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Având în vedere elaborarea, în cadrul Alianței EU GREEN, a documentului **Mobility Protocol 2.0 al EU GREEN**, vă transmitem spre analiză și, după caz, avizare/aprobare, documentul menționat.

Vă mulțumesc.

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EUROPEAN UNIVERSITIES ALLIANCE FOR SUSTAINABILITY:
RESPONSIBLE GROWTH, INCLUSIVE EDUCATION AND ENVIRONMENT

EU GREEN – A MOBILITY PROTOCOL FOR A SUSTAINABLE AND INNOVATIVE ALLIANCE

VERSION 2.0



Task 6.1

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DEC	Websites, patent fillings, videos, etc.	☐			
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1. Mobility

"Mobility" in the context of European universities and higher education refers to the movement of students, academic staff, and sometimes administrative personnel across institutions, regions, or countries for study, teaching, training, or research purposes. Mobility is a central pillar of European higher education policy, particularly within the Bologna Process and EU initiatives. Mobility has a significant contribution in internationalization of higher education institutions, offering students international academic experiences, as well as key skills for improving students' employability, personal and professional development, and soft skills. Launched 33 years ago (in 1987), it remains one of the most popular policies of the European Union, focusing on developing skills for increasing employability, intercultural skills, and active citizenship. Next to student mobility (for studies or for practice), to academic staff mobility (with a long historical background as well), more recently there is also a framework for the consortium of higher education mobility, to also include administrative or other non-academic staff.

In the 2000s Resolution of the Council and of the representatives of the Governments of the Member States meeting within the Council of 14 December 2000 concerning an action plan for mobility, 2000/C 371/03, the Council developed a mobility action with three objectives:

1. to define and democratize mobility in Europe.
2. to promote proper forms of funding, and
3. to increase mobility and improve the conditions for mobility.

Students' mobility is a major EU policy priority and a central element of the European Commission's (EC) strategies as presented in many EC publications. In 2011, the EC set for 2020 a target about mobility in the European Union: at least 20% of graduate students have undertaken educational mobility (Council conclusions on the modernization of higher education. (EDUCATION, YOUTH, CULTURE and SPORT Council meeting Brussels, 28 and 29 November 2011).

Along with physical mobility, over time, other forms of mobility were implemented and developed, to increase the accessibility to this type of learning experience for non-mobile students, namely blended and virtual mobility. The Bologna process created a framework to encourage other mobility of students, researchers, and teachers.

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The statement of principles

The Bologna Declaration

"With respect to teachers, researchers, and administrative staff, one of the six core objectives of the Bologna Process is the "Promotion of mobility by overcoming obstacles to the effective exercise of free movement with particular attention to ... [the] recognition and valorization of periods spent in a European context researching, teaching and training."

The Prague Communiqué

"Ministers reaffirmed that the objective of improving the mobility of students, teachers, researchers, and administrative staff as set out in the Bologna Declaration is of the utmost importance. Therefore, they confirmed their commitment to pursue the removal of all obstacles to the free movement of students, teachers, researchers, and administrative staff and emphasized the social dimension of mobility."

The Berlin Communiqué

"Mobility of students and academic and administrative staff is the basis for establishing a European Higher Education Area. Ministers emphasize its importance for academic and cultural as well as political, social, and economic spheres... They reaffirm their intention to make every effort to remove all obstacles to mobility within the European Higher Education Area."

The Bergen Communiqué

"We recognize that mobility of students and staff among all participating countries remains one of the key objectives of the Bologna Process. Aware of the many remaining challenges to be overcome, we reconfirm our commitment to facilitate the portability of grants and loans where appropriate through joint action, with a view to making mobility within the EHEA a reality. We shall intensify our efforts to lift obstacles to mobility by facilitating the delivery of visa and work permits and by encouraging participation in mobility programmes. We urge institutions and students to make full use of mobility programmes, advocating full recognition of study periods abroad within such programmes."

The Rome Communiqué

"We envision the EHEA as an area where students, staff and graduates can move freely to study, teach and do research. The EHEA of our vision will fully respect the fundamental values of higher education and democracy and the rule of law. It will encourage creativity, critical thinking, free circulation of knowledge and will expand the opportunities offered by technological development for research-based learning and teaching. It will ensure that our higher education systems offer all learners equitability of opportunities in accordance with their potential and aspirations. We recognize that accomplishing this will require enacting policies and implementing measures in our national frameworks, some of which will go beyond our higher education systems and will entail alignment of wider national economic, financial and social strategies. Higher education will be a key factor in meeting the United Nations' Sustainable Development Goals (SDGs) by 2030. We commit to supporting our higher education institutions in bringing their educational, research and innovation capacities to bear on these fundamental global objectives and to deploying resources to ensure that our higher education systems contribute to the achievement of the SDGs. Moving towards climate neutrality is essential for all of us, and learners must be prepared for new "green" jobs and activities. They must be offered up-skilling and reskilling opportunities in a lifelong learning perspective and enabled to develop and apply new technologies and approaches."



2. EU GREEN Mobility

Mobility - whether physical, blended, or virtual - constitutes a central pillar in advancing one of the EU GREEN primary objectives: ensuring that both students and staff, including administrative and academic personnel, feel at home across all campuses, while simultaneously fostering and embedding European values throughout the community. Beyond the European context, internationalization represents an additional strategic priority, essential for consolidating the EU GREEN model as both a distinct European framework and a high-quality, open network for education, research, and collaboration.

Building on existing global partnerships and individual-level collaborations, the EU GREEN Alliance identifies Asia, Africa, and Latin America as key regions for the expansion of future international cooperation. This includes not only the enhancement of physical mobility for students and staff but also the development of sustained collaborative structures through virtual and blended modalities.

Within the EU GREEN Alliance, mobility extends beyond the experience of residing abroad for extended periods. It encompasses opportunities to build meaningful relationships with peers from across Europe and beyond, as well as to engage with diverse societies and cultural traditions. Such experiences contribute to the cultivation of tolerance and generate tangible positive impacts on society at large. In this context, Erasmus+ stands as a concrete embodiment of the European project – widely recognized among young Europeans and regarded by citizens as one of the European Union's most successful initiatives.

This mobility protocol, established in support of EU GREEN as a sustainable and innovative alliance, sets out a framework of principles and guidelines designed to promote sustainable and forward-looking practices in the field of mobility within the EU GREEN Alliance. It also addresses mobility beyond EU GREEN higher education institutions, while remaining consistently aligned with the alliance's founding principles and strategic objectives. The document defines the rules, standards, and strategic approaches necessary to ensure that mobility initiatives are environmentally sustainable, socially inclusive, and economically viable.

Mobility and exchange activities within the Alliance are grounded in multilateral, open exchange agreements concluded among EU GREEN members. These agreements not only establish the operational terms of exchange but, more importantly, foster the development of a "EU GREEN Open Mobility Environment."

The mobility typologies

The EU GREEN alliance aims to purposefully integrate international student, academic and non-academic staff mobility into its actions towards achieving mobility as a norm in teaching, learning and research that incorporates various mobility opportunities. Mobility refers to the movement of students, academic staff, and administrative personnel across institutions for study, teaching, training, or collaboration. It encompasses physical, blended, and virtual formats, enabling flexible and inclusive participation. Mobility

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serves as a key instrument for fostering intercultural competence, academic excellence, and knowledge exchange within the European Higher Education Area.

Physical mobility and virtual mobility are complementary to each other as each serves own objectives. Both can be organized at different stages in a curriculum, depending on the design of the programme or course. Organizing both physical and virtual mobility allows all students to have an international learning experience throughout the curriculum. In case of blended and virtual mobility, EU GREEN aims to better prepare students with intercultural competences and ICT communication and collaboration skills for the internationalized labor market. It also supports the dissemination of European values and strengthens institutional cooperation at both regional and global levels. The "EU GREEN Open Mobility Environment" is developed through the recognition and support of the following types of mobility:

- **Physical Mobility.**

  Physical mobility refers to the temporary relocation of students, academic staff, or administrative personnel to a partner institution in another Country. It typically involves participation in study programmes, teaching assignments, training, or collaborative projects conducted on-site. Such mobility is often facilitated through framework Programmes such as Erasmus+ and bilateral or multilateral agreements. It promotes intercultural exchange, academic enrichment, and deeper institutional cooperation within the European Higher Education Area and beyond.

- **Blended Mobility**

  Blended mobility combines short-term physical mobility with a structured virtual component, enabling participants to engage both on-site and online. It allows students and staff to collaborate across institutions through digital platforms before, during, or after a physical exchange. This model enhances flexibility and accessibility, reducing barriers related to cost, time, or personal circumstances. Blended mobility supports inclusive internationalisation while maintaining the benefits of intercultural and academic exchange.

- **Virtual Mobility**

  Virtual mobility refers to participation in international academic activities conducted entirely online, without the need for physical travel. It enables students and staff to access courses, collaborate on projects, and engage in intercultural exchange through digital platforms. This form of mobility enhances accessibility and inclusivity, particularly for those unable to participate in physical exchanges. It contributes to internationalisation by fostering cross-border learning and cooperation within the European Higher Education Area and beyond.

Physical mobility

Physical mobility refers to the structured and purposeful movement of students, academic staff, and administrative personnel between partner institutions located in different countries. In the "EU GREEN Open

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Mobility environment", physical mobility is a core component of the alliance ambition to create an integrated European campus, where mobility is not an exception but a normal and embedded feature of academic life. Physical mobility typically involves participation in study programmes, teaching assignments, training activities, research collaboration, or staff exchanges conducted on-site at a host institution. In this context, mobility is designed to be seamless, supported by coordinated academic calendars, mutual recognition of credits, joint curricula, and harmonized administrative procedures across the Alliance members. It is frequently implemented through established European frameworks such as Erasmus+, while also benefiting from alliance-specific agreements that further facilitate access, inclusivity, and flexibility. The objective is to enable participants to move easily across institutions without academic or bureaucratic barriers, thereby reinforcing the concept of a shared European Higher Education Area. Beyond its operational dimension, physical mobility plays a strategic role in fostering intercultural competence, multilingualism, and a sense of European identity. By living and studying in a different national and cultural environment, participants gain first-hand experience of diversity, develop transversal skills, and build lasting academic and professional networks. These experiences are considered essential for enhancing employability, promoting active citizenship, and strengthening social cohesion across Europe.

Physical mobility creates for the student an immersion in another academic, linguistic and cultural environment. No less than 20% of the students may potentially participate in a physical mobility scheme (in some subject areas even more).

Nonetheless, physical mobility must increasingly be aligned with principles of sustainability and inclusiveness. EU GREEN institutions are committed to adopt environmentally responsible practices – such as promoting low-carbon travel options and optimizing the duration and purpose of stays – while also ensuring that mobility opportunities are accessible to a diverse range of participants, including those with fewer opportunities. Physical mobility addresses not only to academic excellence and cooperation but also to the broader societal objectives of the European Union.

Physical mobility in EU GREEN Universities encompasses a range of formats, depending on purpose, duration, and participant profile. The principal forms include:

1. Student Mobility

- Credit mobility (exchange mobility): temporary study periods abroad with full recognition of credits (e.g. Erasmus+).
- Degree mobility: full enrolment in a degree programme at a foreign institution.
- Joint and double/multiple degree mobility: mobility embedded in integrated programmes delivered by two or more universities.
- Short-term mobility: summer and winter schools, intensive programmes, study visits, field schools.
- Blended short-term physical component: brief on-site periods within blended mobility schemes.

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- Traineeships and internships: placements in companies, NGOs, research centres, or public institutions abroad.
- Mobility for thesis/dissertation research: conducting part of a final project or thesis at a partner institution.
- Clinical or practice-based placements: mobility for students in regulated fields (e.g. medicine, nursing, education).
- Mobility for extracurricular or co-curricular activities: participation in competitions, innovation challenges, or student-led initiatives.

2. Doctoral and Researcher Mobility

- Doctoral research stays: temporary research periods at partner universities or laboratories.
- Co-tutelle mobility: joint doctoral supervision involving mobility between two institutions.
- Participation in doctoral networks: mobility within structured European or international doctoral programmes.
- Postdoctoral fellowships: research mobility following completion of a PhD.
- Visiting researcher appointments: short- or medium-term research visits.
- Laboratory or infrastructure access mobility: travel to use specialised research facilities.

3. Academic Staff Mobility

- Teaching mobility: delivery of lectures, seminars, or intensive courses at partner institutions.
- Research mobility: collaboration on joint research projects, publications, or grant development.
- Sabbatical mobility: extended stays for research or academic development.
- Visiting professorships: temporary academic appointments abroad.
- Curriculum development mobility: collaboration on joint programmes or course design.
- Examination and evaluation mobility: participation in thesis committees, accreditation panels, or peer review.

4. Administrative and Technical Staff Mobility

- Training mobility: participation in workshops, seminars, or structured training programmes.
- Job-shadowing: observation of counterparts in partner institutions.
- Staff weeks: thematic training events hosted by universities.
- Professional exchanges: mobility for knowledge transfer and capacity building.
- Management and leadership mobility: strategic visits by institutional leaders or senior administrators.

5. Institutional and Strategic Mobility

- Partnership development visits: missions to establish or strengthen inter-institutional cooperation.

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- Project-based mobility: travel linked to EU-funded or international collaborative projects.
- Mobility for governance participation: attendance at alliance boards, committees, or working groups.
- Outreach and recruitment mobility: participation in international fairs, missions, or promotional events.

6. Specialised and Emerging Forms

- Entrepreneurial mobility: participation in start-up incubators, innovation hubs, or industry collaboration abroad.
- Civic engagement mobility: volunteering or community-based projects in international contexts.
- Mobility linked to micro-credentials or lifelong learning: short, targeted learning experiences.
- Intersectoral mobility: exchanges between academia and industry or public sector organisations.
- Mobility for cultural and artistic activities: exchanges in performing arts, design, or creative disciplines.

Blended Mobility

"Blended mobility" in European universities is a relatively recent but strategically important evolution of academic mobility, strongly embedded in EU higher education policy – especially within the Erasmus+ 2021–2027 programme. To understand it properly, it helps to situate it within the broader framework of internationalisation, digitalisation, and inclusivity in the European Higher Education Area (EHEA).

Blended mobility refers to the structured combination of **physical mobility** (study/training abroad) **with a virtual component** (online learning or collaboration). This hybrid model integrates three previously distinct paradigms:

- Physical mobility → traditional Erasmus exchange (student travels abroad)
- Virtual mobility → online participation in foreign courses without travel
- Blended learning → pedagogical mix of online and in-person instruction

Blended mobility fuses these into a single, coordinated learning experience rather than treating them as separate modes. Blended mobility helps to increase participation rates, enhance flexibility and improve learning outcomes through digital integration. Blended mobility represents a hybrid, policy-driven model of international education in European universities, designed to combine the depth of physical immersion with the reach of digital collaboration, make mobility more inclusive, flexible, and scalable and to reshape how international academic experiences are delivered in the European Higher Education Area. Where physical mobility provides embodied intercultural experience, the virtual component ensures continuity and reflection.

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EU GREEN considers blended mobility as a complement to traditional physical exchanges as well as a preparatory step toward long-term mobility. EU GREEN considers blended mobility not as a temporary solution (e.g., post-COVID adaptation), but a structural transformation of mobility in Europe, since it:

- reflects the convergence of internationalisation and digitalisation,
- supports the EU's ambition for mass mobility rather than elite mobility,
- enables more sustainable and flexible mobility ecosystems

EU GREEN aims to use blended mobility to achieve several systemic goals, such as:

- Enhancing inclusivity and widen participation, by:
  - addressing barriers such as financial constraints, disabilities, family responsibilities;
  - enabling participation by students who might not undertake long-term mobility.
- Guaranteeing flexibility
  - Enhancing compatibility with different academic calendars
  - Resulting as more adaptable to various disciplines and cycles
- Covering the principles of internationalisation at home, since students who do not travel can still:
  - collaborate with international peers
  - engage in intercultural learning environments
- Facilitating digital transformation, through
  - Acceleration in the adoption of digital tools in teaching
  - Building digital and transversal skills

In its pedagogical rationale, blended mobility aligns with contemporary educational paradigms:

- Constructivist and collaborative learning:
  - Students engage in co-creation of knowledge
  - Emphasis on team-based, international problem solving
- Digital pedagogy. The use of ICT tools for:
  - synchronous collaboration (e.g., video conferencing)
  - asynchronous work (platforms, shared documents)



Blended mobility is a powerful tool to significantly increase the internationalization at home at all levels, namely:

- To offer all students global perspectives within their programme of study, whether or not they spend time abroad;
- To move beyond electives or specialized programmes;
- To involve developing international and intercultural perspectives through internationalized learning outcomes in the formal curriculum;

- To make purposeful use of cultural diversity in the classroom for inclusive learning, teaching and assessment practice;
- To create opportunities for student engagement with 'cultural others' in local society;
- To involve all staff, not only academics and international officers;

EU GREEN considers blended mobility as a primary tool to ensure a wider participation of students, teaching and non-teaching staff to European and international exchanges as well as to actively support inclusion and diversity in higher education. Although primarily inspired by the Erasmus+ Programme opportunities of blended learning, EU GREEN aims to offer a number of further blended mobility options, providing students with the possibility to expand their knowledge in various study fields as well as to take advantage from initiatives organized at international level. Both in the framework of the Erasmus+ Programme and on other own programmes, blended mobility is a combination of a short 5-30-day or long-term physical mobility and a series of intensive online preparatory and/or follow-up virtual activities. Based on the curricula available within the EU GREEN alliance, blended mobility opportunities may have different approaches and objectives. The content of each blended mobility programme is designed in accordance with the organizing EU GREEN universities, and it is regularly approved by the relevant Programme Committee.

Blended mobility opportunities may result in:

- **Blended Intensive Programmes (BIPs)**, which are short, collaborative programmes organized by multiple universities, combining online teamwork and short physical mobility period. BIPs envisage the presence of multinational student groups engaged in challenge-based or project-based learning, often with an interdisciplinary focus. When addressed to students, these kinds of programmes must award academic credit, recognized by the participant's EU GREEN home University. BIPs may also be an integrant part of single/joint/multiple degree courses (1st, 2nd and 3rd cycle) and result as mandatory that is to be funded by the starting university through its Erasmus+ (or complementary) funds. In such a case, participants who cannot participate in the BIP for valid reasons are offered an alternative programme with similar learning goals. EU GREEN aims to develop a solid alliance-based BIP offer through the implementation of a network-based annual call for applications, where applicants submit their BIP project proposal and, after the approval of an officially appointed EU GREEN Selection Committee, formed by representatives of Education, Research and Internationalization, will be empowered to draw the programme and promote the BIP in the annual EU GREEN BIP academic offer, open to the alliance students and staff.
- **Summer/Winter Schools**. Summer and Winter Schools are intensive study programmes that are developed by two or more EU GREEN partner universities. EU GREEN Summer/Winter Schools can be attended both in the framework of the Erasmus+ Programme, of other own programmes or on a

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simple individual participation basis. The admission and attendance rules of each blended Summer/Winter School is defined and approved by the relevant Educational Committee.

- **Blended study mobility**, consisting in a semester abroad combined with online coursework. Under this framework, the virtual phase may prepare students linguistically/culturally and support coursework continuity (i.e.: physical attendance of one semester at a partner institution and virtual attendance of a further period at the same or another institution)
- **Blended traineeships**. This experience mixes an internship abroad plus remote collaboration with the host organization. EU GREEN considers this experience as increasingly relevant in digital and hybrid work environments.

Virtual mobility and virtual exchange

"Virtual mobility" in European universities is a well-established concept within the broader internationalisation strategy of the European Higher Education Area (EHEA), and it predates – while also underpinning – more recent models like blended mobility. It refers to the use of digital technologies to enable cross-border learning experiences without requiring physical travel. At its most precise, virtual mobility is a form of international academic mobility in which students, teachers, or staff participate in educational activities offered by a foreign institution entirely through ICT (information and communication technologies), without being physically present abroad. This distinguishes it from physical mobility, which requires relocation, and blended mobility, which combines physical and virtual components. Virtual mobility is therefore fully dematerialised mobility, but still structured, credit-bearing, and institutionally recognised.

With a view on internationalization at home practices, Collaborative Online International Learning (COIL), Massive Online Open Courses (MOOCs) and online intercultural dialogue are just a few examples of virtual mobility and virtual exchange that can be used as part of internationalization at home.

Within the framework of virtual mobility, Massive Open Online Courses (MOOCs) are identified as a strategic component of the EU GREEN educational offer. The Alliance commits to maintaining high-quality MOOC provision through reinforced coordination among partner institutions, ensuring coherence in pedagogical design, learning outcomes, and alignment with ECTS standards.

MOOC development follows a collaborative and phased approach, allowing sufficient time for content co-creation, quality assurance, and technical implementation. By prioritizing quality and sustainability over rapid deployment, EU GREEN ensures that MOOCs contribute effectively to the objectives of internationalization, inclusion, and digital transformation.

Virtual mobility is also a great opportunity to create shared campuses, offer joint online courses and enable cross-enrolment. Within the EU GREEN Alliance, virtual mobility may develop through:

- Virtual courses and modules



- students enroll in online courses offered by partner universities, either in synchronous (live lectures) or asynchronous (recorded + self-paced)

- Virtual exchange programmes, represented by collaborative learning environments (also identified as Collaborative Online International Learning – COIL) where students:
  - work in international teams
  - engage in discussions, projects, case studies
- Virtual joint programmes, consisting in entire degree components delivered collaboratively online, involving joint supervision, shared curricula across institutions
- Virtual internships/traineeships, consisting in remote placements with international organisations, increasingly common in IT, business, research contexts
- Developing an EU GREEN "virtual campus", a shared digital ecosystem where students can:
  - browse courses across partner universities
  - enroll seamlessly
  - interact in transnational classrooms

Where Virtual Mobility sees students attend classes for a short period at another institution outside their own country, without physically leaving their home, Virtual Exchange has students engaged in collaborative online work with students from other universities as part of their studies at their local institution. As clearly explained by Prof. Robert O'Dowd, in his DAAD "Introducing Virtual Student Exchange in international university education" (July 2022):

Virtual Mobility - Students attend classes for a short period at another institution outside their own country, without physically leaving their home.	Virtual Exchange – Students engage in collaborative online work with students from other universities as part of their studies at their local institution.
Students register to complete a number of credits with the foreign university.	Students continue in their home university and follow their usual courses.
Students follow classes at the foreign university via online platforms	As part of their work for their course at their home institution, students interact online with other students at a foreign university.
Students focus primarily on course content provided by lecturers in the foreign university.	Students focus primarily on interaction and collaboration with students in the foreign university
Students may or may not receive credit / grades from the foreign university for their work / exams. In some cases, these grades are sent to the home university.	Students receive a part of their grade in their course at the home institution for their participation and work in their online project.

Working online with students and lecturers in another country will make it easier for EU GREEN students to work on their intercultural competences, international orientation and personal development. Virtual and blended collaborations, shared teaching materials or even low-threshold activities such as virtual guest lectures expand perspectives in classroom discussions and sensitize students to other forms of knowledge production as well as modes of conducting scientific research. Students gain access to knowledge and

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material not available on their home campus or, in more collaborative formats, enhance their communicative and social skills.

"Virtual mobility stands for a set of ICT supported activities, organized at institutional level, that realize or facilitate international collaborative experiences in a context of teaching and/or learning" (Erasmus+ Programme Guide). EU GREEN agrees to consider virtual mobility as an opportunity to increase inclusiveness and non-discrimination in the mobility experience. Although recognizing physical and blended mobility as leading drivers for the academic experience, EU GREEN considers virtual mobility as a significant innovation in higher education. EU GREEN considers virtual mobility as an opportunity to:

- Offer high-quality courses with a broader content;
- Offer highly specialized knowledge in different topics to a wider number of learners;
- Increase the number of international courses with extended and highly specialized expertise;
- Broaden the international learning experience of participants;
- Introduce more flexible programs;
- Facilitate multi-campus education;
- Improve international communication digital skills;
- Facilitate a large-scale and flexible transnational delivery of degree programs and continuous education programs;
- Constitute a solid and efficient, nonetheless compulsory, integration to physical mobility through the development of blended initiatives.

Considering the diverse offer of virtual mobility examples offered by the EU GREEN partner universities, addressing ongoing and future projects developed for various academic communities throughout our Alliance, the relevant quality standards of the different activities are set through the evaluation of the following six specific categories:

1. General description of the learning activity
2. Topics/disciplines involved
3. Target group(s)
4. Pedagogical approach
5. Tools
6. Language

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English is the EU GREEN working language, but it is possible to deliver some of the activities in the organizing university's language to promote plurilingualism and pluriculturalism. In relation to this aspect, each opportunity will contain clear indications about the prerequisites regarding the course language, according to the Common European Framework of Reference for Languages.

One way for creating flexible pathways for our students within the EU GREEN Alliance is by offering micro-programmes, creating more opportunities for exchange and social participation, and placing the focus on virtual (digitally enhanced) and blended mobility. Furthermore, addressing the main EU GREEN theme of sustainability, the micro-programmes are differentiated according to format, duration, ECTS credit points, and teaching scenario. Upon completion, students accomplishing all specific requirements will be able to recognize their learning experience through the EU GREEN Transcript, along with a Certificate of Attendance. For supporting the development of an inter-university EU GREEN campus and offering students access to more than single-university learning contexts, whenever possible, at least three EU GREEN partner universities should cooperate for designing and delivering a virtual mobility activity, with the active collaboration of the EU GREEN relevant Work Packages (WP Education, WP Research, WP Internationalization).

Nonetheless, EU GREEN considers Virtual and Physical Mobility as complementary; Virtual Mobility allows students who would not be able to participate in exchange mobilities, for various reasons (as students with different forms of disabilities, students with children, fully employed students, or other such categories) to be part of an international academic community, now even more connected with their peers through digitally mediated learning opportunities. Therefore, Virtual Mobility programmes open the educational and participation perspectives to all participants, offering an inclusive mobility context easier to access and with significantly lower (or inexistent, in many cases) mobility costs.

Moreover, EU GREEN supports the development and delivery of specific EU GREEN learning programmes, in collaboration between the partner universities, based on virtual/blended mobilities and diverse learning opportunities, recognized through ECTS credit points and European certifications (EU GREEN Mobility Label and Transcript), fostering stackable learning components and offers, creating the ideal context for personalized and individualized learning programmes and pathways, linked with ongoing approaches and perspectives existent at European level. In this regard, the proposed educational/training offers contribute to some of the objectives and visions attached to the European Universities Initiative and to the continuous development of the European Higher Education Area.

The European Students' Union (ESU) highlighted the same idea of creating ideal contexts for personalized and individualized learning programmes and pathways, stating that: "One of the key cooperation principles of alliances indicates that students can design their own flexible curricula, leading to a European Degree. ESU seeks here a lack of common understanding to what a European Degree is".

This statement, representing not just a firm position on the existing needs for future educational developments at the level of European academic communities, but especially the students' voice and vision for what the future European academic education should become, confirms the expectations directed towards a new understanding on the relationship between the European Degree/Diploma and the flexible

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and personalized European curriculum. And, in this dynamic modernization process, the European Universities play a huge role, representing the main piloting and testing space. In this regard, the proposed scheme offers a diverse and modern curricular framework for transforming the concept of European Degrees and European curriculum into a concrete practice of the European University Alliances, showing both already existing educational opportunities developed inside the EU GREEN Alliance, and, in line with European approaches and strategies, innovative educational components for what European Universities will offer in the near future.

From the analysis conducted until now, there is no general accepted classification to include all forms of virtual mobility. This fact also results both from the novelty and youth of the concept, and from its continuous development expanding together with the development of new ICT tools. The EU GREEN Alliance identifies a few examples of virtual mobility classification. Virtual mobility can be **formal** (organized through an institutional agreement), **semi formal** (with recognition of credits – for instance, earning ECTS in accredited MOOCs) and **informal** (there is no agreement between the university or recognition of credits).

Annexes to this document provide detailed information about the EU GREEN Virtual Learning Environment, the distance learning opportunities, the communication methodology and the EU GREEN Virtual Communities.

The EU GREEN Learners Mobility Matrix below illustrates the opportunities available within the Alliance to foster learners' exchange and mobility activities.



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The EU GREEN Learners' Mobility Matrix

	Physical Mobility	Virtual Mobility and Exchange	Blended Mobility
Definition	Physical mobility as individual (Erasmus) exchange. Window mobility (majors, minors, specialization packages) in networked programmes. Individual study programmes (ISPs) with mobility paths in joint Programmes. Always within a bilateral or multilateral agreement.	Exchange by mobility online, following similar rules as physical (Erasmus) exchange. Window mobility (majors, minors, specialization packages) in networked programmes Individual study programmes (ISPs) with mobility paths in joint programmes or courses. Always within a bilateral, multilateral agreement.	Mix of physical and virtual mobility. Window mobility (majors, minors, specialization packages) in networked programmes. Individual study programmes (ISPs) with mobility paths in joint programmes or courses. Always within a bilateral, multilateral agreement.
Main objectives	Usually a mid/long term international academic experience (at least 15 ECTS). Immersion. Personal development. Language learning. Intercultural competences.	A short- or long-term international learning academic experience through online courses or other learning activities. Intercultural competences. International digital communication skills.	A short-term international learning academic experience through online and in-presence courses or other learning activities. Immersion. Intercultural competences. International digital communication skills and intercultural competences.
Unit of mobility	Curriculum-based, at least 10 ECTS, except for specific activities as intensive programmes, summer schools, internships, etc. As set of courses as agreed by both universities and the student. A course package in the case of window mobility in networked programmes. Embedded mobility paths in the case of joint programmes in the successive stages of the individual study plans of students.	Individual exchange on the basis of a course, a learning activity or a curriculum found in a course catalogue on the internet (e.g. on catalogues of universities, MOOC platforms, etc.) A course package in the case of window mobility (a minor, a specialization, ...) according to a network agreement Embedded mobility in joint programmes in the successive stages of the individual study plans of students	Individual or curriculum-based exchange on the basis of a course, a learning activity or a curriculum found available in a course catalogue A course package in the case of window mobility (a minor, a specialization, ...) according to a network agreement Embedded mobility in joint programmes in the successive stages of the individual study plans of students
Supporting mobility with face to face or online activities	Online learning activities can support physical exchange. In the course of a study career, both physical and virtual mobility can take place	Virtual exchange can be supported by physical introduction days/week, wrap-up days/week at the end of the programme/course, depending on the design of the course or the programme, e.g. in the case of on online master, a virtual seminar/lab, a networked or joint programme	Virtual exchange completed by physical mobility, to facilitate a deeper approach to the topic and to allow a real international experience.
Short term mobility	Short term mobility only possible through intensive programmes, summer and winter schools, etc.	Short term mobility on the course level is perfectly possible: e.g. an online course, a virtual seminar, a virtual lab, learning games, a MOOC, a project, a think tank, a virtual internship....	Short term mobility on the course level is recommended.
Networked programmes and networked mobility	In networked curricula: students within the network can choose alternative windows for complementary or specialized course packages (minors, research and thesis work,...)	In networked curricula: students within the network can choose alternative blended/online windows with complementary or specialized course packages	In networked curricula: students within the network can choose blended windows with complementary or specialized course packages (minors, research and thesis

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	Physical Mobility	Virtual Mobility and Exchange	Blended Mobility
		(minors, research and thesis work,...)	work,...), besides attending E+ blended intensive programmes and other short programmes.
Joint programmes and integrated /embedded mobility	In joint programmes: an intensive international experience with integration of staff and students in successive stages of the curriculum and related mobility paths within the consortium, according to the ISP of the student.	In joint programmes: an intensive international experience with integration of staff and students in successive stages of the curriculum and related mobility paths within the consortium, according to the ISP of the student.	In joint programmes: an intensive international experience with integration of staff and students in successive stages of the curriculum and related mobility paths within the consortium, according to the ISP of the student.
Main challenges	Cost to the student, especially when no (Erasmus+) grants are available – mainly travel and subsistence. Delivering a truly intercultural experience for students in a host university Cost to the institution	The limited number of online and even blended courses available in universities. Methodologies for examinations to be considered. Scalability of learning communities and of e-assessment methods. Cost to the institution.	Scalability of learning communities and of assessment methods. Full recognition of the programmes attended. Cost to the institution.
Main benefits for participants	A student can benefit from a long international learning experience. A student can follow alternative courses or learning activities by individual exchange mobility with other universities. A student can follow a mobility window at another university. A student can benefit of the strength of a joint programme with integrated/embedded mobility. The rights of the student are guaranteed by the standard Erasmus exchange scheme (learning agreement) . No barriers of place and cost when a scholarship or grant is available (e.g. Erasmus+).	A student can benefit from a flexible offer of a short or a long international learning experience online. Large scale and flexible delivery of programmes and courses. A student can have an alternative course or a learning activity by online mobility with other universities. A student can follow a mobility window / course package online at another university. A student can benefit of the strength of a joint programme with integrated mobility which is (partially) online. The rights of the student are guaranteed as in the standard Erasmus exchange scheme (learning agreement). No barriers of place and cost.	A student can benefit from a flexible offer of a short international learning experience in blended mode. Broader scale and flexible delivery of programmes and courses. Possibility to access short courses focused on very specific topics. A student can benefit of the strength of a joint programme with integrated mobility which is (partially) online. The rights of the student are guaranteed as in the standard physical mobility scheme (learning agreement). No barriers of place and cost when a scholarship or grant is available (e.g. Erasmus +).
Main benefits for institutions	Universities offer additional opportunities for an international academic experience by an immersion in another university and culture/language Universities enrich their programmes, notably in the case of networked and joint curricula. Recruitment of international students for subsequent programmes is facilitated Universities increase internationalization credits for funding (in some countries) .	Universities offer additional opportunities for an international academic and intercultural experience by online exchange and joint learning activities. Universities enrich their programmes, notably in the case of online components in networked and joint curricula, reducing costs to students. Multi-campus solutions are very well possible.	Universities offer additional opportunities for an international academic and intercultural experience by blended exchange and joint learning activities. Universities enrich their programmes, notably in the case of blended components in networked and joint curricula, reducing costs to students. Multi-campus solutions are very well possible.

	Physical Mobility	Virtual Mobility and Exchange	Blended Mobility
	On the average, up to 20% of the students can benefit from physical mobility.	Universities can easily organize online international activities, e.g. international classrooms, learning communities, projects, seminars, think tanks, etc. Recruitment for subsequent programmes as well as for eventual regular Erasmus exchange is facilitated. Up to 100% of the students can benefit of (open) virtual mobility.	Universities can easily organize blended international activities, e.g. international classrooms, blended intensive programmes, projects, seminars, think tanks, etc. Up to 25% of the students can benefit of blended mobility.



EU GREEN General Mobility matrix

Category	Activity	Eligible Participants (main potential beneficiaries in bold)	Possible Duration	Possible Mode	Form of participation
Learning and development	Credit mobility/Semester exchange	**Students**	Long (3-6 mths) Very long (>6 months)	Physical Blended Virtual	Individual
	Single course mobility	**Students**	Short (1-2 weeks) Mid length (1-3 months) Long (3-6 mths)	Physical Blended Virtual	Individual Group (>2)
	Workshop (participant)	**Students** **Academics** **Administration staff** **Researchers**	Very short (< 1 week) Short (1-2 weeks)	Physical Blended Virtual	Individual Pair Group (>2)
	Seminar (participant)	**Students** **Academics** **Administration staff**	Very short (< 1 week) Short (1-2 weeks)	Physical Blended Virtual	Individual Pair Group (>2)
	Traineeship/Internship/Placement	**Students**	Very short (< 1 week) Short (1-2 weeks) Mid length (1-3 months)	Physical Blended Virtual	Individual Pair Group (>2)
	Living lab	**Students**	Very short (< 1 week) Short (1-2 weeks)	Physical Blended	Individual Group (>2)
	Mentoring	**Students**	Very short (< 1 week) Short (1-2 weeks) Mid length (1-3 months)	Physical Blended Virtual	Individual Pair Group (>2)
	Skills training	**Students** **Academics** **Administration staff** **Researchers**	Very short (< 1 week) Short (1-2 weeks)	Physical Blended Virtual	Individual Pair Group (>2)
	Staff week (participant)	**Academics** **Administration staff** **Researchers**	Very short (< 1 week) Short (1-2 weeks)	Physical Blended Virtual	Group (>2)
	Employee training	**Administration staff** **Researchers**	Very short (< 1 week) Short (1-2 weeks)	Physical Blended Virtual	Individual Pair Group (>2)
	Job-shadowing	**Administration staff** **Researchers**	Very short (< 1 week) Short (1-2 weeks)	Physical Blended	Individual Pair Group (>2)
	Summer/Winter School (participant)	**Students** **Academics** **Administration staff** **Researchers**	Very short (< 1 week) Short (1-2 weeks)	Physical Blended Virtual	Individual Pair Group (>2)
	Conference (participant)	**Students** **Academics** **Administration staff**	Very short (< 1 week)	Physical Blended Virtual	Group (>2)

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Category	Activity	Eligible Participants (main potential beneficiaries in bold)	Possible Duration	Possible Mode	Form of participation
		Researchers			
	Field trip/Excursion (participant)	Students Academics Researchers	Very short (< 1 week) Short (1-2 weeks)	Physical	Individual Pair Group (>2)
	Fieldwork (participant)	Students Academics Researchers	Very short (< 1 week) Short (1-2 weeks)	Physical	Individual Pair Group (>2)
	Faculty learning communities/academic retreats	Academics Researchers	Very short (< 1 week) Short (1-2 weeks)	Physical	Individual Pair Group (>2)
Research	Collaborative research project	Academics Researchers	Very short (< 1 week) Short (1-2 weeks) Mid length (1-3 months) Long (3-6 months) Very long (>6 months)	Physical Blended Virtual	Individual Pair Group (>2)
	Field research	Academics Researchers	Very short (< 1 week) Short (1-2 weeks) Mid length (1-3 months)	Physical Blended Virtual	Individual Pair Group (>2)
	Writing retreat	Academics Researchers	Very short (< 1 week) Short (1-2 weeks) Mid length (1-3 months)	Physical	Individual Pair Group (>2)
Professional administrative and support activities	Regular management activities	Students Academics Administration staff Researchers	Very short (< 1 week)	Physical Blended Virtual	Individual Pair Group (>2)
	Project management activities	Students Academics Administration staff Researchers	Very short (< 1 week)	Physical Blended Virtual	Individual Pair Group (>2)

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3. Mobility and sustainability

EU GREEN is a solid university alliance focusing its educational, research, and third mission activities on sustainability and SDGs. With direct reference to SDGs 11 and 13 (Sustainable Cities and Communities & Climate Action), as well as to the Erasmus+ guidelines, EU GREEN strongly encourages, supports and finances sustainable travels and connections. For this reason, the Green Travel is highly encouraged, and it plays a consistent role in the award of the EU GREEN Mobility Label. Reducing the carbon footprint is a priority and the use of sustainable means of transport (Green Travel) a duty. The Green Travel is defined as the travel that uses low emission means of transport for the main part of the travel, such as bus, train or car-pooling.
In line with the ERASMUS+ horizontal priorities, EU GREEN aims to raise awareness about global warming and how to develop skills in sustainability-relevant sectors. Coherently with the European Green Deal, EU GREEN commits to contribute to make Europe climate neutral by 2050. EU GREEN supports and encourages its full and associate members to actively participate in this transition to a circular and green economy by:

- Increasing the opportunities for mobility in sustainable sectors – in particular, dedicated to rural development;
- Promoting green travel (use of train, bus, ship, carpooling, etc.);
- Prioritizing projects aimed at changing consumption habits and lifestyles;
- Supporting organizations that raise awareness about environmental footprint reduction or compensation;
- Opting for reusable or eco-friendly materials, reducing waste and recycling to save resources;
- Integrating sustainability approaches across natural and human sciences.

4. The mobility categories

To categorize mobilities is complex due to its different natures, but at the alliance level, we foresee it as:

4.1 Student Mobility

Student mobility EU GREEN supports and fosters student mobility for the following purposes:

- Participate in a short-term, semester or year-abroad programs;
- Take a full degree at an EU GREEN partner institution;
- Enroll in collaborative degree programs such as double or joint degrees;
- Undertake distance learning and new forms of virtual and blended mobility.

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The purposes above can be achieved through the following types of mobility:

Long-term mobility (for study, internship, and research purposes):

- Duration: from 2 to 12 months.
- EQF level: Bachelor, Master and PhD students.
- Full recognition, where applicable.

Short-term mobility for the attendance in Blended Intensive Programmes:

- Duration: from 5 to 30 days, carried out in the framework of a Blended Intensive Programme.
- EQF level: Bachelor, Master and PhD students
- Full recognition.

Short-term mobility:

- Duration: from 2 to 60 days
    - Short-term mobility is supported to enhance students' participation in intensive and crash courses, conferences, seminars, research activities, summer/winter schools or any other alliance initiative marked with the EU GREEN Mobility Label.
- EQF level: Bachelor, Master and PhD students
- Recognition: short-term mobility is recognized either in credit form or as micro-credential, according to the specific initiative to which the mobility is connected.

The mobility categories are identified as follows:

⇒ Individual degree mobility
- Student mobility performed to award a degree at a foreign institution;
- EQF level: Bachelor, Master and PhD students.

⇒ Degree mobility integrated in a joint programme
- Mobility aimed at the attendance of an EU GREEN integrated study programme (joint, double, multiple, dual degree) leading to the award of a joint, double, multiple qualification.
- Students spend a temporary period abroad as integral part of a study programme

⇒ Individual exchange – Bilateral/multilateral agreement
- Mobility between two (or more) universities, Erasmus+ in Europe within or outside the EU GREEN alliance, lasting from 2 to 10 months, aimed at gaining credits at a partner institution with full recognition at the home university.

⇒ Internship – Bilateral/multilateral agreement
- Mobility for internship purposes, lasting typically from 2 to 10 months, to perform internship or traineeship experiences. The internship/traineeship can be either curricular or extra-curricular.

⇒ Individual summer/winter school

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- Individual mobility, lasting from 1 to 6 weeks, aimed at the attendance of winter/summer schools. Recognition at the home university is not compulsory (extracurricular experience) and the attendance of such programmes may require the payment of tuition.

⇒ International exchange mobility

- Mobility aimed at the attendance of courses and award of credits at an international institution partner of the EU GREEN Alliance marked with the EU GREEN Mobility Label. Mobility can last from 2 to 10 months. The credits awarded are fully recognized by the student's home university.

⇒ Group projects abroad

- Group from one university or from different levels in the same city (for vocational, professional, or academic purposes). This kind of mobility is the result of a dedicated project, marked with the EU GREEN Mobility Label, and may last from 1 to 3 weeks

⇒ International collaborative projects

- One problem, two EU GREEN university student groups. This category of mobility is typically addressed to group of students and teachers and is typically interdisciplinary.

⇒ EU GREEN contests

- EU GREEN student teams identified to compete in national, European or International competitions.

In the EU GREEN alliance, students may undertake multiple mobilities, not just in **traditional** (semester exchange and traineeship), but also in **non-traditional** forms (nontraditional mobilities refer to all mobility types – regardless of purpose, length, modality, etc. –, that do not fall under the traditional categories of the Erasmus+ programme). EU GREEN entails to promote a wide range of mobility activities that reflect on the diverse learning needs of the students, thus offering all EU GREEN students a personalized and unique learning path.

Working towards a sustainable and innovative EU GREEN Mobility Scheme, EU GREEN integrates and fully supports virtual exchange programmes, physical mobility opportunities and as a combination of those, blended mobility into its educational programmes. As part of its innovative EU GREEN Mobility Scheme, students also have the possibility to experience mid- and short-term physical mobilities that are provided to students individually, in pairs or even in groups not just with their peers, but also with EU GREEN faculty.

4.2 Staff mobility

Staff mobility is a key factor in internationalization and in internationalization at home. Therefore, according to the Erasmus Impact Study (2014), it should be a top priority. In agreement with this view, EU GREEN identifies teaching staff mobility as a relevant action to increase collaboration, education, and research opportunities within the Alliance.

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Staff in higher education institutions (HEIs) are conventionally divided into four categories:

- ⇒ teacher-researchers, that is, lecturers or professors who divide their time between teaching and research;
- ⇒ teachers, whose responsibilities are purely pedagogical;
- ⇒ researchers, whose role is to design and carry out research programmes and who have little or no teaching responsibility, and;
- ⇒ administrative staff, detailed and explained in the following section.

4.2.1. Teaching staff mobility

The objectives the teaching staff mobility are identified as follows:

- ⇒ To encourage higher education institutions to broaden and enrich the range and content of courses they offer;
- ⇒ To allow students who do not have the possibility to participate in a mobility scheme, to benefit from the knowledge and expertise of academic staff from higher education institutions and from invited staff of enterprises in other European Countries;
- ⇒ To promote exchange of expertise and experience on pedagogical and scientific methods;
- ⇒ To create links between higher education institutions and with enterprises, local societies, GOs and NGOs;
- ⇒ To motivate students and staff to become mobile and to assist them in preparing a mobility period;
- ⇒ To start collaborations for the setup of research groups;
- ⇒ To support any other EU GREEN joint initiative.

A period abroad can combine teaching and training activities and the results of such an experience can only outline the essential intentions of a programme aiming for modernization and internationalization. The teaching staff carrying out mobility activities should expect the following desirable outcomes:

- ⇒ improved competences, linked to professional profiles;
- ⇒ broader understanding of practices, policies and systems in education, training or youth across countries;
- ⇒ increased capacity to trigger changes in terms of modernization and international opening within their educational organizations;
- ⇒ greater understanding of interconnections between formal and non-formal education, vocational training and the labor market respectively;
- ⇒ better quality of their work and activities in favor of students, trainees, apprentices, pupils, adult learners, young people and volunteers;
- ⇒ greater understanding and responsiveness to social, linguistic and cultural diversity;
- ⇒ increased ability to address the needs of the disadvantaged;
- ⇒ increased support for and promotion of mobility activities for learners;

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⇒ increased opportunities for professional and career development;

⇒ improved foreign language competences;

⇒ increased motivation and satisfaction in their daily work

Teaching staff mobility programmes are identified to offer a clear opportunity to spend a teaching/research training period of up to 6 weeks at a higher education institution in another participating institution with certain objectives that can contribute to the permanent development of educational and research systems all over the continent. Within the EU GREEN alliance, the teaching staff mobility intends to:

⇒ directly support the partner institutions to broaden and enrich the range and content of courses they offer;

⇒ allow students who do not have the possibility to participate in a mobility scheme to benefit from the knowledge and expertise of teaching staff from higher education institutions and from invited staff of enterprises in other European countries;

⇒ promote exchange of expertise and experience on pedagogical/research/scientific methods;

⇒ create links between higher education institutions and with enterprises (aka. EU GREEN Associate partners);

⇒ motivate students and staff to become mobile and to assist them in preparing a mobility period, thus contributing to the achievement of the mobility objectives set in the project description.

The ERASMUS+ Programme is identified as the main tool to perform teaching staff mobility in physical and blended modes. Virtual mobility of teaching staff is also supported as a strategical aspect of the "Internationalization at home", although under different collaboration frameworks and schemes.



Teaching staff mobility may be performed by the following categories:

⇒ Professors, researchers and lecturers employed by the university;

⇒ Doctoral and post-doc students who are active in teaching

⇒ Staff from foreign/external companies and organizations

The mobility projects for higher education staff provide two kinds of experiences, both of them intending to increase the level of integration of educational skills and methods for all the sides involved:

⇒ training periods: this activity supports the professional development of higher education institution (HEI) teaching and non-teaching staff, as well as the development of involved institutions. It may take the form of training events abroad (excluding conferences) and Job-shadowing/observation periods/training at a partner HEI, or at another relevant organization abroad.

⇒ teaching periods: this activity allows HEI teaching staff to teach at a partner HEI abroad. Staff mobility for teaching can be related to any subject area/academic discipline.

4.2.2. Non-academic staff mobility

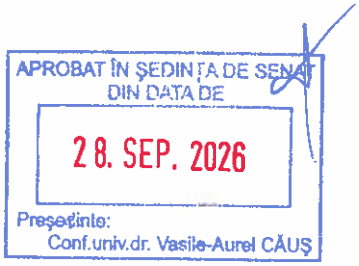
EU GREEN widely agrees on the relevant role played by non-academic players in the development and the growth of the alliance.

In line with the objectives of the ERASMUS+ Programme, EU GREEN promotes the mobility of administrative and other non-teaching staff at higher education institutions, enabling them to visit a partner higher education institution or company for the purpose of receiving training. Each EU GREEN partner welcomes non-academic and administrative staff from the other partner universities. Non-academic and administrative staff mobility undertakes mobility periods to perform the following activities:

- **Attendance of staff weeks**, organized by one or more partner universities with the aim to share best practices or discuss about usually open to a defined number of participants and usually focusing on specific topics and themes.
- **Training**. The purpose of the training is to allow participants to learn from a partner institution through a transfer of knowledge or exchange of experiences and good practices, and thereby to acquire practical skills relevant for their current job and their professional development. The activities can be very varied and include seminars, workshops, practical training or courses.
- **Job-shadowing**. This activity can be also defined as an individual training, as usually lasts from 2 to 5 days. During this period, the hosting university and the mobility staff unit discuss specific topics and/or compare working techniques. Particular attention is given to the strategic development of job-shadowing activities as a key instrument for professional development and institutional integration. Beyond international offices, EU GREEN promotes the participation of a broader range of administrative and technical staff, embedding job-shadowing within institutional human resources strategies and lifelong learning frameworks. Targeted communication campaigns, internal dissemination actions, and alignment with staff training plans are encouraged to increase awareness and participation. By strengthening the institutional integration of job-shadowing, EU GREEN aims to enhance knowledge exchange, capacity building, and cross-institutional collaboration within the Alliance.

In accordance with the rules and regulations running at the home university of the mobility staff, training and Job-shadowing activities may obtain recognition under different forms (CFP, microcredentials, lifelong learning, professional training credits, etc.).

EU GREEN, as a strategic objective, supports the organization of joint initiatives aimed at the progressive development, at alliance level, of common management tools and methodologies for the planned development of an EU GREEN Campus.



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5. Recognition

Providing for a common recognition frame in all partner universities represents one of the major challenges existing in most of the European alliances, especially considering that each partner university has different conditions and legal barriers related to the recognition of learning. Even with the existence of the EU GREEN Transcript and Mobility Label, as tools for assuring the recording and portability of learning, the recognition process differs for the partner universities and there is not yet a procedural framework that fully responds to all local requirements. Nevertheless, constant efforts are made to support this process and to offer students the possibility to fully recognize ECTS credit points received in EU GREEN learning activities at their home universities and add them to its regular curriculum. Given the existing differences, EU GREEN partners accept measures that can include recognition of activities as extracurricular activities, being already included in the EU GREEN Transcript, and can be included also in the Diploma Supplement.

Regardless of how learning can be recognized at the students' home university, partial (as extracurricular activities) or fully (included in their regular curriculum), it is important that the recognition process relies on the ECTS guidelines and the mutual trust among the EU GREEN partners on the award of ECTS by the host(s) of an EU GREEN course. Also, each student is invited to discuss their recognition possibilities at the home universities before they apply to any credit-bearing EU GREEN learning activity, to fully understand the process and the situation upon graduation.

One additional aspect that needs to be considered here is the range of ECTS credit points for recognizing a European Degree, either at Bachelor's or at Master's level. As evident, there is a general construction for such programmes, considering the Bologna guidelines and the different practices at the level of European higher education, and it offers the general framework for a 180 ECTS credit points Bachelor level degree and a 120 ECTS credit points Master level degree.

5.1 ECTS credit points

The EU GREEN Alliance agrees to identify ECTS as the main system to support mobility and exchanges. To offer a common understanding related to the use and recognition of ECTS (European Credit Transfer and Accumulation System) credit points in all EU GREEN credited educational activities, considering the regulations and guidelines offered by the ECTS User's Guide (European Commission, 2015), ECTS credit points express the volume of learning based on the defined learning outcomes and their associated workload. ECTS credit points are expressed in whole numbers and offer a common framework for supporting learning recognition across different academic communities, enhancing mobility and accessibility.

The ECTS credit points allocation represents the process of assigning a specific number of credit points to a qualification/degree programme or to a single educational component (courses, seminars, workshops, seasonal schools, practice stages, etc.). Credit points are allocated to entire qualifications or programmes according to national legislations or practice, where appropriate, and with reference to National and/or

European Qualifications Frameworks (NQF/EQF). They are allocated to educational components, such as course units, dissertations, work-based learning, and work placements, taking as a basis 60 credit points for an entire academic year, according to the estimated workload required to achieve the defined learning outcomes for each component.

The workload represents an estimation of the time the individual typically needs to complete all learning activities, such as lectures, seminars, projects, practical work, work placements, and individual study, required to achieve the defined learning outcomes in formal or non-formal learning environments. The correspondence of the full-time workload of an academic year to 60 credit points is often formalized by national legal provisions and is coherent with the Bologna Process definitions and guidelines.

In most cases, the workload ranges from 1.500 to 1.800 hours for an academic year, which means that one credit point corresponds to a range of 25 to 30 hours of work. This range needs to be divided into direct contact/guided learning activities, coordinated by an academic, and the individual learning/preparation time for the student (readings, studying, homework, etc.).

Even though there are differences in practice regarding how to divide the workload between direct contact activities (coordinated by the academic) and individual ones (conducted by the student), we noticed that the lowest agreed proportion is of at least 30% direct contact activities of the total workload. As an example, for a 5 ECTS credit points course, from the total amount of 125-150 hours that represents the assigned workload, at least 38-45 hours should represent direct contact learning activities coordinated by the academic (independent of the delivery format). Of course, since this represents a general framework, considering a typical ("at least") workload expression for the ECTS credit points allocation, it can differ in relation with the specific requirements and particularities of each learning activities (in the sense that some activities could consider an even higher percentage of direct contact activities and lower percentage of individual study times).

EU GREEN priorities academic freedom in designing and implementing educational activities still needs to be in place, even considering the direct link between according ECTS credit points and the student workload, and this is because the Alliance cannot assure, through a very rigid framework, all design variates that can suite the needs of all fields and areas of learning. In this sense, even though a range of ECTS credit points has been proposed for every of the categories considered, the actual design can place an activity anywhere in these ranges, still considering the importance of providing for the student workload and its relationship with the ECTS credit points. The ranges have been set both based on the discussions and debates inside the EU GREEN Alliance, but also on the academics' experience on designing such learning activities, from various fields of expertise.

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6. Plurilingualism and pluriculturalism

With different major languages spoken in the Alliance, EU GREEN supports linguistic diversity through different aspects, developing not only a portfolio of multilingual tools to support plurilingual communication, education, and research (e.g., oral and written automatic translation), but also providing students with innovative language-learning methodologies to support longer-term mobility, and the acquisition, maintenance, and improvement of linguistic skills.

Considering this aspect, learning can take place not only in English, as the official language of the Alliance, but also in the other major languages of the partner universities: French, Portuguese, Polish, Romanian, Spanish, Italian, Swedish, German, or any other language considered of interest for the students.

All learning activities can be conducted in any of the EU GREEN languages, not only as a one-language driven activity, but also as multilingual approaches, including second and even third languages in the activities' design and delivery. Even though there is an ongoing tendency to offer English learning opportunities, EU GREEN promotes and supports diverse approaches and invites academics to offer different multilingual learning contexts for the students, independent of the field or delivery mode.

Pluriculturalism is an approach to the self and others as complex rich beings which act and react from the perspective of multiple identifications. In this case, identity or identities are the by-products of experiences in different cultures. As an effect, multiple identifications create a unique personality instead of or more than a static identity. It is based on multiple-identity, wherein people have multiple identities who belong to multiple groups with different degrees of identification. The term pluricultural competence is a consequence of the idea of plurilingualism. EU GREEN guarantees and supports pluriculturalism through:

- its inclusion in a particular educational and occupational path, which implies a particularly important investment over time;
- a high degree of familiarity with otherness, which leads to the ability to make choices, to manage risk optionally and to employ diversified strategies within partly compatible social and cultural logics;
- a relationship with the educational establishment leading to autonomous conduct with respect to environmental orthodoxy.

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7. Funding

7.1 Mobility funding

Except for Virtual Mobility activities, and where applicable, EU GREEN identifies the ERASMUS+ Programme as leading instrument to guarantee financial support to mobility activities. The mobility cases not meeting eligibility conditions, or taking place out of the eligibility conditions set by the ERASMUS+ Programme can be supported by third-party or specific projects fundings made available to financially support specific mobilities

or exchanges. In general, all financial support comes from the starting university, except for specific fundings made available for inbound mobilities. Students and staff (academic and non-academic) involved in EU GREEN mobility activities may apply for a scholarship or a grant at the respective home university. The potential financial resources are identified as follows:

- ⇒ Erasmus+ scholarships;
- ⇒ Erasmus+ additional financial support for students with fewer opportunities;
- ⇒ Erasmus+ supplementary sustainable mobility grants (for Green Travel);
- ⇒ Supplementary support (on university or third-party funds) for those who are willing to go for further mobility options, thus not entitled for Erasmus+ grant;
- ⇒ EU GREEN funding, where applicable;
- ⇒ Local funding (by either home or hosting institution, where applicable);
- ⇒ Third-party funding.

In case none of the options above are applicable, the costs deriving from the various activities shall be identified jointly by the involved partners and shall be borne by the Faculties, Departments, Institutes and Centers directly involved, without prejudice to the possibility of raising funds from public or private institutions.

7.2 Incentives and Attractiveness of EU GREEN Mobility

In order to increase participation in mid- and long-term mobility within the Alliance, EU GREEN adopts comprehensive sets of incentives aimed at enhancing the attractiveness and accessibility of its mobility offers for both students, researchers academic and non-academic staff. These measures include strengthened or additional financial support (Erasmus+ grants, top-ups, and green travel incentives), improved academic recognition through ECTS and micro-credentials, and the integration of mobility windows within curricula.

In addition, regulatory flexibility, alignment of academic calendars, and the development of modular learning pathways contribute to reducing structural barriers. Through these combined actions, EU GREEN aims to position intra-alliance mobility as a competitive and academically valuable alternative to external destinations, fostering stronger engagement across all partner institutions.

7.3 Student tuition

Students participating in mobility and exchange activities are exempted from tuition at the hosting institution. The same condition applies for exchange and mobility activities taking place out of the ERASMUS+ Programme. In accordance with the Erasmus Charter for Higher Education principles, partners commit to charge no additional fees to students participating in mobility:

- ⇒ In connection with the organization or administration of their Erasmus+ mobility period. Any violation to this rule by the partners shall be brought to the attention of the EU GREEN Executive

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Committee and may lead to the termination of the participation in the project linked to the existing EU GREEN agreements, unless corrective measures are taken.

⇒ For tuition, registration, examinations or access to laboratory and library facilities. Nevertheless, they may be charged small fees on the same basis as local students for costs such as insurance, and the use of miscellaneous material.

7.4 Inclusion and diversity

In line with the ERASMUS+ horizontal priorities, EU GREEN aims to support people with fewer economic, social, and cultural opportunities. Inclusion and diversity should be considered as wide categories. They refer to a variety of barriers that may prevent people from participating in society and accessing the opportune ties available at alliance level.

A non-exhaustive list includes:

- Disabilities: Physical, mental, intellectual or sensory impairments.
- Health problems: Severe illnesses, chronic diseases, and similar physical or mental health-related situations.
- Barriers linked to educational systems that are unable to take into account the individual's particular needs, which results in a struggle to excel in education and training. These barriers create low-skilled adults and NEETs (people not in education, employment or training).
- Cultural differences such as those of people with a migrant or refugee background, people belonging to a national or ethnic minority, or sign language users.
- Social barriers such as limited social competences, anti-social or high-risk behaviors, (former) offenders, or (former) drug or alcohol abusers.
- Economic barriers such as a low standard of living, low income, the necessity to work to support oneself while studying, dependence on the social welfare system, situations of poverty and being homeless.
- Barriers linked to discrimination connected to gender, age, ethnicity, religion, beliefs, sexual orientation, or disability.
- Geographical barriers characterizing people living in rural areas and remote communities.

8. Digitalization

EU GREEN, in compliance with the European initiatives such EWP (Erasmus Without Paper), ESCI (European Student Card), OLA (Online learning Agreement) and the Digital Education Action Plan, as well as in the firm belief that Digital Technologies can contribute significantly to the fulfilment of every SDG, considers the adoption of digitalization as a priority in mobility and mobility management.

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In line with the ERASMUS+ horizontal priorities, EU GREEN aims to address digital transformation through the development of digital readiness, resilience, and capacity in the educational and research sectors, in response and as a significant contribution to the European Union's Digital Education Action Plan (2021-2027), whose aim is to support the adaptation of the European education systems to the digital age.

The Plan has been created as a result of the lessons learned from the Covid-19 crisis, to foster the development of a high-performing digital education ecosystem, and to enhance the digital skills and competencies of European citizens.

With this priority, the EU GREEN defines its goal to place partners HEIs in the best condition to complete their transition to the digital era. Educational institutions will be able to apply for international mobility projects to improve the digital competencies of their teachers and learners, such as the capacity to:

- Self-assess one's digital competencies;
- Teach remotely and in blended modality;
- Use digital technologies to communicate and collaborate online;
- Develop digital literacy and to be able to critically assess digital sources;
- Behave properly as a digital citizen;
- Solve problems through the help of digital technologies;
- Create high-quality online content.

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EU GREEN will promote courses and initiatives dedicated to ICT and digital transformation, with a view to support the identification of the best ICT tools for teaching, how to master remote teaching, how to foster digital literacy, or how to stimulate critical thinking and problem-solving.

9. Tracing mobilities

EU GREEN works towards the creation of a European Campus on Sustainability, fostering the mobility of students, academics and non-academic staff as a priority towards the growth of European values and contributing to the real development of a European Higher Education Area.

With a view to this, EU GREEN expects to have the 30% of students, academics and non-academic staff engaged in mobility activities.

Each EU GREEN member is highly committed to the achievement of this objective, both as a strategic contractual achievement and an alliance will to develop an "EU GREEN open European campus", where learners, academics and non-academic staff may freely move and contribute to innovation and sustainability as well as increase their personal portfolio of skills and competences.

Tracing mobilities is therefore a compulsory step towards the achievement of this objective. Through its owned platform, the EU GREEN Alliance will constantly trace the number of European and international mobilities taking place at each institution. The following mobilities are to be considered for counting towards the achievement of 30% mobilities:

- Learners' physical, blended and virtual mobility for study and traineeship within the Erasmus+ Programme;
- Learners' physical, blended and virtual mobility for the attendance of short courses (both Erasmus+ and non-Erasmus+);
- Academic staff mobilities for teaching and research purposes, both physical, virtual and blended;
- Non-academic staff mobilities for training, job-shadowing of collaboration purposes;
- Any mobility carried out by any category (students, academic and non-academic staff) for the purpose of the EU GREEN Alliance implementation;
- Attendance of meetings, seminars, conferences, retreats and any other kind of event that requires transnational mobility (either physical, blended or virtual).

Each partner is bound to make the mobility data available to the EU GREEN governing bodies on a six-month basis.

10. Evaluation Framework

To reinforce the strategic dimension of mobility, EU GREEN adopts a structured evaluation framework based on a continuous improvement cycle.

Mobility actions are designed and implemented through a structured approach that links resources, activities, results, and long-term impact. This ensures that all operational actions directly contribute to the strategic objectives of the EU GREEN Alliance

Monitoring results derived from Key Performance Indicators (KPIs) are periodically reviewed at alliance level, allowing for evidence-based adjustments to mobility policies, funding mechanisms, and programme design. This iterative approach ensures that mobility is not only expanded but also continuously optimized in terms of quality, inclusiveness, and sustainability.

11. Performance Metrics and Monitoring System (KPIs)

To ensure transparency, accountability, and data-driven decision-making, EU GREEN establishes a structured performance monitoring system based on Key Performance Indicators (KPIs). These indicators provide a measurable framework to assess the extent to which mobility objectives are achieved across physical, blended, and virtual formats.

The monitoring system includes, among others, participation rates (students and staff), distribution across mobility types, credit recognition rates, inclusion indicators, and sustainability metrics such as green travel uptake.



Each partner institution is responsible for providing harmonized mobility data on a biannual basis through the EU GREEN tracking platform. These data are aggregated at alliance level and used to assess progress against strategic targets, including the objective of achieving at least 30% participation in mobility activities. The KPI framework serves not only as a reporting tool but also as a strategic instrument to support continuous improvement and informed policy adjustments.

11. Dissemination

Dissemination of the EU GREEN Alliance results is an essential and mandatory phase of the network. It is a set of measures for presenting and disseminating the results and impact of projects, as well as for achieving greater visibility of the Alliance activities. Dissemination of Alliance information is important because:

- It increases the Alliance visibility,
- It helps to promote and share examples of good practice that may be useful to other European and international institutions,
- It increases the visibility of the EU GREEN Alliance and its commitment towards the development of a European Area of Higher Education,
- It enables the creation of future partnerships,
- Increases the visibility of the Erasmus + programme and the European Universities initiative.

With a view to mobility and internationalization activities, dissemination will be carried out through the following actions:

- Through the organization's web portal;
- Through the account of each partner organization on social networks: Facebook, Twitter, Instagram;
- By tagging the EU GREEN Alliance on social networks when posting about the project;
- By developing Audio/Video materials to share within the EU GREEN Community;
- By producing press statements, announcements, guest appearances in the media,
- By sending newsletter with news about the project development;
- By organizing or participating in conferences, seminars, trainings and other events,
- By publishing publications and brochures,
- By making promotional material (folders, blocks, pens, leaflets,...).



12. The EU GREEN mobility roadmap

The EU GREEN Mobility Strategic Roadmap outlines a systemic transformation of mobility in higher education – from a selective, experience-based activity into a core structural feature of the European university model. At its highest level, the roadmap is driven by a clear ambition: to make mobility the default condition of learning, teaching, and collaboration, while aligning it with sustainability, inclusion, and digital

transformation. Rather than focusing solely on traditional Erasmus-style exchanges, it proposes a multi-layered mobility ecosystem that integrates physical, blended, and virtual formats into a unified framework.

A phased transformation toward a European mobility ecosystem, the roadmap unfolds in three progressive phases: in the **foundation phase** (2024–2025), the priority is structural alignment. Institutions work to harmonize academic procedures, recognition systems, and governance mechanisms. Pilot initiatives—particularly in blended and virtual mobility—are launched, and digital infrastructure (such as tracking platforms and interoperability tools) is established. At this stage, mobility is still emerging as a coordinated system rather than a fragmented set of opportunities.

In the **scaling phase** (2025–2027), the model expands significantly. Mobility becomes embedded within curricula rather than remaining optional. Blended and virtual mobility are scaled to reach wider audiences, and the EU GREEN Virtual Campus begins to take shape as a shared digital learning environment. Participation increases across all groups—students, academic staff, and administrative personnel—while targeted funding mechanisms help reduce barriers to access. Mobility shifts from being selective to broadly accessible.

In the **consolidation phase** (2027–2030), the ecosystem reaches maturity. The alliance aims to achieve at least 30% participation in mobility activities, while ensuring that all learners have access to an international experience through digital or blended formats. At this stage, mobility is fully integrated into degree structures, supported by micro-credentials and flexible learning pathways, and aligned with sustainability goals such as reduced carbon impact. The EU GREEN model also expands globally, strengthening partnerships beyond Europe and positioning itself as an international education network. This roadmap is not simply about increasing mobility numbers. It represents a paradigm shift: from mobility as an opportunity for some, to mobility as an embedded, inclusive, and sustainable infrastructure underpinning the future of European higher education.

12.1 A shift from mobility as activity to mobility as system

A defining feature of the roadmap is the transition from individual mobility experiences to a system-wide mobility architecture. This is achieved through:

The integration of mobility into curricula (e.g., joint programmes, modular pathways, Individual Study Programmes)

The use of ECTS and shared recognition frameworks to ensure portability of learning

The development of a digital ecosystem enabling seamless cross-institutional participation

Mobility is no longer episodic but becomes embedded in the academic lifecycle.

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12.2 Multi-modal mobility as a scalability engine

The roadmap recognizes that traditional physical mobility alone cannot achieve mass participation. Therefore, it strategically combines:

- Physical mobility for deep intercultural immersion
- Blended mobility for flexibility and broader participation
- Virtual mobility for inclusivity and scale

This tri-modal system ensures that up to 100% of learners can engage in some form of international experience, even when physical travel is not possible.

12.3 Sustainability, inclusion, and digitalization as structural drivers

Three cross-cutting priorities shape the entire roadmap:

- Sustainability: Mobility is redesigned to reduce environmental impact, promoting green travel and aligning with climate goals.
- Inclusion: Financial, social, and structural barriers are addressed to ensure equitable access, particularly for underrepresented groups.
- Digital transformation: Technology enables virtual campuses, online collaboration, and administrative simplification, making mobility more efficient and scalable.

Together, these dimensions ensure that mobility is not only expanded but also responsible and future-oriented.

12.4 Toward a European campus model

Ultimately, the roadmap converges on the creation of an integrated European campus, where institutional boundaries become less restrictive and learners can move fluidly across universities—physically or digitally.

In this model:

- Learning pathways are flexible and personalized
- Academic recognition is seamless
- International collaboration is continuous
- Mobility supports both educational quality and societal goals



12.5 Strategic Vision

EU GREEN aims to build a fully integrated, sustainable, and inclusive European mobility ecosystem where mobility becomes the default condition (not an exception) for students, staff, and institutions.

The identified targets are the following:

- ≥30% of students, academic and non-academic staff engaged in mobility
- ≥20% participation in physical mobility (aligned with EU benchmarks)
- 100% access to international experience via virtual/blended pathways

The core pillars of the internationalization and mobility roadmap are identified as follows:

- Mobility as a norm
- Sustainability (Green Deal alignment)

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- Inclusion and accessibility
- Digital transformation

European campus integration

12.6 The Strategic Pillars

Pillar 1: Integrated Mobility System	This pillar is aimed to build a seamless "EU GREEN Open Mobility Environment". The key actions leading the pillar are the following: • Harmonization of academic calendars and procedures • Scaling joint, double, and micro-programmes • Development of modular curricula and Individual Study Programmes (ISPs) • Embedding mobility into all study cycles (BA, MA, PhD) The expected outcome is mobility embedded structurally in curricula, not as an optional.
Pillar 2: Multi-Modal Mobility Expansion	With direct reference to the different mobility typologies, EU GREEN will progressively scale all three mobility formats. **Mode** — **Strategic Role** Physical — Deep immersion, identity-building Blended — Scalability + inclusivity Virtual — Mass participation + accessibility The identified key actions are the following: • Expand Blended Intensive Programmes (BIPs) • Develop EU GREEN Virtual Campus • Ensure all programmes include at least one mobility component The expected outcome is a hybrid mobility ecosystem with layered participation.
Pillar 3: Sustainability Integration	The goal of this pillar is to align and foster mobility with climate neutrality. The key actions to be adopted at Alliance level are listed as follows: • Incentivize "Green Travel" (rail, bus, carpooling) • Introduce carbon tracking per mobility • Prioritize longer stays vs frequent travel • Integrate sustainability principles into curricula and mobility design The pillar outcome will result in a significantly reduced carbon footprint and an improved and closer SDG alignment (11, 13)
Pillar 4: Inclusion & Equity	The expected goal is to facilitate the transition from elite to mass mobility. The identified key actions are the following: • Expand financial support (Erasmus+, top-ups, local funds) • Guarantee possibility of participation of underrepresented groups • Scale virtual/blended pathways for constrained learners • Remove structural barriers (administrative, social, economic) Mobility opportunities to become more accessible to all learner profiles
Pillar 5: Recognition & Academic Integration	The main goal is to ensure the full portability of learning. The identified key actions are: • Standardize ECTS application and workload logic • Strengthen mutual trust frameworks • Scale EU GREEN Transcript & Mobility Label • Integrate micro-credentials and stackable learning The main expected result is a frictionless academic recognition across institutions
Pillar 6: Digital Transformation	Goal: Build a digitally enabled mobility ecosystem Key actions:

	• Deploy EU GREEN Virtual Learning Environment • Implement Erasmus Without Paper (EWP), OLA, ESCI • Develop digital competencies (students + staff) • Scale COIL and virtual exchange models Outcome: Fully interoperable digital mobility infrastructure
Pillar 7: Global Positioning & Partnerships	The goal of this pillar is the EU GREEN expansion beyond Europe towards priority regions: • Asia • Africa • Latin America The identified key actions are the following: • Develop multilateral agreements • Scale joint programmes with global partners • Promote EU GREEN as a global education network Outcome: Strategic internationalization beyond EHEA

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13. The Implementation Phases (2024–2030)

Phase 1: Foundation (2024–2025)

Focus: System alignment and pilot structures

- Map existing mobility schemes
- Launch initial BIPs and virtual programmes
- Standardize ECTS recognition guidelines
- Deploy EU GREEN mobility-tracking platform
- Establish governance and KPIs

Phase 2: Scaling (2025–2027)

Focus: Expansion and integration

- Scale blended and virtual mobility offers
- Embed mobility into ≥50% of programmes
- Launch EU GREEN Virtual Campus
- Increase participation rates across all categories
- Expand staff mobility schemes



Phase 3: Consolidation (2027–2030)

Focus: Full ecosystem maturity

- Achieve ≥30% mobility participation target
- Fully operational European campus model
- Integrate micro-credentials and flexible pathways
- Achieve measurable CO_2 reduction in mobility
- Strengthen global partnerships

The Key Performance Indicators (KPIs)

Participation

- % students in mobility (physical/blended/virtual)
- % staff mobility participation

Quality

- Credit recognition rate
- Student satisfaction
- Learning outcomes achievement

Inclusion

- Participation from disadvantaged groups
- Accessibility metrics

Sustainability

- % green travel adoption
- CO_2 emissions per mobility

Digitalization

- % programmes with virtual/blended components
- Platform usage metrics

Risk & Mitigation Framework

Risk	Mitigation
Unequal participation	Targeted funding and wider virtual access
Recognition inconsistencies	Strengthen ECTS governance
Administrative complexity	Digitalization (EWP, OLA)
Carbon footprint	Green travel incentives
Staff resistance	Training and incentives

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Strategic Differentiators of EU GREEN

- Mobility as default academic condition
- Tri-modal mobility system (physical + blended + virtual)
- Strong sustainability integration
- Micro-credentials and modular pathways
- European campus model with global outreach

Impact Assessment Framework

EU GREEN establishes a comprehensive impact assessment framework to evaluate the long-term effects of mobility activities at individual, institutional, and alliance levels. This framework considers multiple dimensions of impact, including academic achievement, employability, intercultural competences, and contribution to sustainability objectives.

Impact is assessed through a combination of quantitative indicators (KPIs), participant feedback, and longitudinal analysis of mobility outcomes. These data are systematically linked to the implementation phases of the EU GREEN Mobility Roadmap (2024–2030), ensuring alignment between short-term actions and long-term strategic goals.

The impact assessment framework supports evidence-based decision-making and reinforces the role of mobility as a structural component of the EU GREEN European campus model.

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14. An EU GREEN glossary

ASYNCHRONOUS [SESSION]	Mobility that does not occur at the same time (educational activities, communication). In relation to education, asynchronous learning is when students can decide on the time of learning by accessing and reading learning materials, communication with peers.
BLENDED INTERNSHIP	Work placements involve three different stakeholders: the student, the higher education institution and the company or organization where the work placement takes place. During a work placement, these three stakeholders ideally have regular contact with each other. To make a work placement with an international company or organization feasible for more students, ICT can be used to enable online interaction and collaboration, reducing or eliminating the need for physical presence. This can happen on the three different levels of interaction between student, higher education institution and company/organization. When the interaction between student and company is mainly based on ICT-assisted communication, we speak of a virtual work placement. When a part of the interaction between the two stakeholders takes place face to face, we speak of a blended work placement.
BLENDED LEARNING	A teaching approach that combines face-to-face teaching with collaborative online learning and self-paced learning (individual study).
BLENDED MOBILITY	Cover a wide range of international learning and teaching, research, collaborative activities, in both physical and virtual environments set together, empowering students with learning experiences, promoting the development of the competences for a knowledge-based society.
BOOTCAMP	Research activity/practice offered to EU GREEN students, in blended/online and face to face format.
COIL	Collaborative Online International Learning (COIL) is a type of virtual exchange or telecollaboration. It is a learning process where faculty members in any discipline use online technology to facilitate sustained student collaboration to increase intercultural competence.
DIGITALLY ENHANCED [MOBILITY]	A type of mobility that allows students to study in different universities using digital means.
DISTANCE LEARNING	A form of education characterized by physical separation between learner and teacher and the use of technology to support the learning process.
EU GREEN HUBS	Hubs are cross and interdisciplinary thematic research and education areas with the main goal of creating innovative study and research programmes focus on global societal challenges.

EU GREEN MOBILITY LABEL	One of the very first tools for recording and recognizing learning experiences at a European level.
EU GREEN THEMES	Within EU GREEN, 6 (six) main themes have been identified and are closely connected to sustainability and linked with the UN Sustainable development goals: 1. Emerging paradigm for health and wellbeing 2. Agriculture, food and environmental sustainability 3. Engineering and Technology for Sustainable Development 4. Sustainable tourism for cultural and natural heritage 5. Education sciences for sustainable development 6. Challenges in ecosystems biodiversity and function
EU GREEN TRANSCRIPT	A document recording all learning activities undertaken by the students after finalizing an EU GREEN Open Course.
FULL DEGREE PROGRAM IN A FOREIGN COUNTRY	Students who move to a foreign country to enroll and complete a full degree in host institution. They are commonly referred to as international, foreign or visa students
AGORA INTERNATIONAL HUB	An online platform that allows the process of administering the EU GREEN Label mobilities as well as the communication among EU GREEN partners.
INTERNATIONALIZATION	Internationalization is the process of connecting universities to a global dimension for enriching academic perspectives
INTERNSHIP/TRAINEESHIP MOBILITY	Required or optional internship, placement, or community service work in fulfillment of completing a degree program at home institution.
ISP	Individual Study Programme
MASSIVE ONLINE OPEN COURSES (MOOC)	Online courses covering a wide range of disciplines/topics, available to a large number of learners, characterized by flexibility and individualized learning path.
MICRO-PROGRAMME	Type of Virtual Mobility where a variable number of EU GREEN courses or modules can be combined to form a larger learning unit. The definition also applies to Blended Intensive Programmes or other forms of short-term physical mobility.
MOBILITY	Within the EU GREEN Alliance, mobility addresses to regular students and formally contracted staff (academic and non-academic) temporarily moving from the home HEI to another HEI partner of the Alliance to study, research, train or teach for a limited period, by both physically travelling across borders, or by engaging in virtual learning/teaching or research activities.
MODULARIZATION	The possibility of selecting smaller units (courses, projects, activities) according with students' needs in building learning pathways
NON-TRADITIONAL MOBILITY	Student, researchers, and staff mobility happening outside of the Erasmus+ Programme



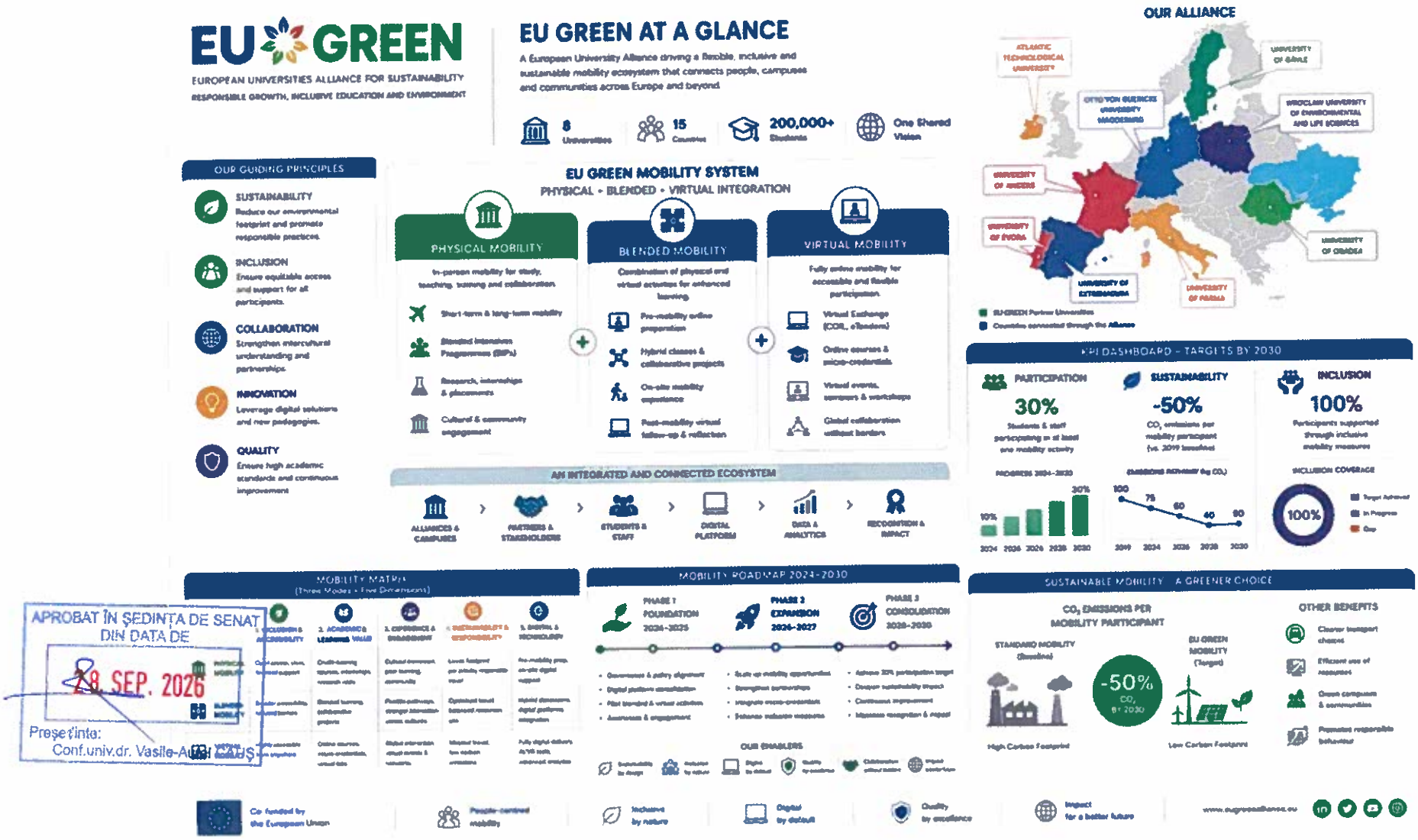
ONLINE LEARNING	A form of learning that is conducted in an Internet supported environment, with tools used to support communication and collaboration between learners.
OPEN COURSE	A category of courses and learning activities, taking place online, enhancing students' mobility within EU GREEN universities.
PHYSICAL MOBILITY	Physical Mobility is the "traditional" Erasmus mobility carried out in presence at one or more host university(ies). Physical Mobility covers a wide range of international learning and teaching, research, collaborative activities, in a physical environment, empowering students with learning experiences, promoting the development of the competences for a knowledge-based society.
RESEARCH AND FIELDWORK MOBILITY	Research or fieldwork carried out by mobility students in fulfillment of degree program at home institution.
SHORT-TERM EXCHANGE EXPERIENCE	It involves students who as part of their home institution degree program undertake a short-term (one semester or one year) mobility experience in a foreign country at a foreign institution or at a branch campus of their home institution.
SUMMER/WINTER SCHOOLS	Short term learning activities, organized in blended/online format covering topics, disciplines or themes proposed by EU GREEN universities.
SYNCHRONOUS [SESSION]	That occurs real-time (educational activities, communication). In relation with education, it is used to describe the lectures and communication through video conferencing (same time, different places).
TRADITIONAL MOBILITY	Student, researchers, and staff mobility happening in the framework of the Erasmus+ Programme
VIRTUAL INTERNSHIP	A work placement where the interaction between student and company is exclusively based on ICT-assisted communication, resulting into a virtual work placement.
VIRTUAL LEARNING ENVIRONMENT	It is a well-defined virtual space comprising a set of specific tools to support learning: from student management tools to content creation and delivery, evaluation, communication, and collaboration.
VIRTUAL MOBILITY	Cover a wide range of international learning and teaching, research, collaborative activities, in an online environment, empowering students with learning experiences, promoting the development of the competences for a knowledge-based society.



15. Infographics



EU GREEN Mobility Strategic Roadmap



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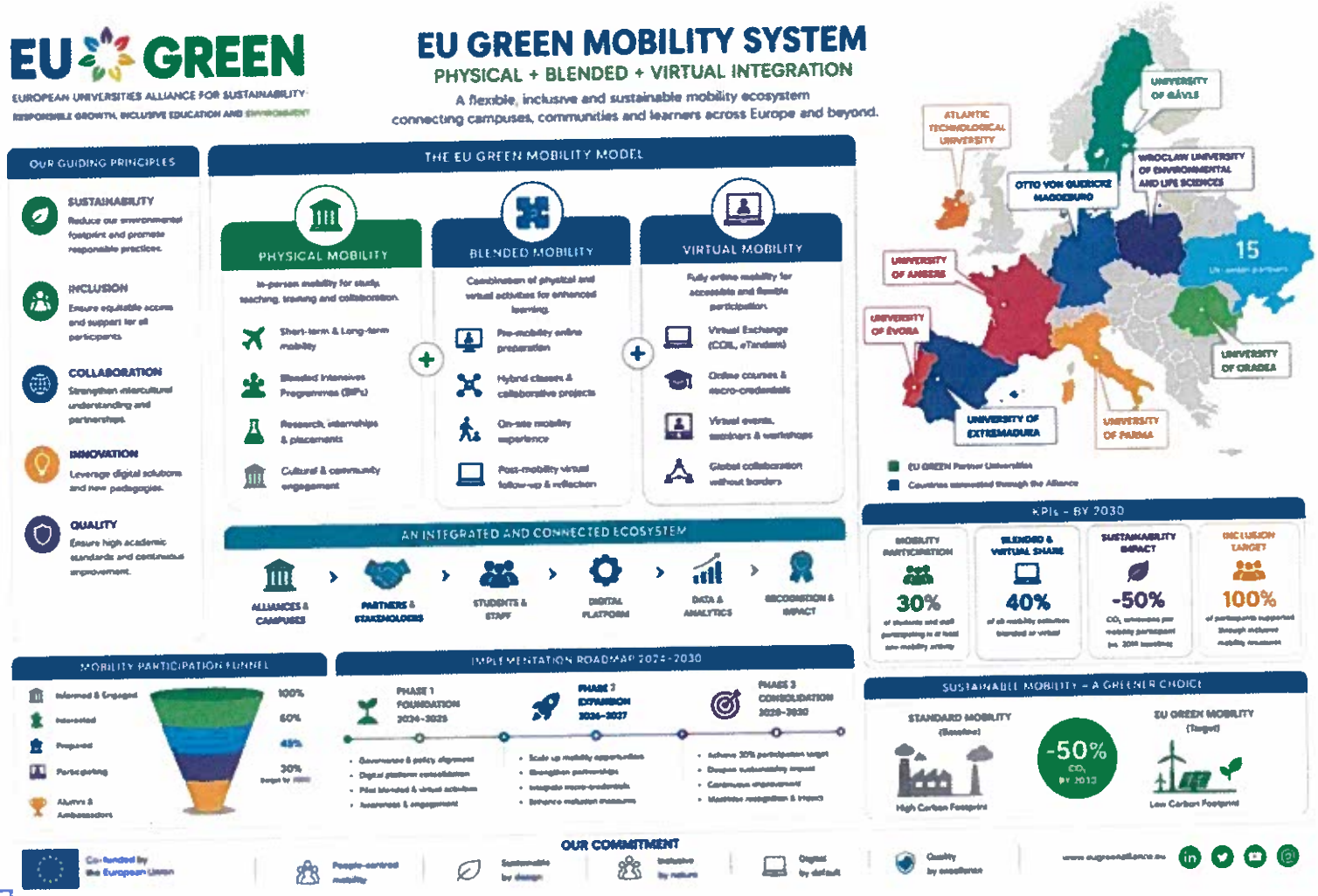
Mobility System Diagram (physical + blended + virtual integration)



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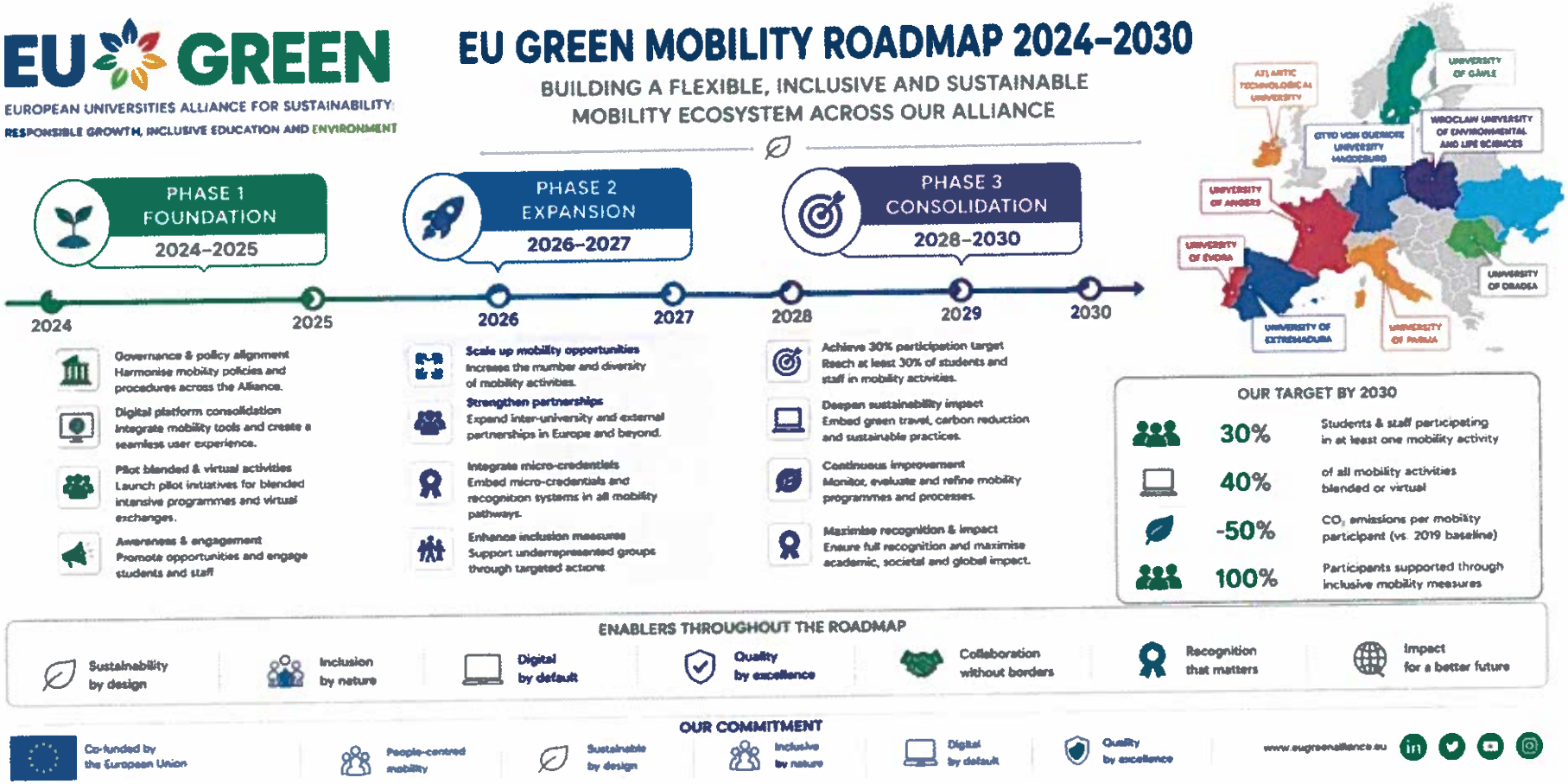
EU GREEN Mobility Roadmap Timeline (2024–2030)



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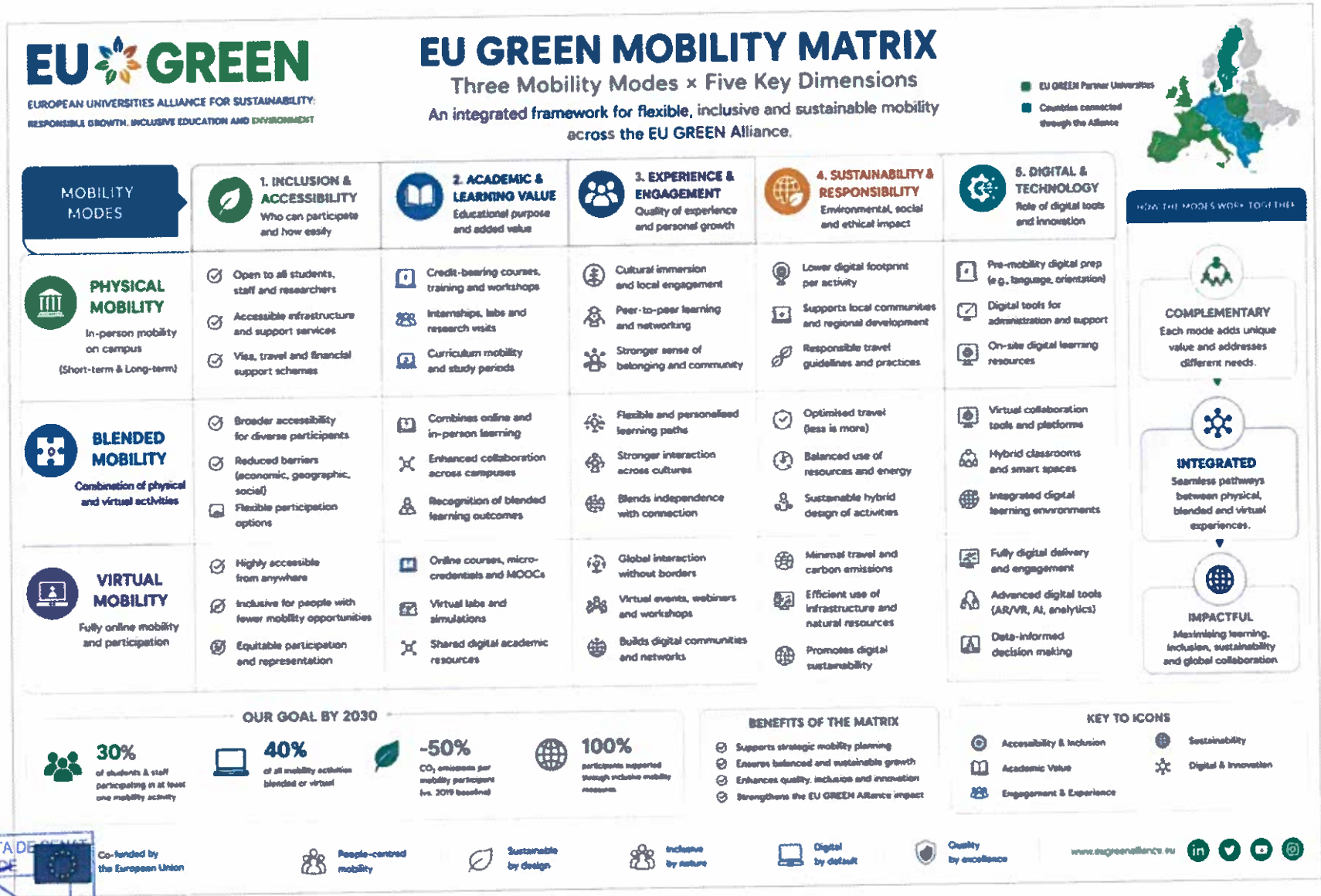
The EU GREEN Mobility Matrix



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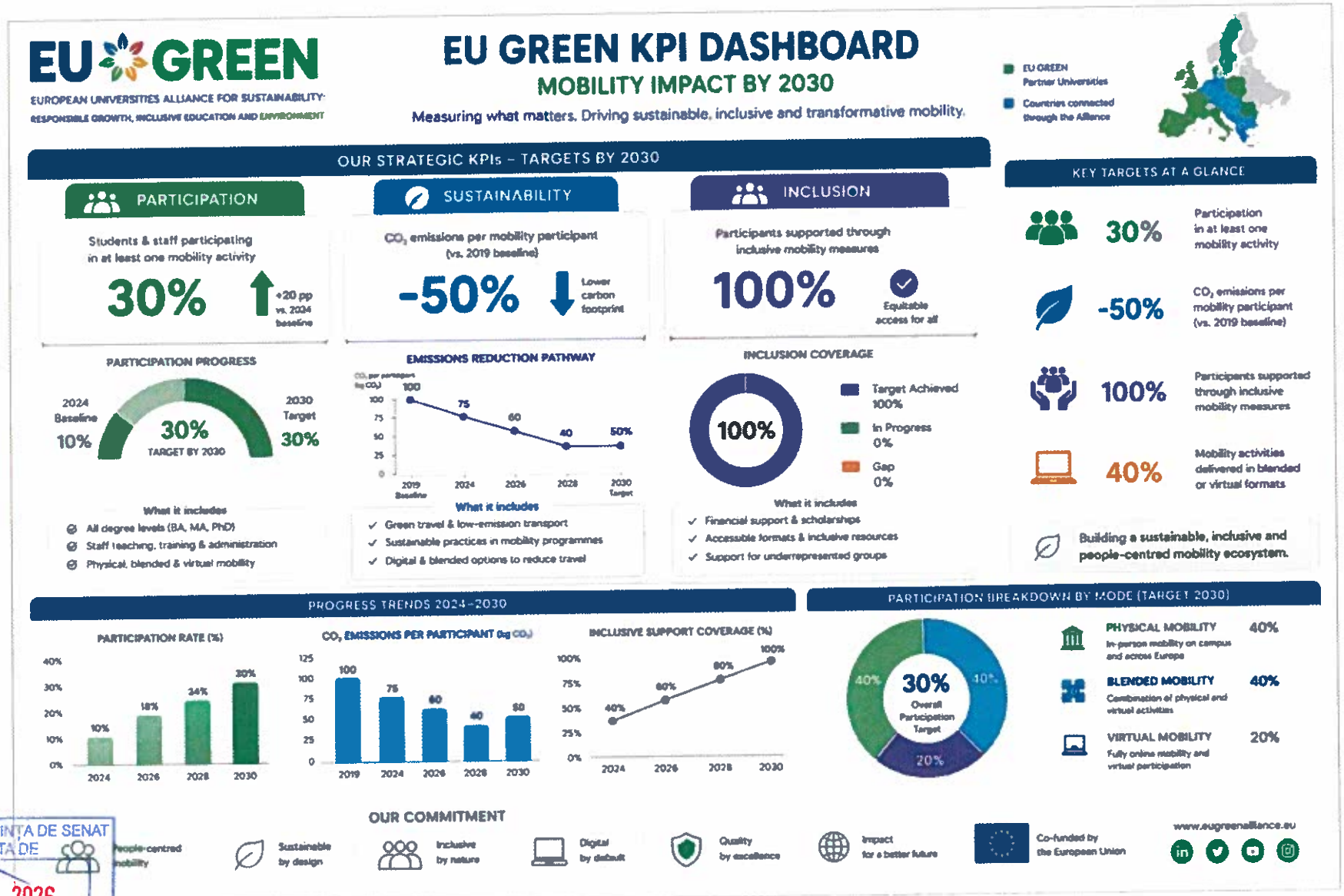
KPI Dashboard (participation, sustainability, inclusion)



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