



D6.1: OpenEU mobility and joint degrees framework

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Version History

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Prepared by	Reviewed by	Approved by
WP6	WP6 Board	WP6 Board



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Referral to the OpenEU Secretary General

28 November 2025

I. Among the Work Packages designed in the OpenEU proposal, Work Package Board 6 (WPB6) has, as one of its specific objectives, to make a significant leap in mobility experiences within OpenEU universities (Obj. 6.2). This objective is to be reached by performing Tasks 6.2 and 6.3 (OpenEU Student and Staff Mobilities) and Sub-task 6.1.2 (OpenEU mobility framework). Led by UNED, Sub-task 6.1.2 mandates WPB6 to design and develop the OpenEU framework for the wide range of mobilities to be offered, including recognitions and joint certifications.

II. WPB6 worked on the Mobility Framework during its meetings of 12 March, 8 April, 21 May, 18 June, 15 July, 10 September, 29 October and 26 November 2025. Contributions between meetings were also part of the work of WPB6. Three drafts of the Framework were considered and discussed by WPB6 during this period.

III. As a result of its work, WPB6 has adopted the following decisions:

1. Refer the OpenEU Mobility Framework to the OpenEU Secretary General for its consideration. The Framework is contained in Annex I to this referral.

2. Request the OpenEU Secretary General to refer, when appropriate, the Mobility Framework to the OpenEU Education Mission Board

Annex I

OpenEU Mobility Framework

Purpose

The OpenEU Alliance brings together eight leading European open and distance universities and two on-campus universities engaged in distance and digital transformation to become the European Universities Initiative's main asset for accessing, using, and exploring digital and distance education knowledge and knowhow in the EHEA. Harnessing the powers of digital technologies and representing over 368,000 non-traditional students and lifelong learners, OpenEU is propelled by its mission to establish the learner-centred, inclusive, digital and green European open university, widening access to higher education and lifelong learning to all, from anywhere.

One of the strategic targets of the Alliance is to expand international experiences through innovative and flexible formats of mobility, for students and staff engaged in traditional academic studies as well as in the specific OpenEU joint programmes. Mobilities are planned as means to build the students and staff curricula, enhance their employability as well as their intercultural skills and contribute to the inclusion of underrepresented groups.

The alliance aims to foster a major and ambitious advancement in mobilities across OpenEU universities. This framework will set the ground for increased opportunities for inclusive, affordable, seamless and environmentally sustainable mobility of learners and university staff across Europe in a wide variety of formats, to enhance the appeal of mobility for non-traditional students and lifelong learners. It has been established that at least 50% of students who graduate from an OpenEU University will have participated in at least one mobility programme that by Y4, and at least 10% of OpenEU academic and administrative staff will have participated in one mobility programme for teaching/training/skills development and capacity building.

In that respect, the mobilities will be related to the joint programmes developed in WP2 and WP6, the training programmes for doctoral students tackled in WP4, the inclusion activities undertaken in WP3 together with the volunteering programme and the OpenEU festivals carried out in WP7. More generally, within WP6, the alliance will foster the mobility opportunities of students, recent graduates as well as

of academic and non-academic staff between all beneficiary universities and associated partners.

The OpenEU Internationalisation & Joint Actions Office will monitor the participation rates quarterly and report against mobility KPIs for inclusion in Work packages and Yearly Reports.

1.1. Baseline and scope of the Objective:

The Alliance shall establish the baseline (current alliance-level mobilities) using a reference academic year and the mobility figures from each beneficiary.

The Alliance will further adopt guidelines to further define and precise the 50% target for student participation in mobility programmes (Objective 6.2). The 50% target will explicitly include virtual mobilities. The guidelines will define quantitative and qualitative objectives, including inclusion, diversity and sustainability. The guidelines may also indicate minimum percentages for a specific type of mobility.

2. The concept of mobility

International collaboration and mobility have evolved over the last 30 years, not only due to European programmes (see above), but also to new practices in universities creatively building on the possibilities given by these programmes. This has led to the current situation where a diversity of international collaboration and mobility formats is already in place.

From the Erasmus exchange starting in 1987 to the European University initiative, the trend has moved from a physical exchange study mobility to the development of innovative collaboration and flexible activities, paving the way for the recognition of the value of all types of virtual format mobilities taking place in our digital connected world.

For OpenEU, virtual mobility is the main and strategic model to ensure inclusion, accessibility, and scalability across the Alliance's non-traditional student population, or such as our target underrepresented groups at the OpenEU Alliance –women in STEAM, migrants/refugees, learners with disabilities, or residents of sparsely populated areas-

The European University initiative, launched in 2019, aims at creating alliances between universities and boosting curriculum collaborations and mobility by combining the full potential of physical, blended and online approaches. This is an important new milestone as these alliances will experiment with all sorts of collaboration and mobility, be it face to face/physical, blended or online.

Therefore, mobilities can be broadly considered as a period of learning, training, or experience that an individual spends abroad physically or virtually or in any flexible blended way.

Within the scope of the OpenEU Alliance, mobilities are planned as a means to build the students and staff curricula, enhance their employability and contribute to the inclusion of underrepresented groups, via the undertaking of different kinds of activities.

All mobility activities will be undertaken following the adoption and signature of a learning agreement (for students) or a mobility agreement (for staff) by the sending organisation, the hosting organisation and the participant. The learning outcomes will be officially recognised as described below in this document. All mobilities will be covered by an OpenEU multilateral interinstitutional agreement, and, in the case of the mobilities implemented under the Erasmus+ programmes, bilateral interinstitutional agreements.

For students enrolled at the sending university, mobility activities will include, among others:

- Study periods at a partner higher education institution abroad including short-term physical stays. Short-term mobility opportunities can be offered “to any student, in particular those who are not able to participate in a long-term physical mobility for studies or for traineeships, for example, due to their study field or because they have fewer opportunities for participation, [who] may combine a shorter physical mobility with a virtual component (blended short-term mobility)” (Erasmus Guide 2025). In addition, it is offered to doctoral students and to students participating in a BIP.
- Internships abroad at an enterprise, a research institute, a laboratory, an organisation or any other relevant workplace.
- Blended Intensive Programmes.
- International virtual exchanges.
- Volunteering period where students go to volunteer or work at a Civil Society Organisation for the benefit of communities and people around Europe.
- In general, any transnational activity implying learning objectives and results within the frame of their studies and/or subjects in official, non-official and lifelong learning programmes.

For staff working at the sending university (academic and non-academic), mobility activities will include, among others:

- Teaching or research period at a foreign partner university (academic).
- Job-shadowing, observation period or participation in a training event at a foreign partner university or in any foreign organisation from eligible countries (academic or non-academic).

- Invitation of foreign experts from enterprises to teach at the university.
- In general, any transnational activity implying learning objectives and results as study visits, exchanges of experiences and best practices, seminars, and others.

All mobilities must be supported by a learning or mobility agreement and be officially recognised by the sending and the receiving organisations (see below).

3. Types of mobility

The theoretical basis for the different categories of mobilities included in this framework is largely based on the model established by EADTU¹.

3.1. Physical mobility, also known as in-person mobility, is a process in which a person follows a course, learning activity, training program or research period in another university from another country. It involves travelling and living abroad while the course or activity is being completed. The international learning experience is accompanied with an immersion in another university and country, contributing to personal development, language learning and intercultural competences, living in a different social and cultural context. The exchange of students and staff relies on mutual trust among the participating universities, as well as on transparency, reciprocity, and flexibility in recognizing completed credits or mobility periods, thereby reinforcing the international dimension of European universities.

This combination between an academic experience and an immersion makes physical mobility attractive for students and highly valued by teaching staff. It is generally established through a bilateral agreement between the universities participating in physical mobility and the exchange of students and staff. For students, academic recognition is always granted in the form of credits, while for teaching and administrative staff, the type and extent of recognition depend on the policies of their home institution. A minority of students is benefiting from it, though.

3.2. Virtual mobility is a process supported by digital technologies, particularly information and communication technologies (ICT), including online learning, that provides international learning, teaching and training experiences. It enables students, teaching staff, and technical staff to enjoy many of the benefits of international mobility without travelling from the student's or staff's place of

¹ (EADTU: https://eadtu.eu/documents/Innovative_Models_for_Collaboration_and_Student_Mobility_in_Europe.pdf)

residence to an institution located abroad. It has been proved² that the participation in online courses and collaborative learning activities results also in intercultural competences and international online communication skills.

3.3. Blended mobility, based on a deliberate combination of both physical and online mobility, offered within an educational programme designed by the organisation. As highlighted in the EADTU model, blended mobilities can go in two directions: a predominant physical mobility course, normally short, supported by online mobility, or a predominant online course supported by physical mobility (e.g. at the start or the end of a one-year online project or seminar). The physical part is normally synchronous and the virtual component asynchronous, so the advantages of a short immersion are combined with the advantages of a flexible implementation of the virtual part. Both components of the program (physical and virtual) include tasks that are relevant for the overall learning outcomes. The Erasmus+ Blended Intensive Programmes offer a flexible approach to the blended mobility and will be largely developed and implemented in OpenEU³.

3.4. Hybrid mobility takes place when some of the activities of a blended program include simultaneously students participating in person (physical mobility) and students participating online (virtual mobility). The interaction between students on campus and others online at the same time offers a flexible valuable opportunity to students, especially to those with fewer opportunities, and the teaching staff can provide a stimulating and innovative learning experience to the whole group. Although, across Europe, the Erasmus programme has expanded significantly since its launch, the 2015 report reveals that, on average, only around 10% of students in participating countries manage to study abroad. A key factor behind this limited participation is likely the high cost of living in many Western European destinations—typically the most desired study locations—which makes mobility financially unfeasible for many students from Central, Eastern, and Southern Europe, as well as for some from Northern and Western regions⁴.

Accordingly, our commitment to underrepresented groups leads us to prioritize virtual, blended, and hybrid mobility formats over exclusively physical mobility, as a means to foster inclusiveness and democratize access to mobility opportunities across the Alliance.

² See also: Helm, F., & van der Velden, B. (2019); Gutiérrez-Santiuste, E., & Ritacco-Real, M. (2023); Heymans, Y., Strosnider, C., Pool, J., & Jansen van Vuuren, M. (2024); Hackett, S., Janssen, J., Beach, P., Perreault, M., Beelen, J., & van Tartwijk, J. (2023); Jäger, S., & O'Dowd, R. (2018); European Commission 2024; European Commission 2025.

³ See also: Duš-Ilnicka, I., et al. (2024); Chiecher, A. C., & Donolo, D. S. (2013); Vesel S., & Jović M. (2025); Beelen, J., & Janssen, J. (2023); OeAD & Nuffic. (2024).

⁴ Sipos, G. T. (2021).

4. Modalities of Implementation

4.1. Embedded mobilities within a course:

The alliance will provide opportunities to undertake joint learning activities within courses and other training programmes, such as international virtual seminars, combined intensive programs, COIL, laboratories, simulations, virtual classrooms, conference series, etc.

The courses and training to be implemented in OpenEU include:

- Upskilling programme on Data analytics for city civil servants.
- Upskilling programme on Data and AI literacy Employees.
- Upskilling programme on Human Resources Technologies HR managers.
- Digital readiness training for under-represented groups.
- Scientific and transferable skills training for PhD students.
- OpenEU Joint Summer and Winter schools for students
- Training program for mentors.
- Inclusive Gender Equality training.
- Skills development for digital transformation of academics and staff.

More specifically, the alliance will develop at least the following activities within this mobility category:

- 6 international virtual seminars related to the three OpenEU topics will be organised (M13) offering all OpenEU students the opportunity to participate following registration.
- On-site one-week seminars will be organised to visit local partner institutions. Starting in Y2, the first pilot will be launched by FeU aiming to reach 15 students. By Y4, one week seminar per topic will be offered, organised by 3 different OpenEU university members for a minimum of 25 students each (at least 75 students per year will have an onsite mobility experience under this modality). A link with the Erasmus+ Programme will be sought to cover part of the travel and individual support costs. A grant call will be launched to provide extra support to underrepresented groups of students (linked to WP3). The experience will be annually evaluated, counting on all participants' feedback.

Pedagogical standards for virtual activities:

Each virtual seminar, COIL or intensive activity should meet a minimum standard of hours of work/contact, clearly defined learning outcomes, and an assessment component to qualify as a recognised mobility.

4.2. Exchange mobilities for individuals:

Individual students choose to study abroad at a host university according to an individual mobility agreement. Teaching and non-teaching staff may undertake a job-shadowing or participate in a training course abroad. Teaching staff may teach and research abroad.

OpenEU is committed to setting up and offering the following specific opportunities:

Student mobilities

- The alliance will set up a joint job and internship bank to offer OpenEU internship opportunities (virtual, hybrid, blended or physical) across Europe in collaboration with WP7. A survey (M14) will be sent to companies and other stakeholders with which OpenEU beneficiaries already have a placement agreement or have served in the past as hosts of Erasmus+ Intern Students, to identify the ones who would be interested to participate in the programme. On M12, a first call will be launched, engaging a minimum of 10 students per university. On M18 an evaluation will take place based on which the scaling up initiative will be launched. By M48 at least 200 students are expected to have an international internship experience.
- The alliance will identify 250 courses from all beneficiaries to offer blended and online opportunities to students and will foster the undertaking of on-site mobility/visits to OpenEU beneficiaries and associated partners.

Staff mobilities

- The alliance will organise one staff physical mobility week per year for both academic and administrative staff in collaboration, to gather and generate exchanges of best practices between peers, promote shared learning from real experiences, and promote more cohesion between the consortium members. At least 20 people from different OpenEU beneficiaries will participate in each staff mobility week. Mobility week topics will be related to OpenEU initiatives and joint actions.
- OpenEU will boost the implementation of job-shadowing mobilities to allow staff from beneficiary institutions to spend on-site 2-5 days with colleagues from other OpenEU universities to network and get a deeper understanding of partner universities' dynamics and processes, and foster collaboration. This staff mobility is a training activity for OpenEU individual staff members, relevant to their day-to-day work at their university as defined in the Erasmus+

Programme Guide. Starting from Y2, an OpenEU wide call will be organised with the goal of reaching at least 50 persons per year. Additional Erasmus+ KA131 funds will be used to facilitate such training mobilities.

- The project will foster physical exchange of full-time professors between OpenEU beneficiaries. At least 2 professors for each institution per year, plus 10 academics from the APs' universities will be involved in these activities. These exchanges will contribute to increasing the mutual participation of the professors in academic activities and reinforcing a multilevel-scale alliance.

4.3. Mobility windows in network programmes:

A mobility window is a predefined curricular period for undertaking mobility credited via ECTS or other forms of recognition. It mainly corresponds to course packages offered as mobility/minor programs at partner universities in a curricular network. Courses taken in the mobility window are recognised by the home university. Examples: mobility packages or minor and micro-credential programs, institutional and consortium agreements for network programmes.

WP6, in collaboration with WP2, will map mobility windows and publish a calendar of pilot windows. Each window will include predefined ECTS values/micro-credential description.

4.4. Embedded mobility in joint programmes and degrees:

Programs designed jointly, taught and recognized by at least three universities, from two or more countries, offering a joint degree. The programmes are designed and taught jointly by partner universities, and mobility is a mandatory part of the programme. Students receive a joint degree signed by the participating universities.

The alliance will establish the coordination mechanisms for running and certifying the joint programmes' mobility, including the mutual recognition when applicable, in OpenEU as well as the structure of mobility that will be embedded into them.

These mobilities will be designed as part of the following OpenEU joint programmes to be developed:

- Joint Bachelor's Degree in Software Development and Testing.
- Open Master Programme on climate emergency and sustainability.
- Joint Micro-Degree Programme on European Values and Democracy.

5. Profile of participants

Students:

OpenEU shall consider a broad definition for individuals to be identified as university students, which will include widely diverse profiles, from official degrees to lifelong learning courses, online or on campus. There will be a specific consideration for students with fewer opportunities or from traditionally underrepresented groups identified in the Alliance:

- Women in STEAM
- Migrants and refugees
- People with disabilities
- People living in rural areas

The OpenEU students will be required to be enrolled at any of the beneficiary institutions in the following studies and courses:

Official degrees:

Recognised degrees, including double and joint degrees (with a specific focus on the OpenEU joint degrees)

- Micro degree EQF6.
- Bachelor's degree EQF6.
- Master EQF7.
- OpenEU Open Master EQF7
- Post degree EQF8.

University specific degrees (not regulated in the European Higher Education Area):

- Master.
- Post degrees with modular training (i.e. expert, specialist and teacher training, and others).

Lifelong Learning students (micro-credentials, ...)

- Upskilling and reskilling training programmes.
- Professional and personal development courses.
- Micro-credentials (with a special focus on the OpenEU MC).

Mobility periods may also be extended to recent graduates who were selected during their final year of study. In such cases, the mobility period must be completed within twelve months following the date of degree award.

Staff

- Academic staff (teachers and researchers).

- Non-academic staff.

6. Duration

When the source of funding is ERASMUS+ KA131 or KA171, the duration will comply with the rules established in the Erasmus+ Programme guide for every call.

Erasmus mobilities:

The rules of the programme will be fully applied.

Students in official degrees:

- Short-term study mobilities within a Blended Intensive Programme (3 partners from E+ programme out of which 2 from OpenEU universities): 5 to 30 days for the physical participation.
- Student mobility for studies: from 2 to 12 months.
- Student mobility for traineeships: from 2 to 12 months.
- Doctoral candidates:
Short-term physical study or training mobilities from 5 to 30 days.
Long-term physical study or training mobilities from 2 to 12 months.

In line with the Erasmus+ Inclusion and Diversity Strategy, students recognised as participants with fewer opportunities may complete mobility activities of a reduced duration, where justified by their individual circumstances, and shall be eligible for additional financial top-up support to ensure equitable access and full participation in the programme.

Staff:

- Staff mobility for teaching: from 2 to 60 days.
- Staff mobility for training (including job-shadowing): from 2 to 60 days.
- Invited staff from enterprises: from 1 to 60 days.
- Staff mobility for training in a Blended Intensive Programme: from 5 to 30 days for the physical part.
- Staff mobility for teaching in a Blended Intensive Programme: from 2 to 30 days for the physical part.
- Invited expert in a Blended Intensive Programme: from 1 to 30 days for the physical part.
- Invited experts from non-EU Partner Countries (KA171): 5 to 60 days

Non- Erasmus mobilities:

In general, from 1 day to 1 academic year. When the funding scheme establishes a different duration, that duration shall apply.

7.Support

Support of students shall provide guidance, practical support, and mentoring to mobile participants, ensuring inclusion and successful completion, with special attention to students with fewer opportunities. Each beneficiary shall decide on the form and methods to provide the above support services.

8. Recognition of Credits and learning outcomes

The Alliance shall adopt guidelines for the recognition of technical and academic staff mobilities.

Student mobilities will be recognised, where applicable, with ECTS, micro-credentials, a European Diploma supplement, an Europass Mobility Document, or an OpenEU Mobility Passport.

Table: Mapping of Mobility Activities to Recognition Methods

Type of Activity (Section 4)	Proposed Recognition Method	Integration into the Academic Record
Joint Programmes	ECTS (automatic mutual recognition)	Part of the curriculum (Joint Degree)
Mobility Windows / Physical Mobility	ECTS (via Learning Agreement)	Recognised courses included in the academic record

Placements	ECTS (if curricular) or European Diploma Supplement + Europass Mobility Document	Mention in the European Diploma Supplement
Intensive Virtual Mobility (COIL, BIPs) & Micro-credentials	ECTS (e.g., 3–6 ECTS) or Micro-credentials (MCs) linked to ECTS	Recognised course or set of MCs linked to ECTS
Scalable Virtual Mobility (Seminars, Hackathons)	Digital Micro-credentials linked to ECTS or other forms of recognition (e.g., Open Badges)	“OpenEU Mobility Passport” / European Diploma Supplement

To be recognised by the Alliance, virtual mobility experiences must comply with the following minimum standards:

- Academic equivalence: The virtual activity must be embedded within an accredited study programme and lead to clearly defined learning outcomes equivalent to those of physical mobility.
- Credit recognition: The workload and outcomes must be formally assessed and awarded ECTS credits recognised by all participating institutions.
- Quality assurance alignment: The design, delivery, and evaluation of the virtual mobility must adhere to the Alliance’s internal quality assurance policy and the European Standards and Guidelines (ESG).
- Intercultural and collaborative dimension: Activities must include meaningful intercultural interaction and collaboration between students and staff from at least two partner institutions.
- Technological reliability: The digital platforms and tools used must ensure accessibility, inclusiveness, data protection, and a stable learning environment.
- Monitoring and evaluation: Each virtual mobility must be subject to systematic monitoring, participant feedback, and continuous improvement procedures.
- Satisfaction level of the participants: segmented by profile (students, academic staff, and professional services staff).

Short virtual mobility activities should be compatible with Europass or the OpenEU Mobility Passport and certify the learning outcomes achieved (e.g. “Digital Intercultural Competence”, “Virtual Collaboration in European Teams”).

While the Alliance has not yet been established as a legal entity:

- Micro-credentials within the Joint Portfolio can be recognised as virtual mobility activities through institutional endorsement by each partner university. Recognition would be recorded in students' transcripts and the European Diploma Supplement and complemented by an OpenEU Digital Micro-credential (compatible with Europass) certifying the learning outcomes achieved.
- The Mobility Passport can be implemented through institutional co-issuance, where each participating university may issue the micro-credential through its own official system, but with the shared OpenEU logo and recognition (e.g. "*Issued by Universitat Oberta de Catalunya in collaboration with the OpenEU Alliance*"). Once the alliance becomes a legal entity, the co-issuance could evolve into a single, centralised issuance under the name of OpenEU.

9. Cooperation agreements documents

General/Umbrella Agreement and Bilateral Agreement. Depending on the funding scheme, the template will be multilateral or bilateral.

10. Funding sources

Mobilities will be funded through a variety of sources, including:

- National public and private schemes.
- University own funding.
- OpenEU funding.
- Erasmus+ (including top-ups grants for inclusion and green travel)
- Other European funding (Marie Curie, Horizon, etc...).
- The financial management will be implemented according to the rules established in every scheme.

The financial management of the mobilities will be implemented according to the rules established in every scheme.

11. Follow-up and evaluation

To facilitate meeting the mobility objectives, the universities will use a common procedure, including a post-mobility survey to assess the satisfaction level achieved.

The recollection of evidence will be systematic. The analysis of the surveys and evidence will be used in the reporting and will lead to a continuous-improvement process where improvement actions will be defined and monitored.

All mobilities will be communicated to the OpenEU Internationalisation & Joint Actions Office, that will be in charge of the registration of the activities and participants in a unique data base and of the participation statistics against the objectives established in the alliance.

Key performance indicators will include:

- % of students with at least one recognised mobility activity (ECTS or MC).
- % of participating staff.
- Total number of micro-credentials issued and recognised.
- % participation of underrepresented groups

12. Glossary

13.

Blended mobility: A mobility activity that combines physical mobility and a virtual component, facilitating collaborative online learning exchange/teamwork.

ECTS (European Credit Transfer and Accumulation System): A learner-centred system for credit accumulation and transfer, based on the transparency of learning, teaching and assessment processes. Its objective is to facilitate planning, delivery and evaluation of study programmes and learner mobility through the recognition of qualifications and periods of learning. A system that helps to design, describe and deliver study programmes and award higher education qualifications. The use of ECTS, in conjunction with outcomes-based qualifications frameworks, makes study programmes and qualifications more transparent and facilitates the recognition of qualifications.

Europass: The Europass online platform, an action of the European Skills Agenda, provides individuals and organisations with web-based tools and information on learning opportunities, qualifications frameworks and qualifications, guidance, skills intelligence, self-assessment tools and documentation of skills and qualifications, and connectivity with learning and employment opportunities. The Europass platform also offers tools and software to support digitally signed credentials, as announced in the Digital Education Action Plan, through the European Digital Credentials for Learning. The platform interconnects with national data sources for learning opportunities and national qualifications databases or registers.

European Qualifications Framework (EQF): A common reference framework of eight levels of qualifications, expressed as learning outcomes with increasing levels of proficiency. They serve as a translation device between different qualifications systems and their levels. The purpose of the European Qualifications Framework for lifelong learning (EQF) is to improve the transparency, comparability and portability of people's qualifications (OJ 2017/C 189/03).

Job shadowing: A stay at a partner organisation in another country with the aim of receiving training by following practitioners in their daily work in the receiving organisation, exchanging good practices, acquiring skills and knowledge and/or building long-term partnerships through participative observation.

Life-long learning: Learning in all its forms, whether formal, non-formal or informal, taking place at all stages in life and resulting in an improvement or update in knowledge, skills, competences and attitudes or participation in society from a personal, civic, cultural, social or employment-related perspective, including the provision of counselling and guidance services; it includes early childhood education and care, general education, vocational education and training, higher education, adult education, youth work and other learning settings outside formal education and training and it typically promotes cross-sectoral cooperation and flexible learning pathways.

Micro-credential: A micro-credential is a recognised proof of the learning outcomes that a learner has achieved following a short learning experience, according to transparent standards and requirements and upon assessment. The proof is contained in a certified document that lists the name of the holder, the achieved learning outcomes, the assessment method, the awarding body and, where applicable, the qualifications framework level and the credits gained. Micro-credentials are owned by the learner, are shareable, portable and may be combined into larger credentials or qualifications.

Joint degree: Single degree certificate awarded to a student upon successful completion of a joint programme. The joint degree must be signed by the competent authorities of two or more of the participating institutions jointly and recognised officially in the countries where those participating institutions are located.

Joint programmes: Higher education (study or research) programmes jointly designed, delivered and fully recognised by two or more higher education institutions. Joint programmes can be implemented at any higher education cycle, i.e., bachelor, master or doctorate or even short cycle. Joint programmes can be national (i.e., when all universities involved are from the same country) or

transnational/international (i.e. when at least two different countries are represented among the higher education institutions involved).

Placements: For the purposes of the OpenEU mobility framework, it refers to work-based mobility opportunities abroad, including internships or professional traineeships, in full alignment with the Erasmus+ Student Mobility for Placements (SMP) scheme.