

Mobility Strategy



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About EUPeace

EUPeace is the European University for Peace, Justice, and Inclusive Societies.

Our mission is to provide tomorrow's citizens with the skills, knowledge, and experience to cultivate Peace, Justice, and Inclusive Societies. We explicitly address all sciences and fields, from the humanities and social sciences to the natural and life sciences as well as engineering, and are inspired by the rebuilt bridge of Mostar – the symbol in our logo – as a testament to how dialogue can overcome conflict.

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Univerzitet u Sarajevu		University of Sarajevo

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Authors	EUPeace – European University for Peace, Justice, and Inclusive Societies Marburg University, Justus Liebig University Giessen, University of Limoges, University of Calabria, Comillas Pontifical University, University of West Bohemia in Pilsen, University of Mostar, Çukurova University, University of Sarajevo
Contributors	–
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Glossary & Abbreviations

BIP	Blended Intensive Programme
ECHE	Erasmus Charter for Higher Education
ECTS	European Credit Transfer and Accumulation System
EUTrack	EUPeace's European Track
EWP	Erasmus Without Paper
IIA	Erasmus+ Inter-Institutional Agreement
KPI	Key Performance Indicator
IO	International Office
LA	Learning Agreement
VEEP	EUPeace's Virtual European Exchange Programme



UMR	PHILIPPS UNIVERSITAET MARBURG, or Marburg University
JLU	JUSTUS-LIEBIG-UNIVERSITAET GIESSEN, or Justus Liebig University Giessen
UNILIM	UNIVERSITE DE LIMOGES, or University of Limoges
UNICAL	UNIVERSITA DELLA CALABRIA, or University of Calabria
COMILLAS	UNIVERSIDAD PONTIFICIA COMILLAS, or Comillas Pontifical University
UWB	ZAPADOCESKA UNIVERZITA V PLZNI, or University of West Bohemia in Pilsen
SUM	University of Mostar
CU	UNIVERSITY OF CUKUROVA, or Çukurova University
UNSA	UNIVERZITET U SARAJEVU, or University of Sarajevo



1. Introduction

The EUPeace Mobility Strategy was developed collaboratively by the mobility experts of the Alliance, more specifically by the team concentrating on Increasing Mobility Numbers and Horizontal Priorities, together with other Alliance experts, especially those dealing with educational offers. A dedicated workshop was held in March 2026 at the University of Sarajevo and the University of Mostar. This work also feeds into the mobility activities of the EUPeace's EU-funded project under the European University Initiative.

Drawing on the mobility expertise and practical experience within the Alliance, this strategy provides a guiding framework for strengthening mobility across EUPeace. It seeks to establish a coherent and sustainable approach to mobility while building on the opportunities, resources, and existing good practices available across the Alliance to increase participation, reduce barriers to mobility, and foster deeper institutional cooperation and integration. In its final part, it outlines institutional commitments and measures that have the potential to further increase the quantity and quality of mobilities.

The EUPeace Mobility Strategy is structured into **four complementary parts** that serve distinct purposes:

- a vision,
- a strategy,
- an action plan, and
- a set of institutional commitments to enhance mobility.

At the same time, the document deliberately brings together **three interconnected levels of action**. The first is the **Alliance level**, where the vision and strategy define the shared ambitions, priorities, and overall direction for mobility across EUPeace. The second is the **operational level**, where the action plan translates these strategic priorities into concrete activities and next steps to be undertaken by the Alliance. The third is the **institutional level**, where the commitments section identifies measures that individual partner institutions endorse and implement in order to strengthen mobility. These three levels are complementary but differ in their scope, responsibilities, and degree of institutional commitment. In particular, the practical implementation of the commitments outlined in the final section may be subject to the respective internal decision-making, approval, resource allocation, and governance procedures of each partner institution.

The vision defines the overarching goals and long-term ambitions for the Alliance's strategic mobility efforts, as well as the outcomes and impact EUPeace seeks to achieve. The strategy translates this vision into concrete strategic segments by identifying key priorities and areas of focus, ensuring that mobility initiatives are designed to maximise visibility, broaden participation and outreach,



strengthen communication, and deliver measurable outcomes and meaningful impact for the Alliance and its stakeholders. The action plan sets out the specific next steps that the Alliance will undertake to support this strategic direction in the short-, mid-, and long-term. Finally, the commitments section outlines key institutional measures necessary to strengthen mobility across the Alliance that extend beyond the scope of this strategy's direct implementation. Endorsed by the leadership of the partner institutions, these recommendations are intended to foster institutional commitment, encourage coordinated action, and secure the organisational support necessary to achieve the Alliance's long-term mobility objectives. Where such measures require institutional resources, changes to curricula or recognition procedures, HR strategies, financial incentives, or other formal decisions, their implementation will be subject to the relevant processes and competent bodies within each partner institution.



2. Vision

EUPeace facilitates mobility through various formats and initiatives. Throughout all mobility support services, the central objectives remain:

- a) establishing an all-encompassing mobility system for diverse teaching and learning situations while considering
- b) the multitude of languages, the diverse social, cultural and economic backgrounds and the members' diverse mobility requests and needs, including family-friendly and ecologically aware options, and
- c) generating a lasting educational, personal, and societal impact by enabling participants to develop intercultural competences, challenge assumptions, build transnational networks, and become agents of peace, inclusion, and democratic engagement in their communities.

The EUPeace mobility **vision** embraces addressing all types of mobility (physical, virtual, blended) and all types of target groups through a combination of expanding existing offers as well as designing new and innovative formats – in commitment to the European Commission's European mobility target. For this vision to become reality, joint efforts and shared responsibility across the Alliance are fundamental. The overarching **objective** inherent within all formats and initiatives is to effectuate seamless mobility allowing EUPeace students and staff to move within the EUPeace ecosystem with minimal administrative hurdles and reliable support structures. This is a **task** for the **entire Alliance** as new content and formats—such as the [European Track \(EUTrack\)](#), the [Virtual European Exchange Programme \(VEEP\)](#), [Summer and Winter Schools](#), [Lifelong Learning offers](#)—are being developed in parallel within EUPeace. Alliance-wide collaboration is therefore, by necessity, an integral part of this strategy.

An initial analysis of EUPeace mobility formats highlights evolving participation patterns, with student engagement growing significantly and surpassing staff numbers in the winter semester 2025/2026, driven largely by rising interest in long-term virtual options such as VEEP. While staff mobility is marked by repeat travel, student participation reaches a broader individual audience, with short-term physical and long-term virtual formats emerging as the most prevalent. Long-term virtual mobility has proven particularly effective in ensuring broad accessibility by removing financial, geographical, and scheduling barriers. To systematically refine these offerings and address specific mobility dynamics, the Alliance is applying design thinking methods to develop and test a tool for evaluating the practical impact of mobility, particularly on staff working processes. Once developed, the tool will be used to assess the impact of different mobility formats and identify areas for further improvement.



These developments provide a strong foundation for accessible, transparent, and user-oriented mobility opportunities across EUPeace. Clear structures and improved visibility have strengthened participation and facilitated engagement for prospective participants. Building on these achievements, the current and future focus lies in **further expanding the reach** and inclusiveness of mobility opportunities while continuously **enhancing the quality and impact** of mobility support across the Alliance.



3.Strategy

3.1. Contextualising Mobility

In recent years, the concept of mobility has evolved to reflect the changing needs of staff and students. To ensure clarity, EUPeace has defined *mobility* and uses these definitions to measure key performance indicators (KPIs), as shown in the table below.

- **Credit Mobility:** Exchange for first, second, and third cycle **students** for which credits are earned and recognised in the programme by the sending institution. Example: Semester-based exchange.
- **Non-Credit Mobility:** Exchange for first, second, and third cycle **students** and beyond (e.g. **staff**). Examples: Internationalisation@home activities, conferences, short-term doctoral mobility, for which credits are neither earned nor recognised.

Some mobility formats can fall within the credit or non-credit definition, depending on the institutional and individual context: e.g. internships, summer/winter schools, language courses.

- **International Exposure Activity:** Short-term EUPeace Alliance events with a duration of one day or less. Example: Short (virtual) workshops; regular project meetings do not qualify as international exposure activity.

KPI	October 2025	October 2027	Relevant mobility
Number of students & staff supported by the Facilitating Mobility Group (MoG)	200 p.a.	1000 p.a.	Credit Mobility Non-Credit Mobility
Number of Buddy tandems set up p.a.	100 buddy tandems p.a.	500 buddy tandems p.a.	Credit Mobility Non-Credit Mobility
% of mobile students and staff (all formats)	70% p.a.	100% p.a.	Credit Mobility Non-Credit Mobility International Exposure Activity
Automatic recognition of intra-Alliance mobility	All relevant modules listed in Joint Digital Campus	Automatic recognition of relevant modules in place	Credit Mobility
Attendance to International Staff Week for technical and administrative staff	50 persons + online participation	50 persons + online participation	Non-Credit Mobility

In terms of funding, physical mobilities are implemented through a minimum of three main funding streams within EUPeace:

Erasmus+ KA131	Supports mobility between EU Programme Countries and Third Countries Associated to the Programme. It covers long-term and short-term student mobility, internships, and staff mobility for teaching and training. However, the University of Sarajevo (UNSA) and the University of Mostar (SUM) hold the status of a Third Country not associated to the Programme. Consequently, outgoing mobilities from UNSA and SUM to Programme Countries under KA131 are not eligible. Çukurova University (CU), though within the Programme Country framework, faces constraints through limited funding.
Erasmus+ KA171	Provides the primary framework for mobility between Programme Countries and Partner Countries. For UNSA and SUM, KA171 is the principal mechanism ensuring structured and funded exchange. All EUPeace programme country partners have committed to applying for 171 funds starting in 2027.
EUPeace internal instruments or institutional funds	EUPeace short-term mobility schemes, dedicated staff and doctoral funds, and project activities complement Erasmus+ instruments and provide additional flexibility.

3.2. Mobility Options for Target Groups across the Alliance

Mobility within the EUPeace Alliance is not an isolated activity but a structural pillar of the Alliance's long-term development. It serves as a driver of internationalisation, academic innovation, and institutional capacity building. The impact of mobility is reflected in strengthened joint curriculum development, enhanced intercultural competence, and professional development across all target groups. It contributes to simplified and more efficient institutional processes, improved language skills, and richer cross-cultural educational experiences. For students and staff, its impact includes a deeper understanding of European values and cooperation, a stronger sense of unity across the Alliance, and the creation of sustainable networks and international partnerships.

Mobility serves **different target groups** (students, staff) through **different types** of mobility formats (physical, blended, and virtual).

3.2.1. Students

With a combined student population of around 200,000 across EUPeace, students at the Bachelor's, Master's, and Doctorate levels represent a large and strategically important target group. This scale requires a diverse range of mobility formats to effectively reach and engage a broad and heterogeneous student body. This is why student mobility is a central component of key EUPeace actions: the EUTrack, Joint Master's Degrees, and the Internationalisation of Teacher Education.



- 1) **The EUTrack** is a mobility enabler. It offers students at all nine partner universities an exciting way to broaden their academic journey, gain international experience, and earn up to three certificates focused on peace, justice, and inclusive societies. It allows students to choose how extensively they engage with EUPeace courses and activities. By collecting ECTS from different EUPeace learning opportunities, students can work towards a certificate that recognises their engagement within the Alliance. The development of EUPeace signature content and its integration across curricula creates shared academic frameworks that facilitate both physical and virtual mobility. By aligning learning outcomes, formats, and content, the Alliance through the EUTrack lowers curricular and administrative barriers to student exchange and enables flexible mobility pathways. Making the EUTrack available to students within the Alliance further supports inclusive and scalable mobility participation.
- 2) **Joint Master's Degrees** are drivers of integrated mobility. Advancing Joint Master's Degrees with integrated curricula inherently requires and promotes mobility across partner institutions. These programmes embed mobility as a core component of the student journey, fostering sustained cross-border learning experiences. In doing so, they contribute to shaping a distinct profile of EUPeace graduates with strong international exposure and intercultural competencies.
- 3) Mobility plays a central role in advancing the **Internationalisation of Teacher Education** by addressing structural, professional, and pedagogical dimensions simultaneously. Formats specifically targeted for teacher training students make mobility more accessible in a field that has traditionally been highly constrained. At the same time, international mobility experience—whether physical, virtual or blended—contributes to the professionalisation of both pre-service and in-service teachers. By engaging with diverse educational systems and cultural contexts, mobility also strengthens international and intercultural competencies, equipping future teachers with the skills needed to foster inclusive, diversity-sensitive, and democracy-oriented learning environments.

These three initiatives have been and will be at the core of advancing EUPeace mobility. Students within these initiatives as well as outside of them can engage in a range of mobility formats tailored to their needs, preferences, and circumstances. While each type of mobility serves a distinct purpose, together they form a coherent and flexible framework that enables a comprehensive, yet individualised, internationalisation experience. In order to fully develop the above listed initiatives, it is essential to involve as many students and staff to participate as possible.

From a strategic perspective, **all mobility formats** listed below contribute to increasing overall mobility participation. Given the wide range of Erasmus+ Inter-Institutional Agreements (IIAs) across partner institutions, a coordinated approach supported by targeted marketing and communication activities is essential to significantly strengthen student engagement within EUPeace. The mobility strategy therefore outlines **several lines of action** aimed at increasing uptake and ensuring that the



formats and tools developed are more widely used by students. The **strategic direction is highlighted in blue**, while specific actions to achieve the respective strategic goals are outlined in the action plan.

PHYSICAL SEMESTER MOBILITIES

Semester-based mobilities are a key priority in EUPeace because they enable full academic integration into the host institution. They allow students to engage deeply with academic content, teaching cultures, and campus life, thereby fostering more substantial learning outcomes and intercultural competence. At the same time, semester mobility strengthens structural cooperation between institutions by requiring closer curriculum alignment and more systematic academic coordination.

Through a range of activities, EUPeace partners have established a social and academic network of cooperation that connects institutional and academic stakeholders across the Alliance. These relationships have facilitated the identification of shared academic interests and the establishment and extension of IIAs between partner institutions and across additional faculties and subject areas. In order to support the increase of semester mobilities, the Alliance additionally conducted a detailed mapping of ISCED codes, providing a basis for identifying compatible study areas and potential mobility opportunities across partner institutions. As a result, IIAs have been established or expanded across a broad range of faculties and subject areas within the Alliance, although the extent of faculty-level involvement and the number of agreements vary between partner institutions. The Erasmus+ IIAs, together with the financial frameworks of Erasmus+ KA131 and KA171, provide the foundation for student mobility and exchange, while ECTS serves as the standard tool for the recognition and transfer of academic achievements. **Stronger and more targeted communication efforts** will further **enhance the visibility** of EUPeace partners, **increase awareness** of the diverse opportunities available across the Alliance, and more effectively highlight the academic, professional, intercultural, and personal benefits of participating in EUPeace mobility activities.

VIRTUAL SEMESTER MOBILITIES

Virtual mobility is a key driver of internationalisation and an inclusive approach that can complement or, where necessary, substitute physical mobility. With VEEP, students can access online courses related to their degree programmes, language learning, and study abroad preparation (ECTS credited). VEEP courses can be attended at any point of the student journey: prior to, during, or after or even instead of a physical mobility. Virtual courses of the EUTrack can be attended through VEEP. Currently, the implementation of VEEP is in different stages of development at the partner institutions. The VEEP working group works continuously to **further develop the offer** and its support structures.



BLENDING INTENSIVE PROGRAMMES (BIPS)

Blended Intensive Programmes (BIPs) represent a valuable mobility format within the Alliance, combining short-term physical mobility with collaborative virtual learning. By bringing together students and staff from different EUPeace partner institutions around a shared academic theme, BIPs can create meaningful opportunities for international and intercultural learning while enabling participation by individuals who may not be able to undertake longer mobility periods. Their combination of physical and virtual components also offers opportunities to strengthen transnational teaching and learning and to foster closer academic cooperation across the Alliance.

Given their potential to broaden participation and deepen academic cooperation, BIPs should play a strategic role in the further development of EUPeace mobility. The Alliance will assess the BIPs implemented to date, including their participation patterns, academic focus, and added value for students, staff, and partner institutions, in order to identify how the format can be further developed and utilised within the Alliance. Particular attention should be given to **thematic alignment, shared learning outcomes, partner coordination**, and the integration of BIPs into existing study programmes and mobility opportunities. The findings of this assessment should inform the future development of BIPs and help identify suitable areas for scaling up the format across the Alliance.

SHORT-TERM MOBILITIES

Shorter individual student mobilities within the Alliance include travel to campus festivals, individually organised exchanges at partner universities and associated schools, and short-term internships. Short-term mobilities – if not embedded in the syllabus as a BIP or summer/winter school – will be **combined with an activity** that guarantees more visibility (e.g. testimonial, social media coverage, peer-to-peer activity within a seminar), in turn making this option more visible for more students.

DOCTORAL MOBILITIES

Doctoral mobility is supported through both regular Erasmus+ student grants and the EUPeace Doctoral Mobility Grants. The EUPeace Doctoral Mobility Grants are designed to strengthen academic collaboration, foster exchange among Research Hub members and doctoral candidates, and enhance the quality of the doctoral mobility experience. During their stay, doctoral candidates should be fully integrated into the home and host university's academic environment through participation in doctoral schools, teaching and learning activities, academic colloquia, doctoral support services, and other relevant educational and academic activities. This integration promotes meaningful academic exchange, strengthens networks across the Alliance, and contributes to the candidates' academic and professional development. To maximise the long-term impact of mobility within EUPeace, returning doctoral candidates are encouraged to initiate follow-up collaborative teaching activities, develop joint online course offerings within VEEP, and engage in further initiatives that promote



sustainable academic cooperation and future mobility. Research collaboration remains an important complementary dimension of these activities, where relevant.

AUTOMATIC CREDIT RECOGNITION¹ AND CURRICULAR EMBEDDING

High-quality, wide-reaching mobility depends on students' confidence that credits earned abroad will be recognised at their home institution. EUPeace therefore seeks to establish **a shared approach to curricular embedding and recognition** based on prior approval, ECTS compatibility and institutional trust. The Alliance experts on curriculum development are continuously working on developing recommendations on how EUPeace courses and learning opportunities can be embedded into existing study programmes and recognised within academic structures. The Alliance mobility experts reinforce agreed principles, facilitate institutional dialogue and promote implementation across mobility structures. Final recognition decisions remain with the individual universities and their competent academic authorities, in accordance with national legislation and institutional regulations.

All EUPeace partners are committed to the recognition principles set out in the Erasmus Charter for Higher Education (ECHE), which provides a common European framework for the recognition of learning outcomes and credits gained through mobility. At the same time, the implementation of these principles may differ across institutions, faculties, and mobility formats. To identify existing practices, remaining differences, and opportunities for further alignment, EUPeace will conduct an Alliance-wide analysis of recognition procedures and practices. Building on the common framework provided by the ECHE, this analysis will explore how recognition can be made more consistent, transparent, and accessible across the Alliance. Given the composition of the Alliance, the analysis will take into account the diversity of both EU member state and non-EU higher education systems to ensure that any proposed measures are appropriate for all partners. It will identify barriers to the automatic recognition of credits earned through physical, blended and virtual mobility and examine the role of the Diploma Supplement in facilitating recognition and documenting learning outcomes across institutions. Based on these findings, EUPeace will assess whether a common charter and code of automatic credit recognition—drawing inspiration from initiatives of other Alliances where appropriate—or alternative mechanisms would best support transparent, efficient and mutually trusted recognition practices across the Alliance.

EUPeace operates on the common understanding that all partner universities use ECTS. When a partner university awards a defined number of ECTS credits, the corresponding learning outcomes should normally be recognised by the home institution, provided they have been approved in advance. This prior approval is typically ensured through:

- the Learning Agreement (LA) for physical mobility; or

¹ Automatic recognition refers to recognition granted based on prior academic approval, without the need for reassessment after successful completion. It does not imply a fully automated or system-based process.



- institutional or faculty-level pre-approval mechanisms, including the endorsement of EUTrack, VEEP and other Alliance learning opportunities on the Alliance level through a) departments and institutes (or the equivalent administrative units); b) the deaneries of university faculties (or the equivalent administrative units), and c) the EUPeace Education Board.

Academic content is therefore not reassessed after successful completion where prior approval has been granted.

For **physical mobility**, the LA serves as the central and binding document. It functions as a formal agreement between the student, the sending institution and the receiving institution. Once approved, it guarantees recognition of the successfully completed components specified in the LA, and post-mobility procedures are limited to the formal validation of successfully completed coursework based on the Transcript of Records.

For **virtual mobility** formats, such as VEEP courses, a formal LA may not be required at all institutions. In these cases, recognition is based on institutional pre-approval procedures and faculty-level endorsement. The underlying principle remains unchanged: prior academic approval replaces post-completion reassessment. To further strengthen the recognition of virtual mobility across the Alliance, EUPeace will seek to:

- establish faculty- or programme-level pre-approval processes of virtual course offers where feasible;
- provide transparent information on ECTS, learning outcomes and recognition pathways through local VEEP pages;
- strongly encourage the development of local processes for institutional approval of virtual mobility at those institutions that choose not to make use of Alliance-wide tools such as the template VEEP Learning Agreement;
- encourage the integration of recognised virtual mobility opportunities into programme curricula wherever possible; and
- continue monitoring recognition outcomes for virtual mobility and addressing recurring barriers through the Education Board and relevant Alliance governance structures.

Students are informed about EUPeace learning opportunities through the [Course Repository](#) and are encouraged to select courses according to their academic interests. While not every course will perfectly align with every individual study plan, EUPeace promotes academic enrichment, flexibility and openness by encouraging students to engage with a broad range of learning opportunities across the Alliance.

Central to this approach is the use of transparent, clearly defined and comparable learning outcomes (as with, for example, the predefined Alliance-wide learning outcomes of the three levels of the EUTrack). Rather than relying solely on course titles, content or contact hours, EUPeace partners will place greater emphasis on the knowledge, skills and competences that students are expected to acquire. Learning outcomes provide the common reference point for assessing academic equivalence across different institutional and national contexts, thereby supporting fair, consistent and

transparent recognition decisions. To facilitate this, EUPeace will work towards a shared understanding of learning outcomes and their formulation, encouraging partners to align course descriptions—especially those for courses developed and/or opened for EUPeace—with established European frameworks and good practices. This will strengthen mutual trust between institutions, support informed course selection by students and academic advisors, and contribute to more flexible learning pathways that accommodate diverse curricula while maintaining academic quality. At the same time, the Alliance is also strongly committed to working with the learning outcomes that individual departments and institutes develop, rather than duplicating or overriding well-established local processes. Mutual trust is grounded in an Alliance-wide recognition of and confidence in those processes.

This approach relies on transparent learning outcomes and clear communication between institutions to ensure that recognition processes support student mobility without compromising academic standards. EUPeace mobility departments actively support this philosophy by:

- promoting the widest possible conclusion of IIAs to expand mobility opportunities for students and staff;
- supporting the alignment and seamless integration of procedures for EUTrack, VEEP, BIPs and other Alliance mobility formats, building on existing institutional and faculty-level mechanisms;
- strengthening the implementation of Erasmus Without Paper (EWP) and compatible digital processes to streamline LAs and IIA management across the Alliance;
- supporting the continuous development of the Alliance's Joint Digital Campus with regard to the visibility of course offers, transparency of procedures and clarity of recognition pathways;
- facilitating institutional dialogue where national regulations or structural constraints affect recognition practices; and
- where applicable, supporting the implementation of measures arising from the Alliance-wide recognition analysis and action plan.

EUPeace seeks to minimise administrative barriers by relying on transparent learning outcomes, ECTS compatibility, prior academic approval and institutional trust rather than additional post-mobility assessment or technical conversion mechanisms. Through continuous dialogue and the further alignment of recognition practices, the Alliance therefore aims to ensure that all mobility formats contribute to an integrated European learning environment.

3.2.2. Academic and Administrative Staff

Staff mobility within the Alliance is a key driver for deeper academic cooperation and institutional integration. Staff increasingly act as EUPeace ambassadors, embedding shared values into curricula and contributing to institutional development. Teaching mobility strengthens joint programme

development, curriculum alignment, and pedagogical innovation, while fostering stronger connections across partner institutions. Training mobility enhances partners' individual and institutional competences and fosters the overall cohesion of the Alliance. Erasmus+ KA131 and KA171 STA (Staff Teaching) and STT (Staff Training) funds are utilised within the Alliance to facilitate mobility.

TEACHING AND TRAINING STAFF MOBILITIES

In regard to **academic staff mobility**, blended teaching formats have already enabled EUPeace to move beyond individual mobility towards more structured and collaborative teaching approaches. Existing practices include hybrid co-teaching activities, short-term mobilities linked to online collaborative projects, and the use of an Alliance-wide matchmaking tool that connects lecturers interested in teaching exchanges. These initiatives reflect a shift towards more integrated forms of cooperation; however, co-teaching is still developing and requires further support. EduTandems—a matchmaking programme that pairs teaching staff for a collaborative mobility including supportive virtual components currently being developed by a dedicated task force—will contribute to facilitating this transition.

Complementing academic staff mobility, **administrative staff mobility** also plays an important role in strengthening the Alliance's operational capacity. Current activities include hybrid staff weeks combining online preparation with short physical mobilities, the exchange of best practices between similar services, and the development of professional networks across institutions. These formats help reduce costs and organisational constraints while maintaining a strong professional impact, and they contribute to strengthened coordination, particularly among International Relations Offices.

Together, these efforts strengthen both academic and administrative cooperation, reinforce institutional capacities, and contribute to a more integrated and resilient Alliance. EUPeace staff mobilities are supported through a range of structured and recurring formats, including

- Teaching Staff Exchanges (supported by EduTandems)
- Teacher Educator Workshops (virtual or physical, several sessions per semester)
- Teacher Education Summer and Winter Schools (annually)
- Teaching Europe Conference (annually)
- Institutional Staff Weeks (annually)
- EUPeace Fund
- easily accessible offers such as Virtual Coffee Breaks to improve English and learn about EUPeace (every two weeks in spring 2026).

Building on the strong foundation already in place, a broad range of structured and recurring formats for students and staff already provides continuity and scalability; the strategic priority is therefore to **scale** these **existing practices** for students and collaborate closely to **strategically utilise staff mobility** to advance future joint ventures.



3.3. Integrating Erasmus+ Horizontal Priorities in Mobility

Across the Alliance, all partners share responsibility for addressing and implementing the Erasmus+ horizontal priorities. All four horizontal priorities—Inclusion and Diversity; Digital Transformation; Environment and the Fight Against Climate Change; and Participation in Democratic Life, Common Values and Civic Engagement—are reflected in the facilitation of mobility, but are emphasised to varying degrees. While the priorities of Inclusion and Diversity and Environment and the Fight Against Climate Change are directly and actively addressed in mobility, mobility administrators play a more collaborative and supportive role in relation to Digital Transformation and Participation in Democratic Life, Common Values and Civic Engagement.

Inclusion and Diversity is the most strongly emphasised horizontal priority in the Alliance. EUPeace acknowledges that profound structural barriers—ranging from socio-economic constraints and physical health conditions to caregiving responsibilities—continue to impede full participation and mitigates these challenges through a robust support framework that prioritises pre-departure orientation and academic flexibility. Ensuring equitable access to international opportunities is the moral and functional heart of the EUPeace mission.

EUPeace adopts an inclusion-by-design approach to mobility. Rather than focusing primarily on under-represented groups, the Alliance seeks to identify and address the needs of underserved groups by asking whether mobility opportunities have been designed in ways that are genuinely accessible, flexible and welcoming. This perspective recognises that barriers to participation may arise from work and family responsibilities, financial constraints, linguistic barriers, limited awareness of opportunities, and lack of confidence. EUPeace therefore aims to proactively remove such barriers through the design, communication and implementation of its mobility offers.

When it comes to mobility, EUPeace pursues two complementary strategic approaches to foster inclusion and diversity:

- a) **Inclusive mobility measures:** To strengthen inclusion across the Alliance, mobility experts work closely with the Alliance own Accessibility Network to increase the visibility and accessibility of support services available at partner institutions. Outside of mobility working groups, the Equality, Diversity and Inclusion Board (EDIB) is developing comprehensive safe space, anti-harassment and non-discrimination frameworks. Where relevant, mobility-related policies and procedures will be reviewed and adapted in mobility workflows. Furthermore, the Inclusive International Campus, a concept developed within EUPeace, will strengthen policy coherence and embed equity, accessibility and inclusive practices more systematically across mobility structures. Particular attention will be paid to ensuring that mobility information, application procedures, support services and funding opportunities are transparent, easy to navigate and responsive to the diverse needs of students and staff.
- b) **Virtual mobility options:** The continued development of VEEP constitutes a key element of EUPeace's inclusion strategy. Virtual and blended mobility opportunities enable participation

for learners who, for personal, professional, financial or health-related reasons, are unable to undertake long-term physical mobility. By complementing physical mobility with high-quality virtual learning opportunities, EUPeace seeks to broaden participation while creating flexible pathways into future international experiences.

Regarding **Environment and the Fight Against Climate Change**, EUPeace recognises the environmental implications of increased physical mobility. The Alliance is therefore transitioning from simple institutional awareness to the **strategic promotion of sustainable travel** choices via its [Mobility Portal](#), encouraging participants to prioritise low-emission transport whenever feasible. Complementary to the green intra-Alliance physical mobility, virtual mobilities via VEEP play a significant role in facilitating mobility experience without the environmental strain of a physical mobility. Exemplary sustainable EUPeace mobility paths will be illustrated in the Mobility Portal.

Participation in Democratic Life, Common Values and Civic Engagement is embedded in mobility in so far as mobility at its core functions as a transformative journey toward active European citizenship. By facilitating sustained intercultural dialogue and project-based cooperation, EUPeace aims to strengthen critical thinking, media literacy, and a shared commitment to democratic pluralism among its students. The **Buddy System as well as local student organisations**, from EUPSA to local Erasmus Student Network (ESN) chapters, play an important role in supporting this Erasmus+ horizontal priority. Through peer-to-peer support, buddy programmes help prepare incoming and outgoing students for mobility and facilitate their academic, social, and cultural integration at the host institution. Inclusive activities, intercultural events, and student-led workshops can be organised to promote diversity, civic engagement, and participation. These initiatives strengthen community building and empower students to actively contribute to a more inclusive and welcoming Erasmus+ experience. Civic engagement is of central focus of the Alliance; developing soft skills courses—both virtually and in person—designed to foster active community involvement. EUPeace also aims to expand service-learning opportunities by deepening partnerships with local NGOs and civic organisations, ensuring that mobility experiences not only enrich students' learning but also contributes meaningfully to the common values.

Digital Transformation is a long-term and resource-intensive process involving multiple stakeholders across the Alliance, in particular local IT departments, the Alliance-wide Digitisation Office, and the Governing Board. The Mobility Portal and Course Repository represent the gateway layer of digital transformation in EUPeace. Identity alignment and structured data exchange form the subsequent implementation layers. The Course Repository is the Alliance's most significant step to date toward the digital transformation of mobility. Providing streamlined and user-friendly access to a shared Course Repository is highly relevant for the recruitment of students participating in intra-Alliance mobility. The development and **integration of the Joint Digital Campus** constitute the next step in

the digital transformation of EUPeace. Mobility coordinators will **utilise and promote its mobility-relevant features**. From a mobility-specific perspective, the Alliance is additionally committed to the systemic implementation of the EWP initiative where possible as demonstrated by a dedicated activity on paperless mobility in its EU-funded project under the European University Initiative. The administration of partner country mobilities, however, falls outside the scope of EWP possibilities.

3.4. Promoting Mobility Offers

EUPeace mobility offers require active dissemination and promotion on different levels. These efforts serve to **enhance the visibility of EUPeace**, foster engagement, and further **embed the Alliance within its member institutions**. As the needs, interests, and expectations of students, researchers, teaching and administrative staff vary across partner institutions, it is essential that a decidedly user-centred approach addresses this diversity. To ensure broad and consistent visibility, all partners agree on a joint communication and dissemination framework defining common principles, steps towards institutional integration, and the sharing of good practices. Communication activities are coordinated centrally, with mobility-focused promotion initiatives contributing targeted outreach and visibility support. Information on mobility opportunities is accessible, targeted, and inclusive, reaching all students and staff members, including those from disadvantaged and under-represented groups.

Communication Levels

Regarding the communication of mobility opportunities, the Alliance identifies three levels of communication:

- 1) central communication
- 2) institutional communication
- 3) faculty engagement.

Central Communication

Alliance-wide communication is coordinated centrally across all areas of the Alliance. Mobility-related communication is managed through the Mobility Portal and complementary institutional-level activities. A key objective is to strengthen awareness of mobility opportunities by making information clear, consistent, and widely accessible across all partner institutions. This work began with the development of the Mobility Portal and is now being extended and embedded at the institutional level. A core principle of this approach is fostering two-way communication through tools such as [testimonials](#), which enable students and staff to share their experiences and perspectives while encouraging others to ask questions, provide feedback, and engage in dialogue throughout the information and application process. By integrating participant voices into mobility communication,

testimonials make communication more interactive, authentic, and responsive to the needs of the Alliance community.

Several of the central communication channels also incorporate mobility-related content, ensuring that mobility opportunities, updates, and resources are consistently communicated across the Alliance and reach both institutional stakeholders and the wider community. The [EUPeace website](#) is the central source of information for internal and external stakeholders providing accessible information on the principles, partners, opportunities such as joint programmes, research initiatives, student mobility, and news. The Mobility Portal is a part of the website and focuses on target-group specific information for students and staff such as mobility offers, host institutions mobility key facts, virtual campus tours, incomers' guides, testimonials, Buddy system information, the Course Repository, and Alliance specific opportunities such as the EUTrack and VEEP. Social media channels are utilised to reach students and staff members, raise awareness and present tailored activities in partner institutions. Events, project calls, and project activities and results are disseminated by each university. In addition, EUPeace publishes a monthly [newsletter](#) highlighting recent developments, success stories, events, and calls relevant to all target groups (including workshops, conferences, mobility opportunities, and student-led initiatives). The newsletter is designed to inform and encourage engagement with Alliance activities and mobility opportunities.

Strong student organisations are the backbone of EUPeace and natural mobility multipliers. [EUPSA](#), the EUPeace Student Alliance, and local student groups create new spaces for engagement, collaboration, and community-building. Through joint events, student-led events, student challenges and the EUPeace Student Campus Festival, students from all nine universities connect across disciplines and borders. They contribute to all initiatives and opportunities provided by the Alliance through peer-to-peer promotion, testimonials and student-led activities.

Institutional Communication

EUPeace embeds mobility-related communication more systematically into the institutional life of its member universities, with the goal of making mobility a visible and accessible part of the academic experience. For EUPeace mobility opportunities to become more fully **integrated into key institutional activities**, they need to be incorporated into orientation programmes, academic advising, and departmental information sessions. In pursuit of this objective, the following strategic approaches have been identified and are in the process of being implemented:

- a) **Increasing Visibility and Communication:** Each partner university provides information on EUPeace mobility opportunities (including VEEP, the EUTrack, etc.) via a dedicated EUPeace institutional website or its main International Office (IO) website, ensuring visibility of the Alliance and facilitating access to mobility offers for as many beneficiaries as possible. If mobility opportunities are created within other teams of the Alliance, their members communicate these to their respective IO. Each IO communicates EUPeace mobility opportunities to their respective departments including information material for websites when applicable.

Mobility opportunities are promoted through social media channels in line with other Alliance activities.

- b) Advancing Integration of Information:** All partners hold informational sessions to inform students and staff at their institution about mobility opportunities. EUPeace mobilities are an integrated part in these sessions. EUPeace-specific measures (e.g. EUPeace testimonials) are embedded in mobility administration processes.
- c) Coordinated Implementation of Alliance Initiatives:** Alliance-wide initiatives require local embedding. Where needed, mobility experts will be involved to support the consideration of mobility aspects during the institutional implementation process of new formats such as the EUTrack, VEEP, and Joint Programmes.
- d) Innovative Formats and Events:** All partners and many working groups are involved in the organisation of activities in which mobility is a central component. This includes mobility information days, orientation events for newcomers, thematic workshops, mobility opportunities for teacher training students, VEEP initiatives, and student-led activities. In addition, Alliance-wide campaigns, such as an annual EUPeace Day, are launched to strengthen a shared sense of identity, belonging, and engagement with mobility across the Alliance.

Faculty Engagement

Faculty representatives, ECTS coordinators, and departmental mobility coordinators serve as the primary link between the academic curriculum and international experience. They play a crucial role in developing tailored measures to introduce, promote, and support students and staff in accessing the full range of mobility opportunities. This includes both traditional formats and Alliance-specific innovative initiatives such as BIPs, Teaching Staff Academy activities, EUTrack, and VEEP courses, as well as guidance on institutional rules and procedures related to applications and funding.

While these actors are central to the implementation of mobility within the Alliance, ensuring their sustained and active engagement remains a complex task. The Alliance will therefore **increase and intensify communication with departmental coordinators** to strengthen coordination and support at faculty level. EduTandems is one of several measures to be implemented in this regard. By pairing staff in mobility tandems and integrating virtual briefing and debriefing components, EduTandems will strengthen faculty engagement and further embed mobility within the EUPeace framework.

3.5. Quality Assurance

The overall responsibility for mobility quality monitoring lies with the leadership of the team of EUPeace mobility experts. Ensuring that mobility activities are structurally embedded, academically sound, and qualitatively supported across the Alliance constitutes one of the core objectives of the

Alliance. The Quality Culture Framework (QCF) of the Alliance additionally serves as the base for all processes pertaining to quality assurance within the Alliance overall, and therefore within mobility as well.

The following **standards** are embedded within the mobility structures of all EUPeace partner universities:

Academic Quality

- Transparent and comprehensive LAs
- ECTS-based recognition procedures in line with European standards
- Fair and transparent assessment criteria

Administrative Quality

- Clearly communicated and accessible application procedures
- Structured pre-departure information and guidance
- Comprehensive mobility support services (e.g. visa, housing, administrative assistance)

Student Experience

- Clearly communicated and effectively implemented inclusion measures
- Language preparation opportunities where relevant
- Structured mentoring and integration activities through established Buddy Systems

The EUPeace mobility **quality assurance framework** as described below acts to uphold and deepen the above-named standards. It is comprised of three interrelated pillars: quantitative monitoring, qualitative evaluation, and continuous evaluation, as outlined below.

Quantitative Monitoring

Mobility participation is systematically recorded by mobility administrators in a central monitoring table. Twice per year, each institution collaboratively collects and submits updated mobility data.

The monitoring framework includes:

- Short- and long-term student mobilities
- Internships
- Virtual and blended mobilities
- Staff mobilities within the Alliance
- In a separate document: Buddy System tandems

In collaboration with the communications team, international exposure activities are tracked under dissemination-related activities. Although not classified as formal mobility, these activities are

considered important entry points to mobility participation and contribute to internationalisation at home. Bi-annual data reviews allow the Alliance mobility experts to identify trends and imbalances, detect structural barriers and inform procedural adjustments.

Qualitative Evaluation

The following section is divided into two sub-chapters: a matrix of sources of evidence implemented at the Alliance and institutional level and further elaboration on the Alliance-wide mechanisms listed in the first part of the matrix.

Alliance-wide mechanisms	a) Mobility Portal b) EUPeace Buddy System and corresponding subgroup c) VEEP Working Group d) Participant testimonials (physical, VEEP, staff) e) Mobility monitoring table (bi-annual data collection) and subsequent review meetings
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Aligned Institutional Practices				
Mobility Type	Pre-Mobility	During Mobility	Post-Mobility	Quality Instruments
Physical Student Mobility	- Established outgoing and incoming mobility structures - Transparent selection procedures - Formalised LAs - Clear communication between home and host institutions - Structured preparatory sessions	- Clearly designated contact persons at home and host institutions - Coordinated academic and administrative support - Trust-based communication channels for problem-solving between Alliance mobility experts	- EU-mandated post-mobility surveys - Follow-up measures where required - Student focus groups	- LAs - Transcripts of Records - EU-mandated post-mobility surveys
VEEP	- Established outgoing and incoming mobility structures at partner institutions (developing) - VEEP support programme (developing)	Clearly designated contact persons at home and host institutions	- EUTrack survey for students and teaching staff - Student focus groups	- All EUTrack courses are approved by the Education Board - VEEP LA (optional, used as needed) - EUTrack survey for students and teaching staff

Aligned Institutional Practices				
Mobility Type	Pre-Mobility	During Mobility	Post-Mobility	Quality Instruments
Staff Mobility	- Established outgoing and incoming mobility structures at all partner institutions For Staff Weeks: - Staff Week Guide - Clear objectives and mobility planning	- Dedicated support contacts at both institutions - Structured coordination of activities - Clear communication channels	- EU-mandated post-mobility surveys For Staff Weeks: - Structured reflection sessions during Staff Weeks - Documented lessons learned - Integration of feedback into future planning	Staff Week Guide, including reflection templates for evaluation sessions

Below, the Alliance-wide instruments as listed in the matrix explained:

- The **Mobility Portal** is a mobility information hub integrated on the EUPeace website providing all target groups with the information they need to begin their mobility journey.
- The **EUPeace Buddy System** is a central quality-enhancing instrument supporting students and staff before, during, and after mobility. All partner institutions maintain structured buddy programmes assisting incoming students and staff with academic, social, and practical integration. From a qualitative perspective, the Buddy System contributes to improved transition experiences, enhanced intercultural integration, reduced mobility-related stress, and increased overall satisfaction. Feedback mechanisms embedded within institutional structures ensure continuous refinement of buddy practices. The EUPeace Buddy System supports quality by addressing the experiential dimension of mobility and ensuring that students and staff receive appropriate guidance and support before, during and after their mobility period. The corresponding subgroup of experts for the Buddy System reviews buddy activities at least twice per semester, identifying challenges and sharing practices across partners. Participating students and staff will be encouraged to provide feedback through dialogue formats, which will inform further improvements where necessary.
- The **VEEP Working Group** continuously works to expand and improve the VEEP for the entire Alliance.
- Participant testimonials** are actively encouraged via the Mobility Portal. Testimonial forms have been developed for staff mobilities, physical student mobilities and VEEP mobilities. Feedback indicating challenges is addressed through follow-up communication and, where appropriate, structural adjustments.

- e) The Alliance mobility experts analyse the **mobility data** from the monitoring table bi-annually after collection. In the monthly meetings of the Facilitating Mobility Group, this data is used as one of the main sources to identify areas that necessitate further consideration.

Quality Monitoring, Evaluation and Continuous Improvement

The EUPeace mobility quality assurance framework ensures that mobility activities are implemented effectively and are continuously monitored, evaluated, and improved across the Alliance. Quality assurance is embedded throughout the mobility cycle, with the Mobility Portal reviewed on a bi-monthly basis, regular meetings of the working groups held at least monthly, and testimonials reviewed upon submission. This allows the Alliance to identify emerging issues at an early stage and to respond to them in a timely manner.

To support this continuous monitoring process, quantitative indicators—including mobility participation rates, the balance of participation across partners, and the distribution of activities across different mobility formats—are systematically combined with qualitative evidence gathered through surveys, participant reflections in focus groups, and testimonials. This combination of quantitative and qualitative data provides a comprehensive picture of mobility performance, enabling the Alliance to assess not only the structural implementation and reach of its mobility activities, but also the quality and added value of the experiences they offer to students and staff.

Mobility data is reviewed bi-annually by the mobility expert group to identify trends, disparities between partners or participant groups, potential barriers to participation, and areas requiring further action. The findings of this review inform discussions within the monthly meetings of the Facilitating Mobility Group, where identified challenges and possible improvement measures are considered and followed up. Mobility data is also shared and discussed with the leadership of the Alliance bi-annually; when necessary, recommendations for strategic decisions or action beyond the operational level are made.

3.6. Summary

The Mobility Strategy centres on strengthening and aligning what is already in place, with growth driven through existing mobility formats. The primary objective is to build on existing Erasmus+ frameworks, institutional practices, and Alliance instruments to create a more coherent and efficiently functioning mobility system across all partner universities. New initiatives are explored through Alliance-wide collaborative efforts, with EduTandems representing an example of an emerging concept currently being jointly developed across the Alliance.

Mobility within the Alliance is designed as a **complementary and multi-format ecosystem** that balances depth, flexibility, and inclusiveness. In terms of student mobility, physical semester mobility



remains the core long-term format, anchored in IIAs and the Erasmus+ frameworks with a focus on increasing participation and visibility. In parallel, VEEP expands access and flexibility, allowing students to engage at different stages of their studies while complementing or substituting physical exchange where needed. BIPs are a potential growth area, combining short-term physical mobility with structured virtual components to widen participation while ensuring academic quality and integration. Short-term and doctoral mobilities are used in a more targeted way to enhance visibility, stimulate follow-up activities, and support academic cooperation. This differentiated approach allows the Alliance to scale mobility numbers without over-relying on a single format. Staff mobility is further developed by **scaling** and systematising **already established formats** (Staff Weeks), supported by the development of a Staff Week Guide that aims to provide common guidance, enhance consistency across partner institutions and facilitate the exchange of good practices. In parallel, EUPeace explores new formats (EduTandems) to further support joint curricula and initiatives such as EUTrack and VEEP.

Another key strategic direction lies in the **consolidation and systematic use of existing instruments and structures**. The focus is on strengthening established tools such as the Mobility Portal, the Buddy System, and Erasmus Without Paper, while ensuring their consistent and coordinated implementation across the Alliance. Closely linked to this is the emphasis on **targeted communication and stronger institutional embedding** as essential conditions for increasing mobility participation. To achieve this, mobility is to be more firmly integrated into core institutional processes, such as orientation programmes, academic advising, and faculty-level coordination, supported by clear and aligned communication structures at central, institutional, and departmental levels.

Overall, the strategic direction deliberately focuses on improving the implementation and coordination of existing mobility formats, aligning procedures and recognition practices across partner institutions. The approach centres on better use, visibility, and integration of instruments, which keeps mobility development within EUPeace operationally feasible, allows progress to be tracked against defined KPIs, and supports its gradual embedding into institutional structures and everyday academic practice across the Alliance.

4. Action Plan

The action plan represents the operational core of the broader strategic framework, translating overarching objectives into concrete, actionable steps. The strategy itself establishes a set of key pillars, each with a distinct focus, to advance the Alliance’s mobility efforts. These include strengthening Alliance-wide collaboration, implementing institutional adjustments to create and expand mobility pathways, increasing the visibility of existing opportunities, and defining specific tasks for the Alliance mobility experts as well as the various subgroups of this team.

Each initiative within this action plan directly fuels our ultimate target of achieving 100% mobile students and staff across all formats—including Credit Mobility, Non-Credit Mobility, and International Exposure Activities. By aligning institutional resources, expanding flexible formats, and embedding internationalisation into every level of our operations, every action in this plan directly accelerates our trajectory toward this overarching goal.

The proposed measures are structured across different time horizons to ensure both immediate progress and sustainable development:

- “Short-term” refers to actions to be implemented by the end of October 2027;
- “Mid-term” primarily encompasses goals to be achieved within the subsequent two years (end 2029), though several of the actions are piloted or prepared for during the current phase;
- “Long-term” describes an ambition that, while currently being pursued, extends beyond this period to guarantee the sustained growth and impact of mobility initiatives.

Timeframe	#	Action	Description	Outcomes	Focus
Short-term	1	Increasing visibility and promotion of mobility opportunities	Core collaboration to make mobility opportunities more visible.	Increased awareness of mobility opportunities among students and staff; improved access to mobility information; stronger integration of mobility opportunities into institutional communication structures.	Alliance-wide Collaboration
	2	Joint Digital Campus development	Joint Digital Campus Task Force collaboration on an Alliance and institutional level regarding the Joint Digital Campus.	Enhanced digital support structures for mobility and joint learning; improved coordination between digital learning environments and mobility activities; stronger foundations for blended and virtual mobility.	
	3	Data Analyst collaboration: Mobility data tracking and visualisation	EUPeace Data Analyst will support mobility matters with counting mechanism and visualisation after consultation with the mobility lead expert.	Improved availability and usability of mobility data; evidence-based decision-making; enhanced ability to identify participation trends, gaps and opportunities for strategic mobility development.	
	4	EduTandems: staff exchange programme	Facilitate staff mobility in the framework of the EduTandem programme to share best practices, and co-develop teaching innovations.	Development of new staff mobility pathways; strengthened institutional cooperation; exchange of expertise and exploration of innovative teaching and collaboration formats.	
	5	Development of a joint grade conversion table	The analysis of recognition practices will result in the development of a joint grade conversion table.	Improved transparency and consistency in grade recognition; easier comparison and recognition of academic results across partner institutions.	
	6	Evaluation of Alliance BIPs	BIPs that have so far been carried out will be evaluated in order to define the future use and role of Alliance BIPs.	Increased availability of short-term mobility opportunities; broader participation in international experiences; stronger institutional integration of blended mobility formats.	Institutional Integration



Timeframe	#	Action	Description	Outcomes	Focus
	7	KA171 applications: Balkan region funding	All programme country partners commit to submitting KA171 applications for the Balkan region to fund SUM and UNSA mobilities.	Increased mobility opportunities for partner regions outside the programme countries; strengthened inclusion of Balkan partners in EUPeace mobility activities; improved access to international experiences through dedicated funding opportunities.	Facilitating Mobility Group and specialised teams
	8	Social media contributions: monthly mobility content	Strengthens communication and storytelling around mobility experiences through consistent, themed content.	Increased visibility of mobility opportunities and experiences; stronger student and staff engagement through storytelling; improved communication culture around mobility within the Alliance.	
	9	Good-practice collection: internal knowledge base	Internal document to support mobility initiatives by sharing existing mobility-specific good practices.	Improved exchange of expertise between partners; easier replication of successful mobility approaches; strengthened institutional learning and continuous improvement of mobility processes.	
	10	Staff Week Guide: How-to-Staff-Week	Guide for structured staff week preparation and facilitation across the Alliance.	More consistent organisation and quality of staff weeks; reduced administrative barriers for hosts and participants; improved transferability of staff development formats across the Alliance.	
	11	Accessibility website: inclusive support services hub	Centralises inclusive support service information in the Mobility Portal to ensure equitable access for all participants.	Improved transparency of available support structures; increased accessibility of mobility opportunities for diverse participant groups; stronger integration of inclusion principles into mobility planning.	Mobility Portal
	12	Sustainable mobility website: eco-friendly travel guidance	Centralises information about responsible travel by integrating sustainable suggestion for mobility planning.	Increased awareness of sustainable travel options; stronger integration of environmental considerations	



Timeframe	#	Action	Description	Outcomes	Focus
				into mobility decisions; promotion of more responsible mobility practices across the Alliance.	
	13	Clear staff mobility requirements on the Mobility Portal	Illustrates clearly the requirements and deadlines for staff mobility to support well-structured mobility planning and application processes.	Increased transparency of application processes; improved preparation and planning for staff mobility; reduced administrative uncertainty for participants and coordinators.	
	14	Publication of hosting school and applicants' profiles for internships in teacher education	Centralises profiles of hosting schools and applicants within the Mobility Portal to facilitate transparent matching and foster the internationalisation of teacher education.	Increased visibility for potential host schools and prospective interns; streamlined matching and placement processes; enhanced internationalisation and cross-border collaboration in teacher education.	
	15	Staff Weeks: Madrid (Autumn 2026) Limoges (Spring 2027)	Delivery of staff development events to build capacity, foster collaboration, and align mobility goals.	Strengthened staff networks across partner institutions; increased exchange of knowledge and practices; enhanced cooperation and alignment of mobility-related activities.	Events

Mid-term	16	Expansion of IIAs: strengthening institutional agreements	Continuously developing the Alliance partnership network through regular reviews and the identification of opportunities to establish additional IIAs.	Increased number and diversity of mobility pathways; stronger institutional commitment to Alliance cooperation; improved long-term sustainability of exchange opportunities.	Facilitating Mobility Group and specialised teams
	17	Short-term mobility framework: common standards and coordination model	Systematises short-term mobility with shared criteria, commitments, and alignment across partners.	Improved consistency and quality of short-term mobilities across partner institutions; simplified coordination processes; increased scalability and accessibility of short-term mobility formats.	



Timeframe	#	Action	Description	Outcomes	Focus
	18	Buddy engagement framework: structured peer mentoring system	Turns informal mentoring into a scalable, institutionalised support network for new mobility participants.	Sustainable peer-support structures for mobility participants; improved integration and belonging of students; increased retention and satisfaction throughout mobility journeys.	
	19	Focus groups: feedback collection	All partner institutions facilitate one student focus group per year to gather qualitative data about EUPeace mobility; pilot versions will start before the end of 2027.	Regular collection of student perspectives; improved understanding of mobility challenges and needs; evidence-based improvement of mobility services and activities.	
Long-term	20	Interconnected mobility model: virtual → physical → follow-up pathways	Transform mobility into well-supported, continuous learning journeys that combine virtual preparation, physical exchange, and post-mobility follow-up.	Creation of continuous mobility learning journeys; improved preparation, participation and reflection phases of mobility; stronger long-term impact of international experiences on learners and institutions.	



5. Institutional Commitments for Enhancing Mobility

Achieving the EUPeace vision of high-quality, inclusive, and seamless mobility requires coordinated action across all partner universities. Mobility is shaped not only by curricular design and flexible study programmes, but also by sustainable funding, institutional support services, administrative processes, and strategic governance.

By endorsing this Mobility Strategy, the EUPeace partner universities commit to progressively implementing the measures outlined below, taking into account their institutional autonomy, national regulations, and available resources. Responsibility for their implementation is shared across the Alliance and its member institutions and extends beyond mobility-related activities alone. These commitments represent the shared ambition of the Alliance to strengthen mobility opportunities, reduce structural barriers, and create a more integrated mobility ecosystem.

To ensure effective implementation, the Alliance leadership defines clear roles, responsibilities, and ownership for each of the commitments as these commitments extend across multiple areas and institutional functions. Clear leadership-level allocation of responsibilities is necessary to ensure coordinated implementation, accountability, effective monitoring of progress, and the translation of strategic commitments into concrete and achievable actions.

5.1 INSTITUTIONAL AND STRUCTURAL COMMITMENTS

To establish the conditions necessary for increasing mobility across the Alliance, the partner universities commit to:

- provide adequate academic and administrative capacity to ensure effective long-term mobility management;
- complement Erasmus+ funding through institutional funding schemes or targeted support measures where feasible, particularly to promote inclusive participation;
- advance transparent, interoperable, and digitally integrated mobility processes across the Alliance in the framework of the Joint Digital Campus and beyond;
- strengthen institutional cooperation to reduce administrative barriers and support seamless mobility;
- raise the profile of EUPeace on campus / ensure effective and comprehensive communication on EUPeace within the university.



5.2 COMMITMENTS TO STUDENT MOBILITY AND ENGAGEMENT

To increase student participation and strengthen engagement with the Alliance, the partner universities commit to:

Curricular Integration

- develop new mobility-friendly study programmes and progressively embed mobility opportunities within existing study programmes, including mobility windows and flexible curricula through electives where appropriate;
- provide recognition pathways for short-term, blended, and virtual mobility formats where academically appropriate;
- further develop curricula that facilitate participation in EUPeace mobility activities;
- facilitate a comprehensive and complementary range of international experiences and mobility opportunities (physical, blended and virtual exchange);

Recognition

- recognise EUTrack and VEEP courses within elective or equivalent curricular components;
- involve recognition and examination offices in developing practical and transparent recognition procedures;
- recognise learning outcomes approved prior to mobility without additional academic reassessment following successful completion;
- ensure that recognised ECTS credits contribute towards degree completion in accordance with institutional regulations;

Student Engagement and Integration

- recognise participation in Buddy Systems, student organisation activities, and other EUPeace engagement initiatives by awarding ECTS credits or by officially recording student engagement in the “Additional Information” section of the Diploma Supplement;
- establish structured onboarding and debriefing processes for students participating in EUPeace mobility.



5.3 COMMITMENTS TO STAFF MOBILITY

To foster staff mobility as a key driver of academic cooperation and institutional integration, the partner universities commit to:

- provide institutional support measures, including appropriate workload recognition and administrative assistance;
- establish structured onboarding and debriefing processes for staff participating in EUPeace mobility;
- integrate EUPeace activities including teaching mobility, co-teaching, BIPs, online teaching/COIL, joint supervision, and other Alliance initiatives into institutional HR strategies and career development frameworks;
- integrate BIPs into curricula and align them with the EUTrack, VEEP, and future joint educational initiatives;
- promote staff mobility as a strategic instrument for curriculum development, institutional cooperation, and the long-term integration of the Alliance;
- motivate staff to participate in EUPeace staff mobility by integrating the experience into their professional development and offering financial incentives subject to available institutional resources.

