

D4.5 RUN-EU EUROPEAN MOBILITY INNOVATION CENTER (EMIC) MONITORING REPORT

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NHL Stenden University of Applied Sciences &

FH Vorarlberg

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Executive summary

The European Mobility Innovation Center acts as RUN-EU's International Office and as a Center of Expertise in relation to European mobility innovation. EMIC plays a crucial role in providing an annual update on the state of mobility within the RUN-EU alliance. This comprehensive report offers insights into the mobility numbers achieved as well as overall satisfaction of student and staff participants in RUN-EU mobility opportunities. In its reporting a clear distinction is made between mobilities funded through the RUN-EU alliance budget and those financed through other sources.

The report examines various aspects of mobility, covering RUN-EU Mobility Driven Strategies (Chapter 1), key mobility statistics (Chapter 2), an evaluation of the effectiveness of mobility actions based on participant feedback (Chapter 3), and a reflection and concluding remarks on the mobilities achieved during the first three year of the alliance (Chapter 4).

As reported in the previous EMIC monitoring report (October 2022, the number of mobilities within the alliance increased significantly in the months following the easing of travel restrictions related to the Covid-19 pandemic. In the last 15 months since, that trend has continues as RUN-EU's profile has continued to expand across the partner institutions involved. This has given further impetus to the development of a myriad of educational and research activities and resulting mobilities. Increasingly initiatives not initially foreseen in the initial grant application are taking hold.

This report shows that both student and staff/researcher satisfaction related to RUN-EU mobility has consistently been very high. This has contributed to the overall popularity and success of the opportunities offered to students, primarily in the form of Short Advanced Programmes (SAPs), and staff in the form of research mobilities and/ or opportunities for professional development.

In terms to mobilities plenty of scope for further growth and improvement of processes remains. It calls for sustained efforts to elevate mobility across the alliance, ensuring diversity of participants in the mobility opportunities, measuring the impact of these activities, and advancing green mobility options. Broadening the respondent base for surveys remains vital in ensuring the representativeness of the survey outcomes.

All RUN-EU partner institutional contributed to the compilation of this report. The overall results of the first cycle of the RUN-EU alliance and the connected mobility numbers achieved are a testament to the strength of the inter-institutional collaboration.

1. RUN-EU mobility driven strategies

1.1 Evolution of EMIC

Since its establishment in February 2022, the European Mobility Innovation Center (EMIC) has been a prime example of the dynamic partnership between RUN-EU partner institutions. EMIC functions as a collaborative initiative, drawing support from the dedicated efforts of international mobility experts and the EMIC Supportive Group.

EMIC's core mission has been to facilitate and enhance student and staff mobility throughout the RUN-EU alliance. By merging conventional mobility practices with innovative and sustainable alternatives, EMIC is committed to providing equitable, flexible, and accessible opportunities for students, seamlessly integrated into their academic journeys, while empowering staff members in their professional growth.

Throughout the first three year of RUN-EU, EMIC's expertise has been instrumental in optimizing mobility experiences between partner institutions, e.g., in terms of the administrative processes involved or in proposing more equitable grant amounts for students participating in Short Advanced Programmes (SAPs). These efforts have contributed significantly to enriched learning experiences for students and professional advancements for staff and to the realization of the alliance's agenda to deliver future and advanced skills for regional transformation.

Table 1 illustrates the very rapid evolution of student and staff mobilities between 2020-2023, the entire duration of the alliance's first cycle.

Table 1 - Total Short term mobilities for students and staff

Academic Year	2020-2021	2021-2022	2022-2023
Total number of mobile students within the alliance at all cycle levels, including physical, virtual, and blended mobility	70	138	1071
Total number of mobile staff (including researchers, academic and non-academic staff) within the alliance, including physical, virtual and blended mobility	33	175	400

The dramatic year-on-year increase in the total number of mobilities, particularly in the last year of cycle 1, can be explained by several factors, such as the increase in number of mobility opportunities, growing awareness about RUN-EU among students and staff (as shown in Chapter 3), and the introduction of new mobility formats. For instance, Youth Exchange Schools were introduced for students and staff in the summer and fall of 2023.

Additionally, various activities that were not originally foreseen in the grant application were organised. For instance, NHL Stenden organized the inaugural Student Council Summit in October 2023 (Chapter 2), which brought together Student Council representatives from all RUN-EU partners to voice their opinions on key RUN-EU issues in preparation for the final General Assembly. Another event, an international Human Resource Management (HRM) conference was hosted at NHL Stenden with 17 attendees (Chapter 2). The conference drew participants from the various HRM departments across RUN-EU partner institutions.

As the alliance expands its reach over the partner institutions, EMIC will continue to play a leading role in ensuring accessible and equitable opportunities for an increasingly diverse set of target groups.

2. Key figures

2.1. Future & Advanced Skills Academies

Table 2 shows the number of participants in the FASA Super Weeks and bootcamps that took place between September 2022 – December 2023. Through these events, FASA continued its mission to further develop a joint pedagogical model for RUN-EU educational programmes and its work on exploring the future skills of students and staff.

Table 2 - Overview of activities organised by FASA

Event name	Organiser	Dates	Number of participants
Super Week – 3 rd edition	HAMK	26-30 Sep 2022	15
Future Skills for Developing Higher Education Conference/Super Week	NHL Stenden	22-26 May 2023	60
Super Week – 5 th edition	IPCA	23-27 Oct 2023	24

2.2. European Mobility Innovation Centre (EMIC)

Table 3 – Overview of Mobility Weeks

Event name	Organiser	Dates	Number of participants
Mobility Week	NHL Stenden	22-26 April 2023	17
Student Council Summit	NHL Stenden	4-6 Oct 2023	58

The EMIC Mobility Weeks were not initially foreseen in the grant application, but it became clear that having the mobility experts meet in-person at regular intervals was instrumental in gaining an understanding of each partner's institutional context and mobility processes.

In 2023, one mobility week at NHL Stenden took place in April. These weeks greatly facilitated further cooperation and allowed for an open sharing of good practices and challenges needing a unified and collaborative approach to finding solutions.

Another notable milestone was the inaugural Student Council Summit, which was initiated by EMIC lead institution NHL Stenden. This event served as a platform to amplify the impact of the student voices, particularly related to mobility topics, and gather student feedback within the alliance to identify key actions for future endeavours. In total, 58 student council representatives from all partners attended the summit.

The event was a success with students and talks are underway to organize the Student Council Summit annually as it serves as an ideal platform for the involvement and engagement of student representatives in discussions concerning the future direction of the alliance. The openness to students' constructive feedback underscores RUN-EU's commitment to continuous improvement and seeing students as active co-creators in shaping its future.

2.3. RUN-EU Discovery Programme

Tables 4 and 5 provide an overview of the mobilities that have taken place as part of RUN-EU Discovery Programme for 2021-2022 and 2022-2023. These activities have taken place through different research cluster topics; namely:

- Food & Biotechnology
- Smart, Sustainable and Advanced Manufacturing
- Education & Social Sciences
- Tourism
- Climate Change, Circular-Economy & Decarbonization
- IOT & Cybersecurity
- Education & Social Sciences
- Climate Change – Circular Economy & Decarbonization

Table 44 - Breakdown of mobilities taken place to date and have yet to take place (2021-2022 report)

Partner	Number of student applications received	Number of students successfully offered	Number of staff applications received	Number of staff successfully offered
TUS	11	11	5	5
FHV	0	0	4	4
SZE	0	0	0	0
IPL	10	5	9	3
HAMK	0	0	4	4
NHL Stenden	0	0	0	0
IPCA	0	0	0	0

Table 55 - Breakdown of mobilities taken place to date and have yet to take place (2022-2023 report)

Partner	Number of student applications received	Number of students successfully offered	Number of staff applications received	Number of staff successfully offered
TUS	18	18	19	19
FHV	0	0	9	9
SZE	11	11	11	11
IPL	11	7	17	17
HAMK	0	0	14	14
NHL Stenden	1	0	31	8
IPCA	11	11	0	0

Comparing Table 4 and Table 5, a significant uptick can be observed, not only in the number of applications received from students and staff but also in the actual mobilities offered. NHL Stenden received the highest number of staff applications (31) while TUS was the institution with the highest number of student applications (18).

In some cases, the actual number of mobilities offered through the RUN-EU Discovery Programme may appear to be lower than the expressed interest. However, when looking at the total number of mobilities offered to students and staff across the network in all mobility formats (as detailed in Table 1), the total number is exceedingly high. A total of 1409 mobilities was reached in 2022-2023. This includes the mobility numbers for September to December 2023, which alone already accounted for 788 mobilities.

These numbers suggest that while interest may have been initially directed towards specific opportunities, such as the RUN-EU Discovery Programme, by making the individuals aware of the range of mobility options available within the RUN-EU alliance, this may have led them to consider other forms of mobility that may be more beneficial to their specific needs. This underscores the significance of collaborative efforts to promote awareness and guide individuals to the most suitable opportunities within the network. Working together to highlight the array of possibilities within RUN-EU is instrumental in driving participants' motivations.

The overall year-on-year increase in research mobilities as part of the RUN-EU Discovery Programme is the result of increased inter-institutional collaboration. Additionally, familiarity with each other's areas of expertise also aided in establishing matches as the mobilities are contingent on partners' willingness to host researchers for any number of weeks.

2.3. Short Advanced Programmes (SAPs)

Table 6 and 7 compare the number of short-term mobilities funded through RUN-EU and through other budget between the 2020-2023 academic years.

Table 66 - Short term mobilities funded through the RUN-EU alliance

Academic Year	2020-2021			2021-2022			2022-2023		
	Physical	Virtual	Blended	Physical	Virtual	Blended	Physical	Virtual	Blended
Bachelor							107		49
Master							28		7
Doctorate							11		
Short Cycle		65		46	11	62	278		507

Table 77 - Short term mobilities funded through other budget

Academic Year	2020-2021	2021-2022	2022-2023
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Type of Mobility	Physical	Virtual	Blended	Physical	Virtual	Blended	Physical	Virtual	Blended
Bachelor	5			19			58		
Master							1	15	
Doctorate									
Short Cycle							1		9

In 2022-2023, the number of short-cycle physical and blended student mobilities funded by RUN-EU increased significantly. This can be explained by an increase in Short Advanced Programmes (SAPs) and the launch of new mobility formats (Table 6), specifically, the introduction of one-week Short Advanced Programme challenges, Short Advanced Programme research challenges and one-week Youth Exchange Schools (YES). These innovative mobility options not only diversified opportunities for student involvement and engagement, but also provided participants with the flexibility to accommodate varying schedules. In addition, many of these student challenges were scheduled simultaneously to other RUN-EU events, such as general assemblies or conferences which created synergies and maximized participation.

Throughout the 38 months of the initial cycle of the RUN-EU alliance a total of 74 SAP and 7 YES programmes took place. These programmes attracted **1408** student participants in total, of which **1097** were mobile.

To reinforce the sheer increase in activities and mobilities, it is important to state that total number of mobilities for SAPs and YES programmes for the 2022-23 academic year and remainder of 2023 was **934**. In the 2023 calendar year alone, 42 SAPs and 7 YES programmes were offered, which accounted for **762** mobilities.

Coinciding with the increase in the total number of RUN-EU activities over the past three years (Table 6 and Table 7), the number of RUN-EU student grants allocated for those activities was also increased. In direct response to insights gleaned from mobility surveys and feedback collected from Student Council members, the mobility grant values were re-calculated with a shift towards destination-specific grants. The aim was to better align the actual cost of travel and subsistence in the respective countries to ensure that the RUN-EU Short Advanced Programmes can offer inclusive and equitable opportunities from all partner institutions irrespective of their geographical location and/ or financial situation.

2.4. Collaborative European Degrees

In the years 2022 and 2023, the RUN-EU alliance reached significant milestones in the signing of collaborative European degree programmes, which include:

1. IPL and SZE: Tourism Management & Sustainable Tourism Management (Masters)
2. IPCA and FHV: Electronics Engineering and Computers & Mechatronics (Masters)
3. HAMK and FHV: International Business & International Business (Bachelor)
4. IPL and FHV: Electrical and Electronic Engineering & Mechatronics (Masters)
5. IPL and FHV: Mechanical Engineering & Mechatronics (Bachelor)
6. HAMK and FHV: Management in Sustainable Business & International Management and Leadership (Master)
7. IPCA and FHV: Informatics Engineering & Computer Science (Master)
8. HAMK and FHV: Smart and Sustainable Design & InterMedia (Bachelor)
= counted as 2 double degree programmes, since two different learning paths were agreed.

In total, 9 new mobility formats were developed under the RUN-EU Collaborative European Degree programmes in 2022-2023. The Tourism Double Degree Bachelor programme has already welcomed its first students at the University of Győr – Széchenyi István University in Hungary. In addition, The MSc in Tourism Management (Double Degree) also hosted one student from the Polytechnic of Leiria at the University of Győr – Széchenyi István University in the fall semester of 2023-2024.

2.5. Annual Student Weeks

Table 88 - Annual Student Week (Number of Student Participants)

Event name	Organiser	Dates	Number of participants
Annual Student Week / General Assembly	HAMK	7-11 Nov 2022	105
Annual Student Week / General Assembly	SZE	24-28 Apr 2023	89
Annual Student Week / General Assembly	IPL	13-17 Nov 2023	104

The bi-annual Student Weeks, which were in effect SAP challenges for students, consistently drew a comparable number of participants each year. Bringing together both student council members and other RUN-EU students, the programmes were generally connected to EU priority themes. These student weeks fostered the chance to connect more students to the RUN-EU initiative, while also enhancing promotion across diverse campus locations.

2.6. Administrative and Project Management

An array of virtual and in-person interactions unfolded over the first three years of the alliance to facilitate the overall management discussions and strategic direction of RUN-EU. These meetings served as critical platforms for performance evaluation and future strategic determinations. The meetings have included:

- Administrative and Financial Meetings (6 yearly meetings)
- Steering Group Sessions (5 yearly meetings)
- Gathering of Minds: (1 yearly General Assembly)
- Management Committee Engagements (2-3 meetings per month)
- Work Package & Bilateral Meetings (2-3 meetings per month)
- Leadership Conclaves (Monthly meetings among presidents, rectors, or partner university CEOs)

To align with a growing emphasis on environmental responsibility, RUN-EU strategically merged events, such as the Annual Student Week and the General Assembly or the Super week and HRM conference to gather more participants at one time to reduce carbon impact and create synergies between events. Moving forward, further adjustments to the mobility methods is expected as RUN-EU aims to become a nature-positive university (D4.7 EMIC Policy Paper – Nature-Positive).

2.7. New Mobility Initiatives

Table 9 - New mobility initiatives (Other budget)

Event name	Organiser	Dates	Number of participants
Human Resources Conference	NHL Stenden	22-26 May 2023	17
Youth Exchange School (YES) - Communication the Key to Social Inclusion	IPL	24-28 July 2023	18
Youth Exchange School (YES) - Hung(a)ry for Culture	SZE	16-20 Oct 2023	30
Youth Exchange School (YES) - The Analog Strikes Back	IPCA	23-27 Oct 2023	25
Youth Exchange School (YES) - AI for a Sustainable Future: Unleashing Interdisciplinary Innovations	FHV	20-24 Nov 2023	36
Youth Exchange School (YES) - How to Understand Others and Yourself	HAMK	27 Nov – 1 Dec 2023	39
Youth Exchange School (YES) - Solving wicked problems through design-based education	NHL Stenden	4 – 8 Dec 2023	31
Youth Exchange School (YES) - Design & Technology Innovation	TUS	4 – 8 Dec 2023	17

This academic year, coinciding with the FASA Super Week hosted at NHL Stenden, the very first RUN-EU International Human Resources conference took place bringing together HRM employees from all partner institutions. The online meetings that have followed the conference now serve as a platform for ongoing discussions and the proposal of new initiatives aimed at better supporting staff mobility within the RUN-EU network. Overall, this first event has inspired new initiatives with colleagues already planning a second edition in 2024 to continue to build on this collaboration.

In the summer and fall of 2023 Youth Exchange School (YES) programmes were launched to allow students and staff an additional opportunity to participate in a range of summer/ winter school-type programmes. These programmes covered a diverse range of themes and, in total, accounted for 196 mobilities, primarily from students.

3. Evaluation of RUN-EU mobilities and participants' perceptions

The mobility programmes for students and staff within the RUN-EU alliance have been evaluated on a continuous basis by way of a mobility survey. Periodically a quantitative analysis was conducted of these survey results. The extensive survey was distributed to student and staff participants in all RUN-EU mobility programmes. The survey included questions covering aspects, such as overall satisfaction with the mobility experience, personal development, travel and accommodation, sustainability, funding, and suggestions for future improvements. Respondents were asked to rate their level of satisfaction based on a 1-5 Likert scale.

3.1. Types of Mobility

The mobility surveys were distributed via an online link to all RUN-EU students and staff that took part in the various mobility programmes. These included: Short Advanced Programmes (SAPs), Youth Exchange Schools (YES), Annual Student Weeks/General Assemblies, the Student Council Summit, Conferences including International Human Resources Conference and Shapes of RUN-EU International Conference, Super weeks and Design Factory Bootcamps across the alliance in the period of May 2022 to Dec 2023. In total, 787 students and 330 staff responded to the survey and their responses are therefore used for this analysis. It should be noted that the data obtained is not representative of the total population (1279 students and 608 staff) that took part in RUN-EU mobility activities in that period.

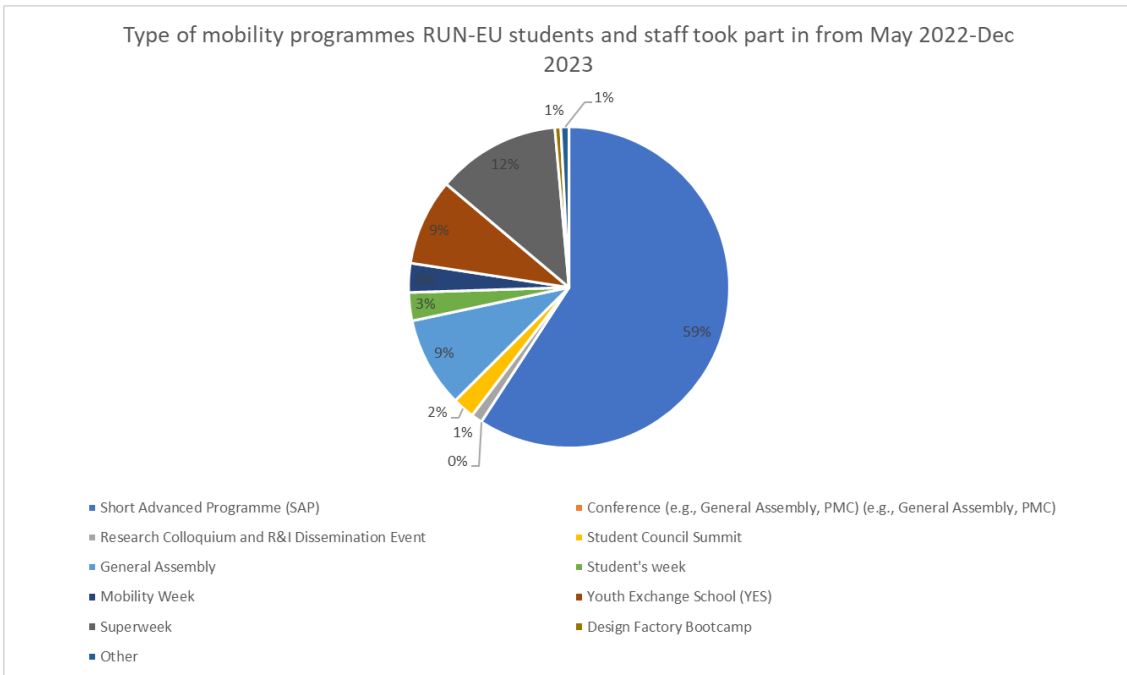


Figure 1 - Type of mobility programmes RUN-EU students took part in from May 2022-Dec 2023

Figure 1 provides an overview of the diverse types of mobility activities that took place within the alliance for the studied period. SAPs represented the main mobility activity (58%) along with Super weeks (12%). Only 1% took part in other mobility activities, in this case, it referred to staff members joining only a part of a larger event, such as a conference.

3.3. Participant background

In the mobility survey, responses were gathered from 730 students. A new question was introduced from September 2022 onwards, inquiring whether they had previously participated in RUN-EU programs or whether it was their first time. Figure 2 reveals that a majority of respondents were participating for the first time (59%), while a substantial number had engaged in RUN-EU programmes previously. These numbers do signal the need to further diversify the number of students participating in RUN-EU mobility opportunities, e.g., by prioritizing students who have not had a chance to participate and selecting students from underrepresented disciplines.

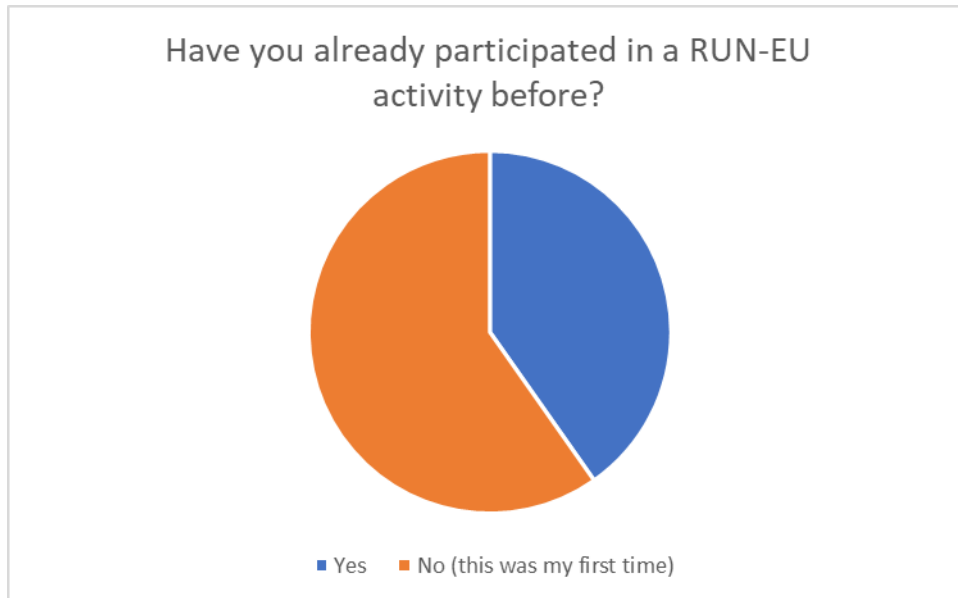


Figure 2 - Participation in RUN-EU activities (students)

Out of the 308 staff member respondents, the majority included lecturers (34%) and management / leaders (24%).

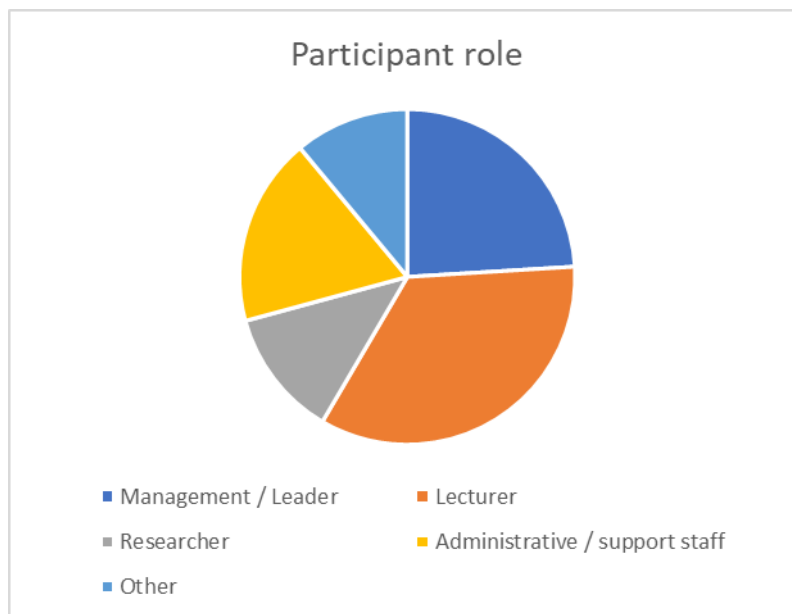


Figure 3 - Staff respondent roles

Staff members were also asked about their participation experience and contrary to the students the majority (71%) had previously participated in RUN-EU activities. This can be explained as many staff members have been connected to the work of specific work packages and consistently participated in the affiliated activities.

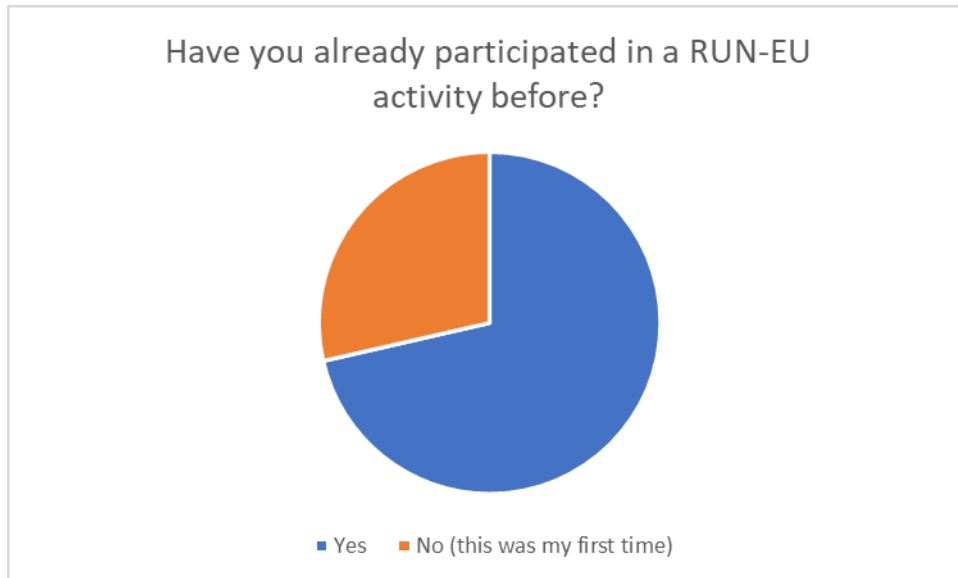


Figure 4 - Participation in RUN-EU activities (staff)

3.4. Communication & Marketing of Mobility Activities

Efforts were made to better assess the effectiveness of our marketing and communication efforts in relation to the mobility opportunities. In the mobility surveys, students and staff were asked about how they learned about the opportunities they participated in. Upon analysing the responses, we can observe differences between the results for students and staff.

In particular, Figure 5 highlights that Emails (150 counted responses), the RUN-EU Instagram page (149 counted response), and referrals by colleagues / friends (90 counted responses) serve as the most popular channels.

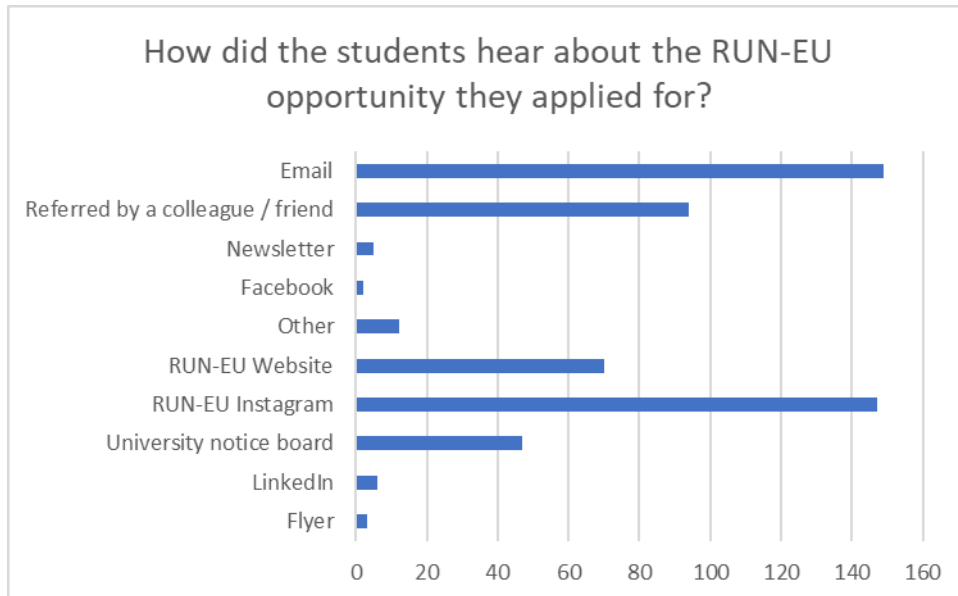


Figure 5 - How the students heard about the RUN-EU mobility opportunity they applied for

On the other hand, staff mostly heard about the mobility opportunities through e-mail and much less through other channels, especially social media (LinkedIn, Facebook have 0 responses counted) as illustrated in Figure 6 below. Upon comparing these findings with Figure 4, which showed that most staff taking part in RUN-EU mobilities between May 2022-December 2023 had previously participated in other RUN-EU mobility activities, the already established connections with the alliance may explain why they were contacted directly via e-mail.

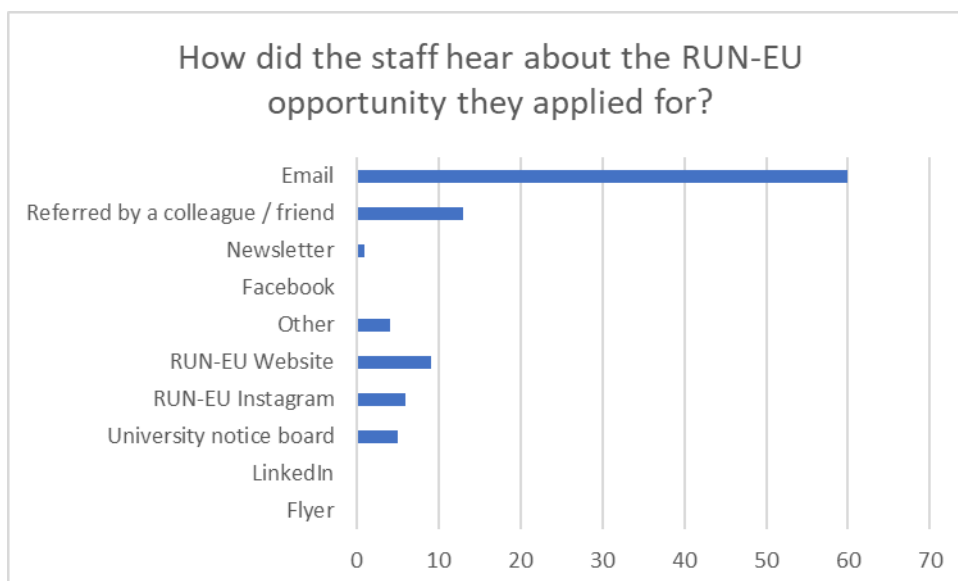


Figure 6 - How the staff heard about the RUN-EU mobility opportunity they applied for?

3.5. Overall Satisfaction with the Mobility Activities

Figures 7 and 8 compare the overall satisfaction of students and staff with the mobility activities that they took part in.

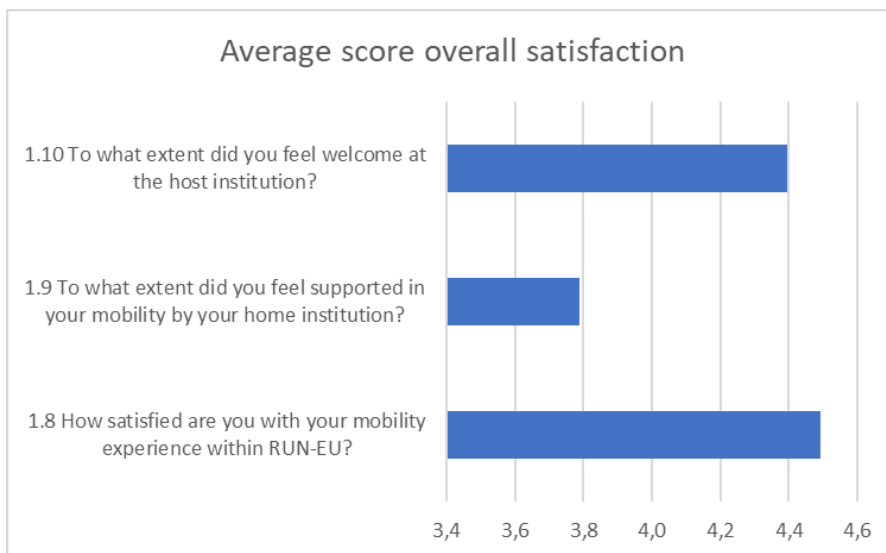


Figure 7 - Average overall satisfaction score of students

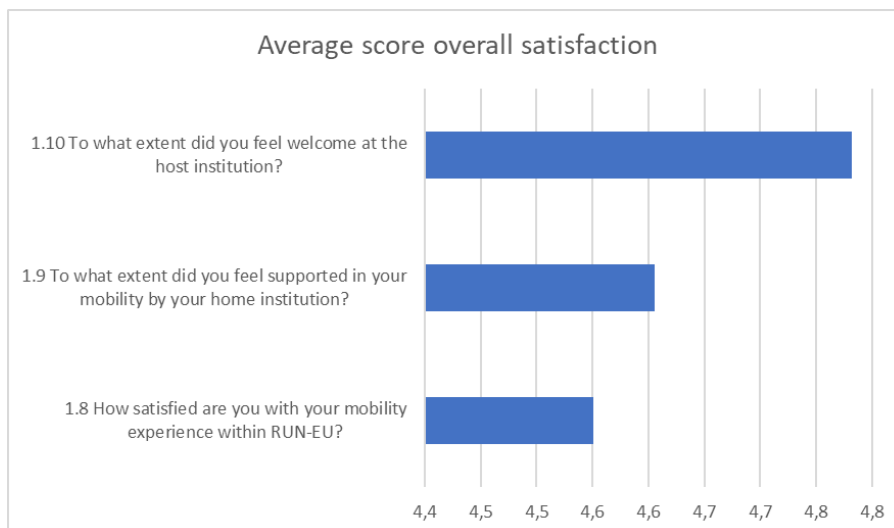


Figure 88- Average overall satisfaction score of staff

Figure 8 shows that the overall satisfaction scores for all measured aspects is above 4, suggesting a generally positive experience of staff during RUN-EU mobility activities. However, student satisfaction levels are consistently lower compared to staff. Specifically, the score for the question "To what extent did you feel supported by your home institution" is 3.8 for students, a decrease from the previous year. This suggests the student guidance and support should be a key issue to be addressed in the next cycle of the alliance.

3.6. Personal Development

Figures 9 and 10 compare the personal development of students and staff that they experienced through the mobility activities that they took part in. Both students and staff report that they improved on various aspects because of their mobility.

Students report on all personal and development indicators high scores, ranging from 4,25 to 4,6 (on a 5-point Likert scale). The experience was most beneficial for “I am more interested in knowing what happens in the world daily” (4.6), closely followed by “I am more tolerant towards other persons’ behaviour and values (4.5).

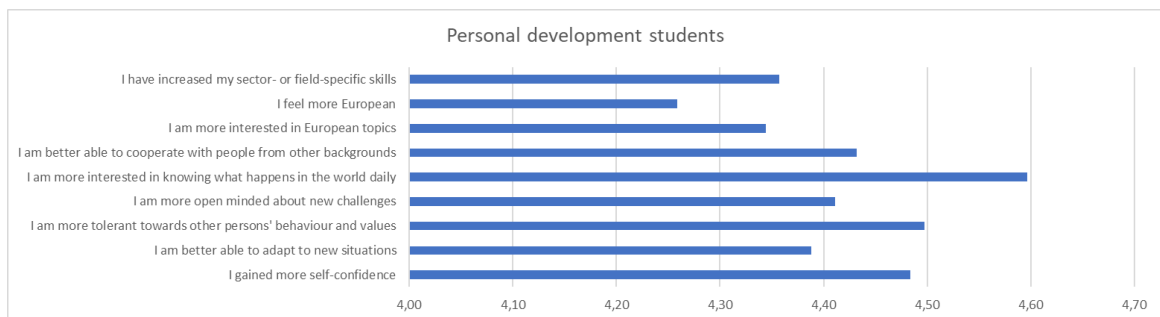


Figure 9 - Areas of personal development for students



Figure 10 - Areas of professional development for staff

Figure 10 shows that for staff the experience was most beneficial for “I feel more European” (5) whereas this was the lowest rated item for students (4,25). These scores provide important input for the European Values Awareness Programme that will be developed as part of the alliance’s next cycle.

3.7. Mobility Transport

In this section, the modes of transport used by participants and the reasons influencing their choice are presented.

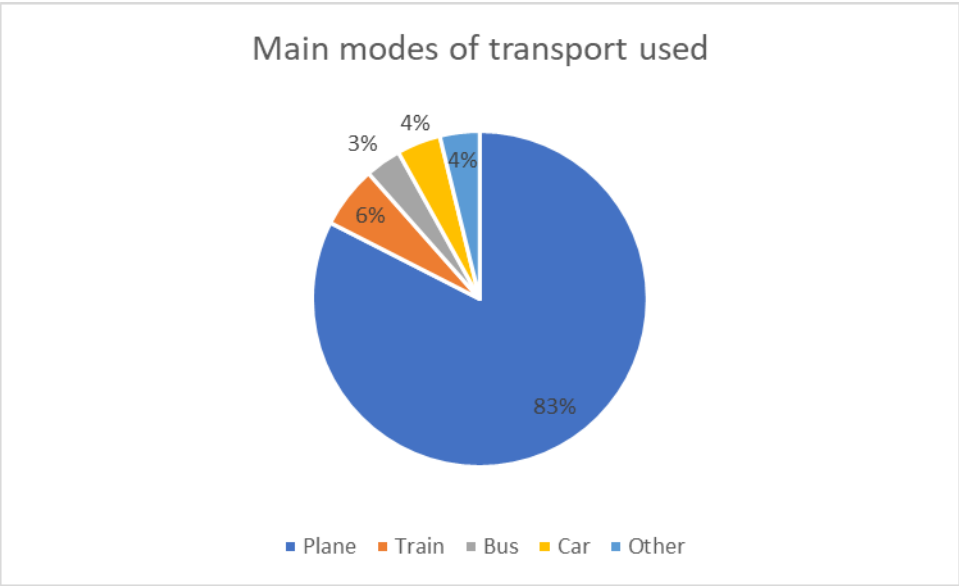


Figure 11 - Main mode of transport used by students to reach their host institution

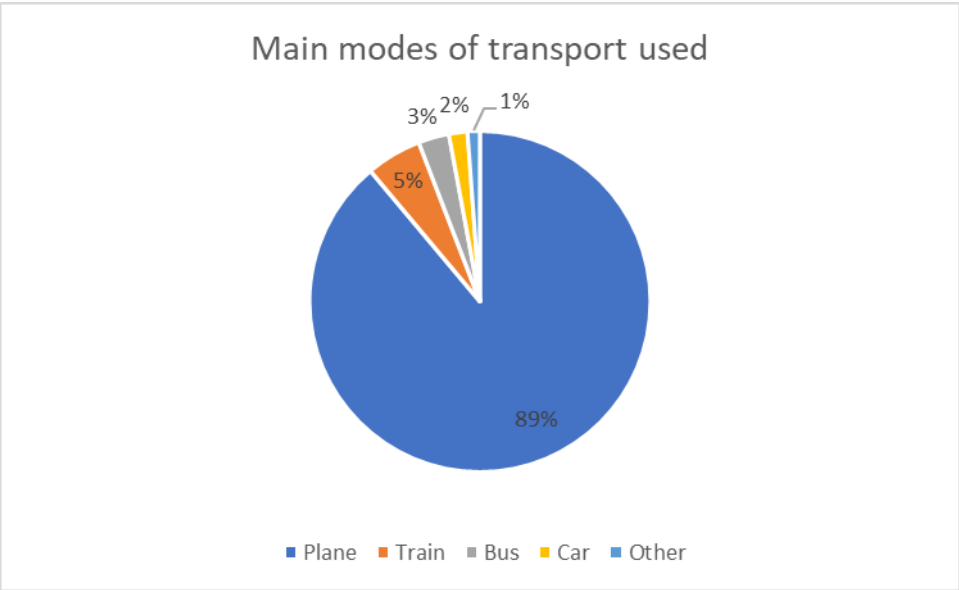


Figure12 12- Main mode of transport used by staff to reach their host institution

Figures 11 and 12 illustrate the main modes of transport students and staff used to reach the host destination of their mobility activity. A significant majority of students (83%) opted for air travel, while a slightly higher percentage of staff (89%) also chose air travel. In contrast, the previous year saw a different trend among students, with 55% traveling by plane, 16% by train, and 13% by car.

The survey did not give students and staff the chance to specify whether they had opted for ride-sharing options when they travelled by car. Additionally, the survey did not account for the environmentally friendly choices that students might have been presented with.

Figure 13 highlights the primary factors students would need to consider other modes of transport. The majority, 42%, expressed the need for more funding, but this number is closely followed by 36% which answered that this was their preferred mode of transport. In the previous report, the majority of students, 59%, had expressed the need for more funding, while 22% noted the need for additional support in organizing travel activities.

It should be stated that during the period under study, new grants were introduced. These grants were designed to be more inclusive for students by considering factors such as the cost of living and distance travelled, making participation more accessible.

The responses clearly demonstrate that the vast majority of mobilities happens by plane. This underlines the importance of addressing the motivations and concerns expressed to better incentivize the use of more environmentally friendly means of transportation.

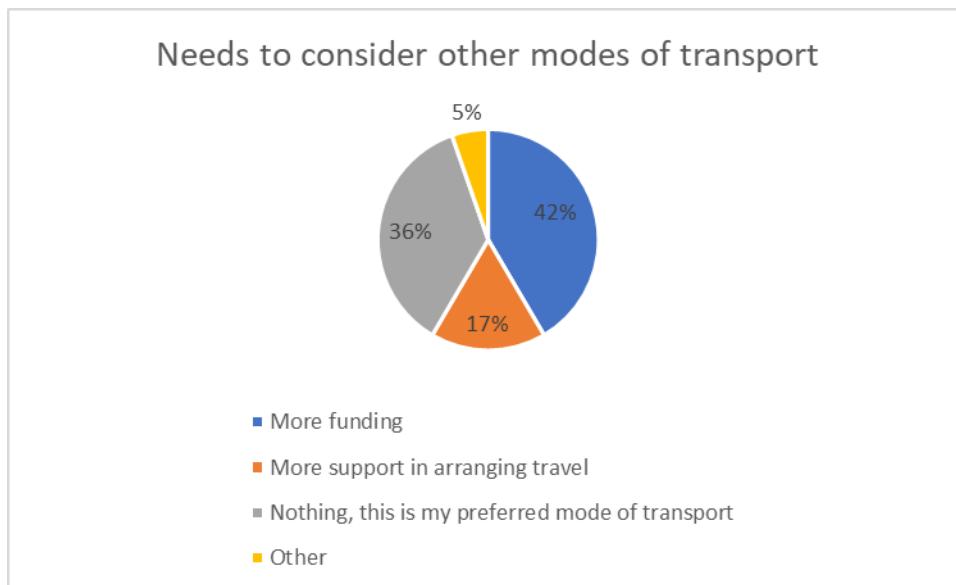


Figure 13 - Needs to consider other modes of travel for students

In Figure 14, the main needs for staff to consider other modes of travel was more support to arrange the travel activities (63%) followed by more funding (24%).

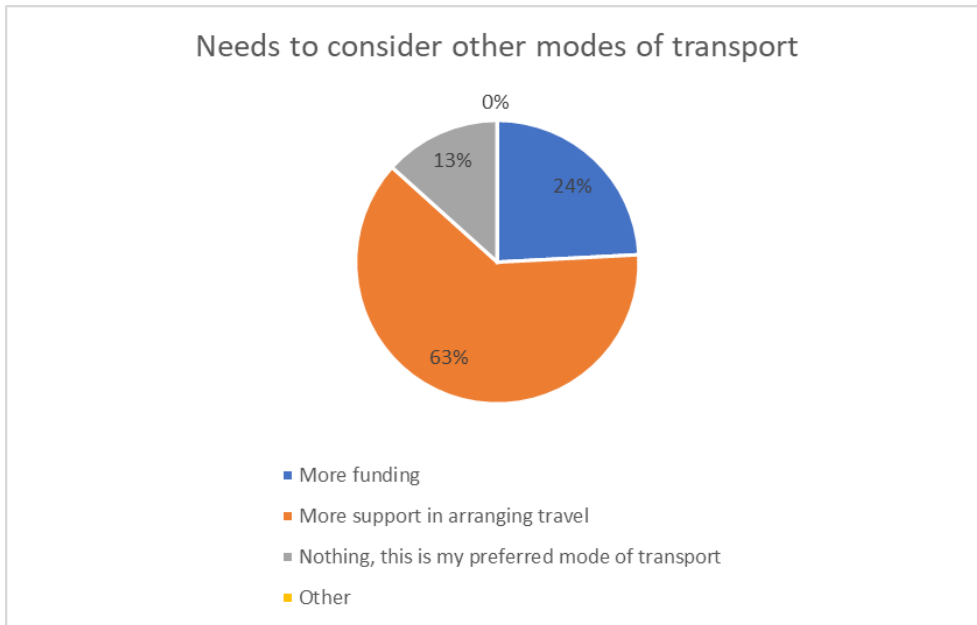


Figure 14 - Needs to consider other modes of travel for staff

4) Reflection and conclusion

4.1. Reflection on previous recommendations by EMIC in the deliverable report D4.5

In our preceding report, several key recommendations were outlined to address the evolving landscape of mobility and sustainability within the RUN-EU framework. As we revisit these recommendations and assess our strides toward their realization, we can identify concrete follow-up actions.

- **Balancing Mobility and Sustainability**

The prior report highlighted a discernible tension between mobility and sustainability. This is an ongoing point of attention as the mobility survey analysis shows that, at present, the majority of mobilities occur via non-environmentally friendly modes of transportation. One important step that has already been implemented is, consistent with Erasmus+ policy, the inclusion of a 50 euros top-up grant for students and staff utilising green travel.

Additionally, as part of RUN-EU 2.0, the alliance will offer a broader range of mobility opportunities for students, including fully online virtual mobility schemes such as Collaborative Online International Learning (COIL) and MOOC formats.

- **Shifting Mindsets and Priorities**

The alliance is committed to contributing to a shift in mindset of students and staff by emphasizing the value of reduced CO2 impact. This ambition and other steps towards more environmentally friendly policies and actions are formulated in the policy paper drafted by EMIC (D4.7), which highlights the benefits and implications of joining the nature-positive universities movement.

Communication about mobility opportunities within the alliance have been refined, ensuring clarity and ease of engagement. For example, Frequently Asked Questions regarding mobility through Short Advanced Programmes (SAPs) are currently being reviewed by all RUN-EU partners to be published on the RUN-EU website.

Both students and staff have been actively engaged in discussions concerning innovative solutions regarding green mobility, for example, through Short Advanced Programmes focused on Delivering on the Green Transition within the EU took place in April 2023 or the RUN-EU Student Council Summit (October 2023).

4.2 Conclusion

The mobility numbers and the quantitative analysis of these mobilities reflect the alliance's increased profile as well as the hard work, strong cooperation, and commitment to quality of all partner institutions in advancing its agenda towards delivering future and advanced skills for regional transformation through its educational/ academic and research activities. Mobility has been instrumental in forging strong connections between students, lecturers/professors, researchers, and administrators across all partner institutions. Especially after the most stringent Covid-19 pandemic restrictions were lifted in early 2022, Group Exploratory Missions (GEMs), Short Advanced Programmes (SAPs), and research mobilities took flight, culminating in a very full calendar of activities in the second half of 2022, but particularly in 2023, the last year of cycle 1.

Satisfaction of students and staff with their mobility has consistently been very high. Despite these positive reviews, scope for improvement remains in ensuring the accessible and inclusive nature of the activities organized and lowering the alliance's environmental footprint.



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