

REPORT

About the State of the art of European Higher Education Area Initiatives

D8.2 WP8 Digital Learning Services

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European Universities Alliance
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Table of Contents

Analysis for the implementation of the FILMEU mobility management system	3
Final Report.....	3
Introduction	3
Executive Summary	4
Highlights	5
State of the art of EU mobility initiatives for 2025	6
COM(2020) 625 final, COMMUNICATION FROM THE EU COMMISSION on achieving the European Education Area by 2025.....	6
Technical Implementation of current ‘state of the art’ EU educational mobilities	10
Erasmus Without Paper – Overview	10
Erasmus Without Paper – chief components.....	11
Erasmus Without Paper – processes and functionalities.....	11
Different scenario's for joining Erasmus Without Paper.....	12
What tool do you use to manage mobilities?	12
Erasmus Dashboard.....	12
Commercial mobility software	12
In-house built mobility software.....	12
No tool	12
A combination of systems	12
Erasmus Without Paper and 3rd party mobility software	12
State of play of the EWP APIs	13
EWP Hub	14
EWP Wikispace and Knowledge hub.....	14
MyAid (MyAcademicID)	14
2021 FILMEU WP4.1 analysis of ‘Existing mobility processes, services and structures’ within FILMEU.....	15
(ii) Description of different EU initiatives and projects associated with the future of mobility in the EU;.....	16
Achieving a European Education Area by 2025	16
New Erasmus+ Approaches, Alliances and Tools.....	17
Towards enhanced mobility and cooperation in higher education	19

The importance of mobility and cooperation	19
Erasmus+.....	20
Mobility and Cross-Border Cooperation	23
Study in Europe Project	23
(iii) Evaluation of services already available for the digitalization of Mobility, namely Erasmus Dashboard and Online Learning Agreement from the EWP services network;	24
(iv) Evaluation of commercial and non-commercial mobility solutions available that support the EWP network and can be used for management of all FILMEU mobility types that are in line with 4.1, and 4.2 activities;	25
Filmeu Mobility types	25
3rd party software	26
(iv) Evaluation of the available EU mobility services that could be used for management of FILMEU mobility types;	27
Erasmus Dashboard, Erasmus without Paper Dashboard.....	27
Erasmus App	27
EWP Connection	29
OLA.....	29
European Student Card.....	30
(vi) Evaluation of the solution to be implemented for the FILMEU Alliance (cloud services, local) in face of 4.1 and 4.2;.....	31
Integrated Learning Ecosystem.....	31
Student and Staff mobility	32

Analysis for the implementation of the FILMEU mobility management system

Final Report
WP8.2 – T1

David Quin (IADT), Istvan Papp and Kiss Timea (SZFE), Kris Cardinaels (LUCA)
and Paulo Ferreira (Lusofona)

Introduction

This WP8.2 task requires an analysis for the implementation of the mobility management system in collaboration with associated partners SOP and EMREX. For this purpose, we intend to use Erasmus dashboard from E+ traditional mobilities, M-online for new mobilities and EMREX for documents workflow (The Alliance is already a member of EMREX). The following activities will be conducted:

SUBTASKS

- (i) State of the art of EU mobility initiatives for 2025;
- (ii) Description of different EU initiatives and projects associated with the future of mobility in the EU;
- (iii) Evaluation of services already available for the digitalization of Mobility, namely Erasmus Dashboard and Online Learning Agreement from the EWP services network;
- (iv) Evaluation of commercial and non-commercial mobility solutions available that support the EWP network and can be used for management of all FILMEU mobility types that are in line with 4.1, and 4.2 activities;
- (v) Evaluation of the available EU mobility services that could be used for management of FILMEU mobility types;

- (vi) Evaluation of the solution to be implemented for the FILMEU Alliance (cloud services, local) in face of 4.1 and 4.2;

The FILMEU Alliance have already signed a Letter of Interest with SOP, which is one of the commercial providers that has already implemented the EWP Network into their mobility management system. The possible adoption of the Mobility-Online management system from SOP is included in this application to:

- (1) help the FILMEU Alliance to face potential asymmetries among the Alliance in terms of IT capacities and resources and;
- (2) push the adoption and use of an already-tested application that follows and supports all the requisites and API services from the EWP network;

Despite the foreseeable adoption of the Mobility-Online Management system (MMS) to deal with all the mobility types that will be implemented within the FILMEU Alliance, the Alliance is considering the full adoption of the Erasmus Dashboard and OLA tools for managing specifically the Erasmus+ Mobility. This strategy is considered because the FILMEU Alliance will actively contribute to the improvement of the applications that are, and will be, made available by the European Union for Higher Education Institutions.

Executive Summary

Having established educational mobility as a key strategic priority and recognizing current barriers to mobility, the European Commission has decided to enable the creation of new strategic alliances (such as the European University clusters) and new tools, such as the European Student Card, the Erasmus App, pan-European policy frameworks to facilitate educational mobility.

Common approaches to mobility management, new and hybrid mobility types and common access to the ICT infrastructure of diverse institutional partners will eliminate mobility barriers and will facilitate the hoped-for **'seamless transnational cooperation.'**

Any educational mobility, including those imagined as part of our FILMEU project must respect at least four key aspects...

- A mobility component – what is the human and experiential benefit to the student or staff member involved in the educational mobility? What do they gain which is **different** to that which they could have gained by working at home?
- A pedagogical component – how does the educational mobility fit into and benefit the student or staff member's teaching and learning work, their study programme, their faculty and institution? How can the educational mobilities work within, benefit and

enhance pedagogical models such as Samsara and The Challenge Based Model? Finally, how can academic timetables, programme and course structures and academic approaches across partner institutions be harmonised in order to improve mobility and learning opportunities for our students?

- A technical component – how can the educational mobility be facilitated and enabled seamlessly, so students and staff members can log into, log onto and access ICT platforms, systems and educational infrastructure using **their own** institutional identities? Technical ‘obstacles’ are currently considered a significant barrier to educational mobility.
- A strategic component – how can any proposed educational mobilities respect, fit into and serve the more strategic European goals, as set out by the Commission, the creation of a European Education Area and European Universities, the prioritization of agreed common values such as Equality, Diversity and Inclusion, lifelong learning and attracting new student cohorts, a strong focus on interdisciplinary research and learning, an emphasis on new and cutting-edge technologies, a promotion of ‘European Values’ and the ‘greening’ of all aspects of future higher education?

Though our early FILMEU technical approaches to FILMEU federation hoped to discover homogenous approaches across our institutions, we are now tending towards the overarching EWP (Erasmus Without Paper) technical approach. *‘The main principle behind EWP is that you keep using your existing system for managing student mobility and that this system is connected to the EWP network’.*

Finally, it has become clear through our FILMEU federated investigations that *any FILMEU federated ICT system implementation must not only respect the diverse approaches, needs and requirements of the current FILMEU partners (LUCA, IADT, Lusofona and SZFE) but must **not** act as a barrier to the inclusion of future FILMEU partners. Even before the creation of FILMEU WP11 ‘Inclusion’ we had become keenly aware that, in order to futureproof any FILMEU federated systems, open and technically ‘agnostic’ ICT approaches must be preferred.*

Highlights

- New technical tools, frameworks and approaches will need to be developed in order to remove current barriers to international educational mobility.
- New and hybrid mobility types will allow mobility access for diverse cohorts, will enhance mobility sustainability and will reduce the environmental impact of mobility.
- *EWP connection is already changing the way of doing and managing mobility in the European Higher Education Area*
- *EWP is having a significant impact on the digitization efforts and readiness of European Higher Education Institutions*

- *Erasmus Dashboard allows the easy management of out-of-the-box Erasmus + Mobilites through EWP connection*
- *Specific mobilities implementation and management requires the use of complementary IT systems*
- *The use of IT systems that integrates with EWP but also allows to manage and create different mobility formats could contribute to a better overall managing and assessment of implemented mobilities and pedagogical approaches*
- *Any FILMEU federated ICT system implementation must not only respect the diverse approaches, needs and requirements of the current FILMEU partners (LUCA, IADT, Lusofona and SZFE) but must **not** act as a barrier to the inclusion of future FILMEU partners. To futureproof our federated systems, open and technically 'agnostic' ICT approaches must be preferred.*

State of the art of EU mobility initiatives for 2025

The central 'state of the art' EU mobility initiative for 2025 is the Commission's initiative to create, by 2025, a European Education Area. The formation of European University alliances is a key component of this European Education Area initiative. Erasmus+ and Mobility and cross-border cooperation (funded through Horizon 2020) and initiatives like the Study in Europe Project remain key tools in enabling, facilitating and encouraging increased educational mobility over the next five years.

https://ec.europa.eu/info/education/policy-educational-issues/shared-challenges-education-and-training/learning-mobility_en

COM(2020) 625 final, COMMUNICATION FROM THE EU COMMISSION on achieving the European Education Area by 2025

The main policy on educational mobility strategy in the run up to 2025 is outlined in the (Brussels, 30.9.2020, COM(2020) 625 final) COMMUNICATION FROM THE EU COMMISSION on achieving the European Education Area by 2025.

https://ec.europa.eu/education/sites/default/files/document-library-docs/eea-communication-sept2020_en.pdf

The core principle in this document (page 7, 2.1 Quality) states that 'At EU level, the vision for quality in education includes: **Promoting the dual freedom for learners and teachers to be mobile and for institutions to freely associate with one another in Europe and beyond.**' This recognizes

that **‘many educators and learners are still facing a wide range of obstacles when they embark upon transnational mobility experiences. Future learning mobility will also have to be more environmentally sustainable and ready to embrace digital challenges and opportunities.’**

The document points out (page 11, 2.5 Higher education) that ‘student and staff mobility has progressively opened up higher education and strengthened the basis for structured cooperation. The Bologna process played a driving role for internationalisation and mobility. The added value of mobility is clear: evidence shows that a study-abroad experience helps significantly career prospects.’

The Commission document describes European Universities such as FILMEU as ‘transnational alliances of higher education institutions developing long-term structural and sustainable cooperation. They mobilise multi-disciplinary teams of students and academics through a challenge-based approach, in close cooperation with research, business and civil society. They promote all forms of mobility (physical, online, blended) as well as multilingualism via their inclusive European inter-university campuses.’

According to the Commission statement, the European higher education systems should aim at:

‘Closer and deeper cooperation between higher education institutions, which could lead to more joint curriculum development and common courses and would enable learners to move more easily between education systems in different countries thereby developing a pan-European talent pool, including in cutting-edge scientific disciplines and technologies such as artificial intelligence, cybersecurity and high performance computing.

A policy framework across borders that allows for seamless transnational cooperation, which will enable alliances of higher education institutions to leverage their strengths, pooling together their online and physical resources, courses, expertise, data and infrastructure across disciplines.

Automatic recognition of qualifications and study periods abroad for the purpose of further learning, quality assurance of joint transnational activities and the recognition and portability of short courses leading to micro-credentials. This would allow Member States to go deeper and faster in their cooperation, as compared to what they are able to do now in the context of the Bologna process. The European Education Area can act as a motor for the Bologna process, inspiring and supporting other member countries of the European Higher Education Area to benefit from a similar path.

A stronger focus on specialised education programmes in advanced digital skills such as in cutting-edge technologies such as artificial intelligence, cybersecurity and high performance computing as there is an acute lack of experts in these fields.’

The EU's strategic and geopolitical rationale is outlined on page 12 of the document (in section 2.6 Geopolitical dimension) 'Cooperation in education has gradually become an important instrument for the implementation of EU external policies as an indisputable instrument of soft power. The Union's exchange programmes help people to connect worldwide, reaching out to a large number of stakeholders, including civil society.'

The Commission plans (page 14, 3.1 Lifting quality in education) to accompany the strengthened Erasmus programme 'by updating the learning mobility framework, enabling more learners and teachers to overcome obstacles and to benefit from a mobility opportunity. The revised framework addresses a triple challenge: (i) ensuring opportunities for a much wider variety of participants, (ii) green and digital mobility, including by blending online and physical exchanges, (iii) encouraging balanced mobility.'

To foster increased multilingualism, the Commission aims to support Member States to promote the so-called 'language aware schools', ultimately strengthening proficiency in the language of schooling among pupils with diverse backgrounds.

Fostering transversal skills such as critical thinking, entrepreneurship, creativity and civic engagement are key for the next generations of students, researchers and innovators to build a resilient society. The future Erasmus programme aims to provide a wide range of opportunities for learners at all levels to develop these skills, notably by offering more opportunities for education and training institutions to develop in cooperation with their knowledge ecosystems more transdisciplinary, learner-centred and challenge based approaches.

In order to build democratic education environments free from bullying, harmful speech and disinformation, the Commission plans to continue through the Erasmus programme to support Member States and stakeholders in implementing the Council Recommendation of 22 May 2018 on promoting common values, inclusive education, and the European dimension of teaching.

On page 16, (3.2 Making education and training more inclusive and gender sensitive) the Commission states 'Higher education and VET systems need to adapt to strengthen their key role in supporting lifelong learning and reaching out to a more diverse student body.' The Commission statement suggests that such inclusivity will require a thorough change in mindset, culture and structure, as well as increased digitisation.

The Commission also intends to promote (page 18, 3.3 Supporting the green and digital transitions in and through education and training) the greening of education infrastructure. 'In line with the proposals, the future Erasmus and European Solidarity Corps programmes will be greener and more digital. Virtual and blended mobility could complement physical mobility. Green and digital topics will receive priority in cooperation projects with their forward looking and strategic character. The programmes will streamline the digital dimension within the mobility and cooperation actions and intend to support climate-friendly means of cooperation and project execution. Further initiatives like incentives to carbon-friendly physical mobility travel would complement the measures.'

The European Student Card Initiative, (page 23, 3.5 Reinforcing European higher education institutions) is identified as one of the key actions to further “promote student mobility and participation in educational and cultural activities”, is an important step in achieving the objectives of the European Education Area and making it as easy as possible for students across Europe to be mobile. Through its two key components, the Erasmus+ Mobile App and the digitalisation of the student mobility management, the initiative constitutes a real revolution for the simplification of the way universities manage the student mobility. By creating a digital one-stop-shop through the Erasmus+ Mobile App, students will have an easy and secure access to all the information and services they need before, during, and after their mobility abroad. The piloting phase started in 2018. By September 2020, over 2000 higher education institutions were testing the digital mobility management; the Erasmus+ Mobile App had been downloaded and installed more than 85.000 times; and around 2.3 million European Student Cards had been produced with the European Student Hologram.

Using the mobility app and European Student Card, students can ‘apply for a mobility, choose the courses to follow, receive automatic recognition of credits earned abroad, get faster access to services such as library, transport, accommodation and have an easy access to information on events and activities organised by the local union of students or local branches of pan-European student organisations. Contributing to the goals of the European Student Card initiative, a framework for trustworthy exchange of identification data across borders in line with the eIDAS Regulation on electronic identification and trust services will be enabled by the EU Student eCard platform.

The ESC initiative aims at making the management of mobility easier, more efficient and greener for higher education institutions. It will digitalise all the administrative steps and connecting universities’ various interoperable IT systems across the Erasmus+ programme countries, eventually achieving a paperless Erasmus+ mobility which is fully compliant with the General Data Protection Regulation. The initiative also promotes a strong European student identity by enabling universities to add a ‘European Student’ hologram and unique card number to their existing student cards so that their mobile students can access student services and discount while abroad. With the support of the Erasmus programme, Digital Europe and Connecting Europe Facility programmes, the Commission planned to start a gradual rollout of these services starting with Erasmus students in 2021, with the aim of benefitting all mobile students in Europe by 2025. These timeframes may have been set back by the covid pandemic.

In line with the Council Recommendation on promoting automatic mutual recognition of higher education and upper secondary education and training qualifications and the outcomes of learning periods abroad, a qualification awarded in one Member State should be valid in any other Member State for the purpose of accessing further learning activities. For this purpose, the Commission will continue providing support to the Member States for putting in place the conditions that will make automatic mutual recognition possible by 2025. This also entails close cooperation with the National Academic Recognition Information Centres (NARIC), supported by the Erasmus+ programme. Erasmus+ has funded the creation of a Technical Support Team for the NARIC network that will encourage the implementation of automatic recognition. It will provide assistance to the recognition network with capacity building, trainings and sharing of best practices on automatic recognition. In 2022, the Commission will report on the progress of the implementation of the Council Recommendation, based on Member's States contributions.

In addition to physical mobility, the Commission asserted its intention (page 25, 3.6 Education as part of a stronger Europe in the world) to ‘support the digital path of internationalisation of education providers, in particular higher education and vocational training institutes, by increasing digital opportunities of staff, teachers and students including through online courses and blended learning models.’

An expanded international dimension of the Erasmus programme could be a major tool to foster the global dimension of the European Education Area. The Erasmus programme should be increasingly used in a targeted way to attract talent to EU higher education institutions and to use the alumni networks to strategically engage with young and future leaders in partner countries. Strong emphasis should be placed on cooperation with the neighbourhood and particularly with Africa, supporting the implementation of the EU’s comprehensive Africa strategy contributing to the region’s economic recovery by supporting the ongoing process of reforming education, training and research systems.

The Commission will further open up to the world actions such as Erasmus Mundus Joint Master Degrees to strengthen international partnerships and ensure that European higher education becomes ever more attractive. This should help further promote the internationalisation, attractiveness and global competitiveness of universities in Europe.

Technical Implementation of current ‘state of the art’ EU educational mobilities

Erasmus Without Paper – Overview

<https://www.erasmuswithoutpaper.eu/about>

Erasmus Without Paper was a combination of 2 Erasmus+ [projects](#) co-funded by the European Commission from 2015 until 2019. Erasmus Without Paper is bringing Erasmus administration into the 21st century by going digital.

The Erasmus without Paper initiative is about:

- Replacing a paper-based workflow by a digital one. Administrative practices in Erasmus are still largely paper based. Erasmus Without Paper stands for a digital workflow that leaves no university behind by facilitating the exchange of data instead of written (also PDF) documents. EWP is an inclusive network and leaves no university behind.
- Tackling the administrative workload for students and staff. Both mobile students and staff supporting student exchanges need to process a lot of documents and procedures that leads to a huge workload. The workload can be heavily reduced by embracing technology.
- Creating free public infrastructure. Erasmus Without Paper is creating public infrastructure that facilitates a digital administrative workflow. It goes without saying that this infrastructure will be freely available for end users.
- Streamlining technical solutions for student mobility. Instead of reinventing the wheel, Erasmus Without Paper aims to streamline existing technical solutions by bringing tools together and connecting them through a network.

Erasmus Without Paper – chief components

Managing Erasmus+ mobility can be a cumbersome, complex and costly process. The Erasmus Without Paper (EWP) initiative uses the latest digital technology to pave the way to manage mobilities more efficiently. This allows Higher Education Institutions **to exchange information in the context of student mobility** swiftly and securely. In doing so EWP supports replacing paper-based workflows by digital ones.

EWP consists of two chief components:

1. the Erasmus Without Paper Network that interconnects a multitude of student information systems (whether individual universities or third-party providers which represent multiple institutions) through the use of APIs (i.e. connectors between the Network and the users)
2. the Erasmus Dashboard that provides a web solution for exchanging student data electronically for HEIs lacking the required SIS software.

Erasmus Without Paper – processes and functionalities

<https://wiki.uni-foundation.eu/display/EWP/Functionalities>

The Erasmus+ mobility for studies entails a whole set of processes that facilitate such mobility. Oftentimes in this process communication is needed between the sending (or home) HEI and the receiving (or host) HEI. In general one can describe the mobility flow as follows (sometimes steps are repeated/ordered somewhat differently):

1. HEIs need to sign an Erasmus+ institutional agreement;
2. Sending HEI nominates the student at the receiving HEI;
3. Learning agreement needs to be worked out and signed by three parties (student, sending HEI, receiving HEI) before departure;
4. Student arrives at the receiving HEI and receiving HEI needs to confirm the date of arrival;
5. Learning agreement might change. If so, it needs to be signed by three parties (student, sending HEI, receiving HEI);
6. Student departs from the receiving HEI and receiving HEI needs to confirm the date of departure;
7. Receiving HEI sends TOR to sending HEI

For each of the steps that require communication (or data exchanges) between the sending HEI and the receiving HEI EWP comes into play. The processes above are translated into technical so-called APIs (Application Programming Interface) that facilitate system-to-system communication, allowing users to manage their part of the process in their own system and use the EWP network whenever confirmation/approval/signatures are needed from the partner. In doing so EWP replaces paper-based workflows by digital ones.

Different scenario's for joining Erasmus Without Paper

Erasmus Without Paper allows your Higher Education Institution (HEI) to digitalise their Erasmus+ mobility management processes. Depending on the way you currently manage Erasmus+ mobilities at your institution, this page will offer an overview of the different scenarios. The main principle behind EWP is that you keep using your existing system for managing student mobility and that this system is connected to the EWP network. Instead of printing a PDF or a paper copy of e.g. an Inter-Institutional agreement or a Learning Agreement, you will be able to sign the "documents online" and send them directly via your software system to your partner institution which will also digitally sign them.

What tool do you use to manage mobilities?

Erasmus Dashboard

This is the tool developed by the EWP consortium that can be used for mobilities data and exchanging IIAs and OLAs.

Commercial mobility software

This can be **commercial software** or be **provided by a consortium** (public or private) to which your institution belongs.

In-house built mobility software

This is a piece of software **created by (or specifically for) your own institution** and entirely managed by your IT department.

No tool

Learn more on how you can join if you currently don't have an IT tool for managing student mobility.

A combination of systems

Several of the options above might be applicable for your institution. Different systems can be combined.

Erasmus Without Paper and 3rd party mobility software

<https://wiki.uni-foundation.eu/display/EWP/3rd+party+software>

In case you are using a 3rd party mobility management software, chances are that they are currently connecting their software to the Erasmus Without Paper Network to provide you with the functionality to send and receive mobility data via their software. Respective mobility management software providers should be contacted to learn more about their involvement in Erasmus Without Paper.

First Quarter 2021 overview of the current 3rd party mobility software providers that were part of the EWP projects and initiated the connection with the Erasmus Without Paper Network:

- [CINECA's ESSE3 in Italy](#) (Link only for CINECA customers - login to Confluence space required)
- [MUCI's USOS in Poland](#)
- [QS unisolution's MoveOn](#) (Link only for QS customers - login to Zendesk required)

- [SIGMA](#) in Spain
- [SOP's Mobility-Online](#)
- [Unit's FS](#) in Norway

Other 3rd-party software providers who have signed the EWP collaboration agreement and who are developing the EWP-APIs for their clients:

- AEC
- Be Smart
- [ErasmusPort](#) (Turkey)
- KION (Turkey)
- Osiris
- Solenovo
- Terradota

State of play of the EWP APIs

The first quarter of 2021 has seen significant work on the EWP APIs, which was carried out under the aegis of the [EDSSI project](#). The info below summarises the current state of play and planned developments. It is important to share this information with your IT-team/technical provider so they can plan their developments accordingly. It will be updated every half a year (next update: September 2021).

Inter-institutional agreement

Version 5 of the API was published on March 5 to ensure alignment with the [new official template](#), published on January 29 for the 2021-2027 period. Version 6 was published on March 15 to incorporate a request from the EWP community to allow changes in contacts without the need to resign the agreement. To support the whole process, the IIA Approval API version 1 should be supported as well.

No further updates of this API are envisaged for the coming 6 months; all previous versions of the IIA API will now be deprecated although all EWP nodes are free to continue supporting deprecated API versions (e.g. if their partners are still updating their systems).

Learning agreements

The learning agreement API was updated on March 10 to ensure compliance with the [official template](#) published on February 9th for the 2021-2027 period. No further updates of this API are envisaged for the coming 6 months and, similarly to the IIA API, all previous versions will be deprecated.

Nomination

An updated specification of the nominations API (the so called Outgoing mobilities API) is provisionally scheduled for September 2021.

Transcripts of records

An updated specification of the API for Transcript of Records (Incoming TOR APIs) is provisionally scheduled in the course of 2022.

EWP Hub

<https://www.erasmuswithoutpaper.eu/ewp-hub>

The EWP Hub is the overall community of services and tools that directly or indirectly use the EWP network. The EWP network itself is technical infrastructure, but of course it is the tools that will make the difference.

EWP aims to become a standard for data exchange in Higher Education. In the project the primary aim is to provide tools to connect HEIs with respect to student mobility. It aims to become the de facto standard for the successor of the present Erasmus+ Programme from 2021 onwards.

Instead of reinventing the wheel, EWP aims to streamline existing technical solutions by bringing tools together and connecting them through the network. All of these interconnected tools together is the EWP Hub. This also includes the initiative of the [University open Source alliance](#) (UOSA) and the collaboration with other (purely) IT projects that are collectively known as the [CEF Digital projects](#). There is intense consultation with the European Commission to streamline such projects with the innovation projects of Erasmus+.

EWP already connects to the [Erasmus+ Dashboard](#), the [Egracons](#) grade conversion tool, the [European Student Card project](#) (ESC) and the [Mobility Tool+](#) of the Erasmus programme. EWP is also involved in the ELMO educational data standard, is linked to the global initiatives of the [Groningen Declaration Network](#) and aims to collaborate with [EMREX](#).

EWP Wikispace and Knowledge hub

<https://wiki.uni-foundation.eu/display/EWP/>

- An EWP wikispace and knowledge base was created by Jeroen van Lent and last modified by Anikó Makkai-Kovács on May 28, 2021

MyAid (MyAcademicID)

<https://wiki.uni-foundation.eu/display/MAID/About>

MyAcademicID (MyAID) is developing an innovative solution for higher education students to authenticate their student status online in a safe and simple manner. By connecting the relevant European networks – such as eIDAS and eduGAIN – and implementing a unique European Student Identifier, the project will enable students to use either the credentials issued by their home university or their national citizen eID to access different student electronic services when going on mobility abroad. This will be possible at the click of a button, without requiring students to create new accounts or share their information more than once. In practice, this translates into a truly European Student eID, valid across borders and e-services. In the future, students will also be able to register at higher education institutions using their national eID, linking their citizen and student identities.

Key services for international student mobility under the Erasmus programme are currently integrating MyAcademicID, including the Erasmus+ Mobile App, the Online Learning Agreement,

the Erasmus Dashboard and the PhD Hub. With their current academic credentials, students will be able to access them all.

By enhancing internationalisation, MyAcademicID has become a key policy component of the digitalisation roadmap set out in the European Student Card Initiative, bringing higher education closer to the vision of a European Education Area where there are no physical or virtual borders to studying abroad.

Throughout the implementation of MyAcademicID (Jan 2019 - Dec 2020), all the relevant technical documents will be made available in the EWP Competence Centre as well as on the project website: www.myacademic-id.eu.

2021 FILMEU WP4.1 analysis of ‘Existing mobility processes, services and structures’ within FILMEU

A comprehensive 2021 analysis of ‘Existing mobility processes, services and structures’ within the FILMEU partner institutions is available in ‘Final Report WP4 – T1’

Mobility programmes available among partners.

Partner	Erasmus / KA1 programmes	Type	Other programmes	Cycle	Year
IADT	4	SMS, SMT, STT and STA	1	1, 2, 3	2020/21
LUCA	5	SMS, SMT, SMP, STT, STA and VM, BM	1	1, 2, 3	2020/21
ULHT	3	SMS, SMT,STT, STA and VM, BM	5	1, 2, 3	2020/21
SZFE	4	SMS, SMP, STT, STA	0	1, 2, 3	2020/21

The sum of Erasmus Program for all the partners at the time of this report are the following:

- Consortium
- ERASMUS MUNDUS Master Programmes
- Individual/Institutional
- Intensive Programmes
- International Credit Mobility

Besides Erasmus Program, for all the consortium, eight more different programmes are available:

- Summer Programs
- AULP
- OVERSEAS
- Damião de Góis
- Free Movers
- ISEP
- Overseas Partnerships

- DocNomads summer school

For 2021/22, besides maintaining the number of actual programmes and to grow the number of mobility's in each, a new program is expected to be implemented for SZFE and LUCA: The Teachers Academy. The FILMEU mobility matrix, with details about each mobility within the consortium will be the subject of the next report in Work Package 4.

(ii) Description of different EU initiatives and projects associated with the future of mobility in the EU;

Achieving a European Education Area by 2025

Having established educational mobility as a key strategic priority and recognizing current barriers to mobility, the Commission decided to achieve a European Education Area by 2025. As well as using well-established tools like ECTS, the Diploma Supplement and EQAR, the Education Area envisages '**closer and deeper cooperation between higher education institutions, more joint curriculum development and common courses and learners moving more easily between education systems in different countries**'. New strategic alliances, such as the European University clusters and new tools, such as the European Student Card, the Erasmus App, pan-European policy frameworks, as well as common approaches to mobility management and common access to the ICT infrastructure of diverse institutional partners will eliminate mobility barriers and will facilitate the hoped for '**seamless transnational cooperation**.'

The **European Higher Education Area** has brought about far-reaching changes which make it easier to study and train abroad. Both the bachelor-master-doctorate structure and advances in quality assurance have facilitated **student and staff mobility**, and strengthened higher education institutions and systems.

Much of this European Education Area initiative builds on the previous Bologna Implementation 'The European higher education area in 2015' which led to the identification of a European Higher Education Area (EHEA) and permitted a more common and more understandable structure of degrees across partner states.

<https://op.europa.eu/en/publication-detail/-/publication/91f926b2-6965-4abe-a1be-600903e4df93>

On the 30th of September 2020, the European Commission adopted three initiatives with the aim of achieving The European Education Area by 2025, a new Digital Education Action Plan for 2021-2027 and a new European Research Area. The Commissioner for Innovation, Research, Culture, Education and Youth, Mariya Gabriel stated that "*The European Education Area and the Digital Education Action Plan are both essential for European recovery and future growth.*"

Increased student and staff mobility has produced a myriad of new opportunities and greatly enhanced existing cooperation between Higher Education Institutions. The European Education Area will build and expand on existing achievements in this area.

The European Education Area is made up of six key pillars:

1. Quality
2. Inclusion and Gender
3. Green & Digital Transitions
4. Teachers & Trainers
5. Higher Education
6. Geopolitical Dimension

It will be supported by Europe's Recovery Plan (NextGenerationEU) and the Erasmus+ Programme and will work with the European Skills Agenda, the Vocational Education and Training Policy and the European Research area.

https://ec.europa.eu/education/policies/higher-education/about-higher-education-policy_en

Education and culture are essential to develop a more inclusive, cohesive and competitive Europe. In 2017, at the **Gothenburg Social Summit**, the European Commission laid out **its vision** for 2025 of a **European Education Area** in which the free movement of learners is guaranteed: "A continent where spending time in another Member State – to study, to learn or to work – has become the standard and where, in addition to one's mother tongue, speaking two other languages has become the norm. A continent in which people have a strong sense of their identity as Europeans, of Europe's cultural heritage and its diversity."

The use of European mobility and quality assurance tools, such as the **European Credit Transfer and Accumulation System (ECTS)**, the **Diploma Supplement** and the **European Quality Assurance Register (EQAR)** facilitates mutual trust, academic recognition, and mobility.

New Erasmus+ Approaches, Alliances and Tools

The Erasmus+ programme provides direct support to people wishing to study or train abroad and to projects fostering cross-border cooperation between higher education institutions. However, there is still more to be done to ensure learning mobility opportunities for all.

For this reason, the Commission has published a **proposal for a Council Recommendation on promoting automatic mutual recognition of diplomas and the outcomes of learning periods abroad**.

The Commission is also supporting the **European Student Card Initiative**, which will facilitate the exchange of student information, and the creation of **alliances of European Universities**, which aim to increase competitiveness, quality and excellence in teaching, research and innovation.

To take forward this work in the field of higher education, the European Commission is currently working on three key priorities that will **boost mobility and student exchanges** for all:

1. A [Network of European Universities](#)
2. The [automatic mutual recognition of diplomas](#)
3. A [European Student Card](#)

Through its [Erasmus+](#) and [Horizon 2020](#) programmes, the European Union supports international exchanges for students, academic staff and researchers, as well as structured cooperation between higher education institutions and public authorities in different countries.

The objective is to create new opportunities for people in higher education to learn from one another across national borders and to work together on joint projects to develop good learning and teaching, undertake excellent research and promote innovation.

The European Commission works closely with policy-makers to support the **development of higher education policies in EU countries** in line with the [Education and Training 2020 strategy \(ET2020\)](#). The [renewed EU agenda for higher education](#), adopted by the Commission in May 2017, identifies [four key goals for European cooperation in higher education](#):

1. Tackling future skills mismatches and promoting excellence in skills development
2. Building inclusive and connected higher education systems
3. Ensuring higher education institutions contribute to innovation
4. Supporting effective and efficient higher education systems.

To help achieve each of these goals, the Commission proposes specific actions at EU-level, primarily supported by different strands of the Erasmus+ and Horizon 2020 programmes. In particular, the European Commission supports:

- the exchange of good policy practices between different countries through the [ET2020 higher education working group](#);
- the [Bologna Process](#), designed to promote the internationalisation of higher education in Europe through more mobility, easier recognition of qualifications and streamlined quality assurance mechanisms;
- the development and use of mobility and recognition tools, such as the [ECTS system](#) and the [Diploma Supplement](#), to increase transparency and facility exchanges in Europe.

More recently, in the context of the European Education Area, the European Commission has taken a number of further initiatives:

- the concept of Networks of European Universities brings a major change to higher education practices, through integrated curricula and mobility, thus fostering quality, excellence and innovation;
- the proposed [Council recommendation on automatic mutual recognition of higher education and school-leaving diplomas](#) helps to remove barriers to student mobility within Europe;
- the future European Student Card will facilitate the secure exchange of student information and reduce administrative burden for higher education institutions, serving as a concrete example of the emerging European Education Area.

https://ec.europa.eu/education/policies/higher-education/mobility-and-cooperation_en

Towards enhanced mobility and cooperation in higher education

Learning mobility is an opportunity for students to develop valuable skills and to expand their horizons by going abroad to study or undertake training. The benefits of mobility are widely recognised. A [survey among young Europeans](#) aged between 15 and 30 years shows that more than 90% of them consider it important to have opportunities for mobility experiences.

European ministers have agreed to double the proportion of students in higher education completing a study or training period abroad to 20 percent by 2020. Support for mobility remains a core focus of [Erasmus+](#), the European Union's programme for education and training.

The importance of mobility and cooperation in higher education

Going abroad to study or to train helps people to develop their professional, social and intercultural skills, as well as enhancing their employability. Higher education students who undertake a mobility period abroad are more likely to find employment one year after graduation.

93% of these students report that they have a greater appreciation for the value of other cultures after their mobility period. 91% improve their language skills and 80% feel that their problem-solving skills improved following a mobility period.

According to Erasmus+ impacts studies, the benefits of mobility and cooperation in Higher Education within the EU and beyond are manifold.

The first [Erasmus Impact Study](#), 9 out of 10 employers are looking for transferrable skills, such as problem-solving, the ability to work as part of a team and curiosity, when recruiting. These are the very same competences that students gain from a mobility experience abroad.

The follow up [Erasmus+ Higher Education Impact Study](#) further demonstrated the positive impact of a mobility period on students. Over 70% of former Erasmus+ students say that they have a better understanding of what they want to do in their future careers when they return from abroad. 80% were employed within three months of graduation and 72% said their experience abroad helped them get their first job.

The [Erasmus+ Higher Education Strategic Partnerships and Knowledge Alliances Impact Study](#) found that Erasmus+ cooperation projects make the majority of participating universities better prepared for digital transformation. Moreover, two out of three participating universities stated EU-wide projects contribute to increasing social inclusion and non-discrimination in higher education.

Mobility and cross-border cooperation can also help bridge skills gaps by boosting specific skills needed in the modern labour market. One such example of cooperation is the [Digital Opportunity traineeship initiative](#), which aims to give students from all disciplines of study the opportunity to gain hands-on digital experiences.

Developing new forms of cross-border cooperation will help to improve the quality of higher education and to facilitate the [recognition of academic qualifications](#) gained abroad.

<https://eurireland.ie/2020/10/09/achieving-a-european-education-area-by-2025/>

<https://eurireland.ie/assets/uploads/2020/10/European-Education-Area-Factsheet.pdf>

Erasmus+

https://ec.europa.eu/programmes/erasmus-plus/node_en

Erasmus+ The Erasmus+ programme provides direct support to people wishing to study or train abroad and to projects which support cross-border cooperation between higher education institutions.

With a EUR 14.7 billion budget for the period 2014-20 Erasmus + provided opportunities for over 4 million people through formal and non-formal learning, transnational mobility, exchange of good practices, volunteering and solidarity, while recognising the potential of sport to promote cooperation, both within and across frontiers.

Building on the success of the programme in the period 2014-2020, Erasmus+ strengthens its efforts for the period 2021-2027 increasing the opportunities offered to more participants and to a wider range of organisations, with a budget of 26.2 billion EUR, nearly doubling the previous effort. In addition, the EU external instruments are supplemented with around EUR 2.2 billion.

70% of the budget will support mobility and 30% will be invested in cross-border cooperation projects, e.g., between higher education institutions, and policy development activities.

The Programme will contact people of all ages and from a diverse cultural, social and economic backgrounds to strengthen the qualitative impacts of its activities and provide equitable opportunities more and more. The Programme centres on becoming closer to those who have less possibilities such as individuals who live in distant places or who face social and economic issues, including persons with disabilities and immigrants, as well as the European Union's inhabitants. This would also enhance awareness of common values in European Union by encouraging individuals, especially young people, to participate and to learn to participate in the civic society.

Furthermore, it is crucial for Europe's future prosperity and cohesion to develop digital skills and abilities in future-oriented areas such as tackling climate change, clean energy, artificial intelligence, robots, big data analysis etc. By promoting innovation and bridging Europe's knowledge, skills, and competence gaps, the programme may make a significant impact. Talent and innovation required to make EU firms more competitive.

Besides Jean Monet Actions, the Erasmus+ Programme consists of 3 key actions:

1. Key Action 1: Learning Mobility of Individuals
2. Key Action 2: Cooperation among organisations and institutions
3. Key action 3: Support to policy development and cooperation

Key Action 1: Learning Mobility of Individuals: With regarding children, students, trainees, apprentices, adult learners and young people, one or more of the following results should be obtained through the mobility activities supported under this key action:

- improved learning performance
- enhanced employability and improved career prospects
- increased sense of initiative and entrepreneurship
- increased self-empowerment and self-esteem
- improved foreign language and digital competences
- enhanced intercultural awareness
- more active participation in society
- better awareness of the European project and the EU values
- increased motivation for taking part in future (formal/non-formal) education or training after the mobility period abroad

As far as personnel, youth workers and professionals are concerned, one or more of the following results are expected:

- improved competences, linked to their occupational profiles (teaching, training, youth work, etc.)
- broader understanding of practices, policies and systems in education, training or youth work across countries
- increased capacity to trigger changes in terms of modernisation and international opening within their educational organisations
- greater understanding of interconnections between formal and non-formal education, vocational training and the labour market respectively
- better quality of their work and activities in favour of students, trainees, apprentices, pupils, adult learners, young people and volunteers
- greater understanding and responsiveness to social, linguistic and cultural diversity
- increased ability to address the needs of the disadvantaged
- increased support for and promotion of mobility activities for learners
- increased opportunities for professional and career development
- improved foreign language and digital competences
- increased motivation and satisfaction in their daily work

Activities supported under this Action are also expected to produce one or more of the following outcomes on participating organisations:

- increased capacity to operate at EU/international level: improved management skills and internationalisation strategies; reinforced cooperation with partners from other countries; increased allocation of financial resources (other than EU funds) to organise EU/international projects; increased quality in the preparation, implementation, monitoring and follow up of EU/international projects
- innovative and improved way of operating towards their target groups, by providing for example: more attractive programmes for students, trainees, apprentices, young people and volunteers in line with their needs and expectations; improved qualifications of teaching and training staff; improved processes of recognition and validation of competences gained during learning periods abroad; more effective activities for the benefit of local communities, improved youth work methods and practices to actively involve young people and/or to address disadvantaged groups, etc.;

- more modern, dynamic, committed and professional environment inside the organisation: ready to integrate good practices and new methods into daily activities; open to synergies with organisations active in different social, educational and employment fields; planning strategically the professional development of their staff in relation to individual needs and organisational objectives; if relevant, capable of attracting excellent students and academic staff from all over the world.

Second Key Action: Cooperation among organisations and institutions supports the following:

- Partnerships for Cooperation, including Cooperation Partnerships and Small-scale Partnerships
- Partnerships for Excellence, including Centres for Vocational Excellence, Teachers Academy and Erasmus Mundus Action
- Partnerships for Innovation, including Alliances and Forward-looking projects
- Capacity Building projects in the field of youth
- Not-for-profit European sport events.

This Key Action is anticipated to lead to the creation, transmission and/or application at organisational, national, regional, and European level of new practices.

The activities are supervised by the national agencies or the Education, Audio-visual and Culture Executive Agency (EACEA), depending on the area of interest and applicant type.

The impact of this Key Action:

- Increases quality of education and training, youth work and sport practices in Europe and beyond: combining higher levels of excellence and attractiveness with increased opportunities for all
- Better aligns education, training and youth systems to the needs of and opportunities offered by the labour market, and establishes closer links to business and the community
- Improves the provision and assessment of basic and transversal skills, particularly: entrepreneurship, social, civic, intercultural and language competences, critical thinking, digital skills and media literacy
- Increases synergies and links and improved transition between the different sectors of education, training and youth at national level, with improved use of European reference tools for recognition, validation and transparency of competences and qualifications
- Increases the use of learning outcomes when describing and defining qualifications, parts of qualifications and curricula, in support to teaching and learning and in assessment
- Increases the awareness and openness to social diversity and increased inclusiveness and accessibility of education systems and possibilities
- Establishes new and increased inter-regional and transnational cooperation of public authorities in the fields of education, training and youth
- Introduces a more strategic and integrated use of ICTs and open educational resources (OER) in education, training and youth systems
- Increases the motivation for language learning through innovative teaching methods or better links to practical use of language skills required by the labour market
- Reinforces the interaction between practice, research and policy.

- Increases the level of participation in sport and physical activity as a tool for health and well being
- Increases knowledge on how to tackle cross-border threats to the integrity of sport, such as doping, match fixing and violence, as well as all kinds of intolerance and discrimination better support of good governance in sport and dual careers of athletes
- Increases the recognition of voluntary activities in sport
- Increases the mobility of volunteers, coaches, managers and staff of non-profit sport organisations
- Increases social inclusion and equal opportunities in sport.

These Actions are expected to initiate a modernization and reinforce training and youth policy responses in a systemic way to the main challenges of the world today: environmental sustainability, digital transformation, jobs, economic stability and growth, but also social, civic and intercultural competencies, intercultural dialogue, democratic values and fundamental rights, social inclusion, mental health and well-being, non-discrimination and active citizenship, critical thinking and media literacy must be promoted.

https://ec.europa.eu/programmes/erasmus-plus/projects/priorities_2019-2024_en

Mobility and Cross-Border Cooperation

[Mobility and cross-border cooperation](#) Going abroad to study or train helps people develop their professional, social and intercultural skills and increase their employability. Find out about EU initiatives to improve educational exchanges in Europe.

Multiple solutions were suggested at the 18th European Week of Regions and Cities to improve mobility for the EUREGIO, which could be adopted in the EU. These include improving public transport services, travel information and ticketing in real time through cooperative models such as EGTCs, partnerships and agreements, and management of business mobility. These criteria of success are essential to overcome administrative barriers in cross-border, exposed to expanding commuter flows, which hinder sustainable transport solutions.

https://europa.eu/regions-and-cities/programme/sessions/1329_en

Study in Europe Project

https://ec.europa.eu/education/study-in-europe_en

The Study in Europe project aims to allow people to experience Europe's world-class education system and its expansive offering of bachelor's and master's courses, doctoral study programmes and more. It also allows participants to explore Europe's diverse languages and cultures in a welcoming, social environment, to gain international experience, skills and knowledge highly valued by employers and to benefit from excellent future employment and research opportunities in Europe and beyond.

Study in Europe is a European Union (EU) project, which aims to:

- Showcase what higher education in Europe has to offer to students worldwide
- Provide information about organising and funding study and research periods abroad in Europe
- Help European higher education organisations connect with potential students and partner organisations

Study in Europe provides information about study opportunities in 33 European countries. These countries participate in Erasmus+, the EU's programme supporting students from EU and partner countries across the world to study in Europe.

(iii) Evaluation of services already available for the digitalization of Mobility, namely Erasmus Dashboard and Online Learning Agreement from the EWP services network;

The EWP connection functionalities are being implemented to allow a smooth transition for a truly digital Erasmus + mobility management. During 2021 many developments in the EWP Connection have contribute to a full implementation of IIA and OLA in the Erasmus + Mobility Programme. By July 2021 all the Learning Agreements and Inter-Institutional Agreements should be managed through EWP Connection, be it using Erasmus Dashboard, HEI 's own IT System or a commercial solution that supports EWP.

- Erasmus Dashboard (Erasmus Without Paper Dashboard) is an easy-to-use free tool that allows Higher Education Institutions to manage Erasmus + mobility process;
- Since July 2021 Erasmus Dashboard full supports EWP connection for OLA and IIA
- Incoming, outgoing, and short-term mobilities from Erasmus + mobility should be managed through EWP
- Erasmus Dashboard supports the new official Learning Agreement template for 2021-2027 Erasmus + Programme
- Online Learning Agreement (OLA) is a free application to manage Erasmus + mobility Learning Agreements
- OLA 3.0 supports the EWP connection which allows the easy exchange of data between EWP nodes through Erasmus Dashboard or any other system that integrates with EWP connection API's

(iv) Evaluation of commercial and non-commercial mobility solutions available that support the EWP network and can be used for management of all FILMEU mobility types that are in line with 4.1, and 4.2 activities;

Filmeu Mobility types

FILMEU mobility types are diverse and will include mobilities with formats, duration, and objectives that are not necessarily included in the Erasmus + Programme. For this reason, the use of Erasmus Dashboard tool for managing FILMEU all mobilities was discarded. The FILMEU Alliance option was guided with flexibility in mind when managing mobility. For the FILMEU application to the European Commission, a letter of interest was signed with SOP, a commercial mobility management software provider that has been an EWP partner since the beginning of the project. Besides that, Lusofona University is also a client of SOP and the knowledge that results from being a user of the system is seen as a facilitator for the adoption of the solution among the FILMEU partners. From the FILMEU initial Mobility matrix (to be completed in task 4.2 from wp4) it's possible to identify mobilities that could be outside the scope of Erasmus Dashboard tool.

Mobility	Software Erasmus Dashboard	SOP – Mobility Online
Staff mobility for teaching	x	x
Staff mobility for teaching - Blended	x	x
Staff mobility for teaching - Virtual	x	x
Staff mobility for teaching - DIRECT EXCHANGE	x	x
Staff mobility for training	x	x
Staff mobility for training - Blended	x	x
Staff mobility for training - Virtual	x	x
Student mobility for studies	x	x
Student mobility for studies -- Blended	x	x
Student mobility for studies- Virtual	x	x
Student mobility for traineeships	x	x
Student mobility for traineeships - Blended	x	x
Student mobility for traineeships - Virtual	x	x
Student mobility for traineeships - (Graduates)	x	x
Student mobility for traineeships -- Blended (Graduates)	x	x
Student mobility for traineeships -- Virtual (Graduates)	x	x
BIP -- Blended Intensive Programs		x
Doctoral (3rd cycle) Short-term Mobility (also blended)	x	x

Cine Club		X
Online Masterclasses		X
Social Mobility -- Buddy System (mentoring) / Cultural Integration		X
Supervisors Mobility		X
Researchers Mobility		X
Summer Program/Schools within FILM EU Alliance		X
Summer Program with partners outside the FILMEU Alliance		X
Mobility of Professionals		X
Training for trainers / Lifelong learning		X
Show cases (online and face-to-face)		X
ALUMNI mobility for promoting programmes		X
Network building mobility		X
Pre-mobility for students		X

<https://wiki.uni-foundation.eu/display/EWP/3rd+party+software>

3rd party software

If your educational institution is using a 3rd party mobility management software, chances are that they are currently connecting their software to the Erasmus Without Paper Network to provide you with the functionality to send and receive mobility data via their software.

Early 2021 overview of the current 3rd party mobility software providers that were part of the EWP projects and initiated the connection with the Erasmus Without Paper Network:

- [CINECA's ESSE3 in Italy](#) (Link only for CINECA customers - login to Confluence space required)
- [MUCI's USOS in Poland](#)
- [QS unisolution's MoveOn](#) (Link only for QS customers - login to Zendesk required)
- [SIGMA](#) in Spain
- [SOP's Mobility-Online](#)
- [Unit's FS in Norway](#)

Other 3rd-party software providers who have signed the EWP collaboration agreement and who are developing the EWP-APIs for their clients:

- AEC
- Be Smart
- [ErasmusPort](#) (Turkey)
- KION (Turkey)
- Osiris
- Solenovo
- Terradota

(iv) Evaluation of the available EU mobility services that could be used for management of FILMEU mobility types;

HERE we intended to conduct a FILMEU technical evaluation of EWP, Dashboard, European Student Card, Erasmus App and Egracons with a specific focus on FILMEU mobilities (especially BIPs Blended Intensive Programmes) and short mobilities (FILMEU mobility types are described below (page 30) in the 4.2 task descriptor).

However, a real technical evaluation is not possible because the tools are difficult to implement/install/use locally. Because of this, we have made extra additions to the document with information of relevance and interest to the FILMEU alliance implementation of mobility management.

Erasmus Dashboard, Erasmus without Paper Dashboard

<https://wiki.uni-foundation.eu/display/DASH/About>

The **Erasmus Dashboard** (also known as **the Erasmus Without Paper Dashboard**) is available to all Higher Education Institutions in Europe and was designed specifically for institutions that are currently not using any digital solution to manage their Erasmus mobility management.

Already over 2400 Erasmus Charter holders for Higher Education have requested access to the Dashboard. Charter Holders can register to explore how the Dashboard supports their mobility management.

Erasmus Dashboard is a **free-to-use** tool providing you with the basic functionality needed to manage the mobility processes of Erasmus+. It also connects to the European Commission's Erasmus+ Mobile App, allowing you to communicate with the incoming and outgoing students directly via the App, and lets you manage the Online Learning Agreements.

The tool has been developed with the support of the European Commission and can be used as the official tool to manage your Erasmus+ mobilities.

Since February 2020 the EWP Dashboard also hosts an EWP Inter-Institutional Agreement Manager which allows for the establishment of **Inter-Institutional Agreements**. It is currently in beta and can be fully tested. The connection of OLA and the Dashboard to the EWP network is also being finalized now.

Erasmus App

<https://wiki.uni-foundation.eu/display/App/About>

The Erasmus+ App was initially launched in 2017 to celebrate the Erasmus Programme 30th anniversary. Now, at the start of the 2021-2027 Erasmus Programme, the App has been

completely revamped allowing for solid foundations for the services of the European Student Card Initiative.

The users across the EU can benefit from an updated App that will serve as a students' single point of entry into the Erasmus+ programme. The App will provide a broad range of information, tools and services to help students plan and carry out their exchange, supporting a first-rate mobility experience.

The updated Erasmus+ App was launched at the end of 2020 and is available via the Google Play and Apple Store. Throughout 2021 even more functionalities will be added to the App, including support for digital European Student Cards and the ability to let students apply for their Erasmus mobility directly through the App.

The first release of the new App includes the following functionalities:

- Information about Erasmus+ Programme and the opportunities offered from the European Commission
- Mobility Journey guiding the Learners through all phases of mobility: before, during and after
- Tips and stories from fellow students and an opportunity to submit their own content
- Information on events and deals from student organisations and a chance to browse through the opportunities available to all as well as at the specific location
- Easy way to access relevant Erasmus services
- Notifications from relevant Erasmus services
- Authentication solution based on students academic credentials (eduGAIN), eIDAS or EU Login for participants in other Erasmus+ opportunities.

The Erasmus+ App is developed by a consortium consisting of Eötvös Loránd University (ELTE), the European University Foundation (EUF) and the Erasmus Student Network (ESN). The Aristotle University of Thessaloniki, who brings a lot of EWP and OLA-related expertise, is also involved. Furthermore the software provider EWORX, who has a longstanding experience of delivering digital solutions to the European Institutions in general and the European Commission in particular, also plays a central role in the development of this ambitious project.

<https://wiki.uni-foundation.eu/display/EWP/About>

EWP Dashboard Functionalities

<https://wiki.uni-foundation.eu/display/DASH/Functionalities>

The Erasmus Dashboard is a **free-to-use** tool providing you with the basic functionality needed to manage the mobility processes for Erasmus+. In the long run it will offer functionality to manage the whole mobility cycle. Currently two important parts of the infrastructure are already developed:

- [Online Learning agreement \(OLA\)](#): the online tool for creating, negotiating and updating learning agreements in a machine-readable format;
- [Inter-Institutional Agreement Manager](#): a tool that allows creating, negotiating and updating Inter-Institutional Agreements in a machine-readable format.

Moreover the Erasmus Dashboard offers functionality to share updates about the [COVID-19 mobility status](#).

EWP Connection

All HEIs wishing to use the Erasmus Dashboard to exchange OLAs/IAs need to enable the EWP Settings for the corresponding API. This is a simple task which requires no technical knowledge and that can be completed in less than 2 minutes. If this step is not completed your HEI remains “invisible” to the partners in the EWP Network and cannot exchange the data via EWP through the Erasmus Dashboard.

OLA

Since the end of February 2021 the Online Learning Agreement platform and Erasmus Dashboard supports the new official LA template of the 2021-2027 Erasmus+ Programme.

The groundwork for enabling these changes has been laid with the OLA platform updates already last October and you can read more in the Release Notes and the Mobilities OLA 3.0 section that introduced some of the new functionalities.

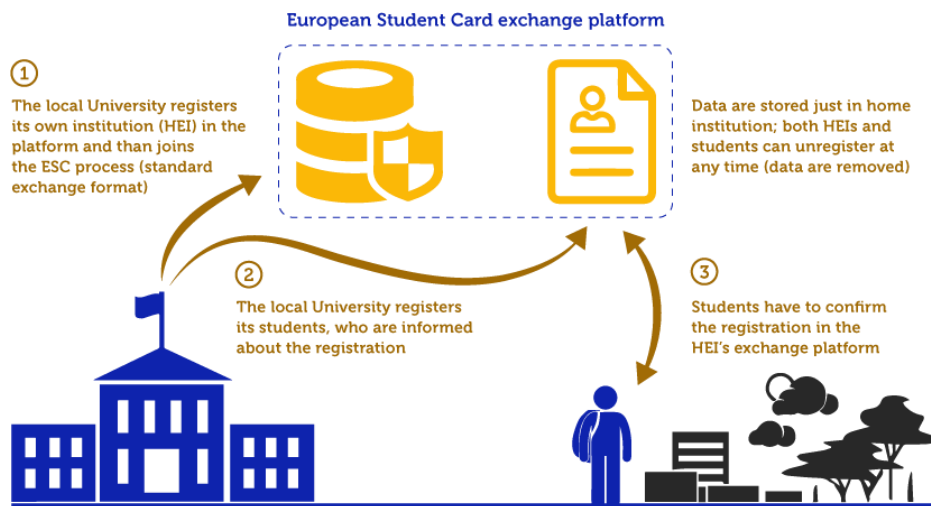
In keeping with the new official template and guidelines, there are some new fields and processes that are supported in the 2021-2027 Erasmus+ programme that aim to facilitate a high-quality Erasmus+ experience by going fully digital and introducing such aspects as:

- European Student Identifier field, which paves the way for smoother mobility experiences and easier access to Erasmus+ services for students.
- Strengthening of the recognition processes by including automatic recognition or allowing to indicate a clear justification and alternative recognition pathways, radically increasing transparency; see more information here.
- Supporting new sections in the Learning Agreement to indicate virtual components as part of the academic mobility experience.
- Removing the "After mobility" section from the Learning Agreement, which is substituted by the Transcript of Records.
- Addition of new fields for more transparency, e.g. by allowing to elaborate on the study field via open comment next to the ISCED classification.

Please note that from now on all Online Learning Agreements from the system are exported in the new official template format.

A guide introducing the new functionalities in the Online Learning Agreement and Erasmus Dashboard in line with the new official template is available at the step-by-step section of the Erasmus Without Paper Competence Centre.

European Student Card



The European Student Card provides an exchange platform to store and deliver students' data.

It works following this procedure:

- 1) The participating Higher Education Institutions (HEI) register as institutions in the exchange platform and can then join the European Student Card process;
 - 2) The HEI proceeds to register its students, who are informed about the registration;
 - 3) The students may anytime confirm or cancel their registration in the exchange platform.
- Data are stored only in home institution, not in the international platform. Both HEIs and students can opt-out at any time and all data will be removed.

Services provided by European Student Card

- **E-Payment**
- **Libraries**
- **Erasmus mobility: Transfer of study credits, (digital) application, implementation and evaluation of Erasmus stays**

The simplification of Erasmus mobility procedures have been identified as one of the three prior services to offer to students in mobility.

Three online meetings (22.02.18 / 15.02 / 22.03) have analysed how to connect the ESC-R to the Erasmus Without Paper (EWP) tools in order to allow students in mobility to have an one-click access to all services offered to them.

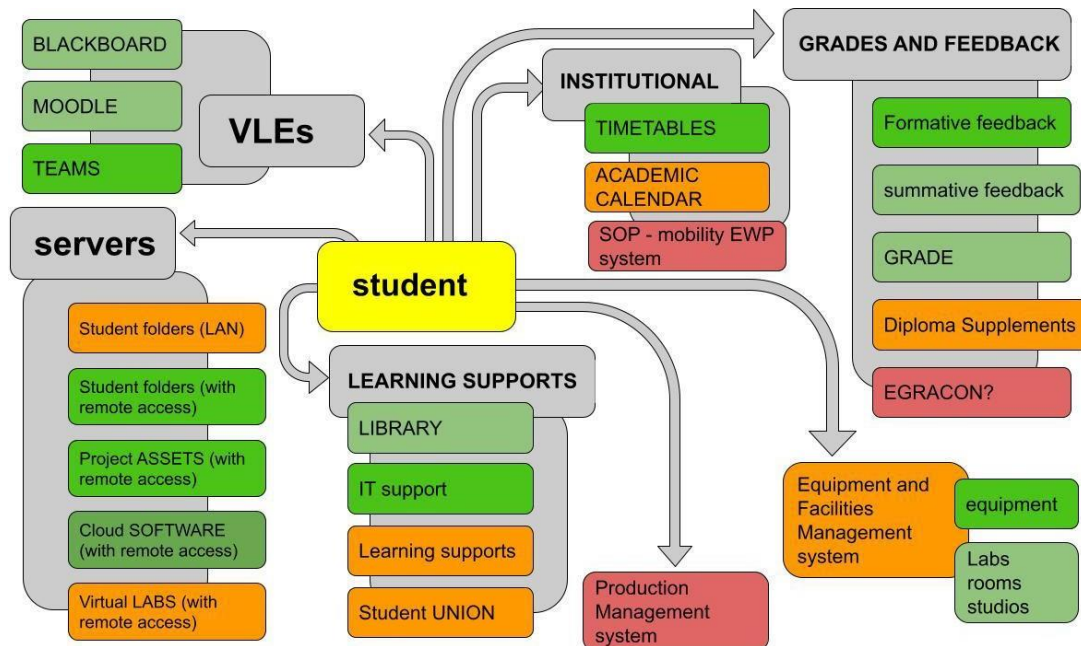
The main focus is how to provide together all services: from the ESC platform and in reciprocity from the EWP hub.

(vi) Evaluation of the solution to be implemented for the FILMEU Alliance (cloud services, local) in face of 4.1 and 4.2;

Here we propose an evaluation of our proposed FILMEU seamless, fully integrated, federated Learning Ecosystem. Students and staff will need access to VLEs, to Dashboard, through Dashboard to multiple services. We'll need open solutions which do not present barriers to new FILMEU partners.

Integrated Learning Ecosystem

Starting from the complex needs for the FILMEU Blended Intensive Programmes and the short mobilities, as depicted in the graph, we are designing and implementing an integrated learning ecosystem that supports our needs. The traffic light colour coding below indicates a prioritisation of services which will be needed by our first FILMEU mobility students.

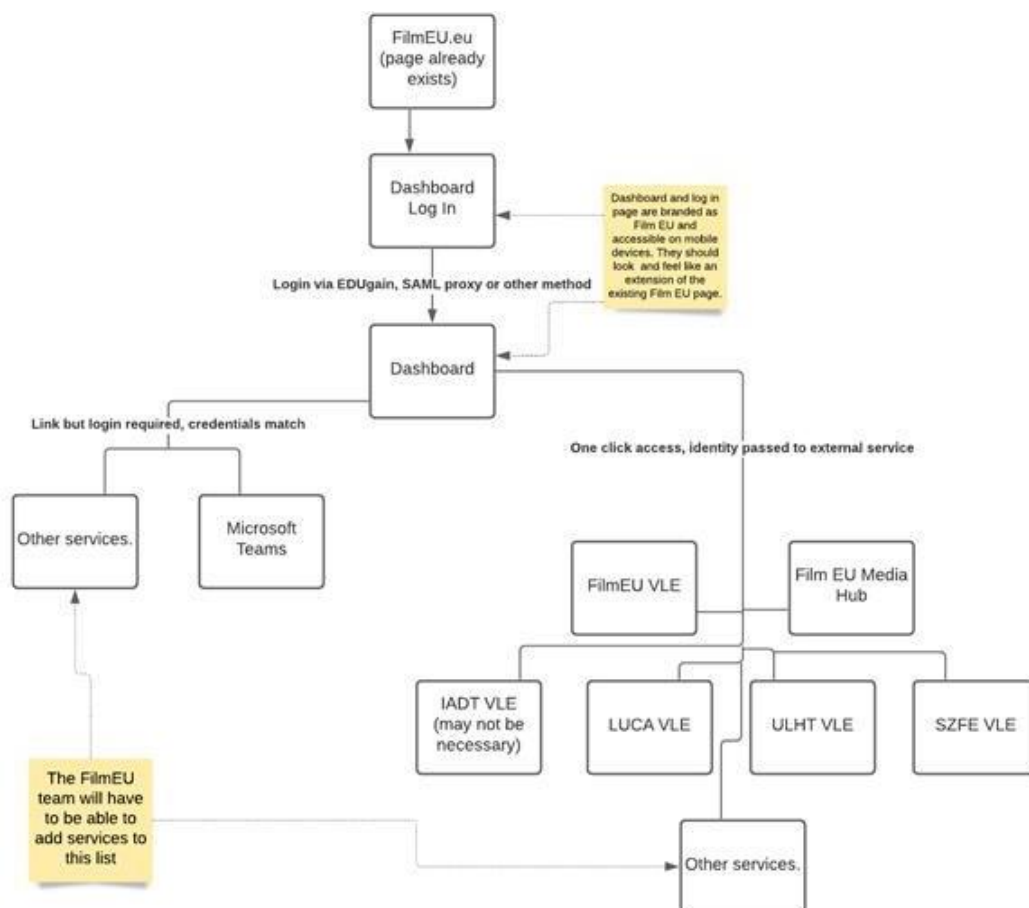


Students on mobilities will likely need early access to the 'need to do' services (marked in green). Top priority would be access to VLEs in the participating FILMEU institutions. Students will need access to timetables in their host institutions and will look for formative feedback from lecturers whilst engaged on their FILMEU mobility. Mobile students will need access to shared folders of project assets (probably cloud folders) and will require ICT support in host institutions. Some early FILMEU mobility students will require access to equipment in their host institutions.

Since developing this diagram (in May 2021), our FILMEU WP8 thinking has continued to modify. Pan-FILMEU integration of the SOP mobility software has become a high priority for Summer of 2021. Our current WP8 working group recommendation (June 2021) is for the creation of a new pan-FILMEU VLE instance (possibly a Moodle instance), whilst technical efforts to allow federated access to existing VLE and ICT platforms in the FILMEU institutions would continue.

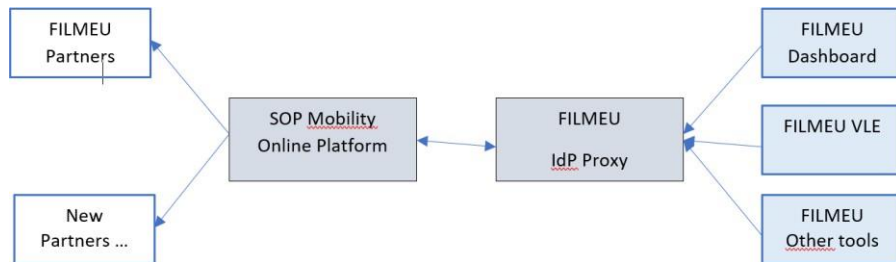
Services marked in **orange** could be considered as 'lower-priority' or 'nice to do', while services marked in **red** (with the exception of SOP implementation) could be viewed as more 'longer term' implementation projects for the FILMEU alliance.

The diagram below (courtesy of IADT's Paul Curran) shows the initial setup for the federated FILMEU VLE integrating the different partners' environments by using a European login federation supplied by the GÉANT eduGAIN interfederation identity provider.



Student and Staff mobility

An important aspect for the seamless integration the learning environments is the data exchange for the mobile students and staff members. For this task, the FILMEU project is relying on the SOP Mobility Online services that shall be implemented by the partners for the exchange of data about students and staff.



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