ERASMUS AND CAREER-EU CONGRESS AND EXHIBITION 24 - 28 June 2024

Venue:

ISEP – Instituto Superior De Engenharia Do Porto
School of Engineering, Polytechnic of Porto
Porto, Portugal

Organizers:

EAEC – European Association of Erasmus Coordinators,
Cyprus

EACG – European Association of Career Guidance,
Cyprus

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INNOTECS – International Network of Technical Schools
SPACE4GEO Alliance, the Large-scale Skills Partnership on Space Data, Services and Applications

Revamped forms of mobility arising since 2020 and a new wave of artificial intelligence tools are transforming many aspects of higher education. These are times of deconstruction, reconstruction and innovation over traditional higher education paradigms. Global education based on novel learning environments, supported by IT and AI tools, can energise the sustainable development of our communities. Deeper internationalization of higher education practices naturally raises cultural awareness and contributes to a more equitable and safer world.

In this session we will discuss novel higher education practices forging the way for global higher education.

TS1.1 ADVANCING SUSTAINABLE AND EQUITABLE HIGHER EDUCATION GEARED BY INTERNATIONAL MOBILITY
Nuno Escudeiro
Polytechnic University of Porto, Portugal
ATHENA European University – Advanced Technology Higher Education Network Alliance
EAEC – European Association of Erasmus Coordinators
EACG – European Association of Career Guidance
INNOTECS – International Network of Technical Schools
SPACE4GEO Alliance, the Large-scale Skills Partnership on Space Data, Services and Applications

Virtual and blended mobility have a significant potential to promote sustainable education and foster equity and inclusion in a globalized higher education scenario. However, academic activities framed by these

paradigms are not being explored to their full potential despite the sudden push in setting novel academic initiatives that take advantage of virtual and blended mobility in the recent years.

In this talk, we will discuss the several types of mobility in higher education, their ability to stimulate sustainable education in a globalized education environment and we will present concrete cases being implemented at the ATHENA European University.

TS1.2 Digital+PBL FOR NO-BORDERS AND SUSTAINABLE STUDENTS' EFFECTIVE LEARNING
José Paulo Marques dos Santos, **Alberto Pinto**
University of Maia, Portugal

In this talk, I report a one semester-long experience involving students and advisors (lecturers) from five separate countries. The student groups are multinational and involve students with different scientific backgrounds, namely, from management, including marketing and HR, design, and technology. The purpose was to develop the same project, following the PBL rules but competing among themselves. However, students and advisors stayed in their countries, i.e., traveling was not allowed. The final project results had to be achieved using digital technologies to communicate and collaborate, saving the environmental impacts caused by traveling. In the end, the students preferred this way of doing projects because they could work with international colleagues, had no other way to finish the project than using digital tools, and had to focus on the goal. In a few words, they learned more, mainly the transferable skills, as there were no other alternatives and… with lesser environmental impacts. The PBL theme was to propose communication and technology-based solutions to facilitate travel for people with disabilities by train or tram.

TS1.3 GLOBAL HEALTHCARE EDUCATION VIA INTERNATIONAL EXCHANGE: INSIGHTS FROM THE ERASMUS RADIOGRAPHY GROUP

Jose Miguel Silveira Correia Saúde
Polytechnic University of Porto, School of Heath, Portugal

The ERASMUS Radiography Group (ERG) plays a pivotal role in enhancing radiographer student learning by facilitating international exchange programs. This program allow students to experience diverse healthcare systems, gain exposure to different radiographic techniques and engage with varied patient demographics. This broadens their clinical competencies and enhances their adaptability to different professional environments.

By promoting deeper internationalization and cultural awareness, the ERG contributes to the sustainable development of global communities. Students who participate in these exchanges are better equipped to address global health challenges and work towards more equitable healthcare systems.

Despite its benefits, several challenges hinder the expansion of the ERG. Limited funding restrict participation, especially for students from less advantaged backgrounds, language barriers create difficulties and differences in frameworks settings in both academic and clinical environments.

IT learning platforms can complement physical mobility programs by making international education more accessible and sustainable. They provide tools and services that help overcome barriers such as language differences, administrative complexities and financial limitations.

The ERG benefits radiographer student learning by providing international exposure, enhancing clinical skills, and fostering cultural competence. Despite barriers to expansion, the integration of IT tools can help overcome these challenges, making international education more accessible, aligning with the goals of global education for sustainable development.

SESSIONS

S1 TEACHING AND LEARNING: WHAT IS THE STUDENT'S PERSPECTIVE, AND HOW CAN WE IMPROVE MOBILITY PARTICIPATION? A LOOK INTO THE AsCOLA PROJECT
Adéla Smejkalová
EUROPEAN STUDENT NETWORK, Belgium

With the recent innovations in higher education, striving for excellence in teaching and learning has become one of the highest priorities in the sector, and this is also refected in learning mobility. Quality of learning and learning outcomes are continuous priorities for students, but we still face various barriers throughout the mobility cycle, especially regarding the recognition of study periods abroad, the quality of courses taught, and the outcomes of learning agreements.

In this session, we will address the main challenges students face regarding teaching and learning. Participants will be encouraged to refect on ways to improve the quality of learning and courses. Additionally, they will be invited to exchange ideas and experiences regarding the evaluation and quality of mobile students' learning experiences.

S2 THE STUDENT PERSPECTIVE ON THE ERASMUS+ PROGRAMME 2021-2027: HOW TO REMOVE BARRIERS TO STUDENT PARTICIPATION?
Rui Vinha
EUROPEAN STUDENT NETWORK, Belgium

After the European Elections and in preparation for the negotiations for the new edition of the Erasmus+ Programme, it is time to assess the current programme edition. Research from the XV ESNsurvey shows that students face a broad range of obstacles, such as late payment of grants, diffculties with course enrolment, and a lack of accommodation options. How do these circumstances affect their ability to go abroad?

Refecting on the results of the XV ESNsurvey, a research project that ESN has been running since 2005, this session will address the main barriers for students to go abroad. Participants will be prompted to refect on the various obstacles students face before, during, and after their time abroad.

S3 PARTICIPATION IN DEMOCRATIC LIFE: THE 4TH PRIORITY OF THE PROGRAMME FROM THE STUDENT'S POINT OF VIEW

Adél Smejkalová
EUROPEAN STUDENT NETWORK, Belgium

In the context of the EU Elections 2024, the participation of European citizens in society is more crucial than ever. With this in mind, ESN has developed two signifcant projects aligned with the 4th priority of the Erasmus+ Programme: the Erasmus Generation in Action Project (EGiA), our fagship initiative for the EU Elections 2024, and Enriching Communities through Engaged Mobilities (ECEM), which aims to enhance the civic engagement component of mobilities in the internationalisation of higher education.

During this session, we invite participants to explore the outcomes of the EGiA and ECEM projects and to collectively refect on necessary improvements in the Erasmus+ Programme for the better development of the 4th priority in the coming years and the next Programme edition. Participants will be encouraged to share their experiences working under the 4th priority, exchange best practices, and collaborate on identifying pathways for improvement in the forthcoming years.

WORKSHOPS

EWS2 HEALTH CARE PROFESSIONAL GUIDANCE FOR MIGRANTS (HEALTHMI)

Dr Christina Kontogoulidou
Adjunct Lecturer, School of Business Economics and European Studies, Head of IRO
Katsiri Zoi, Assistant Officer, International Relations Office
University of Piraeus, Greece

HealthMi Project focuses on the improvement of the access to healthcare services of migrants and aims to identify innovative ways of reducing inequalities in access and provision of health through models and strategies that support the reorientation of specialists and strengthen competent healthcare compiling best practices for vulnerable migrants with a focus on psycho-social aspects and chronic diseases.

EWS3 LABORATORY ON ARTIFIIAL INTELLIGENCE IN ALBANIA AND KOSOVO (LAIA)

Dr Christina Kontogoulidou
Adjunct Lecturer, School of Business Economics and European Studies, Head of IRO
Katsiri Zoi, Assistant Officer, International Relations Office
Andreas Papp, IRO
University of Piraeus, Greece

The LAIA project aims at advancing educational opportunities in Artificial Intelligence (AI) within Albania and Kosovo.

The project aims to develop and implement a master's level course curriculum on AI. This indicates a recognition of the growing importance of AI across various industries and the need to equip professionals with the necessary skills and knowledge to leverage AI technologies effectively.
The project acknowledges the significant impact of AI across industries such as transportation, healthcare, marketing, finance, manufacturing, and customer services. By providing advanced educational opportunities in AI, the LAIA project seeks to enhance the overall efficiency of companies operating in these sectors within Albania and Kosovo.

EWS4 TELEMEDICINE EDUCATION ADVANCEMENT THROUGH MICRO-CREDENTIALS (TEAM)

Dr Christina Kontogoulidou
Adjunct Lecturer, School of Business Economics and European Studies,
Head of IRO
Katsiri Zoi, Assistant Officer, International Relations Office
Andreas Papp, IRO
University of Piraeus, Greece

The TEAM project aims to equip students and professionals with the necessary digital skills and knowledge to excel in remote healthcare services. This includes addressing barriers related to limited digital literacy among healthcare professionals and providing formal and structured training in telemedicine.

The project focuses on developing, testing, and implementing flexible learning pathways and modular course designs in the form of micro-credentials. These micro-credentials are aligned with established frameworks provided by UNESCO, the European Commission, and CEDEFOP to ensure consistency with best practices and relevance for the labor market and wider society.

Overcoming skills mismatch and addressing the needs of the labor market: By conducting a pan-European and country-level analysis of training gaps in the telemedicine and digital health sectors, the project aims to bridge the gap between education and the labor market. The development of micro-credentials tailored to labor market needs and enhancing cross-sectoral collaboration between universities and the private sector further support this objective.

EWS5 CYberseCurityLEarning: MASTER'S DEGREE IN CYBERSECURITY (CYCLE)

Dr Christina Kontogoulidou
Adjunct Lecturer, School of Business Economics and European Studies, Head of IRO
Katsiri Zoi, Assistant Officer, International Relations Office
Andreas Papp, IRO
University of Piraeus, Greece

The proposal for the CYCLE project aims to address the pressing need for cybersecurity professionals in the Asia-Pacific region, where there is a significant shortage of skilled workers. The project recognizes the challenges posed by emerging technologies like Artificial Intelligence (AI) and the evolving threat landscape, exacerbated by factors such as the COVID-19 pandemic and the increasing digitization of economies in the region.

The global cybersecurity workforce is estimated at 4.7 million people, with over 850,000 situated in the Asia-Pacific region. However, there is a significant gap of 3.4 million cybersecurity workers globally. The lack of a unified approach to cybersecurity across Asian countries, coupled with inadequate workforce skills, poses a significant challenge.

EWS6 KA2 PROJECT DEVELOPMENT AND NETWORKING

Prof. Gregory Makrides
Professor of Mathematics and STEAME Education
University of the National Education Commission, Krakow, Poland
President – European Association of ERASMUS Coordinators
President – European Association of Career Guidance

This workshop will discuss project funding opportunities under the ERASMUS+ KA2 in the funding period 2021-2027 with highlights on programmes relating to Higher Education. Examples of projects ranging from 30 thousand euro to 5 million euro will be discussed. An exchange of new ideas for projects will take place and a networking activity for future consortia will be attempted with potential for follow up development.

EWS7 THINGS TO REMEMBER WHEN ORGANIZING BIP
Ernest Nowak
Institutional Erasmus Coordinator of University of Social and Medical Sciences in Lublin, Poland

I would like to introduce during workshop the tool I have created, that will help organize BIP, and send participants to BIP – portal – database www.erasmusbip.eu
I will talk about my BIPs in 2023, 2024 and International week in 2024– case study
-my mistakes, (i.e. weather related)
- best practices – ideas before, during, after,
- how to prepare good BIP,
- International week for STA+STT of incoming KA171 and BIP in the same time
- invite academics worldwide to teach during virtual component
I will go over Erasmus Blended Mobility Handbook, most important parts that are not commonly known:
 -Unallocated BIP financing can be transferred to SM or ST category
 -In one BIP we can mix students and staff despite BM not allowing to do so
 -Source:
  https://wikis.ec.europa.eu/display/NAITDOC/Higher+Education+Mobility+Handbook
I will introduce www.erasmusbip.eu – Database of BIPs – opportunities for staff and students
- how to use it and why
- even if you DON'T want to recruit more participants, perhaps you would like STA experts from other Universities to Teach during your BIP?
- how tro use it with KA171 and countries from outside of Europe
Questions and discussion during presentations and at the end.

PRESENTATIONS

EP1 HarMA HUB - EUROPEAN MUSIC THEORY TOOLS
Prof. Edwin Clapuyt and Salvatore Gioveni
Conservatoire royal de Bruxelles, IRC and Music Theory Department

HarMA HUB is an European Erasmus+ project "Partnerships Cooperation" KA 220.
Conservatoire royal de Bruxelles (BE, Coordinator) Liszt Ferenc Zeneművészeti Egyetem (HU)
Conservatori superior de Música "Joaquín Rodrigo" de Valencia (ES) Eesti muusika- ja Teatriakadeemia (EE)
Akademia Muzyczna im. stanislawa moniuszki w Gdansku (PL)
AEC - Association Européenne des Conservatoires, Académies de musique et Musikhaochschulen asbl (BE)

Music Theory in Higher Music Education Institution has no shared platform for music theory faculties and students, especially focused on teaching practicing and transferring pedagogical methods. Salvatore Gioveni (Conservatoire royal de Bruxelles) has thus created "HarMA HUB" project to concentrate on a central online HUB useful tool for students, teachers and researchers.

The partners will implement a set of targeted activities and tools:
-    The development of an HarmaHUB platform of resources, including several tools: a Music Analysis Repository, an EU Bibliography, a Multilingual Basic Terms
-    The implementation of two intensive training programmes "HarMA Weeks" for staff and students
-    The development of a peer-reviewed journal in Music Theory, to support research on these topics
- The implementation of two dissemination events targeting all HMEIs in Europe
-    A Final Conference "HarMA Seminar" in Valencia, organized since 2017 as an international meeting for HMEI's music theory faculties.

The main outcome is the strengthening of the community around Music Theory in HMEI's at the European level, the project's results being teachers- and students-oriented.

EP2 ERASMUS+ BLENDED INTENSIVE PROGRAMMES WITHIN THE EUROPEAN UNIVERSITIES ALLIANCE *UNITA-Universitas Montium*

Oana-Roxana IVAN-HOROBEŢ
Senior Lecturer, PhD., Erasmus+ Institutional Coordinator, West University of Timisoara
Cristina COJOCARU
PhD., Head of Erasmus+ Office, West University of Timisoara

The European Universities Initiative is one of the flagship programmes of the European Commission, contributing to the development of the European Higher Education Area. Through this new type of transnational alliances that will become the universities of the future, the European Union supports activities of innovation with regards to the quality and competitiveness of the higher education area in Europe, promotes European values and identity, encourages research and innovation and supports universities in testing different cooperation models.

The UNITA-Universitas Montium alliance is composed of 10 comprehensive research universities with different sizes and trajectories, located in five different Romance language countries: Universidade da Beira Interior and Instituto Politécnico da Guarda (Portugal), Universidad de Zaragoza and Universidad Pública de Navarra (Spain), Université de Pau et des Pays de l'Adour and Université Savoie Mont Blanc (France), Università di Torino and Università degli Studi di Brescia (Italy), Universitatea de Vest din Timisoara and Universitatea Transilvania Brasov (Romania). Encouraging student and staff mobility lays among UNITA's key actions, while enhancing the Erasmus+ mobility opportunities by implementing the new forms and formats of mobility within the alliance, with the aim of achieving the desired "mobility for all" principle.

Erasmus+ Blended Intensive Programmes (BIPs) is a new format of mobility that combines online teaching with a short period of physical mobility, fostering new and more flexible mobility formats that reaches all types of students from all backgrounds, study fields and cycles. The first BIP implemented within UNITA was successfully organised in November 2021. Since then, more than 45 BIPs have been collaborative organised among UNITA member universities, helping bridge the academic communities of both students and staff within the alliance. Identifying problems in BIP implementation, analysing the reasons and proposing solutions was easily achieved because of the collaborative environment fostered by the strong partnership among university members of the UNITA European Alliance.

EP3 BREAKING BARRIERS AND OVERCOMING CHALLENGES:

STRATEGIES TO EMPOWER STUDENTS WITH DISABILITIES IN ERASMUS MOBILITY

Dr. Ayşegül Erdoğan
Assoc. Prof. Dr. Fulsen Özen
Prof. Dr. Arife Candas Adıgüzel Zengin
Ege University International Relations Office, İzmir, Turkey

It is of great importance for students with disabilities to benefit from ERASMUS study mobility programmes in terms of providing equal opportunities in education and increasing cultural diversity. Increasing the participation of students with disabilities in ERASMUS study mobility is essential for ensuring they receive equal educational opportunities and contribute to cultural diversity, although these students often hesitate to take part due to various concerns including lack of adequate support and information, additional costs, social and cultural concerns, and access to health services.

Additional financial support is also important to increase the participation of these students. Erasmus+ programme and the policy promotes inclusion of these students. These policies and initiatives reflect the EU's commitment to inclusivity and the reduction of disparities in education and mobility for students with disabilities, ensuring they have equal opportunities.

In addition, organizing disability awareness and training programmes for all students and staff planning to participate can help reduce the social barriers that students with disabilities may face. Such practices ensure that students with disabilities have a better experience during the ERASMUS mobility process and gain an international perspective while continuing their education.

To increase the effectiveness of ERASMUS programmes for students with disabilities, it is important to establish continuous monitoring and evaluation mechanisms. Feedback from students plays a critical role in improving the programme and it will be a source of inspiration for new students. Universities, governments and non-governmental organisations have an important role to play in this regard and should work together to ensure the full participation of students with disabilities in education and to ensure that these students feel comfortable.

EP4 AI-ENHANCED MOBILITY: EXPLORING THE IMPACT OF ARTIFICIAL INTELLIGENCE ON THE ERASMUS PROGRAM

Daniel Gardan, PhD, Hab.
Gheorghe Duda, PhD.
Spiru Haret University, Romania

While the direct impact of new technologies like AI on the Erasmus program may vary depending on how they are implemented, there are several potential ways in which AI could influence the program:

- AI-powered tools could provide personalized learning experiences for Erasmus participants. These tools could adapt content and teaching methods based on individual learning styles and preferences, potentially improving learning outcomes
- AI-driven communication platforms could facilitate collaboration among Erasmus participants, regardless of geographical location or time zone differences. This could streamline group projects, discussions, and knowledge sharing.
- AI can analyze large datasets generated by the Erasmus program to identify trends, assess the effectiveness of various initiatives, and inform decision-making. This data-driven approach could help program administrators make informed choices about resource allocation and program development.
- AI-powered language learning applications could help Erasmus participants improve their language skills before and during their mobility periods. These applications could offer personalized language lessons, pronunciation feedback, and conversation practice.
- AI can automate repetitive administrative tasks such as application processing, document verification, and scheduling. This could free up time for program administrators to focus on more complex tasks and provide better support to participants.
- AI-powered translation tools could facilitate communication between Erasmus participants from different linguistic backgrounds, fostering cross-cultural exchange and understanding.
- AI-driven accessibility tools could make the Erasmus program more accessible to individuals with disabilities by providing accommodations such as real-time captioning, text-to-speech functionality, and adaptive learning materials.

EP5 EUROPEAN UNIVERSITY ALLIANCES – NEW OPPORTUNITIES AND CHALLENGES: CASE STUDY

Rasa Poceviciene, PhD
Assoc. prof. of Šiauliu Valstybine kolegija / Higher Education Institution, Šiauliai, Lithuania

The European Universities initiative is an ambitious EU initiative aimed at establishing alliances between higher institutions from all across Europe, for the benefit of their students, staff and society. By developing long-term structural, strategic, and sustainable cooperation among the higher education institutions in the European Universities alliances, the initiative aims to improve the international competitiveness of higher education institutions in Europe promote European values and identity that is very important aspect of intercultural literacy. (The European Universities alliances in action, 2023). The initiative has the potential to bring greater benefits to higher education institutions than any previous cooperation projects because through these alliances students can not only get a degree by combining studies in several European countries, but also very qualitatively develop their intercultural literacy, all kinds of skills and competencies as well as to gain experience of constructive living, behavioring and working in multicultural societies. One of the most important characteristics of such alliances also is very much expressed idea of sustainability and cooperation, joining resources and efforts for our common future and welfare. The new opportunities and some challenges which should be overcome will be presented and analysed on the basis of one of the European Universities alliances to which belongs Šiaulių valstybinė kolegija / Higher Education Institution. (NEOLAiA, 2023)

EP6 AUGMENTED REALITY – APPLYING DRONE TECHNOLOGY TO IMPROVE PROJECT WORK

Mohsin Al Taie
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Iraq

In this paper, we apply Drone imaging Augmented Reality (AR) in construction projects to decrease construction time, improve the maintenance process, and increase safety. One of the lean construction principles is to increase work transparency and visualization and reduce time waste. Applying augmented reality using drones to monitor construction sites is a flexible approach with low human resources costs. This approach would be by sharing technology in the process of project management. Augmented reality is a technology that develops the physical world in which we live and adds digital elements to it. In addition, it found additional benefits of augmented reality, such as total immersion in

dangerous situations, which is impossible to achieve by traditional means (videos, learning in the classroom), and improved compliance with safety standards. According to a report by BCC Research, the market value of virtual reality (VR) and augmented reality (AR) is expected to reach approximately $ 142.4 billion in 2023.

Keywords: Lean Construction; Drone Technology; Augmented Reality; Project Management; Virtual Reality; BIM; Management of Construction; Safety Standards.

EP7 STUDENT MOBILITY FOR STUDIES AND PLACEMENTS
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International Coordinator, Mafanikio Community Based Trust, Nairobi, Kenya

"Travel is an endless university. You never stop learning". Harvey Lloyd.

In recent years the mobility of students for studies & placements has tripled exceptionally because of the internationalization factor. This has been reinforced by mutual partnerships, student & cultural exchange, internship & volunteer abroad programmes and the powerful ERASMUS platform respectively.

In itself it has become a movement of experimental learning and exploration equipping students with formal, informal and non-formal educational skills which has opened endless opportunities and possibilities. Whilst on mobility, the students are exposed to diverse components of cultural lifestyle, beliefs, traditions, education systems which end up being inculcated in the development and application of a personal development and professional pursuit of life goals.

The intricacies of mobility is indicated in the nature of the interactive programmes that the students pursue and the impact made in relation to research, innovation and adaptability. The students embrace and overcome challenges posed by these platforms through creativity and flexibility. This is often experienced in the East and Southern continents where the cultural difference is ornate.

The impact of mobility and placement is especially significant in its impact on the socio-economic factors. These resources trickle down in the institutions hence strengthening the programmes and creating sustainable models of exchange programmes to provide students with opportunities to learn while travelling. The most profound values are developed within and are expressed through the self-discovery of the student's hidden abilities.

EP8 MAJOR TARGET COUNTRIES OF ERASMUS STUDENT MOBILITY IN THE PAST DECADE

Orsolya Jánosy
University of Debrecen, Hungary

The University of Debrecen (UD) is one of the most international higher education institutions in Hungary. The ratio of international students exceeded 25% by 2023 due to the over 80 English language degree programmes. In the academic year 2023/24 over 7300 international students study at UD, arriving from 130 countries of the world and creating a truly multicultural community at UD campuses.

UD has always been committed to internationalization. Establishing partnerships with foreign HEIs for educational or research collaborations has been a priority. The number of active Erasmus partner institutions is over 400 within the EU, and around 70 overseas. UD annually hosts 250-300 incoming students in the framework of the Erasmus and other mobility programmes or bilateral agreements and sends 350-400 students to partners abroad. Despite the strong 'internationaloisation at home' processes and the continuously increasing Erasmus funding outgoing student mobility numbers have not shown considerable growth over the last 10 years. Maximum 7% of graduates gained international experience, which ratio is very far from the expected 20% Leuven benchmark.

Mobility flows are uneven, the exchanges between sending and receiving countries are not in balance. Over the past decade, there has been a significant shift in the order of destination countries. While in 2014 Germany topped the list with 24% as a destination for student mobility followed by Italy (16%), Spain (7%), UK and Finland (6%), the order has changed significantly by 2024. I intend to analyze the reasons behind the processes.

EP9 How to Green Erasmus+ Projects: GreenAdvisor

Assoc. Prof. Mutlu Tahsin ÜSTÜNDAĞ
Assoc. Prof. Aslıhan Selcen BİNGÖL
Gazi University, Turkey

Climate change is a critical global issue, significantly affecting various aspects such as water resources, food security, conflicts, and migration. Consequently, it is crucial to monitor and reduce carbon emissions. GREEN ADVISOR: "Enhancing Environmental Sustainability of EU Funded Projects" is an Erasmus+ Cooperation Partnership in Adult Education, involving six partners from five countries (Iceland, Spain, Italy, Turkey, and Finland). This initiative aims to reduce the CO_2 footprint of Erasmus+ projects during their implementation. Its primary goal is to integrate green practices into Erasmus+ projects by developing a comprehensive set of self-

assessment and strategic tools, including training resources and calculators. The self-assessment tool to be developed will include a platform that allows project managers to evaluate the current status of their activities in terms of being more environmentally friendly during the process. Based on the results of these evaluations, the platform will also guide necessary training content. These tools are designed for project managers and participants to measure their environmental impact and develop green transition skills in EU project management, enabling them to implement measures to mitigate and balance the environmental effects of Erasmus+ transnational cooperation.

EP10 BLENDED INTENSIVE PROGRAMME: A TRANSFORMATIVE EXPERIENCE

Jolanta Preidienė, Greta Gruodė, Ieva Janauskaitė,
Vilniaus kolegija, Vilnius, Lithuania

Erasmus+ Blended Intensive Programme (BIP) have been introduced in 2021 as a part of the new Erasmus+ programme generation (2021-2027). BIPs are short, innovative educational initiatives that combine physical mobility with virtual cooperation. Typically, they involve transnational and transdisciplinary teams tackling challenges linked to the United Nations' sustainable development goals or other societal issues. These programmes offer added value compared to existing courses. They aim of BIPs is to reach students from diverse backgrounds and study fields by using flexible mobility formats. BIP includes short-term physical mobility abroad and a compulsory virtual component, fostering collaborative online learning and teamwork towards specific assignments integrated into the programme.
The introduction of BIPs has created new opportunities and challenges for both organisers and participants. Short-term mobility is a great opportunity for students, especially those who are unable to go on a semester mobility due to work, family or other constraints. However, the BIPs' requirements have increased the administrative work for HEIs, including the preparation of own BIPs and sending their students to participate in partner BIPs.
Vilniaus kolegija has joined the Erasmus+ BIP initiative since its initiation, with many projects and participants. This paper analyses the experience of the BIP organisers, administrators and participants and offers suggestions for BIP organisation improvement.

EP11 THE BENEFITS OF ERASMUS+ STUDY MOBILITY - PRIMARY RESEARCH AMONG J. SELYE UNIVERSITY STUDENTS

György Juhász, Rector of J. Selye University, Slovakia

Renáta Machová, Vice-Rector for Education and External Relations, J. Selye University, Slovakia,

Enikő Korcsmáros, Vice-Dean for Education, Faculty of Economics and Informatics, J.Selye University, Slovakia

The most important goal of higher education is to create opportunities for as many talented young people as possible to continue their education. In our increasingly expensive world, the various types of scholarships play an increasingly important role, with the help of which participation in higher education becomes available to everyone. Since our accession to the European Union in 2004, several international scholarships have been open to Slovakian students. Over the past decades, the importance of student mobility has been emphasized more and more, as it has not only academic, but also cultural, social and economic benefits. Our research analyzes the period before COVID-19 and presents the experiences of students of J. Selye University who participated in the Erasmus+ program. We collected what experiences they had during their international studies, what they see as the positive and negative effects of the program, and what differences they thought they discovered between their home and host universities. Our research was carried out using a qualitative research method, interviews. Altogether 42 university students with experience in the Erasmus+ program took part in the interview. All in all, it can be said that none of the students who participated in the Erasmus+ program regrets having applied for the program, in fact, without exception, all of them would do it again. They had a fantastic time and for most of them, the semester spent abroad was a once-in-a-lifetime experience. Many of them have long-lasting friendships, and some even love, thanks to this opportunity. We can only recommend the application to everyone who has a little courage and determination to learn about a new world. Almost all of our pre-formulated assumptions were confirmed. The students remember their Erasmus+ semester as an experience of a lifetime and evaluate it positively, even if they encountered major or minor difficulties during it. They would gladly recommend the application to all students and can only assure them that it is worth taking the plunge. They often use the experiences gained abroad both in their studies and in their everyday lives. Our assumption that the course of studies at home and abroad can be reconciled without any problems did not really turn out to be correct. This requires further future research. Our assumption about the assignment of the scholarship was not completely certain either. The majority had no difficulty in making ends meet, but there were those who needed the extra financial support.

EP13 SUCCESSES AND COLLABORATIONS IN ERAMUS+ TRAINEESHIP MOBILITY: THE EXPERIENCE OF IZMIR BAKIRCAY UNIVERSITY
Prof. Dr. Arıkan Tarık SAYGILI
Sedat ATAK, Füruzan ONDÖRTOĞLU, Bahar TAŞAR
Izmir Bakircay University, Gazi Mustafa Kemal Mahallesi, Turkey

This abstract provides a comprehensive overview of İzmir Bakırçay University's achievements in traineeship mobility, highlighting successful collaborations and outlining future endeavors aimed at further advancing this transformative initiative. In the academic year 2023-2024, Izmir Bakırçay University embarked on a transformative journey by initiating its first Traineeship Mobility initiative. This endeavor exceeded initial predictions, culminating in the successful placement of 12 students in various internship programs. Building upon this momentum, the university proactively sought collaboration with other reputable institutions across Turkey, resulting in strategic partnerships that enriched the experiences of our students. One notable collaboration was the university's participation in the Palliative Internship Mobility Consortium, led by Kırklareli University. This consortium provided an invaluable platform for an additional 6 students to attend to Erasmus Traineeship mobility programs. Additionally our institution qualified as a coordinator to establish "Initiative Izmir Traineeship Mobility Consortium" among universities in the Izmir region to enhance internship opportunities for our students. In addition to domestic collaborations, our university also leveraged international networks to host 14 students from various countries and academic disciplines for traineeships. These cross-cultural exchanges not only enriched the academic environment but also fostered global perspectives among students and staff. Through meticulous planning and strategic alignment with the university's overarching objectives, Izmir Bakırçay University has emerged as a pioneering force in traineeship mobility within the Turkish higher education landscape.

EP14 TURKEY'S EFFECTIVENESS, HARMONISATION AND COOPERATION WITH EU MEMBER STATES IN THE FIELD OF ERASMUS

Asli Özlem Tarakcioğlu
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This workshop aims to explore Turkey's performance, flexibility, and cooperation with EU member states under the Erasmus program, despite not being an EU member. Turkey has made significant strides in internationalizing education and fostering cross-cultural exchange through Erasmus, which promotes cross-border collaboration in youth and education. The primary goal is to assess the impact of Erasmus on Turkey, including the experiences and opportunities gained by Turkish students and staff, and how the program has shaped the country's educational landscape. The workshop will also discuss the influence of exchange programs on cooperation and Turkey's intellectual and cultural dialogue with EU member states. The workshop will highlight successful projects and achievements of Turkish universities within Erasmus, addressing the challenges Turkey faces due to its non-EU status and the solutions developed to overcome these obstacles. Future objectives and recommendations for enhancing Erasmus's effectiveness and coherence will be emphasized. The opening speech will provide an overview of Turkey's role and importance in Erasmus, focusing on the benefits of cooperation with EU member states. Panel discussions will examine the effectiveness of Turkish academics, administrative staff, and students in Erasmus, and evaluate cooperation initiatives. Case studies will present collaborative Erasmus projects with EU member states, showcasing best practices. Groups will discuss predetermined topics to develop solution-focused strategies for enhancing collaboration. The workshop will conclude with an assessment of results and recommendations, strategic plan development, and future opportunity analysis. Ultimately, this workshop aims to thoroughly analyze Turkey's performance, adaptation, and cooperation with EU member states under Erasmus, highlighting Turkey's contributions and significance in global education collaboration.

EP15 ERASMUS+ BLENDED INTENSIVE PROGRAMMES (BIPs) AND SHORT-TERM MOBILITIES: PRACTICES AND CHALLENGES

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The Erasmus+ Blended Intensive Programmes (BIPs) and Short-term student mobility initiatives represent a transformative approach to international education, promoting innovative teaching practices, fostering academic collaboration and cross-cultural exchange. This presentation explores the implementation, impact, potential and challenges of these mobility schemes with insights from the Open University of Cyprus, specialised in open/distance education.

BIPs integrate physical and virtual learning, offering flexibility to students and staff to participate in intensive study programs that combine online instruction with short-term physical mobility. This hybrid model enhances accessibility and flexibility, allowing broader participation across diverse socio-economic backgrounds and geographical locations. Short-term mobility provides unique opportunities for participants to immerse themselves in different academic environments and cultures for brief, yet impactful periods.

Our discussion will encompass the pedagogical advantages of BIPs, highlighting their role in facilitating interdisciplinary learning and encouraging the development of digital competencies essential for the 21st-century workforce. We will examine the logistical/administrative frameworks necessary to support the successful organisation of BIPs. Challenges such as coordination between institutions, drafting complex programmes involving multiple academics and thematic areas, use of digital infrastructure, logistics and procedures concerning Erasmus+ student mobility will be addressed. We will also discuss the benefits of these learning experiences in enhancing cultural awareness and academic perspectives, and will cover best practices for maximizing the impact of short-term mobility.

By fostering a comprehensive understanding of Erasmus+ BIPs and Short-term mobility, this presentation aims to equip administrators and teaching staff with the insights needed to effectively implement and expand these programmes, ultimately contributing to the internationalization of education, preparing students to thrive in a globalized world.

Keywords: Erasmus+, Blended Intensive Programmes, Short-term mobility, International education, Cross-cultural exchange, Academic collaboration.

EP16 CHALLENGING GENDER INEQUALITY IN EUROPEAN HIGHER EDUCATION INSTITUTIONS: LOOKING AT THE GENDER EQUALITY PLANS (GEPS) AS A POLICY INTERVENTION

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The gender parameter in career advancement in the academia has long been acknowledged by the European institutions. Even though the European Union (EU) encouraged to challenge the gender inequality at universities and research organizations in 2015 by promoting a Gender Equality Plan (GEP); starting in 2022, the EU set an eligibility criterion to emphasize gender equality as a priority. All institutions applying for Horizon Europe, its funding programme for research and innovation, thus must have had a GEP, meeting the EU's several procedures and contents defined for it before their applications. This led many institutions to adopt a GEP, not necessarily accompanying the values and principles of its actions.

This paper discusses firstly, the ways in which gender inequality is experienced at higher education institutions. Employing a mixed-methods approach, the paper then combines quantitative analysis of gender representation data with qualitative case studies from a diverse array of European universities, and assesses how GEPs have influenced policy frameworks, institutional commitment, and cultural change towards gender equality.

Preliminary findings indicate that while GEPs have successfully established gender equality policies and heightened awareness, their impact on achieving substantive equality varies significantly across institutions. Factors such as resource allocation, leadership commitment, and the integration of GEPs into broader organizational strategies are identified as critical determinants of success. The paper emphasizes the need for a comprehensive approach that not only implements GEPs but also actively seeks to transform underlying institutional cultures and power dynamics. This paper contributes to the discourse on gender equality in higher education by offering insights into the complexities of policy interventions.

EP17 Enhancing the Erasmus+ Experience with Open edX: Blending Physical Mobility and Digital Learning
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The Erasmus+ program is renowned for promoting cultural exchange and academic collaboration through physical mobility. In addition to these traditional elements, integrating Open edX, a versatile open-source learning management system, can further enrich the Erasmus+ experience. This paper explores how Open edX can complement physical mobility by providing a robust digital platform for pre-departure preparation, ongoing support during exchanges, and post-mobility engagement. Through Open edX, students can access preparatory courses on language and culture, participate in virtual orientations, and stay connected with their peers and host institutions throughout their stay. The platform also facilitates the continuation of academic work and collaborative projects after returning to their home countries, ensuring a seamless educational journey. By blending physical and digital elements, this approach enhances the overall quality and accessibility of Erasmus+ activities, while maintaining the program's commitment to fostering intercultural understanding and cooperation.

EP18 A CONTENT ANALYSIS OF STUDIES CONDUCTED ON AI SUPPORTED CURRICULA
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Artificial intelligence is a research topic that has a great impact, an incredible future potential and an ever-increasing interest in many different fields, including education. Although there are studies in the literature that systematically examine studies conducted in Türkiye on the use of artificial intelligence in education, there are few studies on the use of artificial intelligence for curriculum development, and there are no studies that analyse the trends of these studies. In this study, theses and articles on artificial intelligence supported curriculum development will be accessed by using national and international databases and the general trends of these studies will be examined through descriptive content analysis. In the data collection process, the keywords "artificial intelligence and curriculum", "artificial intelligence-supported curriculum", "artificial intelligence-supported instructional material" and "artificial intelligence-supported assessment and evaluation" will be searched both in Turkish and English. All studies in English and Turkish languages from the first publication date

in the context of the study area to the present day will be included. In this way; it is thought that the curriculum dimension, which has been less focused in the literature within the scope of the use of artificial intelligence in education will be determined. This study will provide a systematic collection of the current researches under the roof of a single study with a systematic perspective and will present formal and contextual analysis of the researches on the use of artificial intelligence in the dimension of curricula which is an indispensable part of education.

EP19 Evaluation of Educational Activities and Feedback Processes with Blockchain Technology for Anonymous and Transparent Approach

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The effective evaluation of educational activities and the reliability of feedback processes are crucial for enhancing the quality of education. Traditional evaluation methods often face transparency and trust issues, negatively affecting the accuracy of feedback and student participation. Blockchain technology, with its decentralized structure, prevents data manipulation and provides a reliable record-keeping system. In this way, students and teachers can use anonymous identities to express their views during evaluation and feedback processes. Anonymity increases the likelihood of honest feedback from participants, while blockchain ensures that data cannot be altered or deleted. Thus, educational institutions can make more accurate and impartial decisions based on evaluation results. Educators can also review their teaching strategies based on feedback provided by students. In this study, a proposal for the architecture and functioning of a blockchain-based evaluation and feedback system will be presented. This system is expected to play a significant role in identifying and addressing administrative and educational processes that need improvement, especially in higher education and Erasmus programs. The blockchain-based system allows students and teachers to conduct evaluations using anonymous identities, keeping their personal information confidential. Each evaluation is recorded on the blockchain, and these records can be verified by all participants, ensuring the transparency and reliability of the process. In conclusion, this blockchain-based evaluation and feedback system can help educational institutions resolve transparency and trust issues. The use of anonymous identities increases the rate of honest feedback from participants, while the secure structure of blockchain

preserves the integrity and accuracy of the data. This new approach provides a powerful tool for improving the quality of education.

EP20 GAZİ UNIVERSITY CAMPUS BLOCKCHAIN-BASED CARBON EMISSION MONITORING PROJECT
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Climate change is one of the most pressing global challenges, seriously impacting everything from water resources and food security to conflicts and migration. Therefore, monitoring and reducing carbon emissions is of great importance. This project represents an important initiative to monitor carbon emissions on Gazi University campuses, increase access to scientific data, and raise awareness about climate change based on scientific data. The project aims to continuously measure carbon emissions on campuses using solar-powered IoT sensor devices, to store these measurement data on a blockchain-based server that is also powered by the sun, and to communicate the air quality and carbon emission results obtained from the received data to campus residents through information kiosks. In particular, the project, which uses environmentally friendly technology powered by solar energy, aims to minimize environmental impacts as it can be sustained without causing additional carbon emissions. Our project serves the United Nations Sustainable Development Goals of Industrial Innovation and Infrastructure, Sustainable Cities and Communities, and Climate Action. Within the project's scope, 50 IoT carbon emission sensors were placed in critical campus locations in the first stage. The collected data is recorded on the blockchain server over the campus wireless network, and awareness information is published with one information kiosk.

Keywords: Blockchain, Carbon Emission, IoT Sensor Networks, Sustainability, Big Data

EP21 GAZİ UNIVERSITY SOCIAL TRANSCRIPT APPLICATION AS AN EXAMPLE OF A GOOD PRACTICE

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Extracurricular activities, defined as academic or non-academic activities outside regular class time, have been shown to benefit students' academic performance indirectly. These activities can build skills and attributes such as work ethic, self-esteem, and perseverance, contributing to higher academic achievement and developing social bonds with peers and the school community. Additionally, extracurricular activities contribute to analytical thinking and problem-solving skills. Gazi University has introduced the "Social Transcript" application, which aims to document students' extracurricular activities and include them in their academic transcripts. This application supports students' multifaceted development by highlighting their social, cultural, and professional contributions. These activities include entrepreneurial endeavors, science, culture, arts, and sports achievements, social responsibility projects, volunteering, participation in student societies, and internships. The paper discusses the preparations and legislative studies for the Gazi University Social Transcript application and presents it as an example of good practice. The goal is to recognize and promote the value of extracurricular activities in students' overall development.

Keywords: Gazi University, Social Transcript, Extracurricular Activities, Social Skills Development

EP22 Utilization of Machine Learning Techniques in Student Selection for Erasmus+ Learning Mobility

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Erasmus+ learning mobility provides students with the opportunity to study abroad, enriching their academic and cultural experiences. Ensuring a fair, objective, and effective evaluation process for student selection in this program is of great importance. Machine learning techniques can play a significant role in optimizing and conducting this process more impartially. The behaviors exhibited by students during exams directly affect their performance. To analyze these behaviors, clustering algorithms such as K-Means and DBSCAN can be used. These algorithms help determine how students spend their time during the exam, which questions they struggle with, and which strategies they adopt. In this way, groups of students with similar behavior profiles can be identified. Analyzing the time students spend during exams is a critical factor in understanding their performance. Time series analysis and regression models can be used to examine how much time students allocate to each question, at which stages of the exam they encounter difficulties, and their time management strategies. Based on the answers given by students, the difficulty levels of the questions and the students' strategies for answering correctly or incorrectly can be analyzed. Techniques such as logistic regression and decision trees can be used to determine which questions are more difficult and how students approach these questions. These analyses contribute to the preparation of more balanced and fair exam questions. Machine learning techniques can play an essential role in making the Erasmus+ student selection process more efficient, fair, and transparent. The use of these techniques helps to more accurately assess students' abilities and enhances the quality of the selection process.

EP23 Adapting Higher Education: Reorganizing Internationalisation Policies and Curricula to Meet 21st Century Professional Skills Demands in the Era of Industry 4.0

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The 21st-century professional landscape is undergoing rapid transformation driven by Industry 4.0, globalization, and digitalization. To equip students with the skills needed to thrive in this evolving environment, universities obviously must adapt their internationalization policies and curricula, this essay argues that effective internationalization is crucial for developing essential 21st-century skills such as digital literacy, critical thinking, cross-cultural communication, adaptability, and lifelong learning. In this regard, International Relations Offices should take an active role in producing and recommending policies for the institutions they work with, rather than simply implementing legislation. The essay first examines the changing professional skills landscape, highlighting the impact of technological advancements and globalization. It then proposes strategies for reorganizing internationalization policies, including establishing global partnerships in these new circumstances, promoting exchange programs, and fostering virtual mobility programmes. Furthermore, the essay advocates for revamping curricula to integrate global perspectives, interdisciplinary approaches, and experiential learning opportunities. By understanding the new dynamics of this new world, we live in, the network society, it will be possible to foster synergy between internationalization efforts and curriculum development. Only after then, universities can empower graduates with the skills and global competencies needed to navigate the complexities of the 21st-century workforce.

Key words: Internationalisation, internationalisation policy, curriculum development, 21 st -century Professional skills, global competencies, new world dynamics.

CAREER-EU PRESENTATIONS

CP1 INFORMATION MANAGEMENT AND SELF-DIRECTED LEARNING COMPETENCIES IN THE DIGITAL ERA AND PERMANENTLY CHANGING WORLD
PhD Rasa Poceviciene
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Information Management skills such as knowledge about content management, ability to analyze and synthesize information, analytical ability to combine and organize complex information, problem-solving ability and etc. are very important not only in permanently changing world, labour market as well as preparing to active participation in them, especially in digital era. The ever-increasing amount of information, the emergence of new channels for its transmission, and the increasing opportunities for the creation and dissemination of information (especially in the online space) pose challenges not only in quantitative terms. Even more important is the selection of information, the development of its criteria, the assessment of the quality of information, the creative application of the information in solving various problems, and so on. Those skills are no less important for every learner, especially self-directed learners who need to be able to aware of his/her learning needs and takes the initiative to meet them, to set his/her own learning goals, to plan his/her own learning, to develop or select learning methods, strategies, learning environments that suit his / her learning style, and even to be able to self-assess his / her achievements (learning outcomes) and progress. And it's obvious that information management skills are more and more important. This idea was confirmed by research we did trying to identify the factors most important in online studies. Research has shown that students with self-directed learning abilities who are able to manage information constructively (especially about themselves as a learner) are more successful than the others.

CP2 CAREER TRAUMA - HOW COUNSELORS CAN ADDRESS THIS ISSUE USING METAPHORS
Aigiun Kurbanova
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Erasmus+

Many people face situations like unfair dismissal or pressure from their bosses at some point. These experiences can hurt our clients, causing career trauma, which negatively affects their mental and physical health and career choices.

What is career trauma? How do clients experience it, and in what work situations does it happen?

What are the career consequences for clients with trauma, and what new stories or beliefs do they develop?

Using a client's metaphor about their trauma is a powerful way to create "healing" stories in their career.

CP3 THE CONCEPT OF INDIVIDUAL STYLE IN CAREER COUNSELING
Pavel Kiselev
CAREER MANAGEMENT SCHOOL, POLAND

Since the time of Frank Parsons, career counseling has assumed that each profession or position has a specific profile of suitable personal traits, competencies, and so on.

The idea of individual style suggests that very different people can succeed in the same position by using a personalized approach that considers their career narrative.

For example, one person might succeed in a role by being organized and methodical. Another might succeed by being able to switch tasks quickly and work effectively in critical situations.

For clients of career counselors, this means they are not seen as products on the job market that need certain characteristics to be in demand. Instead, they are active agents in constructing their future along with the career counselor.

CAREER-EU WORKSHOPS

CWS1 STEAME-ACADEMY - Regional STEAME Academy development & Micro-credential
Prof. Gregory Makrides
Professor of Mathematics and STEAME Education

University of the National Education Commission, Krakow, Poland

The European Higher Education and Research Area is going through a transformation process that is pushing Europe to a leading position on the way to a green digitalization of societies. The environment of learning, including methods and spaces is expected to change drastically. With knowledge of today's technologies we can only imagine the future but the way forward is almost clear. In this presentation we attempt to describe the learning in the future in both school and higher education as their evolution needs to develop in parallel. The presentation will present the one year developments of the European project STEAME-Academy, with latest highlights of what is planned for the next 2 years (www.steame-academy.eu). Participants will be given the opportunity to participate in an open related seminar.

CWS2 SHORT-TERM INTERNATIONAL ACADEMIC MOBILITY AND ACADEMIC CAREER OUTCOMES

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ISM University of Management and Economics, Lithuania
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Internationalisation is at the centre of most HE institutional operations, namely, strategic development, teaching and learning, research agendas, and staff development. It can be realised via many activities, academic staff mobility being one of them. The international mobility of academic staff, along with that of students, is stated as one of the key performance indicators of globalisation, internationalisation and knowledge economy development. The existing scientific literature does not provide sufficient explanation on the impact of international mobility, short-term mobility in particular, on academic careers. It is the international experience, not mobility per se, that academics tend to value, and which leads to knowledge creation and provides them symbolic value.

To address this gap, this study is set out to investigate both mobility outcomes and mechanisms explaining them. A survey on short-term international academic staff mobility and its career outcomes was conducted with the sample of 358 academics from European countries, who have publications in journals indexed in Web of Science (Clarivate Analytics). The results showed that short-term international mobility was positively related to academic career success, perceived marketability and academic performance, and this relationship is mediated by the career capital (human, social and psychological).