



# Abstracts Booklet

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# **ERACON CONGRESS**

## **INVITED SPEECH**

### **IS2. INDUSTRY 4.0: THE ADDED VALUE OF ONLINE INTERNSHIPS**

Lilia Stoyanov

CEO of Transformify, Professor at Zigurat Business School, Expert Evaluator Horizon 2020, EU Commission

Technology is transforming the way we learn and do business. Online internships on the job allow students to join a diverse group of interns from all over the world and be trained on the job while cutting the costs for students and business. Diversity and multicultural teams develop the soft skills all students need to thrive and be successful.

## **ROUND TABLE**

### **RT1. THE ROLE OF MOBILITY IN THE NEW ERASMUS PROGRAMME AFTER 2020**

Carlos Afonso

Instituto Politecnico de Portalegre. European Association of Erasmus Coordinators

Mobility will play an important role in the new Erasmus post 2020. According to what is known so far, the new Erasmus will boost mobility of students and staff, from all areas and levels of education, including school education. Mobility will also be one of the sectors/actions in the new Programme.

In addition, it has been announced that the budget will double, as compared to the current Programme.

Digitalization will also be promoted to higher levels.

Perhaps it is time to reflect on what has worked well and not so well or on what can be done better.

Will the intention to double funding translate into higher mobility grants?

Will Erasmus coordinators continue to be asked to work on multiple platforms (MT, OLS) without any kind of integration?

These are some of the questions we are all asking and perhaps this is the right forum to discuss them.

Panelists will present their views on the subject and discuss them with the audience.

## WORKSHOPS

### **EWS1. MOBILITY OF RESEARCHERS: INTEGRATION OF FOREIGN ACADEMIC WORKERS**

Eva Fichtnerova

University of South Bohemia in Ceske Budejovice, Czech Republic

The most effective way of foreign academic workers' (FAW) coexistence with the majority is the **integration**; an active participation in the working process and society life.

**The goal** of the project is an analysis and description of selected aspects of FAW's integration at public universities (PU) and Academy of Science (AS) in CR and offered services to create proposals for an improvement of the integration processes.

The basic hypothesis is that ***the selected aspects of FAW's integration depend on the quality and number of services provided. With the increasing number and subjectively assessed quality of services, a subjective FAW's evaluation in selected aspects of integration increases.***

**Methodology** of the research = a mixed strategy. The quantitative part will be implemented using a questionnaire in English at approx. 200 FAW. The qualitative part will be a semi-structured interview with FAW and foreign relations staff. Respondents will be FAW with a long-term stay (in the territory of CR for more than 1 year, aged 18-65).

The data from the qualitative part will be processed in the ATLAS.ti program, the method of creating the clusters, the method of contrasts and comparisons. The quantitative data will be processed in the Statistical Package for Social Sciences. **The result** will be the analysis of the current state of FAW's integration in selected aspects and a proposal for its streamlining in the academic sphere.

The work will be presented at conferences and seminars and published in professional journals, it will support the internationalization of the academic environment.

### **EWS2. INTERNATIONALIZATION AS A CATALYST FOR NETWORKING AND DEVELOPMENT**

Gregoris Makrides

President of the European Association of ERASMUS Coordinators (EAEC), Cyprus

In the global world we live it is well accepted that we cannot live isolated either as physical persons or as organizations and institutions. Networking is a key element embedded in almost all our activities including our work and our life and it is well linked to internationalization. Internationalization is found in almost all the Development Strategies of Universities and many universities are using specific indicators to measure it. In the presentation we will try to highlight discussion and give answers to the following questions:

- does investing in internationalization elements for a Higher Education Institution contribute to the popularization of the university that will make it more attractive for networking and partnerships?
- what are some good practices of internationalization that can be applied in the German higher education environment?
- what type of indicators can be used to measure internationalization?

Consequently all these could be viewed as a double implication logical equivalence where internationalization derives networking and development while networking and development could also derive internationalization, so it can become a dynamic circle.

## **EWS4. THE EVALUATOR'S APPROACH FOR AN EXCELLENT PROJECT**

Gianluca Coppola

President of European Digital Learning Network, Italy

General Manager of Eurocrea Merchant

### **REASONS:**

In an economic context as the one we're nowadays experiencing, characterized by a strong contraction of the sources of financing, the European Funds represent an imprescindible tool to finance the growth and the strategic development of the organizations. The programming period for the 2014/2020 provides funds in all sectors but in particular for the education and training at all the levels. the program erasmus+ is the 2<sup>nd</sup> richest one after the horizon 2020 and there all the higher education's institutions can find an enormous room to get their innovative ideas financed among other by the action – strategic partnership

### **AIMS:**

- An overview of the Erasmus+ program and in particular about the key action (KA) Strategic Partnership – Higher Education;
- Learn better about the cycle of the experts' assessment
- Evaluators perspective: analysis and comments on the evaluation grid
- Why proposals fail: analysis & comments on the reasons. procedural, consortium & main technical mistakes
- Learn technical and methodological approaches for writing a proposal in conjunction with the evaluation grid of the KA – Higher Education

## **EWS5. SETTING UP A QUALITY MANAGEMENT SYSTEM AT AN INTERNATIONAL OFFICE**

Carlos Afonso

Instituto Politecnico de Portalegre, European Association of Erasmus Coordinators

Taking into consideration the increasing importance of internationalisation at Higher Education Institutions (HEI) over the last years, due to a great extent to the relevance it has been given as an indicator for institutional auditing and external evaluation processes, international relations offices (IRO) have been assigned new roles and responsibilities.

Some of these new roles and responsibilities include the skill to deal with the issue of quality assurance in their daily practice. They have to be knowledgeable about the concepts of quality assurance, and comply with its norms and procedures.

The aim of this workshop is to engage participants in the definition of a set of procedures and indicators that can guide IRO's daily activity in the pursuit of its "clients'" satisfaction.

## **EWS6. STUDENT INTERNSHIPS**

Zhenxian Wang, Meng Wang  
Beijing Institute of Education, China

Beijing Institute of Education (BJIE) is a major institution of higher learning for professional development of teachers and educational administrators under Beijing Education Commission. BJIE offers high quality programs for in-service teachers and administrators in basic education, adult education, vocational education. BJIE offers student internship programs for foreign university students majored in education. The best example of this internship program is the program running from 2004 until now for the students majored in Early Childhood Education from Western Norway University of Applied Science (which is named Bergen University College before 2017). Over the last 14 years, more than 300 Norwegian students have attended this program in BJIE, where they observe and have teaching practice at kindergartens in Beijing as well as attending lectures and workshops on Chinese culture, history, society and preschool education system, and experiencing the current situation of Chinese society, traditional culture, economy development by visiting places both within and outside Beijing.

In this workshop, in addition to learning the details of the university students internship programs organized by BJIE, participants will also be able to learn the Chinese education system, modern society and traditional cultures, and the basics of Chinese painting and calligraphy.

## **EWS8. BLENDED MOBILITY**

Nuno Escudeiro  
EAEC, Polytechnic Institute of Porto

Blended mobility is commonly neglected by the academia despite its incredible potential. We may find blended mobility initiatives during the last 30 years but the majority is short lived, not lasting more than a few years. Many of these approaches are framed on an e-learning format based on content and on how to make it available to students. There are several other formats of blended mobility that, for some reason, are rarely explored.

Blended mobility, seen as curricular activities that combine physical and virtual mobility, has an intrinsic aptitude to overcome barriers to international mobility. This particular format of blended mobility can promote equity in the internationalization of education but it does not seem to be properly explored in the European Higher Education Area.

This workshop intends to raise awareness to blended mobility in general, to present good practices and to discuss its potential to extend the reach of Erasmus despite common handicaps. We will follow a thrilling path through the Blended Education field aiming to foster the take-up of blended mobility as an effective way to promote international exposure during studies.

**Target:** The workshop is directed to all those interested in knowing, discussing, promoting and applying blended mobility in education.

## PRESENTATIONS

### **EP1. ACADEMIC STAFF MOBILITY FOR TEACHING AND TRAINING**

Laila M. Montaser, Menoufia University, Egypt

Sherin M. Fawzy, Cairo University, Egypt

Staff mobility is an integral part of the internationalization of European higher education institutions, an issue of increasing importance in European higher education policy and a key aspect of the Bologna process. This manuscript focuses on academic staff mobility for teaching & training and advantages. Promoting staff mobility is important in many respects (i) It is important for the professional development of the individual teacher, either through participation in conferences, study visits or training; (ii) Staff mobility supports the objectives of the faculty/department staff belongs to, through establishment of working relationships (teaching/research) with faculties in other countries which could lead to joint research, sharing of experience, teaching and/or the establishment of double/joint degrees; (iii) Staff mobility can also impact the institution as a whole, and even national goals through supporting strategic goals of internationalization. Visiting lecturers are expected to strengthen the dimension of the host university through the stay, supplement the classes offered, and offer students their expertise, who cannot or do not wish to study abroad. Staff mobility is also very important for advancing and supporting student mobility. In fact, staff mobility is considered the most important multiplier for student mobility. Staff that have good relations and networks with institutions abroad, either through training, teaching or research know the added value of being mobile and are more likely to support students in becoming mobile themselves. Higher education teachers with an international outlook foster an international outlook among the great majority of students.

### **EP2. MOBILITY OF RESEARCHERS: INTEGRATION OF FOREIGN ACADEMIC WORKERS**

Eva Fichtnerova

University of South Bohemia in Ceske Budejovice, Czech Republic

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### **EP3. INTERNATIONALIZATION PROCESS OF A SOUTHERN UNIVERSITY: CASE OF IBN TOFAIL UNIVERSITY, MOROCCO**

Karima Selmaoui  
Tofail University, Morocco

For a university aspiring to join an international network, a good internationalization strategy must be clear and precise, in terms of qualitative and quantitative objectives. Regarding UIT, the university has gained a lot of experience through years of cooperation work. Ibn Tofail University has indeed managed to cross international borders through bilateral cooperation (particularly with European countries) with France and Spain, a timid but effective participation, which has made it possible to discover the processes and practices of some of the largest universities in Europe. This experience, capitalized by the UIT, has opened the door to university networks around the world, and the process of internationalization has begun with the best practices in terms of strategy and vision. Since then, UIT has developed its collaborative service, strengthening its international presence by becoming involved in more than 25 Tempus projects, an intense participation that has allowed the UIT to build a foundation of good practice in project management terms. Currently, UIT has more than 140 bilateral collaborations and more than 28 ERASMUS (KA1 + KA2) projects, figures that are constantly growing and reflect the UIT's willingness to position itself among the pioneering universities in terms of international activities. (management of international projects). Participation in Erasmus projects presents an opportunity for the UIT to develop its mobility network for students but also for academic profiles (administrators and teachers), which offers an exchange of fruitful experience to immerse oneself in good practices of other universities. The UIT sees in international relations, a lever for research and higher education, an opportunity for the student, but also a way to assert itself on an international scale.

### **EP4. THE EFFECT OF TEACHERS' PARTICIPATION IN ERASMUS+ ON THE SUCCESS OF INTERNATIONALIZATION OF GAL FERENC COLLEGE**

Istvan Thekes, Gabor Kozma  
Gal Ferenc College, Hungary

Lots of innovations have taken place in the 21st century in education as well. The biggest change was generated by internationalization processes. Hungarian universities, colleges face the following challenges: 1) the forming of a global market of higher education since a global competition has started in search of students, 2) joining the European higher education area, 3) a demographic decrease (Tózsér et al., 2017). The list can be made complete by the fact that it is inevitable for modern education that teachers working in Hungarian higher education, should gain more and more experience abroad.

Patkós (2007) states that for Hungarian HEIs, European acknowledgement and fame are a huge challenge. We must add that besides teacher mobility, student mobility is also of utmost importance. Further on, it can be asserted that teachers teaching abroad for a few weeks is the entrance to student mobility. It is in fact the most efficient tool to encourage students to study abroad. In several cases, a teacher's positive report on their teaching experience can motivate students to take part in ERASMUS+ mobility.

Gál Ferenc College is an active participant of internationalization processes. In the academic year of 2017/18, several teachers participated in ERASMUS+ KA103 mobility. During our research we were seeking to answer the question as to how much influence the teachers of GFC has on the success of student mobility. A Likert scale questionnaire was used to reveal the motivation of teachers towards mobility, what the plans related to mobility are and what kind of direction the influence generated by the teachers of GFC shows towards student mobility.

The questions of the questionnaire were focused on three main areas: 1) the motivation of teachers in terms of mobility, 2) the future plans of the teachers, 3) the influence generated by teachers on student mobility. The questionnaire containing background data (gender, experience in higher education) as well was sent out in an online format.

For the sake of conducting a multi-perspective investigation, research was extended to a C-SWOT analysis that made it possible to unearth the interior and exterior variables related to teacher mobility (strength weaknesses, opportunities, threats, limitations) in order to ground the planning process profoundly.

Data were processed with methods of descriptive and mathematical statistics. The data were then compared to the answers received during the deep interviews. These are reported during our presentation.

## **EP5. ERASMUS FOR COMMON SUSTAINABLE FUTURE – UNITED FOR DEVELOPMENT OF AMAZON UNIDA**

Michaela Mensikova  
Mendel University, Czech Republic

**UNIDA vision** is creating society that brings sustainable management into practice for all available resources

In last years we have been facing several problems in management of Erasmus+ programme at our university, connected to growing lack of interest - outgoing student mobilities are decreasing, academics mobilities are more or less stagnating with very few newcomers. We have decided to rethink our approach from the basis. One of the main objectives of Erasmus+ programme is to contribute to the achievement of the sustainable development of Partner Countries in the field of higher education. We do believe that Erasmus+ programme can achieve much more, it is able to contribute to the sustainable development in general. We feel a need for a paradigm shift from individual mobilities and unconnected small projects we see future for Erasmus+ in global movement. Individual mobilities so important for the individual have in fact much greater potential if a common interest creates a connection among them. Our strategy is to create international networks to cooperate across scientific fields with different stakeholder groups focused on the local issues and their global aspects. Discussion should be focused on establishing new platforms connecting different types of institutions, companies, non-governmental organizations, local politics to focus together on finding solutions for given problems of local communities.

## **EP6. ENHANCING EMPLOYABILITY THROUGH FOSTERING SOFT SKILLS AND THE ENTREPRENEURIAL SPIRIT AMONG UNIVERSITY STUDENTS**

Charalambos Chrisostomou, George Kokou  
Cyprus University of Technology, Cyprus

Discipline-specific skills are not always adequate to guarantee a job opportunity for new graduates. In the last decade, the Enterprise Liaison Office at Cyprus University Technology focuses on practices related to the University's vision in producing "employable" graduates.

The continuous development of a structured network between the University academic and student community and the regional business sector has generated a partnering platform, enabling synergy creation for work placements and for identifying the skills and competences the industry needs today. Thus, instead of the University waiting for enterprises to approach it, the Enterprise Liaison Office engages in a proactive liaising with them with the aim of preparing students to develop the necessary transferable skills with an emphasis on innovation and entrepreneurship. A combination of practices and initiatives (e.g. Networking opportunities, Soft skills workshops, Work placements) have already generated positive results for the University students, allowing them to realise the importance of differentiating themselves from others by becoming confident and attractive in acquiring desired job positions in a broad range of fields.

## **EP7. COLLABORATIONS SERVING THE INTERNATIONALIZATION OF HEIS: UPE GOOD PRACTICES**

Andrea Redli, Bianka Molnar  
University of Physical Education, Hungary

We would like to highlight the international partners (EU and Non-EU) of the University of Physical Education (UPE), Budapest through the Erasmus KA103 and KA107 projects. The financial support and the available funds that come from these two types of mobility programs could help realize exchanges that are key elements of our fruitful international cooperation projects. We would like to share how this traditional, innovation-focused institution is capable of developing the knowledge of internationalization through developing numerous partnerships in Europe and beyond. In our conception, there are three forms of the fund utilization and three different phases of the collaboration.

1. create a new international partnership

Phase 1: Main focus is on the training programs for staff members (STT) parallel with teacher mobility programs (STA), for those who could build up the connection and support the communication.

2. develop the existing cooperation

Phase 2: Exchanging of teacher and faculty members (STA) and partly STT to improve the cooperation in professional level.

3. combine the project opportunities

Phase 3: While keeping the previous mentioned types of exchange (STT, STA), we integrate the students as a target group of mobility programs into the stable partnership (SMS, SMP). Meanwhile, we involve different funds to enhance sustainability.

UPE tends to utilize the higher educational project opportunities with a strategic approach and the strength of UPE, when we elaborate new international partnerships. In a longer term, the goal is to create a sustainable and mutually beneficial mobility system.

## **EP8. EXPANDING STUDENT MOBILITY WITH A DUAL DEGREE**

Alexander J. Popko  
Eastern Michigan University, USA

This roundtable discussion will begin with examples of how Eastern Michigan University works with partners to organize a robust dual degree program, focusing on overcoming the main difficulties: a) coordinating programs across university calendars that differ from country to country, b) creating course equivalencies that provide one program of study leading to two degrees when course titles and credit hour systems differ; c) creating a funding model that will allow for continuation and growth of the program. Eastern Michigan University (Eastern) has exchanged faculty and students with partners in China, the Czech Republic, Germany and elsewhere Eastern's study abroad office currently runs: faculty-led short courses (1-2 weeks, 12-15 students); Summer short courses (6 weeks, 10-12 students); and semester exchanges (1-4 students). A new BA degree in Teaching English to Speakers of Other Languages (TESOL), will allow us to expand our study abroad opportunities by creating Dual Degree programs that expand our offerings to include cohorts of students studying abroad for one full year of their four-year degree program. By attaching study abroad to a degree program such as TESOL, we can a) work within academic year rather than by off-set semesters, b) ensure a program of study that provides two BA degrees within the standard 4-year US university program, and c) keeps student costs down for both sides. The process expands the diversity of students in study abroad, by providing the opportunity to all of the students in our program. We invite participants to discuss these and other models.

## **EP9. STRATEGY TO INTEGRATE THE UN SUSTAINABLE DEVELOPMENT GOALS INTO THE INTERNATIONALISATION STRATEGY OF HEIs**

Tine Ternest

VIVES University of Applied Sciences, Belgium

Globalisation has changed the world into a 'huge metropole', which has led to a superdivers but increasingly complex society. The consequence is that higher education likewise faces major challenges in this rapidly changing society because they are expected to shape global competent citizens. Formulating a clear answer to the question of how we can prepare our students well for the life and work of tomorrow has become an almost impossible task.

For this challenge, the UN Sustainable Development Goals offer an inspiring frame of reference, based on the principles of universality, interdependency and inclusiveness, for sustainable action. There is no doubt that every higher education institution has a major responsibility to make an essential contribution to the development of a global and sustainable society. For this reason HEIs should consider an institution-wide strategy for global engagement.

Since most strategies of internationalisation choose to only give a vague answer to the question 'how to act sustainable', VIVES University of Applied Sciences felt that it was time to set up a framework for global engagement with concrete actions. This action framework 2030 for Global Engagement aims to provide drive for and to encourage discussion and reflection within higher education institutions so that concrete action can be taken to implement the SDG's (UN Agenda 2030) into the internationalisation strategy in all levels of the institution. During the presentation, I would like to present our strategy for global engagement and the accompanying action framework. This all illustrated with international case studies of interdisciplinary education and research.

## **EP10. AN ANALYSIS OF ERASMUS+ ICM 2014-2020: RESULTS AND IMPACT IN THE INSTITUTIONS. THE EXPERIENCE OF THE UNIVERSITY OF ALMERIA, SPAIN**

Maria Fernanda Rodriguez-Heras, Tomas Lorenzana-de la Varga

University of Almeria, Spain

In 2014 the European Commission launched the first call for applications of the new Erasmus+ Programme, which included a strong international dimension that allowed for the first time mobility between Programme and Partner countries under the Key Action 107, - International Credit Mobility, ICM.

For many partner countries HEIs, Erasmus+ ICM is a key tool to improve the quality of their Higher Education and to provide their students and staff with key competences to interact in a globalized world, contributing to boost the economic and social development. For Programme Countries HEIs, it has proved to be also a powerful internationalization tool.

The University of Almería, UAL, Spain, started its participation in Erasmus+ ICM in 2015 cooperating with 6 partner countries HEIs from the MENA region, giving continuity to an EMA2 project that was then running. Since then, the UAL has extended its cooperation network through Erasmus+ ICM to more than 50 HEIs in 20 countries, ranking currently the fourth Spanish University in terms of number of mobilities and budget. During the implementation of the projects a series of surveys were distributed among partner HEIs in order to find out about the Impact of the project at institutional level and the results of the EU surveys have been analysed.

This paper reports about the main challenges and problems identified in the management of an ICM project, the results and impact in individuals and institutions, and tries to outline some recommendations and good practises based on what we have learned so far.

## **EP11. SENIOR CITIZEN COGNITIVE TRAINING OPPORTUNITIES: A COMPARATIVE ANALYSIS**

Marianna Gregoriou, George M. Milis, EUROCY Innovations Ltd, Cyprus  
Karel Van Isacker, PhoenixKM, Belgium  
Anaïs Fernandez, Association E-Seniors, France  
Esma Pehlivanoglu, Etimesgut District National Education Directorate, Turkey  
Maria Goranova, Vienna Association of Education Volunteers, Austria  
Ozel Coskunerl, Marie Curie Association, 6 Nayden Gerov Str, 4000, Bulgaria

Thanks to the advancements in medicine and technology people tend to live longer. According to the European Commission's 2018 Ageing Report, the percentage of senior citizens in the EU will increase from 29.6% in 2016 to 51.2% in 2070. These demographics create considerable challenges that Europe need to address upon for the wellbeing of all its citizens. For instance, older adults tend to fear losing their cognitive abilities as part of the ageing process, as this has a devastating effect in the quality of their life and their families. Cognition is a combination of processes, including paying attention, learning and reacting to objects in the environment, and using language and memory. If cognition becomes impaired, an individual may have difficulty performing everyday tasks.

An important tool to keep cognition abilities as sharp as possible, is cognitive training, based on the fact that the brain resembles muscles and it can benefit from training the same way that physical training improves physical abilities. In the framework of the Erasmus+ Project "Tablet-Based Cognitive Gaming Platform for Seniors" (2018-1-TR01-KA204-058258), a tablet-based cognitive gaming platform for seniors will be developed to engage seniors in enjoyable group activities exercising memory, attention, reasoning & planning, processing speed and sequential processing. In a first step, we are exploring on existing training opportunities for seniors and related good practices across the six countries involved in the project, performing a consolidation and comparative analysis of outcomes in order to guide the development of the gaming exercises.

## **EP12. ACADEMIC TEACHING EXCHANGES: INCENTIVES, IMPEDIMENTS AND ASPIRATIONS**

Evy Varsamopoulou  
University of Cyprus

This brief presentation will be based on the personal experience of undertaking academic teaching visits of the speaker in her role as academic departmental coordinator at two different universities, in two different countries (UK and Cyprus). Specifically, in the four teaching visits I made, over a period of ten years, to three different countries (UK, Portugal, Italy), and in my role as departmental coordinator, creating new agreements, enabling and (co-)organizing visits from colleagues from universities, I have had the opportunity to discuss the various aspects of the teaching exchanges with dozens of colleagues from different European partner institutions. The discussions have repeatedly confirmed the persistence of specific incentives, impediments and also further aspirations of participants that will depend on improving some of the conditions and parameters of the academic staff exchanges. In the articulation of impediments, I will take into account criticism of the exchange system and of institutional as well as Erasmus support and encouragement for the internationalisation of academic teaching & learning.

## **EP13. INTEGRATING ENTREPRENEURSHIP AND WORK EXPERIENCE INTO HIGHER EDUCATION (WEXHE)**

Robert Wagenaar, University of Groningen, Netherlands  
Barbara Merrill, University of Warwick, United Kingdom  
Ivan Svetlik, University of Ljubljana, Slovenia  
Andre Perusso, Münster University of Applied Sciences, Germany  
George K Georgiou, Novatex Solutions Ltd, Cyprus  
Arno Meerman, University Industry Innovation Network, Netherlands  
Raúl Minguez, Spanish Chamber of Commerce  
Mieczyslaw Bak, Polish Chamber of Commerce, Poland  
Anais Gourdin, ENQA, Belgium  
Michal Karpisek, EURASHE, Belgium

EU countries have experienced a substantial increase in graduate unemployment and a decrease of quality of their employment. At the same time employers report that they are having increasing difficulties in finding graduates with matching skills. Within this context, the WEXHE project responds to the concerns expressed by students, staff, graduates, companies and policymakers on the shortcomings in the labour market orientation of Higher Education (HE). The WEXHE project focuses on the balance between practical and theoretical learning in HE and to mismatches between the skills sets of graduates and the skills they require during early careers.

In WEXHE (an E+ KA2 Knowledge Alliance), enterprises, associations and HE-institutions from 7 different EU countries come together to identify good cases of work-based learning (WBL) covering work placements, traineeships and entrepreneurships. WBL is an educational strategy that provides students with real-life work experiences to apply academic knowledge and understanding. WEXHE generated more than 70 good WBL case studies from which 9 WBL Packages are being created with guidance on management, quality assurance, learning outcomes, funding and accreditation.

The WEXHE-project aims to support the development of work-based learning. WBL will enhance the value of HE and support the transition of graduates into employment and career success. WEXHE will furthermore enhance the relevance of degree programmes for enterprises, resulting in a better match between the attributes of graduates and the needs of society. Therefore employers will be able to hire graduates who are better skilled and have more practical experience, resulting in low training costs and, most importantly, faster adaption times.

#### **EP14. INTERNATIONAL ASSISTED COMMUNICATIONS FOR EDUCATION (I-ACE): GREEK CONTRIBUTION**

Dafni Limberidi, Konstantinos Karampidis, Giorgos M. Papadourakis, Konstantinos Kornarakis, Maria Christofaki, Technological Educational Institute of Crete  
Nuno Escudeiro, Paula Escudeiro, Instituto Superior de Engenharia do Porto

Deaf students experience difficulties in communicating with other community members and they deal with many challenges both in education setting and daily life. These difficulties arise naturally since deaf students, blind students and the rest of the members of a school community use different languages and different channels to communicate. These difficulties have a very important impact in the academic, personal and professional development of deaf students. Using automatic tools to assist the fluid communication between people who use different languages and different channels of communication might remarkably promote the social inclusion of the deaf students. In this paper we describe the International Assisted Communications for Education (I-ACE), a 2-year EU funded project in the framework of Erasmus+ Strategic Partnerships, started in October 2016 and it involves 7 partners across Europe. I-ACE aims to promote the access of deaf students to education and citizenship. I-ACE project delivers an automatic bi-directional translation between sign language and written speech across 6 different languages (Portuguese, Slovenian, Greek, German, Cyprus and UK sign languages). The project is a communication bridge between conventional classroom and the deaf student and between deaf and non-deaf people. Specifically, it is presented the rationale, aims and objectives of the project, the preparatory phase of the development of the I-ACE in Greek language and the outcomes of the Greek application of the automatic bi-directional translation tool in a Greek school for deaf and hard-hearing students.

#### **EP15. THE ROLE OF INTERNATIONAL MOBILITY IN MEDICAL STUDENT AND RESIDENT EDUCATION: FROM PERSONAL GAINS TO INSTITUTIONAL AND NATIONAL BENEFITS**

Baiba Petersone  
Riga Stradins University, Latvia

Over the past few decades, international and intercultural influences have shaped the field of medicine. On a daily basis, medical professionals interact with patients and colleagues who represent diverse backgrounds. The field also depends on the international flow of information about the newest research findings and developments. Therefore, medical schools around the world are faced with the challenge of how to prepare future medical professionals for the globalized world. Research suggests that international mobility that is completed during the study process enhances students' intercultural understanding and better prepares students for future employment. To explore the role of international mobility in medical education, a study that investigates medical student and resident mobility experiences abroad was conducted at a university in Latvia. The aim of this proposed conference presentation is to discuss the findings of this study. These findings reveal that international mobility brings contributions on three different levels: individual, institutional and national. In addition to individual gains for each student and resident, international mobility also influences the institutional culture and brings changes to the national healthcare system.

## **EP16. CONSORTIUM UNIDA: OPPORTUNITY FOR STUDENT INTERNSHIPS**

Lukas Kala, Michaela Mensíkova

Mendel University in Brno, Czech Republic

The paper aims to give a comprehensive account of unique multidisciplinary platform emerging within Erasmus+ programme KA108 - higher education consortium. Consortium UNIDA (United for The Development of the Amazon) is based on the strong cooperation between academic sector, NGOs and local communities in Ecuador, Peru, Colombia and Brazil and seeks to help local communities with nature conservation in the Amazon region. Under Mendel University in Brno (MENDELU) coordination new possibilities for student internships will be developed. The paper proposes a new approach for taking action and practice an internship in specific areas like a) free access to education for disadvantaged communities, b) reforestation and forest conservation, c) support of rural community tourism as an alternative to mass tourism, d) strengthening of social responsibility, e) creation of sustainable network of different stakeholders, f) publicity of the problems of local communities in Amazon region, g) modernization of local higher education institution in the Amazon region, h) scientific research in many academic fields. The article presents an innovative way to use the Erasmus + program to address the current socio-environmental challenges

## **EP17. BUDGET PLANNING VS THE CONTINUES CHANGING WISHES OF THE BENEFICIARIES**

Ramona Onciu

Universitatea Babeș-Bolyai, Romania

Universities applied this spring for the new **ERASMUS+** program with partner countries, preparing themselves to develop furthermore the activities already implemented and to start new ones.

Until now the in the ERASMUS Program in Europe, universities all over the world adapted the European programs, including European standards and regulation in organizing mobilities for students, teachers and administrative staff.

ERASMUS scholarship is now an important step in each student academic life and an important piece in young graduate curriculum vitae. For teachers, ERASMUS program represents an important way to share ideas and information with students and teachers.

The increasing number of beneficiaries in the ERASMUS+ program is an objective set not just at the European and National level, but also to university level, being an important indicator in institutional evaluation.

The ERASMUS offices are facing the increasing number of mobilities, an increasing number of papers and reports that must be filled in, while the quality of promoting the program, its results and the quality of beneficiary's services must be also increased taking into consideration the European standards.

Budget planning is an everyday challenge for the ERASMUS offices taking into consideration the continue changes in student and academics mobility details which affects continuously the way we manage the European funds.

The Erasmus+ with partner countries will face new challenges for the universities taking into consideration the fact that the partner universities are used with ERASMUS MUNDUS programme.



## **EP19. STUDENTS PERCEPTIONS ON ERASMUS + POST 2020 PROFILE**

Gheorghe Duda, Daniel Gardan  
Spiru Haret University, Romania

From its beginning Erasmus program and the concept behind it has known a tremendous evolution. Year after year, the activities, tools and results have become more diversified and the Erasmus experience for those that have been involving, more rich and full of possibilities.

For the future, Erasmus has to deal with today problems and especially with modern students' expectations. There are already important cultural changes that have been shaping the way in which latest generations of students are thinking about themselves, about their social roles, employability power and individual potential fulfillment. There are former Erasmus students that are teachers in the present days, or European officials, within the programs structures itself.

The present article try to explore with the help of a quantitative research the perceptions of students regarding the close future of Erasmus, their expectations and feelings towards the development of this phenomena. The results, without being fully statistical representative are showing a great interest regarding the possibility to combine the type of mobility, surprisingly the will to contribute more to the scientific research during the Erasmus mobility and the need to find more companies or institutions willing to accept former Erasmus trainees as junior employees after the faculty years.

Will Erasmus from tomorrow be able to fulfill the dreams and hopes of today? That is a question ready to receive its answer in the very close future and is depending on the way in which actual academic and managerial staff is developing his own broader view and initiative.

## **EP21. HIGHER EDUCATION MOBILITY CONSORTIA UNDER THE ERASMUS+ INTERNATIONAL CREDIT MOBILITY: THE CASE OF THE HIGHER EDUCATION CONSORTIUM OF GREEK UNIVERSITIES**

Christina Kontogoulidou  
Adjunct Lecturer, Head of the International Relations Office, University of Piraeus, Greece  
Savoula Maria Oikonomou, Barbara Sassari  
University of Piraeus, Greece

During the presentation the opportunities under the Erasmus+ International Credit Mobility Programme for Higher Education Mobility Consortia will be presented. We will present the application and accreditation process, as well as the steps that need to be taken in order to create the consortia and choose the most appropriate partners. This will be facilitated by presenting the experience of the Higher Education Mobility Consortium for ICM in Greece that was developed for the first time ever in Greece on February 2019 and is consisted of the University of Piraeus, as the coordinator, the Panteion University of Social and Political Science, the National Technical University, the Democritus University of Thrace, the University of Crete, NGO Organization Earth and the NGO YouthMakers Hub.

## **EP22. PROJECT “UP SKILLING REFUGEES AND ADULT EDUCATORS”**

Christina Kontogoulidou

Adjunct Lecturer, Head of the International Relations Office, University of Piraeus, Greece

Savoula Maria Oikonomou, Barbara Sassari

University of Piraeus, Greece

The UPGRADE Project is co-funded by the European Commission under Erasmus + Programme – KA2 Cooperation for innovation and the exchange of good practices – Strategic Partnership for Adult Education. The project started on 1st September 2018 with a total duration of 24 months. Project UPGRADE is an Erasmus+ Key Action 2: Adult Education project, aiming at refugees and migrants in the EU in order to assist them through education and training to integrate in the EU society and labor market. The priorities of the project are:

### **ADULT EDUCATION**

Improving and extending the supply of high quality learning opportunities tailored to the needs of individual low-skilled or low-qualified adults

Facilitating access to upskilling pathways

### **HORIZONTAL**

Open education and innovative practices in a digital era

The project's innovation and added value lies in the very fact that it does not merely seek to train trainers and refugees/migrants. The project goes beyond the training scheme as it incorporates the promotion of EU cultural diversity, access in OLS (Linguistic Support Tool) and the utility of EU Skills Profile Tool. Throughout the project's lifetime three Intellectual Outputs will be developed:

- O1 Capacity Building Course
- O2 Development of the "ReSupportMI e-tool"
- O3 A Multicultural methodology tool

During the presentation we will present the experience and best practices that have been developed under the project, as a mean to integrate refugees in the local communities.

## **EP23. AUTH ACTIVITIES FOR SUPPORTING REFUGEE STUDENTS, SCHOLARS AND THE GENERAL POPULATION. THE EXAMPLE OF THE S.U.C.RE. PROGRAMME AND FUTURE ACTIONS**

Ioanna Georgiadou

Institutional Coordinator/Head of the Department of European Educational Programmes, Aristotle University of Thessaloniki, Greece

AUTH activities for Supporting Refugee Students, Scholars and the general population. The example of the S.U.C.RE. programme and future actions - Ioanna Georgiadou, Institutional Coordinator/Head of the Department of European Educational Programmes, Aristotle University of Thessaloniki

The experience of the Aristotle University of Thessaloniki comes from the program S.U.C.RE., which was a two-year KA2 Erasmus+ Strategic Partnership in the field of Higher Education. The S.U.C.RE. project's main objective was to successfully build the necessary guidelines and training material that will allow practitioners and stakeholders to facilitate the smooth integration of students and scholars in Higher Education and society (<http://sucre.auth.gr/>).

S.U.C.RE. has focused on the response of the Universities to the academic needs of refugees/migrants students and scholars and to the formation of good practices guidelines through the development of training modules addressed to public and voluntary sector working in the field with the specific population. Specifically, the project has focused on the processes required for the proper integration of refugees/migrants (students and scholars) in higher education as well as on their academic support after their acceptance/entrance in a University. It has, additionally, focused on the psychosocial integration/support of refugees/migrants and their proper information on legal and health issues and has led to the creation of educational/training material for use by practitioners and interested parties.

In 18-21 June 2019, the Department of European Educational Programmes of Aristotle University aims to organize the second edition of the Utrecht Network Refugee Staff Week (the first one was organized in June 2018 at Utrecht University). It will be a 4-day training for staff (25-30 persons) of partner universities involved in refugee support and education/training preparatory initiatives and schemes.

The training will build on the challenges identified during the first edition of the Refugee Staff week in Utrecht. In particular, the training will focus on the challenges that young refugees face on their way to social integration (formal/informal prior learning, social skills, and culture - specific hurdles). Several Issues will be elaborated such as certification/accreditation of prior learning and/or academic/professional qualifications, entry to HEI/profession (esp. licensed ones) requirements, administrative/financial short-comings, Recognition of Prior Learning (RPL), on-going and concluded programs and their outcomes (efficiency reports), linguistic/cultural barriers, psychosocial support opportunities in various frameworks. A special emphasis will also be given on the practical solutions for accommodating and working towards integrating young refugees.

## **EP24. OPPORTUNITIES, BENEFITS AND CHALLENGES OF FOREIGN EXCHANGE**

Agnieszka Roznowicz

Military University of Technology, Poland

The Military University of Technology in Warsaw (MUT) offers the possibility of foreign exchange for both students and staff within the Erasmus+ framework and through bilateral agreements signed beyond this programme. Above that MUT is a member of the consortium of Polish „uniform universities” – KONSMUND - which broadens the exchange capacity of consortium members. MUT also facilitates the access to programmes offered by the National Agency for Academic Exchange (NAWA), like a Scholarship Programme for the Polish diaspora studying in Poland. NAWA offers several programmes tailored for the needs of students, researchers and the teaching staff, like short-term mobility programmes for doctoral candidates and employees (this includes participation in conferences, internships, study visits or trainings, and other programmes), a programme for students of Polish studies, an exchange programme for students and scientists as a part of bilateral cooperation, Polish language and culture summer courses and programmes for scientists (within academic mobility). Each opportunity of foreign exchange requires linguistic, organizational, cultural and content-related preparation which enables to fully take advantage of all activities abroad and take up challenges arising during the mobility. The benefits of foreign exchange depend on the form of mobility. This may include personal and professional development, an increase in the intellectual capacity of the institution, lead to further internationalization at home and further benefits, like publications, completed researches, established cooperations, completed joint projects and last but not least students’ and staff activation. In order to enhance the foreign exchange, MUT extends the educational and internship offer in English for incoming students, offers training for incoming staff, invites academic teachers from foreign universities to hold lectures as well as broadens own international cooperation aimed especially at universities with technical or military profile. Our University also facilitates or prepares applications for NAWA programmes addressed to doctoral candidates and academic teachers. To ensure high quality of mobilities their background should be taken into account such as the specifics of military students exchange. Consequently, a well-organized cooperation between different university units must be ensured.

## **EP26. SOCIAL DIMENSION OF ERASMUS+: ENCOURAGING SOCIAL ENGAGEMENT AND SOCIAL INCLUSION IN THE ERASMUS+ PROGRAMME**

Wim Gabriels, Erasmus Student Network (ESN)

Victor Aguilar, European University Foundation (EUF)

In order to make the Erasmus+ programme more impactful, the Erasmus exchange programme needs to become more inclusive: on the one hand engage more students and young people from disadvantaged backgrounds to go on exchange and on the other hand encouraging students that are on exchange to interact with the local community in order to engage with more people from the local community.

The session will start by highlighting the importance of including more students with a diverse background within the Erasmus+ programme and briefly discuss with the participants what can be done to reach more people.

As a second step, the session will discuss how to improve the integration of the international students into their host society and use them as ambassadors of mobility schemes to offer them possibilities to interact with people from the local community outside of the Higher Education framework and discuss how to link this with the Third mission of Universities, Social Impact.

## **EP27. STUDENT RELATIONS: INTERNATIONAL STUDENT SUPPORT AND INTERNATIONALISATION AT HOME THROUGH STUDENT-LED ORGANISATIONS**

Joao Pinto, Joao Costa  
Erasmus Student Network (ESN)

Despite the growing numbers, international mobility is still just for some. Consecutive ESN survey reports have shown that there are four main obstacles to international mobility: lack of financial means to cover the cost of mobility; lack of information about mobility opportunities and of their added value; incompatibility between the university curricula and the abroad experience; and fear of losing touch with one's personal circle.

Through different types of initiatives, student organisations contribute to the promotion of Mobility, and connect international students to local students in order for these students to experience an international environment without leaving their campus, developing to some extent the same characteristics as their mobile peers. Local students that experience internationalisation at home often integrate the circles of international and exchange students, feeling sometimes more comfortable within this multicultural environment than among their local colleagues. After their studies, these connections are potentially kept, providing them with an international network of contacts for life. As the number of students in higher education grows, what is the place of student-led organisations in university campus? How should they be placed in internationalisation strategies and what should, in general, be their role in our universities? During this session, we will discuss the relevance of internationalisation at home and the place of student organisations in universities seeking to provide a more internationalised environment for their local students.

In most of Europe, student-led organisations such as the Erasmus Student Network (ESN) have been key in the provision of opportunities for all students to connect with each other. In the case of ESN, 15000 volunteers, most of them local students, give part of their free time to organise all sort of activities to welcome and integrate their international and exchange peers in their campus and society at large, all under the motto "students helping students". How can the ESN - IRO relationship be empowered to reach the goal of more internationalisation at home and support for international students.

## **EP28. ERASMUS AND COMPETENCE DEVELOPMENT: HOW TO HELP EXCHANGE STUDENTS MAKE THE MOST OUT OF THEIR EXCHANGE BEFORE, DURING AND AFTER THEIR MOBILITY?**

Wim Gabriels, Erasmus Student Network (ESN)  
Victor Aguilar, European University Foundation (EUF)

The Erasmus programme has a positive impact on people's lives, but upon return from their exchange, Erasmus students often have difficulties to assess the value their exchange has brought them. The literature on the International Lifecycle has identified three main stages in this process that determines the support of institutions to the international student experience: (1) the period before departure; (2) the arrival at the host institution; and (3) services provided during the period abroad. An additional stage can be added to the International Lifecycle: re-entry or reintegration of international after their exchange experience.

An important part in the learning process is the reflection process for the student in order to assess the personal development the student has undergone when returning from their Erasmus mobility. The Erasmus Skills project assesses the student's competence development in order to assess which knowledge, skills and attitudes students have gained.

## **EP29. ERASMUS TRAINEESHIPS**

Wim Gabriels

Erasmus Student Network (ESN)

Previous research conducted by Erasmus Student Network, as well as the Erasmus Impact Study, has shown how beneficial it is for international students to experience a working environment abroad. Erasmus+ makes that challenge more plausible to overcome financially wise, but there are other issues arising from the operational side. In order to facilitate the search for Erasmus Internships, the Erasmusintern.org platform was launched gives solution to the problem of connecting students with traineeship opportunities abroad.

Since 2018 the platform includes the Digital Opportunity Traineeships – an EU-funded training initiative – aim to help companies fill vacancies with digitally competent candidates. Digital skills are not only required in the ICT sector, but increasingly across all sectors. Knowledge of cybersecurity, data analytics and machine learning, for example, are needed in fields as diverse as banking and manufacturing, farming and health. A computer-literate workforce is vital to maintain Europe's global competitiveness in a fast-changing world.

# CAREER-EU CONFERENCE

## PRESENTATIONS

### **CP1. ATTACHMENT STYLE AND PERSONAL RESOURCES AS PREDICTORS OF DECENT WORK: IMPLICATIONS FOR CAREER COUNSELING**

Hedva Braunstein-Bercovitz, The Academic College of Tel Aviv-Yaffo, Israel

**Purpose:** Recent changes in the world of work are contributing to the decrease of decent work, which is reflected by increased underemployment (work conditions that are inferior to certain standards). The current study investigated how available personal resources, career-adaptability (CA), volition (VL), and ambiguity-tolerance (AT) affect underemployment. The role of attachment style in the linkage between personal resources and underemployment was also examined.

**Methodology:** 203 participants (142 women and 61 men) aged 24–66, with at least one year's seniority at the workplace, completed the following questionnaires: Attachment Style (secure, anxious, avoidant), Career-Adaptability, Ambiguity-Tolerance, Volition, and Underemployment (pay, status, hours, temporary work, and field).

**Results:** Structural equation modeling analysis indicated that available personal resources (CA, VL, and AT) reduced underemployment ( $\beta = -.11, -.17, -.19$ , respectively). In addition, anxious attachment (but not secure/avoidant attachment) affected underemployment via the mediation of CA and AT ( $\beta = .04, .06$ , respectively).

**Research Implications:** Individuals who are characterized by high levels of CA, VL, and AT might experience less underemployment, and hence cope better with changes in the world of work. Counselors (private, or in the organization) are advised to foster these individual capacities, especially when anxious-attachment is identified. The findings suggest new directions for counselling to make work more just by enhancing specific individual capacities. This is particularly relevant for marginalized groups who typically encounter more underemployment.

### **CP2. PUSH-PULL FACTORS INFLUENCING THE ROMANIAN STUDENTS' DECISION TO STUDY OR TO WORK IN ANOTHER EU COUNTRY**

Delia Iuliana Birle

Monica Liana Secui

Alina Stoica

University of Oradea, Romania

The aim of European Union is to develop a new representation which is able to include different particular collective identities specific to individuals, to create a sense of belonging to a super-ordinate category, a common „we-feeling” that can be a source of solidarity between members of different groups in times of crisis. From this point of view European Union offers the chance to its members to be part of a more inclusive aggregate, transcending beyond the national identity, and one of its principles is to deepen the unity between the countries and to establish a common citizenship (Chrysochoou, 2000). So, one important topic for intellectual debates, in all member countries, since the beginnings of the European integration project, was the identification with European Union of its citizens, the feelings of belonging together as Europeans and the meanings associated by the individuals to the national and European identity (Bergbauer, 2018). This research aims to identify the push-pull factors taken into account by Romanian students (N=120) when deciding to study/not to study, to work/not to work in another EU country. Another important topic was to address the question of national and European identity and how these two identities are introjected by our respondents. In close relation with the assumed national and European identity of the students, we examined their perception toward the positive and the negative consequences of Romania integration into EU. Implications of these results will be discussed related to the future careers of the Romanian students.

### **CP3. SELF-EFFICACY AND CAREER DECISION-MAKING OF LYCEUM STUDENTS IN CYPRUS**

Charalambos Vergas

Ministry of Education, Lykeio Ayiou Neophytou, Cyprus

The aim was to explore the decision-making and self-efficacy in career planning of Lyceum Cypriot students and to investigate if there is any relation between the decision-making characteristics and the self-efficacy in career planning.

The participants were 127 students of first year of the High School where the researcher works, plus 50 students of first year from other Lyceums in Paphos (control group). The 127 students received a specialized career counseling for three years, focused in improving skills for decision-making and self-efficacy in career planning. The other 50 students followed the regular counseling program.

Questionnaires were given to all students during their first and last year of High School. The data were statistically analysed. All issues concerning ethics and protection of personal data were taken into consideration. The research analysis showed that during their first year, all students had low results in their skills for taking decisions around their career likings and self-efficacy in their career planning. The data collected during their third year in High school, showed that the students who had undergone the specialized consulting methods, had developed and improved much of their skills in making decisions about their career, while the other 50 students improved only a bit. Same results appeared concerning the self-efficacy of the students. Furthermore, the research seems to agree with existing bibliography, that there is a strong relationship of self-efficacy and career decision making. Students more prone to taking decisions in general by themselves, seem to take correct career decisions easier.

### **CP4. CRITICAL THINKING IN VOCATIONAL TRAINING**

Pedro Antonio Balaguer Mora

University of Alicante, Spain

Critical thinking, its foundations and methodology are necessary in the teaching-learning process at all levels. From early childhood to university, professionals and researchers of education emphasize the importance of the development of critical thinking skills for the teaching-learning process in order to obtain satisfactory results during the learning period of every student. However, perhaps due to the more instrumental and practical nature of the teachings of vocational training, the development of critical thinking skills is not as widespread as in other education sectors.

In this article some first guidelines to mitigate this situation are given. First, what is meant by critical thinking is succinctly described -since there are different explanations more or less complementary about its definition and objectives- and also what are its essential features. The following explains which of these features are considered particularly relevant to be taken into account in the curriculums of vocational education. Finally, there is a description of some didactic strategies that are considered to be more efficient to be used by the VET providers in order to obtain an optimal performance in their educational task, and thus educate students better prepared for the job market but also more aware of the principles of active citizenship.



## **CP5. ENHANCING ON EMPLOYABILITY SKILLS THROUGH A CURRICULUM OF A CO-CREATIVITY METHODOLOGY**

Marianna Gregoriou, George M. Milis, EUROCY Innovations Ltd, Cyprus  
Vassilis M. Drakonakis, Somateio Filokalia, Cyprus  
Effie Gabriel, GE English Centre, Cyprus  
George K. Georgiou, Novatex Solutions Ltd, Cyprus

Investing in people has been identified as key to the economic growth in the EU, yet Eurostat estimates still show an average 14.9% youth unemployment rate in the EU-28. This is more than twice as high as the general unemployment rate, reflecting the difficulties faced by young people in finding jobs, which are also related to the mismatch between acquired and required employability skills, as well as the low self-employment and entrepreneurship rates. In order to address skills' mismatches, member states take measures such as involving young people in the development of curricula and training methods, equipping teachers with appropriate education and training to work effectively with young people, etc. In the framework of the B2ECLoC project (RESTART 2016–2020/ENTERPRISES/0916/0040), we are developing a "Learning and Co-Creativity Product Package". The package offers a comprehensive curriculum that combines the enhancement of digital skills (ICT, coding, robotics, games design, etc.) and social skills (critical thinking, collaboration, communication, creativity, community, curiosity). This is achieved through innovative learning methods based on non-formal education and outcomes from related projects such as CodeRED ([www.codered-project.eu](http://www.codered-project.eu)). The adoption of the cooperative creativity method will lead to higher self-motivation and engagement among children, valuing several qualities like trust-building, experimentation, as well as flexible organisation of time and work. The result will be a complete set of learning material (building on hard and soft skills), and specifications, including also a guide that will enable formal and non-formal educators and trainers to run the curriculum successfully within local co-creativity centres.

### **WORKSHOP**

#### **CWS1. MOBILITY4EMPLOYABILITY**

Esther Gonzalez Diaz  
Magenta Consultoria Projects, Spain

Data indicates the outstanding problem concerning the youngest population and unemployment throughout Europe. Although the differences are produced by each country's idiosyncrasies, but the facts show that the youth unemployment rate is too high in many of them, including Spain. The main causes of this alarming situation are early school leaving, which implies that these young people do not continue with training or education, and their only option, if there is one, is access to precarious jobs. On the other hand, we find the reduced number of young people who bet on technical and vocational training, which leads them to university. The aim of this workshop is to show how it is possible to improve the employability of this group by promoting technical vocational training and professional internships in companies through mobility projects. A dynamic and interactive methodology will be used, in such a way that those attending it have the opportunity to actively take part in the process. The knowledge of good practices in the described field will also be used, thus being able to observe the good results of implementing this kind of initiatives. In short, this workshop will stress the importance of work in order to offer alternatives to young people in improving their chances of finding a job, showing, among other things, less common ways of preparation and access to the labour market.