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UNICA IROs Core Group Member &
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Working Group**



**ORTA DOĐU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY**

The mission and the purpose of the WG

- contribute to the best possible implementation of higher education Erasmus+ actions supported by internal policy funds (KA131)
- with planned topics including the quality of traineeship mobility and improving the recognition of mobility periods abroad
- composed of 19 Erasmus+ National Agencies and representatives of higher education institutions (UNICA, EUF, etc) and students (ESN)



The WG Meetings & Survey

- first meeting took place *online* on June 1, 2023 (automatic recognition & learning outcomes)
- second meeting on face-to-face on October 12, 2023 (the future of Erasmus+ programme in the field of higher education mobility)
 1. Accreditation system (ECHE)
 2. Eligibility rules for mobility
 3. Digitalization, including the in the context of the future European Student Card Initiative (ESCI)

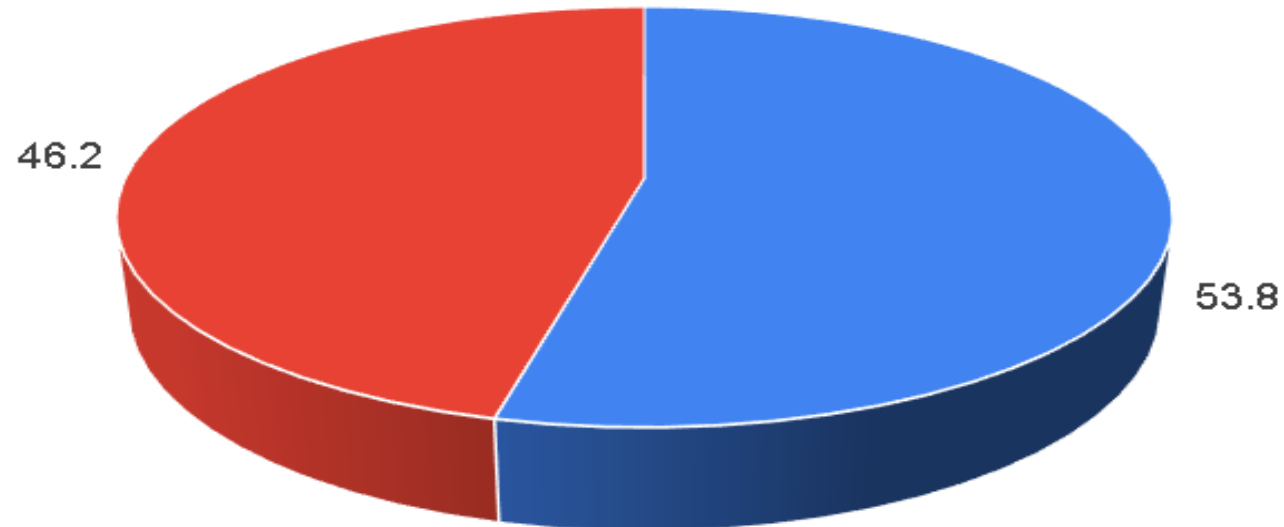
For the preparation to the meeting, UNICA office + IRO Core group + Ibrahim prepared a survey & distributed to the IRO members in the network in August & September



Survey Questions & Replies from UNICA Member IROs

1-ECHE Accreditation

ECHE accreditation: Which system would you prefer?



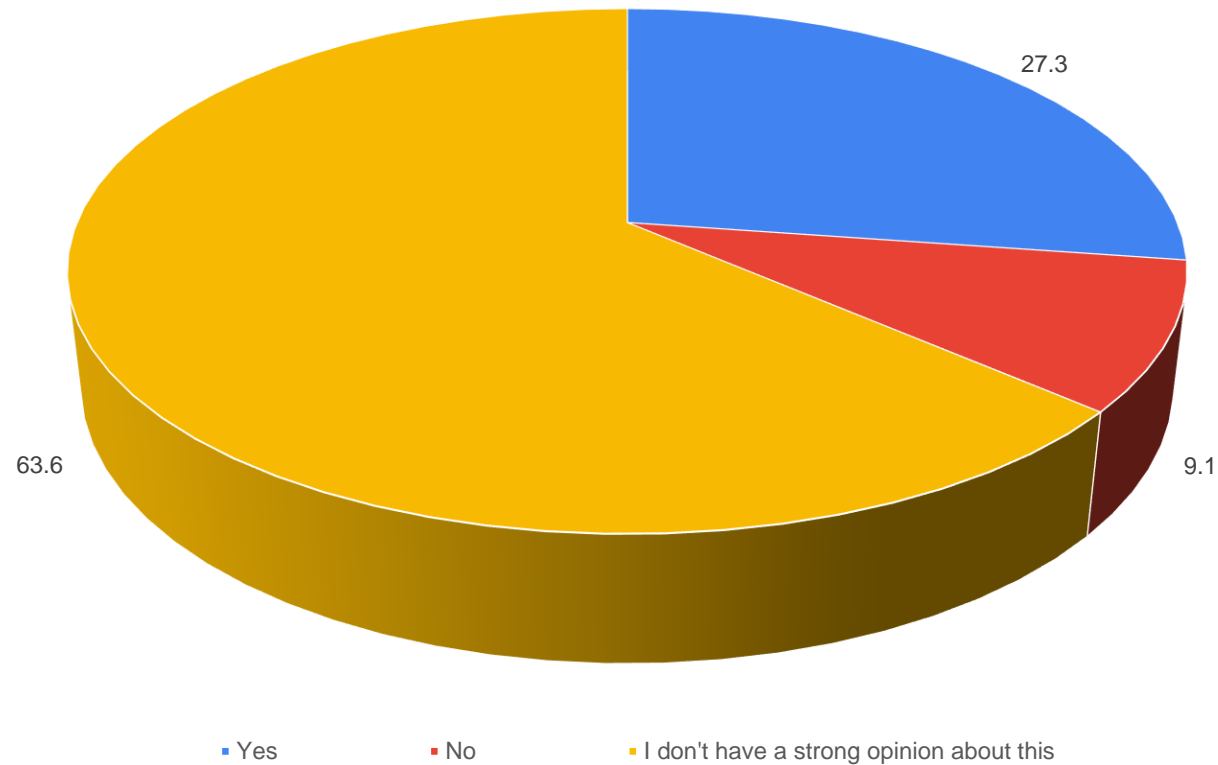
- Current system: ECHE accreditation centralised by the European Commission from application to reporting and monitoring stage.
- New Proposed System: ECHE accreditation in which NAs will be in full charge from application to reporting and monitoring stage.



Survey Questions & Replies from UNICA Member IROs

1-ECHE Accreditation

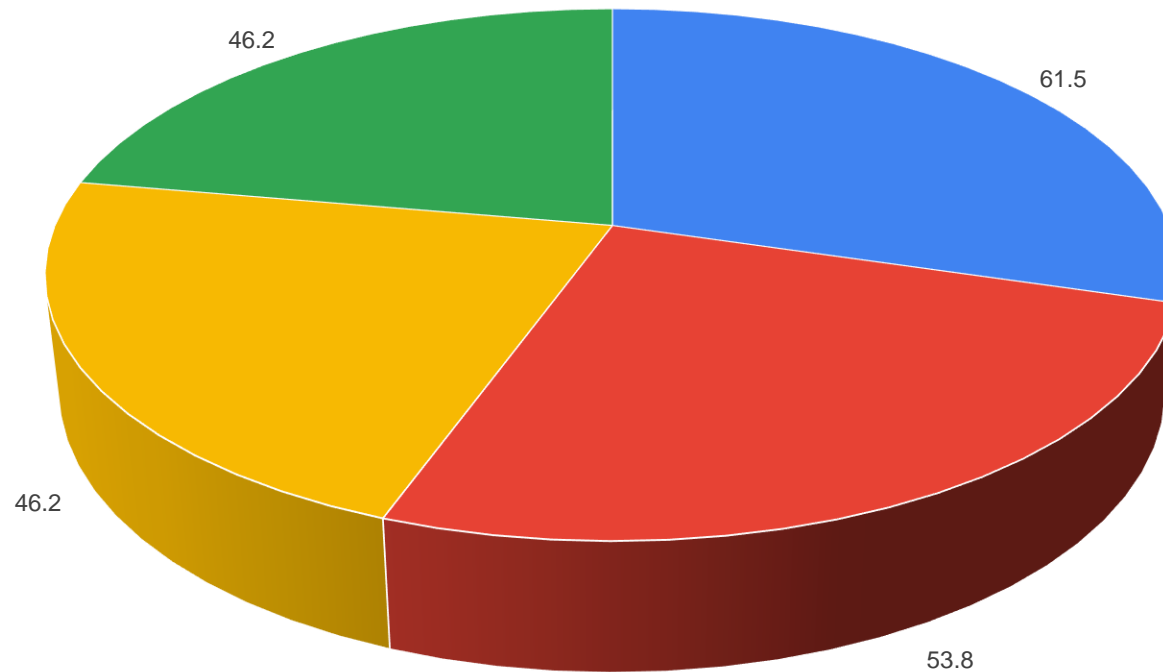
If you prefer the new proposed system, would you give consent to NAs to collect and use data from your university during the accreditation application stage for their monitoring tasks?



Survey Questions & Replies from UNICA Member IROs

1-ECHE Accreditation

What are the biggest challenges when it comes to guidance and monitoring of the ECHE at your institution?



- Coordination across departments/ faculties
- Limited financial and/ or human resources

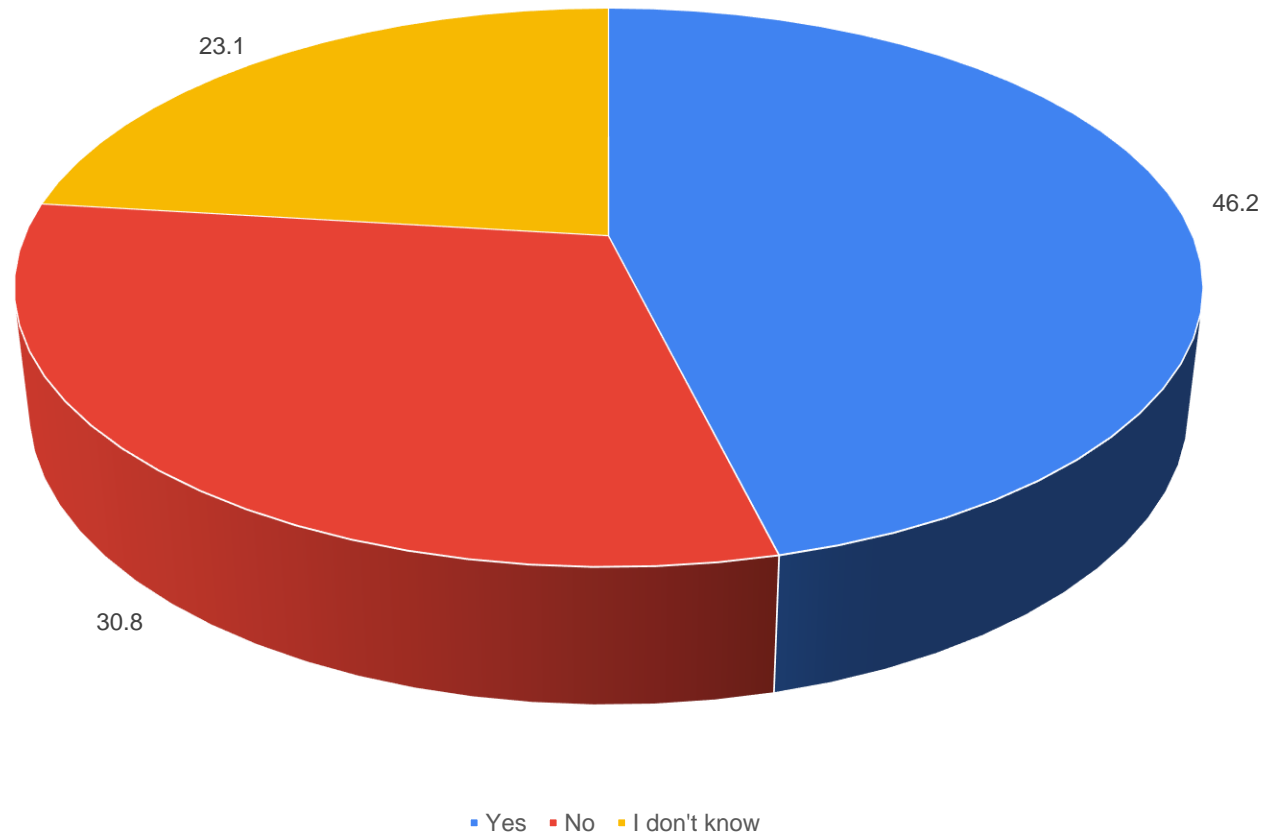
- Engaging faculty, students, and administrative staff
- Balancing institutional autonomy and compliance with ECHE requirements



Survey Questions & Replies from UNICA Member IROs

1-ECHE Accreditation

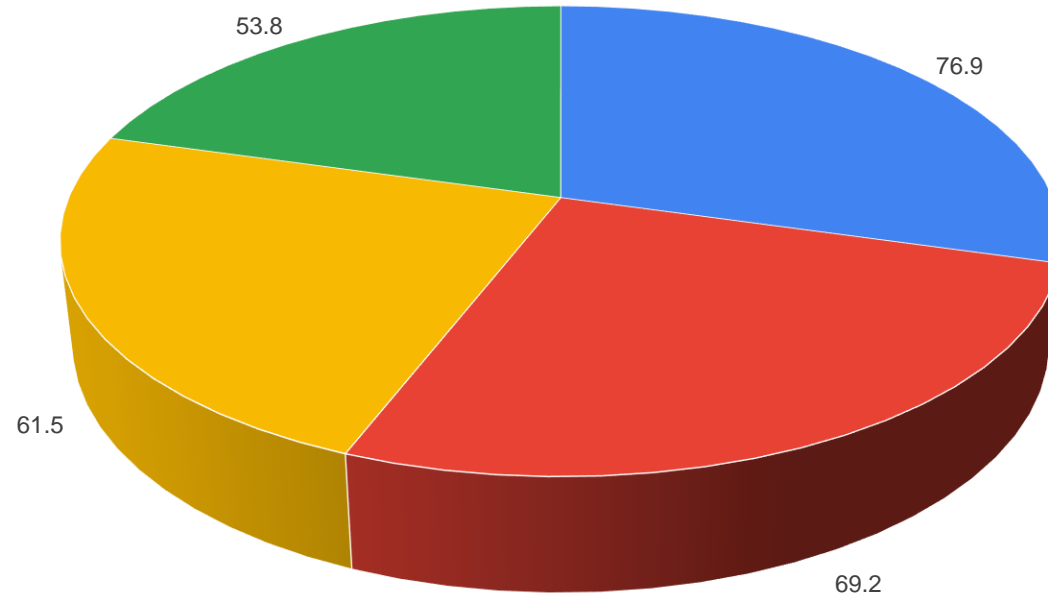
Should there be separate accreditation systems for different sectors (i.e. education and training, single institutions and groups of institutions/consortia)?



Survey Questions & Replies from UNICA Member IROs

2-Eligibility Rules

How do you think the European Commission could simplify the current organisation of mobility, while ensuring high quality and impact? Please select up to 4 strategies



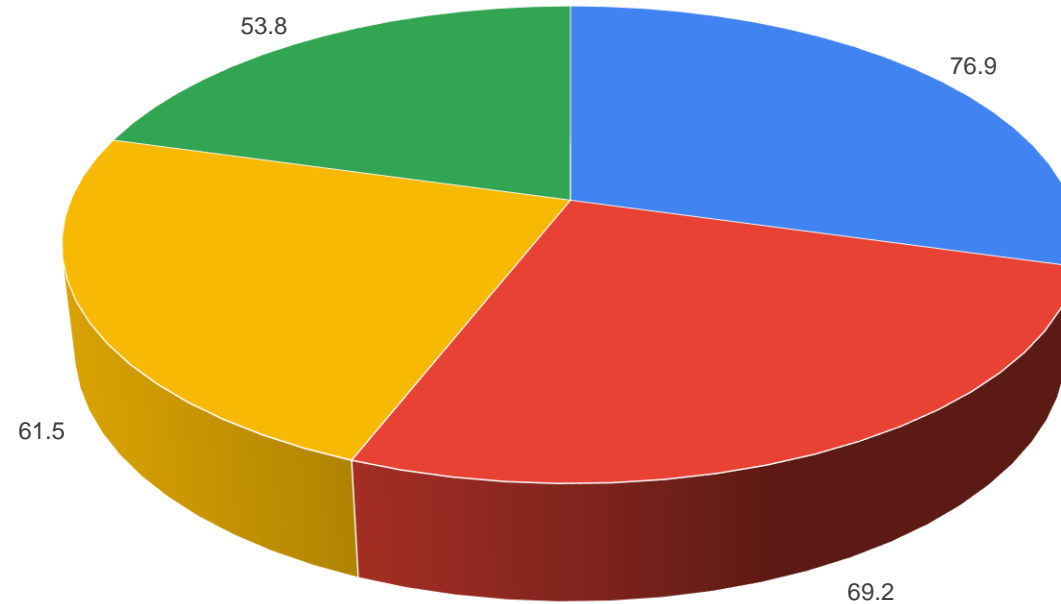
- Create a comprehensive digital hub that consolidates information, resources, and updates for all mobility programs
- Collaborate with national authorities to simplify and expedite visa and immigration processes
- Implement a unified and user-friendly online application platform for mobility programs, reducing administrative complexity for both students and institutions.
- Develop standardized templates and guidelines for required documentation



Survey Questions & Replies from UNICA Member IROs

2-Eligibility Rules

How do you think the European Commission could simplify the current organisation of mobility, while ensuring high quality and impact? Please select up to 5 strategies



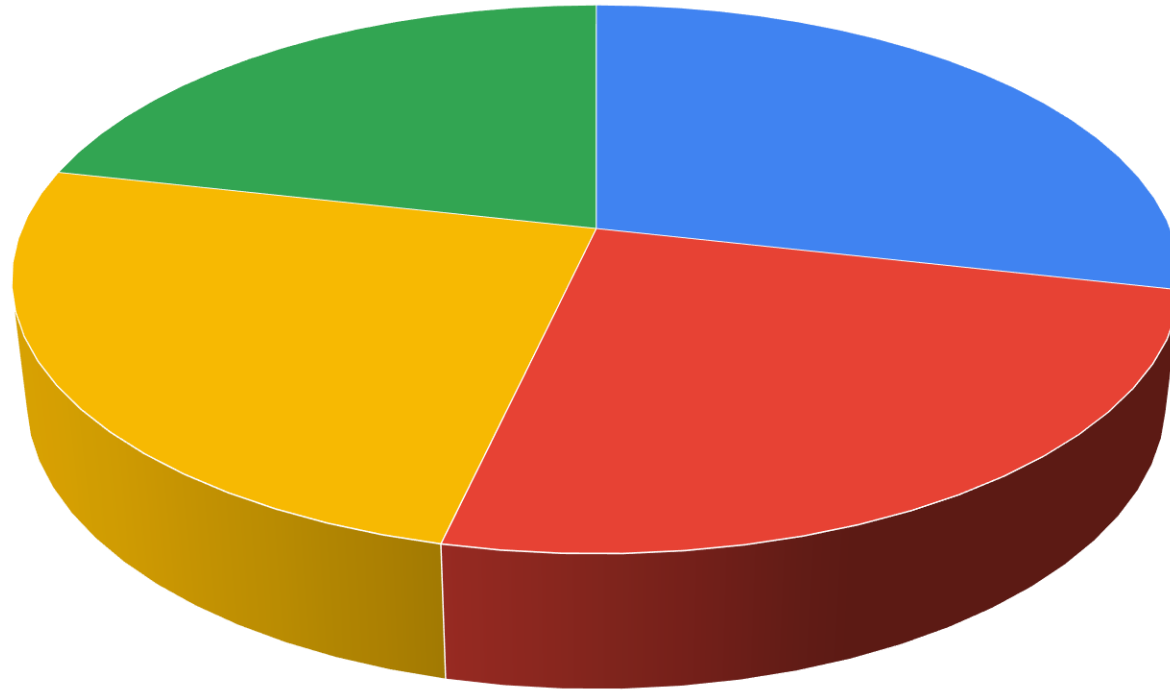
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Survey Questions & Replies from UNICA Member IROs

2-Eligibility Rules

In the management of the multinational consortia mobilities, such as in European Universities Alliances or joint degrees, which of the following should be prioritized? Please select up to 5



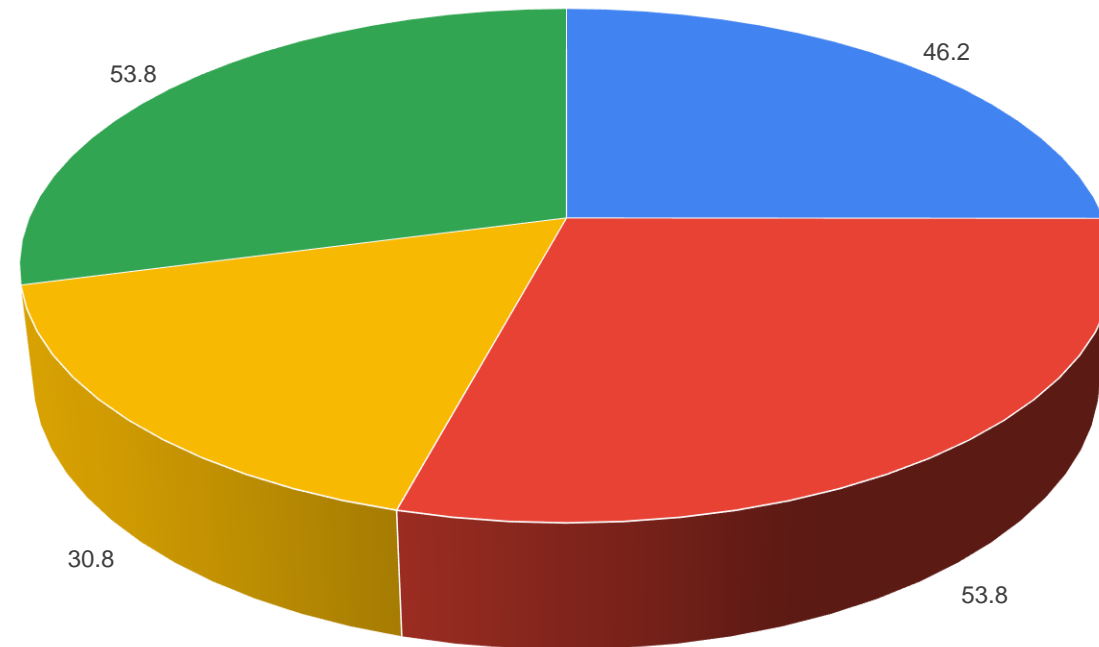
- A comprehensive framework that outlines the roles, responsibilities, and expectations of each consortium member
- Centralized Coordination, with a central coordinating body or project manager
- Implement standardized documentation, such as agreement templates, reporting formats, and evaluation criteria
- A sustainability plan of the consortium and its activities beyond the initial mobilities



Survey Questions & Replies from UNICA Member IROs

2-Eligibility Rules

Which type of simplifications can be made regarding the international mobilities outside Europe in KA131 projects (i.e. in terms of managing internal policy funds)?

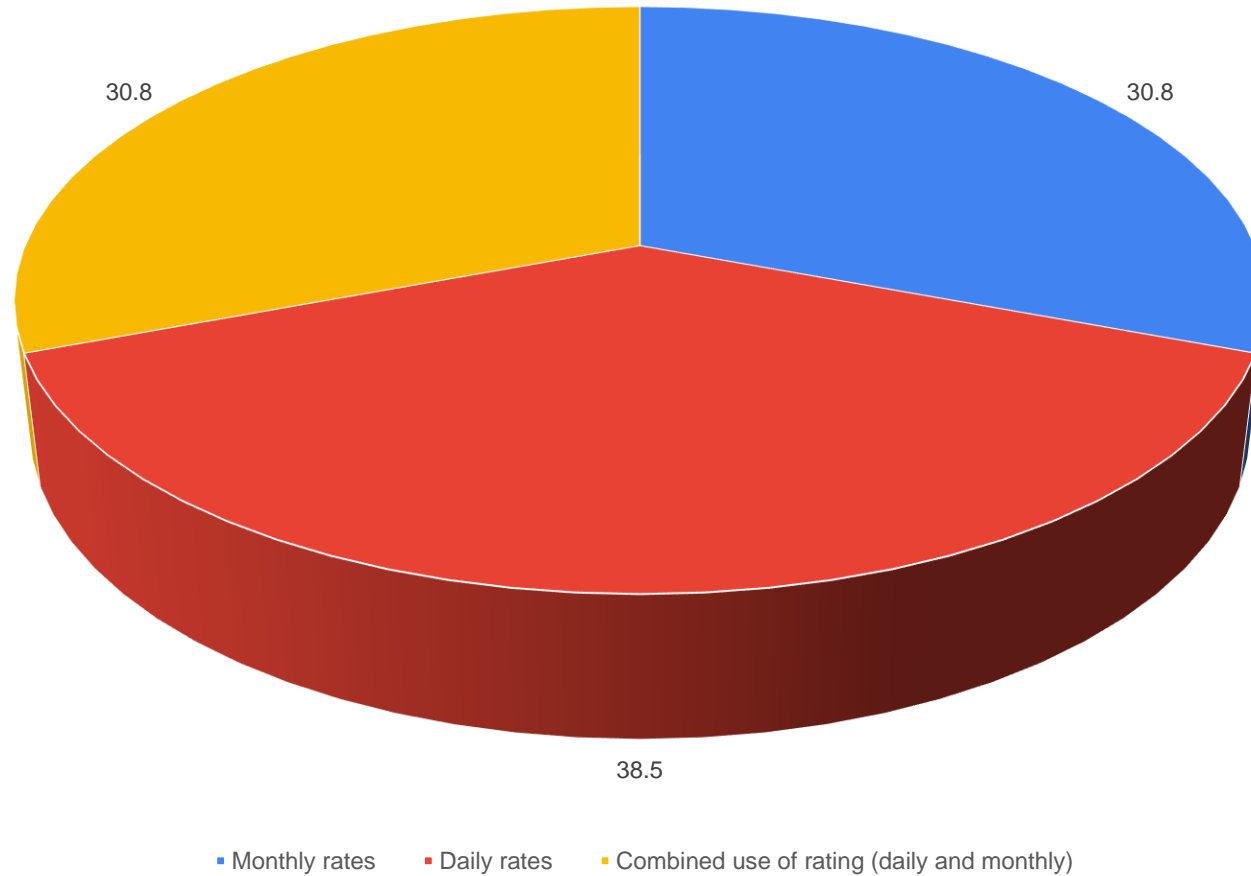


- Implement a unified funding model
- Adopt simplified financial reporting procedures
- Offer fixed lump-sum grants to participants based on the duration or type of mobility
- Provide standardized documentation templates



Survey Questions & Replies from UNICA Member IROs 3-Funding System (NOT DISCUSSED DURING WG MEETING)

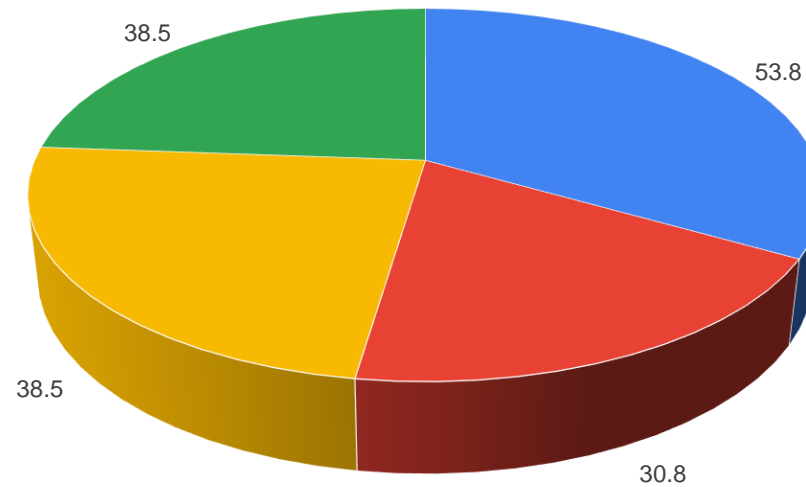
Which funding calculation model do you prefer for long-term student mobilities?



Survey Questions & Replies from UNICA Member IROs

3-Funding System (NOT DISCUSSED DURING WG MEETING)

What other approaches to determine grant levels should be considered, apart from the current method that considers variations in living costs between the sending and receiving country, participant roles, and activity types?



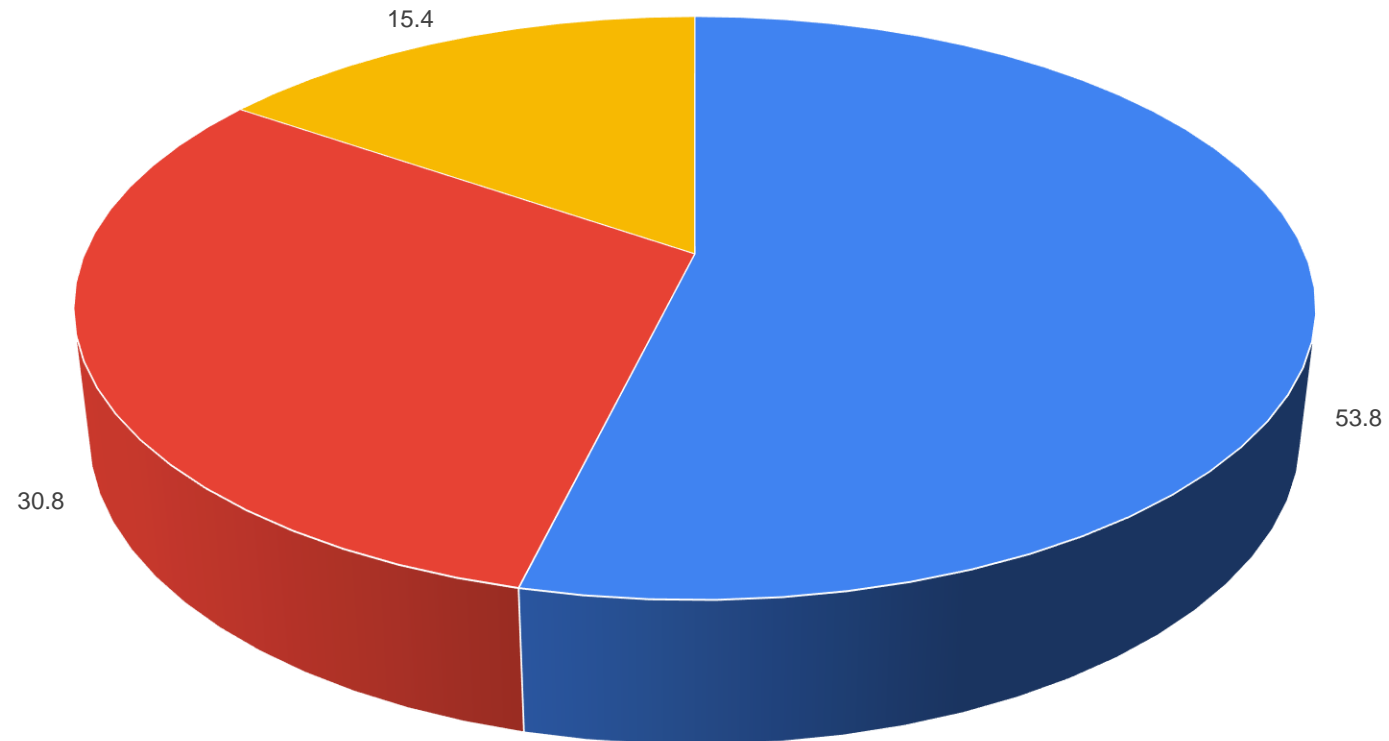
- Income-adjusted grants (based on participants' income levels)
- Individualised budgeting that factors in various expenses based on intended destination and activity
- Supplementary funding for unforeseen financial difficulties during the mobility period
- Dynamic cost index that considers changing economic factors and adjusts grant levels periodically



Survey Questions & Replies from UNICA Member IROs

4-Digitalization & Future of ESCI

Is your institution ready to go fully digital on the management of Erasmus+ mobilities?



■ Yes, we are working fully digital already

■ No, but we are close to working fully digital

■ No, we are still far from having conditions to work fully digital



Survey Questions & Replies from UNICA Member IROs

4-Digitalization & Future of ESCI

**Should your institution need support in the digitalisation process, please specify in which kind of support is needed.
Feel free to provide concrete examples as a way to explain your point of view**

We are in the process of hiring an IT to implement mobility programs in our system. Working with EWP Dashboard (OLAs, IIAs,...) without problems

First of all it would be perfect if EU created tools and databases would be stable. The staff uses too much time dealing with EU tools At this stage, still, the use of beneficiary tool is a nightmare.

Extra funds for extra work

The reliance of National Agencies' audit processes on original hard-copy documents should be relaxed so that HEIs can practically fully digitalize Erasmus+ mobilities.

Time and money for adjusting our SIS for EWP, instead of Erasmus Dashboard.

Software cost or development

IT department does not understand the needs of Erasmus+ office, The Erasmus+ Office does not understand IT language

EWP should be improved to cater for the different kind of providers

Prompt and close coordination with the service-providers, such as QS Unisolution.

The problem is that the concept that was defined of EWP is incorrect, because it is not a digitalization of the process. The digitalization of mobility processes is already being carried out by universities previously, with examples such as the digital signing of agreements in PDF. It has been seen that EWP is actually a data exchange process, therefore it is a total change of mobility procedures. This requires each institution to do an internal self-analysis, to understand the changes that are coming and for the government team to understand it, and then get into the more technical issues.



Survey Questions & Replies from UNICA Member IROs

5-Additional Remarks

Are there any other remarks specific to your institution that should be taken into consideration when discussing the future of Erasmus+? (e.g. university autonomy model (centralised vs decentralised), the academic calendar, features of the institution's infrastructure, etc.)

The increase of subject taught in English, so we could be able to receive more international students and provide them with high standards of teaching education

Too many 'novelties' at the start of a new programme make it too hard to handle (without overloading admin staff). More flexibility in allocating the granted budget (and in case of surplus after all, not stretching the project duration, but redistribute surpluses and deficits nationally without negative consequences for future calls/applications.)

Housing for students are the weakest point

Easier application process for KA 171. Big effort for project writing for such little grant.

Transparently communicating the parameters for grant allocation in KA 131 (e.g. past performance) to the grant holders.

Way more founding for scholarships and OS



Some Ideas Discussed during WG Meeting

- Distance band have issues when calculating different scenarios
- Double funding, a technical issue, cannot be checked all the time
- Reporting BIPs, particularly of different years (maybe a unique identifier number), funding and administrative issues of BIP (the system should check the eligibility of BIP)
- Teaching hours (8 or should be 5)
- Easier to find traineeship in the US and Canada rather than study, so some countries in Europe prefer paying top up amount in traineeship rather than study (some jobs require special costume/dress or special equipment so top up is useful)
- Monthly or daily rates or a combination (monthly easier to communicate but daily is easier to calculate)
- Why are the monthly traineeship amounts higher than the study
- Self declaration in inclusion, problematic in some countries, national legislations binding
- Flexibility of transferring funds within KA131 itself, complication created by 20 international mobility working against the KA171
- Ease the complication of grant agreements in KA131 and 171
- Small institutions vs big universities, use of funding efficiently, proportionality principle (lack of fund in small universities)



