

This session brings together insights from two Erasmus+ projects—Boost International Mobility (BIM) and Erasmus Careers—that are tackling this challenge head-on. Both projects aim to enhance the link between international mobility and the job market by equipping both students and employers with tools to identify the competencies developed abroad that can be helpful to enhance the transition into the labour market. Participants will explore findings from research on students’ awareness of employability outcomes, university support practices, and employers’ expectations. The session will also showcase innovative resources such as self-assessment tools, gamified learning, and employer engagement strategies designed to strengthen the career impact of mobility experiences.

Through interactive discussions, participants will reflect on how institutions and organisations across Europe can better prepare students to articulate their mobility-acquired competencies—whether in CVs, interviews, or professional environments—and how we can collectively boost the long-term value of Erasmus+.

WORKSHOPS

EWS1 - GOVERNANCE PRACTICES FOR BETTER ERASMUS PROJECT MANAGEMENT

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While much research has been carried out on project governance and how it can be used and developed in different industries, little discussion has focussed specifically on project governance and governance practices in Training Institutes (TIs) that participate in project work, specifically Erasmus + partnerships.

In this workshop we consider TIs involved in projects, either working alone and/or in international partnerships. Have these organisations given real thought to project governance? How effective are any existing project governance systems that they have in place?

There are a number of different factors that TIs need to consider before becoming involved in Erasmus + international partnerships. These include:

- *Project governance* which provides direction and definition of procedures, processes, and metrics through the project lifecycle.
- *Project management* to maintain overall responsibility for project direction.
- TIs must choose projects that are relevant to the organisation, linking these project choices to *organisational strategy*
- TIs, that are often small to medium sized enterprises, must ensure they have enough *resources* to allow project governance to be conducted appropriately and efficiently.
- Projects should always have an appropriate *plan* that maps to the organisation's overall strategy
- Good *communication* is essential and must ensure all project stakeholders, staff and students, are kept informed of project development and progress, and value creation remains a key part of any project
- *Monitoring project performance* is a crucial project governance function. It must be ongoing and developmental, and requires focus and time.
- There must be *responsivity to stakeholder needs*

**EWS2 - FROM MANUAL PROJECT WRITING TO AI MENTORSHIP
HOW THE AI TOOL CALLED MILES BRIDGES KNOWLEDGE GAPS IN ERASMUS+PROJECT DEVELOPMENT**

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Over the last two decades, Erasmus+ project writing has transitioned from time-intensive, mentor-led drafting into a faster, more inclusive process shaped by artificial intelligence (AI). This paper presents a longitudinal case study documenting the evolution through three phases: traditional manual mentorship, structured AI prompting via the Idea Development Bricks, and dialogic mentorship through an AI tool called Miles.

Developed from 25+ years of Erasmus+ experience, Miles functions not as a template generator but as a strategic thinking partner, supporting users with real-time feedback, logic checks, and iterative co-creation grounded in Erasmus+ evaluation criteria.

Drawing on data from over 400 participants across Europe in the past 6 years, this paper demonstrates how dialogic AI mentorship improves proposal structure, reduces development time, increases user confidence, and supports under-resourced institutions previously limited to expert mentors. It offers practical insight into how educators and project writers can apply AI not simply as a tool for automation, but as a partner in strategic thinking, inclusion, and quality improvement.

EWS3 - EVERYTHING YOU NEED TO KNOW ABOUT EWP (BUT NEVER DARE ASK)

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This session is designed to get participants up to speed on the latest developments pertaining to Erasmus Without Paper (EWP). The academic year that now finishes has been defined by uncertainty but also by outstanding progress across the EWP ecosystem, whereas an overview of the state of play of the key building blocks is meant to help inform conversations about a topic so central to the day to day work of most Erasmus Coordinators. The session also foresees questions and answers with the participants on the implementation of digital solutions for the Erasmus+ digital mobility management tools.

ERACON PRESENTATIONS

EP1 - THE ERASMUS+ MOBILITY BAROMETER: WHAT WE LEARNT SO FAR THAT WILL CONTRIBUTE TO THE FUTURE

Emma Zeniou

Vice-president, European Association of ERASMUS Coordinators and Coordinator of the International Relations Sector and Head of the Mobility Office, International Relations Service, University of Cyprus, Cyprus

The results of the survey for the Erasmus mobility KA131 and KA 171 realized by higher education institutions for the academic year 2023-2024 will be presented, analyzed and discussed.

The future of the Erasmus Programme looks promising, with increased funding and a broader focus on inclusion and sustainability. The upcoming phases aim to expand opportunities for students from underrepresented backgrounds and promote green travel options. Digital transformation will play a key role, with more virtual exchanges and blended mobility formats to increase accessibility. As global challenges evolve, Erasmus is expected to foster greater cooperation between European and non-European institutions. Overall, the programme will continue to strengthen European identity while adapting to the needs of a more interconnected and diverse student population.

Looking ahead to the next Erasmus Programme period (2028–2034), the initiative is expected to build on its core values of mobility, inclusion, and cooperation while embracing innovation and global outreach. Priorities will likely include expanding access for students from disadvantaged backgrounds, integrating advanced digital tools for hybrid learning experiences, and promoting climate-conscious practices across all activities. The programme is also set to strengthen ties with partner countries beyond Europe, reflecting a commitment to global learning and mutual understanding. As Europe faces new social, economic, and environmental challenges, Erasmus will continue to evolve as a powerful engine for youth empowerment, skills development, and cross-cultural dialogue.

The Barometer can help provide data and information to influence future policy and practice within the Erasmus+ mobility field.

**EP3 - FROM ARRIVAL TO INTEGRATION: BEST PRACTICES
FOR WELCOMING ERASMUS+ STUDENTS AT EGE
UNIVERSITY**

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Ege University, located in İzmir, Turkey, has been actively participating in the Erasmus+ program for over two decades, continuously enhancing its internationalization strategies and student support mechanisms. With a growing number of incoming Erasmus+ students each semester, the university has developed a comprehensive framework to facilitate their academic, administrative, and cultural adaptation.

This paper focuses on the support system implemented during the students' exchange period at Ege University. Upon arrival, students are welcomed through a structured orientation program, which includes campus tours, information sessions, and direct assistance with registration procedures. These sessions are designed not only to introduce students to the academic system but also to familiarize them with the cultural and social environment of the university and the city. A dedicated Erasmus+ Office provides one-on-one counselling regarding housing options, residence permit applications, health insurance, and course selection. Additionally, social integration is encouraged through events such as a Welcome Cocktail, International Food Day, and cultural excursions organized in collaboration with student volunteers and local associations. The implementation of a buddy system, where local students are matched with incoming students, has proven to be an effective practice in fostering intercultural dialogue and easing the transition process. Initial feedback and ongoing evaluations indicate a high level of satisfaction among incoming students. Ege University's experience serves as a strong model for other institutions seeking to create a more inclusive, supportive, and culturally responsive environment for international students.

EP4 - DIGHEALTH: DIGITAL HEALTH EDUCATION AND CAPACITY BUILDING

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The DIGHEALTH project advances digital health education and capacity building to equip healthcare professionals, students, and institutions with essential digital competencies. As the healthcare sector increasingly relies on telemedicine, AI-driven diagnostics, and cybersecurity, the project supports universities in integrating digital health technologies into curricula to prepare future professionals for emerging challenges.

DIGHEALTH develops structured training resources, including blended learning programs, digital health simulations, and AI-based case studies, ensuring interdisciplinary learning and accessibility. A key focus is fostering collaboration between European, African, and Middle Eastern universities, enhancing institutional capacity and knowledge exchange. The project also supports policy development, guiding universities in implementing sustainable digital transformation strategies in medical education.

The initiative results in a digital health training platform, certification frameworks, and faculty development programs, strengthening the long-term adoption of digital health technologies in partner institutions. By fostering multi-stakeholder cooperation, DIGHEALTH ensures that healthcare professionals are well-equipped to navigate digital healthcare advancements.

CONSORTIUM

Rochester Institute of Technology Croatia (Croatia) University of Piraeus (Greece), Catholic University of Croatia (Croatia), Institut de Haute Formation aux Politiques Communautaires (Belgium), Addis Ababa University (Ethiopia), Bule Hora University (Ethiopia), Jigjiga University (Ethiopia), University of Hargesia (Somalia), Horseed International University (Somalia), Somali Education and Youth Development Action (Somalia)

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EP5 - E-QUALITY: ENHANCING QUALITY ASSURANCE IN HIGHER EDUCATION

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The E-QUALITY project aims to enhance quality assurance in higher education by consolidating quality management practices from partner universities into a comprehensive evaluation and monitoring framework. The initiative fosters a shift from compliance-based evaluation to a culture of quality improvement, ensuring transparent, structured, and effective quality assurance mechanisms across institutions.

The project develops a Quality Assurance Management System in Higher Education, integrating transparent rules, procedures, and best practices to guide institutions in ensuring teaching and learning excellence. A central component of E-QUALITY is the E-QUALITY Platform, a digital tool designed to streamline quality assessment, reporting, and data-driven decision-making. Additionally, a Training Course and MOOC for Quality Assurance (QA) Managers and Administrators will be created, equipping staff with the necessary expertise to implement and oversee quality assurance processes effectively.

To ensure successful implementation, the project includes a project management and risk strategy, along with dissemination and impact assessment plans. The effectiveness of dissemination efforts will be reinforced through an exploitation plan, ensuring that project outcomes continue to benefit higher education institutions beyond the project's duration. By promoting a common framework for quality assurance standards, E-QUALITY will strengthen institutional capacities, improve quality monitoring mechanisms, and foster innovation in higher education quality management.

CONSORTIUM

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EP6 - BEST: BOOSTING EXCELLENCE IN SECOND TIER HEIS

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The **BEST** project focuses on enhancing the **internationalisation strategies** of **second-tier Higher Education Institutions (HEIs)** in **Vietnam and Cambodia**. These institutions often face structural barriers that limit their ability to engage in global academic networks, participate in mobility programs, and attract international research collaboration.

BEST aims to **build institutional capacity** by working with **International Relations Offices (IROs), academic staff, and administrative teams** to improve governance mechanisms and facilitate international partnerships. The project establishes **six working groups** focused on institutional internationalisation, academic curriculum development, faculty training, student and staff mobility, partnerships, and technology integration.

Through strategic collaboration between **European and Asian universities**, BEST will develop an **Inclusive Mobility Strategy for Diverse Needs**, ensuring equitable access to internationalisation opportunities. The project also supports the creation of **Comprehensive Mobility Protocols for Inclusion**, strengthening student and staff mobility frameworks in partner institutions.

By the end of the project, BEST will deliver **internationalisation roadmaps, capacity-building workshops, and strategic policy recommendations**, contributing to the **modernisation and global integration** of second-tier HEIs in Vietnam and Cambodia. The initiative aligns with **EU priorities for capacity building in higher education**, fostering **long-term institutional sustainability** and **improved participation in global academic collaboration**.

CONSORTIUM

Università degli Studi di Roma Tor Vergata (Italy), University of Piraeus Research Center (Greece), Institut de Haute Formation aux Politiques

Communautaires (Belgium), Banking University Ho Chi Minh City (Vietnam), University of Finance and Business Administration (Vietnam), Cambodia-Asia Polytechnic Institute (Cambodia), Angkor University (Cambodia)

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EP8 - AI IN HIGHER EDUCATION: ERASMUS VIRTUAL EXCHANGES AND THE EU'S 2030 STRATEGY

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The landscape of higher education is undergoing a profound transformation, driven by technological advancements, particularly artificial intelligence (AI). Within the European context, these developments coincide with ambitious policy frameworks and educational initiatives, notably the Erasmus Virtual Exchanges program and the European Union's 2030 strategic vision. This presentation examines the convergence of these three elements—AI applications in higher education, the evolving Erasmus program, and the EU's forward-looking strategy—exploring how they collectively reshape the future

of European higher education. We also try to look ahead and see how emerging trends in artificial intelligence hold the potential to significantly elevate the Erasmus Virtual Exchanges (EVE) program by addressing current limitations and enabling richer, more inclusive learning experiences. As universities face unprecedented challenges, from global competition to demographic shifts, the integration of AI and virtual mobility presents both opportunities and complexities that warrant careful consideration.

EP9 - EGE UNIVERSITY: A BARRIER-FREE PATHWAY TO ERASMUS+ FOR DISABLED STUDENTS

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Ege University, established in 1955 in İzmir, Turkey, stands as a prominent state university recognized nationally and internationally for its dedication to excellence and societal impact. As a research-intensive and student-centered university Ege University fosters a global perspective through strong national and international collaborations, actively participates in the Erasmus+ program, fostering a global academic environment. The university is committed to creating inclusive and equitable opportunities for all students, including those with disabilities, within the Erasmus+ framework. Erasmus+ Programmes provides additional grants to students and staff with physical, mental, or health-related special needs to support their mobility. This support can cover costs related to accommodation, travel assistance, medical attendance, support equipment, and learning materials.

To ensure a smooth experience for disabled participants, Ege University is working and developing the implementations and activities by means of the Disability Support Office. This office plays a crucial role in identifying and eliminating barriers faced by students with disabilities in higher education. It acts as a liaison between students, academic members, and administrative staff, arranging necessary physical accommodations and promoting an inclusive educational atmosphere through disability awareness initiatives. It organizes information meetings and events for disabled students to ensure their equal access to education, technology and career opportunities, including participation in the Erasmus Program. As a Barrier-Free University, Ege University continuously develops its educational institutions and campuses in the context of Accessibility in Space, Accessibility in Education and Accessibility in Socio-Cultural Activities, and has national awards in these areas. Ege University's comprehensive support system, including dedicated advisors and accessible facilities provides an educational environment and university life to empower students with disabilities to fully participate in the Erasmus+ program and achieve their academic goals.

**EP11 - ENHANCING CAREER COUNSELING: LINKING
STUDENT MOBILITY TO CAREER SUCCESS – INSIGHTS FROM
THE ERASMUS CAREERS PROJECT'S
INTERNATIONALIZATION OF CAREER GUIDANCE
GUIDEBOOK**

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Erasmus student mobility fosters employability by equipping students with international experience, intercultural competencies, and transferable skills highly valued in the global job market. However, many students struggle to effectively articulate and leverage these experiences in their career development. University career counselors play a crucial role in bridging this gap, yet structured guidance on integrating international mobility into career planning remains limited.

This presentation introduces the *Internationalization of Career Guidance Guidebook*, developed within the framework of the *Erasmus Careers Project*, to support career professionals in helping students connect their international experiences to their career trajectories. The guidebook provides evidence-based strategies, practical tools, and best practices tailored to university career services.

By examining key insights from the guidebook, this session will explore effective approaches to embedding international mobility into career counseling, identifying and communicating transferable skills, and enhancing students' ability to present their global competencies to prospective employers. Participants will gain research-informed strategies and actionable recommendations to enhance career guidance practices in higher education institutions and better prepare students for success in an increasingly internationalized labor market.

EP12 - IMPROVING STUDENT MOBILITY THROUGH BETTER COURSE EVALUATION: OUTCOMES OF THE ASCOLA PROJECT

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Course evaluation and comparability are central to the success of Erasmus+ mobilities. As students prepare their Online Learning Agreements, the lack of clear and consistent course information often leads to confusion, mismatches, and recognition challenges—ultimately affecting the quality of the mobility experience. The Erasmus+ *AsCOLA – Assessing Courses of the Online Learning Agreement* project was developed to directly address this gap by enhancing how courses are described, compared, and selected within the OLA framework.

This presentation will offer participants a comprehensive overview of the ASCOLA project's outcomes, focusing on how structured course information can empower students to make informed decisions and improve overall satisfaction with their academic mobility. ASCOLA introduces a student-focused methodology for evaluating course elements such as learning outcomes, workload, teaching methods, and assessment types—designed to be integrated into existing digital mobility tools.

Attendees will learn how ASCOLA tools and guidelines could be adopted across European universities, and how students and staff could be benefited by improved course comparability during the Learning Agreement process. The session will highlight actionable recommendations for institutions seeking to support better course selection and recognition practices within Erasmus+ mobilities.

By placing student needs at the center of mobility design, ASCOLA contributes to a more supportive, transparent, and educationally meaningful exchange experience. Participants will leave with practical insights and implementation ideas that can strengthen their own mobility strategies and digital services.

EP13 - ENHANCING THE ERASMUS+ EXPERIENCE: THE ROLE AND EXPANSION OF COURSE CATALOGUES

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The Erasmus+ programme has long been a cornerstone of academic mobility in Europe, offering students invaluable opportunities for personal and educational growth through international exchange. However, despite its widespread success, many students continue to face significant challenges when selecting host institutions and ensuring academic recognition upon return. A key factor contributing to these difficulties is the limited scope and inconsistent quality of course catalogues provided by partner universities. These catalogues often lack essential information such as course content, prerequisites, schedules and credit equivalency, making it difficult for students to make informed decisions and secure recognition from their home institutions. Moreover, course catalogues frequently omit crucial details about non-academic aspects of student life, such as accommodation availability, cost of living, healthcare access, and the social and cultural environment of the host institution. This information gap contributes to increased uncertainty and anxiety among students, potentially undermining the success of their mobility experience. In the framework of the Erasmus+ DACEM project, this paper argues for a comprehensive redesign of Erasmus+ course catalogues to include not only academic offerings but also practical and social information relevant to incoming students. It advocates for the development of a standardized, multilingual digital platform that centralizes all relevant data, including contact information for academic advisors, student mentors, and local support services. By expanding the scope and accessibility of course catalogues, the Erasmus+ programme can significantly enhance transparency, foster better academic planning, and improve the overall quality of student mobility experiences across Europe.

EP15 - TOWARDS EQUITABLE EXCHANGE: UNIVERSITE SENGHOR'S ERASMUS + MOBILITY FRAMEWORK

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Université Senghor, based in Alexandria (Egypt), is an international postgraduate institution and a direct operator of the Organisation internationale de la Francophonie. It offers two-year master's programmes to students from French-speaking Africa in areas aligned with sustainable development. As a non-EU partner in Erasmus+, Senghor plays a pivotal role in connecting African and European academic spaces.

This presentation explores both incoming and outgoing mobilities under Erasmus+. On the one hand, Université Senghor hosts students, faculty, and administrative staff from European universities for study visits, teaching assignments, and training missions. These mobilities are facilitated by a supportive institutional ecosystem offering multilingual assistance, tailored academic integration, and logistical support.

On the other hand, Senghor enables outgoing mobility for its African students, lecturers, and staff to European institutions. These exchanges offer exposure to diverse pedagogical approaches and intercultural environments, fostering personal and professional development while enhancing institutional capacities across Africa.

Although mobility has traditionally followed a South-North trajectory, Senghor is committed to promoting more balanced exchanges—North-South and South-North—thus supporting mutual learning and the development of sustainable, equitable partnerships. Key challenges such as administrative hurdles, recognition of academic achievements, and coherence with development priorities are addressed through close collaboration with EU partners.

This dual mobility strategy exemplifies how Erasmus+ can drive fairer internationalisation, regional resilience, and shared academic excellence between Africa and Europe, ultimately contributing to a more interconnected and inclusive global higher education landscape.

**EP16 - FOSTERING ERASMUS MOBILITY THROUGH
LANGUAGE LEARNING: OLS - A FUNCTIONAL APPROACH
AVAILABLE IN 29 LANGUAGES**

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In an era marked by increasing cultural diversity and interconnectedness, the demand for effective language learning platforms that transcend borders has become paramount. The Online Language Support (OLS) initiative contributes to strengthening European citizenship by providing an innovative platform for language acquisition—available in 29 languages at A1 & A2 levels and in 5 languages at B1 & B2 levels. This project empowers Erasmus Mobility participants not only through language mastery but also by enhancing cross-cultural mobility.

OLS embraces a pedagogical approach that surpasses traditional methods. By integrating functional linguistic tools and addressing everyday situations, the OLS curriculum equips participants with both language proficiency and cultural insights essential for integration into host countries. Practical linguistic functions are complemented by thematic community discussions that support learners in navigating the social fabric of their environments.

Beyond linguistic competence, OLS prepares students for a richer Erasmus experience. It promotes language proficiency as both a personal achievement and a means of building intercultural bridges. Through a plurilingual approach, language discovery is also encouraged—without necessarily aiming at progress—via “Teasers and Tasters” available in 29 languages to inspire language-curious users.

This presentation will explore the key components of the OLS project, highlighting innovative pedagogical methodologies, platform functionalities, and the impact on language learning for Mobility participants across various sectors, including higher education and vocational training.

EP17 - QUALITY ASSURANCE: WHAT'S ABOUT MICRO-CREDENTIALS

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Micro-credentials have emerged as flexible, targeted learning tools that address rapidly evolving skill demands across Higher Education (HE) and Vocational Education and Training (VET) systems. Positioned at the nexus of formal education and lifelong learning, they are increasingly recognised as strategic levers for supporting the digital and green transitions outlined in the European Skills Agenda (European Commission, 2020). Offered by a wide range of providers—universities, private companies, professional bodies, and online platforms—micro-credentials differ substantially in design, assessment, and recognition, leading to challenges in their portability and comparability across sectors and national contexts (OECD, 2021). As a result, quality assurance has become central in both research and policy debates, viewed as essential to ensuring transparency, trustworthiness, and the broader recognition of micro-credentials. Inconsistent or absent quality mechanisms risk undermining their credibility and integration into formal qualification systems (Cedefop, 2022). This paper offers a theoretical analysis of how quality assurance frameworks underpin the legitimacy of micro-credentials. It explores how such frameworks enable the validation of learning outcomes, alignment with labour market needs, and trust among key stakeholders — learners, educators, and employers alike. From a conceptual standpoint, micro-credential quality is not limited to technical compliance but includes pedagogical robustness, content relevance, and adaptability to dynamic skill demands. Thus, quality assurance is reframed not simply as a regulatory necessity, but as a strategic enabler of equity, innovation, and scalability in the emerging landscape of lifelong learning.

EP18 - A SHARED VISION FOR QUALITY: ALIGNING POLICY AND PRACTICE THROUGH EU RECOMMENDATIONS AND ERASMUS STANDARDS

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European Recommendations, alongside the Erasmus Quality Standards, offer a unified vision for shaping the future of quality education and training across Europe. Although differing in structure—ones serving as a strategic policy, the other as a practical guide—they align on several core priorities that define the EU's educational agenda. A fundamental principle across all documents is a strong commitment to inclusion and equal opportunity. Whether through structured systems or mobility projects, the objective is to ensure that no learner is left behind. All frameworks call for active support for individuals from disadvantaged backgrounds, aiming to eliminate barriers and promote equitable access. Another key theme is the emphasis on environmental sustainability and digital transformation. Learners are encouraged to adopt sustainable practices, while institutions are urged to integrate digital tools into teaching and administration, fostering innovation and resilience. Equally significant is the promotion of lifelong learning and flexibility. Modular learning structures and the use of blended and virtual mobility within Erasmus projects illustrate this flexible approach. A strong focus is also placed on quality assurance and continuous improvement. Collecting feedback, evaluating outcomes, and refining practices are regarded as essential, not optional, to ensure effective learning. Drawing on a comparative analysis of key EU policy documents, this paper underscores the vital role of collaboration —among institutions, employers, social partners, and learners— as a cornerstone of quality. Education is portrayed as a shared responsibility grounded in common values and collective goals.

EP19 - ASSESSING THE TERRITORIAL ECONOMIC IMPACT OF ERASMUS+ (2014–2020; 2023–2024): EVIDENCE FROM DESK AND FIELD RESEARCH IN ITALY

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This research project, conducted by the Department of Business Studies at Roma Tre University in collaboration with INDIRE, assesses the economic and territorial impact of the Erasmus+ Programme (2014–2020 and 2023–2024) on Italian local communities, focusing on the higher education sector (Universities, AFAM, ITS). The study integrates a desk analysis of official data with a field survey, aiming to estimate both the direct and indirect economic effects generated by incoming students during their mobility periods.

The desk analysis elaborates regional data on student inflows, monthly grants, living costs, and average length of stay. It estimates the average spending capacity per student and highlights regional asymmetries in grant adequacy and economic impact, particularly in high-density areas such as Latium, Emilia-Romagna, and Lombardy. The analysis also considers structural variables such as inflation and cost-of-living variations, though cautiously excluded from comparative calculations to avoid distortions caused by uneven student distribution.

The field research collected 1,534 valid responses in 2024 via a structured quali-quantitative questionnaire, enabling a deeper understanding of actual expenditure patterns (e.g. housing, food, leisure, tourism) and their territorial distribution. Qualitative feedback further enriches the analysis by reflecting students’ experiences and perceptions of local contexts.

Overall, the findings reveal that Erasmus+ mobility produces significant but uneven economic returns across Italian regions. The study offers a methodological basis and empirical evidence for informing public policy and promoting more territorially balanced strategies to enhance the local value generated by international student mobility.

EP20 - FROM HUMAN TO HYBRID: DESIGNING AN EDUCATIONAL COACHING CHATBOT FOR INTERNATIONAL LEARNERS

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“Imagine a student preparing for their first Erasmus+ exchange—full of questions, a little nervous, and unsure where to begin. Now imagine they could turn to a friendly, digital companion that’s always available, speaks their language, understands their learning needs, and offers thoughtful guidance—whether it’s about academic planning, staying motivated, or just navigating life abroad.

In this presentation, we explore the idea of an *educational coaching chatbot*: a hybrid solution that blends technology with empathy to support learners before, during, and after their international experiences. As education becomes more digital and learners more mobile, how can we ensure that support is timely, inclusive, and personalized—without adding to the workload of already-stretched university staff?

We won’t just talk tech—we’ll share the story behind this concept, the needs it responds to, and how it could fit into the everyday reality of international higher education. Drawing inspiration from real student journeys and the evolving landscape of Erasmus+ priorities, this session invites you to reimagine coaching, guidance, and human connection in a digital age.

Whether you’re an educator, mobility coordinator, or innovation enthusiast, come join the conversation. Let’s explore together how smart, student-centered tools can strengthen internationalisation, empower learners, and bring fresh energy to our shared mission in European education.

EP21 - STEAME TEACHER FACILITATORS: THE PATH TO CERTIFICATION

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A structured, competency-based framework for professional development in STEAME education is introduced, which was developed within the STEAME Academy project and coordinated by the European Federation of STEAME Teacher Facilitators Academies (EFSTeFA) (<https://federation-steame-academies.eu/the-platform-observatory/>). Grounded in Project-Based Learning (PBL), the framework culminates in a micro-credential certification that assesses educator competencies in four key areas: contextualization of STEAME projects, methodological design, student engagement, and sustainability of practice. A central element of the framework is the collaborative development of interdisciplinary Learning & Creativity Plans (L&C Plans), created by educators from at least two different disciplines and implemented in classroom contexts. These plans integrate STEAME subjects into real-world, problem-solving scenarios, supporting cross-disciplinary learning within a PBL methodology. The certification process is evidence-based and includes 14 self-training modules supported by webinars (<https://steame-academy.eu/steame-video/>), mentoring, and regional workshops. Certification is awarded at three progressive levels and is based on video documentation of classroom implementation, reflective reporting, and alignment with the STEAME PBL Competence Framework.

This presentation will outline the certification pathway for STEAME Teacher Facilitators, including the self-training modules, creation and implementation of interdisciplinary Learning & Creativity Plans, and the evidence-based evaluation process. It will highlight the three certification levels, the core competence areas, and how this framework supports a growing community of educators driving innovation in STEAME education.

CAREER-EU PRESENTATIONS

CP1 - REIMAGINING UNIVERSITIES AS CAREER ENABLERS. ADVANCING ENTREPRENEURIAL PATHWAYS IN A CHANGING WORLD OF WORK

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As career pathways become increasingly non-linear and shaped by global uncertainty, entrepreneurship is emerging as both a career alternative and a survival strategy, particularly in countries facing limited traditional employment options. In this context, universities in Albania can play a transformative role in equipping students with entrepreneurial mindsets and competencies that align with the changing nature of work. This paper explores how universities can contribute to public policy responses to career challenges by acting as active agents in the entrepreneurship ecosystem. It argues that higher education institutions must extend beyond their academic missions to become career-shaping environments, supporting students not only in finding jobs, but in creating their own career opportunities through innovation and enterprise.

This paper highlights key functions universities can fulfill: offering inclusive entrepreneurship education, supporting startup incubation, enabling interdisciplinary collaboration, and building strong links with policy actors, business communities, and civil society. By framing entrepreneurship as a career pathway, and universities as career enabling institutions, this paper contributes to better understand how policy and practice can respond to today's career realities. It concludes with actionable recommendations for universities, policymakers, and career guidance practitioners.

Key words: Entrepreneurial careers, university ecosystems, career development, Career Transitions

CP3 - CAREER GENOGRAM: HOW FAMILY PATTERNS CAN HELP DIAGNOSE CAREER CHALLENGES

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The career genogram is a powerful tool that allows counselors to explore family dynamics and inherited patterns that may influence a client's career decisions, motivations, or limitations. This session introduces the concept of genograms and demonstrates how to use them in career guidance to identify generational narratives and implicit expectations within families.

Participants will gain insight into how family roles, values, and unresolved conflicts can manifest in career dilemmas. The session includes a practical framework, tools for implementation, and a real-life case study illustrating the diagnostic value of this approach.