Output 4.3
Final report on the implementation of the JIFs for mobility

una europa

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Content

1. Introduction

The WP4 deliverables are a collection of valuable reflections on the implementation of mobility formats. The intention is for these formats to become models that are able **to increase, innovate and enhance mobility for students and staff on the European Campuses**. Each deliverable has particular characteristics that are connected to the timeframe in which they were/will be published and in their intended use:

- Output 4.1: Mobility Matrix and the first draft of the JIFs for mobility*:* A collection of best practises were mapped in a MATRIX including mobility formats for each target group (BA, MA, PhD, Staff) and for any duration and modality (short and long term, virtual, blended and physical). During the first project period some of these formats were tested either as part of the SSCs regular work plan or as new formats implemented to face the Pandemic crisis

- Output 4.2: Interim report on the implementation of the JIFs*:* This deliverable described the shift from the theoretical framework to the *on the ground* implementation of the first formats that have been put into practice within the joint educational formats or independent contexts.

- Output 4.3: Final report on the implementation of the JIFs: The aim of this report is to review the previously evaluated formats and to include the description and evaluation of the latest implemented pilots in a narrative way. The information contained in this output is valuable for academics and professionals willing to gain detailed insights on the development of the Una Europa Mobility JIFs.

- Output 4.4: Publication of scalable and transferable JIFs for mobility: The information collected during the preparation of the first 3 outputs will be made available in a more user-friendly format on the public website. Each format description will be linked to supporting documents for implementation.

- Output 4.5: Reflections and recommendations for the scalability of the mobility formats and for the future Programme 2021 – 2027: This ouput will give a more general look on the opportunities for further development of innovative mobility formats on each of the actions of the new Erasmus Plus program.

- Output 4.6: Meetings of the cluster Mobility: The meetings among professional staff dealing with mobility in the partners universities, is the basis of the development of all the other outputs. The sharing of experience, difficulties and best practices is the most effective way to advance in the design and implementation of mobility paths.

The target users of these outputs are the members of the governance of the UNA Europa universities, in particular the Directors of Study Programmes, Directors of the Administrative Units or the decision makers who will have to replicate the mobility templates in different contexts for internal dissemination. External target users will be the same categories as targets inside the UNA Europa alliance. The aim of the dissemination of these outputs will be to enable other HEIs to exploit the experiences tested within the UNA Europa alliance.

The object of the present report is the Output 4.3, in which the mobility formats implemented during the project time span are described and evaluated by using the same methodology identified for the interim report (Output 4.2). The main difference between the two outputs is that while the 4.2 has been developed using a mixed approach (description and evaluation was done for all the Matrix formats, despite being implemented or not within the Alliance), this output has been conceived as a document in which only the formats implemented or, at least, that will be implemented in a near future within the Alliance have been reported. By this way, it will be possible to read the challenges and opportunities encountered from the conceptualisation to the implementation of each format, with the advantage of gaining a complete and practical overview of the route taken by each pilot team towards the format implementation.

2. Methodology

University of Bologna leads this work package, and it is supported by the Mobility Cluster: a team formed by professionals of all the partner universities with different expertise in the higher education mobility field. As stated in the 1Europe project plan, the transferable JIFs for mobility will be the outcome of a well-thought action research process. The consecutive steps which will be followed are:

- Stage 1: Conceptualisation and Definition (M1 – M6)

- Stage 2: Development (M5 – M17)

- Stage 3: Implementation and Evaluation (M10 – M30)

- Stage 4: Consolidation (From M30)

- Stage 5: Dissemination (From M30)

This deliverable (Output 4.3) covers mainly the third stage (Implementation and Evaluation) whose description in the 1Europe project application is presented in the square below. This third deliverable (Output 4.3) will therefore only include the **implemented formats** which can be subject of evaluation. The evaluation was made taking into consideration the feedback from participants (when available) and dedicated focus groups and discussions of the implementers (pilot team). The consolidated numbers of the JIFs for mobility and education are included in a separated document (Final Report - Annex 2 -Operational Implementation Part B) where it is possible to measure the effective outreach of the mobility among University partners.

Regardless the peculiarity of each mobility format described here, the common aim of all the chapters of this output is to provide useful tools to replicate and sustain the activities tested so far. The next steps, after the finalisation of this report, will be to simplify the descriptions and to create user-friendly templates for each mobility format (Output 4.4).

Stage 3: Implementation and Evaluation

Support to implement new mobility formats in different pilot cases.

This stage will focus on offering practical support for academics and professionals involved in WP5 and WP6. They will be supported when adopting and incorporating the developed JIFs for mobility into learning programmes. The academic community involved in WP5 will decide which JIF for mobility to test within the co-designed learning activities integrated in the Innovative Joint International formats (JIF) of WP4. This implementation will be, in the first instance, supported by the cluster Mobility of the Flexible Support Service (see WP 7). In collaboration with professionals from the other clusters, obstacles and constraints will be overcame to ensure a smooth implementation of the JIFs.

Evaluation of the implemented JIFs.

This activity is designed to evaluate the developed JIFs, taking into consideration their efficiency, effectiveness and the developed services. Their effectiveness will be measured by what extent the mobility templates have been correctly implemented and their potential for replication. Their efficiency will be measured by how the mobility and learning experience have contributed to reaching the proposed objectives. The evaluation strategies will be discussed systematically with WP 2 and WP 5 and WP 6.

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3. Results

This session presents the results of the implementation and evaluation stage of JIFs for mobility described in the WP4. The revised Matrix gives a general panorama on the formats that were actually implemented and the following sessions give details on each of the formats.

3.1. Revised Matrix

The final version of the Matrix gives an overview of the mobility formats that have been actually implemented within our alliance. Moreover, it helps to identify gaps that need/could be addressed with new innovative formats in the future. This mapping is the basis for the transformation of the Una Europa mobility formats into scalable and replicable models.

Table 1. Matrix of the Una Europa developed JIFs for Mobility:

ROLE ↓	MOBILITY TYPE →	Virtual	Physical	Blended
STUDENTS	**1) Bachelor**	Mobility in Emergency Joint Teaching Units	Joint Bachelor Mobility Paths	Joint Teaching Units
	2) Master	Mobility in Emergency Challenge-based Community Actions	Una Europa Summer School	Joint Teaching Units
	3) PhD	PhD Network	Una Europa Summer School	Blended PHD workshop PhD Network
STAFF	**5) Academic**	Una Europa Chairs	Una Europa Chairs	Una Europa Chairs
	6) Administrative	Staff Week		Staff Week Live my Life

3.2. Description and Evaluation of the implemented Mobility JIFs

3.2.1. Mobility in Emergency (Long virtual exchange)

Description of the format and feedback from beneficiaries

When the pandemic hit, in Spring 2020, it soon became evident that UNA EUROPA/1Europe's aim to extend the benefits of physical mobility to 50 % of our students, ambitious to begin with, had become even more difficult to reach. Yet, we also realised that for virtual mobility the pandemic gave unexpected new momentum. Even a year ago we had only a vague idea of what virtual mobility might entail. For the alliance, however, it was always envisioned as a vital element for building a joint European campus and enabling intercultural experiences for all students regardless of their social background and financial situation.

Given the Covid-19 crisis, mobility experts from the different Una Europa universities came together. They devised a way to cut through the red tape and came up with "Virtual Mobility in Emergency" – a pilot scheme to allow courses from different universities to be opened to students across Una Europa. To make sure that the students do not completely miss out on international learning experience, students enrolled at the participating Una Europa partners could apply to access a series of online courses at the other participating universities. The first edition of the scheme ran in the fall, and the second in the spring semester of the A.Y. 2020/2021. All in all, the Virtual Mobility in emergency scheme "moved" 182 students, as follows:

Sending university	Outgoing students fall 2020	Outgoing students spring 2021	Total
UHelsinki	20	1	21
JU Krakow	14	44	58
FU Berlin	23	3	26
KU Leuven	9	13	22
UC Madrid	-	10	10
UNIBO	-	33	33
TOTAL	66	116	182

The feedback from beneficiaries has been collected through an online survey, ideated within the UNA EUROPA cluster mobility, and delivered by home universities to participating students. The quality of the content of courses and teaching methods were mostly rated 5 (scale 1 – 5) and the satisfaction with VMiE experience in general was rated mostly very satisfied. Moreover, students reported that they received learning support and they were ready to recommend the experience to other students. This student feedback to the question *Why you consider this opportunity important and what you liked the most in the experience*, summarizes many other answers as well: "*This is because, despite online circumstances, the UNA EUROPA program offers a unique opportunity to catch up with "internationals" all over the world and to stay tuned in to the world. At the same time, I think virtual exchange enables the discovery of one's teaching practices and approach to students which brings a lot of usefulness and developments itself.* "

Format general requirements

Ideal kind of mobility: The format was launched as purely virtual due to the contingencies. Since students seems to be satisfied by the experience, the ideal kind of mobility can be virtual, for different reasons:

- No need of mobility grants

- Possibility to follow home university activities even during the mobility experience

- Potential course "package" built by different courses from different universities of the alliance

Ideal target group: Students

Ideal duration: one semester/term

Ideal nr. of participants: the nr. must be defined for each course, according to internal rules. The format in itself can be potentially opened to the entire UNA EUROPA student community.

Ideal entry and language requirements: B2 level of the language in which the course is delivered: multilingualism can be an option to consider for this kind of mobility experience.

Services

Ideal platform to be used for (eventual) virtual connection(s): During the pilot project (AY 2020-2021), all participating universities have used their own, existing platforms to offer virtual courses and to register students. Each participating student has used the platform offered by the host institution. This had not led to any major difficulties.

Ideal procedures for implementation (call for candidates, selection procedures…): In this pilot phase, existing procedures for physical mobility have been mirrored as closely as possible. This has helped inspire confidence in the pilot project on faculty and programme level. While each participating university has been free to apply their own selection procedures, admission criteria were set on the level of the separate courses. After the first semester, the members of the mobility cluster have worked on streamlining the process, resulting in fact sheets for all participating universities containing all information about the courses offered and the university's admission procedure, and in a uniform deadline across the network. For the format to be scaled it is vital that admission requirements and selection procedures remain up to each participating university, in order to be better "accepted" by the faculties and departments involved.

List of services to be provided before, during and after the mobility by all the participating universities to students and staff involved in the JiF:

<u>Before the mobility</u>

1) Information about courses and entry requirements. They should be clear and reasonably easy to be found. A dedicate and continuously update section on each university website, but also on the Alliance website, would be an asset.

2) Contact persons at home and host university: to provide information to applicants about selection processes and courses contents, to help them in building a learning agreement and to understand possible recognition opportunities

3) Introductory sessions at host universities, to provide general information before starting the courses, possibly interactive in order to build up a "virtual class" despite students will be enrolled in different course units

During the mobility

1) Tutors to help students in practical matters such as the use of the IT platform

2) An academic advisor at the home university for any doubt about courses contents and its effective added value in students' academic career

After the mobility

1) An official transcript of records to be released by the host university for recognition purposes

2) The home university IRO to orient students in the recognition process

Funding

Since students are not physically mobile, a mobility grant would probably not make a significant contribution to the success of this action. Funding would be useful for the institutions, on programme level, to support teachers who would like to transform their existing courses into a virtual offer.

Recognition

ECTS awarded: The Una Europa partners followed the Bologna guidelines on the number of ECTS credits assigned per course. These are not related to the number of class hours but give an indication of the total number of hours students are expected to spend on the course unit including lectures, self-study, practical work, writing papers, studying for tests and exams, etc. Most of the universities awarded between 2 ECTS and 7 ECTS when courses were successfully completed. Information on the exact number of credits was clearly indicated in the course description.

Other kind of possible recognition model foreseen: Depending on the mobility scheme (semester, summer/winter school, short mobility) the partnership might design a Una Europa certificate or can consider to include the courses in an e-portfolio. Extra-curricular activities can also be included in an e-portfolio. The adoption of the micro-credentials approach can constitute an asset for recognition of this kind of activity and would also make the whole procedure smoother for students and university staff.

Ideal procedures and documents needed for the recognition process: all the Una Europa partners have successfully implemented automatic recognition mechanisms in their own institutions. The Mobility in Emergency project required some more flexibility from all partners involved but all universities participating in the pilot, agreed on the recognition of study abroad periods for the students. The use of a Learning agreement can be optional, according to the internal procedures of each institution, but an official Transcript of Records (ToR) remains the minimum and ideal requirement for the recognition process. In order to avoid disappointments, all partners should commit themselves to duly inform the participants whether the selected course could lead to official recognition of credits or whether it was possible to enroll as an extra-curricular activity. Additionally, it would be beneficial to have a stable and broad offer of courses, good support for the student (e.g. introductory courses, language support, intercultural courses added to the academic offer) and more dissemination across the network. All these procedures and documents would become useless if the format would be built in line with the microcredentials approach.

Challenges/Opportunities/Added Value

Added value for the beneficiaries: The virtual mobility model implies that partner universities open their online teaching offer also to students enrolled in the other UNA Europa universities. Students can attend online lessons of one or more teaching units of one host university while attending teaching units of their home

university. At the end of the semester students' learning outcomes will be assessed through on line exams by professors of the host university.

Virtual mobility is more than online education at a distance: engaging learners from diverse backgrounds and geographically distant locations in meaningful interaction.

Innovative aspects of the JiF: The pandemic has helped us get familiar with different technological solutions and made a virtue out of necessity in forcing us online. With the pandemic emergency almost over, we need to reflect on the positive things that we should keep from the experience, and virtual mobility is one of them. Now that we can travel again, we know that physical mobility will never die, that humans are made to physical experience the exchange to make the best of it, but virtual mobility can constitute an added value to enlarge the scope of international exposure of students and staff while making it greener and inclusive. Virtual mobility is here to stay, but we can transform it from a pure necessity to a new way of implementing collaborative learning, additional learning experiences for our students in transversal fields, preparatory modules, and so on. Furthermore, the mobility in emergency scheme can constitute a good basis for the implementation of the micro-credentials approach, as mentioned above.

Identification of Barriers (at Universities, National or European level) and how they were/could be overcome

Tight schedule could prevent from doing efficient marketing for incoming and outgoing students, as it happened for the pilot. We would need online marketing materials from each other (preferably all gathered on Una Europa website) which should be well in time available on our own websites and in social media. To attract students to apply, the most interesting / unique / special courses should be pointed out.

Application procedures should be simplified: in the pilot the application was made in two stages and in some combinations both stages were time consuming and heavy for students and administration. Marketing efforts varied, application portals varied, required application documents varied, application deadlines varied, course information platforms varied etc. so there is room for streamlining the process between universities.

Acceptance of the students: in an ideal situation the courses selected to the course offer would be such that the availability of spots for Una Europa students are probable. If the applicant meets the requirements, has already been nominated by the home university and accepted by the host university it is a late point to notice that the course is full and student cannot participate. After the COVID-19 pandemic releases the physical mobility again and majority of lectures return to the campuses, what we still have left in online teaching/mobility will definitely be a larger amount of online courses in form of MOOCs. These courses are often multidisciplinary, for students with variable academic background and scalable to larger number of participants. Certain type of MOOCs would help us to overcome e.g. tight prerequisites concerning the study background, study level and availability of spots on courses.

From **teachers** the transfer of courses online has required new skills, both technological and pedagogical. For **students**, attending courses from distance can be exhausting. Add to both an international element – students from different cultural and academic backgrounds attending the class from various geographical locations and time zones – and the challenges may well multiply.

Opportunities in terms of strengthening cooperation and/or enlarging existing partnerships

Aim for learning by developing things together. The metaphor where learning is seen as *knowledge creation* is best suited to elicit and understand processes of knowledge advancement that are important in a fast evolving, heavily co-dependent and knowledge-intensive environment. In addition to individual cognition and social interaction, the metaphor of learning as knowledge creation emphasizes co-development of shared objects and practices – in other words, collaboration – for online teaching in particular. In the current

environment, sharing outcomes, results and discussions between course participants can be used to create a sense of community even without synchronous meetings.

Taking advantage of the students' different backgrounds and geographical locations. Even in a monocultural setting (if such a thing even exists), writing a joint report or coming up with a solution to a specific problem develop our skills for communication and interaction. In an international classroom, these skills extend to understanding of different cultural perspectives, open-mindedness and courage to interact with people from other countries. By opening up our courses we can create possibilities and support equal opportunities for students abroad and work "for the world" according as we promise. In addition, differences of cultural background and geographical context can be actively used to promote not only intercultural skills but a more nuanced understanding of the subject matter. Instead of grouping locals and "foreigners" separately for convenience, mixing students from different backgrounds together opens the path to new discoveries.

Creating a safe space and managing expectations. Incorporating cultural differences to teaching, whether online or face-to-face, requires a psychologically safe space. To create such a space, we need to stress the importance of setting out norms and rules. Instead of imposing a ready-made etiquette, it is worthwhile to try and to discuss cultural differences openly and set the ground rules in collaboration with the students. Teachers are encouraged to embrace the unfinished nature of online sessions and allow for discussion, feedback and thinking aloud. To ensure that everyone feels encouraged to speak, there should also be room for "imperfection" – this applies to "imperfect" language and mix of different languages. To tackle other pitfalls of learning online in a multilocational context, managing expectations is key. Consider the different time zones (remember daylight savings!) and pedagogical standards, start with warm-ups and use quick and easy questions to get everyone on board. To make sure that tasks and assignments are understood and submitted on a timely basis, teachers should use various methods of verbal and visual coding.

3.2.2. Joint Teaching Units

Description of the format and feedback from beneficiaries

"Joint Teaching Units (JTU)" is one of the three formats of the UNA Europa Mobility in Emergency initiative and implies the involvement of a selected group of professors at each partner university that should organize common education activities for their classes assuring forms of interaction among students attending the teaching units. The first pilot was carried out by the One-Health Self Steering Committee.

- *Proposed format for OH JTUs AA 2020/21 Pilot phase*

JTUs in the pilot phase of academic year 20/21 took place be in the form of **recorded lectures** in English, of variable duration on a specific One Health related topic followed by a live Question and answers session. The procedure for implementation can be summarized as follows:

Creation of the JTUs Catalogue

- Teachers from different universities registered and uploaded a series of video lessons in Unibo's platform (host). The result was a total of 8 units in diverse topics of the One Health area.

Student Registration

- The catalogue was distributed to *all* partner universities and students were encouraged to register to Unibo's platform and then to their prefered One Health unit(s).
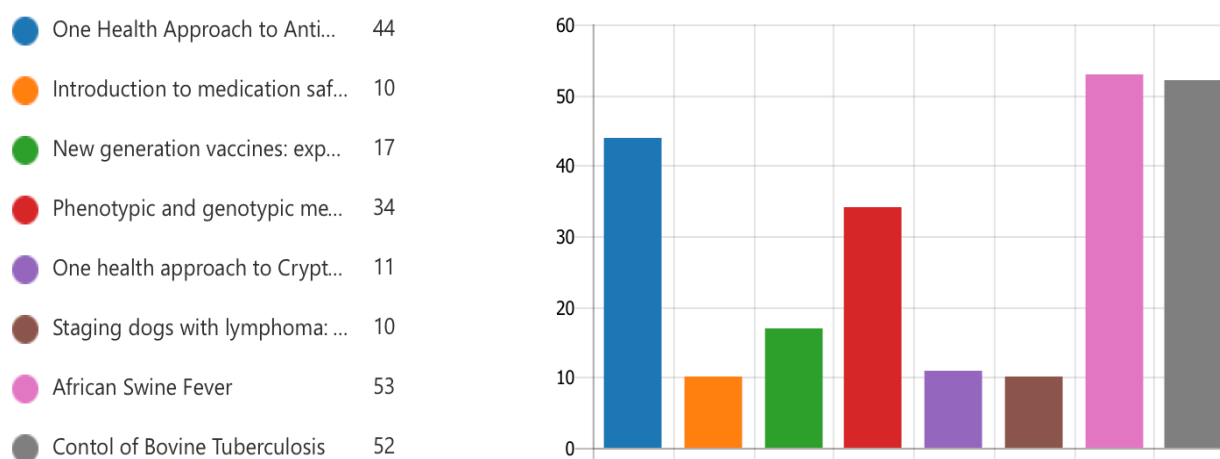
Asynchronous Phase

- Students had time to watch the video-lessons from 25th November 2020 throughout December until the day of Q&A session.

Synchronous Phase

- The professor of each unit had a live Questions and Answers session with the students of all partner universities that had attended the video-lesson.

In this pilot phase, there was not a formal credit recognition, each professor was free to decide how to evaluate participation to this activity.

The number of students registered to each unit is shown in the following figure (total 231 registrations):

One Health Approach to Anti...	44
Introduction to medication saf...	10
New generation vaccines: exp...	17
Phenotypic and genotypic me...	34
One health approach to Crypt...	11
Staging dogs with lymphoma: ...	10
African Swine Fever	53
Contol of Bovine Tuberculosis	52

- *Evaluation/Feedback*

After the experience was concluded, the format was evaluated through different tools and the results obtained were analysed and are the basis for the next session "*Towards a general model*".

a) **Students survey:** Even if there was a large number of registrations to the lessons, it was not possible to extract the actual number of *attending* students since there was not a track system. Moreover, the

answer to the survey was not mandatory and thus the replies were not numerous (only 7). Nevertheless, there were useful insights that will be considered for future improvements of the format

- Most students believe that they had increased competency in specific topics, and that having an international (thus different) point of view, was useful to gain a broader knowledge.

- Students would appreciate more interactions with students and professors from the other universities, more videos and practice learning, an evaluation and a recognition of the activity.

- Some challenging points include the (unstable) WIFI connection, the limited time.

- Most students would participate again in similar initiatives.

b) **Professors Focus Group discussion (with a Jam Board Session):** The discussion was structured around two main topics: Format and Barriers and Opportunities. In each of them some specific questions were put and professors had time to think and reply with sticky notes on a virtual JAM Board, after this, the answers were discussed. The figure below presents the main conclusions for each question.
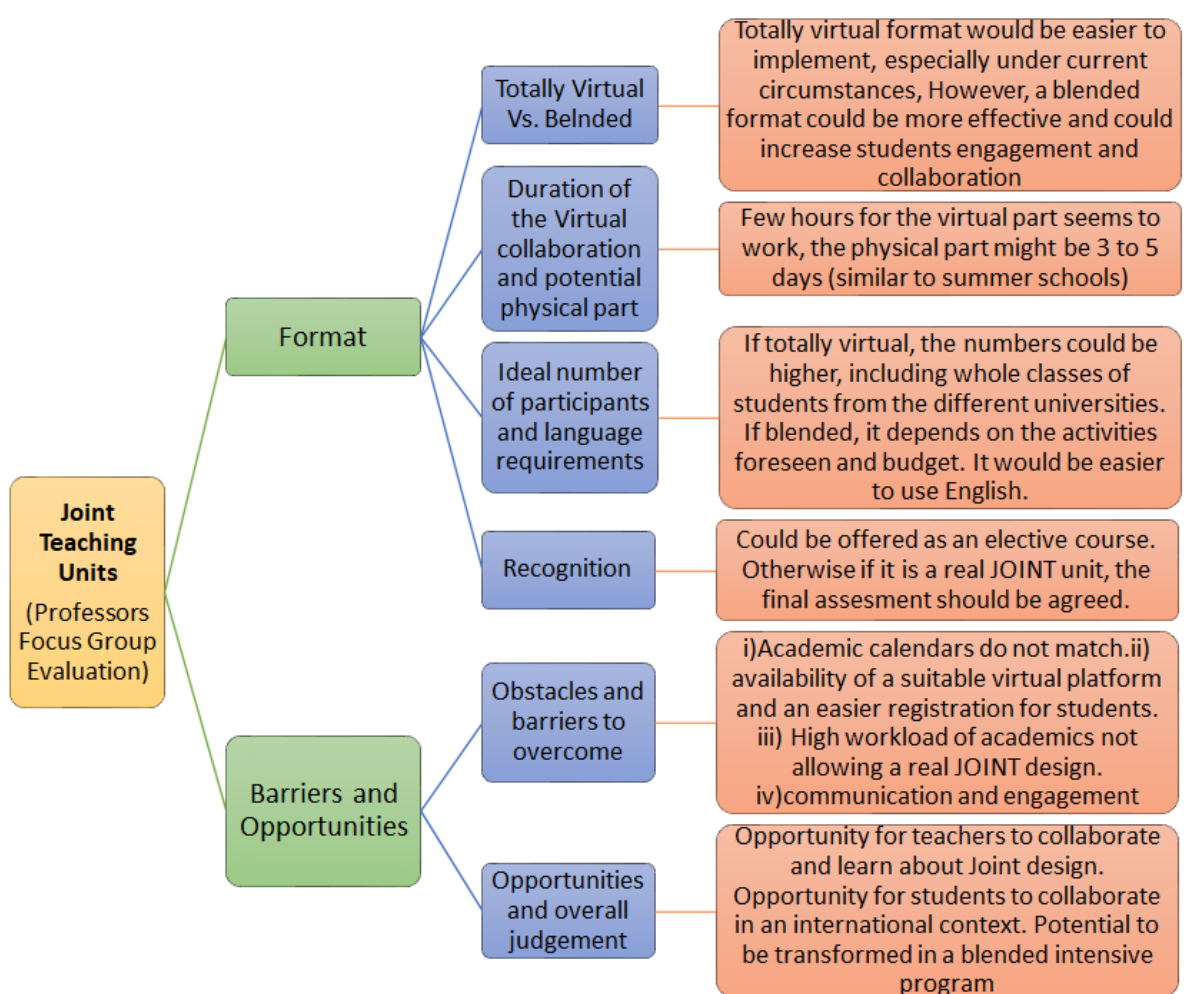
Towards a general model:

Based on the information collected, the proposal for this format would be to transform it into a Blended Intensive Program (BIP). The Blended intensive Programmes (BIPs) will be part of the general call "MOBILITY" (KA1) of the new Erasmus Plus framework program. They will fund the organisation of short "face to face/physical" educational initiatives participated by students of at least 3 EU universities. The residential part of the programmes must be accompanied by a substantial virtual collaboration among participating students either before or after the physical part of the programme.
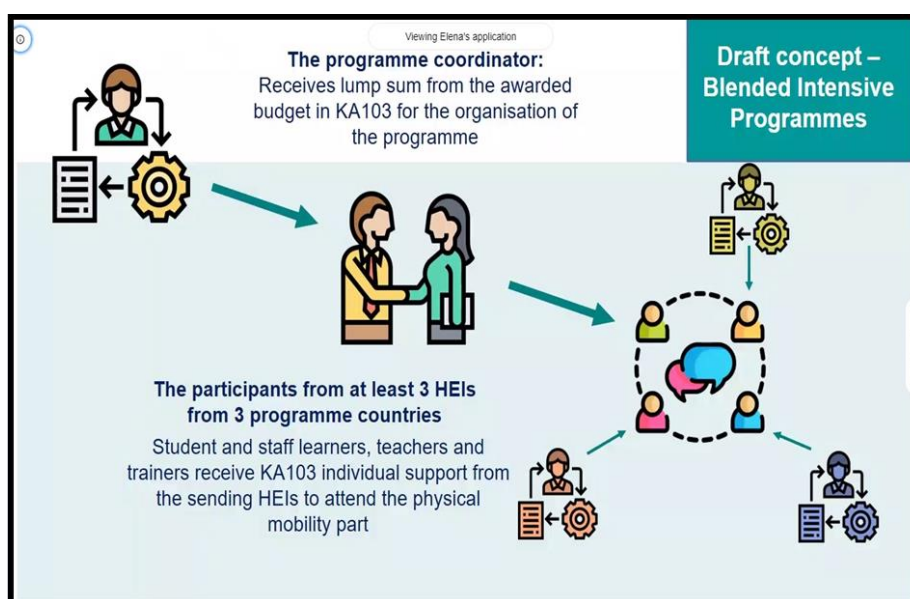
This type of format responds to most of the challenges found in the JTUs pilot model: It implies an intrinsic joint collaboration of the professors, it gives ECTS credit recognition, it has covered the funding for the organization and participation to the physical part of the format, it includes a virtual collaboration. The following sessions describe more in detail the requirements and service needed to implement this format in the new version.

Requirements for implementation:

The Intensive Blended Programme is a model of "**Blended Mobility**", where the physical mobility of the participants must be minimum 5 days and maximum 30 days and where online learning and/or virtual collaboration among students from different universities is mandatory before or after the physical mobility takes place.

Target groups of the BIPs can be **Bachelor, Master or Doctoral students**. According to the evaluation of the first JTU in One Health, the **ideal number of students for this format should be from 20 to 30** in order to allow the creation of a manageable number of virtual international teams of students and to keep the residential part sustainable.

Being a joint teaching unit, BIPs are **educational formats** before becoming mobility formats. This requires the joint collaboration among the academic staff of at least 3 Una Europa Universities engaged in the following implementation procedure:

1. Joint development of the educational programme. This process may start from existing educational programmes and consist in the joint revision of course units that each partner is already offering or it may lead to the creation of a new course unit. The minimum ECTS to be awarded to participating students must be 3. In developing the intensive programme, the involved universities must decide:

   - About the virtual component: will it be based on online lectures? Will it be based on common lectures and team works? How the virtual component will feed the residential programme? How international teams will be created and supervised? What will be the tasks assigned to the international teams of students (if any?)

   - About the residential part: the duration (min 5 days), how a mix of lectures and interactive sessions will be ensured? How the virtual collaboration will be exploited during the residential part?

   - About credits: the host institution will have to award at least 3 credits for the residential part of the programme. How these credits will be recognised by the sending institutions? Will they be automatically recognised as part of existing course units? Will they be complementary to the regular study plan?

   - The academic board of the intensive programme must also decide how to proceed with the selection of students.

2. Logistics and mobility management: Once decided the host institution, all the participating universities must establish a communication flow between the academic department involved and the International office. International offices will stablish the procedure for the delivery of the funds, for the allocation of scholarships and for all the relevant aspects necessary to start the mobility such as registration of selected students, learning agreement, enrolment to the JTU program. For the physical part, the host institution will provide the usual services for exchange students such as information on the organisation of the trip, accommodation, arrival certificate, access to the facilities and final test access.

3. Once the physical mobility is finished, IROs of host university will help with the "check-out" procedure and by providing the ToR.

Challenges/Opportunities/Added Value

As stated before, this type of format responds to most of the challenges found in the JTUs pilot model and it has a high added value for teachers, for students and for the strengthening of the alliance in general.

Among the advantages there is of course the availability of funds for a physical mobility, the recognition of credits and the intrinsic Joint collaboration among academics and professionals while designing the format. Nevertheless, some challenges remain such as the difficulties due to differences in academic calendar and the availability of time and experience in Joint course design of the professors that should deliver the program.

A first solution to this would be to ask for an ABC design workshop (delivered by the IT for education cluster – they are already doing it with other formats of the SSCs) for the professors that will participate to this initiative.

For further details and opportunities of Blended Intensive Programs for the European University alliances, please refer to the **Output 4.5 - Reflections and recommendations for the scalability of the mobility formats and for the future Programme 2021 – 2027**

3.2.3. Challenge-Based learning (Una.Ten, Una Futura and UNA Together)

Description of the format and feedback from beneficiaries

The format, started under the name UNA.TEN, has been part of the OI (Open Innovation) program "TEN" (Transform Emergency Now) of the University of Bologna, that links university, industry, government, public, and the environment through multidisciplinary teams of students. The program intended to develop quickly implementable solutions, to address specific challenges related to the Covid-19 emergency. UNA.TEN has been the first iteration of the program OPER.TEN, implemented in March 2020 with a regional approach. Based on the collected feedback provided by the network involved in that program, OPER.TEN was scaled within a European dimension resulting in the UNA.TEN experience.

UNA.TEN addressed real challenges related to the Covid-19 post-emergency phase 2 (post-lockdown) by using a format of Open Innovation program, adapting the hackathon ideation-driven structure towards an implementation-driven structure.

UNA.TEN was promoted by UNA Europa, involving students from seven partner universities. The roles of the different actors that took part are summarized in the following table:

Actor	Network involved	Main responsibilities
Design team	MSc students of the Una Europa network from different background	Design activities
Coach	Professional with consolidated experience in innovation projects and the design thinking approach.	1. Advising the design team about the tools and activities in order to meet the daily goals. 2. Finding experts to be interviewed and partners to involve 3. Finding companies or organizations interested in further developing the concept.
Teaching team	It is made up of all the coaches involved in UNA.TEN.	1. Have an overview of the progress of all projects 2. Agree on the next steps and eventually adjust the process 3. Share tips and contacts.
Program coordinator	It is a coach from the teaching team in charge of the organization of the program.	It is suggested to identify a **network program coordinator** and a *local coordinator*, among the teaching team members of the partner universities, whose primary responsibilities are: **1. The creation (or refinement) of the design process** **2.** The organization of the network online meetings (European teaching team update, kickoff, milestone e final presentation) *3. The recruitment of the design team members* *4. The organization of the coaching team update in* his/her university

Referent professor	A professor from one of the Universities who represents the academic side	1. Process definition
		2. Relationship with the academic partners
		3. Overall supervision on the program
Support circle	Professors, experts, corporate professionals, start-up connected to the University networks	They are involved only during the kick-off, milestone, and final presentation in order to provide the design teams with feedback and contacts
Partners	Firms or organizations that may be interested in further developing the concept or cooperating in the final test of the solution.	

To define the challenges, first, the University of Bologna teaching team performed desk research, interviewed stakeholders from public institutions (such as the Bologna municipality), and identified a set of 20 areas of intervention. The Una Europa Network then shared, discussed, and validated those areas and selected four of them.

UNA.TEN involved **100+ students, organized in 19 teams**. Each local team worked separately on it, with a few joint meetings with other teams working on the same challenge to share insights and research material.

UNA.TEN aimed to identify a program that could quickly implement solutions to respond to Covid-19 issues rapidly. At the end, the evaluation of the solutions proposed by each team was performed to understand if the concepts were relevant in terms of feasibility of implementation through the program's experts' survey. According to 90% of the experts, the solution concepts were likely to be achievable and impactful. Along with this kind of feedback, experts were also asked to suggest what elements impacted the implementation effectiveness, and they mentioned different elements that were then taken into account. This gathered evidence allowed us to validate the program in terms of effectiveness, which is a valuable result for innovative interventions during a pandemic time of crisis. Further investigations may also inquire about their efficiency.

Based on the UNA.TEN experience, another UNA hackathon has been organized for the summer 2021, and called UNA.FUTURA, aimed at identifying solutions to real-life challenges arising from the digital revolution. UNA.FUTURA has been organized together with DIGITALIZED!, a project financed by the Polish National Agency for Academic Exchange as part of the Academic International Partnerships programme and the Excellence Initiative - Research University programme financed by the Polish Ministry of Science and Higher Education.

The initiative was made up of four phases: the preparatory phase, during which the recruitment and the creation of the teams was made; the pre-sprint phase, two weeks in which participants took confidence with the project, the challenges and the group; the sprint phase, five days of workshops and team work; the post-sprint phase, during which a concept book has been created along with the dissemination of results.

In spring 2022, UNA.Together constituted the third edition of this OI format. This time the initiative has been focused to the creation of concepts that advance diversity, equity and inclusion in academic communities. Organised in cooperation with Helsinki Think Company (an organisation based at the University of Helsinki which develops programs and challenges that encourage impactful action), the timeline foresaw seven weeks of activities with lectures, workshops, showcases and dissemination.

Towards a general model:

General requirements

Ideal kind of mobility: virtual

Ideal target group (Staff/Students/Academics): master and/or PhD students

Ideal duration: from 10 days to seven weeks

Ideal nr. of participants: up to 100, but it could depend on the network dimension, or other elements related to the program implementation (subject, nr. of challenges identified, academic staff involved and so on)

Ideal entry and language requirements: B2 level of the common language identified, good knowledge of the subjects addressed and/or good command of "design thinking"

Services

Ideal platform to be used for (eventual) virtual connection(s)

To overcome social distances and remote working issues, the UNA TEN teaching team developed a Virtual Interaction *Vademecum* to foster coordination and cooperation among the local teams. Every local team managed the communications with the network through Slack, collected data through remote interviews and online surveys, shared all the gathered data in a digital workspace on Google Drive, and analyzed data collaboratively by using Miro, a visual collaborative platform. The same approach can be considered useful in general for future similar initiatives: independently from the platform(s) identified, it would be useful to have a clear picture of the platforms and tools to be used at each stage/goal of the program.

Ideal procedures for implementation (call for candidates, selection procedures…)

Open, online call for participants targeted to students and PhD candidates from all disciplines (or from different disciplines related to the main subject of the hackathon). Selection procedures, in case the number of applications would be too high, should be described in the call for application.

List of services to be provided before, during and after the mobility by all the participating universities to students and staff involved in the JiF

The idea, developed by the UNA.TEN project team, to provide all participants (students, but also academics involved in the various phases of the program) with a Virtual Interaction Vademecum to foster coordination and cooperation among the local teams seems to be very useful and aimed at giving a clear overview of the tasks and duties requested for taking part at the program. The vademecum gives information on different issues like:

- How to select/compose the teams (as about students to be involved as about academic coachs and professionals);

- How to set up the digital workspace;

- How to manage the communication within each team and between the teams;

- Tips for a successful remote collaboration

- Methodology

- Duties of the participants according to their role within the program

- Outputs to be performed and assessed on each day of the program

- Rules/suggestions on how to present the final product(s)

- Dissemination of the results

Funding: would a mobility grant guarantee the mobility success? Would other kind of funding be necessary for its implementation?

A mobility grant seems not to be appropriate/useful for participants in this format, being conceived as completely virtual. Funding for institutions can be an added value in order to have a correct implementation of the tools to be used, if needed, or a dedicated IT team to support its technical implementation.

Recognition

ECTS awarded: no ECTs has been awarded to participants for the three pilots implemented so far, but the possibility to award few ECTS (calculated according to the total workload requested to the students) could be a good opportunity to enhance students' participation. Given the innovative, challenge-based and multidisciplinary nature of the program, ECTS to be recognised as transversal skills could be a solution.

Other kind of recognition model foreseen in case no ECTS can be awarded/recognised: at least a certificate of attendance released to all participants and designed jointly by all the participating universities will help students in inserting the experience in their CV.

Ideal procedures and documents needed for the recognition process: this format is not compatible with traditional recognition documents and/or tools, such as learning agreement and transcript of records, given the short timing of the program in itself and the open nature of the participants' selection. In case a nr. of ECTS would be defined as awardable, the indication of the ECTS on the certificate of attendance could be enough: students should present the request of recognition to their programme board according to each university's internal rules.

Challenges/Opportunities/Added Value

Added value for the beneficiaries

The main added value for participants would be to tackle real-life challenges in cross-European teams. Being also multi-disciplinary and based on open design methodology, students will experience an innovative way to look at specific issues, opening their minds to other contexts and disciplines, thus enhancing their skills in team working, being task-focused and using digital platforms.

Innovative aspects of the JiF:

Applying the Open Innovation approach to education, combining an ideation-based experience to an implementation-driven structure, building up a program based on the active participation and interaction of the students. In this format the mobility is not "part of" the program, but it is the program itself: each challenge is conceived through a virtual collaborative exchange of academics and the solutions are designed by individuals that are actually in virtual mobility for the whole duration of the designing process. The UNA.TEN teams were local-driven and then interacted with the other teams, while the UNA.FUTURA and UNA.Together teams were already composed by students (and academic coaches) from different UNA universities, being already an international class before the interaction starts.

Identification of Barriers (at Universities, National or European level) and how they were/could be overcome

In the pilot format each challenge has been assigned to more local teams from different universities. Each local team worked separately on it, with few common meetings with other teams working on the same challenge to share insights and research material. This structure was aimed at addressing European problems in each local dimension in order to develop solutions tailored for the specific issue of the territory, connected to each university, still leveraging on the potential of an European network where case studies and contacts of experts and professionals can be shared. For this kind of format the main barrier, indeed, is the diversity among the different local communities, which can request different ways to address the problem(s) analysed by the working groups. Having different local teams dialoguing with the others and the idea of a common final

moment of synthesis can be a good compromise between a European dimension and the need of working (also) for the local communities.

Opportunities in terms of strengthening cooperation and/or enlarging existing partnerships

The strength of this format is putting in contact teaching staff and students from different academic background thanks to its multidisciplinary nature. This way of cooperation of the whole academic community within the Alliance could be enlarged, by mixing and matching groups from different disciplines. On the other side, if similar formats will be launched with an eye to local communities, associated partners could benefit from them, being part of the implementation of the proposed solutions.

3.2.4. Una Europa Staff Week

Description of the format

The target group of the Una Europa Staff week are the different professional families that are involved in the development of the future European Campus. The number of potential interested groups is huge, that is why, for each staff week it is necessary select the focus groups and trying to on one hand to prioritize the groups that are already developing Joint Formats and on the other hands trying to match those groups that could bring innovation and different perspectives for the development of the Una Europa alliance.

The **first** Una Europa Staff Week took place as a three half-day **virtual program** (due to Covid-19 restrictions) from March 1 to 3, 2021. The format consisted in a mix of informative sessions about the Una Europa alliance, socializing events to get to know other colleagues (virtual lunches), speed datings and working group sessions to focus on specific fields of work. The focus groups were :

- Communicating Una Europa (Interactive Group Discussions on Strategies, Target Groups, Collaborative Tools)
- International Offices (Staff Training, Education Programmes)
- Una Europa Future LibraryLab: Practices & Collaboration
- Alumni Network (Kick-Off Una Europa Alumni Network)

The **second** Staff Week, was developed as a **blended event**. The digital preparatory meetings were conducted at the end of January 2022 / beginning of February 2022. The physical part was at KU Leuven from March 28 – March 31. The staff week consisted of peer-to-peer training, exchange on best practice models, connecting colleagues from the same fields of work and building a Una Europa staff community. The four themes / tracks of the second staff week were:

- Creating a PhD network
- Academic advising and psychological counselling
- ERASMUS+ cooperation projects
- Open Educational Resources.

Feedback from beneficiaries

In the First Staff Week over 150 colleagues participated. The event was evaluated afterwards and the lessons learnt -in short – are:

- The overall satisfaction was high.

- Interactive sessions were preferred over informative sessions. Interaction, involvement and exchange was highly appreciated.

- Follow-Ups of the working group sessions were highly desired.

- It was suggested to add working group sessions and offer more variety of specific working group content.

In the Second Staff Week, for every track one member of each Una university was invited to join the in-person week at KU Leuven. Unfortunately, not every UNA university managed to nominate one person per track. 31 colleagues participated in the physical event, 5 of them in the capacity of track lead (2 for the OER-track). The physical staff week was evaluated afterwards and the lessons learnt - in short – are:

The overall satisfaction was high, with 70% of responders indicating they were very satisfied by the overall programme. The satisfaction with the online preparatory meetings scored 4,42 on a 5-point scale.

The mix between interactive and informative sessions as well as time for networking and community building was deemed "exactly right" by all responders. The in-person interaction, involvement and exchange was highly appreciated.

Participants were satisfied (score 4) till very satisfied (score 5) for the knowledge gained about Una Europa, with an average of 4.31 on a 5-point scale.

Group size differed from 6-9 persons. For 65% of the respondents this was exactly the right size, for the other 35% the number of participants was too low. Based on the open comments respondents gave on the online evaluation questionnaire and what participants indicated during the (closing) session, it may be assumed that respondents from the smallest groups indicated that the group size was too small.

Suggestions for future similar formats include having each partner institution represented in every working group as well as having more joint meetings of multiple working groups. This could further collaboration and exchange. Another suggestion for improvement is to add a welcoming (and closing) networking session to enable participants across tracks to get to know each other

All working groups indicated the desire to collaborate further and follow-up with their work after the staff week. It was also suggested to add colleagues from the new partner institutions to the working group as well as from institutions that were not able to participate in the physical staff week.

26 of the 31 participants responded on the online evaluation questionnaire (response rate: 84%)

Towards a general model:

After the first two pilots, the proposal is to develop the Una Europa Staff Week as a blended event, thus including virtual and physical mobility. The target group is administrative staff / Higher Education professionals from all the Una Europa universities. We consider the ideal duration of the staff week as a blended event of three to five days.

As for virtual events the number of participants is relatively flexible. Especially for the preparatory sessions there is no limit of participants but since it is a working group on specific fields of work, an ideal number would be 1-2 members from each university. In terms of costs, virtual mobility doesn't limit the number of participants as there are no travel and accommodation costs. As for physical events the number of participants is limited. For physical working sessions the ideal number would be 8 to 20 participants.

The language requirements are a sufficient level of English. There are no further entry requirements but participants should clearly state their motivation to participate.

To create a sense of belonging and in order to start the staff week with a more or less equal knowledge of Una Europa, the Una stories, including the Una podcasts, can be brought to the attention of the participants in the preparation for the staff week.

➢ **SECTION 2: Services**

First, it is necessary to define the technical platform to be used. Such platform should allow not only interactive videoconferences but also events where speakers are "on the stage" and visible while the audience is muted and can only participate via chat.

The procedure for the implementation contains the following steps:

- Development of the program, format, topics, content

- Invite speakers, moderators, session hosts/group leads according to the topics

- Marketing of the event with program and speakers/hosts

- Invite colleagues from the Una Europa universities

- The nomination / selection of participating staff members is up to each university

- For the digital event technical support during the session needs to be provided. Beforehand, session links, technical instructions and set up requirements need to be sent to the registered participants.

- Participants can apply for funding for Erasmus+ (blended) staff mobility for training (participants) or for teaching (track leads) at their home university. Erasmus+ funding only covers the days of physical mobility (not the online part).

If the format of the Una Europa Staff Week will aim to establish stable working groups and professional sub-networks, these groups will need a facilitator or group chair to motivate and engage people to work remotely towards a common goal or project

➢ **SECTION 3: Recognition**

Participants can receive certificate of participation for the Una Europa Staff Week.

If funded by Erasmus+ staff mobility, the Erasmus+ paperwork and flows has to be taken into account (E.g. Grant Agreement, Mobility Agreement, Certificate of Stay)

Bearing in mind that Una Europa Staff week will have to distinguish themselves from regular Erasmus Staff Weeks organised by each University, a special recognition procedure may be conceived. This recognition procedure may take the form, as an example, of:

- A certificate of attendance (minimum recognition procedure)

- A certificate describing the themes of the Staff week and the outcomes in terms of competences engaged

- A certificate issued by each HR unit of the universities involved. In this case, the format of the staff week must enter in the "staff training catalogue" of each one of the institutions. In this way the training received will potentially contribute to the career advancement of the involved staff.

At this purpose, it is proposed that one of the working groups of the next Staff Week is the HR professional Group, having the mandate to discuss a common recognition framework for participants.

> ➢ **SECTION 4: Challenges/Opportunities/Added Value**

Added Value

The staff week served as a community building tool for Una Europa for administrative staff. Staff members that are less familiar with the alliance have the chance to be informed about past achievements, current events, activities, initiatives, task forces, projects and future endeavours. Also, the staff week gives participants the opportunity to get actively involved, share good practices with colleagues from the partner universities, exchange ideas and initiate common projects, get to know colleagues involved in various fields of work in Una Europa. It strengthens the cooperation in general and gives staff some learning opportunities to incorporate new practices into their specific field of work. The analysis of the first successful pilot example of the Una Europa Staff Week highlighted some encouraging features such as:

- The curiosity of the participants not yet directly involved in the Alliance's activities in knowing more about the potentiality of the Network

- The motivation of the universities' staff members to engage with peers and to have the chance to discuss the topics of their daily jobs with professionals of the other universities

- The effectiveness of the virtual environment as a preparation tool

Challenges

Yet, despite the success of the initiative demonstrated by both evaluation reports and number of participants, it is still hard to identify a "unique selling point" of the Una Europa Staff Week format and to distinguish it from a very successful initiative developed within any other network.

Based on the analysis of the first experiences, the expertise of the Cluster's members, the format developed under the first years of the project and the analysis of the original application, it is therefore proposed to consider the following points (opportunities) when developing the Staff Week.

Opportunities:

Objectives

The Una Europa Staff Week will have the twofold aim to (1) engage new members into the Una Europa community, explaining the rationale of the Alliance and its organisation and (2) create or consolidate new sub-networks of professional staff families engaged to work together on a common idea/project/challenge derived from the development of educational and research initiatives

Format

In order to achieve the two above-mentioned objectives, the Una Europa Staff Week will necessarily have a mixed format of plenary and introductory sessions and thematic sessions.

The proposed format is "blended" allowing people to physically meet and to continue to work together remotely.

For every Staff Week there will be "newcomers" and for them, it could be useful either to make a very general plenary session or to produce OER material with general information that they can consult. A thematic focus (or multi-thematic focus) which will attract different professional expertise from the 8 Universities (including some working groups already established).

The physical event, whose duration could vary from 2 to 5 days, will act as a start-up for the remote collaboration of the working groups. Working groups will then continue to work together remotely either on a

specific challenge emerging from the UNA Europa Community at large (eg: accreditation of a joint degree) or on a common idea developed during the physical event (eg: research managers organising a joint event to discuss the new Horizon Europe Programme).

A chair of each working group will be nominated to facilitate remote engagement after the physical event.

Connections with other formats

The Staff Week format is ideally connected with the Live my Life format. Indeed, the application of the Live my Life format is particularly encouraged among members of the Staff Week thematic working groups

Outputs

In order not lose traces of the good practices developed by working groups, it is proposed that results of their exchanges are collected into a Una Europa Staff Week yearly publication, including the names of the participants and main contributors (eg: Una Europa Human Resources Working Group Series, N°0, year 2022)

Outcomes

The proposed format is expected to contribute to the creation of formal and informal sub-networks of professionals, aimed to more easily engage in the facing of administrative and management challenges and to increase the individual motivation of the staff involved. In terms of embedded learning, this format will impact on individual professional growth more deeply than a successful participation in a single event.

Recognition

It is proposed that the participation in the Staff Weeks and in working groups will be certified by the Una Europa Secretariat/executive Board. Each University is encouraged to work on a specific certification to allow career advancement of participants.

3.2.5. Una Europa Chairs

➢ **Description of the Chairs from the application**

*"The Una Europa Chairs **programme** is conceived as a way to advance research, training and programme development in higher education by encouraging **inter-university cooperation** through the transfer of knowledge across borders.*

*The Chairs will be sponsored by **local governments, private companies, foundations, cultural institutions, banks etc.***

*The Chair will invite experts from any area related to (Focus Area) **from the seven countries,** to participate, through **physical and virtual mobility**, in various academic programmes and activities (e.g. workshops, research, MOOCs, debates, continuous education etc.)*

Chairs are aimed:

- *to consolidate one of our thematic areas and to bridge academia and other stakeholders,*
- *to collaborate with companies, governments, NGOs and institutions,*
- *to connect research with educational programmes,*
- *to communicate on UNA Europa through effective dissemination of research results,*
- *knowledge transfer based on top research."*

In the description from the application, some key points are highlighted to set the context and the state of the art. In particular it is worth-considering that:

- Una Chairs is presented as a "Programme"
- Una Chairs will be externally sponsored
- Una Chairs will include physical and virtual mobility
- Experts were initially conceived as "internal" to the Association ("from the 7 Countries")
- Collaboration with external stakeholders was included
- Connecting research and educational Programmes was aimed

➢ **Main challenges arising from the reality-check and from the first implementation rounds (pilots)**

- The implementation of the Una Chairs has followed a particular path in each university, mainly due to their relation to external funds. Difficulties in finding external donors are probably due to i) The absence of a clear "Programme" defined by the thematic areas and therefore clear added value for the external player, ii) Lack of a holistic view towards the Chair and a consequent "local" dimension of the impact iii) Lack of time available from SSCs academics to put efforts in a new process such as the definition of the Una Europa Chairs Programme. Nevertheless, the alliance has put an effort to test different approaches to this format and until now, there have been a total of 4 pilots in 3 Universities and the Una Europa association, that are shortly described as follows:

Pilot Lead/Status	Number and Focus Area	Funding	Selection	Duration and budget	Main Activities	Mobility Elements
Pilot 1: Freie University of Berlin. (3 Ended, 1 ongoing)	4 Una Chairs: • Cultural Heritage • Data Science and Artificial Intelligence • European Studies • Sustainability	German Academic Exchange Service (DAAD)	The selection was performed by the local SSC leaders in cooperation with the FUB BoD member	1 academic semester each. Around **33.000** euros each	Teaching in the focus areas.	Virtual (Carried mainly during Covid pandemic)
Pilot 2: Università di Bologna (Ongoing)	2 Una Chairs in European Studies	Italian Ministry of Education, University and Research (MIUR)	Call for Application open to *well-established scholars* (not restricted to Una Europa partners)	Up to 3 Months each. **10.000** euro each	Research and didactics. Mainly for supporting the new JIFs of the Joint Bachelor (BAES).	The project must include virtual or physical mobility involving at least two other UNA Europa universities
Pilot 3: Jagiellonian University (Ended)	1 Una Chair in Sustainability	Polish Ministry of Science and Higher Education	Call for Application open to *outstanding senior researcher from a Una Europa university*	3 Months. Around **25.000** euro	Research and Teaching plan proposed by candidate.	The project had to include a mobility period to at least two other Una Europa institutions-
Pilot 4: Una Europa VZW (Seed Funding) (Ongoing)	5 Una Europa Chairs • Cultural Heritage • Data Science and Artificial Intelligence • European Studies • One Health • Sustainability	Una Europa VZW	Call for Application open to *senior academics of at least two partner universities and an appointed chair holder.*	The recommended minimum duration is 60 days, but may also cover up to the full project duration (1 Semester). Up to **36.000** euro per project.	More program-wide. Focus on the workplan and activities as a Team.	Mobility is intrinsically included since the Chair Holder must go on fellowship to the Coordinating University. (Other mobilities of academics between universities are elegible)

The different implementation approaches have allowed to perceive the advantages and disadvantages of each model. For instance, in the model of the Freie Universität Berlin, the chair-holders were mainly dedicated to teaching in their focus area, thus relieving the teaching burden of the related SSC academics in order for the later to dedicate more time to the development of the Joint Innovative Formats (JIFs). On the other hand, the chair-holders in European Studies of the University of Bologna will have a focus on the direct development of a particular JIF (winter school for instance).

Considering (i) the description included in the original application; (ii) the different approaches of the 4 pilots and (iii) the analysis of constraints and opportunities, the Una Chair mobility cluster elaborated the following proposal for a revised "Concept of the Una Europa Chairs"

Towards a general model:

Una Europa Chairs Concept - proposal

Background to Una Europa and Una Europa Chairs initiative
Una Europa brings together (eleven) leading research universities with global reputation and reach. Our mission is to create a truly European inter-university environment, where outstanding research is continuously linked to transnational learning and innovative critical thinking.

The initial focus will be on **five** interdisciplinary areas: **Cultural Heritage, Data Science & Artificial Intelligence, European Studies, Sustainability and One Health**, which are managed by Una Europa Self-Steering Committees of academic experts**.** A number of Joint Innovative Formats for education and mobility will be developed according to the latest educational research and design models and implemented across these focus areas.

Rationale of the Una Europa Chairs
The main aim of the Una Europa Chairs, during the implementation of the 1Europe project, is to consolidate the collaborations across the focus areas and to support the implementation of the main and most demanding JIFs for Education (e.g.: the Joint Bachelors and the Joint PhD, micro-credentials etc.). In the long run, (after the end of the 1Europe Project), Una Europa Chairs should become a clearly defined and well-established format, aimed to raise the profile of the Alliance even beyond of the first focus areas, and the collaboration with external stakeholders.

Through this instrument, Una Europa wants to advance research, training and programme development in higher education by encouraging inter university cooperation through the transfer of knowledge, serving as bridge-builders between academia, civil society, local communities, researchers and enterprises.

Una Europa Chairs are "**Programmes**" defined by the SSCs around strategic topics, **including a set of activities, a road map and specific deliverables**, which will be performed through the collaboration of academic staff of the SSCs and invited experts ("the Chair holders"). The activities planned will include research activities, teaching activities in physical, virtual or blended mode and – optionally – third mission activities addressed to the civil society.

One of the Una Europa universities will act as the main "host institution", for each Chair holder. However, the "Una Europa Chair Programme" is to be defined in a collaborative manner at the level of each SSC. During the implementation of the 1Europe project, the Una Europa Chair Programme can be conceived as a support in the development, pilot testing or implementation of the JIFs (e.g.: contributing in setting up a winter school as part of a bachelor degree, contribute in developing and delivery of an online course unit within the micro-credentials etc.). In case of external funders, the link of the Chair to particular JIFs/pilots should not prevent

funders from financing. The concept is therefore open for the funder and the SSCs to agree on content/Programme and objectives of the Chairs.

Definition

Una Europa Chairs **are mid – term programmes** organized around strategic topics of the four focus areas, including Research, Teaching and eventually Third Mission activities. The mid- term Programmes should include a road map of the activities to be performed and specific deliverables. For the realization of the Una Europa Chair Programme, SSCs will invite visiting professors from the Una Europa Universities or from external institutions (**the Chair Holders**). Una Europa Chair Programmes are implemented thanks to external funding raised **either from private or public institutions**. SSCs should consider Una Europa Chairs as an enhancement to their involvement in the realization of the JIFs for education. In the long run, Una Europa Chairs will be scaled up and become a tool to consolidate research in the given topics, as well as the collaboration with external stakeholders and the overall profile of the Alliance.

Characteristics of the Una Europa Chair Programmes

Una Europa Chair programmes must be designed in a way to be co-performed by the academics already involved in the SSCs and additional academics recruited specifically in support of the implementation of the Programme (Chair – Holders).

The Programme should include research and teaching activities.

The collaboration with external stakeholders is welcomed, as well as the inclusion of Third Mission activities in the Programme

The Programme must include the joint collaboration of the Una Europa Universities and a specific Mobility experience for the Chair – Holders.

SSCs can define the purpose of the mobility of the chair holders and its format (virtual, blended or physical). In case of physical mobility, the chair holder must visit at least 2 Una Europa HEIs in addition to the main host institution. In case of virtual mobility, the activities to be performed virtually will have to impact on students and researchers of at least 2 Una Europa HEIs in addition to the main host institution.

The duration of the Programme may vary according to the activities included. It could be a short-term or a mid – term programme and it must produce clear outcomes for the SSCs and for Una Europa.

SSCs can decide on the profile of the chair – holders, which may vary from early stage researchers to well – recognised academic profiles (Note: for some activities, such as the organisation of the winter school or the organisation of local engagement activities it might not be necessary very high profiles, but rather young experts sharing the vision of the SSC)

Activities

SSCs can decide on the activities to be included in the Chair Programme, provided that they are able to prove the impact on the given topic, the benefits for the Una Europa Alliance and for external stakeholders and the overall contribution to advancement of research, training and programme development. For research actions, SSCs are encouraged to link the Una Chairs activities with the Una Resin Project.

3.2.6. Long mobility path for a Joint Bachelor (BAES model)

Description of the format

This format gets its inspiration by the design of the JIF for education "Bachelor in European Studies" (BAES joint degree) by the relevant SSC, in particular by its mobility components. In particular, the BAES structure foresees:

- Face to face, blended and online teaching

- A 100% mobility rate for each classroom

- Innovative mobility formats

Two main considerations are due at the current time: :

The BAES is not still in place: the call for applications for students' intake is undergoing at the time in which this document is being written, but the preparatory work for the implementation of the mobility path has been done since the very first phases of the format design: different innovative mobility formats have been described in the Mobility Matrix (document included in the Mobility Cluster's first deliverable), and shared with the SSCs, to be considered when planning the academic path and mobility options.

No feedback from beneficiaries is still available, but it is due to underline how the mobility path design and its current revision is the result of continuous dialogue between the Self Steering committee, the cluster mobility, the students administration cluster and the relevant officers in charge of the degree (and its mobility) implementation at each partner university. A first feedback from the beneficiaries can be considered the large number of applications arrived (350 students have applied from all over Europe and the world one month before the deadline), if we consider that the mobility options are published on the programme website, and that many requests of information arrived to the degree program coordinators are about details of mobility destinations and options, we can suppose the mobility path is attractive for students' recruitment goals.

The Cluster mobility has been receiving the various drafts of the BAES project during the whole process of degree design and gave its comments and suggestions for the mobility components, in order to help the SSC in designing a feasible and sustainable structure along with a valuable academic experience.

Mobility is considered "central" to the program, especially in its physical mode. Compulsory mobility must be performed in two different semesters, and there are also two more semesters open to optional mobility. This would enable students to take courses or to develop academic activities in three different universities of the Alliance.

The BAES mobility component is structured in different available paths, to be chosen by enrolled students during their first semester of enrolment, and related to their specialization path (major/minor options), as follows:

3 years	Path 1	Path 2	Path 3	Path 4	Path 5
Semester 1 (1.01)	Start University	Start University	Start University	Start University	Start University
Semester 2 (1.02)	Start University	Start University	Start University	Start University	Start University
Semester 3 (2.01)	Start University	Start University	University 2	University 2	University 2
Semester 4 (2.02)	University 2	University 2	University 2	University 2	University 2
Semester 5 (3.01)	University 2	University 2	University 2	University 2	University 2
Semester 6 (3.02)	University 2	University 3	University 2	Start University	University 3

As from the degree course description, in the first year all BAES students will start their studies at one of the 4 start universities:

KU Leuven (Belgium)

Alma Mater Studiorum Università di Bologna (Italy)

Universidad Complutense de Madrid (Spain)

Uniwersytet Jagiellonski w Krakowie (Poland)

In the second and third year of the programme, students will have to go on mobility - to one or even two different universities - depending on the choice of their specializations. Students can then also choose to go on mobility to the mobility partners:

Freie Universität Berlin (Germany)

Helsingin Yliopisto/Helsingfors universitet (Finland)

The University of Edinburgh (United Kingdom)

Université Paris 1 Panthéon-Sorbonne (France)

As mentioned above, mobility options should be combined with students' specialisation choices. An overview of the specialisation offered per university is available on the programme website:

		Law	Politics & International Relations	Sociology, Communication & Education	Business & Economics	Philosophy	History	Languages & Culture
KU Leuven	MAJOR	Law	Criminology	Citizens, Society & Politics: European perspectives		Business and Economics		European Culture in a Global Context	
	MINOR	Law	Criminology	Citizens, Society & Politics: European perspectives		Business and Economics	Ethics & Political Philosophy		Multilingualism
Università di Bologna	MAJOR	Transnational & European Law	International Relations					European Cultures & Languages
	MINOR	Law	European Politics	Gender Studies				European Cultures & Languages
Universidad Complutense de Madrid	MAJOR	European Public Law	European Politics & Foreign Policy of the EU	Communication Studies	Economics	European Philosophy Studies	European History Studies	
	MINOR		European Politics	European Nationalism	Education: Constructing European Citizenship through Education & Training	European Social Challenges	Diversity & Intercultural Relations in Europe	Business			
Uniwersytet Jagielloński w Krakowie	MAJOR		Governing Europe & CEE Politics	Social Change in Europe				
	MINOR		Governing Europe & CEE Politics	Social Change in Europe				
Freie Universität Berlin	MAJOR							
	MINOR	Law	Political Science				History	
Université Paris 1 Panthéon-Sorbonne	MAJOR	Law	Political Science		Economics		History	
	MINOR	Law	Political Science		Economics		History	
Helsingin Yliopisto	MAJOR							
	MINOR			Consumer Society: Cultural Signs & Politics	Finnish Education	Nordic Studies	Russian, Eurasian & Eastern European Studies				
University of Edinburgh	MAJOR							European Languages & Cultures
	MINOR	Law	Politics & International Relations					European Languages & Cultures

The combination of specialisation offered and mobility destinations available makes the implementation of mobility path(s) complicated but, on the other side, very well linked to the academic needs and learning objectives of the degree program itself.

At the moment in which this report is being written, cluster mobility is closely working with the SSC and the degree program board in order to practically implement the mobility: a piloting of a multilateral Erasmus+ agreement among all partner universities is being designed and all partners are working on the best way to accommodate students' choices at their best, assuring as much flexibility as possible in terms of students quota, entry requirements and application deadlines/procedures.

General requirements

Ideal kind of mobility (virtual, blended, physical)

Apart from the BAES specific experience, a combination of the three mobility modes would be the best option in a joint bachelor degree, given the length of the program and the number of the universities involved: different mobility formats can be added and experienced according to the different academic needs and to the year of study in which they are foreseen. Virtual and blended experiences to complement traditional physical mobility could also have the added value of facilitating inclusion policies, providing additional international exposure to the group of students who will not opt for the non-compulsory mobility paths.

Below some insight for the mobility formats described by the BAES structure:

LONG-TERM PHYSICAL MOBILITY

Identified as the main format according to the needs expressed in the BAES academic pathway. In line with the Erasmus+ Program scheme. The following is an attempt to reflect the advantages, challenges and possible adaptations needed:

General requirement	Challenges	Solutions envisaged
Already existing Inter Institutional Agreements (IIAs)	Some study areas and some bilateral cooperation flows not covered	Signature of an Erasmus+ multilateral agreement among all the participating university, in a wide field of study in order to cover as much fields as possible according to the variety of the specialisations offered at each partner university
Financial coverage	UK will not participate in the Erasmus+ programme 2021-2027	The Turing scheme could be an option for outbound mobility from the UoE, while the Erasmus + KA131 funding can be an option for sending students from the other universities to the UoE. The multilateral agreement mentioned above should be adjusted in order to meet both programs requirements.
Selection, monitoring and evaluation processes, already tested	Mandatory mobility starts in Y2. Possibility of students applying for more than one destination in the same year.	Adjustments in call for applications could be needed for some partner universities (some of them does not allow students to apply for more than one destination within the same call).
Maximum duration	If the funding comes from the Erasmus + program, it would be limited to 12 months per study cycle	Other funding sources to be considered when a student chooses a mobility option that exceeds this timeframe
Number of participants	Cannot be limited since all the enrolled students will have to perform at least the compulsory mobility: availability of funds and places available at each university could constitute the main challenges	Communication must be adamantine, within partners and towards students: - partners should agree in advance on the students' quota and places available should be communicated to students before they opt for a certain specialisation/host university; - Erasmus+ should be presented as an option for funding the mobility, clarifying students procedures and constraints according to their home university rules and budget provisions
Language requirements	Already defined in IIAs	The IIAs should be adjusted according to the general language requirements of the joint program in itself.
Blended Mobility will also be an eligible Erasmus+ option. An introductory virtual period, for instance, can be combined with physical mobility.		

INTERNSHIPS

When they are performed in a country other than that of the participant's home institution, Erasmus+ framework is also available. Possibilities, challenges and adaptations described above are also applicable in this case.

Some experiences recorded during academic year 20/21 have been carried out virtually due to the pandemic situation, with excellent evaluation and academic performance. They can be taken as good practice if there are cases in joint programmes for which this modality is feasible.

It is suggested that partner institutions support participants in locating host companies, making available to participants the services of the units responsible for placements at the university, where possible.

BLENDED MOBILITY

In the BAES structure a blended mobility could constitute an option for the optional mobility in Y3 – Sem. 6. As recommended in the document *Feed*-Back on the Mobility Components, needs that *"…any participating partner university will be able to guarantee a valid online option for the year 3 in advance*", although consideration has also been given to the possibility that not all partner universities offer this virtual option in the short term.

Nevertheless, the new Erasmus+ program provides instruments for financing blended intensive programmes, which can constitute an added value in a joint degree structure: joint blended winter or summer schools can be added as mobility options through the whole duration of the degree, offering a double mobility target: students and academic staff.

Ideal target group

Bachelor students for all the mobility components. Academic staff for blended mobility formats. Virtual mobility can be also considered for academic staff, in preparatory activities to joint-designed course units or winter/summer school.

Ideal duration

Each mobility component can have different duration, according to the learning outcomes of each mobility experience. A combination of short and long term mobility will give students the opportunity to experience internationalisation in different ways and with different added values and/or challenges. In general, short mobility should have a challenge-based learning approach for students, in order to make the best of the experience.

Ideal nr. of participants

All the students enrolled at the joint bachelor should have the possibility to participate in all the mobility formats foreseen by the bachelor itself. Partner universities should pre-fix the number of students accepted for each mobility formats for which they are responsible well in advance, in order to adjust the vacancies according to the enrolled students and, for some formats in particular, year by year according to students' interests (for example: internship, mobility for final thesis, etc.)

Ideal entry and language requirements

Entry and language requirements should be fixed at course level for all students participating at the Bachelor degree. It is necessary to know in advance the language of the courses at the host university or in which a mobility format will take place. If language will be English for the whole degree for all the course units in all universities, partners should agree on the minimum level of English to be asked for enrollment (despite the mobility). If not, each university will fix

in advance the language requirements for hosting students from this specific course and the sending institution will share the information with the interested applicants, selecting them accordingly.

Services

Ideal platform to be used for (eventual) virtual connection(s)

It seems that the experience of partner universities during the pandemic, both for online teaching and teleworking, has allowed the use of tools that could cover the needs of virtual mobility. Following this fact, universities responsible of the courses offered would be able to offer the platform for virtual activities, when needed. Despite this circumstance, a unique platform for all the virtual components offered by the joint degree should be recommended, in the long run. It would help not only students, but also academics to easily adapt to new learning/teaching environments and will avoid the need of IT support services at each university for mobile participants.

Ideal procedures for implementation (call for candidates, selection procedures…)

Each mobility format is worth to have different procedures for implementation, according to its needs and peculiarities.

A welcome session to freshmen in which all the mobility options are presented, with the relevant entry requirements, procedures and deadlines would be an asset: students will be informed and guided since the beginning in their path towards mobility.

Physical mobility funded by Erasmus + program could be left to each university procedures in terms of scholarship application, but the selection of students to be "sent" to one or another university should be made by the consortium well in advance, in order to share common requirements and to inform students accordingly. In this case (each university selects its students/academics), deadlines should be aligned as much as possible, in order to give all the participants the same opportunities of being financed by the same funding scheme. If there would be students not eligible for Erasmus + funds (for example, those applying for the third semester mobility having already spent 12 months abroad in the previous years) a parallel call for application must be launched at each home university, possibly with the same requirements of the Erasmus + call, in order to respect the principle of non-discrimination and build up a transparent procedure for all the students involved, especially if these mobilities would be funded by other financial means and not self-financed.

For joint-designed mobility formats such as BiPs, the call for candidates could be unique and launched (and managed) by the leading university while the selection should be performed by a joint commission who published the entry requirements in advance. After the selection, the list of selected students (and/or academics) and the management of their mobility could be passed directly to each home university, which will take care of the administrative and financial aspects.

List of services to be provided before, during and after the mobility by all the participating universities to   students and staff involved in the JiF

In general, the same services already offered by the mobility management structure at each institution can be made available to students and academics involved in the joint bachelor, whether their mobility take place within the Erasmus+ program or not.

In particular, bachelor students would need a dedicate mobility tutor. Its function would orientate them since the beginning. Information on how to choose the right mobility destination for the physical mobility, which are the other kinds of mobility offered within the program structure, which ones are compulsory and which ones are optional, the added value of each opportunity, the procedures, deadlines, documents, requirements could be a full-time job during the whole first year of the bachelor.

In addition, academic advisors at host institutions or provided by the university leading a virtual component could be useful for guiding students in their academic path during the mobility: we should always take into consideration that bachelor students are involved.

IT services for virtual mobility formats would also be useful not only to students, but also to academic staff.

Funding

Most of the information, challenges and solutions related to funding schemes of mobility have been already described in the relevant paragraphs. The use of the Erasmus+ program would be reasonable for most of the initiatives, despite some requirements to be checked time to time, not only for students but also for academic staff. Additional funding can be envisaged for institutions activating the joint degree, with the aim of implementing the degree in itself. National, regional or local funds can be used for human resources, IT tools or other needs. Additional fundings for students' grants should be recommended, since the duration of the degree, along with the E+ 12 months rule, could prevent low-income students to opt also for optional mobility paths.

Recognition

Recognition of the mobility activities would be guaranteed by awarding the Bachelor's degree, endorsed by each one of the signatory partner institutions.

Administrative procedures already tested within Erasmus program, would be available and ready to be used when necessary, with possibility of simplification due to the fact that all the contents of the mobility components should be agreed by all partners during the joint bachelor design process.

Eventually, extra activities without a direct recognition within the BAES curriculum, could be added to the Diploma Supplement.

Students enrolled in mobility partner universities (meant as non-degree awarding partners) could take advantage of the mobility opportunity structured for the BAES students, through the implementation of a proper recognition instrument. The Certificate in ES could constitute an example, and it is described in the relevant paragraph.

Challenges/Opportunities/Added Value

Added value for the beneficiaries

A joint degree designed by eight universities give students the possibility to develop an heterogeneous academic path, to explore different ways of teaching and learning, to experience different realities not only through the mobility options, but even just because they are embedded in a "diverse" academic environment.

Innovative aspects of the JiF

Collaboration between universities, using the experience provided by the European programs, enables to explore new spaces outside them. This is the case of virtual mobility formats developed by each institution, which are offered as models to be adopted by a joint bachelor as they meet its needs.

There is a further novel aspect, recently incorporated by the European Commission in the Erasmus Program 2021-2027, which allows for short-term, face-to-face educational units involving students from at least 3 countries (the Blended intensive programmes). This format will allow blended mobility activities for both teachers and students. This information has been made available to the SSC so that, if they so wish, they can initiate the application for funding this type of activities, simply by checking the yearly announcements of the relevant participating universities.

Identification of Barriers (at Universities, National or European level) and how they were/could be overcome

There are undoubtedly academic, administrative and funding barriers and difficulties that have been highlighted in this document as the details of mobility have been analysed. At the same time, working as part of an Alliance of Universities makes it possible to weaken these barriers, a clear example of which can be seen in the supportive disposition of the partners to modify internal administrative procedures, to extend collaboration agreements to allow a greater number of seats and areas involved, or the joint search for funding possibilities.

Opportunities in terms of strengthening cooperation and/or enlarging existing partnerships

The greater and better knowledge of the difficulties and the efforts that each partner makes to seek points of convergence, represents the strengthening of cooperation, the objective of which is to achieve the European University of the Future. In addition, if we focus on mobility aspects, enlarging the Erasmus + cooperation and make it more focused on disciplines, and building up not only agreements, but also joint intensive projects within a joint degree program could bring the partnership to become an active working group, able in the long run to present other projects or to build up other joint educational initiatives (the best example being the joint doctorate programme in cultural heritage UNA-HER-DOC, for which the mobility professionals took inspiration by the administrative solutions envisaged for the BAES needs, in order to overcome similar challenges).

The Certificate in European studies

Apart from the compulsory mobility that is due for all the students regularly enrolled at the BAES, namely at the four degree awarding universities (KUL, UCM, UNIBO and JUK), and that can be performed at degree awarding partners or at mobility partner universities (UoE, FUB, UH and Paris1), the European Studies self steering committee agrees on opening its academic offer to students enrolled in other degree courses from all the UNA universities with a double aim: to spread the European values and transversal skills that are embedded in the BAES curriculum at the whole UNA community of students on one side, and to guarantee reciprocity to mobility partner universities committed in hosting BAES students for their compulsory mobility. The result of this effort would bring to the implementation of the Certificate in European studies, awarded to students who, starting from the a.y. 2023-2024, will comply with some regulations, stated in the BAES consortium agreement, while preparing the learning agreements for their mobility.

In particular, as mentioned in Article 13 § 2 (4) of the BAES Consortium Agreement, "*[i]n order for the students (…) to receive the Certificate, he or she must have taken up at least 20 ECTS credits under the BAES*". Article 13 § 2 (2) adds to this that such students "*can take up to a maximum of 60 ECTS credits under the BAES*".

Before going into details on how this particular mobility path will be organized and the rules which are still under discussion within the partner universities, it is due to explain the nature of the certificate in itself: the certificate is not meant as a diploma nor as a diploma supplement, its legal status and effects are not regulated by law. This will enhance its flexibility, but on the other side it will weaken its official effectiveness in terms of employability and legal validity. The certificate in European studies is a document which has an independent status and is not referred to any other diploma obtained by the student in his/her academic career.

According to the most updated version of the Note for the certificate, received by the mobility cluster in April, 2022, "I*n order for the Certificate to be meaningfully about "European Studies" (which implies both a focus on Europe and a certain level of multidisciplinarity), even when only the minimum number of 20 ECTS is taken up, it is proposed that, in any event, the following two multidisciplinary common truncus communis courses should be taken up, and successfully completed: European Cultures and Societies (10 ECTS) and European Integration (10 ECTS).*" and "*Since these two courses are offered on an online basis, the students choosing for this minimum do not have to opt for physical mobility* ". In addition, "*For any ECTS credits taken up in addition, up to a maximum of 60 ECTS in total (…) it is proposed that students can decide freely on the courses of their preference, provided (i) they effectively go for physical*

mobility to another Una Europa institution than their home institution, either for part or the whole of the academic year; (ii) the remaining amount of ECTS credits is chosen from courses belonging to a BAES major or minor offered at the host institution."

Without going in further details of the delivery and organisation of the certificate, which are still under discussion in the relevant working groups, its added value is due to be reported in this document. The certificate in European studies can constitute a format of structured mobility in a well-defined field of study applicable to students from different academic backgrounds. The exploitation of a combined mobility path (a virtual part for its minimum standards to be complemented with a physical path for its complete version) and its multidisciplinary nature would contribute to its flexibility and to make mobility possible for different targets of students.

The challenges could arise in terms of its organisation: if students will have the chance to complete it in more than one academic year, university administrations should adapt to this flexibility and be able to deliver the certificates in a customised way, according to each student needs. This would make it difficult to digitalise and many efforts will be needed in order to avoid administrative burden at each partner university. Even in this case, the micro-credentials approach could serve as an option for simplification and quality assurance.

3.2.7. Live my Life!

Description of the format

The Una Europa Live my life format makes part of the deliverables contained into the community building work package (WP6) of the 1Europe detailed project description (p.72) and as stated also there it will be developed as a Joint Innovative Format (JIF) for mobility involving the WP4:

"The Una Europa members will set up a joint program to allow for job shadowing for their professionals for a duration of up to two weeks. The program seeks to give professionals the opportunity to actively engage in the network and engage in peer-to-peer learning. The universities will utilize their existing structures to set up a network-wide mentoring program that – through virtual means – will provide support in preparing these stays and to share knowledge in the follow-up, e.g. through sessions on intercultural learning."

The skills gained during the Una Europa Live my life experience, will give the staff the ability to communicate and cooperate in an international environment sharing expertise and good practices with colleagues and building a "Una Europa professional family". Moreover, the experience will allow to gain skills in the use of modern technologies.

This job-shadowing format will address the following general goals:

- Learning about administrative networking practices;
- Improving language knowledge and use;
- Optimizing the use of modern technologies;
- Enhancing intercultural awareness.
- Creating Europe and a feeling for Una Europa
- Contributing to the building of the Una Europa inter-university campus

The possible activities of the participants are:

- Observe local staff meetings;
- Complete office tasks or assist with projects;
- Conduct informational interviews of professional staff;

- Understand partner office policies and procedures and learn about good practices replicable at the home university;
- Compare, discuss and evaluate different practices, work flows and contribute to developing shared practices and processes within the partner universities of the Alliance;
- Review current trends in the host profession;
- Meet with key players of the organization;
- Joint writing for Una Europa projects

A virtual feedback session with the participants of the first round was organized in June 2022. The collected feedbacks, comments and recommendations are summarised in the challenges and opportunities section below. They are going to be taken into consideration to both implement and adjust the second, ongoing, edition of Live My Life in the short term and to set up a general model for a job shadowing programme responding to the needs of professional staff and of Una Europa Alliance in the longer term, in order to better contribute to building an inter-university campus.

Towards a general model:

General requirements

- *Ideal kind of mobility (virtual, blended, physical):*

    Blended format is particularly appropriate for this format since the preparatory virtual meetings allow a better understanding among colleagues before exchanging physically their roles. Moreover, there could be (as in the Una Europa Pilot) a general training for all participants in transversal skills (Interculturality, Languages, Diversity, ecc).

Una Europa Live my Life pilot:

Three sessions in English (each 90 minutes) will be organized. The goal for this virtual exchange is getting to know each other, acquire transversal skills and to illustrate the Live my Life program to follow by the participants. The sessions will be:

1. Kick-off Live my Life (plenary session)

2. Intercultural Training (plenary session)

3. Speed dating and first design of the work (bilateral session among matched professional staff)

Following the general and individual virtual exchanges, the guest can spend a period of up to one week at the host university and the host can spend of up to one week at the guest university.

- *Ideal target group (Staff/Students/Academics):*

    The Live my Life format, intends to create deeper and stable links among people working in the fields/areas covered in the more general format of the "Una Europa Staff Week". In this way, Live my Life 2021 and 2022 can be seen as a follow-up and further dissemination and exploitation of the staff week, to build momentum on the enthusiasm and motivation that usually characterizes these community and interactive events and to facilitate the adoption of concrete steps forward. The Live my life's concept will break away from the Staff Week areas (which is a good anchor for the

first year) and could expand in the next years beyond the administrative focus of the first edition with e.g participants from the Una Europa Task Forces and Clusters or SSCs.
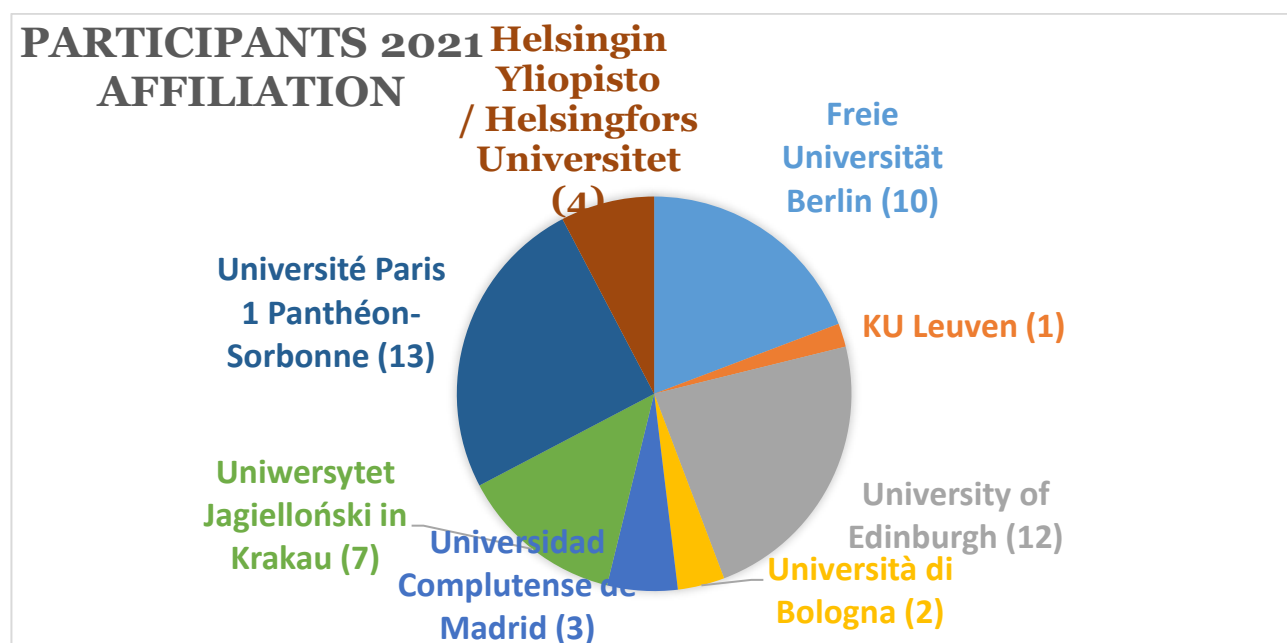
- *Ideal duration*

The format has envisaged three virtual encounters of 90 min each (but the individual meetings can continue as long as the participants want). Then the physical exchange would be of 2 weeks for each participant couple, which means each person has 1 week at the host university and 1 week at is own home university hosting the colleague from partner university.
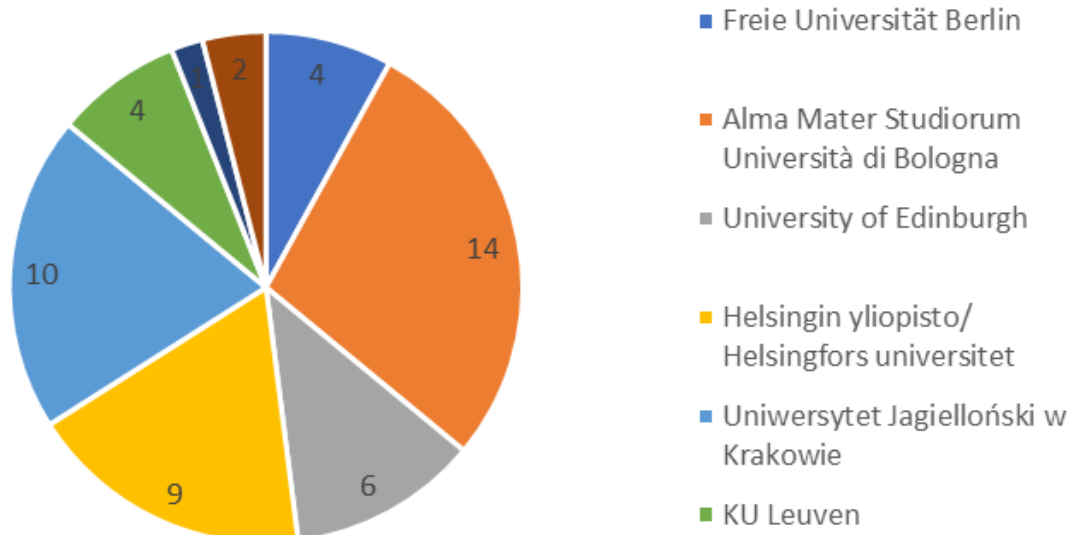
- *Ideal nr. of participants*

This first pilot (2021) was carried out with 51 participants with the affiliation showed in the first figure below. The second pilot (2022), currently ongoing, involves 50 participants with the affiliation showed in the second figure below.

However, in future editions, if only Erasmus Staff Training funds are to be used, the ideal number of participants could be 2 per university.

PARTICIPANTS 2021 AFFILIATION

- Helsingin Yliopisto / Helsingfors Universitet (4)
- Freie Universität Berlin (10)
- KU Leuven (1)
- University of Edinburgh (12)
- Università di Bologna (2)
- Universidad Complutense de Madrid (3)
- Uniwersytet Jagielloński in Krakau (7)
- Université Paris 1 Panthéon-Sorbonne (13)

PARTICIPANTS 2022 AFFILIATION

- Freie Universität Berlin: 4
- Alma Mater Studiorum Università di Bologna: 14
- University of Edinburgh: 6
- Helsingin yliopisto/ Helsingfors universitet: 9
- Uniwersytet Jagielloński w Krakowie: 10
- KU Leuven: 4

- *Ideal entry and language requirements*

English will be the main language used. However, a good idea could be to give extra points on the application if the candidate has knowledge of the host university language.

Services

- *ideal platform to be used for (eventual) virtual connection(s)*

The virtual meetings could be hosted in any of the platforms currently in use for conferencing in the partner universities (mainly Webex, Zoom, Teams)

- *ideal procedures for implementation (call for candidates, selection procedures…)*

The Una call on Live my Life is disseminated internally through the Operational leads and contains:

- General information about Live my Life (work areas and goals)
- Information about the application procedure
- Overview of positions per work area: for example "Alumni" = 1 position at FUB, 1 position at JU etc.
- Database for matching "Live my life"-buddies
- Save the date for the virtual sessions
- Application form and deadline
- Contact (WP6- Community Building leader)

The application form highlights:

- the profile of the applicant,
- a CV
- a motivation letter including the outputs expected from the participant

The candidatures are sent centrally to WP6 lead, which matches the different applicants with each other and try to assure a balance between the universities. However, during the first round, we saw that a mail was often sent to WP6 with an expression of interest and served as application. As the matching is not an easy task (one should consider not only the work area, but also the specialization and the hierarchy level), it was easier to list all interested staff members and to match them appropriately.

The first edition may be considered a pilot phase. Next edition will be improved according to the lessons learned. This will include a revision of the application form, to include specific details of the applicants that are useful to facilitate an effective matching.

- *list of services to be provided before, during and after the mobility by all the participating universities to students and staff involved in the JIF*

Services to be provided before include accurate information on the call and its goals, on the procedures to apply and in case of selection, in a guidance through the process to complete both the virtual and physical mobility.

After the participation, a follow-up should be ensured including asking participant feedback and helping them to obtain the recognition if available.

- *funding: would a mobility grant guarantee the mobility success? Would other kind of funding be necessary for its implementation?*

Due to unspent funds through the COVID pandemic, it is possible to fund the participation of more than 50 interested staff members in the first edition through the 1Europe budget. However, it was left to each university to decide if the 1Europe budget planned for this pilot is not enough, to attain to Erasmus funds from the home university or additional funds that individual universities might use for professional staff training initiatives. For the 2022 round, we are planning with (as the original plan was) about 2 participants per university.

Recognition

- *ECTS awarded*

Not foreseen in this format

- *Other kind of recognition model foreseen in case no ECTS can be awarded/recognised*

At the end of the experience, Una Europa will issue, with the support of the staff development working group and the communication cluster, a certificate recognizing the participation of the staff member to the Live my life program.

- The staff members who participated to Live my life will be called "Una Europa Pioneers" and we will refer to them as such in the overall communication around the Live my life program. With the support of WP8, the participants will be encouraged to provide WP4 , WP6 and WP8 with pictures / texts / videos of their exchange

so that each university and Una vzw. will be able to showcase some of the staff members experiences and to spread the word about the program.

- *Ideal procedures and documents needed for the recognition process*

  The Certificate should be ideally automatic and recognized in all partner universities as part of the professional formation of the administrative staff

Challenges/Opportunities/Added Value *(max 5000 char)*

- *Added value for the beneficiaries*

  The benefits for the staff members are quite diverse: for some of them, it will be the first international staff experience and they will be eager to learn more about higher education culture in Europe. For other, it is more the purpose of working on concrete ideas following the staff week (such as Future Library Lab. This intrinsically will improve transversal skills such as foreign language practice, intercultural dialogue, problem solving and use of online communication technologies. Moreover, it will help to generate a sense of belonging to the alliance, which is the purpose of Community Building, in order to set the basis of the Una Europa inter-university campus.

- *Innovative aspects of the JIF*

  The blended character of this initiative is part of the innovations in this type of staff exchange.

  At the end of the experience, both universities will certify the hours of "internship activities" including the virtual interactions and the back production of the project outputs. Thus, recognition should be part of the innovations.

  Finally, the concept is not only about the exchange of people with comparable tasks but is also intended as a development measure (e.g. for people who are interested in another area of responsibility).

- *Identification of Barriers (at Universities, National or European level) and how they were/could be overcome*

  One of the main difficulties is the availability of professional staff which is already full of tasks and might find it difficult to accommodate their schedules to be able to participate in this type of initiative. In this regard, the fact that all the preparatory part is developed online might help. Moreover, there should be more support from their supervisors to encourage them to participate.

  Other identified barriers are:

- English is a must to participate to the program and understand the online sessions. However, this is still a challenge for some staff members. How can we make sure that we also reach the staff members who are not proficient in English?
- It is easier to have a general open call and see what kind of applications are coming in, instead of having open positions at universities, making a difference between the participants (some of them applied, other not).

- The application process was too complicated or not clear enough. For the first edition, an email with expression of interest was at the end enough to participate. For next editions, since the numbers of applicants is expected to increase, a dedicated tool/platform/databank for application submission might be needed.

- The matching is quite a challenge itself: not only the working areas has to fit but also the specialization and the hierarchy level. It worked well for the first round but was done case by case, it is eventually possible to improve it with a databank?

- Considering only 4 working areas, we already had 50 participants for the first round. This is a success on which one should build: how can we include live my life in the day-to-day life of the universities, making it a general program?

- Formal recognition of the participation in the activity within the universities' systems of professional growth and career improvement shall be analysed with the contribution of the staff development working group.

- *Opportunities in terms of strengthening cooperation and/or enlarging existing partnerships.*

  The skills gained during the Una Europa Live my life experience, will give the staff the ability to communicate and cooperate in an international environment sharing expertise and good practices with colleagues and building a "**Una Europa professional family**".

3.2.8. PhD Networking events

Description of the format

Una Europa Networking for PhD Students (proposal p.72): "Focusing not on **research-related workshops** but on the development of **soft skills** through the networks and support instruments, PhD students will be brought together **once a year** across the universities. The initial three PhD Networking Events will be hosted by Paris (2020), Bologna (2021) and Berlin (2022). Thematic workshops on overarching questions (e.g. Proposal Writing) will be followed by **an informal evening** including **events such as Science Slams**. As Science Slams have been established as a common forum, we will seek to **include local organizers** of these events to gather a larger audience. Such an event will serve multiple outreach opportunities: targeted at both the **general public and university members**, it promotes social inclusion as well as linking research and education for attending undergraduate and postgraduate students. The format for the PhD networking will be developed as a **JIF for mobility in WP4**". Furthermore, "mobility for PhD Students normally focuses on research communities. **The Una Europa PhD Networking will instead focus on the promotion of soft skills**. Currently, this is mainly done on an individual university level. PhD Students will be able to establish an **international support community** through joint activities" (1Europe proposal p.76).

Towards a general model:

Concept

PhD Students feel **the need of structure** to identify their peers at partners universities (e.g. for potential research collaboration). At the same time, PhD students need **to develop transversal and soft skills** such as presentation and dissemination skills, methodological skills, proposal writing skills, ability to work in an international research environment etc.

The aims of the PhD network are:

- to **support early-stage researchers** at Una partner universities offering them events, workshops, seminars, symposia
- to **develop connections** at European level
- to **foster research collaboration** between the Una partner universities through early-stage researchers
- to **make Una Europa visible** within this target group and promote the engaged PhD students as "ambassadors"
- to allow new **bottom-up projects** to bloom and to develop **joint research projects** at PhD and post-doc levels;
- to have the possibility to **have direct feedback** on already ongoing project with this target group (e.g. PhD workshop in cultural heritage, Una Her Doc).
- to **exchange** researchers with mutual access to research facilities;
- to **promote joint publications** as well as dissemination and exploitation of research results.

Target audience

PhD Students at Una Europa partner universities, either in graduate school (or similar institutions) or writing their thesis on an individual basis -network focuses first on the five focus areas (Data Science and Artificial Intelligence, Cultural Heritage, Sustainability, One Health and European Studies) with a narrowed focus on Cultural Heritage, as PhD workshops and a joint PhD program are designed in this area -extension of the network for Postdocs (PhD Alumnae:i), in order to create a broader and longer-living community will be considered at a later stage.

Requirements for implementation

SECTION 1: General requirements

In order to implement a PhD Network and the related events, it has been necessary the coordinated work of different teams as follows:

TEAM	ROLE(S)
WP6 – Community Building	- Concept provider and developer - Implementation and organization of the speed-dating and networking lunches - Community management on the online platform - Evaluation of the pilot
WP4 - Mobility	- Provide a training on entrepreneurial skills - Track the virtual and physical mobilities - Evaluation of the pilot
Doctoral Training Cluster	- Provide expertise and knowledge for the concept and the events - Spreading information through the partner institutions
Staff Week Working Group	- Provide expertise and knowledge for the concept and the events - Provide direct contacts to PhD students and spreading information through the partner institutions
SSC Cultural Heritage	Organize PhD workshops through the network
Operational Leads	Information and events for PhD Students to pass to WP6 for dissemination on the online platform
Communication Cluster	Dissemination of Opportunities

SECTION 2: Services *(max 2000 char)*

- The first step for the creation of the network is to find an **online platform**, allowing direct interaction with and between the participants and the streaming of workshops and events. In 2021, Una Europa decided to test the Lounjee platform with the first PhD event organized in November. By now, there are about 110 PhD students registered on this platform and therefore within the Una Europa PhD network. Through this platform, it is now possible and easier to have targeted communication for Una Europa PhD events. In order to grow the number of participants and interactions but also to create a sense of community, channels on different aspects were created (general introduction, ideas, planning research and collaboration) and can be developed. The license, maintenance and moderation of the platform should be evaluated in terms of economic sustainability. In the future an in-house platform would be ideal.

- The second step is to create a Una Europa PhD group **composed by PhD representatives appointed by each partner university** (the so-called Una Europa "ambassadors") acting as a contact point. This group will be able to structure its tasks and activities autonomously.

- The third step is to plan and launch the **activities for the PhD network**:

  o Nov 2021: The first activity was the first **Una Europa PhD slam on sustainability**, linked with the Una Europa Prize in which 8 PhD Students (all registered on Lounjee) competed in a 7 minutes slam. The three best won a monetized prize (see a focus on this event in the next session).

  o April 2022: First **speed dating** event and official launch of the platform (WP6)

  o June 2022: **Training** on entrepreneurship

  o June/July 2022: **Networking** lunch on writing skills

  o September 2022: **Networking** lunch on funding opportunities

  o October: **Networking** lunch on writing cooperation

  o November: **2nd PhD slam**, physical event at KU Leuven – tbc

If possible, the networking lunches could be organized finding links with the [Una Resin](#) and [Open U](#) (if applicable) projects. Furthermore, other already planned events can be added to the list and carried out through the online platform, such as PhD workshops in cultural heritage. Doing so, we will have the possibility to target even more closely the students interested in Una Her Doc (The Jojnt PhD program of Una Europa, for example).

SECTION 3: Recognition *(max 2000 char)*

- Depending on the activity, the participants will receive the related recognition. For instance, the participants to the PhD Slam, received a monetized prize (for the 3 first), a teddy bear and have the possibility to ask for the feedback issue from our academic support team. The participants to the online training on entrepreneurship will receive certificate of attendance.

SECTION 4: Challenges/Opportunities/Added Value *(max 5000 char)*

Added value for the beneficiaries:

PhD students are either engaged in a structured program through (for example) a graduate school or are writing their thesis on an individual basis, within an institute. However, **the Una Europa PhD Network is a special and valuable one** for the following reasons.

Una Europa creates an empathetic informal network in which PhD Students have the possibility to:

- directly **connect internationally** with each other without having to implicate a third person via an online platform

- **exchange** on best practices, questions, and challenges via an online platform

- participate together in **innovative workshops and exclusive events**, conceptualized for and possibly by them.

- keep a **personal profile** up to date for potential research collaboration with other Una PhD students.

- Develop their research skills in a high-level international context

- Be mentored by senior PhD Students

- Be part of an innovative international community

Challenges for further development or modelisation of the JiF:
- Platform maintainance (IT costs)

- Animating the platform (workload)

- Selecting candidates (workload)

- Continue the training (workload)

- Physical mobility (travel and Subsistence costs)

Focus on PhD Slam: As first event of the newborn Una Europa PhD Network, WP6 organized a first Una Europa PhD Slam. Eight Una Europa PhD students presented their research in a 7-minute slam, focusing on the broad concept of sustainability. The public voted for the three winners, who has won a prize of €1,000 for first place and €500 each for second and third place. An academic support team issued feedback on demand after the event.

The PhD Slam was organized by Freie Universität Berlin in collaboration with Una Europa, with support from Berlin Science Week.

This was a digital event that audience members were able to watch on the Una Europa YouTube channel. Furthermore, during the event, viewers could vote for their favorite PhD Slammer, via Pixelpando.

After issuing the Call for participation in September, 14 applications were received. Unfortunately, two universities were not represented (no applications sent). An academic support team consisting of one academic in the field of sustainability per university and one communication expert selected the 8 participants and issued feedback on demand after the event. An external professional moderator and an external technical enterprise, were engaged to support the implementation of the format.

The selected slammers were:

1. Sara Bottausci, Alma Mater Studiorum Università di Bologna - "Circular Economy in Low- and Middle-Income Countries, A Case Study from Peru"

2. Nitika Singh, Uniwersytet Jagielloński w Krakowie - "Do green schools and homes boost academic performance?"

3. Cornelia Ertl, Freie Universität Berlin - "Growing Together: Human-Plant Encounters"

4. Daniela Arisa Molinares, Universidad Complutense de Madrid - "Micromobility meets COVID-19: fairy or scary tale?" / *2nd place!*

5. René Reich, KU Leuven - "The Circularmeter" / *1st place!*

6. Lydia Serano Gregorio, Universidad Complutense de Madrid - "Meaningful Food Education. Ethic possibilities of sustainable thinking"

7. Fardeen Abdulrahman Dodo, Alma Mater Studiorum Università di Bologna - "People, Choices and Institutions: Solving the puzzle of entrepreneurship in Sub-Saharan Africa"

8. Carolina Buendia Sarmiento, Helsingin yliopisto/ Helsingfors universitet - "The private turn in women's empowerment" / *3rd place!*

A video of the livestream of the PhD Slam is to be found on the Una Europa YouTube channel [here](#).

The focus of the Slam was "Sustainability" as it matched perfectly (timewise) with our Una Europa Talk and the Cop 26 in Glasgow. However, as the target group (mostly PhD students) is quite narrow, it could be interesting to open it to other focus areas or to open it in a general way to students. We issued the Call mid-September and let it open for 3 weeks, we think that it was eventually not long enough. The timeline should be extended, as well as the time between the confirmation of participation and the slam itself. Technical meetings had to be done with the moderator but also each of the participants. Furthermore, the work of the academic support team (select the candidates and provide feedback afterwards) was great and useful.

The participants received a monetized prize (for the 3 first), a Freie Universität Berlin teddy bear and have the possibility to ask for the feedback from the academic support team. Furthermore, they became part of the Una Europa PhD Network.

One of the lessons learned is that organizing such an event virtually and engaging external technical support was really complicated and did not completely work out. We think that the next slam will have to be on site. The voting system was great but did not work all the time and there were some sound issues.

Challenges/Opportunities/Added Value

The participants were keen to slam their PhD in order to step out their comfort zone, to speak openly about a topic which is sometimes not in the focus of the public and to network with each other.

Questions / Lessons learned:

Quality over quantity*: how to select participants in order to be sure about the quality of their presentation and to show the diversity of Una Europa? *the winner of the slam was not ranked in the 8 best applications

- Selection not through paper applications but with short videos?

What do we want to achieve with it, what should be the narrative of it?

- Difficult format for an online event
- The PhD Slam was the first event of the PhD network
- 2nd Slam on-site?

3.2.9. Summer/Winter school

Una Europa is developing a general concept on its branded summer(winter) schools. This model, initially proposed by the colleagues of WP8 is nowadays being discussed and further developed. The main idea is to outline the potential and the way forward for creating a Una Europa Summer/Winter School portfolio. The creation of a Una Europa Summer School portfolio, will generate further opportunities for the alliance students to engage, and will also provide an opportunity to attract international students to the network.

Una Europa Summer Schools could help position the alliance to be **truly open and inclusive flagships for European and international** collaboration and could act as a recruitment pathway for students who may wish to progress to degree awarding programmes following a successful 'taster' experience at a Una Europa Summer School.

The concept of summer school under analysis includes the context within the alliance strategy, the rationale, the business model and a general analysis of the characteristics that such format should consider, including themes, dates, length, eligibility procedures, fees, credits, delivery mode, marketing, communications, and so on.

The [first UNA Europa Summer School](#) is being organised at the University of Edinburgh from July 25th to August 5th. Its disciplinary focus is "One Health", one of the disciplinary pillars of the Alliance. The summer school approach is interdisciplinary and challenge-based: students will be tackling a related global challenge, working with other undergraduate students from European and International universities to develop and pitch an idea. The academic programme will include approximately 16 hours per week of lectures, seminars, and collaborative group work, complemented by a social and cultural programme. For this first edition, no ECTS credits are provided and the participation is free of charge. Accommodation are provided by the UoE in students flats, while travel costs and subsistence allowance is funded through 1Europe budget. Participants and organising staff will provide their evaluation at the end of the format implementation, when this report will be already finalised, but it is important to underline how this first edition will help the Alliance to go forward with the summer/winter school model and how it will help building the UNA Europa sense of belonging even by sharing the same physical space and getting to know together one of the UNA Europa cities for two weeks after the pandemic can be considered a great success for our community.

3.2.10. Blended PhD Workshops

Due to the Covid emergency, the PhD workshops that were originally planned as physical events were moved to online platforms. This was the case for the first Una Europa PhD Workshop in Cultural Heritage (*[Heritage Hybridisations: Concepts, Scales and Spaces](#)*), initially planned for October 2020, the PhD Workshop was postponed due to Covid-19 pandemic to 10-12 May 2021.

Nevertheless, postponement of the Workshop gave the participants the possibility to create a rich program of online activities in the period until the event. Moreover, the main goal of the event was achieved: to create a transnational community of young researchers in Cultural Heritage in our 8 universities and to offer a platform for academic discussions and exchange.

Taking note on the success of this virtual event, and taking advantage of the possibilities offered in any case in the physical formats, the SSC together with the WP4 professionals, decided that for the second edition a blended format would suit better. This has been the case of the second PhD Workshop in Cultural Heritage ([Dissonant Heritage: Concepts, Critiques, Cases](#)), whose physical part was held in Bologna and Krakow from 16 to 20 November, 2021. A similar format has been maintained for the third PhD workshop ([Digital cultural heritage](#)), organised by the University of Edinburgh and the University of Helsinki, but the physical mobility location has been moved from two to one, in order to overcome organisational burdens encountered during the organisation of the second edition. The fourth PhD workshop ([The cultural heritage and the twenty-first century city. Research horizons](#)) will be organised in Madrid from 21 to 25 November 2022, using the same concept. This report is written by using the evaluation information received after the first and the second workshop, with an eye to the discussion developed for the organisation of the following editions.

Description of the format

Una Europa PhD Workshops aim to bring together PhD students and researchers from all Una Europa universities around a dedicated topic of the strategic areas. They aim at maximizing the possibilities for interaction while challenging participants with new concepts, approaches, methodologies and schools of thought, offering PhD students insights from different perspectives.

LOCATION(S): Following an innovative format, the PhD Workshop are co-organized by two Una Europa universities. The challenging organization of the activities between the two locations requires a long preparation involving several academics, researchers and staff. Moreover, the PhD Workshop is designed and carried out as a <u>hybrid event</u>,

complimenting parallel physical workshops taking place in both locations. Maximized interaction is gained through virtual opportunities for participation and exchange between the two locations.

<u>PARTICIPANTS:</u> The Workshop is open to around 20-30 PhD students from the Una Europa universities, that have been able to count on the 1Europe budget support for mobility.

Participants are divided in two groups according to the preference expressed in the application, communicating and interacting with each other during several dedicated moments through online connection. Participation is open to a broad disciplinary background. This aspect combined with the different geographical origin of the participants, give the workshop even more points of strength as regards innovation.

SECTION 1: General requirements *(max 2000 char)*

This section should contain information about:

- *Ideal kind of mobility (virtual, blended, physical):* Blended as follows: Pre-Workshop online Phase, In presence Workshop Phase, Post-Workshop online Phase.

- *Ideal duration:* The physical part is carried in 3 to 5-days with a program that includes keynotes, seminars, PhD presentations, physical and virtual visits and community-building elements. In line with the Una Europa spirit of openness, most of the lectures and roundtables are open for everyone interested via online tools (Microsoft Teams, Zoom, Webex or similar).

- *Ideal nr. of participants:* 20-30

- *Ideal entry and language requirements:* English B2-C1

SECTION 2: Services *(max 2000 char)*

This section should contain information about:

- *ideal platform to be used for (eventual) virtual connection(s):* Any of the available tools including Microsoft Teams, Google Meet, Zoom, Webes, or specific networking platforms such as Lounjee

- *ideal procedures for implementation (call for candidates, selection procedures…):* To apply for a place in the workshop, the interested participants should send:

  1. Abstract of doctoral thesis.

  2. Curriculum vitae (max. 2 pages)

  3. Letter of introduction from the thesis supervisor or other academic referee

  4. Essay (2000 words). Applicants should submit a short essay situating their own research in the context of the workshop. We expect academic and critical essays which also demonstrate the motivation to participate in the workshop. This essay will form the basis for the introductory symposium presentation, and it will also state a 'problem' or 'opportunity' that you would like to invite participants to engage with during the workshop, with a view to exhibiting at our concluding 'virtual exhibition'.

  The applications are assessed by a Scientific Committee that will stablish criteria and points to each of them and should take into account originality of the argument, analytical approach, and references to academic literature on the topic, as well as its potential to generate productive discussion during the workshop.

- *list of services to be provided before, during and after the mobility by all the participating universities to students and staff involved in the JiFs:* Services to be provided before include accurate information on the call and its goals, on the procedures to apply and the selection criteria. After the candidate is selected, it should receive a guidance through the process to complete both the virtual and physical parts. After the participation to the

workshop a follow-up should be ensured including asking participant feedback and helping them to obtain the recognition if available.

- *funding: would a mobility grant guarantee the mobility success? Would other kind of funding be necessary for its implementation:* As part of the 1Europe project, the selected PHD workshop participants have received funds that cover their participation to the workshop (travel, accommodation, individual support). In the future this blended workshop could be organized in the framework of the <u>Erasmus Plus Blended Intensive Programs.</u>

SECTION 3: Recognition *(max 2000 char)*

This section should contain information about:

- *ECTS awarded:* UNA Europa universities may award ECTS to workshop participants, according to the regulations of their doctoral schools.

SECTION 4: Challenges/Opportunities/Added Value *(max 5000 char)*

- *Added value for the beneficiaries:* Participants to the Multilocation Blended PhD workshop will gain a useful insight on a particular topic but seen from different perspectives (multidisciplinary). Moreover, they will connect with professors and peers in different locations to discuss and share knowledge.

- *Innovative aspects of the JiF:* **The two-locations**, **blended format and multidisciplinary** aspects of this of the PhD workshop, makes it very innovative and attractive. The fact that the participants meet online before the workshop, helps them to prepare and get a better idea of what they will encounter later on, and this might increase the productivity and networking during the physical part. Moreover, the follow-up after the workshop is aimed at a concretization of the activities that would go otherwise lost as in many of the traditional workshops when there are no concrete goals or steps forward.

- *Challenges for further development or modelisation of the JiF:* Despite the clear advantages of blended learning, this approach has only just begun to formally enter doctoral schools. The resistance to this approach stems from several factors. For the organisers, the preparation of the material to be presented online, and the logistics for the hydbrid event in two locations, requires a substantial investment of time. For the participants, it requires to dedicate a considerable amount of time (for the application, the online events, the physical part and the follow-up) and usually doctoral candidates have limited time to obtain their degree that they have to divide between research and training.

- *Opportunities in terms of strengthening cooperation and/or enlarging existing partnerships.* The Blended PhD workshop allows the participants to start or enlarge a professional network that includes peers in their fields or in complementary areas of knowledge. Moreover, the idea is to put them in contact with companies/entities where their doctorate finds application. The growth of the community of researchers involved in Una Europa activities, enhances the sense of belonging to a European University ecosystem and paves the way for future collaborations between companies/graduates/students.

4. SWOT analysis

The work of the Mobility Cluster and its collaboration with the academics in the SSC during the 1Europe project, has allowed the development and implementation of the different JIFs for mobility presented in the MATRIX and described in detail in this report. All this work has been done putting together the strengths of partner universities but not without difficulties. The following SWOT analysis intends to summarize the **methodological** findings of the Mobility Cluster work done until now.

Strengths:

- Shared knowledge of procedures (best practises), big picture and comparison of the common initiatives.
- Agreement on common technical therminology
- identification of common attention points (bottlenecks of the joint mobility programs).
- Development of trust and easy communication (mainly virtual after Covid-19)

Weakneasses:

- Not direct access to data from parter universities
- Difficulty in summarizing and generalizing information of each format
- Work overload of involved cluster members

Opportunities:

- Improvement of mobility and exchange processes
- Sharing of previous expertise among cluster members to develop new mobility tools, formats and experiences
- Possibility to test and compare common tools under development (E+ app, Student card..)

Threats:

- Emergency situations (such as Covid) could block or slow-down the mobility
- Very long and technical document are dimake difficult to reach our target users
- Differences in the administrative models (Centralized vs. non decentralized decision making)

5. Conclusions

This report, despite being the "final" report on the implementation of the JIFs for mobility, constitutes the ground for further investigations and reflections. In fact, the formats reported will continue to be implemented, repeated and evaluated. Furthermore, they will be adjusted according to the evaluation results and to the partners' and participants needs.

The report is in any case extremely useful in order to analyse the work that has been done and to identify the major challenges faced, with the intention to use the solutions envisaged by the working groups as potential grounds of improvement, not only of the formats itself, but also of the whole alliance way(s) of cooperation.

The barriers that have been identified, and not always overtaken during the implementation phase, are usually connected with the different organisational structures within the project partner universities, but also with the difficulties to create common procedures responding to the different national regulations and obligations. From the analysis it seems clear that many efforts have been done by the participating universities, in order to give birth to jointly-designed and implemented mobility formats. Nevertheless, without an input to a real and general organisational change which should drive the European Alliance initiative, most of the barriers encountered could be faced again in the future.

All the formats implemented by the Alliance during the 1Europe project life span and described in this report result to be potentially scalable within and outside the alliance, including different target groups and targeted to different disciplines. The scalability of the formats will be the focus of the project output 4.4, that will provide to the potential target audience (internal and external to the Alliance, including academic and professional staff) with a user-friendly instrument to exploit the experiences tested within the UNA Europa alliance.

Furthermore, the sustainability of the already implemented formats and their potential future scalability will be supported by another project output, the 4.5, aimed at providing concrete recommendations and suggestions for a strategic exploitation of the Erasmus+ 2021-27 funding opportunities.

6. Acknowledgements