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CONTENTS

EP2. ERASMUS WITHOUT PAPERS: DREAM BECOMING REALITY	5
EP3. DEFINING & BOOSTING INCLUSION IN ERASMUS+	6
EP4. USING INTERDISCIPLINARY PROBLEM-BASED LEARNING AND CRITICAL THINKING IN CYBER TRAINING	7
EP.5 THE IMPACT OF ERASMUS EXCHANGE PROGRAMME ON FOREIGN LANGUAGE SKILLS OF STUDENTS THROUGH A STUDY ABROAD EXPERIENCE	8
EP6. E-LEARNING IN THE EUROPEAN HIGHER EDUCATION AREA: CHALLENGES AND BEST PRACTICES	9
EP7. DIGITAL DEVELOPMENT CULTURE IN EUROPE: A TEXT MINING COMPARATIVE APPROACH TO EUROPEAN PROJECT REPORTS	10
EP8. INCYS 4.0 - TRAINING INDUSTRIAL OPERATIONS TECHNICIANS IN CYBER SECURITY	11
EP9. CULTURAL, SOCIAL AND ACADEMICAL SUPPORT FOR INCOMING STUDENTS: ERASMUS+ GOOD PRACTICES IN SIAULIAI STATE UNIVERSITY OF APPLIED SCIENCES	12
EP10. CONSORTIUM INTERNATIONAL CREDIT MOBILITY: CASE IN GREEK UNIVERSITIES	13
EP11. ERASMUS + KA2 RSMF (REMOTE STUDENT MONITORING PLATFORM)	14
EP12. MUSIC - MAKING UNIVERSITIES READY FOR SOCIAL INCLUSION AND CULTURAL DIVERSITY	15
EP.13 THE IMPACT OF JOINT PROGRAMMES ON THE GRADUATES' LIFE AND CAREER	16
EP14. THE ROCKY ROAD TO THE INTEGRATION OF THE INTERNATIONAL STUDENT COMMUNITY ON CAMPUS AND BEYOND	17
EP.15 THE COVID-19 PANDEMIC IMPACT ON ERASMUS+ MOBILITY AT SPIRU HARET UNIVERSITY	18

EP16. ESVA: E-SIGNATURE VALIDATOR FOR ACADEMICS	19
EP17. WITEA-ID: ORGANISATION OF INTERNATIONAL WEEKS AND SIMILAR EVENTS ACROSS EUROPEAN INSTITUTIONS	20
EP18. ERASMUS INTERNATIONAL WEEKS, BETWEEN INTERNATIONALIZATION ABROAD AND INTERNATIONALIZATION AT HOME FOR UNIVERSITY STAFF MEMBERS – A CASE STUDY	21
EP19. DIGITALIZATION IN ERASMUS+ KA1 PROJECTS: GAZI UNIVERSITY SAMPLE	22
EP20. IMPACT OF COVID 19 PANDEMIC ON ERASMUS+ MOBILITIES: ESKISEHIR TECHNICAL UNIVERSITY CASE	23
EP21. MOBILE STUDENT IN THE CONTEXT OF GLOBALIZATION	24
EP22. DELLFORHOST-DIGITAL EMPLOYER ENGAGEMENT AND LEARNING FOR HOSPITALITY AND TOURISM UNDER PANDEMIC AND OTHER CRISIS SITUATIONS	25
EP23. TEACHMI – TEACHER PREPARATION FOR MIGRANT SCHOOL INCLUSION	26
EP24. HEALTHMI – HEALTH CARE PROFESSIONAL GUIDANCE FOR MIGRANTS	27
EP25. TRENDS ON EU AND NON-EU UNIVERSITY COOPERATION UNDER THE NEW ERASMUS+ PROGRAM 2021-2027	28
EWS1. WORKSHOP “DISCUSSING ISSUES ABOUT THE ERASMUS+ KA1 MOBILITY”	29
RT1. ERASMUS+ MOBILITY BAROMETER 2021-2027 ROUND TABLE DISCUSSION	30
S1. EUROPEAN HIGHER EDUCATION IN 2050: THE VISION, THE PATH	31
S5. GREEN ERASMUS - HOW TO MAKE THE ERASMUS PROGRAMME MORE ENVIRONMENTALLY FRIENDLY?	32
S6. COOPERATION BETWEEN AMERICAN UNIVERSITY IN CAIRO AND EUROPEAN UNION PROGRAMS: PAST, PRESENT, AND FUTURE	33

S7. IS EVERYONE INVITED TO THE PARTY? INCLUSION & DIVERSITY IN MOBILITY OPPORTUNITIES	34
S8. CULTURAL HERITAGE ON ERASMUS	35
S9. DIGITALISATION OF THE ERASMUS JOURNEY	36
S10. SUPPORTING STUDENTS AND YOUNG PEOPLE FROM UKRAINE	37
S11. ERASMUS GOES GLOBAL - ERASMUS+ CROSSING CONTINENTS	38
S12. ERASMUS CAREERS: EMPLOYABILITY AND PROFESSIONAL DEVELOPMENT	39
CP1. CAREER GUIDANCE FOR THE TRANSITION TO A GREEN ECONOMY	40
CP2. MULTICULTURAL LITERACY AND SELF-DIRECTED LEARNING COMPETENCIES – NEW COMPETENCIES FOR NEW JOBS IN FUTURE AND TODAY	41
CP6. METIS PROJECT – THE FUTURE OF EDUCATION	42

EP2. ERASMUS WITHOUT PAPERS: DREAM BECOMING REALITY

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ABSTRACT

The digitalisation of the Erasmus administration is one of the main innovative elements of the current Erasmus+ Programme. Managing Erasmus+ mobility can be a cumbersome, complex and costly process. The Erasmus Without Paper (EWP) initiative uses the latest digital technology to pave the way to manage mobilities more efficiently. In doing so, EWP supports replacing paper-based workflows, allowing Higher Education Institutions (HEI) to digitally exchange information in the context of student mobility.

During the years to come, the EWP+ consortium aims to better support HEIs implementing the digitalisation roadmap. Transparency will be increased by establishing a new governance structure and by sharing more frequent updates with the community about the state of play and way ahead. In order to improve the digital services and facilitate a more efficient data exchanges between universities, the next step is to address technical challenges and usability issues in the EWP Dashboard (also known as the Erasmus Dashboard).

Spring 2022 saw the launch of a newly established ESCI Community Service Desk to process support requests from students and HEIs about services such as the Erasmus Dashboard, the EWP+ network, the Erasmus+ App and Online Learning Agreement. This will improve the quality of service towards universities and partners implementing the Erasmus digitalisation roadmap. The EWP+ consortium, together with a wide range of stakeholders, aims to lay the technical foundation for the further digitalisation of the Erasmus+ administrative processes.

EP3. DEFINING & BOOSTING INCLUSION IN ERASMUS+

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ABSTRACT

The New Erasmus+ Programme 2021-2027 is putting inclusion and diversity high on the agenda. As one of the horizontal priorities, it aims to support learners and teachers with fewer economic, social, and cultural opportunities.

Within the programme, there is an increase in the budget in the form of top-ups for these target groups. But how to apply and implement this feature in your institution and procedures?

We would like to share how a combination of efforts taken by the Flemish Government, National Agency and our own institution has led to maximising opportunities for all.

The presentation will give clear examples and some good practices that can easily be implemented in other higher education institutions. For instance: a clear definition and interpretation of students entitled to the top-up, how you can cooperate with other offices to make it easier to reach them, or how to optimise your communication to provide all necessary information.

EP4. USING INTERDISCIPLINARY PROBLEM-BASED LEARNING AND CRITICAL THINKING IN CYBER TRAINING

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ABSTRACT

It is known that due to their complexity, most real-world problems cannot be solved by using knowledge only from a domain; for understanding of complex issues, there is a need to combine sustainability, critical thinking and interdisciplinarity together. One of such problems is to anticipate and defend against internal and external cyber threats in organizations. It is expected that education and training enhance learners' competence in dealing with such complex issues professionally as well as interdisciplinary. This paper presents an attempt of using Interdisciplinary Problem-based Learning (iPBL) supporting development of critical thinking within the Cybersecurity Erasmus+ project Interdisciplinary Cyber Training (InCyT).

Effective cyber security specialists as well employees and managers of organizations should have the critical thinking skills and mindset that enable them to avoid cyber-attacks. Strong critical thinking enables i.e. Cybersecurity specialists and managers to make decisions about data security, to assess and manage technology risks, to plan, evaluate, and implement cyber security measures, to respond to security breaches/threats, to lead the deployment of prevention and technology recovery plans and to explain threats, options, measures to employees. The aim of the two-year Erasmus+ project InCyT is first to develop a Cybersecurity competence framework that vocational training and companies can use to improve competencies and skills in order to avoid cyber-attacks. Digitally supported interdisciplinary learning programs and a mentoring one by using iPBL and supporting critical thinking for SMEs employees, an adapted version for vocational training and a European transferability model will be also developed and tested.

EP.5 THE IMPACT OF ERASMUS EXCHANGE PROGRAMME ON FOREIGN LANGUAGE SKILLS OF STUDENTS THROUGH A STUDY ABROAD EXPERIENCE

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Abstract

Erasmus Exchange Program is one of the most important ways of internationalization at higher education institutions. However, there has been little research into its impact on the professional and personal development of its participants (Żebryk et. al., 2021). The aim of this study is to investigate the impact of Erasmus Exchange Programme on foreign language skills of students through a study abroad experience. A quantitative research method will be adopted for the research and the data will be collected through OLS evaluation results of Erasmus outgoing Exchange students at Kahramanmaraş Sütçü İmam University, Turkey. It is aimed to shed light on the impact of Erasmus Exchange Programme on foreign language skills of participants of the programme.

Keywords: Erasmus Exchange Program, study abroad, foreign language skills development.

EP6. E-LEARNING IN THE EUROPEAN HIGHER EDUCATION AREA: CHALLENGES AND BEST PRACTICES

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ABSTRACT

Higher Education (HE) has profoundly changed during these last years in Europe. Many changes have been raised from the needs of students that require of learning differently, both in the sense of the tools and methods and in the relationships among students and professors. Moreover, the COVID-19 pandemic, due to the mandatory (at the beginning) or the strategic (nowadays) choices of remoting teaching, has determined deep changes in the teaching learning process, in the student experience and, therefore, in the perception of the students about their learning outcomes. Digital challenges may support the changeset being fruitful sets of tools for innovating the teaching culture. The paper comments the result of a primary step of a larger study. This research was carried out in the framework of the Empower Competences for Online Learning in HE (ECOLHE) project, co-funded by the ERASMUS+ Programme of the European Union. ECOLHE is a three-year project involving seven partners from six different European countries (Italy, Spain, Cyprus, Finland, Greece, Ireland). Here, we discuss the results of an online survey involving 1148 students coming from online and traditional Universities of the partner countries. The tool for collecting data has been a validated questionnaire. The methodological approach for elaborating the questionnaire and the main findings of the research is here discussed with the aim to address the research question “what does affect the perception of learning outcomes in higher education?”. Moreover, since among other goals, the ECOLHE project aims at understanding how the challenge of promoting digital learning in HE could affect the perception of students about the efficacy and efficiency of their learning outcomes, as a collateral result the comparison of the involved Universities in terms of digital maturity is discussed.

Keywords: Higher education institutions, perceived students' performance, statistical analysis, digital maturity

EP7. DIGITAL DEVELOPMENT CULTURE IN EUROPE: A TEXT MINING COMPARATIVE APPROACH TO EUROPEAN PROJECT REPORTS

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ABSTRACT

In the European projects, there is often a phase in which the results are compared with qualitative, quantitative, or mixed methods. Among the various elements that organize the comparison, an important component is the cultural dimension, since it organizes social actors' practices, which is often carried out with qualitative methods. However, in line with the literature, this dimension is detectable through text mining methods since it determines the choice and association of the words used to organize communication. This work proposes a text mining procedure useful for comparing the documents' symbolic-cultural categories. In particular, Emotional Text Mining was used to study the cultural differences of digital development in higher education among countries through the analysis of the country partners' report of the Erasmus+ Project ECOLHE (Empower Competences for On life Learning in Higher Education), to identify the symbolic-cultural categories and the representations of digital development. Results highlight five cultural-symbolic categories and six representations of digital development in higher education characterizing which were significantly associated with the country report, the Digital Economy and Society Index (DESI) and the level of analysis (national, institutional, professional). Results have important implications for the identification of digital culture development indicators starting from texts, an aspect that could be considered relevant for policy makers in the context of Erasmus+ projects.

Keywords: Digital divide, Higher education, Erasmus+, Emotional Text Mining, Comparative analysis

EP8. INCYS 4.0 - TRAINING INDUSTRIAL OPERATIONS TECHNICIANS IN CYBER SECURITY

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ABSTRACT

Information Technology and the Internet of Things (IoT) are utilized to automate manufacturing, increase productivity, and resolve issues without the need for human intervention. This automated industrial environment presupposes that the personnel is capable to identify potential cybersecurity threats and able to respond adequately when an attack is identified. Nevertheless, there is a lack of well-trained technicians and industries can hardly find qualified personnel. Industrial Cyber Security 4.0 -InCyS 4.0- is a two-year EU funded project that aims to fill the gap and provide industry the necessary open-source tools to train their personnel. This paper describes the rationale, aims and objectives of the project and presents the produced course material and its deployment to project's partners pilot installations.

EP9. CULTURAL, SOCIAL AND ACADEMICAL SUPPORT FOR INCOMING STUDENTS: ERASMUS+ GOOD PRACTICES IN SIAULIAI STATE UNIVERSITY OF APPLIED SCIENCES

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ABSTRACT

Erasmus+ programme is a great opportunity to develop the necessary skills for future jobs (such as activeness, decision-making, problem-solving, intercultural communication and negotiation etc.) and advance the European values – multiculturalism, accepting differences and so on. On the other hand, it is not so easy to motivate students to choose this challenge as well as for the students themselves to take the risk: to come to another culture, to adapt to new demands and educational environment, to gather the experience, even to live separately from their families and friends. In other words, it is not easy to decide to go out of the comfort zones where everything from the environment to the rules students already knows. That's why it is important to provide incoming students the necessary support to overcome all those challenges, to not only study but also live - in all senses and aspects - a full and creative life in their host universities. The presentation will be based on the analysis of experience in Šiauliai State University of Applied Sciences, Lithuania, in giving the cultural, social, and academic support to incoming students, organizing their non-formal activities, motivating, encouraging, and involving students to fully integrate into the new environment, and illustrated by the concrete practical examples of this support.

EP10. CONSORTIUM INTERNATIONAL CREDIT MOBILITY: CASE IN GREEK UNIVERSITIES

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The Consortium of International Mobility started in 2019 with the partnership of 5 Greek universities (University of Piraeus, Panteion University, NTUA, University of Crete, DUTH) and 2 social organizations (NGO ORGANOSI GI and YOUTHMAKERS HUB). After the operation of three years of our Consortium, we added two more universities, the University of Macedonia and the Harokopio University and 3 social partners, the Municipality of Piraeus, the Athens Chamber of Commerce and the Kozani Development, (ANKO).

The main activities of the Consortium will be the mobility to the Partner Countries of the program, of all forms and types: incoming / outgoing student mobility for studies and traineeship and incoming/outgoing staff mobility for teaching and training. The main goal of the Group is to promote the participation of Greek universities in the Erasmus + International Mobility program and to increase their visibility at the international level, as agents of innovation, cooperation and research. The individual objectives are:

1. The development of high-quality learning outcomes,
2. Dissemination and implementation of the Bologna process in Partner Countries,
3. The promotion of cooperation for the modernization and internationalization of Higher Education Institutions,
4. The establishment of long-term sustainable international collaborations with institutions of Third Countries,
5. The decisive contribution to the development of the labour market relationship with the University Institutions,
6. The quality increase of the provided educational services,
7. Eliminate the negative barriers and social exclusion that threaten various vulnerable groups (eg, disabled, low income, etc.) and support the participation of people with fewer opportunities,
8. Supporting the Green Transition,
9. Promoting youth employment,
10. Disseminating European culture and enhancing Europe's reputation,
11. Focus on inclusion. Participants from Third Countries will strengthen their intercultural culture, enhance understanding of European identity, improve future soft and practical skills, have opportunities for international experience and create a network of colleagues from third countries and new forms of cooperation. At the national level, the common policy and strategy for the internationalization and extroversions of Greek universities will be continued and improved with the ultimate strategic goal of making

We have developed partnerships agreements with Universities from Albania, Armenia, Egypt, Israel, China, Kenya, Kazakhstan, Morocco, Russian Federation, Uganda.

EP11. ERASMUS + KA2 RSMF (Remote Student Monitoring Platform)

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RSMF Project through innovative tools aims to support the new social problem, which has been appeared in University communities during the covid-19 pandemic. Ensuring that these efforts are well targeted and contribute to resolving immediate but also long-term challenges is not simple. Strengthening the contribution of higher education to innovation requires action in all activities of higher education institutions - education, research and collaboration with the rest of industry stakeholders (SMEs, civil society). New ideas and discoveries are due to human curiosity, creativity and initiative.

The consortium consists of 5 partners

P1: Bialystok University of Technology (BUT), Poland

P2: NEAPOLIS UNIVERSITY, Cyprus

P3: UNIVERSITY OF PIRAEUS RESEARCH CENTER, Greece

P4: ENOROS, Cyprus

P5: UNIMED, Italy

The Remote Student Monitoring Platform- Initiative will play a key role to facilitate the secure electronic online exams and verification of academic staff data and records, becoming a real differentiator for higher education institutions by simplifying the management of their students' assessment. It will allow universities to organize online exams in a secure and trusted manner. By connecting universities' various systems and methods, the project will achieve a paperless students' exam in full respect of General Data Protection Rules. RMFS will introduce and test cutting edge technologies in order to accompany the retention of information regarding the subject of remote exams in higher education area. The project is in line with the Digital Action Plan which sets out the involvement actors at various levels and to enable strategic collaboration with relevant stakeholders across EU addressing issues such as interoperability, quality assurance, environmental sustainability, accessibility and inclusion and common standards for digital education. Consolidation and further development of higher education data tools and data sources to monitor progress towards reaching the objectives of the European Education Area and the renewed EU agenda for higher education.

The purpose of the project is two-fold: 1. To assist HEIs in the implementation, use and continuous development of their e-assessment procedures, and 2. To support QA agencies in the review and evaluation of e-assessment procedures at HEIs. The main objective of the project is to provide a well-tested, secured, quality assurance path for students to giving exams remotely.

PARTICIPANTS

The main target group of the project is addressing are Academic staff/ teachers, students, administrative staff (i.e. Quality Assurance coordinators in HEIs). For all participants regarding selection, relevance to the content of the project (i.e. pilot testing) will be the primary focus. For all participants regarding selection, relevance to the content of the project (i.e. pilot testing) will be the primary focus. Local working groups will be established in all partner countries. These groups will be made up of project's target groups.

EP12. MUSIC - Making Universities Ready for Social Inclusion and Cultural Diversity

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Abstract

With the significant increase of enrolled international students, the role of university-employees becomes more important at all levels inside the academic system. The project MUSIC assumes that the integration of refugees, migrants and international students into the higher education system promises great opportunities, as it also enforces the internationalization of higher education and the promotion of positive developments in universities. The MUSIC-project ("Making Universities Ready for Social Inclusion and Cultural Diversity") develops a comprehensive program for employees at European universities to break down barriers for international students, namely migrants and refugees, in the use of educational and administrative services. Through the qualification of employees of different work areas and different occupational groups within the "microcosm university" the social inclusion of these groups is promoted.

Keywords: Inclusive education, social inclusion in higher education, international students, academic staff, administration staff, students' organizations, policy recommendations

EP.13 THE IMPACT OF JOINT PROGRAMMES ON THE GRADUATES' LIFE AND CAREER

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ABSTRACT

One of the main objectives of THE REDEEM2 project was to create a framework for the development of innovative and efficient Joint Programmes (JPs) in the field of STEM with active participation of employers throughout the process from curriculum development, to the definition of the learning outcomes, delivery of teaching, hosting of internships, definition of thesis topics and recruitment mechanisms. This, together with the surveys and identification of best practices that represent the other main outputs of the project, resulted into a set of tools that currently support the internationalization process of the European Technical universities through the creation of relevant, efficient and attractive JPs. The direct involvement of companies and employers in general in designing the new programmes and defining the related learning outcomes combined with the embedded mobility leading to the development of multicultural soft skills will generate educational programmes that will provide the graduates with skills and competencies today not available on the market and that will match by definition the expectations and needs of the employers. The main outputs of the project will be presented, and in particular: survey on JP alumni and control group to measure the impact of the programmes on the graduates, focus groups with the main stakeholders, guidelines for the development of JPs with the participation of companies, online app for profiling and customizing the results.

EP14. THE ROCKY ROAD TO THE INTEGRATION OF THE INTERNATIONAL STUDENT COMMUNITY ON CAMPUS AND BEYOND

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ABSTRACT

Various academic studies and international surveys have shown the difficulties that newly enrolled international students face upon arriving at their new institutions. Master's and doctoral students are particularly prone to experience problems in orienting themselves and adapting to new academic and socio-cultural environments. International offices and welcome centres are often the first resource that students use to obtain information and help to get adjusted. The Erasmus+ Strategic Partnership "InComm: feel at home" was established in order to help ease the on boarding of newly enrolled national and international master's and doctoral students, to improve their feeling of inclusion and to foster the creation of a true international campus. InComm has collected over the past three years best practices across higher education institutions, developed a customer journey, created training modules, and designed an interactive InComm+ Tool to support staff working with national and international students. All these tools and comprehensive survey results will be presented to the audience with the objective of providing a clear picture of the expectations expressed by our communities, the criticalities to be addressed, and the tolls available to facilitate the integration of international students on campus and with the surrounding environment.

EP.15 THE COVID-19 PANDEMIC IMPACT ON ERASMUS+ MOBILITY AT SPIRU HARET UNIVERSITY

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ABSTRACT

The main consequence of the COVID/19 pandemic was the economic crisis: inflation, unemployment rate growth, output and trade decrease a.s.o. But more important than this is the change in the way of working and living. And most important the use of computers and Internet became a much more used way of working and studying.

The HE institutions along with high-schools and gymnasiums had to adapt to online activities. But this wasn't to go by itself. Most of the institutions were not prepared to such a wide operation. First of all there was the lack of computers, than the lack of experience among teachers, and last, but not least, the absence of Internet connections for some regions of the country.

The article shows how did Spiru Haret University (SHU) deal with the new challenge. SHU was one of the first universities in Romania to inaugurate distance learning in 2000-2001. Starting with 2002-2003 academic year the distance learning was introduced besides full-time and part-time (blended) learning.

Starting 2006 the University purchased the e-Learning Blackboard Platform meant to be used by all the students. Gradually, the Platform gained importance and became an essential element in teaching and assessing the students' activities.

As we will show, the Erasmus+ mobilities affected by Covid restrictions have smoothly passed to online activities. The online courses were welcomed by the students, by all the students, as well as by the Erasmus+ incoming students. Now, at the end of Covid-19 pandemic, the students prefer the online courses.

EP16. ESVA: E-SIGNATURE VALIDATOR FOR ACADEMICS

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ABSTRACT

Many administration processes in higher education, especially those related to international cooperation, are already digital. Digitisation will become even more common in the future. Paperless solutions simplify and speed up procedures, but at the same time, they involve the question of the authenticity of electronic signatures and the verification of the identity of the signatory.

The ESVA project aims to solve this issue, which has been mentioned by several higher education institutions linked to the EWP.

The project intends to develop an independent validation module integrated with the Erasmus Without Paper network. This module will validate electronic signatures and electronic seals of the documents and data exchanged through the EWP network.

Why validate e-signatures? In short, e-signatures should be verified to check their authenticity.

Paperless solutions simplify and speed up procedures, but at the same time, they involve the question of the authenticity of electronic signatures and the verification of the identity of the signatory. The ESVA project aims to solve this issue.

The validation process consists of two parts: firstly, it checks the attributes of the e-signature, and secondly, it searches for data within the EWP system, comparing and looking for correlations between them.

EP17. WITEA-ID: ORGANISATION OF INTERNATIONAL WEEKS AND SIMILAR EVENTS ACROSS EUROPEAN INSTITUTIONS

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ABSTRACT

WITEA-ID is a transnational project that draws on existing and emerging digital and Scientific Cooperation Mobilities (SCM) competencies and skills needs in higher education. Translating them into an approach of short term events with highly relevant inputs and reflecting critical cybersecurity issues. Project is answering needs of Inclusive International Scientific Cooperation focusing on Scientific Cooperation Mobilities (SCM). For this purpose evidence has been summarized regarding past and present SCM events in each partner's university, including mode of delivery of lectures, student extracurricular activities, workshops, and assessment methods oriented to SCM in higher education in Europe. A questionnaire was developed to collect data regarding organizing one specific type of SCM namely International Weeks (IW) in higher education institutions of participating countries. The revised and approved questionnaire was pre- tested before the actual survey. Each partner invited 3 to 10 universities with minimum study programs on the 1st and 2nd Bologna level or more. An e- survey was then designed to collect data from participating countries. 7 in 10 institutions organize IW, and almost all organize SCM events. 70.0% offer IW once per academic year, and most of them organize SCM events 1-2 per academic year. Organizing IW and similar events are shared between the International Relation Office (IRO) and the Institutional Erasmus+ Coordinator.

Main skills cultivated through IW and similar SCM events include, inter alia, oral communication, thinking skills, continuous learning- document use, working with others, effectively communicating ideas and information, and developing interpersonal- intrapersonal skills and global citizenship.

Key factors that seem to hinder IW and similar SCM include COVID-19 pandemic, financial, timing- and logistic restrictions, lack of interest and last not least low competencies.

EP18. ERASMUS INTERNATIONAL WEEKS, BETWEEN INTERNATIONALIZATION ABROAD AND INTERNATIONALIZATION AT HOME FOR UNIVERSITY STAFF MEMBERS – A CASE STUDY

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ABSTRACT

Higher education institutions in Europe (and beyond) are organizing more and more frequently events such as *International Weeks*, *Erasmus Weeks*, *Staff Training Weeks* and other activities of this type, meant to promote and support short term mobilities for university staff members.

This presentation aims to bring an insight into this matter through a case study of West University of Timisoara`s 10 edition of *Erasmus International Week*, organized between 2014 and 2022, either in a face-to-face format or in a virtual format. Thus, the *pre-pandemic*, *pandemic* and *post-pandemic* contexts will be taken into account, in an attempt to bring to front both the challenges and the opportunities of this type of events supported within the Erasmus programme.

What is more, the presentation will display a twofold perspective analysis. On the one hand, it will focus on the impact of this type of events from the point of view of the process of *internationalization abroad*, which implies staff members crossing borders for the purpose of the mobility activity. On the other hand, it will also refer to the impact of such activities from the point of view of *internationalization at home*, which refers to staff members being exposed to international contexts within the home institution, without physically travelling to another country. In the context of this presentation, these two streams in internationalization will be depicted as being interdependent rather than independent within higher education institutions.

EP19. DIGITALIZATION IN ERASMUS+ KA1 PROJECTS: GAZI UNIVERSITY SAMPLE

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Abstract

In addition to the obligations brought by the Covid-19 pandemic, it has been seen that some preparations are important for the Erasmus without paper, which the ERASMUS+ program started to implement. The pandemic, which blindsided the whole world especially in the education processes, has shown us the importance of transferring our ways of doing business to digital environments for the era of digital transformation. For this reason, the aim of this study is to share experiences on how each stage of ERASMUS+ KA1 projects in Gazi University is carried out continuously in digital environments without causing any interruption. In this context, the global pandemic period has made it necessary for those in charge of ERASMUS+ Mobility Projects to reconsider their business processes. In this sense, business processes in Gazi University were reanalyzed and evaluated with relevant stakeholders. Business processes were evaluated under the following headings according to the analysis results. These are respectively:

- creation of bilateral agreements and cooperation with relevant academic units,
- making promotion programs and announcement processes,
- applications and the evaluation,
- post-evaluation notifying and providing the grant.

In this study, what was done in the process and the evaluation of the processes were carried out with both ERASMUS office employees and other stakeholders. These evaluations and processes will be presented in detail under the business processes headings given above.

EP20. Impact of Covid 19 Pandemic on Erasmus+ Mobilities: Eskisehir Technical University Case

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The mobility process within the scope of Erasmus+ programs is one of the areas highly affected by the Covid-19 pandemic. Travel restrictions, close-ups, switching to online solutions at HEIs, and the measures taken to increase social distance have prevented the effective implementation of most of the Erasmus+ mobility. Therefore, it is important to evaluate the process from the eyes of exchange students to get prepared for future situations. This study aims to determine the problems experienced by the Eskişehir Technical University (ESTU) exchange students during the Covid-19 pandemic. In this context, a survey was conducted for 41 ESTU students who attended mobility during the Spring Semester of the 2019-2020 Academic Year. The results revealed that 55% of the participants remained in host countries and continued their mobility process via online platforms, while 28% of them returned to ESTU. 25% of the returned participants declared a very low level of academic/professional benefit from their mobility, and 13% pointed out the psychological effects. 28% of the survey participants evaluated their mobility experience as neither positive nor negative. This study is expected to improve ESTU's capabilities to develop proactive approaches and procedures in similar situations.

Keywords: Eskisehir Technical University, Covid-19 pandemic, Exchange program, Erasmus mobility

EP21. MOBILE STUDENT IN THE CONTEXT OF GLOBALIZATION

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ABSTRACT

Globalization opens many possibilities for contemporary higher education institutions. The students' profile is changing due to globalization, digitalization, + Z generation peculiarities. Covid-19 was one more critical impact factor affecting international mobility in particular. All this force HEIs to look for new strategies and solutions while organizing international mobility.

Vilnius University of Applied Sciences (VIKO) has a long-term experience in student mobility for studies and placements since its foundation. Referring to the above-mentioned challenges, VIKO tries to review and update the strategic approach of the mobility organisation, thus affecting the internationalization processes in general.

In 2021, new VIKO internationalization strategy was developed. The process included focus-group meetings with students, teachers, Erasmus coordinators, managers. The results of those meetings together with the previous years' mobility qualitative and quantitative analysis and the new Erasmus+ period challenges laid the foundation for the new VIKO internationalization strategy.

The student mobility falls into one of the four strategic goals of VIKO - to constantly improve the quality of studies. VIKO seeks to achieve the outbreak by encouraging the creation of multidisciplinary programmes in English and attracting significant numbers of foreign students, broadening study accessibility paths through digital systems, enhancing access to HE for students from less traditional, disadvantaged and vulnerable target groups.

The paper aims to analyse how the strategic goal of students' mobility is going to be achieved in short and long term periods.

EP22. DELLforHOST-Digital Employer Engagement and Learning for Hospitality and Tourism under Pandemic and Other Crisis Situations

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ABSTRACT

Both Higher Education Institution and the Hospitality and Tourism industry have for some time been experiencing changes induced by technological & social trends towards digitalization. However as indicated by prior research there is an extensive margin for improvement in the digital readiness and capacity of HT enterprises which still rely heavily on traditional methods for communication and collaboration with Higher Education Institutions (HEIs) implemented in an ad hoc, piecemeal manner. The Covid-19 pandemic has accentuated the need for digital readiness, resilience and capacity in both HE and HTI and significantly impacted employer engagement efforts in HE. According to UNWTO in the unprecedented blow to the tourism sector witnessed, the pandemic has cut down not only tourist arrivals, but also put million positions at risk. HTI is one of the most adversely affected economic sectors. Several measures to protect HTI employees & ensure employment retention have been adopted e.g. digital training & skills development, assisting tourism businesses' digital transformation & access to innovative tools

Key Words: tourism, hospitality, covid-19, digitalization, crisis management, innovation

EP23. TEACHmi – Teacher Preparation for migrant School Inclusion

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Abstract

The three-year European Project "TEACHmi" focuses on strengthening the role of inclusive education. It aims to promote those European values, common to all Member States of the European Union, which contribute to the creation of inclusive societies. Social sensitivity, cultural understanding, and respect for diversity are European values, which have the impact of social cohesion. Expecting result of project's implementation is young European citizens' personality to be shaped in an aspect, so that they act on the basis of open spiritual horizons and active participation in society. The goal is to create society more tolerant and less restrictive.

Keywords: Inclusive education, migrant/refuges students, multicultural classes, teacher's bias, toolbox of teaching languages, guide assessment, teacher's manual.

EP24. HEALTHMI – Health care professional guidance for Migrants

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HealthMi Project focuses on the improvement of the access to healthcare services by migrants and aims to identify innovative ways of reducing inequalities in access and provision of health. Models and Strategies that support the reorientation of specialists and compiling best practices for vulnerable migrants with a focus on psycho-social aspects and chronic diseases will be researched and proposed as one of the results of this project.

One of the basic routes is to support the integration of migrants in terms of using the health services and quality information for local healthcare services and systems. There will be an effort to that the migrants get in contact with local healthcare professionals/ health experts/ counsellors, psychologists, advisors and social workers who are responsible and have the quality information that migrants need. In order to explore and understand the local healthcare service and system of the host country gaining access and guidelines to have effective health care and wellbeing the way of getting information about the Health Care System will be ameliorated and set in ways that suit better to the migrants.

Exploring innovative actions to improve healthcare services to migrants the consortium will mainly develop a Code of Conduct for Health Literacy (R1), In service training Program for Healthcare Professionals (R2), a Hybrid Training Curriculum for Migrants (R3) and HealthMi Multilingual Gateway (R4).

The target groups of the project are migrants and health care professionals. Psychologists, social workers or professionals involved with migrants will support the training sessions of the project and will have an impact in all activities. The total number of people who will directly and indirectly benefit from the project in general, is estimated at 5000 people.

In conclusion, HealthMi will foster respect and understanding for diversity in Health, intercultural and civic competences, but also it will enable health values and citizenship within the EU.

EP25. TRENDS ON EU AND NON-EU UNIVERSITY COOPERATION UNDER THE NEW ERASMUS+ PROGRAM 2021-2027

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ABSTRACT

On 18 January 2022, the European Commission met in Council in Strasbourg and drew up a number of recommendations on building bridges for effective cooperation in European higher education. At the heart of the new Erasmus+ 2021-2027 Program remains transnational cooperation within and outside the EU. The Commission's first recommendation was to encourage alliances between higher education institutions and to develop their legal status by mid-2024. There are currently 41 such alliances and the mission of EU Member States' HEIs is to identify such opportunities for creating or joining European alliances. Another proposal is the common European diploma, which is recommended to be implemented by mid-2024, as well as the development of joint degrees in university alliances. It is also desired to develop a European diploma label, such a label being issued as a complementary certificate to the qualification of students graduating from joint programs supported in the context of transnational cooperation between several higher education institutions. Pursuing the further development of the European Universities initiative through the Erasmus+ program, in synergy with Horizon Europe and other EU programs, is the most ambitious and strategic transnational cooperation action of all other Erasmus+ transnational cooperation opportunities.

EWS1. Workshop “Discussing issues about the Erasmus+ KA1 mobility”

- a) The new mobility opportunities and features 2021-2027 (60 min.)
- b) The features of the mobility programme, as we know it (60 min.)

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**Executive Vice-President, European Association of ERASMUS Coordinators (EAEC)

ABSTRACT

This workshop is addressed to experienced university professionals in Erasmus+ mobility programme (mentors) and to newcomer university professionals joining the Erasmus+ programme (mentees).

The aim of the workshop is to exchange knowledge, experiences and good practices, find answers and give solutions to challenges related to the Erasmus+ mobility.

The first part of the workshop will be dedicated to the new mobility features and opportunities of the Erasmus+ programme 2021-2027 such as the Blended Intensive programmes and short term doctoral mobilities, while the second part will be about the features of the Erasmus+ mobility programme, as we know it.

During the workshop, the participants will have the opportunity to learn about how to manage their mobility activities effectively and how certain procedures and documents will facilitate their work.

Furthermore, the Question-&Answer session will provide answers to customized questions raised by the participants.

RT1. ERASMUS+ Mobility Barometer 2021-2027 Round Table Discussion

Abstract

Gregory Makrides* , Emma Zeniou**, Roula Kyrillou***, Svava Berglind Finsen****

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****Svava Berglind Finsen, Policy officer, Higher Education Unit, DG EAC.

The new ERASMUS+ Programme period 2021-2027 has been launched and the programme will soon complete one year of activities. The European Association of ERASMUS Coordinators after completing the related barometer of the 2014-2020 period is now launching from September 2022 the continuation of the Mobility Barometer 2021-2027 with a new set of questions, in cooperation with the ERASMUS+ Unit of the European Commission. There are new elements and features, in the new programme period, that need early feedback and evaluation and if necessary improvements. The participants will have the opportunity, during the Barometer survey questions presentation, to give feedback and contribute to its final form.

S1. European Higher Education in 2050: the vision, the path

Gregory MAKRIDES

Abstract

The European Higher Education and Research Area is going through a transformation process that will push Europe to a leading position on the way to a green digitalization of societies. The European Universities initiative is a core element of Europe's strategy for Higher Education that is supporting the foundation of approximately 60 European Universities to create and implement novel models and that can act as catalysers in this transformation process.

In this session we will discuss a vision of higher education within 30 years and several concrete cases that can guide the way there.

Green Erasmus -

S5. How to make the Erasmus programme more environmentally friendly?

Wim Gabriels & Anna Kowalczyk

The Green Erasmus project strives to improve the environmental sustainability of the Erasmus+ Programme by raising awareness across the European Higher Education sector and empowering student organisations to be the agents of change. We will present the first findings of the Green Erasmus research, an analysis of the potential environmental impacts of individual Erasmus+ mobilities, and introduce some of the material that is in development for universities:

- a handbook and an educational framework for sustainable internationalisation,
- Educational material for students and a petition for young people.
- toolkits and activities for sustainable practices by and for students are the ambitious outputs of this project that aim at offering a holistic approach to the complex challenge of aligning internationalisation with sustainability.

S6. COOPERATION BETWEEN AMERICAN UNIVERSITY IN CAIRO AND EUROPEAN UNION PROGRAMS: PAST, PRESENT, AND FUTURE

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ABSTRACT

Time allocated: One hour

The American University in Cairo (AUC), a fully accredited University in Egypt, has celebrated its 100 years of existence in 2019. As the only liberal arts university in Egypt and North Africa, AUC plays a major role in the advancement of Higher Education and Research in Egypt.

Throughout the years, AUC has benefitted from various EU Higher Education schemes and programs (Tempus, Erasmus Mundus, and Erasmus+), and was able to develop sustainable excellent opportunities of internationalization for its students, staff, and faculty.

During the presentation, professors from the AUC will be tackling various projects that already ran at AUC focusing on the benefits gained at AUC on the institutional and individual levels, as well as the sustainability of various projects throughout the university and how successful AUC was to sustain and integrate those programs within its structure to become a success story of such cooperation with EU universities. During the presentation, it is also intended to focus on further potential opportunities for cooperation in the field of Higher Education, Exchange, and Research, building on the excellent teaching/research infrastructure that exists at AUC.

The 3 presenters from the AUC will be available to answer any questions on potentials of cooperation, past projects and to create bridges of cooperation between EU universities and AUC, with a potential to play a major role of being a bridge of linkage to other Egyptian universities in the fields of higher education and research.

S7. Is Everyone Invited to the Party? Inclusion & Diversity in Mobility Opportunities

Wim Gabriels, Anna Kowalczyk & Nikolina Duric

Diversity is being invited to the party, Inclusion is being asked to dance. The Erasmus+ programme aims to be more inclusive; but are we succeeding to offer students fewer opportunities to take part in mobility opportunities? What can be done to make Erasmus+ more accessible?

Young people from diverse backgrounds want to participate in mobility opportunities, but cannot. In this session, we will address barriers young people may face to take part in mobility, and together we will come up with ideas to help overcome them so more people can chart a different future for themselves. Through several case studies, we will try to come up with an action plan together that will increase access and encourage more young people to take part in exchanges.

S8. Cultural Heritage on Erasmus

Anna Kowalczyk & Nikolina Duric

The purpose of this session is to create a context for co-creation among the European Heritage Youth Ambassadors (EHYA) and representatives of the Erasmus Students Network (ESN), in the frame of the “Cultural Heritage on Erasmus” joint project of ESN and Europa Nostra. In the spirit of the European Year of Youth, the event shall focus on empowering young people and showcasing the transversal impacts of cultural heritage for students during their mobility and for society overall.

S9. Digitalisation of the Erasmus Journey

Wim Gabriels & Nikolina Duric

The European Student Card Initiative clusters all-digital infrastructure to improve the student experience in Europe, make it easier for students to be mobile across the European continent and ensure students' rights are transferred and accessible. Using digital tools to facilitate international student experiences, and an overview of the latest developments, including the Erasmus+ App and the European Student Card Initiative.

A core component of the future, the Erasmus+ App is revolutionising the planning, administration, and support services for mobile students and other learners in Europe, making participation easier regardless of their personal or academic background. The Erasmus+ App will guide participants through their mobility journeys step-by-step, allowing them to complete all of the different administrative processes online.

S10. Supporting Students and Young People from Ukraine

Wim Gabriels & Nikolina Duric

Discussion on the role of the Erasmus+ Programme in the support of Students and Young people fleeing Ukraine; implementing the new directives of the European Commission. We will guide this discussion to see how colleagues are experiencing the influx of students from Ukraine, how this is divided among different countries and have a common discussion about the impact of the crisis on student mobility at large.

S11. Erasmus Goes Global - Erasmus+ crossing continents

Nikolina Duric & Anna Kowalczyk

ESN

S12. Erasmus Careers: employability and professional development

Wim Gabriels & Katerina Papakota

ESN

CP1. CAREER GUIDANCE FOR THE TRANSITION TO A GREEN ECONOMY

Debra Rowe

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ABSTRACT

Are you concerned about climate change and want to help expand the workforce urgently needed to implement climate solutions? The UNEP-YEA International Green Jobs initiative focuses on sharing how to improve education and guidance for green careers and job placement processes for educators, career advisors and employers. It supports an emerging international trend in curricula, research, career advising and job placement to build the workforce we need for a sustainable and inclusive future. The initiative also supports the fulfillment of national climate commitments. To be informed of upcoming events, additional resources, and other opportunities, please attend the session and fill out this form.

This session highlights resources and insights from the Global Guidance for Education on Green Jobs: Connecting Higher Education and Green Opportunities for Planetary Health (also available in Spanish, Chinese). This document was developed through collaborative efforts of the United Nations Environment Programme and the US Partnership for Education for Sustainable Development, with input from staff at multiple UN agencies and the World Bank. The session will provide participants with information on the international convenings, the connections with employers, the challenges being addressed in the virtual Solutions Summits, the forum for ongoing communications and resource sharing, and the role participants can play to improve workforce readiness and education for the clean energy transition and the emerging green economy. The presenter, Debra Rowe, is co-author of the global guidance and organizer of the Green Jobs Initiative.

CP2. MULTICULTURAL LITERACY AND SELF-DIRECTED LEARNING COMPETENCIES – NEW COMPETENCIES FOR NEW JOBS IN FUTURE AND TODAY

PhD Rasa Poceviene*

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ABSTRACT

World in all times was interrelated and now even more. Our actions, as well as attitude and opinion, have a great influence on others, even from a distance. As well as the cultural differences that influence everyone's perception, behaviour, working and learning style and etc. At the same time, we need more tolerance and empathy to understand and accept others, especially those who behave, think, and act differently, also in the teaching/learning process. The need for multicultural literacy, which could be described as the ability to understand and appreciate the parallels and differences between customs, values, and beliefs of your culture and a different culture, is obvious. As well as competencies of self-directed learning. Their significance was confirmed by online studies during the quarantine because of COVID-19. The analysis of theoretical and practical discourse emphasizes the need for their development for future jobs as well as their relevance in today's teaching/learning process. Multicultural literacy and self-directed learning competencies are the 21st-century competencies that are needed to become active citizens who will work towards achieving social justice within communities and in the entire world (Boutte, 2008). One of the possibilities to develop students' multicultural literacy self-directed learning competencies is to involve the main ideas, principles, attitudes, and skills of multiculturalism in the study programmes and other extra-curriculum activities. The presentation will be based on the survey and experience analysis of Šiauliai State University of Applied Sciences in developing those competencies for our national and international students.

CP6. METIS PROJECT – THE FUTURE OF EDUCATION

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ABSTRACT

The purpose of this presentation is to introduce the METIS project to the audience, to explain where the need for this project derives from and what are its goals and outcomes. An additional goal is to explain how the industry can participate and contribute to the education.

METIS is project co-financed by Erasmus+ and the European Commission and it embodies EU excellence in microelectronics, connecting microelectronics industry with EU associations, formal educational providers and regulatory bodies.

The need for METIS project came from the uprising necessity for talents and professionals in the microelectronics industry and the lack of those at the labor market. The industry is facing challenges to find professionals with specific experience needed for current operations and future growth.

The goal of METIS project is to develop a special educational curriculum (trainings /courses). The goal is to address the discrepancies between skills, knowledge and competencies gained through formal educational institutions (Universities and Higher education providers) AND knowledge, skills and competencies needed in the microelectronics industry now and in the future. The project has strategic importance for EU.

The outcome of METIS project will be fully publicly available and a free on-line learning platform. The Target audience consists of European students and professionals that are interested in the field of microelectronics.

Last but not least, the presenter will explain Infineon`s role and motivation to participate in this and other similar initiatives. The presenter will also share how Infineon is contributing in the project and what are the expectations as industry partner.