DELIVERABLE D8.3 – EVALUATION OF THE CROSS-DISCIPLINARY GAP YEAR

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Abstract	The document is an evaluation of the first experimentation of the EDUC Gap Year mobility scheme during the pilot phase (2019 – 2022).
Keywords	physical mobility scheme, Gap Year, cross-disciplinarity, soft skills

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1. Purpose and scope

Deliverable 8.1: "List of participating universities" settles the EDUC Gap Year as a pick-and-choose system. It states the final decision from the six partner universities to take part in this mobility scheme by sending and hosting EDUC Gap Year students.

Deliverable 8.2: "Definition of the procedure for the cross-disciplinary Gap Year curriculum" aims at giving guidelines to the EDUC universities regarding the implementation of the new mobility scheme.

After the validation of both deliverables at the Steering Committees of November 2020, the partner universities started implementing the EDUC Gap Year and promoting it to their students' communities.

In the project proposal, the purpose of **Deliverable 8.3: "Evaluation of the cross-disciplinary Gap Year"** is to describe the existing procedures for the Gap Year at each institution, to identify the constraints, as well as to describe the procedure set up to overcome the obstacles and create an innovative cross-disciplinary Gap Year curriculum. The aim is to evaluate the success of the procedure in quantitative and qualitative terms, from the perspective of the students as well as of the institutions. It should present recommendations to improve the procedure and extend it to a larger population of students.

The targeted audiences are: Administrative staff, management, academics, students, potential students, local EU authorities, universities.

At the time of writing, the mobility scheme was experienced for the first time with two partner universities in the academic year 2020-2021. All partner universities took part in the promotion and sent students in the academic year 2021-2022. All partner universities took part in the promotion and started sending/hosting students in this new academic year 2022-2023.

Therefore, the evaluation of the activity is mainly taking into account the academic years 2020-2021 and specifically 2021-2022.

2. Reminder on the agreed principles of the EDUC Gap Year

Disciplinary openness   **For 1 or 2 semesters**   **At Bachelor and Master levels**

An additional year or semester in the curriculum   **An interruption of studies**

The EDUC Gap Year was a new mobility scheme that gave the opportunity to students from the EDUC alliance to study subjects different from their initial field of study, for 1 or 2 semesters, at another university.

It was open to students at Bachelor and Master levels. It was an interruption of their studies at their home university.

Students were welcomed as regular exchanged students at the receiving university. However, this mobility, unlike with Erasmus+, usually did not count towards their degrees. It was an additional semester or year of study.

a. The funding

The mobility scheme was funded by the French National Research Agency (Agence Nationale de la Recherche, ANR), for a duration of 2 years plus an extension of 6 months, (January 1st 2020 to June 30th 2023). The two French universities – being Paris Nanterre University and the University of Rennes 1 – received separate funding to implement the EDUC Gap Year.

The breakdown of the mobility semesters was made between each French university and the four other non-French universities. Each French university distributed 80 semesters for the whole duration of the funding.

i.   Distribution of the semesters for the **University of Rennes 1**, with **a total of 80 semesters**:

University of Rennes 1:	40 outbound semesters
University of Cagliari:	10 outbound semesters
Masaryk University:	10 outbound semesters
University of Pécs:	10 outbound semesters
University of Potsdam:	10 outbound semesters

ii.   Distribution of the semesters for **Paris Nanterre University, with a total of 80 semesters**:

University of Paris Nanterre:	40 outbound semesters
University of Cagliari:	10 outbound semesters
Masaryk University:	10 outbound semesters
University of Pécs:	10 outbound semesters
University of Potsdam:	10 outbound semesters

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b. The mobility directions

Students from the universities of **Paris Nanterre** and **Rennes 1** had the possibility to apply for a mobility at the universities of **Cagliari**, **Masaryk**, **Pécs** and/or **Potsdam**.

Students from the universities of **Cagliari**, **Masaryk**, **Pécs** and **Potsdam** had the possibility to apply for a mobility at the universities of **Paris Nanterre** and/or **Rennes 1**.

Students from:
Paris Nanterre University
University of Rennes 1
→
University of Potsdam
Masaryk University
University of Pécs
University of Cagliari

Students from:
University of Potsdam
Masaryk University
University of Pécs
University Cagliari
→
Paris Nanterre University
University of Rennes 1

The semesters of mobility could be spent at one partner university or split between two partner universities, in the case of two consecutive semesters.
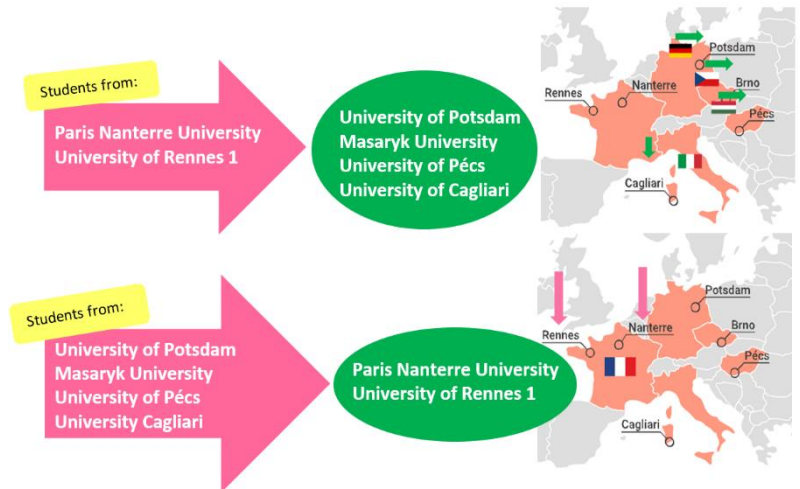
c. Some specific terms and conditions

Students had to select and attend a number of courses equivalent to **30 ECTS per semester**. They had to design a **Learning Agreement** that would be validated by both sending and receiving universities. The selected courses would be recognised through the **EDUC Certificate,** and a **Transcript of Records** issued by the receiving universities.

A **Gap Year Agreement** had to be signed by the three parties before the start of the mobility: sending university – receiving university – student.

The EDUC **mobility grant** was paid by the French receiving or sending university. The EDUC grant for the Gap Year was of 900 €/month – pro rata of the length of the study period, plus a lump sum for the travel expenses of 300 €/semester.

Students had to attend all the selected courses, to conclude all assessment, to provide a Transcript of Records as well as report(s) on their experience.

d. The added values of the EDUC Gap Year

〉 **Disciplinary openness**: Students were given the possibility to study one or several disciplines different or supplementary to their current diploma.
〉 **Personalisation of the students' journey**: It was an opportunity for students to personalise their profiles and thus to differentiate themselves in front of their future employers.
〉 **Linguistic immersion**: An occasion to learn and improve their language skills in French, Italian, German, Hungarian, Czech but also in other languages.
〉 **Cultural openness**: a way to discover another country and people from other cultures.
〉 **Development of new "soft skills"**: All the way through their journey, by interacting with people from other cultures and new way of thinking/ doing things.
〉 **European openness**: The possibility to be at home away from home, in another European country that shares common values.

3. The documents of the EDUC Gap Year

Deliverable 8.2 lays out the procedure for the EDUC Gap Year with a checklist of documents. Additional documents were drafted in 2021 and 2022 in order to finalise the procedure.

Thus, the updated checklist of documents was as follows:

〉 "**Application form for the EDUC Gap Year and scholarship**": To be completed by any student willing to participate to an EDUC Gap Year.

〉 "**Evaluation form for the EDUC Gap Year grant award**": To be completed before the EDUC commissions to review applications.

〉 "**EDUC Gap Year Agreement**": To be signed by the student, the home and receiving university, it serves as a base document on the terms and conditions of the Gap Year.

〉 "**EDUC Learning Agreement**": To be completed before the student's arrival at the receiving university.

〉 "**Certificate of enrolment**": To be completed by the receiving university upon the student's arrival.

〉 "**Certificate of attendance**": To be completed by the receiving university at the end of the student's mobility.

〉 "**Extension request**": To be completed by any student undertaking a GY during the first semester, willing to extend their mobility period, at least 40 days prior the initial ending date.

〉 "**Student mid-term report on the EDUC Gap Year mobility**": To be completed by any student undertaking a two-semester mobility.

〉 "**Student final report on the EDUC Gap Year mobility**": To be completed by all the GY students at the end of their stay.

〉 "**Online questionnaire**": Anonymous, to be completed by all the GY students at the end of their stay. The aim was for them to evaluate their experience with the mobility programme regarding different aspects: interaction with home university and receiving university, communication before the mobility, application process, courses during the mobility, as well as personal development and achievements.

〉 "**EDUC Certificate for the Gap Year**": Document issued by the receiving university at the end of the mobility to certify that the students successfully completed the mobility programme.

4. The procedures for the EDUC Gap Year

After designing the concept of the EDUC Gap Year, through the first months of the pilot phase, an element of force majeur delayed the launch of the activity. Due to the Covid-19 sanitary crisis, student mobility was at a standstill. When the situation slowly started to get back in order, the institutions worked together and set up common principles as well as a common calendar, in order to implement this activity in concrete terms. Cf. Deliverable 8.2.

The EDUC Gap Year was first experimented during the academic year 2020-2021 with the University of Rennes 1. Its first call for application was successful, allowing three students to undertake a one-semester mobility at the University of Pécs, as from February 2021.

It was during the spring semester of the academic year 2021-2022 that the six universities were able to launch their first call at the alliance level. This call allowed students to apply for an EDUC Gap Year during the next academic year 2021-2022. The second call in autumn 2021 was for a mobility during the spring semester of the same academic year (2021-2022).

Synthesis of all the calls for application for the EDUC Gap Year during the pilot phase (2019-2022):

	Call period:	Mobility period :	Institutions taking part as a sending university:	Institutions taking part as a receiving university:
1	Autumn 2020	Second semester of academic year 2020-2021	UR1	PTE
2	Spring 2021	Academic year 2021-2022	UPN, UR1, UNICA, MU, PTE, UP	UPN, UR1, UNICA, MU, PTE, UP
3	Autumn 2021	Second semester of academic year 2021-2022	UR1, UNICA, MU, PTE, UP	UPN, UR1, UNICA, MU, PTE, UP
4	Spring 2022	Academic year 2022-2023	UPN, UR1, UNICA, MU, PTE, UP	UPN, UR1, UNICA, MU, PTE, UP
5	Autumn 2022	Second semester of academic year 2022-2023	UPN, UNICA, MU, PTE	UPN, UNICA, MU, PTE

a. Common existing procedure for the EDUC Gap Year at the alliance level

Partner universities agreed that EDUC GY students had to be considered as much as possible as regular exchange students and that the standard Erasmus procedure had to be followed by the hosting institution.

Throughout the different calls for application and thanks to fruitful work package meetings, the partner universities agreed on common working rules and the respect of a defined timeline for sending students. The procedure presented in Deliverable 8.2 gave guidelines to the institutions to ease the implementation of the activity all along.

The table that follows is an attempt to outline the common existing procedure for the EDUC GY that prevailed between the institutions during the different calls for applications. It is an adaptation of the already existing D8.2 procedure, with a step-to-step approach.

EDUC Gap Year common procedure:

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	WHAT	WHEN
	CALL FOR APPLICATION / BEFORE THE MOBILITY	
1	**Calendar**: Partner universities agree on a common calendar to launch the campaign for application: • Application deadline(s) • Date for a common EDUC Gap Year online information meeting • Dates for the selection commissions	Ideally January-February for a call in Spring / or September for a call in Autumn.
2	**Distribution of the number of mobility semesters funded for each university:** Partner universities agree on the distribution of semesters if an adjustment needs to be made.	Before launching the call.
3	**Promotion / Call for application:** • Promotion at the alliance's level with the help of WP12 (website and social networks). Promotion at each partner university. • Common EDUC online information meeting for students. • Partner universities share updated links/information regarding their course catalogues. • Sending universities communicate, inform, meet, and support outgoing students in their Gap Year project. • A dedicated contact person at each institution should be in charge of centralizing the applications. *Reference document: Application form for the EDUC Gap Year and scholarship*	Ideally between February-April **or** between September-October.
4	**Results of the call**: Partner universities review the number of applications they received and the distribution of semesters again if needed, with the help of a common shared table. They must indicate to each other the number of applications received and the academic periods.	At the end of the call.
5	**Pre-selection:** • Partner universities review the applications and pre-select their outgoing students according to their own internal procedure, complying with the Terms and conditions of the Gap Year. • Partner universities pre-fill evaluation forms for their outgoing students. *Reference document: Evaluation form – Grant award for EDUC Gap-year*	Within the weeks that follow the end of the call.
6	**Final selection:** EDUC Gap Year commissions between each French university (UR1 and UPN) and the 4 other EDUC universities in order to review outgoing/incoming applications. Partners discuss the applications and decide if they are selected or not. The commission will also rule on the EDUC grant applications. • UR1 – MU • UPN – MU • UR1 – PTE • UPN – PTE • UR1 – UNICA • UPN – UNICA • UR1 – UP • UPN – UP	At the latest mid-May **or** End mid-November.

7	**Notification to the outgoing students:** Partner universities notify their <u>outgoing students</u> of their nomination for the EDUC Gap Year.	Within the days following the commissions with partners.
8	**Notification to the incoming students:** Partner universities send a nomination e-mail to their future incoming students with additional information to start the Enrolment procedure.	After the students are informed by their home university.
9	**Grant**: Students who apply for the EDUC GY automatically apply for the EDUC scholarship. UR1 and UPN send notification letters to their outgoing and incoming students, stating the EDUC Gap Year scholarship's approval and the provisional amount.	After the nomination, once they have all the necessary information.
10	**Enrolment**: Partner universities follow their own internal Enrolment process. Incoming students considered as regular Erasmus students.	
11	**Student package:** Sending universities agree to provide additional general information on the EDUC Gap Year to selected outgoing students, as well as to give access to relevant reference documents. Selected students should design and sign a Learning Agreement with their teaching coordinator at their home university. _Reference documents_: _Gap Year Agreement for student mobility, Learning Agreement, Certificate of enrolment, Certificate of attendance._	
12	**EDUC Gap Year Agreement + Learning Agreement** signature channel: 1. Sending universities require their **outgoing students** to fill out the documents _but not to sign them*._ 2. The coordinating teacher/IRO or other relevant staff at each **sending university** sign the documents. 3. The coordinating teacher/IRO or other relevant staff at each **receiving university** sign the documents. 4. The students are the last to sign. *The process can vary depending on one partner university's own procedure. Example of Masaryk University: For MU online Learning Agreement, students usually sign first, without a signature the LA is not sent to MU International Relations Office. _Reference documents_: _Gap Year Agreement for student mobility, Learning Agreement_	
13	**Moodle forum for the Gap Year**: Sending universities inform their outgoing students about the forum created for EDUC Gap Year students in order to share tips on the local life, accommodation, etc. at the different hosting cities and countries. • Sending universities ask for their students' consent to share their e-mail addresses • Sending universities share the e-mail addresses with the administrator of Moodle • Students are granted access _Link to the EDUC moodle_: https://learning.educalliance.eu/	

	AT THE BEGINNING OF THE MOBILITY	
14	**Certificate of Enrolment:** EDUC Gap Year students are considered as regular exchange students at the receiving university. Upon their arrival, when welcoming the students, the receiving university fills out and signs the "Certificate of Enrolment". The receiving university/student sends a copy to the administrative contact of the sending university. Students undertaking a one-semester mobility will receive 70% of the grant as a first payment. Students undertaking a two-semester mobility will receive 40% of the grant as a first payment. *Reference document: Certificate of Enrolment*	Within the first weeks of mobility.
15	**First payment of the mobility grant:** Depending on the French funding university: • UR1: Once the **Gap Year Agreement** is signed by the 3 parts, UR1 can proceed to the first payment of the grant, in accordance with the estimated amount on the "Notification of mobility grant award" – for both incoming and outgoing students. • UPN: Upon reception of the **Certificate of Enrolment**, UPN can proceed to the first payment of the grant, in accordance with the estimated amount on the "Notification of mobility grant award" – for both incoming and outgoing students. • UR1 and UPN send a confirmation e-mail to the students to inform them of that first payment.	UR1: Before the mobility UPN: Within the first weeks of the mobility
16	**Learning Agreement:** • Students, in relation with IRO in faculties and teacher coordinator, update their LA according to the courses they actually registered to. • The Learning Agreement is usually updated within the first weeks of the start of the year. • Signatures: students / receiving university / sending university. In order to ease the process, the students can forward a confirmation e-mail from their referent teachers regarding the modifications. *Reference document: Learning Agreement*	Within the first weeks of the mobility
17	**Mobility:** Students enjoy their time. For any concern, they can get in touch with the EDUC team, the international office and teacher coordinator at their receiving universities.	
	IN THE CASE OF A 2-SEMESTER MOBILITY	
18	**Student mid-term report:** Partner universities send the form to their own outgoing students. They centralize the reports: • UR1 and UPN send and receive reports from their outgoing students. • MU, PTE, UNICA and PU send the form to their outgoing students, centralize the documents and send them to either UR1 or UPN. *Reference document: Student mid-term report on the EDUC Gap Year mobility*	At the end of the first semester only.

19	**Second payment of the mobility grant:** • Upon reception of the "Student mid-term report", UR1 and UPN proceed to the second payment of the grant, in accordance with the estimated amount on the "Notification of mobility grant award" – for both incoming and outgoing students. • UR1 and UPN send a confirmation e-mail to the students to inform them of that second payment.	Usually after the end of the term, at the beginning of the 2nd semester.

AT THE END OF THE MOBILITY		
20	**Certificate of Attendance:** • The receiving university fills out and signs the "Certificate of Attendance". • The student/receiving university sends a copy to the administrative contact of the sending university. • UR1 and UPN need to receive this document in order to proceed to the balance payment of the grant. *Reference document*: *Certificate of Attendance in an EDUC University*	At the end of the stay.
21	**Transcript of records**: The receiving university sends a Transcript of Records to the student and their sending universities.	After each exam period.
22	**Student final report**: Partner universities send the form to their own outgoing students. They centralize the reports. • UR1 and UPN send and receive reports from their outgoing students. • MU, PTE, UNICA and PU send the form to their outgoing students, centralize the documents and send them to either UR1 or UPN. *Reference document*: *Student final report on the EDUC Gap Year mobility*	The month that follows the student's end of mobility.
23	**Questionnaire:** The end of mobility Gap Year questionnaire was created by UPN on Lime Survey. Only UPN has access and can create personalized tokens/links for the student to access. The questionnaire is anonymous. • UPN creates the students as participants on Lime Survey. • UPN sends the invitation and reminder e-mails to students so that they take part in the survey. • UPN centralizes and analyses the answers. *Link to the questionnaire (access restricted)*: *https://ls.parisnanterre.fr/681691?newtest=Y&lang=en*	The month that follows the student's end of mobility.

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24	**Balance payment of the mobility grant:** Upon reception of the final documents UR1 and UPN proceed to the balance payments of the grant, in accordance with the dates indicated on the "Certificate of Attendance" – for both incoming and outgoing students. Consequently, the real total amount of the grant might differ from the amount indicated on the "Notification of mobility grant award". UR1 and UPN send a confirmation e-mail to the students to inform them of that balance payment. Students are eligible to receive the totality of the grant if they comply with the following conditions: • Attend all the selected courses and follow the local requirements in terms of absence • Attend all the exams of the selected courses • Provide the Transcript of Records • Provide the report(s) on their experience • Provide the Certificate of Attendance	As soon as UPN and UR1 receive the final documents.
25	**EDUC certificate**: The receiving universities issue the EDUC certificate to their incoming students. It indicates the dates of the mobility and gives detailed information about the programme so that students can better highlight the EDUC GY in their students' journey.	As soon as possible at the end of the mobility.

SPECIAL CASE : REQUEST FOR AN EXTENSION OF THE MOBILITY PERIOD		
1	**General information:** Students going on a mobility during the first semester can request an extension of their stay to the second semester. They must initiate the process at least 40 days before the initial end date of the stay.	
2	**Student request:** • The student requesting an extension should inform both receiving and home universities. • The student requesting an extension should fill out the Extension request form. • The student needs to select new courses for the second semester • The student has to fill out a new Learning Agreement • The student has to send both the Extension request form + Learning Agreement to the home university _Reference document_: _Extension request, Learning Agreement_	40 days before the initial end date of the stay.
3	**Approval/Rejection:** The home university has to approve or reject the request with an e-mail to the receiving university	Within the days following the receipt of the request.
4	**Final validation:** If the request is approved, the final validation will be formalised by the signature of the new Learning Agreement and an addendum to the Gap Year Agreement. This will have an impact on the amount of the scholarship, etc.	Before the start of the second semester.

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b. Internal procedures for the EDUC Gap Year at each institution

While there was a common existing procedure for the EDUC Gap Year at the alliance level, each individual partner institution was invited to follow its own internal procedure for outgoing and incoming mobility management.

The pages that follow report the local procedures for the EDUC Gap Year at the six universities, in this order:

STEP	FLOW	WHO	HOW
Promotion:			
Actions to promote the call at the alliance level.	Outgoing/ Incoming	UPN as leader will promote the call	News on the EDUC's website, posts on social networks, EDUC online information meeting
Actions to promote the call internally at UPN.	Outgoing	EDUC GY team leader EDUC Communication officer EDUC GY coordinating teacher	An e-mail is sent out to all the students with information regarding the call for application. + News on UPN's website / Post on social networks / UPN internal information meeting on the EDUC GY / Use of promotional material: video / Promotion within the faculties.
UPN's outgoing students			
Application process.	Outgoing	Students	At UPN we use the common form created for the EDUC GY. The form is available online on the webpage dedicated to the EDUC GY. Students must send their application by e-mail to: activites.educ@liste.parisnanterre.fr
To answer to all the questions from students (mobility scheme, application details, course catalogues, etc.).	Outgoing	EDUC student mobility officer	By e-mail: activites.educ@liste.parisnanterre.fr Physically at the International Relations Office
To receive all the applications and check that no document is missing (form, motivation letter, language certificate, right number of ECTS=30, eligibility criteria specific to UPN's students, approval from the head teacher, etc.).	Outgoing	EDUC student mobility officer	When receiving the applications by e-mail.
UPN's internal preselection commission.	Outgoing	EDUC GY coordinating teacher EDUC GY team leader EDUC student mobility officer	By reviewing each individual students' application, motivation letter, courses selection. The applications are graduated according to the common EDUC GY criteria (cf. form). By reporting the final decisions regarding the preselection of students on minutes.
UPN's internal individual interviews with preselected students.	Outgoing	EDUC GY coordinating teacher	The EDUC GY coordinating teacher conducts individual interviews with preselected students in order to assess their language level, their motivation in taking part in the mobility programme, as well as to specify some points in their applications. The teacher has to fill out the Evaluation form, one per outgoing student.
To communicate the list of UPN's preselected students to the partner universities.	Outgoing	EDUC Gap Year team leader	UPN will then share the application folders of its outgoing students to the partner universities.
UPN's incoming students:			
Application process.	Incoming	Students	Students must follow the application process from their home universities.
To answer to the questions that incoming students may have regarding UPN.	Incoming	EDUC student mobility officer	By e-mail: activites.educ@liste.parisnanterre.fr
To receive the applications from incoming students and check that no document is missing (form, motivation letter, language certificate, right number of ECTS=30, etc).	Incoming	EDUC student mobility officer EDUC GY team leader	When receiving the applications by e-mail from the partner universities.
To check the eligibility of the courses selected by incoming students.	Incoming	EDUC GY coordinating teacher EDUC student mobility officer	With the help of the course catalogue and by contacting teachers.

Final selections:			
Individual EDUC GY commissions between UPN and each partner universities to review both incoming and outgoing applications.	Outgoing/ Incoming	EDUC GY team leader EDUC GY coordinating teacher Partner universities	Online meetings with the partner universities during which we review each individual application and agree on the selection of students.
Selection / Nomination:			
To inform UPN's outgoing students of their nomination.	Outgoing	EDUC student mobility officer	By e-mail with a Nomination Letter.
To inform UPN's incoming students of their nomination.	Incoming	EDUC student mobility officer	By e-mail with a Nomination Letter, after the home university has notified them.
Administrative follow-up:			
Administrative follow up with outgoing students.	Outgoing	EDUC student mobility officer Partner universities	The EDUC student mobility officer at UPN will get in contact with the nominated outgoing students in order to make sure that they meet all the conditions to undertake a mobility abroad. They all receive a UPN document "Guide of the student selected for the EDUC GY". Outgoing students must follow the enrolment process at their receiving university.
Administrative follow up with incoming students.	Incoming	EDUC student mobility officer	The EDUC student mobility officer at UPN will get in contact with the nominated incoming students. He/she will collect all the administrative documents needed to enrol the students at UPN.
To draft the "Notification of mobility grant award" letters.	Outgoing/ Incoming	EDUC administrative and financial officer	The notification letter contains an estimation of the mobility grant plus travel grant.
To send the "Notification of mobility grant award" letter.	Outgoing/ Incoming	EDUC student mobility officer	The EDUC student mobility officer at UPN, as the main contact with students, will send the notification letters to both incoming and outgoing students.
Gap Year Agreement + Learning Agreement:			
Sending out the agreements (outgoing).	Outgoing	Students EDUC student mobility officer EDUC GY coordinating teacher Partner universities	UPN will send the form to its outgoing students who will fill them out. The EDUC Gap Year coordinating teacher will review and sign the documents. The partner universities will then sign the agreements. Finally, the students will then sign the agreements. (The order of signature may vary).
Receiving the agreements (incoming).	Incoming	EDUC student mobility officer EDUC GY coordinating teacher Partner universities	UPN will collect the agreements for its incoming students and have them signed by the EDUC Gap Year coordinating teacher.
Before the mobility:			
General information.	Outgoing/ Incoming	EDUC student mobility officer	The EDUC student mobility officer at UPN will send out a reminder e-mail with all the information they need to know before the start of their mobility.
Beginning of the mobility:			
Certificate of enrolment / First payment.	Outgoing/ Incoming	Students EDUC student mobility officer Partner universities	Upon arrival, students must have the Certificate of enrolment signed by the receiving university. At UPN, this document activates the first payment of the mobility grant procedure.

Modification of the Learning Agreement.	Outgoing/ Incoming	Students EDUC GY coordinating teacher	Within the first weeks of the semester, students have the possibility to update their LA. The EDUC GY coordinating teacher at UPN must review and validate them.
Welcome meeting.	Incoming	EDUC student mobility officer EDUC GY coordinating teacher EDUC Gap Year team leader	At UPN, we try to have a physical welcome meeting dedicated to new incoming Gap Year students at the beginning of each semester.
Mobility for 1 year:			
Mid-term reports / Second payment (outgoing).	Outgoing	EDUC student mobility officer	UPN sends out the mid-term reports to its outgoing students and collects them back. UPN processes the second payment of the mobility grant.
Mid-term reports / Second payment (incoming).	Incoming	EDUC GY team leader and/or EDUC student mobility officer	UPN collects the mid-term reports from incoming students (sent by the partner universities). UPN issues the second payment of the mobility grant.
End of the mobility:			
Final report (outgoing).	Outgoing	EDUC student mobility officer	UPN sends out the final reports to its outgoing students and collects them back.
Final report (incoming).	Incoming	EDUC Gap Year team leader and/or EDUC Gap Year team leader	UPN collects the final reports from its incoming students (sent by the partner universities).
Transcript of records/Certificate of attendance (outgoing).	Outgoing	EDUC student mobility officer	UPN collects the ToR + Certificates of attendance of its outgoing students.
Transcript of records/Certificate of attendance (incoming).	Incoming	EDUC student mobility officer	UPN issues the ToR + Certificates of attendance for its incoming students.
Balance payment.	Outgoing/ Incoming	EDUC administrative and financial officer	UPN processes the balance payment of the mobility grant, according to the actual dates of the mobility.
Online questionnaire.	Outgoing/ Incoming	EDUC Gap Year team leader /or EDUC student mobility officer	UPN collects the e-mail addresses of the GY students from all universities (including UR1). UPN sends out individual e-mail invitations to students to complete the online survey.

Staff members involved in the EDUC Gap Year at Paris Nanterre:

- EDUC Gap Year team leader
- EDUC student mobility officer
- EDUC Gap Year coordinating teacher
- EDUC administrative and financial officer
- EDUC communication officer

ii.   Internal procedure at the University of Rennes 1

STEP	FLOW	WHO	HOW
Promotion:			
Actions to promote the call at the alliance level.	Outgoing/ Incoming	UPN as leader will promote the call	News on the EDUC's website, Post on social networks, EDUC online information meeting
Actions to promote the call internally at UR1.	Outgoing	EDUC project officer + communication officer	News on UR1 dedicated webpage; Student newsletter ; International officers relay information in the faculties ; Post on social networks ; EDUC online information meeting
UR1's outgoing students:			
Application process.	Outgoing	Students	At UR1 we use the common form created for the EDUC Gap Year. The form is available online on the webpage dedicated to the EDUC Gap Year. Students must send their application by e-mail to: educ-universite-europenne@univ-rennes1.fr. In addition, students must follow the local procedure for GY. They complete an application form to be signed by the Heads of programmes from the current year and upcoming year, as well as the Dean of their faculty. The application must be sent on time to the Career Centre (SOIE) in charge of supporting students for the Gap Year and organising the Gap Year commissions at the University level.
To answer to all the questions from students (on the mobility scheme, the application details, course catalogues, etc).	Outgoing	EDUC project officer	By e-mail: educ-universite-europenne@univ-rennes1.fr / Appointments can be planned on Teams or in presence at the International Affairs Department.
To receive all the applications and check that no document is missing (form, motivation letter, language certificate, right number of ECTS=30, eligibility criteria specific to UR1's students).	Outgoing	EDUC project officer	Upon reception of the applications by email. / Coordination with Career Centre (SOIE) - discussion about student applications and project. EDUC project officer gives green light on student applications before each UR1 Gap Year commission.
UR1's internal preselection process:	Outgoing	EDUC project officer in relation with Career Centre (SOIE)	By reviewing each individual students' application, motivation letter, courses selection. The applications are graduated according to the common EDUC criteria: New skills development, Linguistic and cultural skills development, European openness, Asset for social and professional integration, Coherence of select courses with the mobility project of the students.
To communicate the list of UR1's preselected students to the partner universities.	Outgoing	EDUC project officer	UR1 share the applications + completed evaluations forms of outgoing students to the partner universities.
UR1's incoming students:			
Application process.	Incoming	Students	Students must follow the application process from their respective home universities.
To answer to the questions that incoming students may have about UR1.	Incoming	EDUC project officer	Before the final selection, questions emerging from the students are preferably sent to their local EDUC project officer in charge of the Gap Year. In case the local EDUC PO is not able to answer, he/she can send an email to UR1 project officer.
To receive the applications from incoming students and check that no document is missing (form, motivation letter, language certificate, right number of ECTS=30, etc).	Incoming	EDUC project officer	Upon reception of the applications by the partner universities.

To check the eligibility of the courses selected by incoming students.	Incoming	EDUC project officer and mobility officers at the international offices of the faculties	EDUC project officer sends the list of preselected courses of the students to the mobility officers of the relevant faculties. They eventually check the availability of the course and student eligibility with teachers before answering the EDUC project officer.
Final selections:			
Individual EDUC Gap Year commissions between UR1 and each partner universities to review both incoming and outgoing applications.	Outgoing/ Incoming	EDUC project officer	Online meetings with the partner universities during which we review each individual application and agree on the selection of students.
Selection / Nomination:			
To inform UR1's outgoing students of their nomination.	Outgoing	EDUC project officer	By e-mail
To inform UR1's incoming students of their nomination.	Incoming	Sending university	By e-mail
Administrative follow-up:			
Administrative follow up with incoming students.	Incoming	EDUC financial and admin officer	An email is sent to the students in order to inform them about the procedure and documents to send back in order to prepare the scholarship payment.
Administrative follow up with outgoing students.	Outgoing	EDUC financial and admin officer	An email is sent to the students in order to inform them about the procedure and documents to send back in order to prepare the scholarship payment.
To draft the "Notification of mobility grant award" letters.	Outgoing/ Incoming	EDUC financial and admin officer	The notification letter is sent together with the email related to the administrative procedure (section above).
To send the "Notification of mobility grant award" letter.	Outgoing/ Incoming	EDUC financial and admin officer	The notification letter is sent together with the email related to the administrative procedure (section above).
Gap Year Agreement + Learning Agreement:			
Sending out the agreements (outgoing).	Outgoing	EDUC project officer	UR1 will send the form to its outgoing students who will fill them out. The EDUC project officer will review and sign the EDUC Gap Year Agreement. The teacher coordinators at UR1 will review and sign the EDUC Learning Agreement. The partner universities will then sign the agreements. Finally, the students will then sign the agreements. (The order of signature may vary). Once the Gap Year Agreement is signed by all parts, the EDUC financial and admin officer proceed to the 1st payment of the scholarship.
Receiving the agreements (incoming).	Incoming	EDUC project officer	UR1 will collect the agreements for its incoming students and have them signed. Gap Year Agreement is signed by the EDUC project officer. Once the Gap Year Agreement is signed by all parts, the EDUC financial and admin officer proceed to the 1st payment of the scholarship. The Learning Agreement is signed by the teachers coordinator or mobility officers, depending on the host faculties.

Before the mobility:			
General information.	Outgoing/ Incoming	EDUC project officer Mobility officers in the faculties	The EDUC project officer at UR1 will send out an e-mail with general information in order to help students preparing their mobility. Then, mobility officers in the faculties send out an e-mail to their students in order to provide them with more specific information.
Beginning of the mobility:			
Certificate of enrolment / First payment.	Outgoing/ Incoming	Student	Upon arrival, students must have their Certificate of enrolment signed by their receiving universities. This certificate should be sent to UR1 EDUC project officer and EDUC financial and admin officer.
Modification of the Learning Agreement.	Outgoing/ Incoming	Student Teachers coordinators	Within the first weeks of the semester, students have the possibility to update their LA (page 3 is dedicated to indicate those changes). The changes must be validated by the teachers coordinators (an e-mail is sufficient, no need to sign again the LA).
Mobility for 1 year:			
Mid-term reports / Second payment (outgoing).	Outgoing	EDUC project officer EDUC financial and admin officer	UR1 sends out the mid-term reports to its outgoing students and collects them back. UR1 processes the second payment of the mobility grant.
Mid-term reports / Second payment (incoming).	Incoming	EDUC project officer EDUC financial and admin officer	UR1 collects the mid-term reports from incoming students (sent by the partner universities). UR1 processes the second payment of the mobility grant.
End of the mobility:			
Final report (outgoing).	Outgoing	EDUC project officer	UR1 sends out the final reports to its outgoing students and collects them back.
Final report (incoming).	Incoming	EDUC project officer	UR1 collects the final reports from its incoming students (sent by the partner universities).
Transcript of records / Certificate of attendance (outgoing).	Outgoing	EDUC project officer	UR1 collects the ToR + Certificates of attendance of its outgoing students.
Transcript of records / Certificate of attendance (incoming).	Incoming	Mobility officers in the faculties EDUC project officer	UR1 issues the ToR + Certificates of attendance for its incoming students.
Balance payment.	Outgoing/ Incoming	EDUC financial and admin officer	UR1 processes the balance payment of the mobility grant, according to the actual dates of the mobility.
Online questionnaire.	Outgoing/ Incoming	EDUC project officer	UR1 send the e-mail addresses of its incoming/outgoing students to UPN. UPN sends out individual e-mail invitations to students to complete the online survey.

Team members involved in the EDUC Gap Year at Rennes 1:

- EDUC project officer
- EDUC financial and admin officer
- Mobility officers at the international offices in the faculties

STEP	FLOW	WHO	HOW
Promotion:			
Actions to promote the call at the alliance level.	Outgoing/ Incoming	UPN as leader will promote the call	News on the EDUC's website, Post on social networks, EDUC online information meeting.
Actions to promote the call internally at UNICA.	Outgoing	EDUC Community Manager WP8 T8.1 Responsibles EDUC Local Team	News on UNICA's website / Post on social networks / UNICA internal information meeting on the EDUC Mobilities / Use of promotional material: video / Promotion wihin the different departments.
UNICA's outgoing students:			
Application process.	Outgoing	Students	At UNICA we use the same platform to manage students profiles and careers (the same used for all the mobility calls, i.e. WP6/Erasmus grants/etc.). The application form is available online.
To answer to all the questions from students (on the mobility scheme, the application details, course catalogues, etc.).	Outgoing	WP8 T8.1 Responsibles	By e-mail: educ@unica.it Physically at the International Relations Office
To receive all the applications and check that no document is missing (form, motivation letter, language certificate, right number of ECTS=30, eligibility criteria specific to UNICA's students).	Outgoing	WP8 T8.1 Responsibles	After the deadline the team download all the applications and a dedicated commission checks the eligibility of students and evaluate the candidates.
UNICA's internal preselection process.	Outgoing	Dedicated commission	By reviewing each individual students' application, motivation letter, courses selection. The applications are graduated according to the common EDUC criteria: *New skills development, Linguistic and cultural skills development, European openness, Asset for social and professional integration, Coherence of select courses with the mobility project of the students*. In addition, the commission evaluates the career of students accordingly to their grades, number of years and collected ECTS. By reporting the final decisions regarding the preselection of students on minutes.
To communicate the list of UNICA's preselected students to UR1 and UPN.	Outgoing	WP8 T8.1 Responsibles	UNICA will then share the application folders of its outgoing students to the partner universities (UPN or UR1).
UNICA's incoming students:			
Application process.	Incoming	Students	Students must follow the application process from their respective home universities.
To answer to the questions that incoming students may have regarding UNICA.	Incoming	WP8 T8.1 Responsibles ; International relation office (ISMOKA)	By e-mail: educ@unica.it and incoming@unica.it
To receive the applications from incoming students and check that no document is missing (form, motivation letter, language certificate, right number of ECTS=30, etc).	Incoming	WP8 T8.1 Responsibles	When receiving the applications by e-mail from the partner universities.

To check the eligibility of the courses selected by incoming students.	Incoming	WP8 T8.1 Responsibles	With the help of the course catalogue and by contacting teachers.
Final selections:			
Individual EDUC Gap Year commissions between UNICA and UR1/UPN to review both incoming and outgoing applications.	Outgoing/ Incoming	WP8 T8.1 Responsibles	Online meetings with the two French partner universities during which we review each individual application and agree on the selection of students.
Selection / Nomination:			
To inform UNICA's outgoing students of their nomination.	Outgoing	WP8 T8.1 Responsibles	By e-mail after the publication of the call's result (official document).
To inform UNICA's incoming students of their nomination.	Incoming	WP8 T8.1 Responsibles	By e-mail with a Welcome letter, after that their home university has notified them.
Administrative follow-up:			
Administrative follow up with incoming students.	Incoming	WP8 T8.1 Responsibles ; International relation office (ISMOKA)	The EDUC responsibles and the ISMOKA person in charge will get in contact with the nominated incoming students. He/She will collect all the administrative documents needed to enrol the students at UNICA.
Administrative follow up with outgoing students.	Outgoing	WP8 T8.1 Responsibles	The EDUC responsibles will get in contact with the nominated outgoing students in order to make sure that they meet all the conditions to undertake a mobility abroad. Outgoing students must follow the enrolment process at their receiving university.
Gap Year Agreement + Learning Agreement:			
Sending out the agreements (outgoing).	Outgoing	Students - WP8 T8.1 Responsibles - EDUC GY coordinating teacher - Head of International relations office (ISMOKA) - Partner universities	UNICA will send the forms to its outgoing students who will fill them out. The EDUC Gap Year coordinating teacher and the Head of ISMOKA will review and sign the documents. The partner universities will then sign the agreements. Finally, the students will then sign the agreements. (The order of signature may vary).
Receiving the agreements (incoming).	Incoming	WP8 T8.1 Responsibles - EDUC GY coordinating teacher - Head of International relations office (ISMOKA) - Partner universities	UNICA will collect the agreements for its incoming students and have them signed by the EDUC Gap Year coordinating teacher and the Head of ISMOKA.
Before the mobility:			
General information.	Outgoing/ Incoming	WP8 T8.1 Responsibles	The EDUC responsible at UNICA will send out a reminder e-mail with all the information they need to know before the start of their mobility.
Beginning of the mobility:			
Certificate of enrolment / First payment.	Incoming	Students WP8 T8.1 Responsibles International relations office (ISMOKA) Partner universities	Upon arrival, students must have their Certificate of enrolment signed by their receiving universities. This document activates the first payment of the mobility grant procedure (for grants managed by UPN only).

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Modification of the Learning Agreement.	Outgoing/ Incoming	Students EDUC Gap Year coordinating teacher	Students have the possibility to update their LA. The EDUC Gap Year coordinating teacher at UNICA must review and validate them.
Welcome meeting.	Incoming	Incoming students - International relations office (ISMOKA)	At UNICA, we try to have a physical welcome meeting dedicated to new incoming students at the beginning of each semester.
Mobility for 1 year:			
Mid-term reports / Second payment (outgoing).	Outgoing	WP8 T8.1 Responsibles	UNICA sends out the mid-term reports to its outgoing students and collects them back. UNICA forwards the reports to UPN and UR1. They process the second payment of the mobility grant.
End of the mobility:			
Final report (outgoing).	Outgoing	WP8 T8.1 Responsibles	UNICA sends out the final reports to its outgoing students and collects them back. UNICA forwards the reports to UPN and UR1.
Transcript of records / Certificate of attendance (outgoing).	Outgoing	WP8 T8.1 Responsibles	UNICA collects the ToR + Certificates of attendance of its outgoing students.
Transcript of records / Certificate of attendance (incoming).	Incoming	WP8 T8.1 Responsibles - International relations office (ISMOKA)	UNICA issues the ToR + Certificates of attendance for its incoming students.
Balance payment.	Outgoing/ Incoming	UR1 and UPN	UR1 and UPN process the balance payments of the mobility grants.
Online questionnaire.	Outgoing/ Incoming	UPN	UPN sends out individual e-mail invitations to students to complete the online survey.

Staff members involved in the EDUC Gap Year at Cagliari:

- WP8 T8.1 Responsibles
- International relation office (ISMOKA) - Incoming office
- EDUC Gap Year coordinating teacher
- Head of International relation office (ISMOKA)
- EDUC community manager
- Dedicated commission (it may vary depending on the call)

STEP	FLOW	WHO	HOW
Promotion:			
Actions to promote the call at the alliance level.	Outgoing/ Incoming	UPN as leader will promote the call	News on the EDUC's website, posts on social networks, EDUC online information meeting.
Actions to promote the call internally at MU.	Outgoing	Marketing team of CZS, EDUC Project Administrator	News on CZS social media (Centre for International Cooperation), informing international offices at faculties + opening application in IS OIS (MU internal system for managing mobilities).
MU's outgoing students:			
Application process.	Outgoing	Students	MU students have to fill out IS OIS application and upload motivation letter, EDUC Gap Year application and language certificate(s). The EDUC GY application is available on CZS website with all needed information.
To answer to all the questions from students (on the mobility scheme, the application details, course catalogues, etc).	Outgoing	EDUC Project Administrator	By personal e-mail to EDUC Project Administrator. The e-mail is listed on CZS website.
To receive all the applications and check that no document is missing (form, motivation letter, language certificate, right number of ECTS=30, eligibility criteria specific to MU's students).	Outgoing	EDUC Project Administrator	During application process. Notifying students if something is missing. Checking documents after the deadline.
MU's internal preselection process.	Outgoing	EDUC Project Administrator + Colleague from Department for Short-term and innovative mobilities (also working on EDUC)	After receiving applications, we evaluate them on based criteria for EDUC GY (New skills development, Linguistic and cultural skills development, European openness, Asset for social and professional integration, Coherence of select courses with the mobility project of the students.) Informing students about their preselection.
To communicate the list of MU's preselected students to UR1 and UPN.	Outgoing	EDUC Project Administrator	Uploading needed documents to shared OneDrive.
MU's incoming students:			
Application process.	Incoming	Students	Students must follow the application process from their respective home universities.
To answer to the questions that incoming students may have regarding MU.	Incoming	EDUC Project Administrator	By personal e-mail to EDUC Project Administrator. The e-mail is listed on CZS website.
To receive the applications from incoming students and check that no document is missing (form, motivation letter, language certificate, right number of ECTS=30, etc).	Incoming	EDUC Project Administrator	When receiving information from partners, informing them if something is missing.
To check the eligibility of the courses selected by incoming students.	Incoming	EDUC Project Administrator + department coordinators at faculties	According to selected courses, EDUC Project Administrator contacts department coordinators with question of possibility to enrol GY students. The approval is up to department coordinators.
Final selections:			
Two EDUC GY commissions between MU and UR1, and MU and UPN; to review both incoming and outgoing applications.	Outgoing/ Incoming	EDUC Project Administrator	Online meetings with the two French partner universities during which we review each individual application and agree on the selection of students.

Selection / Nomination:			
To inform MU's outgoing students of their nomination.	Outgoing	EDUC Project Administrator	Informing them by e-mail.
To inform MU's incoming students of their nomination.	Incoming	EDUC Project Administrator	Informing them by e-mail + sending link to IS OIS to fill out needed information so they can use MU IS (MU Information System).
Administrative follow-up:			
Administrative follow up with incoming students.	Incoming	EDUC Project Administrator	Waiting for documents to be signed by home university.
Administrative follow up with outgoing students.	Outgoing	EDUC Project Administrator	Sending needed documents to students. GY Agreement has to be sign before sending them LAs (EDUC + MU).
Gap Year Agreement + Learning Agreement:			
Sending out the agreements (outgoing).	Outgoing	EDUC Project Administrator + mobility coordinator at CZS	EDUC Project Administrator signs EDUC Gap Year Agreement + sends it to receiving university. Once receiving university signs it, Project Administrator transfers students to mobility coordinator who is now responsible for LAs (EDUC, MU) and informing them about administrative issues connected with mobility abroad. Taking over the whole communication with students.
Receiving the agreements (incoming).	Incoming	EDUC Project Administrator + Head of Welcome office	EDUC Project Administrator signs EDUC Gap Year Agreement (after home university signature). Once all universities sign it and student filled out needed information in IS OIS application; Project Administrator transfers students to the Head of Welcome Office who is now responsible for EDUC LA and informing them about administrative issues connected with MU IS (log in, or orientation week). Taking over the whole communication with students.
Before the mobility:			
General information.	Outgoing/ Incoming	Mobility coordinator + Head of Welcome Office	As stated above.
Beginning of the mobility:			
Certificate of enrolment / First payment.	Incoming	Students + Head of Welcome Office + receiving university	Upon arrival, students must have their Certificate of enrolment signed by their receiving universities. At UPN, this document activates the first payment of the mobility grant procedure.
Modification of the Learning Agreement.	Outgoing/ Incoming	Mobility coordinator + Head of Welcome Office (EDUC Project Administrator is usually informed) + receiving university's coordinators	Reviewing it and sending it to receiving university or signing it.

Mobility for 1 year:			
Mid-term reports / Second payment (outgoing).	Outgoing	Mobility coordinator + EDUC Project Administrator	MU sends out the mid-term reports to its outgoing students and collects them back. MU forwards the reports to UPN and UR1. They process the second payment of the mobility grant.
End of the mobility:			
Final report (outgoing).	Outgoing	Mobility coordinator + EDUC Project Administrator	MU sends out the final reports to its outgoing students and collects them back. MU forwards the reports to UPN and UR1.
Transcript of records / Certificate of attendance (outgoing).	Outgoing	Students + study departments/department coordinators	Students upload ToR and Certificate of attendance to MU IS (MU Information System) and their courses are recognized based on it by study department at their faculty or by department coordinator.
Transcript of records / Certificate of attendance (incoming).	Incoming	Head of Welcome Office	MU issues the ToR + Certificates of attendance for its incoming students.
Balance payment.	Outgoing/ Incoming	UR1 and UPN	UR1 and UPN process the balance payments of the mobility grants.
Online questionnaire.	Outgoing/ Incoming	UPN	UPN sends out individual e-mail invitations to students to complete the online survey.

Team members involved in the EDUC Gap Year at Masaryk:

- EDUC Project Administrator
- Head of Welcome Office
- Mobility Coordinators

STEP	FLOW	WHO	HOW
Promotion:			
Actions to promote the call at the alliance level.	Outgoing/ Incoming	UPN as leader will promote the call	News on the EDUC's website, posts on social networks, EDUC online information meeting.
Actions to promote the call internally at PTE.	Outgoing	EDUC Community Manager of PTE promotes the Call	Direction of communication (e-mail) to students + on social media platform (Facebook, Instagram) + online information meetings (Teams).
PTE's outgoing students:			
Application process.	Outgoing	Students	According to the instructions of the written PTE Call, Microsoft Forms Application Form + Motivation Letter Form (with unified questions).
To answer to all the questions from students (mobility scheme, the application details, course catalogues, etc).	Outgoing	The Head of Mobility and Scholarship Office & EDUC Community Manager of PTE	Face to face or via online information meeting or via e-mail (educ@pte.hu).
To receive all the applications and check that no document is missing (form, motivation letter, language certificate, right number of ECTS=30, eligibility criteria specific to PTE's students).	Outgoing	The Head of Mobility and Scholarship Office &EDUC Community Manager of PTE	Face to face or via online information meeting or via e-mail (educ@pte.hu).
PTE's internal preselection process.	Outgoing	The Head of Mobility and Scholarship Office& Head of French Department of PTE	Online interview (Teams).
To communicate the list of PTE's preselected students to UR1 and UPN.	Outgoing	The Head of Mobility and Scholarship Office &EDUC Community Manager of PTE	Sending the list to the partner universities (to UR1&UPN) via e-mail.
PTE's incoming students:			
Application process.	Incoming	Students	Students must follow the application process from their home universities.
To answer to the questions that incoming students may have regarding PTE.	Incoming	The Head of Mobility and Scholarship Office of PTE	Face to face or via e-mail.
To receive the applications from incoming students and check that no document is missing (form, motivation letter, language certificate, right number of ECTS=30, etc).	Incoming	The home university checks that no document is missing.	According to the home university's policy.
To check the eligibility of the courses selected by incoming students.	Incoming	The Head of Mobility and Scholarship Office &EDUC Community Manager of PTE	Via e-mail or online meeting.
Final selections:			
Individual EDUC Gap Year commissions between PTE and UR1, and PTE and UPN; to review both incoming and outgoing applications.	Outgoing/ Incoming	The Head of Mobility and Scholarship Office& Head of French Department &EDUC Community Manager of PTE	Online meetings with the two French partner universities during which we review each individual application and agree on the selection of students.
Selection / Nomination:			
To inform PTE's outgoing students of their nomination.	Outgoing	EDUC Community Manager of PTE	Via e-mail.
To inform PTE's incoming students of their nomination.	Incoming	The home university	According to the home university's policy.

Administrative follow-up:			
Administrative follow up with incoming students.	Incoming	The Head of Mobility and Scholarship Office &EDUC Community Manager& International Coordinator of the departments of PTE	They contact the student via e-mail. If the student is arrived, the consultation can be face to face as well.
Administrative follow up with outgoing students.	Outgoing	The Head of Mobility and Scholarship Office &EDUC Community Manager	Via -email or face to face.
Gap Year Agreement + Learning Agreement:			
Sending out the agreements (outgoing).	Outgoing	The French university	PTE only signs the agreements.
Receiving the agreements (incoming).	Incoming	The French university	PTE only signs the agreements.
Before the mobility:			
General information.	Outgoing/ Incoming	The Head of Mobility and Scholarship Office &EDUC Community Manager	Face to face & via e-mail & via online information meeting.
Beginning of the mobility:			
Certificate of enrolment / First payment.	Incoming	The French university	Upon arrival, students must have the Certificate of enrolment signed by the receiving university. UR1 and UPN process the first payment of the mobility grant.
Modification of the Learning Agreement.	Outgoing/ Incoming	The Head of Mobility and Scholarship Office &the French university	via e-mail.
Mobility for 1 year:			
Mid-term reports / Second payment (outgoing).	Outgoing	The Head of Mobility and Scholarship Office &EDUC Community Manager of PTE	PTE sends out the mid-term reports to its outgoing students and collects them back. PTE forwards the reports to UPN and UR1. They process the second payment of the mobility grant.
End of the mobility:			
Final report (outgoing).	Outgoing	The Head of Mobility and Scholarship Office &EDUC Community Manager of PTE	PTE sends out the final reports to its outgoing students and collects them back. PTE forwards the reports to UPN and UR1.
Transcript of records / Certificate of attendance (outgoing).	Outgoing	Hosting department of the French university	PTE collects the ToR + Certificates of attendance of its outgoing students.
Transcript of records / Certificate of attendance (incoming).	Incoming	Hosting department of PTE	PTE issues the ToR + Certificates of attendance for its incoming students.
Balance payment.	Outgoing/ Incoming	UR1 and UPN	UR1 and UPN process the balance payments of the mobility grants.
Online questionnaire.	Outgoing/ Incoming	UPN	UPN sends out individual e-mail invitations to students to complete the online survey.

Staff members involved in the EDUC Gap Year at Pécs:

- EDUC Community Manager of PTE
- The Head of Mobility and Scholarship Office

- Head of French Department
- International Coordinators of departments

STEP	FLOW	WHO	HOW
Promotion:			
Actions to promote the call at the alliance level.	Outgoing/ Incoming	UPN as leader will promote the call + Partner universities (internally)	News on the EDUC's website, post on social networks, EDUC online information meeting.
Actions to promote the call internally at UP.	Outgoing	UP's Community Manager UP's Mobility Manager External additional offer: UPN/UR1 information session	Local Gap Year website (https://www.uni-potsdam.de/de/educ/fuer-studierende/gap-year-in-frankreich); local International Office Instagram account (https://www.instagram.com/followyourfernweh.up/); local university Instagram account (https://www.instagram.com/unipotsdam/); local International Office newsletter ("Exchange Newslist"); local university-wide student newsletter ("Studi-News").
UP's outgoing students			
Application process.	Outgoing	Students	1) read relevant information on local website, compile necessary documents including application form, inform about course choice on partner universities' websites; 2) submit application documents to UP's Mobility Manager via e-mail.
To answer to all the questions from students (on the mobility scheme, the application details, course catalogues, etc).	Outgoing	UP's Mobility Manager	By e-mail or individual Zoom consultations, personal consultations upon request. Individual issues, e.g. language certificates or course choice, are discussed with the respective host university.
To receive all the applications and check that no document is missing (form, motivation letter, language certificate, right number of ECTS=30, eligibility criteria specific to UP's students).	Outgoing	UP's Mobility Manager	Once an application has been submitted, UP's Mobility Manager checks the documents and contacts the students via e-mail in case anything is missing or insufficient. Individual issues, e.g. language certificates, are discussed with the respective host university via e-mail.
UP's internal preselection process.	Outgoing	UP's Mobility Manager UP's Project Manager	UP's Mobility Manager compiles the list of applications and suggested points, then UP's Project Manager and UP's Mobility Manager discuss the applications and agree on the points in a meeting; UP's Mobility Manager informs any applicants that have not been selected for further processing of the result via e-mail.
To communicate the list of UP's preselected students to UR1 and UPN.	Outgoing	UP's Mobility Manager	UP's Mobility Manager uploads the complete applications to the shared online folder in time for the agreed deadline, including all evaluation sheets, and informs the partners via e-mail.
UP's incoming students:			
Application process.	Incoming	Students	Students must follow the application process from their respective home universities.
To answer to the questions that incoming students may have regarding UP.	Incoming	UP's Mobility Manager	Students contact UP's Mobility Manager directly via e-mail or questions are referred to UP's Mobility Manager by the partners. If questions are specific to certain courses, UP's Mobility Manager refers them to the respective teachers via e-mail.
To receive the applications from incoming students and check that no document is missing (form, motivation letter, language certificate, right number of ECTS=30, etc).	Incoming	UP's Mobility Manager	UP's Mobility Manager receives the applications via the shared folder from the respective partners.

To check the eligibility of the courses selected by incoming students.	Incoming	UP's Mobility Manager	Since the courses at UP are not published until shortly before the start of each semester, the incoming students' course selection is only preliminary and based on the previous semesters' course catalogue; UP's Mobility Manager hints at possible problems in the students' course choice, but no definite feedback can be given due to the aforementioned circumstances.
Final selections:			
Tow EDUC Gap Year commissions between UP and UR1, and UP and UPN ; to review both incoming and outgoing applications.	Outgoing/ Incoming	UPN, UR1 UP's Mobility Manager	Online meetings with the two French partner universities during which we review each individual application and agree on the selection of students.
Selection / Nomination:			
To inform UP's outgoing students of their nomination.	Outgoing	UP's Mobility Manager	Once the Gap Year commission has approved the applicants suggested by UP, UP's Mobility Manager informs them via e-mail of the selection and next steps.
To inform UP's incoming students of their nomination.	Incoming	UPN/UR1 UP's Mobility Manager	The home university informs the students of their selection. UP's Mobility Manager contacts the students via e-mail about any additional information specific to the enrolment/application procedure at UP.
Administrative follow-up:			
Administrative follow up with incoming students.	Incoming	UP's Mobility Manager and UP's Incoming Team (incoming-mobility@uni-potsdam.de)	Submits nominations of selected incoming students via the UP Incoming Team's online nomination form. Incoming Team provides nominees with information on enrolment via e-mail and UPrepare and is available for questions concerning enrolment etc. via e-mail and online consultations.
Administrative follow up with outgoing students.	Outgoing	Hosting universities UPN/ UR1	Provide students with information on their enrolment.
Gap Year Agreement + Learning Agreement:			
Sending out the agreements (outgoing).	Outgoing	UP's Mobility Manager	UP's Mobility Manager sends the drafts of the Gap Year Agreement and Learning Agreement to all selected students in the same e-mail as informing them of their selection being approved by the Gap Year commission. UP's Mobility Manager refers the students' Learning Agreements to their respective departmental examination boards for checking and signing.
Receiving the agreements (incoming).	Incoming	UP's Mobility Manager and respective departmental exchange coordinator	UP's Mobility Manager checks and signs the Gap Year Agreements; based on the students' selected courses, UP's Mobility Manager assigns their respective departmental exchange coordinator and sends them the Learning Agreement for checking and signing.
Before the mobility:			
General information.	Outgoing/ Incoming	UP's Mobility Manager (for outgoings and incomings) UP's Incoming Team (for incomings)	UP's Mobility Manager and the Incoming Team are available for any questions not covered by the comments above concerning the enrolment procedure and Gap Year documents. The Incoming Team sends an e-mail to the incoming students concerning collecting the welcome documents upon arrival. UP's Mobility Manager sends an e-mail reminder to the incoming students concerning their certificate of arrival.

Beginning of the mobility:			
Certificate of enrolment / First payment.	Incoming	UP's Mobility Manager	Upon arrival, students must have their Certificate of enrolment signed by their receiving universities (at UP, UP's Mobility Manager signs the Certificate of Enrolment and sends it to the home university and student). At UPN, this document activates the first payment of the mobility grant procedure. UR1 and UPN process the first payment of the mobility grant.
Welcome folder.	Incoming	Incoming Team	Upon appointment, the Incoming Team hands out a welcome folder to the incoming students, which includes information concerning the start of the semester as well as course enrolment documents and their student ticket
Modification of the Learning Agreement.	Outgoing/ Incoming	UP's Mobility Manager	UP's Mobility Manager sends an e-mail reminder to incoming and outgoing students concerning the update of their Learning Agreements and obtains the relevant signatures from their respective departmental exchange coordinators at UP / examination board.
Mobility for 1 year:			
Mid-term reports / Second payment (outgoing).	Outgoing	UP's Mobility Manager	UP sends out the mid-term reports to its outgoing students and collects them back. UP forwards the reports to UPN and UR1. They process the second payment of the mobility grant.
End of the mobility:			
Final report (outgoing).	Outgoing	UP's Mobility Manager	UP sends out the final reports to its outgoing students and collects them back. UP forwards the reports to UPN and UR1.
Transcript of records / Certificate of attendance (outgoing).	Outgoing	UPN/ UR1	UPN and UR1 send the ToR to UP via e-mail (at least this has been the case until now, but the procedure can be changed if needed).
Transcript of records / Certificate of attendance (incoming).	Incoming	UP's Incoming Team (transcript-incoming@uni-potsdam.de) UP's Mobility Manager	UP issues the ToR + Certificates of attendance for its incoming students. At UP, students need to request the issuing of a ToR via an online form and obtain all course completion certificates needed to issue the ToR independently. The Incoming Team reminds them of this via e-mail towards the end of the semester.
Balance payment.	Outgoing/ Incoming	UR1 and UPN	UR1 and UPN process the balance payments of the mobility grants.
Online questionnaire.	Outgoing/ Incoming	UPN	UPN sends out individual e-mail invitations to students to complete the online survey.

Staff members involved in the EDUC Gap Year at Potsdam:

- 1 mainly: UP's Mobility Manager
- 3 more from IO (Incoming Team)
- 2 more from EDUC: UP's Project Manager and UP's Community Manager
- Additional faculty members: Departmental Exchange Coordinators and Examination Board

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c. Recommendations to improve the procedures

Following the common procedure for the EDUC Gap Year was useful to set a frame, but not always an easy path as a couple of steps were unclear at first. The distribution of roles was slightly ambiguous.

There was one common procedure to follow, and partner institutions had to make sure they had a local procedure as well.

One recommendation to improve the procedures is to make sure that they are clearly written and understood by all actors. It allows to have a clear vision, to remove the redundant steps, to see if there are ways to do things faster and lighten the process. It is important to clearly distribute roles and integrate the steps in the academic calendar.

Procedures must be easily accessible to new team members and quickly understandable. The updated version of the common procedure for the EDUC Gap Year was shared in an online Google Drive document, from one person's account. It is necessary to agree on the best sustainable way to share it at the alliance level: an intranet would be a good solution. This applies to all the EDUC activities in general.

More inputs regarding the procedure and an action plan are laid out later in this document.

5. Evaluation of the physical mobility scheme

This part will focus on the evaluation of the mobility scheme after an experimentation at a small scale in 2020-2021 (3 students undertaking a mobility) and a first full year of experimentation in 2021-2022 (50 students undertaking a mobility). At the time of writing the report, 29 students are currently experiencing an EDUC Gap Year mobility at the partner universities for the academic year 2022-2023. They were not taken into account for the evaluation of the scheme.

a. The figures

The tables below show the figures for the EDUC Gap Year for 2020-2021 and 2021-2022.

i. General data

Total number of outgoing students at each partner universities:

From Cagliari:	7
From Potsdam:	5
From Masaryk:	3
From Pécs:	3
From Rennes 1:	21
From Paris Nanterre:	14
Total =	**53**

A total number of 53 outgoing students *started* an EDUC Gap Year mobility, the University of Rennes 1 being the one that sent the most students.

Total number of incoming students at each partner universities:

To Cagliari:	12
To Potsdam:	10
To Masaryk:	6
To Pécs:	9
To Rennes 1:	10
To Paris Nanterre:	8
Total =	**55***

This table shows the number of EDUC Gap Year students at each university, the University of Cagliari being the one that welcomed the most students.

Two students from Paris Nanterre did a mobility at two different universities.

ii. Detailed data

Number of outgoing students at each partner university in details:

Number of outgoing students from UNICA:

To UPN:	2
To UR1:	5

Number of outgoing students from MU:

To UPN:	2
To UR1:	1

Number of outgoing students from UP:

To UPN:	2
To UR1:	3

Number of outgoing students from PTE:

To UPN:	2
To UR1:	1

Number of outgoing students from UPN:

To UNICA:	7
To UP:	7
To MU:	1
To PTE:	1

Number of outgoing students from UR1:

To UNICA:	5
To UP:	3
To MU:	5
To PTE:	8

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Number of incoming students at each partner university in details**:**

Number of incoming students to UNICA:

Students from UPN:	7
Students from UR1:	5

Number of incoming students to MU:

Students from UPN:	1
Students from UR1:	5

Number of incoming students to the UP:

Students from UPN:	7
Students from UR1:	3

Number of incoming students to PTE:

Students from UPN:	1
Students from UR1:	8

Number of incoming students to UPN:

Students from UNICA:	2
Students from MU:	2
Students from PTE:	2
Students from UP	2

Number of incoming students to UR1:

Students from UNICA:	5
Students from MU:	1
Students from PTE:	1
Students from UP	3

Number of early terminations:
1 outgoing student from MU at UPN
1 outgoing student from UPN at UP
2 incoming students from UNICA to UR1

Number of extensions:
1 outgoing student from MU at UPN
1 outgoing from UPN at UP
1 incoming student from MU at UR1

General overview of the lengths of the mobility periods (**including** early terminations/ extensions):

UNICA	Outgoing students undertaking a one-semester mobility:	5	5 sem.
	Outgoing students undertaking a two-semester mobility:	2	4 sem.
UP	Outgoing students undertaking a one-semester mobility:	5	5 sem.
	Outgoing students undertaking a two-semester mobility:	0	0
MU	Outgoing students undertaking a one-semester mobility:	1	1 sem.
	Outgoing students undertaking a two-semester mobility:	1	2 sem.
PTE	Outgoing students undertaking a one-semester mobility:	1	1 sem.
	Outgoing students undertaking a two-semester mobility:	2	2 sem.
UR1	Outgoing students undertaking a one-semester mobility:	10	10 sem.
	Outgoing students undertaking a two-semester mobility:	11	22 sem.
UPN	Outgoing students undertaking a one-semester mobility:	6	6 sem.
	Outgoing students undertaking a two-semester mobility: *(including two semesters at 2 different university for 2 students)*	9	18 sem.

Total: 53 students
67 semesters

47% 53%

■ One semester ■ Two semesters
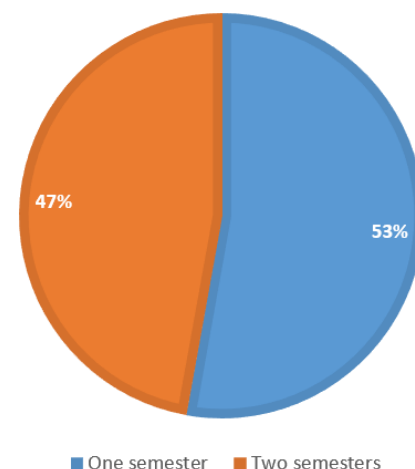
iii.   Conclusion

At the end, the figures only include information about selected students who actually *started* their EDUC Gap Year mobility. Indeed, a few students selected withdrew their applications for different reasons, one being them choosing another project or the administration from their home university interrupting the process because they did not meet all the conditions.

The data confirm that the mobility scheme was quite successful among students. The possibility for students to do a break in their studies, thanks to a French regulation on Gap Year ("césure") was already applied at UPN and UR1. The EDUC Gap Year however offers a specific framework providing administrative and financial support to students in order to study abroad in a different field. They are the ones that received the most applications, more than the number of available semesters. This proved to be challenging as some selected students withdrew their applications, leaving semesters unallocated at the end, for by the time it was too late to nominate previously rejected applicants.

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b. Evaluation from the perspective of the students

To assess the quality of the mobility programme, tools were created to collect EDUC GY students' feedbacks. Students undertaking a two-semester mobility had to fill out a "***mid-term report***" at the end of the first semester. All students had to fill out a "***final report***" plus an ***online questionnaire*** at the end of the mobility.

The difference between the two methods is that students were able to fill out the ***reports*** with more freedom, using their own words to assess their mobility. However, the ***online questionnaire*** helped them evaluate their experience with predefined criteria and goes deeper in the analysis.

i. Results of the reports

Final reports from 45 Gap Year students of the six EDUC universities were carefully read. They had to answer to a few questions regarding the reasons for choosing the EDUC GY, the courses they attended, the competences and soft skills developed, the activities they were involved in; and finally their plans for the future. This, with the help of the "**eLene 4 work soft skills framework**" (*see image page 37*).

Reasons for choosing the EDUC Gap Year:

It is interesting to first analyse the objectives the students had for choosing this mobility scheme. As for any international mobility programmes, one main reason was **the desire to go abroad**: some students wanted to "taste" their first real experience abroad, for other "without all the pressure of doing an Erasmus". One student wrote that it was a perfect opportunity, as his home university did not allow any exchange during the curriculum. Students chose the EDUC GY **to be more open-minded** and "to grasp a better understanding" of another culture. They wanted to work with other international students and **expand their networks**. When applying, their **interest for one specific country** (for its culture) or **for one specific university** (for its "cosmopolitanism" or courses offer) made the difference. Some stated that they wanted "to get in touch with different approach in education". Academically, a few students needed to go through this experience in order **to take a step back and reflect on their future studies/career** before starting a new degree or totally changing their field of study. When it comes to competences, all of them generally wanted **to develop/improve/strengthen their language skills**. The main principle of the EDUC Gap Year: **disciplinary openness** was a great success among students, some of them seeing it as "a unique opportunity" to open themselves to other academic fields, to create their own curriculum, or to "dig deeper into another passion". Indeed, one student chose the EDUC GY in order to study courses not available at her home university. Then, many of them wished to study specific subjects outside their diploma, either to confirm their future choice of study in one field, to complete their professional skills portfolio, or to add new dimensions to their current studies. Finally, the other reasons for choosing this programme are more **personal**. Some students wished "to gain more autonomy and self-esteem", **to be independent** from their parents, or to step out of their comfort zone. They yearned for **more freedom**. Some needed **to take a break**; other found it interested that the programme emphasized on **the acquisition of new soft skills**. They chose it for **future personal professional projects**: it "will open up many new professional doors to me", an "opportunity to boost my CV and make it more valuable to the recruiters". Eventually, some students chose to enrol because they were just **curious**. One last aspect that finished convincing a few students is **the financial support**: "there was a real economic support and I would not have to struggle financially".

The courses attended:

In the reports, students integrated their typical timetables, list of courses and explained why they made changes. One first feedback from students is **the cultural difference regarding the courses formats:** some being "in intensive formats and over an amount of a few weeks", some held in seminars, "classes led through students debates". They found themselves learning in different ways than what they had been used to at home. Then, they pointed out **the difference of planning**: more time off, or intensive weeks on the contrary, timetables changing every week, etc. In general, they all adapted easily to these new changes and explained how they organized themselves. Some devoted their new free time to homework and cultural activities. To continue, students explained why they had **to drop courses**: the main reasons were that either they did not understand the content, the level was too advanced, because of the teaching methods, it was not what they expected, the location was too far from their places, or there was an overlap. The feedbacks that will follow regarding **the modifications of their lists of courses** are important to take into account. Indeed, a huge majority of students had to go through this process at the beginning of their stay for different reasons. Even though the comments are generally positive, it had an impact on their experience as they chose to enrol at a university for specific courses no longer available to them. The most quoted reasons for modification are courses overlapping, courses no longer offered upon their arrival, courses with prerequisites, courses from Master degree level, late registration, no more available places, because of the locations. Moreover, some students faced additional difficulties in finding new courses due to fewer choices, timetable issues, and limited number of courses open to exchange students. At the end, despite the issues they faced, they all adapted and explained how satisfied they were with their choices: "At first, I was a bit disappointed that my classes did not work out as I planned originally, but in the end I was happy with my choices."

The disciplinary competences developed:

When asked about the disciplinary competences they developed during their mobility, students most commonly mentioned the competences presented in the graph below:

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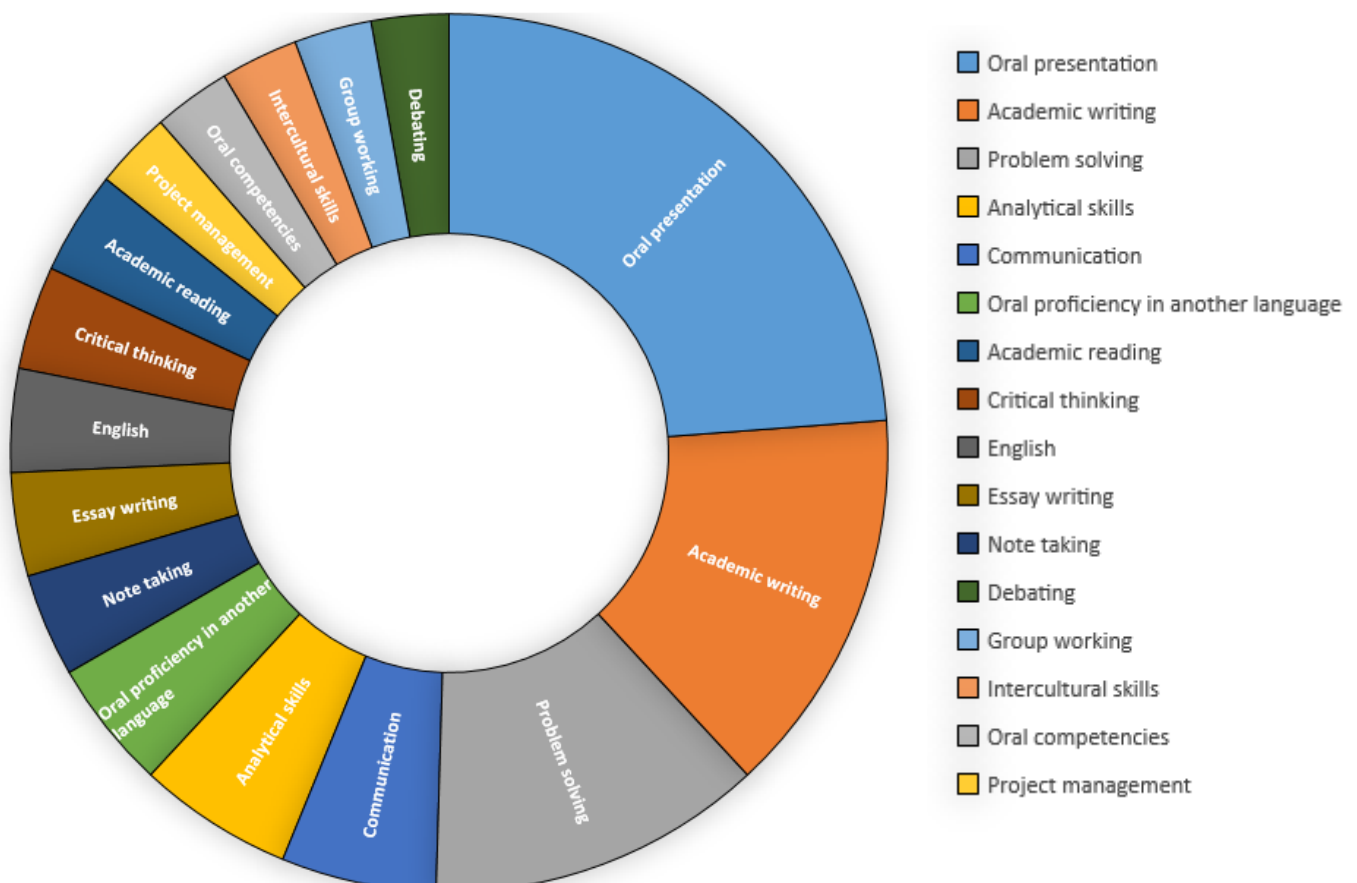
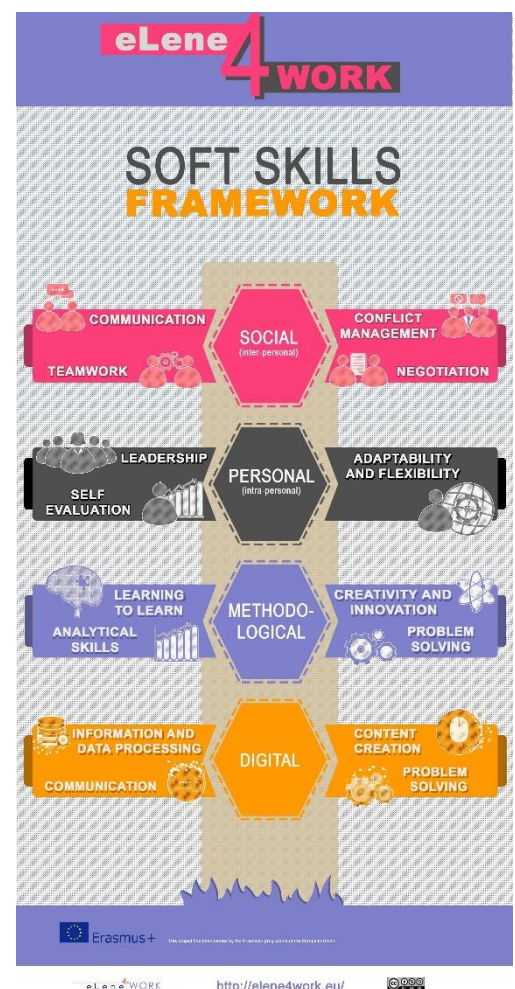Some additional competences from the vast list are as follows:

- Academic research, Analyzing an economical/political/art text, Conceptual thinking, Cross-disciplinary knowledge, Data analysis, Decision-making, Design thinking, Efficient reading techniques, Eloquence, Environmental crisis issue and green policies, Help a patient, Integration of new concepts, Inventory and flow management, Knowing how to research, Legal reasoning, Linguistic communication, Make a nutritional planning, Making SQL Queries, Negotiation, Observation of fauna and flora, Professional arguments and reasoning, Programming, Reasoning ability, Sense of initiative and entrepreneurial spirit, Social thinking, Team spirit, Technical skills in Arts, Text commentary, Text translation, Theater performance, Time management, Virtual learning and communication, etc.

<u>The soft skills developed</u>:

With the help of the "**eLene 4 work soft skills framework**", EDUC GY students self-evaluated the soft skills they acquired or developed. They referred to most of the social, personal, methodological, and digital soft skills indicated on the chart. Students explained that they mainly developed those soft skills during lectures, in specific courses and through group work. They also gave concrete examples of social interaction with other international students, as well as confrontation with people that did not share the same opinion. Taking part in extra-curricular activities, being away from home alone, and going on small trips also contributed.

It is interesting to focus on some **additional soft skills** students indicated:

Assertiveness	Initiative
Autonomy	Integrity
Attention to details	Intercultural skills
Autonomy	Managing deadlines
Common sense	Non-verbal communication
Create a new social life	Open-mindedness
Curiosity	Organisation
Decision making	Public speaking
Diligence	Reliability
Emotional intelligence	Responsibility
Empathy	Self-confidence
Fairness	Self-management
Friendliness and manners	Time management
Frustration tolerance	Valuing and encouraging
Improvisation	Work ethic
The sharing of ideas and the ability to express opinions	

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Language competences:

All the students reported that they improved their language skills. They had to self-evaluate their progress by assessing their level before and at the end of the mobility. The scale used was from "No prior knowledge", to "Little knowledge", "Intermediate Knowledge", and "Advanced knowledge".

The languages studied were as follows: Arab, Czech, English, French, German, Hungarian, Italian, Russian, Spanish, and Turkish.

Extra-curricular activities:

Some students did not mention any extra-curricular activities. A majority did mention **sport activities**, **travelling to other cities/countries**, **taking part to local Erasmus Student Network (ESN)** and **cultural activities** – among others. Those activities played an important part in the acquisition of new soft skills.
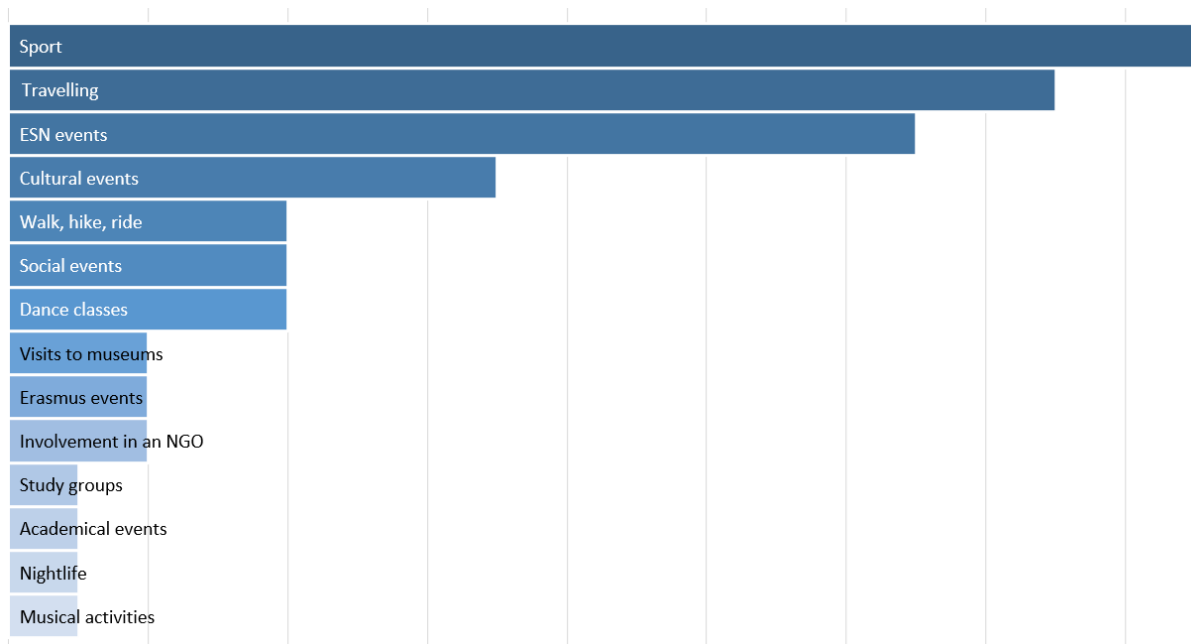
Future plans in their academic, professional and social lives:

Regarding their academic lives, some students have **a specific idea of their future degree**, either at home or abroad. One wishes to continue at the receiving university. The other part **will continue their studies with more confidence**: the GY confirmed that they made the right choice of study, they feel advantaged compared to their peers thanks to new knowledge and "attitude towards work and study", they will "incorporate gained knowledge" to their future academic life. Then, they said that **they will be more confident when applying for a new curriculum**. Especially for one student who decided to change direction. Finally, students terminating their studies feel peaceful and less stressed about it.

Regarding their future professional lives, the majority did not have any concrete plans yet. Some are willing **to work abroad in another country**, at least for a short time. One student applied for a summer job in the United Kingdom. If not abroad, some feel **"confident" to work in an international company**

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or in an international environment at home. They understood that the prospection of **an international career** is a need. A few students explained that they had plans **to do an internship** abroad, or at home. This, thanks to the **new professional network** they developed, as they mentioned. Students who have a professional plan already think about **having their own business or start-up**. Some students feel **positive and more confident about their career plans**, while one will **change her plan**. The new skills that they acquired will **increase their employability**. Some students already know precisely how they will **use the new skills in the professional life**, some want to do a PhD, some other are certain that **it has opened up many opportunities** for them. In conclusion, the general feeling is that they feel serene about their future.

Regarding the social life, the quality that stands out the most is **open-mindedness**. They feel more open to other cultures and foreigners, some changed their opinion of another country, some have plan **to be better hosts for foreigners at home**, starting with international students at their home university for example – "I am thinking of getting involved in associations for foreign students". They made new friends, and they are willing **to bring some of that "new" social life home**. A few students pointed out how they were **able to go out of their comfort zone**. With that new confidence, they are **less afraid to interact** with people and confirmed that their social skills improved after the mobility – "It helped me so much in my social life that I am no more the same person now". For other students, their new social life means new topics of discussion, respect for others, feeling of belonging, or confidence to socialise in another language. – "I think it is my most important and valuable thing that I'm bringing [back home]".

In conclusion, the reports provide mainly positive feedbacks from the students. They were able to analyse the benefits of the mobility programme in their lives and in their future projects. They understood how much they grew from this experience.

## ii. Results of the online questionnaire

The online questionnaire was submitted to EDUC Gap Year students at the end of their mobility. The aim of the survey was to evaluate their experience with the mobility programme regarding different aspects: interaction with home university and receiving university, communication before the mobility, application process, courses during the mobility, as well as personal development and achievements. A total number of 47 students completed the online questionnaire.

Before the mobility

When was your mobility?
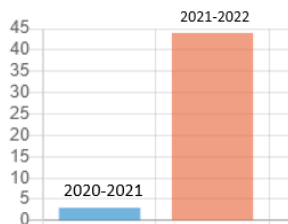
During which semester did you take an EDUC Gap Year/semester mobility?
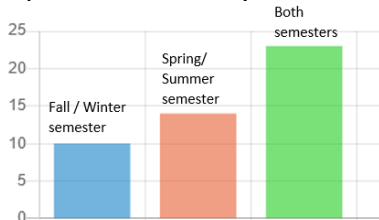
What were your objectives when you chose to take a Gap Year/semester?

- Take a step back and find out whether or not I would like to continue my current degree while discovering other subjects
- Try out a field of study that was not in my curriculum but in which I was interested
- Try out a new field of study with the aim of reorienting myself in that specific field
- Individualize my profile and enhance my CV by adding specific competences on it, in order to enhance my employability
- Individualize my profile and enhance my CV by adding specific competences on it, in order to enhance my chances to have a place in a selective Master programme
- Other

➔ "Other: *"Going out of my comfort zone / Try out studying in another country and gain new skills / Use your studies and job to travel / Improve language skills / Discover a new culture."*

Did you take part in an information meeting about this mobility scheme?
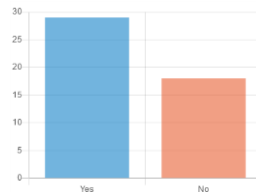
Did you feel well informed about the EDUC Gap Year scheme before your mobility?
**(1= low appreciation / 5= all information provided')**
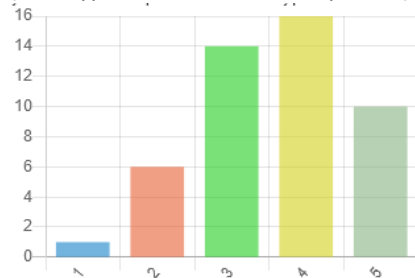
Please describe what you appreciated / or your suggestion for improvement:
➔ *"I appreciated I could ask questions. It would not have been the same without the meeting. Suggestion to record it for those who cannot attend. / Suggestion to inform student about upcoming information meetings regarding the beginning of the studies with course registration. / It was advertised enough. / Some information regarding the choice of courses were not clear. Not clear what my status would be at my home university during my exchange. / I appreciate the way the programme was explained. / More help to find accommodation service. / Explain better how the last part of the grant is paid. / The communication in my university was great! We could see that the staff cared for us. / I appreciated the contact and assistance from the EDUC administration. / Very well supported, however more details about the scholarship was needed. / Everything well explained during the information meeting, but lost in the administration once on site."*

Before the mobility: Communication

How did you learn about this mobility scheme?
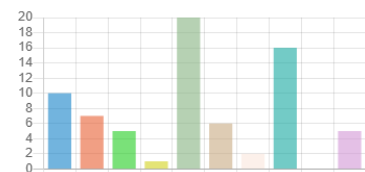
- I received an e-mail from the EDUC staff
- I went on the EDUC website
- A fellow student told me about it
- I received an e-mail from one of my teachers
- I received an e-mail from my local university
- During an online event organised by the EDUC alliance
- During an online event organised by my home university
- From the social media/ website of my home university
- From the social media/ website of the EDUC alliance
- Other

➔ Other: *"On the website for mobilities. / During a phone call with the person in charge of Gap Year programmes. / I sent an e-mail for information. / During my interview for my Gap Year."*

What communication channel would you recommend using to promote this mobility to EDUC students?
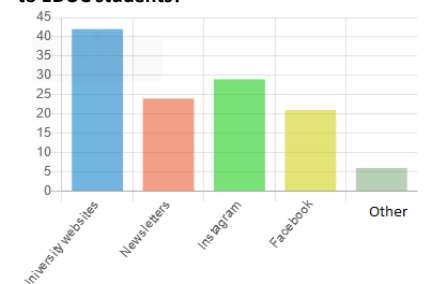

➔ Other: *"Posters at the university (+on toilet doors). / Informing more professors so that they promote it during their courses. / Through students who already tried the programme. / A proper e-mail and not in a newsletter with lots of other information. / Meeting in class. / TikTok."*

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Before the mobility: Application process

Was the study offer/course catalogue of the receiving university easily accessible in order to select the courses? (1 = Uneasy / 5 = Easily accessible)
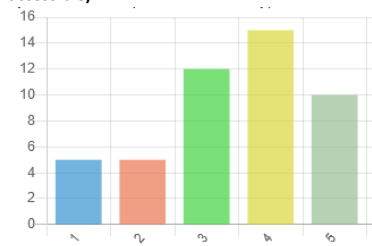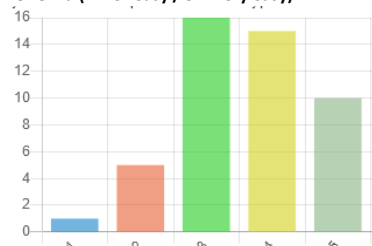

Would you say that the information that you found or that were given to you about the receiving university and its study offer were clear enough? (1 = Unclear / 5 = Very clear)
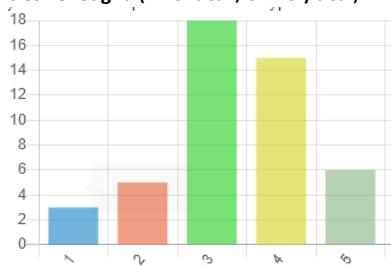
How clear and easy was the EDUC Gap Year application form to fill out? (1 = Uneasy / 5 = Very easy)
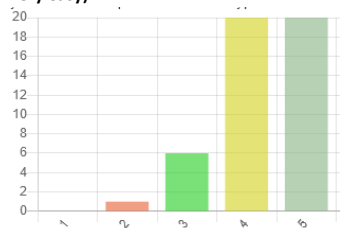
How clear and easy was the enrolment procedure at the receiving university to follow? (1 = Uneasy / 5 = Very easy)


Please describe what you appreciated / or your suggestion for improvement regarding the application process:

➔ *"Enrolment procedure at my receiving university easy to follow. / University's website unclear and secretary unreachable. Faculty easier to contact. / Difficulty to select classes because I did not speak French. Suggestion to communicate clearly available classes. / Course catalogue difficult to search. / Suggestion to briefly describe the course: contents, exams, etc. / Suggestions to have other EDUC students +someone from the university to help finding classes. / A bit confusing to look at the course catalogues of the previous years. / To have a catalogue of the faculties and its courses in*

details. / The communication and the information were clear. / Apart from some issues, application process simple and straightforward. Administrative staff comprehensive and helpful. / Difficult to find the list of courses on the websites. Enrolment process uneasy, information received too late."

## Before the mobility: Preparation

Did you feel adequately supported by your home university? (1 = Not at all / 5 = Absolutely)
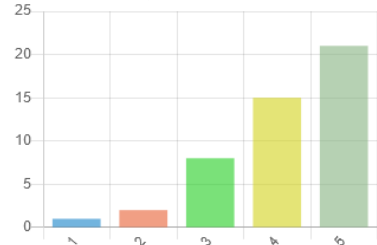
Did you feel adequately supported by your receiving university? (1 = Not at all / 5 = Absolutely)
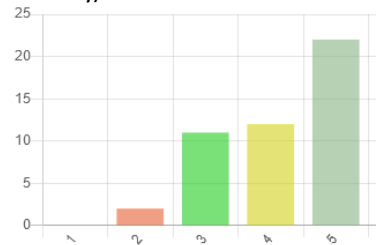
In general, did you receive adequate support from the administrations (international office, education office, etc.) of both universities? (1 = Not at all / 5 = Absolutely)
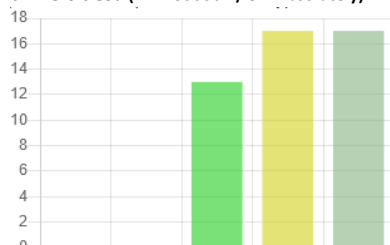

Please describe what you appreciated / or your suggestion for improvement if you have any:

➔ *Administration support at the beginning from the receiving university quite low. / I received information too late for one language course. / The staff at the receiving university helpful, although sometimes the communication with my home university was not fluid. / Severe issues with the enrolment at the receiving university, consequently with registration for exams. / Major problem with housing, the receiving university did not provide a place to stay. A big issue when you are not familiar with local procedures. The international office was able to help me to find a room in the end. / Help from both sides was amazing. / The staff was great, available quickly. / The enrolment procedure was clear thanks to a welcome day info pack and a call on Zoom. / I feel like my university was not sure of the overall procedure. I wished I knew more about all my options. / I had almost no interaction with my receiving university."*

During the mobility: Courses

Did the courses you attended meet your expectations in terms of content? (1 = Not at all / 5 = Absolutely)
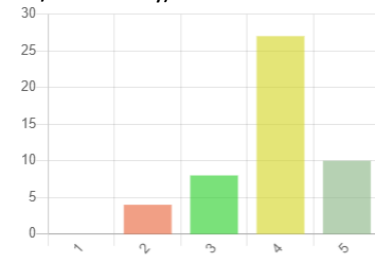
Did you receive adequate pedagogical support from the teachers? (1 = Not at all / 5 = Absolutely)
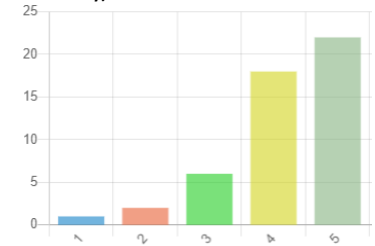

Please share your comments regarding the courses if you have any:

➔ *"Teachers were incredibly nice and supportive. / The courses were quite different from what I am used to (Timetable, Exams…), but easier than expected, so a good surprise. / I enjoyed most courses, some were different from expected based on the title or the syllabus, but it's ok. / The language course felt a little unuseful, suggestion to make it more interesting. / Transcript of records provided too late, and students need it. / Not the classes I was looking for in the 1st place. Nevertheless, they were interesting and the teachers professional. I learned a lot. / Language courses not adequately classified (C1, A2, etc.). / To be honest, many classes looked interesting and weren't that much. Important to explain the different types of courses (seminar, etc.) beforehand. / I enrolled in courses where the workload was too much. Course catalogue a bit unclear. / I was in class with 8-10 people, not easy to learn and meet people. / Only online classes: hard to follow, to participate, to be integrated properly with my classmates. But the content was great in most courses."*

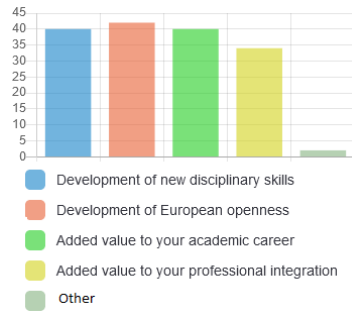## During the mobility: Personal development

Would you say that your EDUC Gap Year/semester experience helped you develop the following interpersonal soft skills?
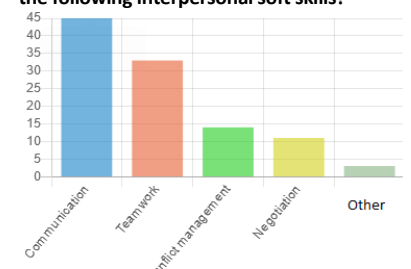
➔ Other: *"Flexibility. / I am not sure. / Flexibility to go from one language to another."*

Would you say that your EDUC Gap Year/semester experience was beneficial in terms of:

- Development of new disciplinary skills
- Development of European openness
- Added value to your academic career
- Added value to your professional integration
- Other

➔ Other: *"Development of personal qualities. / Development of valuing intercultural context."*

Would you say that your EDUC Gap Year/semester experience helped you develop the following intrapersonal skills?
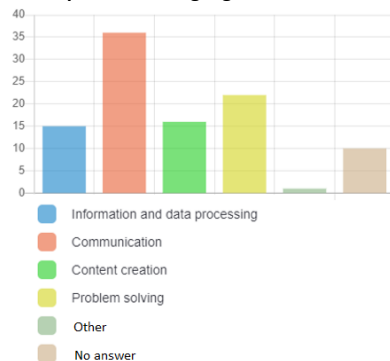

- Leadership
- Self-evaluation
- Adaptability and flexibility
- Other

➔ Other: *"Teamwork with equality. / Taking risks."*

Would you say that your EDUC Gap Year/semester experience helped you develop the following methodological skills?

- Learning to learn
- Analytic skills
- Creativity and Innovation
- Problem solving
- Other
- No answer

➔ Other: *"How to write a well-structured academic essay. / Not really."*

Would you say that your EDUC Gap Year/semester experience helped you develop the following digital skills?

- Information and data processing
- Communication
- Content creation
- Problem solving
- Other
- No answer

➔ Other: *"I did not develop any to be honest."*

What did you enjoy the most about this experience?

- Travelling
- Meeting new people
- Studying in another field
- Studying in another language
- Learning a new language
- Getting to know a new country
- Nothing in particular.
- Other
- No answer
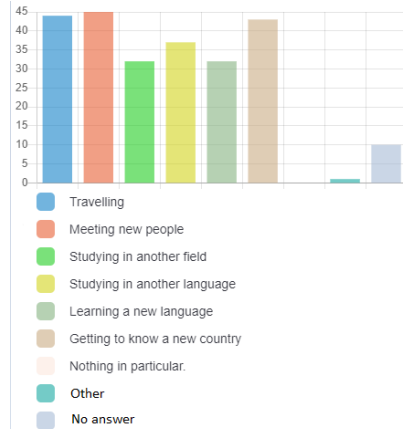
➔ Other: *"Having responsibilities, the freedom."*

Was there something you disliked during this experience?

- Homesickness
- Troubles with the language
- Financial problems
- Unsuitable courses
- No, there was not.
- Other
- No answer
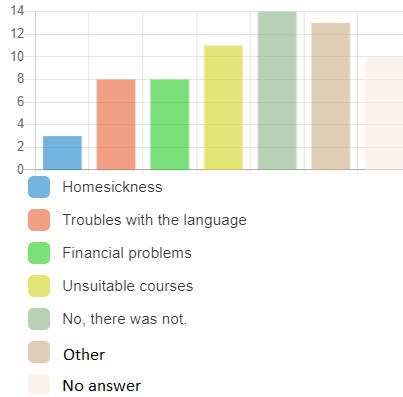
➔ Other: *"Follow courses at both home and receiving universities. / Having to pay for all the Covid tests. / Administrational process. / Loneliness. / Local people's attitude. / Finding a flat. Suggestion to have free rooms for foreign students at least the first month. / Health system. / Too many ECTS. / Waiting too long for the financial help. / Problem to find a flat, no help. / Loneliness at the begging. Zoom classes during the winter semester. / The food."*

**What would you consider the EDUC Gap Year brought to you?**

- Now, I am confident that I chose the right field of studies.
- On the contrary, it made me realize that I am more interested in another field of studies.
- I have deeper knowledge in another field of studies.
- I was able to experience different learning and teaching practices.
- Lifelong friendships
- A deeper knowledge of another culture
- International and intercultural competencies
- A development of my language skills
- An opportunity to become more independent
- An opportunity to stick to a budget and balance my finances

- I do not have an opinion.
- Other
- No anwser

➔ Other: *"Self-confidence. / A passion for a new field of study."*

Would you say that the EDUC Gap Year/semester matched with your personal objectives and expectations? (1 = Not at all / 5 = Absolutely)
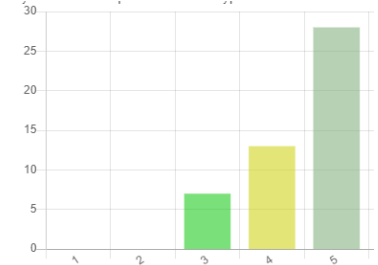
Please describe what could be done to improve the outcome of your initial goals for the EDUC Gap Year:

➔ *"Help the EDUC students connect among each other, perhaps a mandatory final review meeting after the entire program to exchange their experiences, to build a real "EDUC community. / Better language courses, better communication from my home university, better enrollment procedure. Dorm options open for EDUC students suitable for "east-European budget". / Not having to change the courses I initially wanted to take. / Better communication on available courses. / Better housing support. / Better course catalogue. / I have achieved my goals for this year. / The exchange brought me more than I had expected. / It was not my priority to discover other subjects."*

Would you recommend this mobility scheme to your fellow students? (1 = Not at all / 5 = Absolutely)
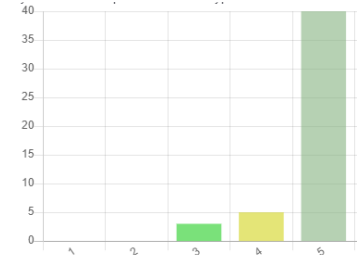
Please explain why you would / would not recommend this mobility scheme:

➔ *"A great opportunity to live in a foreign country, to learn multiple languages and cultures. For the quality of the courses, [etc]. / People don't really know the GY and you might not be as free when choosing courses. / A great and unique opportunity to develop skills [...] all financially supported. / It will automatically bring something to anyone that does it! / It helped my career, scholar plan, self-esteem, [etc]. / The best thing to do for students not sure about their future after university. / It helps reorientating in your career path at the early stage. / It gives you the freedom to make your own choices and combine subjects that you are interested in. /*

The financial support is good. This takes out the pressure [...]. / You can tell that the program is still young and there needs to be more focus on communication about available classes and housing support. / Leaving in Paris is really magical. / Culture, free museums for students are a banger. / Downside is the stress and chaos that come with it. / An incredible experience. Both from a personal and academic perspective. / You get to know people from all over Europe and the world, it helps you gain confidence. / A great advantage for a future professional career. / It allows to compare teaching methods. / The financial aid makes this GY accessible. / I saw the differences between my home university and the one where I did the GY. / A year to discover yourself. / If you're not sure about your actual studies you can try another."

Do you think that interaction with international students improved your learning? (1 = Not at all / 5 = Absolutely)
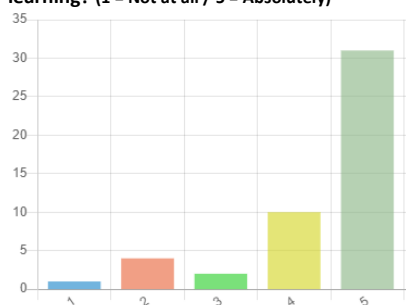

Please describe in what way:
➔ "I got better at English and picked up some German. / It made me grow, we frequently talked about worldwide politics and international conflicts. / I became more creative and cosmopolitan, developed interpersonal and intercultural skills. / I am now much more fluent in English. / It is always good to interact with others during classes. / Interactions made the experience better. / We could do projects together for courses, I saw their learning methods and I realized that some could work for me. / Different ways to look on a problem. / We could share our experience. / I realized how my own and thinking of others differed in many ways. / When the weather is good, we just want to go out, I don't think it help me to learn. / It helped me to improve my language skills. A great opportunity to be with native speakers. / It gives a different perspective on many subjects, on how to study, analyze and think. / The relationship with some people. / In my specific case, not really. Online classes didn't really encourage interactions. In real, it would have made my student experience much more rewarding."
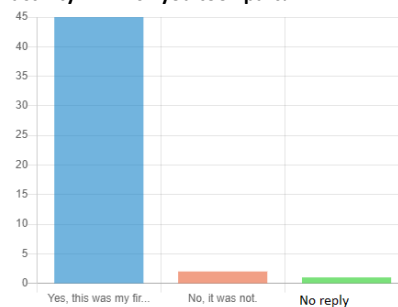
Do you consider that the new disciplines allowed you to develop skills in regard to your professional perspectives? (1 = Not at all / 5 = Absolutely)
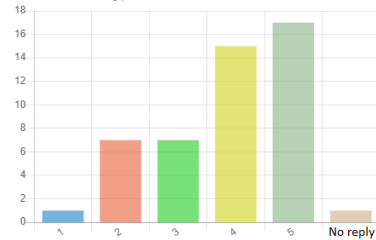
Do you feel confident about your integration back at your university? (1 = Not at all / 5 = Absolutely)
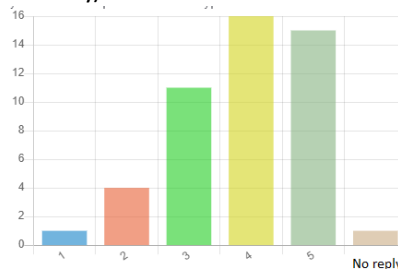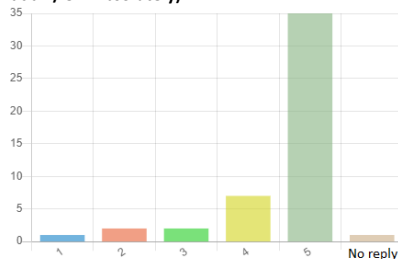

Was the EDUC Gap Year the first EDUC activity in which you took part?

In which EDUC activities did you take part before?
➔ "Summer school."

If you had the occasion, would you participate in another EDUC activity? (1 = Not at all / 5 = Absolutely)

General suggestions to improve the EDUC Gap Year scheme or to share a testimonial – Please express yourself freely:
"The universities should really know what EDUC is and not treating it as another Erasmus program. / To allow more flexibility in the choice of courses. / Make it more accessible to all students (perhaps a higher scholarship), support the creation of a real lifelong EDUC (alumni) community, in the long run even offer a joint EDUC degree (similar to the Erasmus Master programs). / For those who want to do an internship after/before the semester mobility, send applications the earlier possible to not be overwhelmed :) / Better advertisement of all the activities. Thank you for the opportunity. / The communication was amazing, people were amazingly helpful, they helped me with all my problems. / Admissions should be done earlier [...], have more explanation on how courses work at the host university [...], better explain that it is possible to do one mobility in the first semester and one in the second. / To have more information about the calendar of the different universities. To offer help from alumni participating in the EDUC program. / My only suggestion is towards one specific university and its course enrollment procedure [...]. / I would like to thank you all for this opportunity, not only the administrative and financial support but overall the fact that this program exists is a testimonial that exchange students encourage cooperation between universities and at the EU level. [...] / The courses were interesting, and the university environment was stimulating. / All together, I think this program is a great idea. An amazing opportunity for students to step out of their comfort zone. [...] This mobility started as an "escape" from my daily life at home, and it was the best decision I have ever made. I was able to test my limits. [...] / An amazing experience, more humanly than academically. If I had to do it again I would: same university, same people, but choosing other subjects because most of them were not interesting for me eventually. If there were a defined catalog of courses for each university, it would be easier to make that kind of choice. / If I had one advice to give to do this EDUC Gap Year, it would be to go live in a student dormitory because it's the best way to meet other international students and to create deep friendships. / My home university should inform us better and should know how it should be accepted by our faculties. / Suggestion to promote the positive sides of taking a GY as people did not understand why this could be such a good experience and useful year, they should promote it better, so more students would understand and apply. / Enrolment process at the receiving university complicated and unclear. Suggestion to have more help for exchange students to make it so much easier. / Suggestion to have a mailing list dedicated to EDUC students to facilitate communication. / I would have appreciated more information on the return of the Gap Year, otherwise I felt well informed. / Fill the same information for each document is redundant. / The people in charge of our mobility were very attentive and kept us well informed."

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Evaluation grid

This part will now focus on the evaluation of the EDUC Gap Year from the perspective of the six individual institutions. In order to do so, one representative per university had to fill out an online survey in November 2022. The results of the survey are displayed in an evaluation grid, with the two tables that follow.

The first table focuses **on the organisation and the implementation of the activity**. The aim was to analyse everything that worked properly and everything that did not. It states the causes of the success or dysfunction, with additional comments. For each analysed elements, an action plan is offered in order to continue the work in EDUC II. The same work is done in the second table, with a focus **on the achievement of results**.

		Analysed elements:	Causes (for success or dysfunction) / comments:	Action plan (to replicate the success of improve what did not work):
Organisation of the activity: (Everything related to the management of the activity, the aim is to analyse the method.)	**It worked +** (All the elements of the activity that were successful)	1) **Work package meetings**.	1) Usually, one person from each partner university took part in the meeting. Good participation rate, contributions, and feedbacks from all.	1) To keep a high involvement and to integrate the 2 new partners.
		2) **Use of the common procedure for the EDUC GY**, as a tool to manage the activity.	2) Deliverable 8.2 was helpful for some. Moderate success because some aspects were not clear, difficulty to follow the right process. Creation of an updated common procedure on an online shared document, with a step-by-step approach.	2) To adapt it to the next generation of the EDUC GY. To have a clear EDUC-wide procedure, timeline, and documents ready and prepared for the whole academic year in advance. To make them easily accessible. To do some adjustments if needed (removing redundant documents).
		3) **Calendar of the calls for application**: moderate success.	3) Despite the constraints, partners always managed to agree on a calendar.	3) To discuss the calendar much earlier, keeping in mind that some universities have more constraints in terms of public call and selection process.
		4) **EDUC GY commissions of selection**: worked but need for improvement.	4) A good opportunity to exchange with partner universities about student applications and organisation, however delays in receiving feedbacks from teachers made it impossible to validate 100% of the applications sometimes. Not always enough time to prepare them properly. They are held too late in the calendar.	4) To set earlier commission dates. To make sure to send the applications to the receiving universities as early as possible before the commissions in order to properly prepare them.
		5) **Promotion of the activity at the alliance level**: moderate success.	5) Thanks to EDUC GY online information meetings (one per call for application). With the use of the alliance's website and social networks. Thanks to testimonies shared as promotion material. However, the promotion was mostly made at the local level by each partner university.	5) To improve the communication for new calls for application at the alliance level and to make it more efficient. To do the promotion earlier in the calendar (earlier GY information meetings) and reach a larger target of students. To work on a common promotional video. Suggestion to advertise the calls through the EDUC course catalogue in the future. Suggestion to emphasize on the scholarship.

		6) **Promotion of the activity at the local level**.	6) All the partner universities promoted the EDUC GY on their institution's website. 4 out of 6 created a static page. Use of internal social networks, mailing to students, newsletters. Communication to international offices, to faculties. Organisation of information meetings for outgoing students (online/physical), face-to-face interviews. Creation of specific communication tools for the EDUC GY: video testimonials on Youtube. (link), graphics for social media, and posters.	6) To keep on being creative and adapt the promotion at the level of each partner university.
		7) **The sharing of the EDUC GY documents**: room for improvement.	7) The fact that the layout of the documents would change when shared online made it difficult. Nevertheless, they were successfully put at the disposal of the institutions either online or shared by e-mail. Documents shared on Google Drive, which is not always GDPR compliant for some institutions.	7) To set up a work method that will suit everyone: either online, offline or both. Suggestion to have a space online where we can share the links of the documents and made them downloadable. <u>In the long-term</u>: a digitalisation of the processes to avoid handling documents.
		8) **Communication with EDUC GY students**.	8) Most institutions were in contact with prospective students during the process of application and helped them. Some organised specific welcome meetings for incoming students. Some got positive feedbacks from their outgoing students.	8) To keep making sure there is at least one identified contact person for the EDUC GY students at each institution (EDUC fast track, cf. D8.2). To give them tips to fill out the administrative documents.
	It did not work - (All the elements of the activity that should be improved)	1) **Course selection** for prospective students, use of the respective **course catalogues**.	1) UPN and UR1's course catalogues only in French: it takes longer to identify courses, which prolongs the process. / Few courses offered in English sometimes. / Prerequisites. / Students select courses based on the title only, which is an issue.	1) To improve the available courses' information. To create lists of courses attended by former GY students as tools. Suggestion to have online lists of available courses (similar to the EDUC catalogue). To help students further in the exercise. <u>In the long-term</u>: To expand the English-language course selections. To make the course catalogues easier to navigate.
		2) **Administrative procedure in general**.	2) Procedures unclear (e.g., extension of the mobility), different understandings. In general, the administrative procedure was heavy and time consuming (even heavier for French institutions in charge of paying the mobility grants). It was not integrated into the general local processes for student mobility management, while this could ease the process and reduce the risk of errors. Some universities had to create additional internal documents for their staff/students: addendum, internal processes, information notes, tutorials, guides.	2) To lighten the administrative procedure. Suggestion to manage the EDUC GY through the EDUC portal. <u>In the long-term</u>: Need to rationalise and digitalise the processes, at local and alliance level.

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		Analysed elements:	Causes (for success or dysfunction) or comments:	Action plan (to replicate the success of improve what did not work):
Achievement of the results: (Everything related to the expected results of the activity, to the technical aspects of the activity.)	**It worked** **+** (All the elements of the activity that were successful)	1) **53 students** participated in the EDUC Gap Year in the academic years 2020-2021 and 2021-2023. And more in 2022-2023.	1) Success to reach the EDUC community of students, thanks to the work of the EDUC local teams.	1) To use this experience to successfully integrate students from the 2 new institutions in the journey.
		2) **All the documents** for the EDUC GY were successfully **finalised** (some belatedly).	2) Thanks to a good collaboration between partners.	1) To adapt the existing documents for the next phase (EDUC II): 2 new partners + different funding.
		3) **Distribution of the semesters** among the institutions.	3) Almost all stated that they received the right number for their institutions.	3) The distribution is acted already for the next phase of the EDUC GY: diminution of the number of semesters, more balance between all, and mobility direction no more limited to French institutions.
		4) **Conveying the main principle of the EDUC Gap Year: Cross-disciplinarity**.	4) All institutions asserted that their students understood the concept. However, they evaluated that it was quite difficult to respect it.	4) To keep encouraging cross-disciplinarity and to help students.
		5) **5 calls for applications**: (refer to page 8).	5) Institutions received applications and selected new students at every call.	5) To decide on the period(s) of the next calls: only in spring / or both in spring and in fall.
	It did not work **-** (All the elements of the activity that should be improved)	1) **The online forum on the moodle** for EDUC GY students to exchange was a good initiative.	1) Unfortunately, they did not take possession of this tool yet, only a few contributions.	1) To improve the promotion internally to former and current EDUC GY students.
		2) **Difficulty for students to find accommodation**.	2) This issue was pointed many times by the students in their evaluation.	2) To select students earlier to give them the opportunity to apply for student dorms.
		3) **Students' attendance**.	3) Some universities had issues regarding students' attendance (minor cases) and could not agree whether attending the final exams was sufficient enough.	3) To decide what would be the best way to check students' attendance.
		4) **Recognition of the mobility**: in progress.	4) The finalisation of the EDUC Certificate template came late.	4) To allow the generation of the certificate from the EDUC moodle, to which GY students already are granted access for the forum.

The evaluation shows that all partner universities put a lot of effort and invested time to implement the EDUC Gap Year at the alliance level together, and locally within their institution. It was rather a success. They successfully created a new community of EDUC Gap Year students by sending and hosting them. Nevertheless, the achievement of the activity generated heavy workload, more than expected. The administrative aspect took a huge unexpected part. For the future generation of the EDUC Gap Year, it will be a key point to implement actions to reduce the workload generated, thanks to more automatized processes, using digital tools.

Another important part of the action plan would be to work on an optimal calendar to boost promotion, to improve the quality of the commissions of selection, as well as to allow students to apply for accommodation on time.

Regarding courses selection and access to courses catalogues, both students and institutions identified problems that could seriously impact the experience. Institutions must make greater efforts in the future and continue the ongoing work to make their courses more reachable to EDUC Gap Year students. The quality of the mobility programme depends on it.

d. Obstacles to consider for replication

During the pilot phase, the EDUC institutions had to face a few obstacles that other universities need to acknowledge in case they want to replicate the activity.

The list is as follows:

- Adaptation to national regulations,
- Adaptation to institutional regulations,
- Creation and integration of the administrative process in the institutions (local specificities, workload, adaptation of working tools, etc.),
- Integration of the programme to the "culture" of the institutions: communication to students, to teachers and to administrative staff (raising interest in this new mobility scheme),
- Educational offer: identification of courses without prerequisites, availability of English courses, etc.,
- Definition of the status of the outgoing student at his/her institution,
- Recognition of the student mobility: certificate, ECTS credits transfer, etc.
- Balance of the amount of the mobility grant: too high or too low depending on the hosting country's standard of living.

6. Conclusion

The initial objective was to send 25 students per year during the 3 years of the EDUC pilot phase. 53 students enrolled in an EDUC Gap Year for one or two semesters – with at least about 35 more students for the current academic year 2022-2023, at the time of writing (extension of the French fundings for 6 months). The objective was reached.

The new mobility programme was created and implemented in the context of a worldwide sanitary crisis. When student mobility progressively started to go back to normal, the first students experienced it. Some courses were still held online at first, and students overcame the kind of distance created by the pandemic to discover the advantages of taking some time to study new disciplines. Their feedbacks provide rich learnings. They confirm the need for such an opportunity for students to critically engage with their academic and professional future. At the same time, feedbacks from both students and institutions demonstrate that the EDUC Gap Year is a high potential mobility scheme that needs to be further developed and to find its place at the European level, by integrating the Erasmus+ programme in the coming years.

The challenges to come for the next generation of the EDUC Gap Year are as follows:
- the integration of two new partner universities (Jaume I University (Spain) and the University of South-Eastern Norway),
- a change of administrative workload, especially for non-French universities (most of them already started to take this aspect into account)
- new mobility directions,
- and a change in the funding of the mobility grants.

Still, the future of the programme seems bright. The partner institutions are strongly involved in its development and already identified solutions to make it grow.

7. Glossary

EDUC:	European Digital University
MU:	Masaryk University
PTE:	University of Pécs
UNICA:	University of Cagliari
UP:	University of Potsdam
UPN:	Paris Nanterre University
UR1:	University of Rennes 1

CZS:	= CIC: Centre for International Cooperation
GY:	Gap Year
IRO:	International Relations Office
IS:	Information System
WP:	Work Package