



The CIVIS Inter-University and Digital Campus for Students

CIVIS2 Deliverable 6.1: A Report on the Inter-University
Campus for the Student Community of CIVIS Alliance

Approved by the Steering Committee of CIVIS
on 17 September 2026

The CIVIS Alliance member universities

Here are the names of the universities and their acronyms as we use them in CIVIS.

Full member universities

AMU	Aix-Marseille Université
NKUA	National and Kapodistrian University of Athens
UB	University of Bucharest
ULB	Université libre de Bruxelles
UofG	University of Glasgow
UNIL	University of Lausanne
UAM	Universidad Autónoma de Madrid
SUR	Sapienza Università di Roma
PLUS	University of Salzburg
SU	Stockholm University
UT	University of Tübingen

Associate member universities

UH2C	Université Hassan II de Casablanca
UCAD	Université Cheikh Anta Diop de Dakar
WITS	University of the Witwatersrand, Johannesburg
MAK	Makerere University
UEM	Universidade Eduardo Mondlane
USF	Université de Sfax

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CIVIS – Europe's Civic University Alliance

CIVIS is formed by the alliance of 11 leading research-intensive higher education institutions across Europe: Aix-Marseille Université, National and Kapodistrian University of Athens, Université libre de Bruxelles, University of Bucharest, University of Glasgow, University of Lausanne, Universidad Autónoma de Madrid, Sapienza Università di Roma, Paris Lodron University of Salzburg, Stockholm University and Eberhard Karls Universität Tübingen. Six prestigious African universities join CIVIS as Associate Members: Université Hassan II de Casablanca, Université Cheikh Anta Diop de Dakar, University of the Witwatersrand, Johannesburg, Makerere University, Eduardo Mondlane University, Université de Sfax.

CIVIS brings together a community of more than 470,000 students and 58,000 staff members, including 35,000 academics and researchers in Europe alone. Including Associate Members, the Alliance counts 720,000 students and 75,000 staff members.

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and the entire **CIVIS Community**

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1 Alliance
11 Universities
Countless Possibilities

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CIVIS 2 WORK PACKAGES AND STREAMS

The CIVIS2 project is organised around three broad Streams, the Alliance's key areas of activity. Each Stream brings together different operational Work Packages that turn our Alliance's priorities into action.

WP1	Management and Governance	
WP2	Civic Engagement and Challenge-Based Education Strategy	Stream 1: Challenge-Based Education and Civic Engagement
WP3	Challenge-Based Local to Global Educational Activities	
WP4	Local to Global Civic Engagement Projects	
WP5	Enabling the Shared Inter-University Campus	
WP6	Connecting Student Communities through the Inter-University Campus	Stream 2: Inter-University Campus
WP7	Connecting Staff Communities through the Inter-University Campus	
WP8	Embedding Shared Educational Offer	
WP9	Accredited Shared Undergraduate (Bachelor) and Graduate (Master) Educational Offer	Stream 3: Embedded Joint Educational offer
WP10	Doctoral Educational Offer	
WP11	Accredited Modular Educational Offer	
WP12	Consolidation	
WP13	Impact and Dissemination	

ACRONYMS AND ABBREVIATIONS

BIP	Blended Intensive Programme
BoR	Board of Rectors
CIVIS	CIVIS – Europe's Civic University Alliance
CIVIS 1	Erasmus+ project "CIVIS" from 2019 to 2022
CIVIS 2	Erasmus+ project "CIVIS2 " from 2022 to 2026
CIVIS 2.1	Erasmus+ project "CIVIS2.1" in grant agreement preparation, planned for 2026-2028
DC	Digital Campus
EG	Expert Group
GSC	Global Student Council
MC	Management Committee
MS	Milestone
OL	Open Lab
SC	Steering Committee
SG	Secretary general
SLP	Student-Led Project
WP	Work Package (of the CIVIS2 project, if not specified differently)
ESCI	European Student Card Initiative ()
COIL	Collaborative Online International Learning
SLA	Single Learning Activity
MSLA	Multi-Structured Learning Activity

EXECUTIVE SUMMARY

This report documents the achievements of CIVIS Alliance through Work Package 6, Connecting Student Communities through the Inter-University Campus, (WP 6) within the CIVIS2 project (2022-2026), funded by the European Union under the Erasmus+ European Universities initiative (2022-2026). It constitutes Deliverable 6.1 of the CIVIS Alliance — Europe's Civic University Alliance — a consortium of eleven leading European research universities, together serving a community of more than 470,000 students and 58,000 staff members across the continent.

Work Package 6 was tasked with a clear and consequential mandate: to develop and sustain a functioning Inter-University and Digital Campus for students across the CIVIS Alliance. This mandate encompasses five interconnected objectives—fostering a sense of European belonging, enabling enlarged student experiences, promoting inclusive and sustainable mobility, advancing multilingualism, and providing seamless digital access to Alliance-wide resources. The present report provides a comprehensive account of how CIVIS Alliance through Work Package 6 has pursued and delivered on these objectives over four years of sustained collaborative effort.

The results are substantial. In the area of **student mobility**, CIVIS Alliance has grown its total annual student mobility from 2,427 at the close of CIVIS1 in 2022 to 3,122 by the end of CIVIS2 in 2026—a trajectory of sustained growth despite challenging post-pandemic conditions and the finite constraints of available Erasmus+ funding. Blended Intensive Programmes (BIPs) have emerged as the Alliance's flagship mobility format, with over 60 BIPs per academic year reaching more than 1,560 students in academic year (AY) 2025-2026 alone. Three Joint Degree Programmes are now operational, producing graduates with multi-institutional, multilingual, and intercultural educational profiles that reflect the very highest ambitions of European higher education integration.

In the area of **student-led initiatives**, CIVIS has developed and successfully implemented an entirely new programme category. Eighteen Student-Led Projects (SLPs) were validated and carried out across the Alliance, engaging 579 students and generating 120 mobility instances within two years since its inception. These projects have demonstrably bridged the distance between universities and civil society, addressing contemporary challenges ranging from the housing crisis to feminist justice and ecological sustainability.

On the **Digital Campus**, the launch of CIVIS Agora in February 2026 represents a landmark development: a purpose-built inter-university platform providing students, staff, and researchers with centralised access to the full CIVIS educational portfolio and activities. Operating in tandem with the relaunched narrative part of the CIVIS Website, the Digital Campus now constitutes a coherent, scalable infrastructure for Alliance-wide engagement.

In the field of **multilingualism**, CIVIS has mapped and begun to activate a language offer spanning more than 40 modern and 10 ancient languages across its member universities. New formats such as Language Cafés are already attracting consistent participation, and a multilingualism agenda has been formally adopted to guide strategic development in this domain.

This report does not merely constitute an account of past performance, but as evidence of an alliance that has matured into a genuine institutional actor in European higher education. The programmes, frameworks, and digital infrastructure developed under CIVIS2 are not pilot activities—they are operational realities serving hundreds of thousands of students today. Their continued development depends on sustained and expanded European and national investment. CIVIS is ready for the next phase. The question is whether the ambition of European Universities policy will match the ambition of the Alliance.

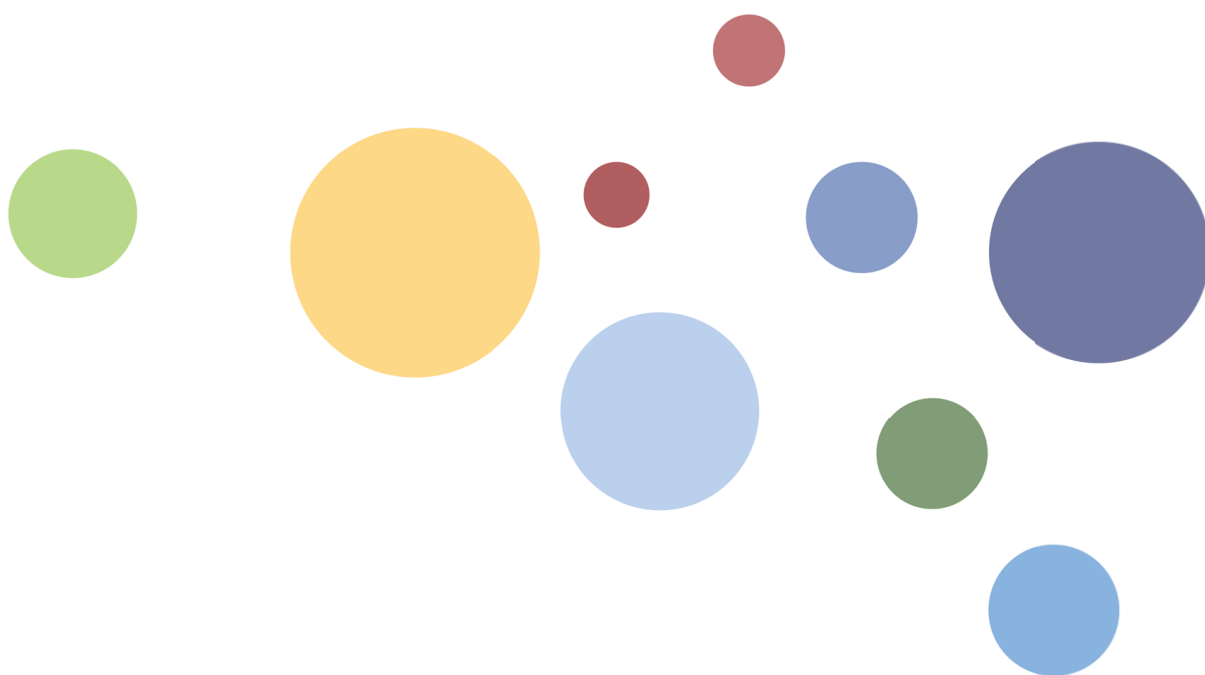


Figure 1: Student Mobility and Mobility Key Performance Indicators, Frameworks and Digital Campus Platforms.



The CIVIS Alliance campus square: A collage of representative buildings (and people!) from the CIVIS universities
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INTRODUCTION AND OVERVIEW

Connecting Student Communities Through the
Inter-University Campus

Introduction

This report is an output of CIVIS2 project, funded by the European Commission (2022-2026) and run by CIVIS – Europe's Civic University Alliance as its current main project. CIVIS2's mission, documented in CIVIS Alliance's joint mission statement (JMS), is *"to unite efforts and experiences to develop an Alliance with strong links to [their] local social and geographical environments and an orientation toward global challenges"*. (CIVIS Alliance Joint Mission Statement) To realize this mission, CIVIS Alliance subscribes to the essential role played by shared community spaces – both physical and digital – for building a European community—especially for students. Thus, one of the set general objectives is to develop and implement an Inter-University Campus for in-person encounters as well as digital organisation and connection. Core aspects of this Inter-University Campus are shared spaces to move and collaborate between partner institutions seamlessly, as well as tools to initiate and maintain such collaborations. It covers a range of services for students to engage to foster positive synergies and externalities. In course of the activities, CIVIS aims to educate the next generation of dedicated Europeans as "civizens", who are equipped with forward-looking, future-proof skills, who will be enabled to promote European democracy and its values, and who become engaged citizens of Europe as well as of their regional communities, embracing the leadership skills imparted by an education at comprehensive universities.

Following on from the founding phase of CIVIS Alliance during the "CIVIS" project (2019-2022, retroactively referred to as "CIVIS1") funded by the European Commission, the current "CIVIS2" Erasmus+ project (2022-2026) was designed to serve as an exploration and expansion project for CIVIS Alliance, also in reaction to the unexpected impact the COVID-19 pandemic had on CIVIS1. In the CIVIS2 project, a cluster of Work Packages, Work Package 5 - *Enabling the Shared Inter-University Campus* (WP5; 2022-2023), Work Package 6 - *Connecting Student Communities Through the Inter-University Campus* (WP6; 2023-2026; the Work Package responsible for this deliverable) and Work Package 7 - *Connecting Staff Communities Through the Inter-University Campus* (WP7; 2023-2026), collectively referred to as Stream 2 - *Inter-University Campus* (cf. CIVIS2 Description of the Action, Part B, p. 16-17), was tasked with developing the CIVIS Inter-University and Digital Campus for both students and staff. Given the uncertainty of onward developments in both the mobility and digital sphere of international education in the wake of the pandemic, the task of Work Package 5 was to develop a cohesive Inter-University Campus strategy for CIVIS Alliance was anything but easy, but was successfully completed eventually with the delivery of such a strategy (Deliverable D5.1). Subsequently, Work Packages 6 and 7 have been able to set out on their mission to bring this strategy to life in the remaining duration of CIVIS2.

In this report, we will describe the achievements of CIVIS Alliance within the area of Work Package 6 on the inter-university and Digital Campus for students and present the evidence supporting their impact, while a companion deliverable by Work Package 7 will report on the developments and impact for staff. Following this introductory chapter 1, which sets out the overall objectives and methodology of the report, in chapter 2 we will present our activities and services to attract and welcome students to CIVIS Alliance, also from a multilingual perspective. In chapter 3, we will present our framework for the implementation and processes of Student-Led Projects as well as the results of the first two calls. In chapter 4, we will provide numbers and assessments of student mobilities during the CIVIS2 phase (2022-2026), which includes a wide variety of mobility opportunities. In the final chapter 5, we will report on the implementation of the CIVIS Digital Campus and its design principles. Doing so, we deliberately depart from a "task-by-task" type of reporting, having chosen to focus on the mayor areas of action and development instead. In each of these, several tasks and subtasks converge - some more obviously, some less so.

Objectives

Within the framework CIVIS2, CIVIS Alliance has specified five objectives for Work Package 6 to **strengthen connections and collaborations through the Inter-University and Digital Campus** in CIVIS Alliance:

CIVIS2 Work Package 6 Objectives

(cf. CIVIS2 Description of the Action, Part A, p. 13)

Foster/Strengthen the sense of belonging to the European university among students of the Alliance on one hand and promoting cultural diversity on the other

Develop and offer enlarged experiences – also student-led – for students within CIVIS

Develop and promote diverse forms of mobility within the Alliance with an eye on inclusion and environmental sustainability

Streamline multilingualism offer and tools

Bridge the communities' multiple identities through facilitated access to CIVIS Inter-University Campus provisions

Methodology & Activities and Division of Work

To realize and implement these objectives, the civizens behind Work Package 6 have worked closely with many others, e.g., with those contributing to Work Package 7 on the implementation of the Digital Campus within the overarching Stream 2, and with our colleagues in Work Package 4 on Student-Led Projects, as well as building on the work done within the preceding Work Package 5. Alongside collaborations of the international offices and IT departments of the CIVIS universities, the leadership of Work Package 6 has also worked with various Units, Officers ad-hoc Task Forces (TF), and Expert Groups (EG) in CIVIS Alliance, such as:

- **CIVIS Mobility Unit** – operational responsibility for mobilities in CIVIS and operational-level connection to the mobility offices (Erasmus+ offices) of the CIVIS universities
- **CIVIS Digital Campus Unit** – operational responsibility for the CIVIS Digital Campus and operational-level connection to IT-related departments of the CIVIS universities
- **CIVIS Communications Unit** – CIVIS Alliance's communications, marketing and press team
- **Local International Offices** – via the Mobility Unit members and relevant expert groups
- Community of Practice **Heads of International Offices** – strategic connection to internationalisation efforts in each CIVIS university
- Expert Group **Multilingualism** – strategic and operational collaboration on language learning
- Expert Group **Heads of IT** – strategic connection to the IT departments of each CIVIS university
- Expert Group **Heads of Mobility** – strategic connection to the mobility / Erasmus+ offices of each CIVIS university
- **CIVIS Institutional Coordinators** – operational nexus of all local CIVIS activity
- **Student-Led Project Implementation Support Group** (SLP-ISG) of the CIVIS Management Committee – operational connection of Student-Led Projects to the local and CIVIS organisations

With some members from these groups in various constellations, the leadership of Work Package 6 held regular meetings during the entirety of the Work Package's duration (2023-2026):

- Bi-weekly meetings of the leads / core teams of Work Package 6 and Work Package 7
- Stream 2 meetings every 6-8 weeks
- Bi-weekly jour fixe with Head of the Digital Campus Unit
- Monthly meetings of the Expert Group Heads of IT
- Ad-hoc meetings with the Co-Heads of the Mobility Unit (co-located with Work Package 6/7 leads at UT and PLUS)

- Ad-hoc meetings with Expert Group Heads of Mobility and Expert Group Multilingualism

Beyond that, a wide variety of groups have come together in ad-hoc or regular meetings over varying periods of time to implement parts of the CIVIS-verse that will be reported here, sometimes with, sometimes without the Work Package leadership's participation – so much so, that a complete picture of the intense collaboration experienced in the context of Work Package 6's mission is no longer possible to create. To give some examples, a joint task force of Work Package 6, Work Package 4 and the CIVIS Global Student Council (GSC) was established to initiate and implement Student-Led Projects (SLPs; 2nd objective) and met regularly over more than a year to see through several calls for Student-Led Projects, followed by the establishment of the Student-Led Project-Implementation Support Group that is still meeting bi-weekly at the time of writing to support implementation of the ongoing projects resulting from these calls (see chapter 3 for details). Elsewhere, a joint series of meetings was set up with the leads of Work Package 6 and Work Package 7 and the heads of the Digital Campus and Communication Units to coordinate the relaunch of the CIVIS Website and the launch of CIVIS Agora (see chapter 5 below).

In addition, the generation and implementation of the hallmarks of the CIVIS education offer is carried out almost completely without input from Work Package 6 but nevertheless contributes hugely to Work Package 6 output, outcomes and impact. In collaboration with all these groups, Work Package 6 also collects numbers and statistics to document and assess the quantitative dimension of the Inter-University Campus, education offers, and student mobilities (see chapter 4). Additionally, Work Package 6 has also conducted surveys to examine the qualitative dimension. Overall, the methodical approach taken has been characterised by matching the method to both the task at hand and the level of activity intended and/or already present in CIVIS Alliance. This mixed-method approach has given Work Package 6 the flexibility to adapt to changing needs and levels of activity in CIVIS communities in a dynamic and agile way, enabling an astonishing throughput on limited resources.

Milestones and deliverable (outputs/outcomes)

Activities have been transparently tracked through milestone reports with set dates of delivery. Notably, however, given the broad scope of Work Package 6, most of these milestones would count as deliverables in most ordinary projects and were produced as such. Concrete activities identified, tracked, and assessed by Work Package 6 in collaboration with co-dependent working groups have been documented in the following chapters and can be reviewed in the reports. The milestone reports have been approved by the CIVIS Management Committee and are available from the CIVIS Website, unless they contain sensitive information. See References section below for details.

MS32 (MS6.1):¹ *The CIVIS Student Engagement Framework – A Framework to Attract and Welcome CIVIS Students*

In this framework document, as the conceptual outcome of Work Package 6 of the CIVIS2 project we present a framework and guidelines as well as an overview of the current state of attracting and welcoming students to the activities of CIVIS Alliance – whether they already study at a CIVIS university or not. This document also provides an assessment of the challenges and potentials for student mobility within the scope of a university alliance and reflect on its merit and additional value compared to other Erasmus+ mobilities.

MS33 (MS6.2): *CIVIS Student-Led Projects Framework – Framework and Processes for CIVIS Student-Led Projects*

In this framework document, as the comprehensive outcome of Work Package 6 of the CIVIS2 project, we present a framework and processes for CIVIS Student-Led Projects (SLPs). CIVIS Alliance aims to establish a systematic, robust and sustainable infrastructure for transnational, civically engaged, challenge-based Student-Led Projects. CIVIS Student-Led Projects were launched in 2024 to enable students to take ownership of their education through co-created extracurricular activities taking place either in person or online. Their aim is to allow students to experience and reflect European commonalities and diversities and to foster and facilitate student community building both among students and in local communities.

¹ In each case, the first reference (in this case "MS32") is to the numbering according to the CIVIS2 Description of the Action (Part A, p. 35-36), while the second reference (in this case "MS6.1") is the internal CIVIS2 reference, derived from the original CIVIS2 project proposal. In most documents, CIVIS will use the second, internal nomenclature.

MS34 and MS35 (MS6.3.1 and MS6.3.2): *CIVIS Student-Led Projects – List of Student Led-Projects in the Years 2024 and 2025*

In this pair of reports, CIVIS Alliance gives an overview of its concrete achievements in terms of Student-Led Projects (SLPs) undertaken in the academic years 2023-2024 and 2024-2025, respectively.

MS36 (MS6.4): *CIVIS Student Multilingualism Agenda – A List-Based Agenda of Multilingualism Actions for Students*

The CIVIS Student Multilingualism Agenda outlines the current state, challenges, and strategic goals for promoting multilingualism within CIVIS Alliance. The document maps existing language opportunities—covering over 40 modern and 10 ancient languages, offered both inside and outside philological programmes—and highlights alternative formats such as tandem programmes, language cafés, and virtual exchanges (e.g. Collaborative Online International Learning; COIL). Key goals include sustainably promoting language acquisition, overcoming language barriers through tools like AI-assisted translation, and developing a common language policy.

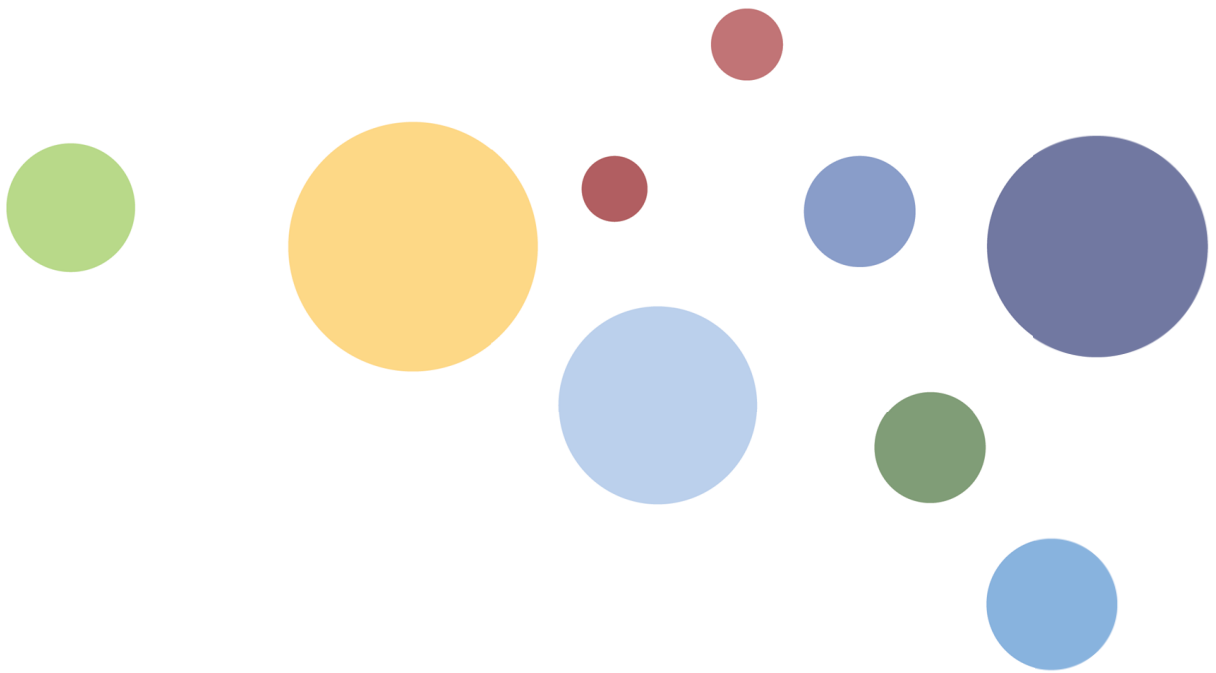
MS37 and MS38 (MS6.5.1 and MS6.5.2): *CIVIS Student Mobility Reports 2024 and 2025*

In the pair of annual mobility reports, the CIVIS Mobility Unit and Work Package 6 of the CIVIS2 project present the student mobility achievements of CIVIS Alliance. Based on dedicated Key Performance Indicators (KPIs), monitored mobilities include Student-Led Projects (SLPs), Blended Intensive Programmes (BIPs) and other short-term mobilities, internships/traineeships, long-term mobilities, joint degree programmes, Collaborative Online International Learning (COIL) courses and other virtual mobilities, as well as mobilities with CIVIS Associate Partners. Additionally, green mobility and inclusive top-ups are monitored. This reporting series was initiated for academic year 2023-2024 and will be continued by CIVIS Alliance for the foreseeable future.

MS39/MS42 (MS6.6/MS7.3): *CIVIS Digital Campus Implementation Report – Report on the Impact of Digital Campus Tools for Students and Axes of Improvement (MS6.6) and Providing Feedback on Digital Campus Adoption by Staff Communities (MS7.3)*

The CIVIS Digital Campus Implementation Report outlines the strategic development and current status of the digital infrastructure supporting the CIVIS Alliance. It focuses on the impact of Digital Campus tools on students and the impact on staff communities regarding Digital Campus adoption. Deviating from the original project plan, this report was implemented as a joint output by Work Packages 6 and 7, reflecting the overlap and great commonality experienced by both student and staff communities on the CIVIS Digital Campus: both groups are using the same set of tools developed by the same people for similar or indeed identical activities in the CIVIS-verse.

2



ACTIVITIES & SERVICES FOR CIVIS STUDENTS

Short Summary

One of CIVIS Alliance's core fundamental pillars is its goal to foster a European student community that is built on shared values, international and intercultural collaboration, and a sense of belonging. To achieve this goal, CIVIS has developed a framework to attract and welcome students as a foundation to implement and guarantee successful activities and services to connect the diverse student communities within CIVIS. It serves as a guideline to engage students in CIVIS as a European alliance that provides unique opportunities and experiences for students, such as civic engagement, transdisciplinarity, and challenge-based education.

With this in mind, we first examined the respective activities in place, analysed ways of communicating, and deployed a survey among CIVIS Alliance member universities to gain a picture of activities that attract and welcome students including multilingual activities. Derived from the insights gained, we developed general checklists that streamline CIVIS's engagement with students while respecting local welcoming and dissemination cultures. These take into account the wide variety of CIVIS activities and the diverse target groups they attract and the specific needs of these groups.

Civic Engagement in Higher Education Institutions (HEI) involves a range of initiatives, actions and activities to engage and involve various communities, organizations, companies, governmental bodies and institutions external to academia to work together to make a difference in the life of cities, citizens and communities and to transform fundamental conceptions about what universities can offer individuals and society (see Deliverable D3.1).

Transdisciplinarity is a process in which multiple researchers, educators and non-academic stakeholders (such as the general public, policymakers or end-users) from different academic disciplines and backgrounds collaborate to co-create and co-produce new knowledge (see Deliverable D3.1).

Challenge-based education is a pedagogical approach founded on scholarship across and among academic disciplines. It leverages the experience and expertise of stakeholder groups to enable students to apply their learning to engage with real-world challenges (see Deliverable D3.1).

Activities to attract CIVIS students

As a sense of belonging plays an important role in CIVIS, it became the core in the establishment of added value of CIVIS and its programmes. Thus, we developed guidelines and a framework to attract students to CIVIS programmes, who seek to be part of a European student community. This framework has been compiled as milestone MS6.1 of the CIVIS2 project. It emphasizes the endorsement of CIVIS Alliance's open and communitarian character especially through its practices—as a committed and lived community, where everyone is welcome. Especially, its commitment to civic engagement and its provision of subsidies for sustainability-conscious mobility as well as for students who face barriers to mobility, is the main driver to attract students to CIVIS programmes. Our efforts resulted in a voluntary and flexible checklist which translates between CIVIS's and each member's goals to provide students and potential students with an idea of what community, inclusion, and a sense of belonging means to CIVIS Alliance.

Outputs and Outcomes: The main output is a framework and checklist to attract students to CIVIS and its activities and programmes. This checklist entails parameters to consider when CIVIS Alliance member universities seek to communicate their engagement in the university alliance and promote CIVIS's programmes, activities, and opportunities to attract internal and external as well as future students. These parameters are based on extensive analyses of the eBelong1 and eBelong2 projects (sister projects in CIVIS Alliance) as well as insights and examinations done by the Work Package 6 team. We have come to the conclusion that CIVIS has a lot of potential to impactfully contribute to an inclusive, sustainable, challenge-based, intercultural education in Europe. To achieve its goals, challenges to create a meaningful sense of belonging have been identified but provide a fruitful ground to develop solutions that foster intercultural understanding. The framework and guidelines to attract students to CIVIS's community and its programmes includes topics such as value proposition and identity, career and professional development, academic offering, mobility and access, digital and hybrid engagement, financial incentives, and student experience and support, outreach and marketing, and the fostering of trust.

CIVIS taught me that Europe is not an abstract idea. It is a lived reality, made of students who cross borders, share stories and imagine futures together. And that, perhaps, is the greatest achievement of all.

Former Co-Chair of the CIVIS Student Council

Overview Challenges to attract and welcome CIVIS students	
Challenges	Aspects
Low visibility of the alliance brand, especially inside the CIVIS universities	- Benefits and identification - Meaningful contribution to student's academic experience and success - Ways of communication and dissemination - Cohesive and coherent message
Dissonance between local and CIVIS identity, added value, and visibility	- Variability in digital infrastructure and HR policies - Alliance members contribute varying resources - Difference in profiting from CIVIS Alliance: mobility numbers, programme and course attractivity - Local faculty structures
Communication / Interpretation / Administrative friction	- Weak communication of responsibilities - Communicative and cultural misunderstanding - Academic integration barriers - Operational friction in implementation
Inconsistent welcome culture	- Inconsistent student services - Multilingual and cultural adjustments - Systematic barriers, e.g., housing, visa, insurance
Limited funding for mobilities	- Housing and living affordability - Participation in CIVIS programmes - Decision-making and allocation of funds, long-term planning, continuity and sustainability

Overview Potentials to attract and welcome CIVIS students	
Potentials	Aspect
Purpose-driven Education	- Thematic coherence and vision - Unique European learning experience and intercultural competence - Challenge-based education and skills - Flagship for socially relevant European higher education
Digital, Blended and On-Site Multinational Education	- Digital Campus / Agora - Study in several countries - Mitigation of barriers to international mobility
Flexible credentials	- Degrees, micro-credentials, course participation, BIPs, and SLPs - Advanced mobility and joint programmes - Joint and flexible credentials - Expansion of joint credentials
Overcoming Mobility Barriers / Inclusion	- Actively checking barriers to inclusion - Potential for international / European community identity - CIVIS buddy system, student ambassadors, etc. - Special funding for inclusive mobility
Virtual and Blended On-Boarding	- Pre-arrival packages - Information about housing, advising, orientation, inclusion, contact persons, etc.

Observed Impact: As this framework has been developed towards the end of CIVIS2 in 2026, an immediate impact of these measures cannot be evaluated at this stage. But experience reports of students who already joined CIVIS programmes, such as Blended Intensive Programmes (BIPs) and activities, such as Student-Led Projects (SLPs), already document and testify CIVIS's attractiveness. Interestingly, many students who participate in one CIVIS activity (such as a Blended Intensive Programme) tend to return for more soon afterward, be it another Blended Intensive Programme, a Student-Led Project or even a complete CIVIS Joint Degree Programme. Also, in another mutually reinforcing feedback loop, CIVIS students tend to be very active architects of their own education, exhibited also in student engagement, such as becoming a CIVIS student

There was a specific moment when I truly understood that I was representing something bigger than myself. During a presentation for students interested in Erasmus opportunities, as I spoke about my own experience, I realized that I was not simply sharing a personal story. I was representing a broader European vision of higher education – a network built on cooperation, mobility, and shared research.

Master's degree student in Food and Technology (SUR) and Management of Gastronomic Sciences for Wellbeing (SUR)

ambassador or participating in CIVIS local promotion events. Compared to average students, this might indicate a massive impact of CIVIS, were it not for the suspicion that it is above-average engaged students that are attracted by what CIVIS has to offer. This is a hen-and-egg problem that is prohibitively complex to resolve by quantitative sociometric means and that can only be approached by qualitative surveys, such as testimonials and interviews. For the future, the framework can thus serve as a flexible guiding principle to further strengthen CIVIS's engagement in inclusion and sense of belonging.

Services to welcome CIVIS students

Alongside the framework for attracting students to CIVIS Alliance and its activities, a framework for welcoming students to CIVIS has been developed. The welcoming stage is here understood as the processes after students have successfully applied and are set to begin their CIVIS programme, course, or activity. As this phase is also a vulnerable phase, comprehensive and welcoming guidance is important to ensure a smooth transition.

Output and Outcome: The development of this framework resulted in a checklist for consideration for host institutions responsible for welcoming CIVIS students. While general on-boarding processes that include general information and orientation, are not to be displaced, the mission of CIVIS welcoming events is to emphasize the alliance's identity and convey a sense of belonging. CIVIS's sense of belonging has been examined and its results documented in the eBelong 1 and eBelong 2 projects². The eBelong project's results alongside an analysis by Work Package 6 serve as the foundation for the framework. Thus, the framework is developed as general as possible to be context-sensitive to the different university cultures, their operations and activities, and their academic culture as well as schedules. A survey by Work Package 6 among CIVIS Alliance member universities revealed the heterogeneity of welcome cultures, welcome processes, and what is considered as important at each respective member. The framework and guidelines to welcome students to CIVIS's community and its programmes include topics such as pre-arrival communication, possible information and activities on arrival and first days, administrative and academic onboarding, cultural and social integration, support services, digital welcome and virtual students, career and professional welcome, belonging and community building, such as alumni networks.

Observed Impact: At all CIVIS member universities and CIVIS Partner universities resources have been allocated to implement and conduct services to welcome students to each university, within CIVIS Alliance. As student reports show, students were grateful for the support they received, especially in the face of administrative complications and in times of need.

However, while it would be (and is perhaps too) facile to measure satisfaction with the welcoming culture and information received at each university and in CIVIS as a whole, actual impact from welcome activities is notoriously hard to evaluate, as any serious survey would need to take into account the complex phases of emotional reaction to intercultural encounters, making any answer given at any time a spotlight opinion at the given time, which even in a single individual might not stand the test of time. Another complication, from an evaluation point of view, is that most students in CIVIS activities are current students of a CIVIS university, for whom CIVIS is an added dimension to their student lives. Programmes targeted at students new to CIVIS and CIVIS universities (CIVIS Joint Degree Programmes being the primary case in point) are only now become operational by being formally established and taking in their first cohorts of students at the end of CIVIS2 in 2026. The result is that the more elaborate welcoming processes for the groups most likely to benefit from them are only being conducted for the first or second time, rendering impact analysis all but impossible, beyond anecdotal evidence.

We would like to extend our gratitude to our CIVIS team, who accompanied us throughout this journey and helped us bring this project to life. The path was at times complicated, even tedious, as we had to navigate the different financial regulations of each university, which occasionally placed us in challenging situations. However, thanks to the dedication and understanding of our coordinators, it is safe to say that the project was a success.

Narrative Report of the CIVIS Student-Led Project "Our Homes. A documentary journey into the meaning of Home"

² eBelong Project ran from 2021 to 2023 (eBelong1, 2020-1-RO01-KA226 – HE-095475) and from 2024 to 2026 (eBelong2, 2023-1-RO01-KA220-HED-000158478). Link: <https://ebelong.unibuc.ro/>.

Multilingual Actions as the CIVIS Basis

One of the more frequently encountered motivations for students to go abroad is to engage with local people, their culture, and social life. To meaningfully engage with all these dimensions, students do not rely exclusively on English but often become motivated to learn the language of their host country. Many others in fact go abroad to learn or improve language skills, only to discover that mobility has much more to offer than language acquisition alone. Beyond the cultural aspect, numerous studies have shown that those speaking multiple languages tend to be more agile and possess a wider range of communication skills; they are more comfortable with conciliating different concepts and perspectives, not only in intercultural contexts but also in professional ones. In line with this goal, CIVIS2 has examined language learning across the Alliance through a structural approach. The objective has been to gain an overview of existing language offers and learning formats and to understand how multilingualism can be sustainably promoted and developed within a European university alliance. Based on these insights, CIVIS pursues the following goals:

- Sustainably promoting language acquisition
- Overcoming language barriers through tools like AI-assisted translation
- Developing a common language policy

Through these efforts, which were elaborated in more detail in milestone report MS6.4, CIVIS is able to provide students with language opportunities that extend beyond the capacities of any single member university while catering to different learning styles through a diverse range of language acquisition formats. CIVIS pursues two overarching goals in the field of multilingualism: (1) enabling language learning and (2) overcoming language barriers through multilingual communication. Promoting language learning contributes to multilingual competence, supports mobility, and raises awareness of the fundamental role of multilingualism for social understanding, equity, knowledge construction, and international cooperation. At the same time, CIVIS seeks to foster effective multilingual collaboration by developing specific competences for multilingual communication, encouraging multilingual practices, and making use of AI-supported language tools.

To achieve these goals, CIVIS member universities offer a comprehensive language learning framework comprising four broad categories: language courses provided through faculties and language centres; alternative language learning opportunities such as tandem programmes, Collaborative Online International Learning (COIL) courses, virtual exchanges, and language cafés; degree programmes taught in foreign languages, including philological and non-philological disciplines as well as CIVIS Joint Degree Programmes; and joint CIVIS language learning projects. In particular, CIVIS Joint Degree Programmes such as ART-W, EUROSUD and TRACEE (see chapter on student mobilities) provide multilingual and multicultural learning environments through study periods at different member universities, allowing students to experience their subject of study from various cultural perspectives. CIVIS's language offer comprises of:

- 40 modern and 10 ancient languages
- Language Cafés Spring term 2026:
 - Number of sessions held
 - Romance: 12
 - Slavic: 10
 - Number of participants
 - Romance: Average 5/session, 62 across all sessions
 - Slavic: Average 2.5/session, 25 across all sessions

While CIVIS is inherently multilingual,³ the local languages of schooling remain dominant for teaching and administration, and English (as the undisputed global lingua franca, also of science and academia) remains the dominant language for teaching, research, and communication between CIVIS universities. Structural multilingualism is not yet fully embedded, despite the strong potential found in the language centres and philological faculties of the member institutions. Initial initiatives, such as a multilingualism lecture series, new

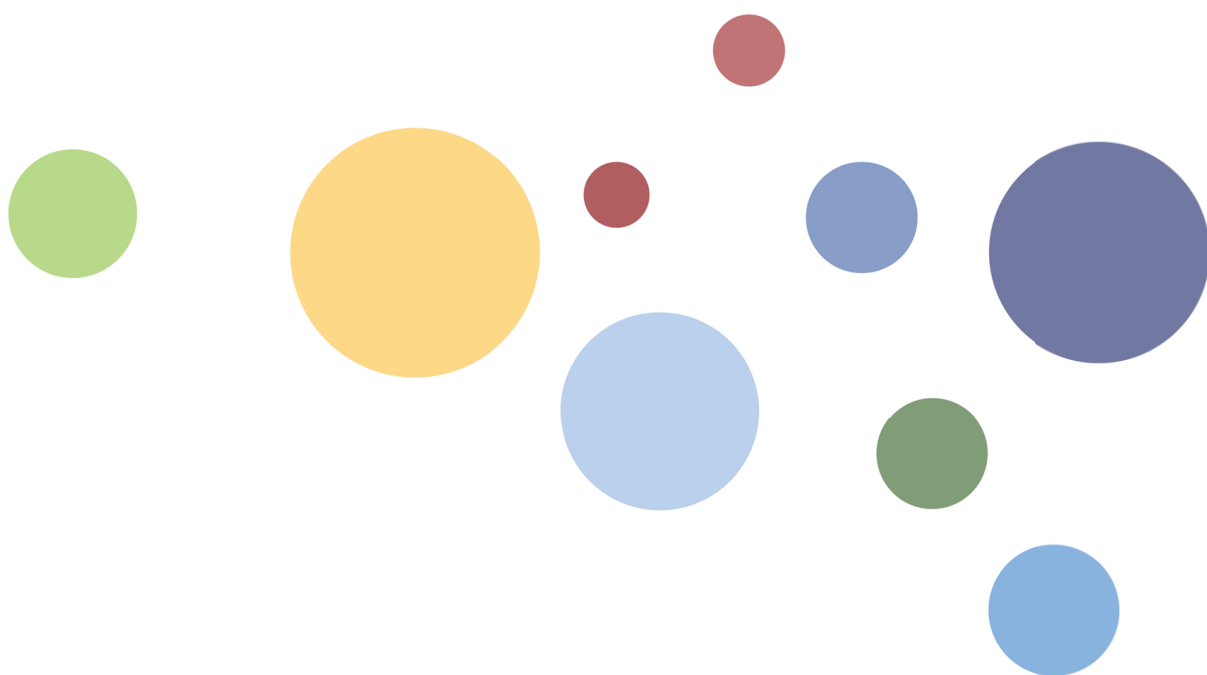
³ CIVIS Alliance's member universities in Europe cover eight European languages between them (English, French, German, Greek, Italian, Romanian, Spanish and Swedish), while the Associate member universities bring Arabic, Portuguese and a host of African languages to the multilingual world of CIVIS.

language cafés, and digital platforms, are already underway to strengthen multilingual engagement across CIVIS Alliance.⁴

Observed Impact: Although language learning has a long history at each CIVIS member university respectively, CIVIS and the Expert Group Multilingualism have been working on mapping the current language offer and various forms to engage in language learning in CIVIS. Language cafés, although being a very recent activity, have seen great initial success. While the positive impact is based on very recent activities, it signals potential for future language café programmes, especially in conjunction with the increasing number of CIVIS students in Blended Intensive Programmes, long-term mobilities, online courses, and degree programmes.

⁴ CIVIS has occasionally experimented with simultaneous translation in high-profile meetings, e.g., Open Lab project "Faro" and selected Board of Rectors meetings. Elsewhere, project outcomes have been translated from a local language to English as part of the project itself, e.g., Open Lab project "Drawing Lines – Kampf um gleiche Rechte".

3



STUDENT-LED INITIATIVES

Short Summary

Another pillar of CIVIS Alliance and its Inter-University Campus are (challenge-based) activities by the students themselves, prominently among them Student-Led Projects funded by CIVIS. The funding and structural administrative guidance by the CIVIS organisation supports students directly to realize their own visionary projects. With this opportunity, CIVIS "aims to foster a thriving environment rooted in strong links between its students and academic communities as well as in activities that will enhance exchange and mutually beneficial activities between local communities and our universities" (MS6.2). Placed as an interlocutor between students, academics, and civic society, Student-Led Projects empower students to become custodians of their own learning experience, while promoting European values and democracy. Thus, CIVIS established a "systematic, robust and sustainable infrastructure for transnational, civically engaged, challenge-based Student-Led Projects".

I am interested in the dialogues between theory, lived experience, and collaborative practices that the 'Our Homes' creative project engages with, highlighting how these questions emerge transnationally in both academic and non-academic contexts.

NKUA student, Student-Led Project 'Our Homes'

Student-Led Projects are defined as extra-curricular activities and initiatives which are initiated, conducted, managed, and implemented by students registered at any CIVIS university and associate member university. Projects can range on topics related to civic engagement, student academic events as well as student cultural events by promoting European identity and values.

Activities can include (but are not limited to) community service projects, civic hackathons, public forums/debates, civic education clubs, conferences, student-led community research projects or cultural/social events.

Framework for Student-Led Projects

Over the course of CIVIS2, CIVIS Alliance (as part of Work Package 4 and Work Package 6) developed a framework to structure the processes and calls for Student-Led Projects as well as the implementation of an administrative support structure. The goal of this framework, which has been compiled as milestone MS6.2, is to set guidelines and describe processes to successfully implement Student-Led Projects in a university alliance environment and may serve as a practical guidebook that can be updated iteratively when opportunity or necessity arises for future organisers. Based on these efforts, two full calls (2024-25) and the resulting Student-Led Projects (concluding in 2026) were successfully carried out (see next sub-chapter below). Importantly, while not an entirely new idea overall, Student-Led Projects were a novelty for many CIVIS universities, thus both creating a new opportunity for students, but also an unheard-of challenge for university administrations. In particular, it turned out that many university administrations were ill-equipped to handle the close, time-consuming support needed by students facing university bureaucracy for the first time. This experience prompted CIVIS governance to reflect on how Student-Led Projects could best be supported and integrated within the evolving portfolio. Following the second call, Student-Led Projects were therefore set aside, creating an opportunity to reconsider their place and the conditions to maximise their impact.

The framework for student-led project includes:

- Introduction to and definition of Student-Led Projects
- Criteria for CIVIS Student-Led Projects
- Guideline to ensure genuine co-creation and the ethos of collaboration
- Measures to implement a stable call and project support structure
- Establishment of two annual calls
- Details on the call process

- Details on the support structures for Student-Led Projects
- Comprehensive survey of local structures
- Quality assurance, reporting and dissemination

To conduct the calls for projects, a Student-Led Projects Selection Panel was formed (see the *CIVIS Student-Led Projects Framework*). The panel included, at parity, voting members of the CIVIS Global Student Council and of relevant CIVIS groups, such as the CIVIS Open Labs Council, the Expert Group Service Learning, the Expert Group Civic Engagement, as well as representatives of the Work Package 4 and Work Package 6 teams. Also included were non-voting members from CIVIS management to enable a smooth transition to the Student-Led Projects Implementation Support Group (SLP-ISG) of the CIVIS Management Committee, which oversaw the administrative support and implementation of the projects as well as financial and narrative reporting. The communication and dissemination needs of the projects were strongly supported by the CIVIS Communication Unit, resulting in an overall process as follows:

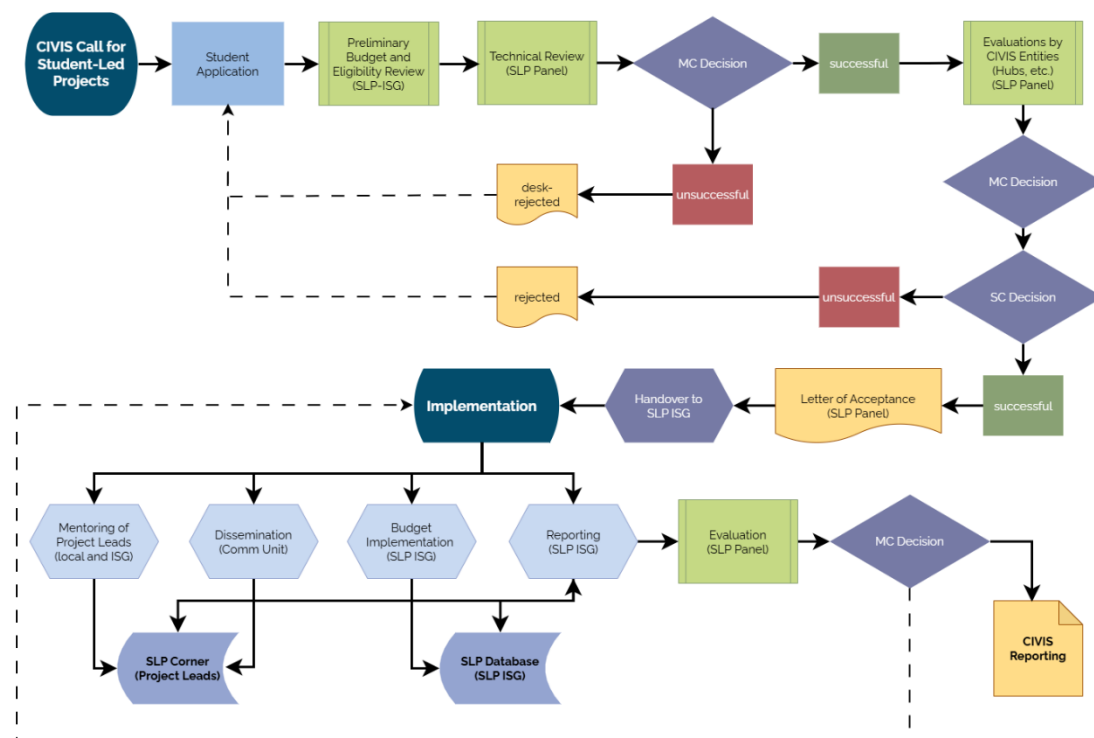


Figure 2: Flow Chart Student-Led Project Selection Process.

Observed Impact: This framework led to successfully implementing Student-Led Projects in CIVIS (see next sub-chapter below) and resulted in positively impacting the experience of students participating, managing, and organising their projects as well as of the participants from other stakeholders, such as civic society, activists, and experts. The framework has been proven in its first implementation to provide a comprehensive and effective orientation for alliances to implement Student-Led Projects and have a meaningful impact on bridging the gap between universities and civic society. As Student-Led Projects have developed into a successful component of CIVIS Alliance with its framework as the foundational architecture of that success for universities and local societies, CIVIS believes in the future of this programme and aims to develop it further and sustainably establish it as a model for other alliances whose aim is to bridge the gap between them and civic society ensuring communication, joined collaboration, and understanding.

CIVIS Student-Led Projects 2024-2026

The development of the framework for Student-Led Projects in CIVIS Alliance was followed by its realisation. Goal was the implementation of administrative processes, such as criteria and funding principles, the development and promotion of project calls and successful realisation of projects conducted by students, which include quantitative and qualitative reporting. To track the development, progress, and impact of Student-Led Projects, quantitative Key Performance Indicators (KPIs) about applications, participants (local and mobility), topics, and funding have been tracked and documented by the Student-Led Projects Implementation Support Group. These data have been compiled in the form of two milestone reports, MS6.3.1 and MS6.3.2 for calendar years 2024 and 2025, respectively. Beyond quantitative evaluation, student organisers of the respective projects provided qualitative reports that give qualitative insights into the course of events, participation, and personal feedback, as well as challenges and future plans.

Time period	Event	Applications	Validated Projects
March 2024	Student & Staff Week on Student-Led Projects	None	-
March 2024	Pilot Call	3	3
Sept. to Oct. 2024	First Full Call	27	7
March to April 2025	Second Full Call	12	8

Outputs and Outcomes: Student-Led Projects were a new but successful programme in CIVIS2, which proved to be positively received by various stakeholders and successfully conducted in a short period of time. The concept, first developed in part from a white paper by the CIVIS Global Student Council, manifested in the framework was developed during a student and staff week at UofG in March 2024, thus bringing together minds from the student as well as administrative body in a fruitful cooperation. Subsequently, CIVIS conducted Student-Led Projects in different phases, each starting with a call for projects. All projects are listed in Annex II, alongside relevant indicators. The student & staff week on Student-Led Projects has been retrospectively categorized as a CIVIS Student-Led Project to highlight the co-creative nature the initiative had from its very beginning; no CIVIS funding has been used to finance the event or the mobilities to Glasgow.

Number of projects	No. of mobilities	No. of students
18 projects approved 16 projects completed 2 projects withdrawn.	140	1.426

The approved projects were monitored on their status, approved project budget, number of mobilities, and number of student participation, as well as qualitative student organiser reports. CIVIS Alliance activities are about collaborative transnational endeavour; they are as much about internationalisation at home as they are about mobility, precisely by bringing together students from the 17 CIVIS partners in one location or in an online setting. Thus, for most CIVIS formats, local participation holds almost the same internationalisation value as actual, physical mobility, as the intercultural encounter experienced by participants is close to the same for the "stay-at-home" hosts as for the "come-from-away" guests. Also, total participation includes the sum total of online participation, as well. Consequently, on both counts, total participation is a meaningful Key Performance Indicator (KPI) alongside mere mobility numbers, and, of the two, it is certainly the more valid measure of overall impact.

Although mobilities in this programme did not quite meet the target goal, which was set too optimistically due to the difficult assessment of the impact of Covid19-pandemic on mobilities, the amount of applications in response to each call demonstrated high interest in Student-Led Projects. The student organisers demonstrated outstanding commitment by traveling to various locations in Europe to make these projects a success—both personal and for CIVIS. As a programme in its early phase, the learning curve for everyone involved was steep and, by considering the experience gained throughout the process, various aspects, such as the overall process, reporting, and feedback templates, have been improved from call to call, so that the idea of students taking action and responsibility of their projects in an international context could thrive. One confirmed outcome is that the civic engagement projects of CIVIS Alliance will, in the future, also reach out to and include student perspectives in their set-up.

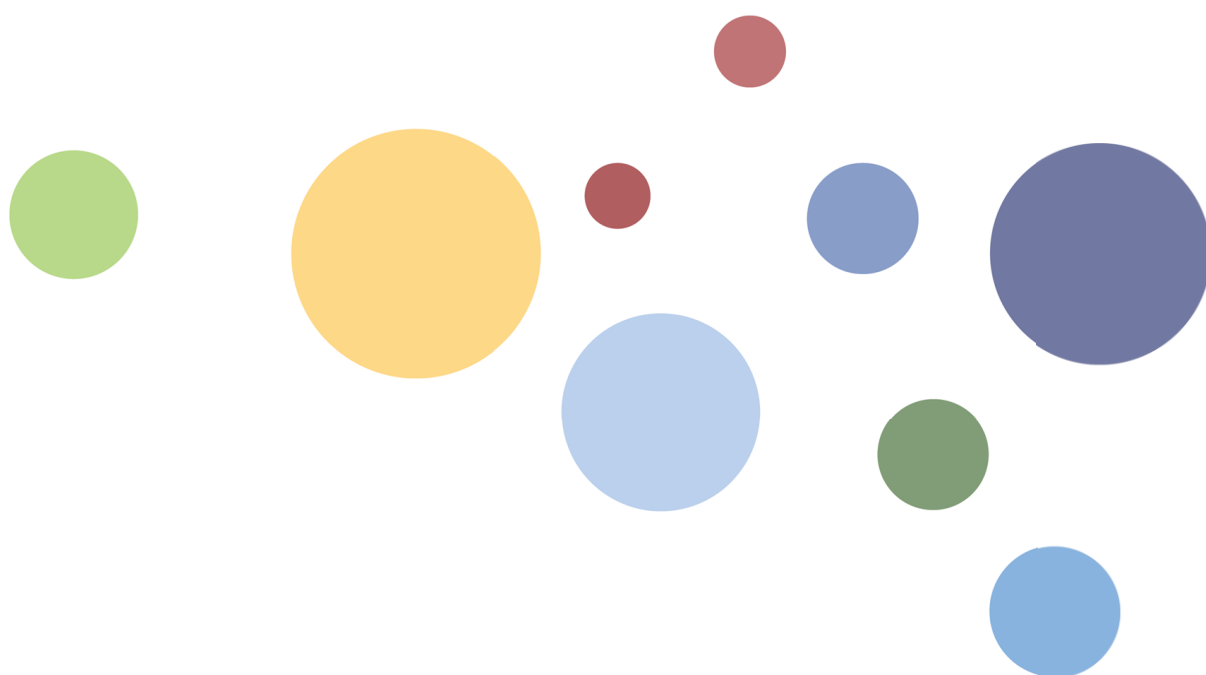
Like every newly implemented programme, for securing its continuity and improvement after a promising start, for the dissemination and promotion to take effect on a broader scale as well as for administrative processes to settle and find a routine, secure funding options that guarantee a future are necessary. Identified major areas of improvement include but are not limited to: unforeseen and unequal distribution of resources between member universities, university bureaucracy due to different administrative requirements in each jurisdiction, different experience in project management on both the students' and the administrators' side, as well as the need to communicate the transnational dimension of projects to students not experienced in forming transnational networks.

In Brussels, a key outcome was the strong intergenerational dimension of the exchanges. The participation of women involved in the 1976 Tribunal¹, alongside younger researchers and students, created meaningful moments of transmission and reflection on the evolution of feminist struggle.

Extract from the project report of the
Student-Led Project "Reclaiming (Feminist)
Justice: 50 Years after the International

Observed Impact: The goal of newly developed and implemented Student-Led Projects was to provide students at CIVIS Alliance member universities and Associate Partner universities possibilities and spaces to realize their own project ideas in line with CIVIS's mission to engage with civic society and develop solutions to contemporary issues, such as the housing crisis, gender segregation and inequality, as well as ecological challenges. The Student-Led Projects were highly successful in engaging with local civic communities, thus were able to create bridges between researchers, leading experts, activists, students, local communities, generations, and other civic representatives. In the project reports, these bridges and networks are not seen as one-time events, rather the Student-Led Projects' outcomes and outputs are the starting point for future collaboration between the students, researchers, and civic society in the form of publications, follow-up Student-Led Projects, film screenings of produced documentaries, the inclusion of businesses in European-African relations, and podcasts on social issues. Therefore, Student-Led Projects are sustainable, future-oriented, transformative endeavours that reshape how academic studies can immediately impact and relate to civic society, i.e., not as closed incubators but as a co-developing, action-oriented, challenge-based participant.

4



STUDENT MOBILITIES

Short Summary

Student mobility is and remains at the core of CIVIS activities, the CIVIS educational offer and the CIVIS Inter-University Campus. Consequently, student mobility numbers in the various programmes are among the core indicators for CIVIS's programmes, development, inter-university connection, and overall performance achieved, even with the former 50% mobility target set by the EU Commission now shelved. Beside qualitative goals, CIVIS Alliance set itself quantitative goals for student mobilities and, as part of Work Package 6, annually gathered the respective numbers for analysis, jointly with the CIVIS Quality Officer, the CIVIS Mobility Unit and the CIVIS Digital Campus Unit. These results have been compiled in the annual *CIVIS Student Mobility Reports* since academic year (AY) 2023-24 (milestones MS6.5.1 and MS6.5.2, respectively), as well as in the *CIVIS Quality Reports*.

Overall, Blended Intensive Programmes (BIPs), exclusively managed by CIVIS within the Alliance while activities have been financed by regular Erasmus funds (see below for details), have been CIVIS's outstanding success story and, despite being a newly developed programme, Student-Led Projects have seen great interest demonstrated by the number of applications, participants at the respective events, and narrative reports by the student organisers. While most indicators, which were designed in light of increasing digitalisation during the COVID-19 pandemic, fell short due to changing external factors, such as a return to on-site teaching in the post-pandemic period, CIVIS has seen healthy increases in physical mobility, both classic long-term (semester) mobility within degree programmes.⁵ CIVIS Alliance has also gained great insights about employing new programmes in light of an ever-changing world, such as how a diversified programme offering can be inclusive and sustainable as well as realize European values and CIVIS values, how goals should be set more realistically in a time of transformation, and how institutional structures can be meaningfully organised as a European university.

Mobility Initiatives and Activities

CIVIS has developed and provides several exclusive mobility programmes that foster European collaboration and belonging among students while concurrently promotes civic engagement, sustainable means of travel, and inclusion. This offer of programmes operates on various scales, from day-long workshops and seminar over various week-long or month-long blended programmes to complete degree-programmes. In the design of these programmes, CIVIS strives to cater to the needs of students who face barriers to mobility, such as disabilities health issues, or systematic, social, cultural, economic, or geographical barriers, that prevent from participation: "In general, though, short-term opportunities – such as summer schools, short visits and online courses – were often welcomed because they provided what, for some, were seen as more accessible mobility opportunities" (Brooks and Rensimer 2026, 10) Thus, these programmes function as pilot projects for a more inclusive European community, where programmes fit the students and not vice versa.

"...in that case the Erasmus experience sort of failed me, in a sense, because I couldn't afford to stay there and complete the experience, whereas with CIVIS I've always managed to do that."

Student CIVIS E (Brooks and Rensimer 2026, 11)

Educational programmes in CIVIS include Single Learning Activities (SLAs), Multi-Structured Learning Activities (MSLAs) and Degree Programmes. Structured Learning Activities include traditional programmes or courses that provide a straight-forward mode of learning. Structured Learning Activities include regular and online courses, seminars and webinars, workshops, research and development (R&D) bootcamps, and summer/winter schools. Multi-Structured Learning Activities are blended programmes that provide learners the opportunity to learn through different,

flexible modes of learning. Multi-Structured Learning Activities include internships and traineeships, Blended Intensive Programmes (BIPs) with various degrees of online and on-site participation, as well as a modular offer, which encompasses micro-programmes and micro-credentials, that can be flexibly stacked. And lastly, CIVIS Alliance provides full joint degree programmes that give students the opportunity to achieve officially

⁵ CIVIS Alliance has also successfully coordinated its annual KA171 applications, i.e., Erasmus+ funding for global partner countries—in CIVIS Alliance's case our CIVIS Alliance Associated African Partners. Through this funding line, CIVIS Alliance Members were able to invite students from Associate member universities to CIVIS short-term educational offers (primarily BIPs) and partly for long-term stays.

certified multi-national degrees on Bachelor, Master or doctoral level. Depending on the programme, students are eligible for multi-degrees or can study in joint-degree programmes, similar to a normal programme. CIVIS is working towards the goal for these programmes to become certified under the European Degree Label process.

While all of these different programmes are described much more extensively elsewhere (vide deliverables submitted by CIVIS2 Work Packages 8, 9, 10 and 11), they are the context before which to view the mobility numbers and related Key Performance Indicators (KPIs) achieved by CIVIS – mobility is part of the CIVIS educational experience, and without the CIVIS educational offer, there would be zero (0) student mobilities in CIVIS. As part of its offer, CIVIS Alliance also provides mobility opportunities for doctoral students as additions to their degree programmes. These mobility activities include Single Learning Activities as well as Multi-Structured Learning Activities and offer doctoral students ways to network, shape their research profile, learn from experts at a different university, and gain international experience. CIVIS Alliance promotes doctoral programmes, doctoral training programmes, as well as the Marie Skłodowska-Curie Doctoral Networks.

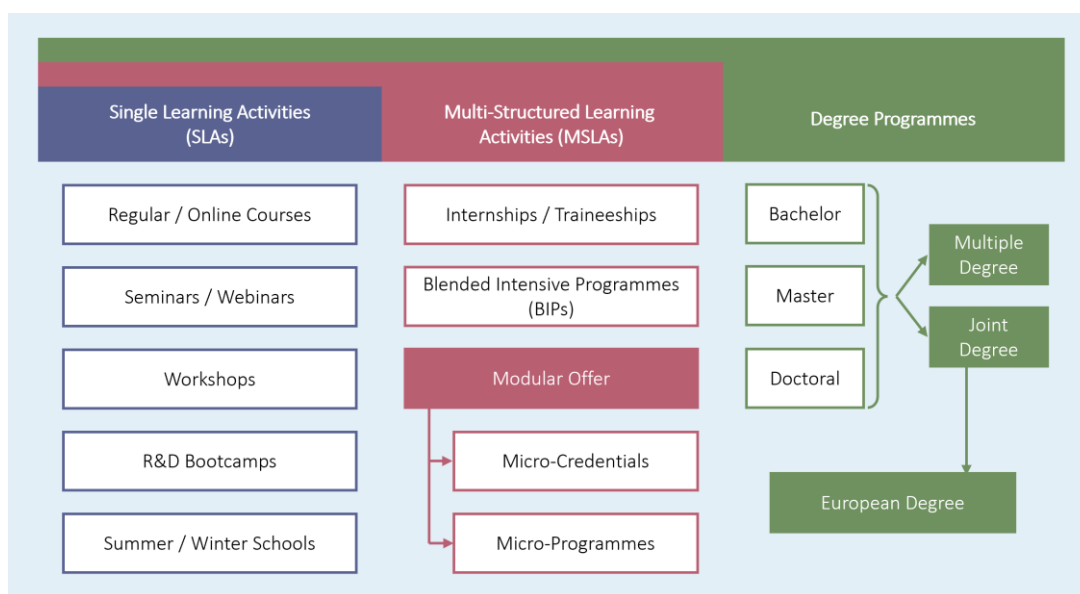


Figure 3: CIVIS2 Educational Framework.

Student Mobility 2022-2026

Within Work Package 6, CIVIS Alliance has tracked and is still tracking how the various CIVIS mobility opportunities and programmes perform in their development phase during CIVIS2. To do that, the Mobility Unit and Education Unit have collected numbers of the different programmes, such as number of projects, number of project applications, number of mobilities, number of mobility applications, and other educational activities, which have been analysed to make adjustments in the future (see Annex IV). The goal was to double the number of mobilities by the end of CIVIS2 (2026), using the end of CIVIS1 (2022) as the baseline, with special attention given to the role of blended and virtual mobilities.

Outcomes and Outputs: CIVIS Alliance has shown promising results regarding student mobilities, while barely missing to achieve some of the goals. Unforeseen external transformations after the Covid19-pandemic, as well as a fast return to pre-pandemic normality in regard to mobilities had a major impact on the role of digital mobilities. Written during the pandemic, CIVIS2 overestimated the sustainability of the structural shift toward digital means (as opposed to the temporary shift caused by the pandemic) and underestimated the very human need for physical encounters – including international ones. Nevertheless, CIVIS Alliance believes that digital mobilities are here to stay and the mobility numbers in light of the diversification of blended programmes reflect this sentiment. Thus, CIVIS Alliance and its mobility programmes find themselves in the middle of a transformation of mobility culture, where on the one hand various blended programmes gain more relevance in light of greater flexibility and on the other full international programmes are becoming more attractive than ever before as they prepare students for an international labour market. Long-term mobilities within the scope of European Alliances are a significant field of action, which is in direct competition with other Erasmus+ mobility partnerships and opportunities and thus depend on the sharing of finite funding resources.

– resources that are being fully used up at most CIVIS universities as we speak. Here, there is a clear limitation in the finite monetary amount available for such mobilities, which has not increased to match existing interest. Ultimately, CIVIS universities are faced with the hard decision to prioritise existing Erasmus+ funding toward CIVIS – and even that might not be enough to satisfy demand, especially as mobility within European Degree programmes is taking hold (see below).

Overall, CIVIS Alliance has seen some great promising results. On one side new programmes are slowly gaining traction (such as joint-degree programmes), while other projects have been well established by now (such as Blended Intensive Programmes) or are in the process of becoming parts (such as Student-Led Projects) of Alliance-wide collaboration and mobility. Especially with new 3 joint-degree programmes started and several more poised to launch in CIVIS Alliance in the 2026-2027 period, we hope to increase student mobilities. Although student communities in CIVIS Alliance are slowly engaging with the provided programmes, some indicators are stagnating and thus barely falling short of the goal of doubling student mobility overall. Towards the end of CIVIS2 (2026) and as calls for additional educational offers, joint degrees and calls for mobility are already closed for academic year 2025/2026, these figures should be viewed as final (early cut-off date 30 April 2026 for an academic year ending on 30 September 2026). Still, we are optimistic for the future of CIVIS mobilities in the long term (beyond 2026).

What did I truly gain from this journey? Of course, it enriched my CV and opened professional doors, but the most precious resources were never the ones you can measure or write down in a line. They were the networks of trust I built, friends and colleagues from every CIVIS university, whose voices I still hear whenever I face new challenges.

Former Co-Chair of the CIVIS Student Council

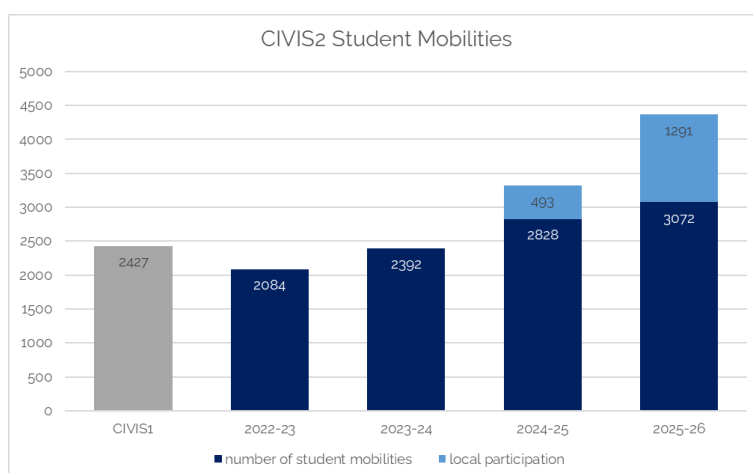


Figure 4: Development of Student Mobilities during the CIVIS2 project from academic year 2022-2023 to academic year 2025-2026 (local participation not counted in 2022-23 and 2023-24).

In light of the positive developments in CIVIS Alliance and the current consolidation phase for CIVIS mobility programmes, UNIL and UofG as well as our African partners Université Hassan II de Casablanca, Université Cheikh Anta Diop de Dakar, University of the Witwatersrand, Johannesburg, Makerere University, Eduardo Mondlane University, and Université de Sfax have been valuable contributors to CIVIS Alliance, while taking the individual financial load of mobility costs upon themselves. In the future, we expect student mobilities to rise as soon as Switzerland and the United Kingdom are considered Erasmus+ partner countries again and both universities can be not only full alliance members, but fully-fledged Erasmus+ project partners. Additionally, we aim to further strengthen our partnership with our African partners and increase cooperation and collaboration, cultural exchange and understanding through student and staff mobilities. We look forward to continuing our joint journey to promote and foster an open and diverse community, create valuable international experiences for students and staff, and build a sustainable future.

The analysis shows that the mobility programmes developed and conducted during CIVIS2 have a considerable impact on student mobilities. Although targets have been only met partially, the diversification of programmes, partially in comparison with other Erasmus+ programmes, shows positive tendencies. This shows an ever-increasing awareness and visibility of CIVIS, its positive impact on inclusion and sustainability, and its meaningful contribution to European belonging, thus reshaping the landscape of Erasmus+ mobility

programmes for students. Especially Blended Intensive Programmes (BIPs) and Student-Led Projects (SLPs) have been impactful implementations into the mobility landscape.

Student Mobilities	End of CIVIS 1 (2021-2022)	Year 1 CIVIS 2 (2022-2023)	Year 2 CIVIS 2 (2023-2024)	Year 3 CIVIS 2 (2024-2025)	End of CIVIS 2 (2025-2026) Objective: doubling
Goal 1 Short-Term Mobility	1.291 (physical/ blended)	932 (BIPs)	1.193 (target: 1.150)	1.431 (target: 1.400) (local: 296)	1.560 (target: 1.650) (local: 263)
Goal 2 Online Mobility	283	159	144 (target: 200)	223 (target: 600)	248⁶ (target: 1.200)
Goal 3 Semester Mobility	852	986	975 (target: 1.100)	1.037 (target: 1.250)	1.146 (target: 1.500)
Goal 4 Joint Degree Programs	-	7	2 (target: 0)	11 (target: 0)	53 (target: 50)
Goal 5 Work/ Internship	-	-	47 (target: 0)	39 (target: 100)	43 (target: 200)
Goal 6 Student-Led Projects	-	-	31 (target: 50)	87 (target: 150) (local: 197)	22 (target: 250) (local: 1.028)
Σ students (in mobility)	2.427	2.084	2.392 (target: 2.500)	2.828 (target: 3.500)	3.072 (target: ≈ 4.850)
Σ students (incl. local)	- (not measured)	- (not measured)	- (not measured)	3.321	4.363

CIVIS programmes, like Blended Intensive Programmes and Student-Led Projects, tend to experience high interest and demand. Application numbers considerably exceed CIVIS's current administrative and financial capacity, both in terms of realized projects as well as student mobilities. For example, in two BIP application rounds during academic year 2025/2026, 6,789 students have applied⁷ whereas only 1,707 enrolled within the teaching capacity of the 60 BIPs offered and the mobility funding available to the CIVIS universities in the Erasmus+ mobility budgets, which directly determines the number of mobilities. Number of available spots in each BIP is determined by various limiting factors, including classroom capacity or field activity, group size in relation to topic under discussion, group size that can be handled by external partners, such as museums or local archaeology agencies, and overall teaching capacity, for example number of academics available. In addition, the total number of BIPs is also limited by administrative capacity in the CIVIS organization. Overall, CIVIS draws in demonstrably more interest in the form of applications than it is able to accommodate under the current funding level. Administrative and teaching capacity considerations aside, the mobility rates achieved are directly proportional to available funding.

Observed Impact: During its second phase, CIVIS has developed and established various new programmes in just four years. These developments and prospective targets were based on assumptions and the lived reality

⁶ This number only indicates mobilities in academic year 2025-2026 until the cut-off date of 15 June, thus the number is subject to further revision.

⁷ The number of applications slightly over-reports the actual interest, as it includes multiple applications from the same student in some cases. To enable as many students to participate as possible, up to two BIP spaces are allocated to each student per year under the assumption that only one mobility will be funded, and students either choose the BIP that interests them the most or pay for the second mobility themselves.

during the COVID19 pandemic and when the future of student mobility was unclear. But the establishment of new blended programmes, micro-programmes and joint degree programmes was well received among the CIVIS student community and enriched the versatility and opportunities of programmes to cater to the needs of students—so much so that demand often outstrips supply, as shown by the number of BIP applications over available spaces. The initial positive adoption and success of the programmes laid the foundation, and these programmes are now gaining momentum towards the end of CIVIS2 in 2026, thus promising to be strong pillars for alliance-wide mobilities in the future while maintaining the diversity in CIVIS's mobility offers. Notably, however, it must be taken into account that academic programmes (even as simple as an online course) have comparatively long lead-in times of at least one year, in most cases two years.⁸ The numbers show an upward trend in most mobility areas, especially Blended Intensive Programmes and Student-Led Projects have become success stories in their own right. This success of diversity and variety in opportunities for student mobilities, to cooperate internationally and experience European diversity also shows in student experience reports, interviews and project narrative reports, thus having a positive impact on how students feel included and a sense of belonging. While the success in the early phase is tangible, programmes need time to grow and to reach a broader area of internal and external students and those interested in flexible mobility opportunities. Importantly, this impact is directly correlated to sufficient funding being available – growth can only be sustained by continued expansion of relevant mobility funding lines, not only covering the spiralling rise of mobility cost but also a real expansion.⁹

Blended Intensive Programmes (BIPs) and BIP Mobility Process

Blended Intensive Programmes (BIPs) are CIVIS Alliance's biggest success story, due to CIVIS Alliance's centralised approach, where most CIVIS Alliance members dedicate their available BIP funding in their Erasmus+ budget exclusively to CIVIS.

Blended Intensive Programmes are a recently introduced format of Erasmus+ mobility, and from the start, CIVIS Alliance has opted to utilize this funding line for student mobilities and organisational costs, in line with CIVIS Alliance's approach on organising and funding educational activities. Blended Intensive Programmes constitute an ambitious educational programme that allows academics to make links to their research and raise visibility to their faculty, laboratory, institute, research area, and partnerships. The goal of Blended Intensive Programmes is to provide a new perspective upon teaching and learning practices, as an added value in comparison with other programmes or courses.

⁸ These long “lead-in” times from conceptional project proposal to implementation are due not so much to any (bureaucratic) hurdles, but the plain need of universities – teachers, faculties and students – to plan well in advance. Typically, the course catalogue for the next academic year is finalised up to six months in advance, while the planning and accreditation of a joint degree programme must be fully finalised almost a year in advance to enable both student application and concrete implementation planning (course catalogue!) to take place. This is over-simplifying the complexity at stake, but can give a sense of the timeframes we refer to.

⁹ At the time of writing, discussion of the next Erasmus+ budget as part of the European Union's next Multi-Annual Finance Framework (MFF) is still ongoing. Ministerial-level discussion papers indicate that, while there might be an expansion of the overall budget nominally, there might be too little funds to even cover the rise of cost of living experienced during the current MFF. Furthermore, discussions seem to indicate that funding might be directed away from higher education in favour of a greater emphasis on both secondary and vocational education mobility. To European University Alliances like CIVIS, this news is alarming. Numerous studies have highlighted that, given the scarcity of other dedicated funding sources, the availability of Erasmus funding is the sole determinant and enabler of credit mobility within Europe. It is undisputed that, contrary to political wishful thinking, mobility abroad is rarely cost-neutral for students. For instance, living (for rent) abroad during a semester stay is typically more expensive than the individual student's living arrangements at home. Moreover, when moving abroad, students often lose their income from side jobs they might hold – jobs that depend on a level of social integration not immediately available when you have just moved to a foreign place. The list continues; with the upshot being: less Erasmus funding, less mobility by students, especially from cost-vulnerable student groups, such as students with care duties, students from disadvantaged backgrounds, students with special needs and, last but not least, first-generation students. Put differently: while open to anyone, it is the presence or absence of sufficiently munificent Erasmus grants that will determine whether or not a student from less-privileged circumstances will consider to study abroad, or not. For CIVIS, this has clear and obvious implications: The mobility inherent in European University Alliances and, especially, European Degree programmes run by these alliances must be funded in order for these programmes to become (and remain) attractive and sustainable. This report sets out to show the benefits of European University Alliances in terms of mobility – all of these achievements directly depend on adequate funding of and for them. Put differently again: by establishing European University Alliances and starting the European Degree (Label) process, the European Commission has given an unequivocally clear mandate to universities to enhance and expand international studies, including mobility. Now, it must back this mandate with money.

Blended Intensive Programmes are “short, intensive programmes that use innovative ways of learning and teaching, including the use of online cooperation” (European Commission, 2022, p. 47, in: Deliverable D8.1) combined with a compact, joint mobility phase (typically, one week) for all participants.

Outcomes and Outputs: The total number of student mobilities in Blended Intensive Programmes has been increasing annually and has met its goal every year (AY 2023-2024: 1.193; AY 2024-2025: 1.423; AY 2025-2026: 1535). Of these numbers, a total of 60 students joined from a CIVIS Associated member university in Africa during the whole CIVIS2 period. It was in later academic years that Work Package 6 also monitored local participation since Blended Intensive Programmes are not only open to students planning to go abroad but to facilitate cooperation between local students and mobile students within CIVIS Alliance. Beside the number of mobilities, the number of Blended Intensive Programme projects itself is of interest. 66 CIVIS Blended Intensive Programmes were launched in academic year 2024-2025 and 60 CIVIS Blended Intensive Programmes were launched in academic year 2025-2026, following a rigorous selection process focussed on academic quality of the offer. The target of 55 Blended Intensive Programmes per academic year with 5 Blended Intensive Programmes per university has been achieved throughout CIVIS2.

CIVIS BIP Student Mobility Flow

CIVIS2 - 2022-26 - Total Mobilities: 5054

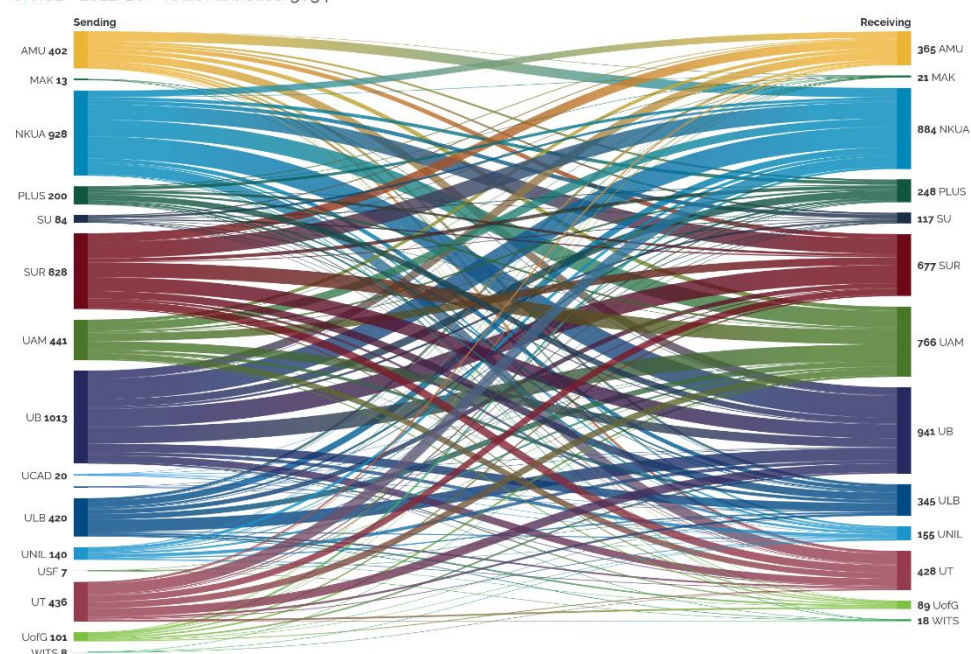


Figure 5: Flowchart of CIVIS BIP Student Mobility over the CIVIS2 project duration.

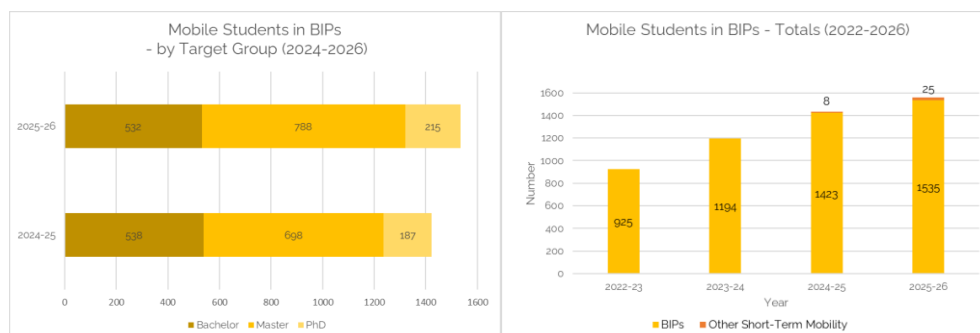


Figure 6: (left) Mobile Students in Blended Intensive Programmes by Target Group from 2024-2026, (right) Mobile Students in Blended Intensive Programmes year-on-year development from 2022-2026 (other short-term mobility added on top, which is non-BIP PhD mobility).

While the majority of the funding for Blended Intensive Programmes comes from regular Erasmus+ mobility lines, the main achievement of CIVIS2 project in term of the Blended Intensive Programmes has been the joint

procedures and processes installed to generate these Blended Intensive Programmes (through a rigorous calls process) and the implementation of these Blended Intensive Programmes jointly through a well-established process, to which all CIVIS universities contribute and which has been created and is facilitated by CIVIS Alliance staff, in a collaboration of all four units (Education, Mobility, Digital Campus and Communication Units) and three officers (Innovative Pedagogies, Global Partnerships and Quality Officers). Working jointly, these teams are able to deliver a programme that, in this quality and size, would have been impossible to do without this massive organisational support enabled by the existence of CIVIS Alliance and the funding from CIVIS2 project. Where other universities and even university alliances will proudly present "their Blended Intensive Programme" (in the singular), CIVIS Alliance is happy to point out we have over 60 of them – per year! To do this at home (or in your home university), beside a set of dedicated staff you need a well-structured process, which we present below.

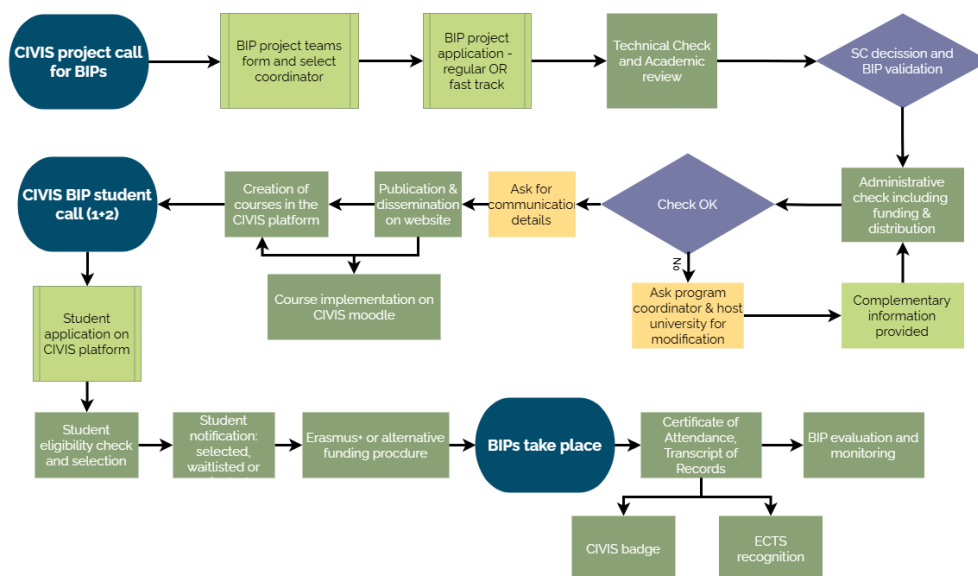


Figure 7: The Blended Intensive Programme Selection and Implementation Process.

Observed Impact: While short-term mobilities, including Blended Intensive Programmes, have established themselves as cornerstone for CIVIS mobilities, the continuous increase of mobilities and Blended Intensive Programme projects despite funding restrictions, demonstrates how these programmes reshape the mobility offer landscape within CIVIS Alliance, as these numbers promise an increasing interest and need in the student

What I value most about CIVIS are the Blended Intensive Programs (BIPs), a great opportunity for intercultural exchange and for experiencing what it means to be part of a European academic community.

Student at the University of Tübingen, CIVIS Student Council member

body of CIVIS Alliance to be more flexible when it comes to international mobilities and possibilities to learn together and cooperate. The great percentage of local participation also indicates a lively exchange within Blended Intensive Programmes that transcend the mobility experience by mobile students and is a testament of local impact. Blended Intensive Programmes also had a positive impact on the collaboration with African partners, since numbers, although small, are getting traction. Additionally, the increasing percentage of inclusive and green mobility top-ups reflect the increasing awareness and advantages for students who face barriers to international mobility, as well as the increasing

sensibility for green means of travel. Blended Intensive Programmes also positively affected teachers, as they experienced an increase in student involvement, collaboration and responsibility for learning. (cf. Stingu et al. 2026) Taking a wider academic perspective, BIPs also have shown value in either deepening and expanding pre-existing scientific collaborations, or generating new ones - also in the research field. Lastly, CIVIS has the cases in point to show that BIPs can lead to larger educational collaborations, such as joint degree programmes.

Micro-Programmes and Micro-Credentials

Micro-Programmes and Micro-Credentials are part of online mobility in CIVIS Alliance (for a list see Deliverable D11.1). **Micro-Programmes** are defined by their modular structure where smaller accredited units, such as regular courses (BA/MA/PhD) and new CIVIS courses, can be combined to a module or a whole micro-programme (5-30 ECTS¹⁰). Different modules could be stacked and combined into a coherent learning path, which can be certified under an official CIVIS Micro-Programme to complement the students' main study programme. CIVIS Micro-Programmes allow students to follow their individual learning and training interests, deepening their knowledge on specific topics and acquire new skills, for example, the CIVIS2 flagship micro-programmes "Equitable and Just Digital Society" and "Digital Transformation in Health and Wellbeing". CIVIS2 builds on the foundation developed and piloted during CIVIS1, where different SLAs were embedded in CIVIS Micro-Programmes with different topical focuses.

Micro-Programmes represent learning components that offer students short and medium sized official learning activities, on a variety of topics and formats, built on different smaller units of learning (courses, research, and practice activities / projects, etc.) that exist in the CIVIS curricular offer or are newly designed for the purposes of modularisation.

Micro-Credential means the record of the learning outcomes that a learner has acquired following a small volume of learning (1-15 ECTS). These learning outcomes will have been assessed against transparent and clearly defined criteria. Learning experiences leading to micro-credentials are designed to provide the learner with specific knowledge, skills and competences that respond to societal, personal, cultural, or labour market needs. Micro-credentials are owned by the learner, can be shared and are portable. They may be stand-alone or combined into larger credentials. They are underpinned by quality assurance following agreed standards in the relevant sector or area of activity.

Different in orientation and format from micro-programmes, **Micro-Credentials** offer certifications for small packages of learning and predefined learning outcomes in terms of specific knowledge, skills, or competencies that can be stacked into larger credentials (1-15 ECTS). Micro-Credentials, such as "University Civic Engagement: Making a Positive Impact on the World from the University", "Design and Development of RNA Therapies for Human Diseases", "Creative Tourism: Strategies for Designing and Planning Original Itineraries" and "Digital Humanities for Renaissance Studies", serve as an official acknowledgement of the acquisition of new skills that respond to societal and labour market's needs, based on learning processes of upskilling or reskilling. Target groups for micro-credentials are varied and broad, allowing students, newly graduated, or more experienced employees to adjust to the job market. Additionally, micro-credentials provide certified advanced training to specific social groups with societal needs. As being open to everyone, micro-credentials are official ways for advanced training that are flexible and open up pathways to build one's own learning experience and education into higher programmes if needed, as well as develop and foster connections to lecturers and other learners and students on different steps of the employment ladder. Some micro-credentials can be created by redesigning existing Structured Learning Activities or CIVIS courses.

Outcomes and Outputs: The number of students participating in micro-programmes has not stabilized after the official end of the COVID19-pandemic and its impact on online mobility. While a small dip in the interest in online mobility was to be expected, the demand for online mobility decreased immensely. Thus, the annual goals have not been met. In academic year 2024-2025, a total of 194 students and in academic year 2025-2026, a total of 178 students participated in micro-programmes. Meanwhile, Massive Open Online Courses (MOOCs) Asynchronous Online Courses (AOCs), Webinars, and Micro-Credentials combined 29 students in academic year 2024-2025 and 70 students in academic year 2025-2026. All CIVIS formats mentioned here are also part of a broader category of online mobilities, see next section. The numbers mentioned here should be viewed as a subgroup of CIVIS Virtual Exchange Course Offers and count towards the totals shown in the next section and in the overview table above. For micro-programmes and micro-credentials, the statistics show that after the drop caused by the official end of the pandemic's restrictions and the transition from CIVIS1 to CIVIS2, numbers are recovering and show a consistent increase since the beginning of CIVIS2.

Observed Impact: As numbers of online mobilities are slowly recovering from the plunge after CIVIS1 and restrictions of the COVID19 pandemic were lifted, it correlates with the fact that two more micro-programmes

¹⁰ ECTS = European Credit Transfer and Accumulation System

began in academic year 2024-2025 and already established micro-programmes, like the micro-programme on "Global Awareness," were able to expand their reach in student communities in CIVIS Alliance. It is therefore to assume that the number of mobilities in micro-programmes correlates with the topic of the micro-programme, which shows immediate results due to the implementation of new micro-programmes. On the other hand, numbers also increased due to the consistent promotion of older micro-programmes, thus proving a potential for longevity. Although on-site mobility is still the preferred way to gain international experience, online mobility with micro-programmes and micro-credentials as the main drivers is on the rise in CIVIS Alliance.

CIVIS Virtual Exchange Course Offers

CIVIS Virtual Exchange Course Offers, or in short Virtual Mobility, encompass a wide range of learning opportunities for students and staff. These include Collaborative Online International Learning courses (COIL), Massive Open Online Courses (MOOCs), Asynchronous Online Courses (AOCs) and other webinars/online workshops, many of which also count towards micro-programmes. The goal of these courses is to give students flexible opportunities to participate in international exchange and collaboration or learn in an international environment.

Outcomes and Outputs: Overall, CIVIS Virtual Exchange Course Offers have not met the expected and hoped for results. After dropping by around 50% (CIVIS1: 283; CIVIS2 AY 2022/23: 159) in the transition from CIVIS1 to CIVIS2, numbers of virtual mobilities (incl. Micro-Programmes) are continuously rising (AY 2024/25: 223; AY 2025/26: 248). Put into context, initiatives and goals were defined during the COVID19-pandemic, in a time when its end was not foreseeable. Additionally, the expansion of the digital infrastructure was seen as a sign of lasting transformation in higher education that favoured online learning, thus diversifying learning options while not replacing on-site learning courses. Collaborative Online International Learning (COIL) courses have not met the expected results, despite being a promising low-barrier programme that encourages international collaboration between students and staff. Measures are currently being implemented, such as the organization of three workshops, to assess these courses. Based on the outcome of these workshops, we will evaluate the possibility of training modules on CIVIS Moodle to develop lecturers' skills in developing Collaborative Online International Learning courses. For future consideration, Collaborative Online International Learning courses are in need of a promotion strategy and a structured reporting process to document student mobilities. Just like Collaborative Online International Learning courses, Massive Open Online Courses, Asynchronous Online Courses, and other webinar and online workshops depend on the willingness of lecturers to develop these types of courses. In all three cases, anecdotal evidence seems to suggest many academics shy away from the additional time and effort these formats require over more traditional forms of teaching, to which most academics are accustomed and which allow a more flexible approach to preparation than collaborative and/or online formats. While these types of online courses are not necessarily linked to a certain degree programme, it is important to emphasize the special opportunities these virtual courses provide to students and staff alike, especially the ones who face barriers to mobility.

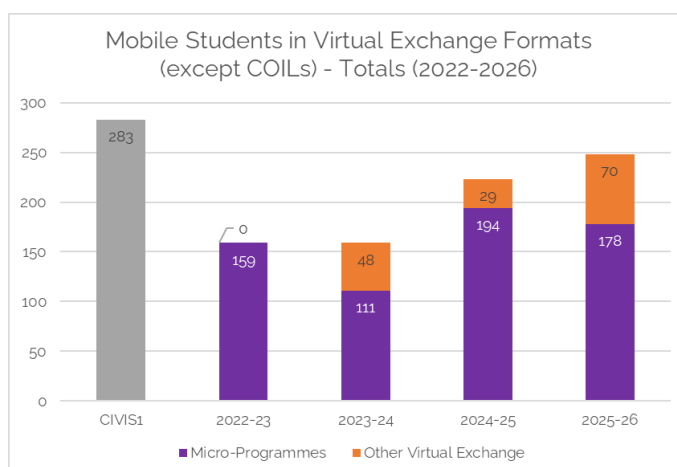


Figure 8: Number of mobile students who participated in Micro-Programmes and other virtual mobility courses/programmes (except Collaborative Online International Learning courses) in the academic years 2022-2025.

Observed Impact: While Collaborative Online International Learning courses have gained no traction, revealing subpar utilization and promotion of these courses, the diversification of mobility opportunities sees

slow improvements over the years after the official end of the COVID19-pandemic. Virtual Exchange Course Offers continue to provide an important complementary pathway to internationalisation, particularly for students who are unable to participate in physical mobility due to financial, personal, health-related, or academic constraints. In this regard, the initiative contributes to the inclusiveness and accessibility objectives of the Alliance by offering alternative forms of international engagement. The impact therefore lies less in the scale of participation and more in the establishment of diversified mobility opportunities within CIVIS.

Joint Degree Programmes

Joint Degree Programmes are, in contrast to the various blended and online programmes and courses, an opportunity for students to institutionally and structurally study on an international level and earn a certified international joint degree and even a European Degree from CIVIS member universities. These programmes are designed to prepare students for the international reality we live in, such as international teams, international job market, and a possible international career (see Deliverable D9.1). At the time of writing, CIVIS offers three specific Master of Arts Degree Programmes and is in the process of establishing several more, as well as joint Bachelor and PhD programmes: International Master in South European Studies (EUROSUD), Master's Programme in Transdisciplinary Studies of Climate, Environment, and Energy (TRACEE), Master's Programme in Palaeolithic Archaeology (ART-W).

"We think about solutions in very different ways", said a TRACEE student. "We think about different ways around problems. Everyone coming together from differently disciplines, creates one big, beautiful solution."

CIVIS Joint Degree Programmes serve several functions. First, they act as a stepping stone into the integration of a European University with fully implemented and accredited study programmes. Second, they serve to strengthen a sense of belonging with the European community and its values; fostering a European community by building bonds and friendships. Third, these specifically designed joint degree programmes offer students a structured international study environment, that bundles international expertise from different CIVIS universities to learn from on-site, which fosters broader insights into their field of study, through multi- and/or transdisciplinarity and multiculturality. Students gain hands-on experience by living in various regions in Europe, thus gaining international, intercultural, and interdisciplinary but also context-sensitive, local and civic perspectives and methods as well as networks. Fourth, multilingualism plays an integral part of joint degree programmes to prepare students for cultural nuances that transcends working-level communication.

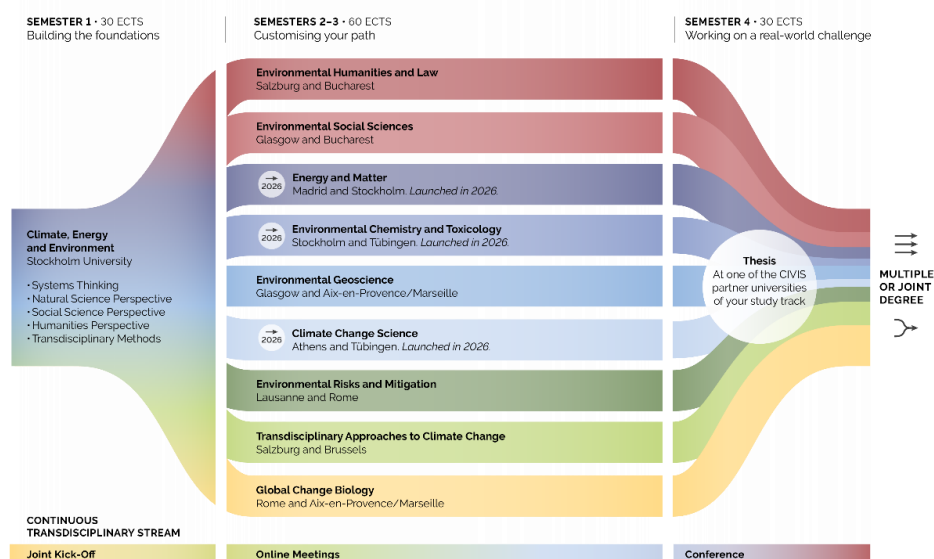


Figure 9: Exemplary CIVIS joint programme structure, using TRACEE as an example.

For their prospective development, CIVIS Alliance is considering transitioning its programmes into European Degree labelled / accredited programmes as soon as the label is ratified to certify their international engagement and education. Unfortunately, while designed with the European Degree (Label) set of criteria

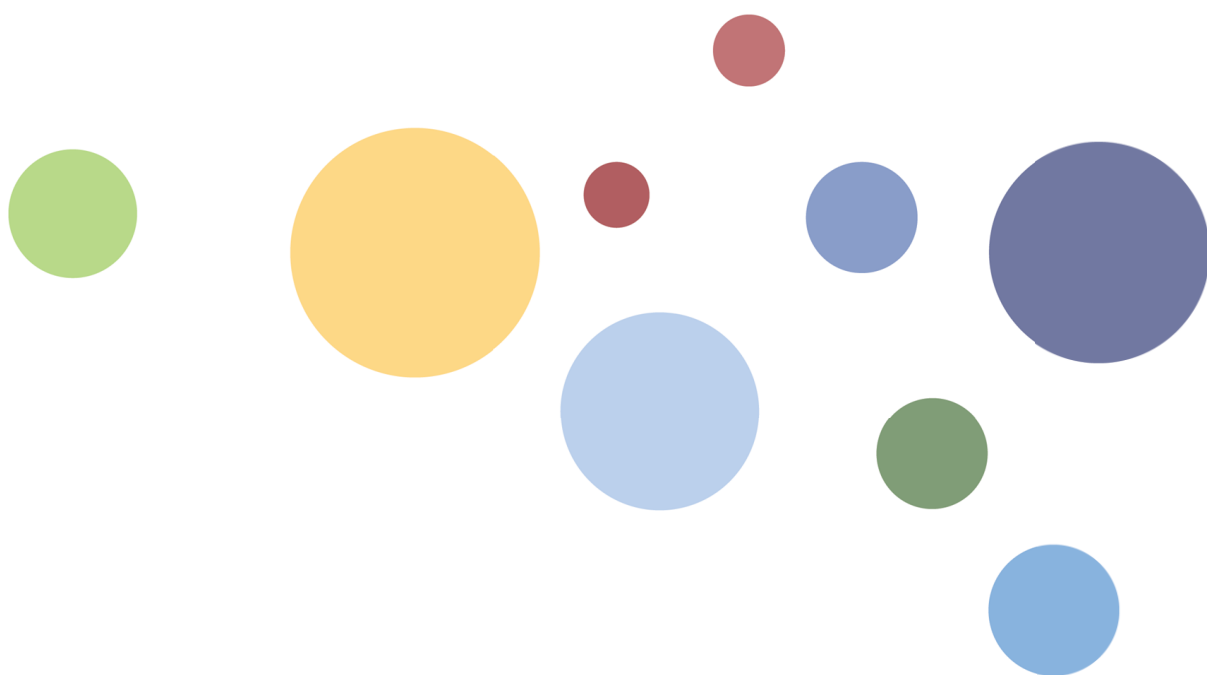
firmly in mind and, by and large, conforming to them, the implementation processes of the three established CIVIS Joint Degree Programmes were too far advanced to include application for the label. Now that the European Degree Label and related processes are in place, the picture is a different one – in this sense, the upcoming programmes, set to launch in the next two academic years (2026-2028 period) will be much better positioned to take advantage of these developments right from their start.

Outcomes and Outputs: The need for a longer planning period is even more crucial in the case of degree programmes, as the time needed between the idea, the actual implementation, and reaching a comprehensive student body to take the leap of faith to study in newly established programmes, can take a couple of years. While three CIVIS Joint Degree Programmes are ongoing, only numbers for the Master's Programme in Palaeolithic Archaeology (ART-W) involving AMU, SUR, UT, and the University of the Witwatersrand have been tracked. As of now, ART-W Programme's annual student intake numbers are inconsistent (AY 2022-2023: 7 students; AY 2023-2024: 2 students; AY 2024-2025: 11 students; AY 2025-2026: 8 students) but show a promising start, as numbers of new students are starting to consolidate year-on-year. In academic year 2025-2026, two new degree programmes, TRACEE and EUROSUD, have been established and immediately saw a decent number of enrolments. TRACEE started with 13 master students and EUROSUD started with 12 students. In terms of mobility, which is the subject matter of this report, the three Master's programmes launched by CIVIS so far are structurally identical: Students start at their first university in the programme and move to the second and third universities in the programme in the second and third semesters, respectively. Thus, each student experiences the equivalent of at least two long-term mobilities in the course of their studies. For the fourth semester, students can choose any one of the universities they studied at in semesters 1-3. As a result, students can experience up to four semesters away from their native area, depending on whether they already came from another country for their commencement of the programme, which we expect to become the norm, rather than the exception, as these CIVIS programmes address a global audience. It goes without saying that the potential internationalisation impact on the alumni of these programmes will be tremendous, although perhaps impossible to measure.

Observed Impact: CIVIS Joint Degree Programmes are a very recent activity in CIVIS Alliance, and all have just started during the CIVIS2 project phase. Thus, a concrete impact is difficult to determine. Nevertheless, student numbers demonstrate on the one hand that these programmes are well received despite being new, and, on the other hand, very recent interviews testify their relevance in terms of interdisciplinarity, international cooperation and a challenge-based education with prospects and relevance. While students are the main target group for mobilities, they also actively contribute to wider alliance activities, such as CIVIS Days. On the other hand, as pointed out above, measuring the overall impact of these programmes may prove time-consuming and methodically complex, if possible at all. For example, while choosing a multinational joint degree programme to do one's Master degree might be the opener of a brilliant international career, confirming (or falsifying) a causality in this is obviously impossible.

"I studied social work. When I work with vulnerable social groups, I wanted to understand how these policies are made and therefore how they affect these specific groups", said a EUROSUD student.

5



DIGITAL CAMPUS FOR STUDENTS

Short Summary

In the digital realm, the main objective of Work Package 6 was to implement a digital Inter-University Campus platform to strengthen connections and collaborations. This platform serves as a technological hub structure for CIVIS Alliance to realise and facilitate activities and services, educational activities, research, Student-Led Projects, mobilities and much more all in one place. Importantly, this is also directly connected to Work Package 7, since the Inter-University Campus for staff intersects with that for students in most areas. The CIVIS Digital Campus currently operates on different levels: (1) The **CIVIS Website**, which presents CIVIS to external and internal audiences with a focus on communication and storytelling, (2) **CIVIS Agora**, which serves as a central access hub to in-depth information, activities and opportunities, including the CIVIS programme catalogue, a collaboration opportunities matching tool and an active support infrastructure for various requests, and (3) **underlying structure of implementation tools**, such as CIVIS Moodle (as the teaching and learning management system) and the CIVIS Registration Platform (as the mobility and campus management system), as well as many other tools. The end goal of integrating these centralised "gateway" platforms with existing Digital Campus infrastructure at each CIVIS university, through well-designed and well-implemented interoperability, has been formulated but is beyond both the ambition and the feasibility of CIVIS2. The CIVIS Digital Campus was developed in collaboration with the Digital Campus and Communication Units, the former being responsible for the technical aspects, while the latter's tasks being in design and outward-oriented communication.

CIVIS Digital Campus Design Principles

The CIVIS Digital Campus Design Principles, established under Work Package 5 (see Deliverable D5.1), serve as a framework and supporting toolkit on how to design the CIVIS Website, CIVIS Agora, and underlying toolkit, which all serve as the digital community space for students, staff and researchers to engage with CIVIS and its opportunities. The goal is to set the foundation of an accessible and sustainable Digital Campus structure in form of a website and an interactive platform with supporting application-level tools (Learning Management System, Campus Management System) that enable and enhance the collaborative, challenge-based CIVIS educational offer and improves student mobility within CIVIS Alliance, and thus serve to foster a sense of belonging to the CIVIS and European community. Crucially, the aim is to enhance collaboration, both inside CIVIS Alliance and beyond, by building interoperability within and among the existing digital infrastructures of each university, rather than by adding new tools on top, as the latter would lead to parallel structures rather than integration.

The CIVIS Digital Campus was designed with three guiding principles:

1. Infrastructure designed to be "**as decentralised as possible, as centralised as necessary**," allowing universities to retain autonomy while ensuring consistency in core functions and facilitating the joint delivery of the unique CIVIS educational portfolio.
2. Deployment of **European and global standards** to promote interoperability across diverse systems, also with a view to collaborate beyond CIVIS.
3. The alliance acknowledges the varied digital maturity of its members and embraces a **variable-speed implementation strategy**, enabling early adopters to lead while others follow at their own pace.

The CIVIS Digital Campus design follows the principle of being as centralised as necessary while preserving the autonomy of Alliance members. To this end, the CIVIS Alliance Toolkit provides a common digital infrastructure that supports collaboration across institutions through shared services, coordinated workflows, and unified access to key resources. The objective here is not to replace local systems but to establish a coherent framework and digital infrastructure that facilitates cooperation and reduces administrative complexity. Through streamlined collaboration, Alliance members can engage more efficiently in joint educational, research, and mobility activities, while, at the same time, consistent reporting and tracking mechanisms contribute to greater transparency, accountability, and evidence-based decision-making across CIVIS. In the long run, the centralised core will continue to serve as a digital home for truly joint endeavours, but its main function will be to serve as the nexus from which to connect to decentralised systems.

At the same time, CIVIS follows a decentralised approach where possible and recognises the diversity of institutional structures and local needs across the Alliance. Rather than imposing uniform solutions, CIVIS

continuously promotes interoperability between existing systems through the adoption of European and global standards, such as EMREX¹¹ or LTI¹², a commitment that will be mainstreamed, deepened and upscaled during CIVIS2.1. This approach allows CIVIS member universities to integrate shared tools and services, with an aim to provide a “once-only” experience based on these interconnections. By prioritising compatibility and open standards, CIVIS creates a flexible and scalable digital environment capable of accommodating future developments and the expansion of cooperation. Enhanced data sharing and collaboration across institutions further support the development of the Inter-University Campus by enabling a more efficient exchange of data and information.

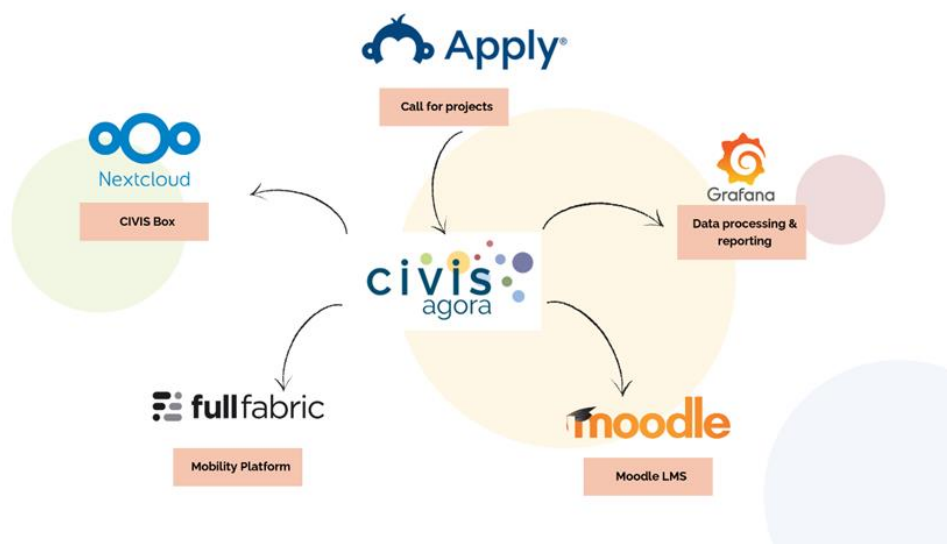


Figure 10: Simplified Graphic Overview of the CIVIS Digital Campus centralised toolkit.

The following externally developed tools are currently integrated and complement the CIVIS Digital Campus as its centralised toolkit, where all administrative strings and people come together:

- CIVIS Agora by aUPaEU¹³ project (central information and data hub)
- CIVIS Moodle (learning management)
- FullFabric (CIVIS mobility and campus management tool)
- Nextcloud (CIVIS Box – collaborative storage)
- SurveyMonkey Apply (Online Application Management Software for Grants, Scholarships & Awards)
- RegApp, RedIris (identity/authentication tools for seamless access across platforms using local university credentials / EduGAIN)

The impact of the CIVIS Digital Campus and particularly the newest additions, CIVIS Agora (collaborative data platform) and the CIVIS website, which serves narrative communication and dissemination needs, can only be examined in the future. Nevertheless, the process of developing and implementing an Inter-University Campus platform has been shaped by various challenges, that hinder a seamless digital and educational experience, such as:

- Lack of interoperability between legacy systems across member universities
- Lack of interoperability between local legacy procedures and processes supported by these local systems - in part also due to national / regional regulations that prevent compatibility of these procedures
- Resource constraints and local priorities that place interoperability low on the agenda

¹¹ EMREX is a system for the international electronic exchange of student data (such as academic records), for example between higher education institutions and prospective employers. (Wikipedia 2026).

¹² LTI: Learning Tools Interoperability (LTI) is a standard developed by 1EdTech, which enables seamless integration between learning systems and external systems (Wikipedia 2026, 1EdTech 2026).

¹³ aUPaEU – A University Partnership for Acceleration of European Universities is a EU-funded project running from January 2023 to December 2027. It unites academic institutions from the Unite! and EPICUR European university alliances to build a digital open-source platform called „Agora“. This platform shares acceleration services to help higher education institutions transform their research and innovation.

- Varying national regulations, such as local General Data Protection Regulation (GDPR) priorities or policies vs. open source
- Brand cohesion for a unified and distinct experience vs. maintenance of university autonomy

The CIVIS Digital Campus has made significant progress in supporting collaborative education and mobility across Europe and beyond. While the current state has still room for improvement, such as aligning local systems with shared standards, the foundation has been laid for a transformative digital infrastructure that reflects the values and ambitions of CIVIS Alliance. The onward development of the alliance will both focus and hinge on a much closer integration of each CIVIS university's digital infrastructure – both with the centralised toolkit and among each other – as European Degree programmes come online and gain traction. Integration and interoperability with existing and emerging European standards, such as European Student Card Initiative (ESCI) and EU Digital Identity (EUDI), are key components of this long-term strategic development.

Observed Impact: As a newly implemented central hub, *CIVIS Agora* was immediately adopted and already provides various activities and services at one place. CIVIS Communication Unit launched *CIVIS Waves* on the CIVIS website, a series of first-person insights from CIVIS researchers and students, and *CIVIS Connect*, a podcast series on stories, conversations and debates that takes inclusivity seriously and can be found on various platforms, such as YouTube, Spotify, or Apple Podcast. As CIVIS was tasked for the CIVIS2 project phase with developing a CIVIS Digital Inter-University Campus, CIVIS Agora and the narrative part of the CIVIS website, a sustainable impact is still to be determined in the near future when the systems are not only technologically implemented but promoted to the wider CIVIS Alliance.

Digital Campus Development 2022-2026 and Future

As CIVIS Alliance developed, it became increasingly evident that a conventional website, while essential for communication and visibility, cannot adequately support the growing complexity of alliance-wide collaboration and data management. The diversity of Campus Management systems across member universities, each characterised by distinct technical configurations, institutional practices, and varying degrees of interoperability, presents a significant challenge for the creation of a truly integrated European Inter-University Campus. At the same time, the needs of CIVIS extend far beyond the traditional functions of course administration and learning support. CIVIS Alliance requires a flexible, data-driven environment capable of facilitating course discovery, mobility opportunities, academic collaboration, research networking, thesis supervision, internships, staff development activities, and a wide range of emerging forms of cooperation.

It would be folly to hope for one single tool to address all these needs, while specialised tools exist or can be adapted for most of them. Nor is such a single tool in the interest of CIVIS Alliance, as it would inevitably create a systems environment of its own, set apart from those of the CIVIS member universities. As a platform designed specially to support alliances and accelerate collaboration in them, the Agora platform takes a middle ground. The main goals of CIVIS Agora are to:

- Establish a central digital hub for the CIVIS Alliance that complements existing institutional systems.
- Improve interoperability and information exchange across member universities.
- Facilitate access to educational, research, mobility, and collaboration opportunities.
- Reduce administrative fragmentation, manual processes, and duplicated efforts.
- Support the development of new forms of academic, research, and professional collaboration.
- Provide a unified support infrastructure through integrated helpdesk and ticketing functionalities.
- Strengthen collaborative innovation and the long-term development of CIVIS Alliance.

In response to these challenges, CIVIS has identified the Agora platform developed within the Horizon-Europe-funded "A University Partnership for Acceleration of European Universities" (aUPaEU) project as a promising solution. Inspired by the concept of a shared civic space, eponymised by the word agora, CIVIS Agora is designed to function as the central hub of the Alliance, enabling users to create, access, and exchange information through a common digital environment while preserving institutional diversity. The platform has been launched in February 2026 and is now focused on areas such as course listings, staff training opportunities, research groups and infrastructure, thesis supervision, doctoral mobility opportunities, job shadowing, innovative collaboration formats, and a unified support ticketing system. Future developments will include partner matching for educational initiatives such as Blended Intensive Programmes (BIPs) and

Collaborative Online International Learning (COIL) courses, internship opportunities, and an interactive alliance knowledge base, complemented by comprehensive Key Performance Indicator (KPI) data collection and display. As such, the CIVIS Agora not only functions as a tool for CIVIS2, but for CIVIS Alliance, including and perpetuating also the work done by sister projects like the Research and Innovation Strategy for the CIVIS Alliance "RIS4CIVIS Horizon" project (2021-2023).

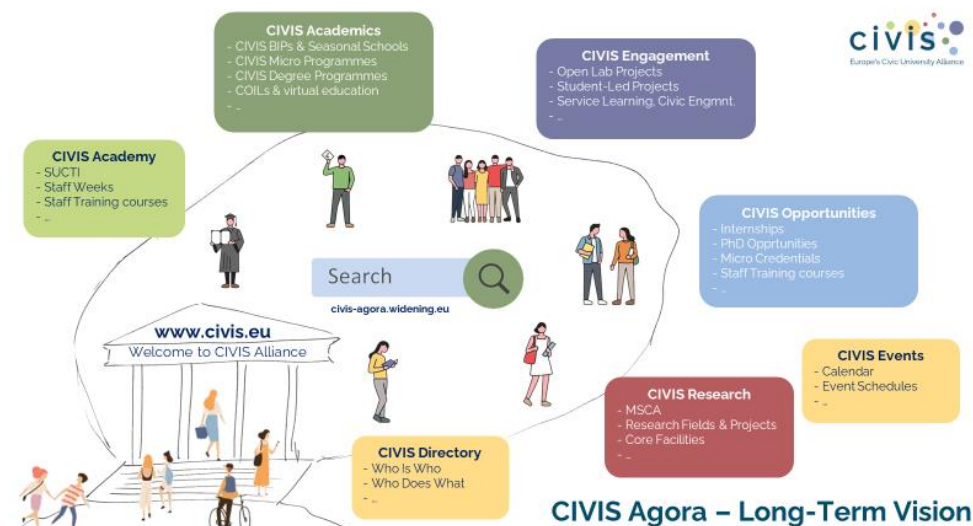


Figure 11: The CIVIS Digital Campus of the Future; CIVIS website and CIVIS Agora.

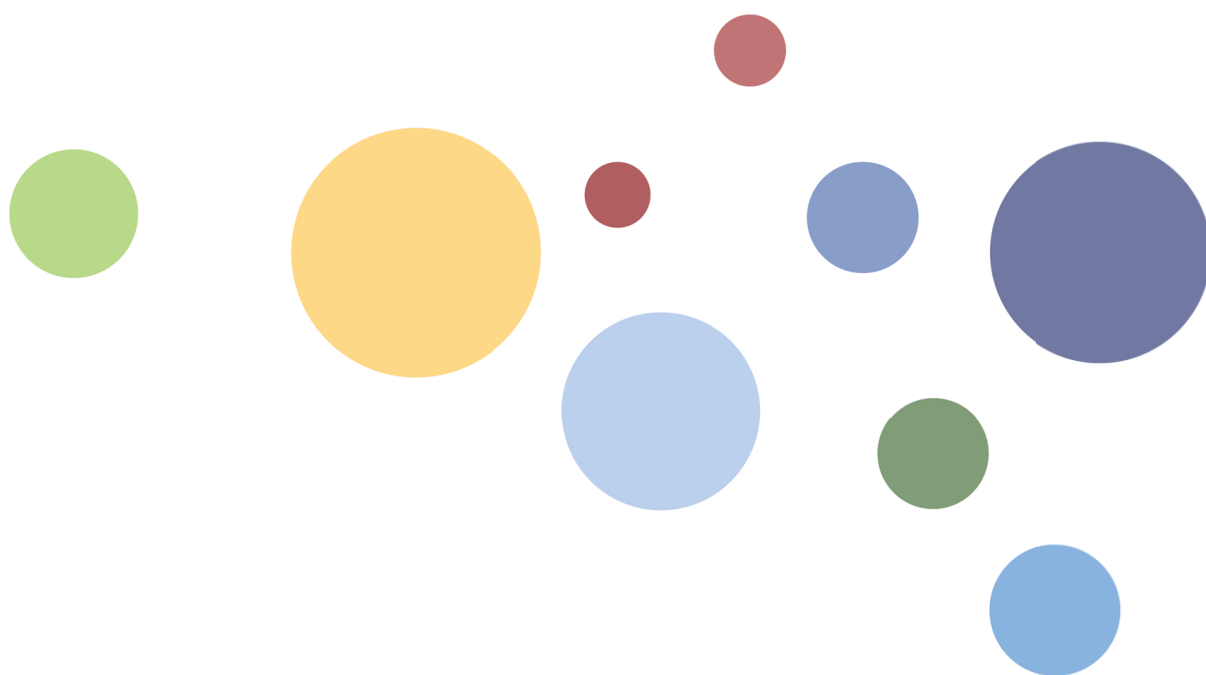
Beyond serving as a technical solution, CIVIS Agora exemplifies the Alliance's commitment to collaborative innovation and interoperability. CIVIS has already contributed to the platform's development through the simplification of internal workflows and the integration of helpdesk functionality, demonstrating the value of inter-alliance cooperation in addressing shared challenges. As such, CIVIS Agora represents an important step towards a more connected, efficient, and user-centred Digital Campus capable of supporting the long-term ambitions of CIVIS Alliance, but also reaching far beyond to other alliances, FOREU4ALL and possibly also non-alliance collaborations.

Launch of the CIVIS Agora also allowed the CIVIS website to consolidate its core role of being a window from the outside showcasing the world of CIVIS Alliance. Concurrent with the launch of the CIVIS Agora, it has transformed itself into a narrative space for communication and dissemination including the CIVIS Newsroom. This will be described in much greater detail elsewhere, by Work Package 13, which is responsible for communications in CIVIS2 (see Deliverable D13.1).

The CIVIS Agora platform is up and running with a unique, recognizable design and comprehensive structure that caters to the needs of the various target groups, i.e., students and staff in different stages of their education and career. For example, interested people can view and apply to the currently 60 listed Blended Intensive Programmes (BIPs) in academic year 2025-2026 or the 18 Staff Weeks. While the technological infrastructure is set, the content is still in a rudimentary stage and will be filled in the future as CIVIS continues to expand its reach among researchers, staff as well as students as well as improves its interoperability.

Observed Impact: Through the website CIVIS Alliance and its programmes are not a mere appendage to existing mobility programmes but an initiative in its own right that integrates seamlessly in the pre-existing IT infrastructures. The attention is now focused on CIVIS Agora as the main point of arrival for interested individuals and collaborators as well as a companion through the information, application, and execution processes. Concrete numbers, like website traffic, programme offer, initiated collaborations among students, researchers, and staff are to be evaluated in the near future.

6



CONCLUSION AND OUTLOOK

Conclusion: CIVIS2 Mission Accomplished?

CIVIS Alliance is Europe's Civic University Alliance and it is composed of 11 European and 6 African large, comprehensive and research-oriented universities. In the latter list, the word "comprehensive" is key. All CIVIS universities individually and jointly offer a fully-fledged, wide-ranging university education in the European tradition, offering any and all academic disciplines from Accounting to Zoology and everything in between, except perhaps engineering. Also, by some indicators, CIVIS is by far the largest of the European University Alliances, comprising no less than three quarters of a million students in Europe and Africa. It is no wonder that, as pointed out above, CIVIS2 as a project and particularly Work Package 6 as a Work Package have been quite extensive, as well, in their ambition. This has created some obstacles, as there are simply no experts on earth that can combine expertise in such diverse subjects as "welcoming and attracting culture", "student engagement", "campus IT and digitalisation", "strategic mobility management" and "multilingualism". On the positive side, however, the particular strength of large, public, comprehensive universities is that expertise in all of these fields can be readily found on the university staff (of at least some of the partners). The challenge for Work Package leaders thus became to locate this expertise, activate it for CIVIS and keep the momentum going at the right pace in all of the five main areas pointed out above. As a result, Work Package 6 has managed to succeed quite nicely in some of its tasks, at least achieve something worth mentioning in most of them, and not succeeded at all only in rare cases.

On the goal of *fostering and strengthening the sense of belonging to the European university among students of the Alliance on one hand and promoting cultural diversity on the other*, CIVIS Alliance has succeeded in **building a sense of belonging** among students and staff who actively engage in the CIVIS educational portfolio and other CIVIS activities. This sense of belonging is what transforms the annual CIVIS Days into a beautiful family gathering, showcasing the vibrant community of citizens we have become. Work Package 6 has been able to offer a small contribution in the form of **CIVIS Student-Led Projects** and through our efforts to **foster a welcoming and attracting culture** in CIVIS by building on the existing local welcoming cultures and structures, as well as on the inherent community formed by students and academics globally. Without doubt, the highly professional attitude brought to **mobility administration processes**, especially for joint activities such as the CIVIS Blended Intensive Programmes, has also contributed to the success of CIVIS Alliance and its portfolio, also when it comes to fostering a sense of belonging. On the downside, while CIVIS has been successful in a grassroots sort of way, work still needs to be done in terms of institutional recognition of CIVIS within the local university communities.

As for *developing and offering enlarged experiences for and with students within CIVIS*, CIVIS Alliance has elected to take this aim quite literally. **Student-Led Projects** have been a success in mobilising the CIVIS student body, resulting in seventeen projects, both big and small, that have resulted in almost 300 students actively engaging over a period of less than two years among each other and reaching beyond academic circles into civic society. In other mobility programmes, the entire CIVIS educational portfolio is geared to deliver enlarged experiences for students, from "simple" **long-term mobilities** offered by CIVIS with the added benefit of close structural integration and sense of belonging in a CIVIS Alliance community, to the famous **CIVIS Blended Intensive Programmes** offered by at least three academics from at least three CIVIS universities, enabling an enlarged experience through their structure and requirements for implementation, but also through the massive community experience of interacting closely with fellow students from so many other universities. The same applies also to **CIVIS Joint Degree Programmes**, with the added benefit of living and studying at three world-renowned universities in succession – a standard offered so far only by a handful of elite Erasmus Mundus Joint Master (EMJM) programmes, but considered baseline for CIVIS programmes.

When it comes to *developing and promoting diverse forms of mobility within the Alliance with an eye on inclusion and environmental sustainability*, CIVIS Alliance has succeeded, considering its large student body of half a million in Europe alone and the limited funding it can command. Alongside traditional **long-term mobilities**, which are becoming increasingly inclusive and green (as evidenced by relevant top-ups being paid out), CIVIS Alliance's diverse mobility portfolio also includes short-term stays in the form of **CIVIS Blended Intensive Programmes**, as well as a wide range of other longer and shorter physical mobility options for students in the scope of **CIVIS Student-Led Projects**, **CIVIS Micro Programmes**, through internships and **short-term PhD mobilities**, particularly for research stays. On the other hand, so-called virtual mobility has failed to live up to the high expectations, which had been fuelled by the shift to digital during the Covid19 pandemic. As it turns out, this shift to digital could not be sustained after the return from the pandemic's restrictions, especially in CIVIS's particular academic community, which returned to physical presence on campus faster and more

thoroughly than others. In sum, CIVIS2 failed to achieve its self-imposed goal of doubling mobility in CIVIS on the numbers achieved at the end of CIVIS1 in 2022. As we pointed out above, various factors contributed to this outcome. If we were to name only two, it would be limited funding in the case of physical, and lack of interest in the case of virtual mobility.

Given the limitations on CIVIS2 resources and energy dedicated to multilingualism, the task of *streamlining the multilingualism offer and tools* has not been an easy one. At the end of CIVIS1, the then Task Force on Multilingualism, composed of heads of the language centres in each university, had postulated an ambitious multilingualism agenda that would have been a challenge to achieve even on generous resources and large institutional support. However, given the difficult circumstances, the same people, now gathered in the Expert Group Multilingualism, have been able to consolidate a respectable offer during CIVIS2. Here, the focus has been on **CIVIS Language Cafés**, as well as a lecture series on multilingualism.

Finally, the goal of *bridging the communities' multiple identities through facilitated access to CIVIS Inter-University Campus provisions* has been interpreted in a fairly pragmatic way. While a wide interpretation would also encompass multilingualism and mobility offers as integral parts of the CIVIS Inter-University Campus and are indeed considered to be such (see *The CIVIS Inter-University and Digital Campus*, deliverable of Work Package 5, 2024), these have been covered under other tasks above. The core tool for bringing CIVIS communities together is the **CIVIS Digital Campus**. On the Digital Campus, citizens collaborate on a daily basis in many dimensions, some more intensively, some less so, using a wide variety of tools. Building on the strategy developed by Work Package 5 during the early phase of CIVIS2, two main developments that stand out are the **progressive professionalisation and digitalisation of the CIVIS Blended Intensive Programme process**, both for students (registration, learning, mobility, credits) and for academic and professional staff, and the launch of **CIVIS Agora** as the core platform for initiating and organising collaborations. While still falling somewhat short of becoming the eponymous "main market square" of CIVIS Alliance, where not only many activities are offered on many different stalls, but also from which many wide roads and smaller lanes lead to a variety of tools and processes performing more specialised, concrete tasks in collaboration, the CIVIS Agora is starting to prove its value in many areas already, barely six months past going live. The launch of the CIVIS Agora is concurrent with the relaunch of the CIVIS website, including the **CIVIS Newsroom**.

Overall, we are happy to conclude that CIVIS Alliance within the realm of Work Package 6 has been able to fulfil its main function: We have continued to build, both by ad-hoc workable solutions and by long-term structural integration, the CIVIS Inter-University Campus for students. This mission is bound to continue. CIVIS Alliance acknowledges that building a comprehensive, sustainable and inclusive Digital Campus is never finished, but is in fact a continual effort to keep up with developing demands issued by new challenges and new generations of students and academics. The road ahead is fairly clear: While CIVIS Alliance has achieved to pilot many new ideas and has built a tentative, ad-hoc infrastructure to implement them, the long ongoing task will be the structural integration of the CIVIS portfolio into the local university processes and structures, which range from small but necessary changes to national legislation down to the nitty-gritty details of day-to-day operations. One core building area is digital interoperability. Many university IT infrastructures are insular, often highly customized or even custom-coded systems environments that have been built solely based on single-university, local needs. As a result, neither do they have the necessary digital interfaces for data exchange mechanisms, nor do the data held in them fully conform to any sort of standard, such as the European Learning Model (ELM). In order to achieve the procedural and digital interoperability needed to run fully joint European Degree programmes as effortlessly as local programmes, there is still important work ahead, and continued investment at European, national, regional and local levels will be essential. At the same time, the progress already made provides a strong foundation for turning President Macron's vision into reality: European Universities delivering European Degrees and, in doing so, helping to prepare the future leaders of Europe.

Recommendations for the Future of CIVIS

Activities to attract CIVIS students should continue to follow the existing framework as a guiding principle. In particular, students in CIVIS joint degree programmes should be enabled to cultivate a European, CIVIS identity also embracing each of the CIVIS member universities they studied at. In the future, returning students and their journeys through CIVIS should be tracked and documented as success stories. Further evaluation should be conducted through interviews and questionnaires to better understand what attracts students to go abroad and to participate in a university alliance, as well as their understanding of what a university alliance is. This evaluation should also explore what would need to be done to make students more interested in and attracted

to CIVIS programmes and activities, thereby supporting their participation and engagement in the Alliance. Services to welcome CIVIS students should be further developed through improved tracking and evaluation of students' satisfaction and sense of belonging. Particular attention should be given to the onboarding process and related bureaucracy, as well as to students' integration at the host university and within the local community when studying in a foreign country, whether at a CIVIS member or partner institution. Future evaluation should also consider students' overall experience of being welcomed and their sense of being part of the university alliance. This would provide a clearer understanding of how welcoming services support students throughout their CIVIS experience.

Multilingualism should be further strengthened through a stronger integration of language learning opportunities into CIVIS mobility programmes and the CIVIS educational offer. Students should not only resort to English during their mobility experience but should also be encouraged to actively use the language of their host institution. This would support their engagement with the host institution and the local context while promoting the multilingual dimension of CIVIS. In this regard, language café opportunities should be expanded, together with accompanying language courses, to provide students with further opportunities to practise and use the language of their host institution during their mobility experience.

As Student-Led Projects have proven successful, new ways of providing financial support should be explored. The framework for CIVIS Student-Led Projects should also be further developed by formalising the credentials associated with participation and linking project approval and financial funding to reporting through a formal agreement. Applications should be encouraged by emphasising students' ownership of their projects and the opportunity to realise their own vision. Further emphasis should be placed on the support available for students to engage co-creatively with political, academic, and civic entities, as well as on the opportunities for mobility offered through the projects.

Overall student mobility should be further developed by adjusting the goals, with greater emphasis on sustainability and inclusive financial support. For Blended Intensive Programmes (BIPs), better monitoring of and feedback on local participation should be established, including feedback from teachers and lecturers whose courses have been selected as BIPs. Additionally, the unpredictability of experiences in terms of accommodation, mobility information, etc. has to be addressed and measurements to mitigate the unpredictability and to further structure BIPs have to be implemented. Micro-Programmes and Micro-Credentials have demonstrated potential for longevity and offer a high degree of flexibility; this potential can be used to attract students by enabling them to individualise their portfolio, CV, and experience through the acquisition of credentials. As Joint-Degree Programmes are still somewhat uncharted territory for the CIVIS universities (at least in their multilateral form, as practised by CIVIS), they provide an opportunity to implement qualitative and quantitative monitoring and feedback from an early stage. Also, integrating joint degree tracks and pathways in existing local programmes is emerging as a reasonable-cost option compared to designing completely new degrees - an option that could be particularly suited to the exigencies of notoriously underfunded and sparsely-staffed small academic disciplines. For CIVIS Virtual Exchange Course Offers, participation should be evaluated, particularly where it is subpar, while greater emphasis should be placed on the inclusiveness and accessibility enabled by these courses, focusing not on scale but on the quality of inclusiveness. Matching these internal considerations, CIVIS Alliance calls for adequate funding for mobility in Europe and beyond, as well as the breaking down of barriers to mobility beyond the borders of the European Union, especially to enhance the often-proclaimed European-African collaboration.

The CIVIS Digital Campus should be further developed through clearly communicated responsibilities, such as the enhancement of its interoperability, for the Digital Campus and the implementation of measures to assess its impact, particularly as the Digital Campus is still fairly new. Both qualitative and quantitative assessments should be used to evaluate its impact and further development. The CIVIS website should be promoted as the main point of arrival for students and as a companion throughout their CIVIS journey. Its role should extend beyond providing information to become a community hub that supports students throughout their engagement with CIVIS. Clear responsibilities, appropriate impact measurement, and a stronger emphasis on the website as a central point of arrival and community hub should therefore guide the further development of the CIVIS Digital Campus. Similarly, the CIVIS Agora should have a clear development pathway backed by appropriate resources, both inside and outside CIVIS. On many counts, the continuation of concrete interoperability projects, such as aUPaEU, should be a top priority for the European Commission, thereby providing the backing infrastructure for member states, alliances and individual universities to collaborate on.

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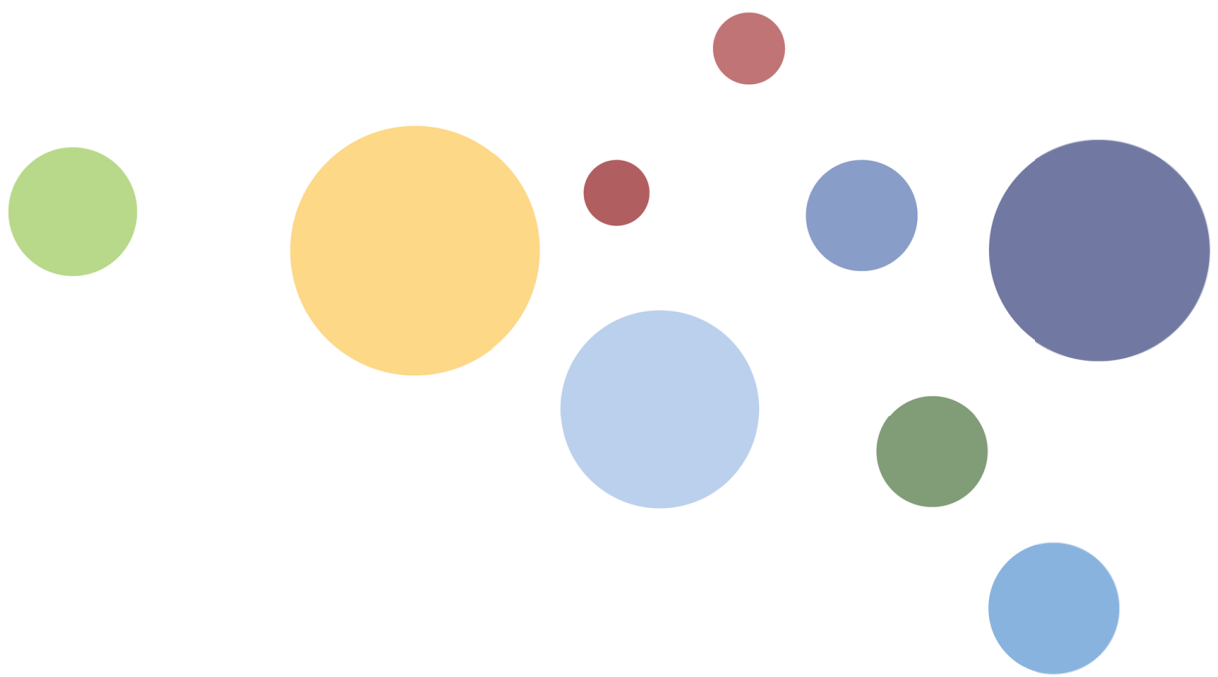
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ANNEXES

Supporting Documents

Annex I – Student Attractiveness and Services Report

CIVIS Framework and Guidelines for Attracting Students

The following guidelines for attracting and welcoming students are the result of streamlining existing initiatives and practices on a common ground. They are formulated as general as possible and as specific as necessary to bring together an overarching CIVIS experience with the local uniqueness that define CIVIS Alliance. Although some or most of the listed practices might already be implemented, these guidelines serve as suggestions, best practices, and foundation for inner-alliance exchange to create a CIVIS environment, a sense of belonging, as well as smooth mobilities and transitions for students.

Value proposition and identity

- ☐ Communicate the unique benefits of the alliance (multicultural exposure, network, joint degrees)
- ☐ Highlight items that sets the alliance apart from single-institution study (access to 17 universities on two continents, multiple cities, diverse academic cultures)
- ☐ Create a unified alliance identity while preserving each institution's unique profile

Career and professional development

- ☐ Alliance-wide career fairs connecting students to employers who value international/European profiles
- ☐ CIVIS Alumni network
- ☐ Partnerships with multinational companies and public/civic institutions
- ☐ Certificate of alliance participation (formal credentials)

Academic offering

- ☐ Interdisciplinary and challenge-based education with international perspectives
- ☐ Joint degrees with European diploma/credentials recognized by member countries (where applicable, European Degree/European Degree Label)
- ☐ Exclusive alliance-only programmes (BIPs, SLPs, MOOCs, etc.)
- ☐ Short mobility programmes (1 – 4 weeks) that lower the barrier to participation
- ☐ Credit transfer systems (seamless and transparent)

Mobility and access

- ☐ Single application portal (Digital Campus, Agora)
- ☐ Visa/residence guidance for non-EU students (networked case-by-case counselling)
- ☐ Multi-faceted mobility options (full semester, intensive, virtual/blended) for students with varying needs, constraints and opportunity windows for mobility
- ☐ Accessibility for students with disabilities or financial limitations

Digital and hybrid engagement

- ☐ Virtual mobility options for students as a complement to physical formats
- ☐ Alliance-branded digital learning platform with shared courses
- ☐ Online community spaces (forums, social channels) for alliance students to connect
- ☐ Open courses (e.g. Massive Open Online Courses) to build awareness among prospective students

Financial incentives

- ☐ Alliance-exclusive scholarships and grants
- ☐ Transparent cost comparison tools (alliance study vs. standalone international study)
- ☐ Partnership with housing networks across member cities to reduce accommodation costs

Student experience and support

- ☐ Dedicated alliance student support offices at each member university, as warranted by volume
- ☐ Peer ambassadors/mentor programmes with current alliance students
- ☐ Welcome programmes and cultural integration events

Outreach and marketing

- ☐ Target group information campaigns in under-represented regions/countries
- ☐ Local embedding of CIVIS in members' internal communication, dissemination, PR and marketing
- ☐ Presence represented by all its members at international education fairs
- ☐ Social media storytelling with student voices, inspiring experts, collaborative practices, etc.
- ☐ Multilingual materials across all alliance languages

Trust

- ☐ Regular student satisfaction surveys with published results
- ☐ Clear complaint and appeals processes across institutions

CIVIS Framework and Guidelines for Welcoming Students

Pre-Arrival Communication

- ☐ Send a personalized welcome letter from the alliance (not just the host institution)
- ☐ Provide a clear pre-arrival guide covering housing, transport and green travel options, visa, and registration steps
- ☐ Share a "who to contact" directory for each member institution
- ☐ in case of joint programme mobility: coordinate institutional "handover" processes
- ☐ Send a checklist of things to prepare before departure
- ☐ Introduce the student to their assigned buddy/ambassador before arrival
- ☐ Share a digital welcome package (city guide, campus map, local tips)
- ☐ Invite students to a pre-arrival online info session or Q&A
- ☐ Create a pre-arrival online community (WhatsApp, Discord, Moodle, etc.) so students connect early

Arrival and First Days

- ☐ Offer clear transport instructions
- ☐ Provide a dedicated alliance welcome desk or contact office at the host campus
- ☐ Ensure accommodation is confirmed and accessible from day one
- ☐ Offer a welcome kit (city map, SIM card info, transport card, green living tips, job and volunteering opportunities (civic engagement), emergency contacts)
- ☐ Assign a personal buddy or peer ambassador immediately upon arrival
- ☐ Run a campus and city orientation tour
- ☐ Host a welcome social event within the first week
- ☐ Facilitate introductions between incoming alliance students across nationalities

Administrative and Academic Onboarding

- ☐ Check visa compliance and other immigration matters
- ☐ Ensure student ID and system access are activated on arrival
- ☐ Confirm learning agreement and credit plan with academic advisor
- ☐ Explain grading system, academic expectations, and attendance policies
- ☐ Clarify exam calendar and course add/drop deadlines
- ☐ Provide library, IT, and digital platform access and training
- ☐ Explain how to access transcripts and academic records
- ☐ Host an academic orientation session specific to alliance students

Cultural and Social Integration

- ☐ Host a multicultural welcome event celebrating all represented nationalities
- ☐ Organise city exploration activities (guided tours, neighbourhood walks)
- ☐ Create mixed-nationality social groups or activity clubs
- ☐ Facilitate language exchange partnerships between local and incoming students
- ☐ Share a cultural guide covering local customs, etiquette, and social norms
- ☐ Organise regular alliance community events throughout the semester
- ☐ Connect students with local cultural/civic institutions (museums, theatres, community centres)
- ☐ Celebrate international and local cultural holidays/events together

Support Services

- ☐ Introduce all available support services on day one (academic, personal, financial)

- ☐ Provide a single point of contact (alliance/programme coordinator) for cross-institutional issues
- ☐ Ensure mental health and wellbeing resources are clearly communicated
- ☐ Offer language support class or conversation groups
- ☐ Set up a peer support network among alliance students
- ☐ Provide clear guidance on how to raise concerns or complaints
- ☐ Make disability and accessibility support services visible and easy to access
- ☐ Offer financial emergency support information (who to contact, what is available)

Digital Welcome and Virtual Students

- ☐ Provide a dedicated digital welcome for remote/virtual mobility students
- ☐ Ensure virtual students have full access to online platforms and resources
- ☐ Host an online orientation session for virtual participants
- ☐ Create an inclusive online community that bridges physical and virtual students
- ☐ Provide virtual city and campus tours for remote students
- ☐ Assign virtual students a digital buddy for connection and support
- ☐ Ensure virtual students can participate in social and academic events online

Career and Professional Welcome

- ☐ Introduce the alliance alumni network early in the welcome process
- ☐ Share upcoming career events, fairs, and networking opportunities
- ☐ Explain the alliance participation certificate and how to reference it professionally
- ☐ Connect students with career services at the host institution
- ☐ Highlight internship and work experience opportunities linked to the alliance
- ☐ Invite students to document and reflect on their CIVIS journey beyond academia

Belonging and Community Building

- ☐ Establish a community group at each campus
- ☐ Create shared alliance identity touchpoints (branded materials, events, online spaces)
- ☐ Encourage students to share their story through alliance social media channels
- ☐ Encourage students to participate in local 'goAbroad Fairs' to advocate for mobility within CIVIS
- ☐ Organise inter-campus alliance events (virtual or in-person) during the semester
- ☐ Celebrate milestones (first week, mid-semester, end of mobility)
- ☐ Invite senior or returning alliance students to share their experiences
- ☐ Create a feedback loop so students feel heard from the very beginning

End-of-Welcome Evaluation

- ☐ Conduct a short survey after the first two weeks to assess welcome effectiveness
- ☐ Hold a check-in meeting between each student and their coordinator
- ☐ Identify students who may need additional support early on
- ☐ Use feedback to continuously improve the welcome process
- ☐ Share aggregated results with all member institutions for alignment

Annex II – Student-Led Projects (2024-2026)

The following CIVIS Student-Led Projects were either finished, active or in the process of evaluation by 24 August 2026.

Project Number	Project Title	Coordinating University	Contributing Universities	Number of mobilities ¹⁴	Number of students ¹⁵	Project timeframe (projected dates are marked with an asterisk *)	Project Status
-/-	Student and Staff Week on Student-Led Projects	UofG	UT	20	21	March 2024	completed
SLPo1 (pilot)	Dance Project in Marseille	UT	AMU, UofG	11	71	April-May 2024	completed
Σ AY 2023-2024	2 projects completed			31	92		
SLPo2 (pilot)	Roomieswap	UNIL	SUR, NKUA, UAM, BU, AMU	-	-	November 2024 – March 2025	withdrawn
SLPo3 (pilot)	European Youth Alliance in Sport field's (EYAS)	AMU	all	5	15	February 2025 – April 2025	completed
SLPo4	Operating Room Etiquette: What is the Role of the Student?	UAM	-	n/a	n/a ¹⁶	December 2024 – March 2025	completed

¹⁴ "Mobilities" refers to physical mobilities of students funded within Erasmus+ or SEMP/UofG (SEMP: Swiss European Mobility Programme, equivalent to Erasmus; UofG: University of Glasgow, who have their own funding, partly under the UK Turing scheme) and to virtual mobilities (e.g. participation in online meetings and events).

¹⁵ Total number of students involved in the project – includes organizers, active participants and similar, but does not include number of students reached passively by an activity (unless stated otherwise).

¹⁶ Numbers for this project were irretrievably lost due to a severe malfunction of the CIVIS Box cloud application and could not be reconstructed due to loss of contact to the organisers, who have now finished their studies and moved on from university.

Project Number	Project Title	Coordinating University	Contributing Universities	Number of mobilities ¹⁴	Number of students ¹⁵	Project timeframe (projected dates are marked with an asterisk *)	Project Status
SLP05	ULB Model United Nations	ULB	-	-	-	October 2024 – April 2025	withdrawn
SLP06	FestiJUSTE	ULB	AMU, SU, UAM	28	128	February 2025 – April 2025	completed
SLP07	COP4 étudiante	AMU	-	4	4	March 2024 – February 2025	completed
SLP08	European problem, local perspective (Comparative problem-solving conference)	SU	all	16	16	December 2024 – June 2025	completed
SLP09	African Market	ULB	SU, UAM	3	3	February 2025 – June 2025	completed
SLP10	Our Homes	ULB	NKUA, UNIL	3	39	January 2025 – July 2025	completed
Σ AY 2024-2025	7 projects completed 2 projects withdrawn			59	205		
SLP11	CIVIS OR Days – Second Edition What is the Role of the Student in the Operating Room?	UAM	-	6	170	30 April 2025 – 30 October 2025	completed
SLP12	Reclaiming (Feminist) Justice: 50 Years after the International Tribunal on Crimes against Women	ULB	UNIL	4	588 ¹⁷	02 February 2026 – 17 May 2026	completed

¹⁷ The number of students includes the audiences of the film screenings held as part of this project.

Project Number	Project Title	Coordinating University	Contributing Universities	Number of mobilities ¹⁴	Number of students ¹⁵	Project timeframe (projected dates are marked with an asterisk *)	Project Status
SLP13	CIVIS student workshop on Earth Observation	PLUS	SUR, UB	2	4	11 August 2025 – 30 April 2026	completed
SLP14	Employability Beyond Borders	SUR	AMU, UAM	7	9	13 September 2025 – 17 April 2026	completed
SLP15	Living in the Anthropocene: Climate Change and Its Ripple Effects	NKUA	AMU	11	222	01 November 2025 – 17 May 2026	completed
SLP16	A CIVIS Student Survey for the CIVIS Student Community	UB	SU, NKUA	3	6	01 September 2025 – 30 June 2026	completed
SLP17	CIVIS Junior Enterprise Alliance	UAM	UNIL, AMU, SUR	9	74	01 September 2025 – 31 May 2026	completed
SLP18	European problem, local perspective (Comparative problem-solving conference), 2 nd edition	NKUA	UB, UT, SU, UofG, UAM	8	56	30 March 2025 – 13 June 2025	completed
Σ AY 2025-2026	8 projects completed			50	1.129		
Σ Total	18 projects approved 16 projects completed, 2 projects withdrawn.			140	1.426		

Annex III – Multilingual Actions

Languages Taught in CIVIS Alliance

In CIVIS Alliance, a vast number of languages can be acquired. The Expert Group Multilingualism compiled a detailed mapping of languages taught across CIVIS partner institutions. The results show that more than 40 modern languages and 10 ancient languages are offered either through language centres or within university faculties. From this mapping, it is possible to see which languages are taught and where (language centre vs. faculty). Green-highlighted cells indicate which university offers which language.

Language Centers												Faculties											
Languages /Universities	AMU	NKUA	UB	ULB	UAM	SUR	SU	UT	UofG	PLUS	UNIL	Languages /Universities	AMU	NKUA	UB	ULB	UAM	SUR	SU	UT	UofG	PLUS	UNIL
Modern Languages												Modern Languages											
Acadian												Acadian											
Albanian												Albanian											
Arabic												Arabic											
Basque												Basque											
Bengali												Bengali											
Bosnian												Bosnian											
Bulgarian												Bulgarian											
Catalan												Catalan											
Chinese												Chinese											
Croatian												Croatian											
Czech												Czech											
Danish												Danish											
Dutch												Dutch											
English												English											
Finnish												Finnish											
French												French											
Gaelic												Gaelic											
Georgian												Georgian											
German												German											
Hebrew												Hebrew											
Hindi												Hindi											
Hungarian												Hungarian											
Icelandic												Icelandic											
Italian												Italian											
Japanese												Japanese											
Kiswahili												Kiswahili											
Korean												Korean											
Malayalam												Malayalam											
Modern Greek												Modern Greek											
Norwegian												Norwegian											
Persian												Persian											
Polish												Polish											
Portuguese												Portuguese											
Romanian												Romanian											
Russian												Russian											
Serbian												Serbian											
Slovak												Slovak											
Slovenian												Slovenian											
Spanish												Spanish											
Swedish												Swedish											
Swiss-German												Swiss-German											
Turkish												Turkish											
Ukrainian												Ukrainian											
Wolof												Wolof											
Ancient and Classical Languages												Ancient and Classical Languages											
Ancient Egyptian												Ancient Egyptian											
Ancient Greek												Ancient Greek											
Ancient Hebrew												Ancient Hebrew											
Bibel Greek												Bibel Greek											
Classic Chinese												Classic Chinese											
Latin												Latin											
Old Nordic												Old Nordic											
Sanskrit												Sanskrit											
Sumerian												Sumerian											

Table 1: Languages taught at the CIVIS universities^{18,19}

¹⁸ Some universities additionally offer sign language courses.

¹⁹ There is no specific language centre at SU, only the various language departments offer language courses.

Annex IV – CIVIS2 Student Mobility Report

Blended Intensive Programmes (BIPs)

Target: 55 Blended Intensive Programmes per academic year, 5 per university, **achieved**.

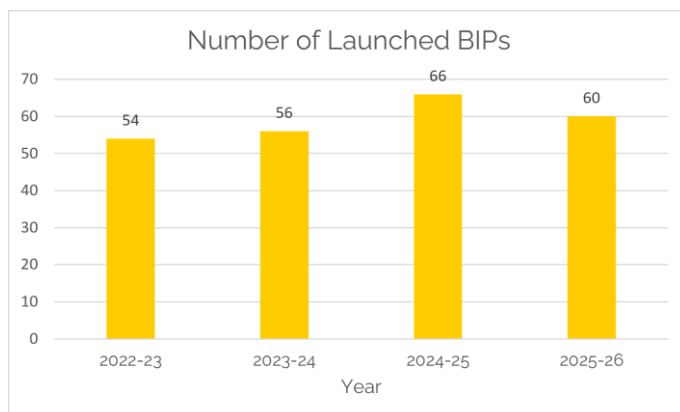


Figure 1: Number of CIVIS Blended Intensive Programmes (BIPs) organised in academic years 2022-2026.

Mobile Students in Blended Intensive Programmes and Short-Term Mobilities

Target: 1.650 in academic year 2025-2026, **not achieved**.

- 1535 mobile students enrolled in Blended Intensive Programmes
- 263 Blended Intensive Programmes local participation
- 25 other short term mobilities of doctoral students

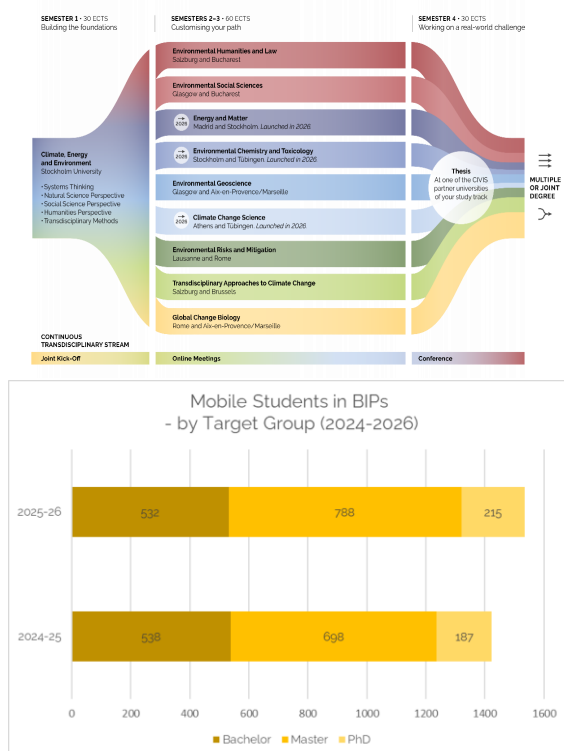


Figure 2: Number of students who made short-term (BIP) mobilities during academic years 2022-2026.

Mobile Students in Blended Intensive Programmes per CIVIS Full Member University

Target: No target.

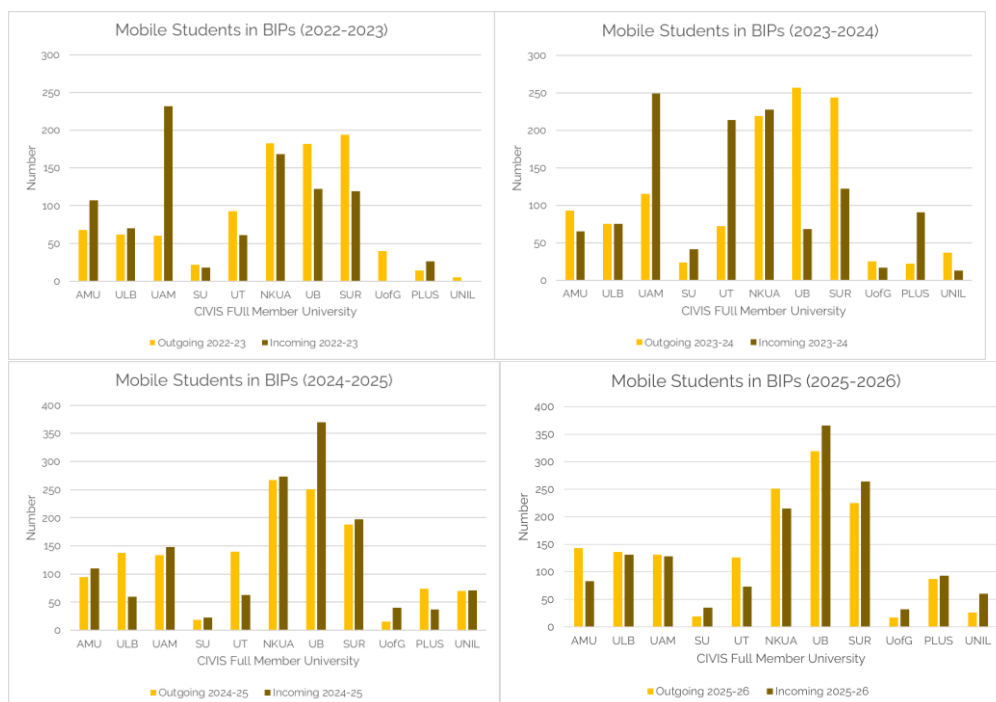


Figure 3: Number of outgoing and incoming students enrolled in CIVIS Blended Intensive Programs (BIPs) per CIVIS full member university during the academic years 2022-2026.²⁰

Mobile Students in Long-Term Mobility

Target: 1,500 incoming students in academic year 2025-2026, **not achieved**.

- 1146 student long-term mobility during academic year 2025-2026

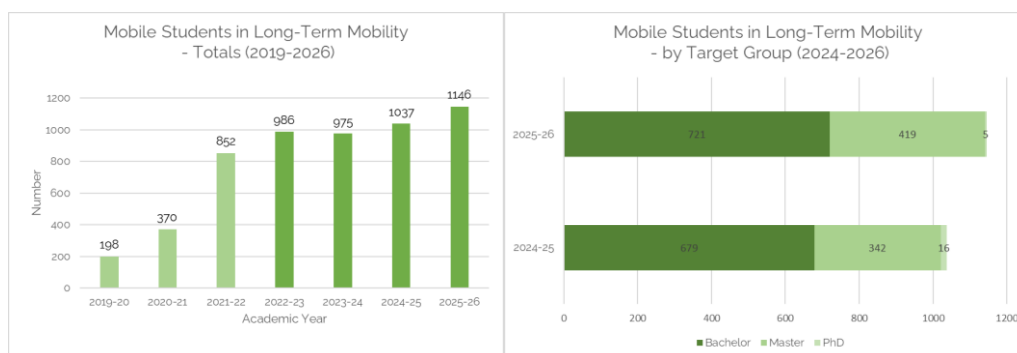


Figure 4: Number of students who made long-term mobilities during academic years 2019 to 2026.

²⁰ Numbers of incoming students are not a valuable indicator in the case of BIPs, as they are determined by the university hosting each BIPs, not by a mobility choice made by the students. The number of BIPs offered at each university is determined by willingness to host them. In more recent years, CIVIS has implemented measures to distribute the hosting duties more evenly among the CIVIS universities.

Mobile Students in Long-Term Mobility per CIVIS Full Member University

Target: No target.

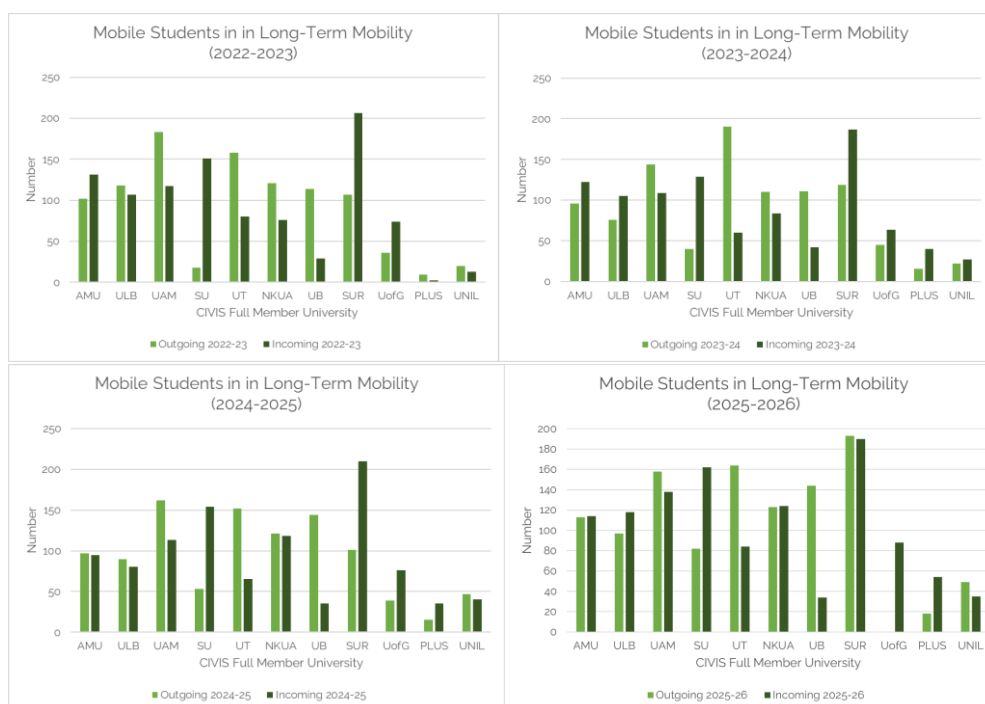


Figure 5: Number of outgoing and incoming students enrolled in CIVIS long-term mobilities per CIVIS full member university during the academic year 2022-2026.

Green Mobility Top-Ups

Target: No target.

Results: 8.78% (130 out of 1,535) of mobile students²¹ in Blended Intensive Programmes and 13.15% (150 out of 1,146) of mobile students in long-term (semester) mobilities received a "green mobility top-up" for choosing a green travel option (such as rail or long-distance bus) over a flight to reach their destination.²²

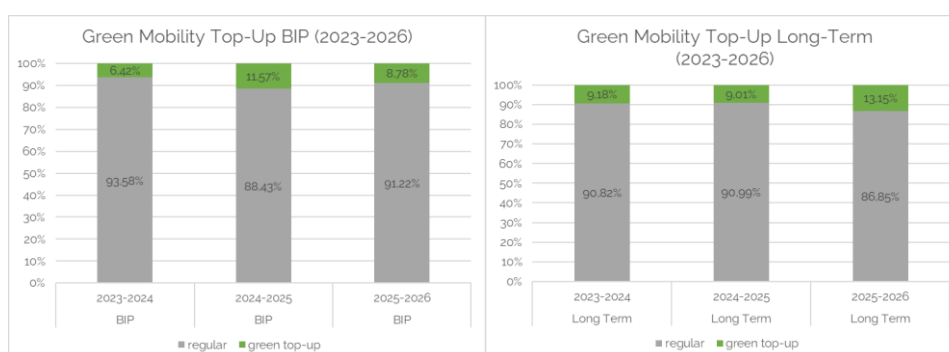


Figure 6: Percentage of students receiving green mobility top-up in academic years 2023-2026.

Inclusive Mobility Top-Ups

Target: No target.

²¹ "Mobile students" refers to students funded within Erasmus+ or SEMP/UofG (SEMP: Swiss European Mobility Programme, equivalent to Erasmus; UofG: University of Glasgow, who have their own funding, partly under the UK Turing scheme).

²² Mobility to and from CIVIS Associate member universities in Africa is not included in this section.

Results: 9% (132 out of 1,544) of mobile students²³ in Blended Intensive Programmes and 25% (283 out of 1,145) of mobile students in long-term (semester) mobilities received an "inclusive mobility top-up" to enable students from disadvantaged groups or in financial need to mobilise.²⁴

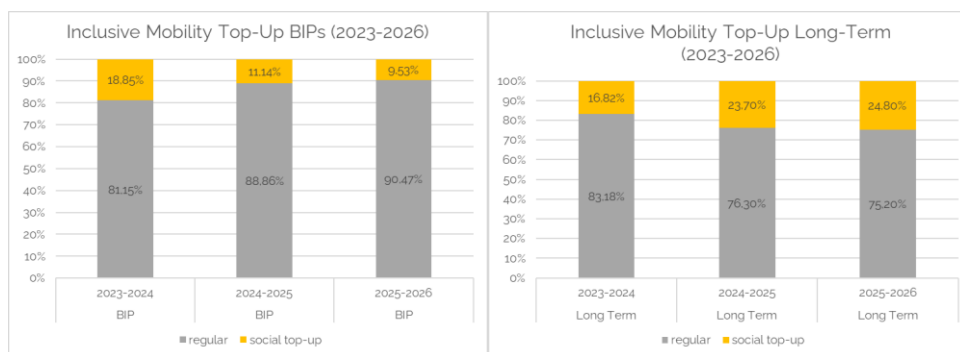


Figure 7: Percentage of students receiving inclusive mobility top-up in academic years 2023-2025.

Collaborative Online International Learning (COIL)

Results: In academic year 2025-2026, 1 Collaborative Online International Learning course was submitted, validated, and launched. 1 Collaborative Online International Learning course was submitted and validated but not launched at the time of reporting.

Target: Increasing; **achieved**.

Students Participating in Collaborative Online International Learning (COIL)

Results: In academic year 2025-2026, number of students participating in Collaborative Online International Learning courses was 152.

Target: 600 student mobilities in academic year 2025-2026 (in all types of virtual mobility)²⁵; **not achieved**.

CIVIS Virtual Exchange Course Offers (except COILs)

Target: Increasing; **achieved**.

Results:

- Massive Open Online Courses (MOOCs): 2
- Asynchronous Online Courses (AOCs): 1
- Webinars/Online Workshops: 0
- Micro-Credentials: 12
- Micro-Programmes: 2

Students Participating in CIVIS Virtual Exchange Course Offers (except

²³ "Mobile students" refers to students funded within Erasmus+ or SEMP/UofG (SEMP: Swiss European Mobility Programme, equivalent to Erasmus; UofG: University of Glasgow, who have their own funding, partly under the UK Turing scheme).

²⁴ The inclusive mobility top-up only applies to European students, so African participation is not counted in this section.

²⁵ Target indicates combined target value of Collaborative Online International Learning courses and other virtual mobilities.

COILs)

Target: 600 student mobilities in academic year 2024-2025 (in all types of virtual mobility)²⁶; **not achieved**.

Results:

- Massive Open Online Courses (MOOCs): 2077 current learners, 17 completed
- Asynchronous Online Courses (AOCs): 17
- Webinars/Online Workshops: 0
- Micro-Credentials: 36 [only 3 of 12 courses counted up to this point, more to be expected]
- Micro-Programmes: 178

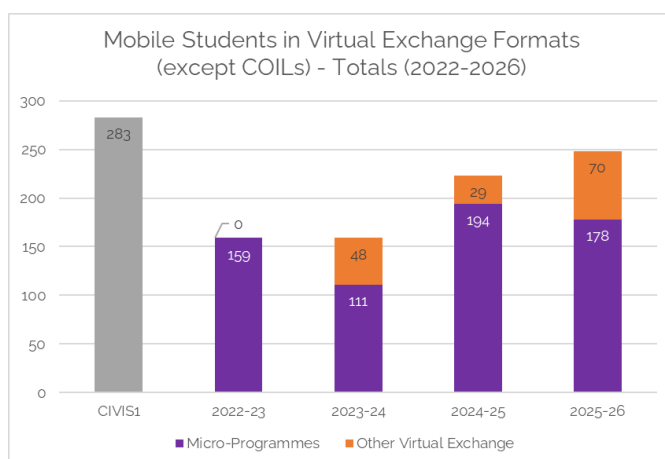


Figure 8: Students participating in CIVIS Virtual Exchange Course Offers (except COILs)

²⁶ Target indicates combined target value of Collaborative Online International Learning courses and other virtual mobilities.

CIVIS Long-Term Student Mobility Flow

CIVIS2 - 2022-26 - Total Mobilities: 4164

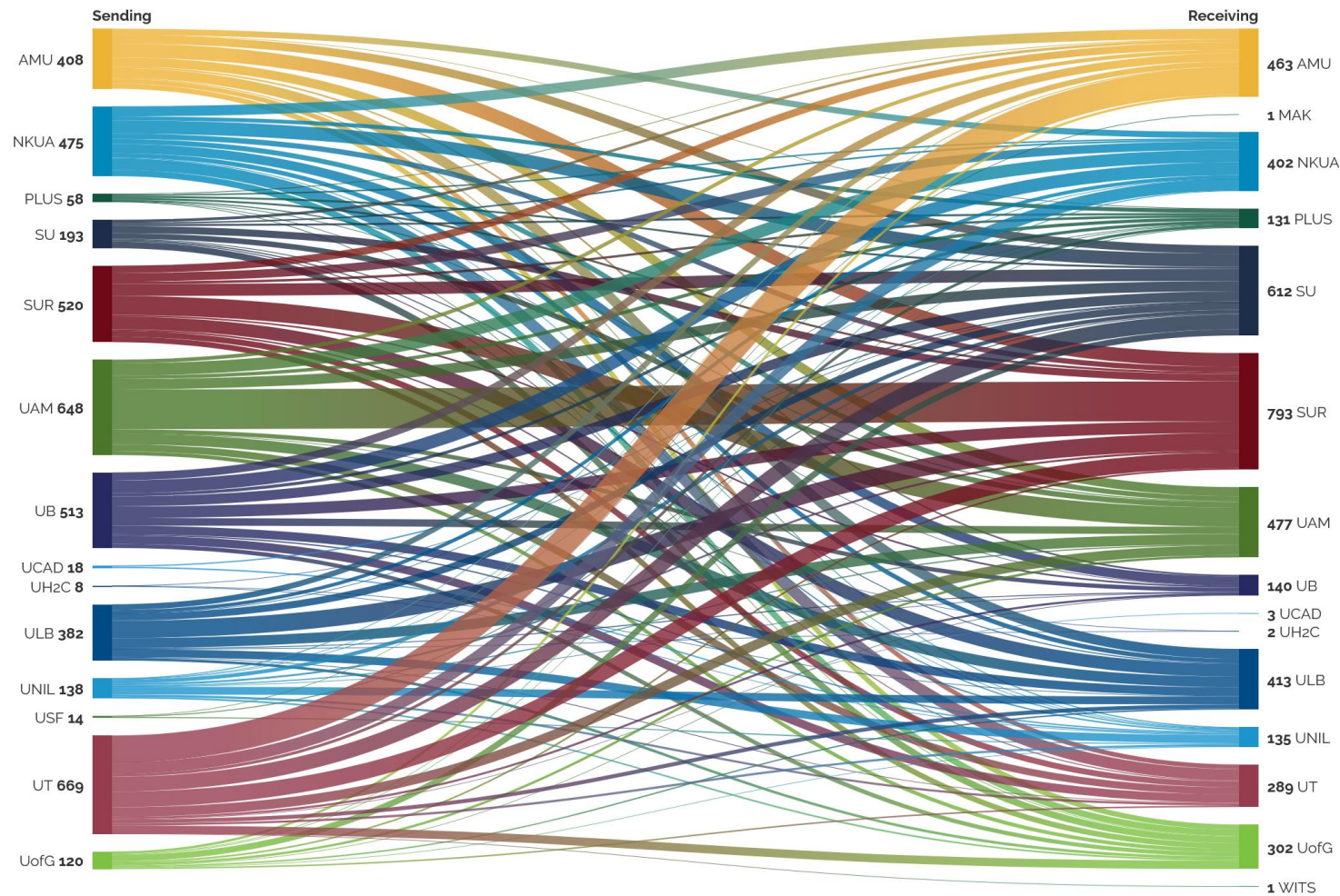


Figure 9: Flowchart of CIVIS Long-Term Student Mobility in CIVIS2, academic years 2022-26.

Annex V – Numerical Digital Campus Report

The following table is an overview of the user statistics (students and staff) of the various Digital Campus applications.

Tool	Description / Functionality	for Students	for Staff	Statistics
CIVIS LMS: Moodle	- Some universities have connected using LTI to Moodle. - Course and learning management system. - Course coordinators can upload content, forms, and grading. - Students can download content, fill in forms, upload documents (for example homework) - Restrictions to courses with passwords possible - Authentication via RegApp/SSO possible	- BIPs - Micro-Programmes	- staff weeks - CIVIS Academy - Innovative Pedagogy learning spaces - BIPs - Micro-Programmes	- Active users: 6,470 - BIPs: 196 - Micro-Programmes: 4 - Staff Weeks: 2 - CIVIS Academy: 9 - CIVIS Alliance IP learning spaces: 4
CIVIS Authentication: RegApp	- RegApp is an open-source identity management system for including all identity providers from partner universities into a federated authentication system.	- Agora - Moodle - Civis Cloud	- Agora - Moodle - Civis Cloud	- n/a
CIVIS Box: Nextcloud	- It is implemented using Nextcloud with Onlyoffice and works in the project as a sharing and cloud storage platform. - Authentication via RegApp possible.	- Shared storage space - Collaborative work environment	- Shared storage space - Collaborative work environment	- Active users: > 1,900 - Active CIVIS Alliance projects: 12
Mobility Platform: Full Fabric	- Platform for applications from all CIVIS universities - BIP and micro-programme applications - Event applications - works currently as a central tool and supports mobility processes	- Course applications (BIPs, Micro-Programmes, Micro-Credentials)	- Student selection - Participant administration - Event application	- Application periods for BIPs: 10 - BIP applications submitted: 11,318 - Micro-Programmes coordinated: 4 - Micro-Prog. applications submitted: 1,280 - Micro-Credentials coordinated: 6 - Micro-Cred. applications submitted: 117 - Other events: 64
CIVIS Passport & verifiable credentials: BCDiploma	- Provide digital educational credentials for courses and programmes within CIVIS and beyond, using Openbadges - Digital badges for finished courses.	- BIPs - Micro-Programs - MOOCs	- <i>in future: staff trainings</i>	- Badges sent since Sept. 2024: 687

Call for Project: Survey Monkey Apply	- Works as an Application creation for call for projects for BIPS, staff weeks, Student-Led Projects etc. - Calls and Evaluations for Projects	- BIPs - Educational offer	- Staff week - Seed-funding	- CIVIS2 calls launched: 23 - CIVIS2 calls applications started: 1,680 - CIVIS Alliance applications (total, all projects): > 7,000
CIVIS Research Database: Opendata soft	- Database for Research infrastructure & MSCA Doctoral networks. - Creation of Dashboard and Data preparation platform.	- PhD Opportunities	- research interests and collaboration	- discontinued as of Feb 2026, moved to → CIVIS Agora
CIVIS Website (incl. CIVIS Newsroom)	- Information about the universities, CIVIS - Link to course and programme applications, and calls - News & Events	- Information on CIVIS related activities	- Information on CIVIS related activities	- Visitors: 65 372 - Total Page Views: 180 337 - Unique Page Views: 138 023 - Average visit duration: 4 min 25s (2025/26 Academic Year)
CIVIS Agora: Odoo	- Publish and manage CIVIS opportunities (courses, staff weeks, job shadowing, collaborations, etc.) - Publish and manage database of Research Infrastructures and further other similar databases - Who's Who (Contacts App) - Tracking of contacts made using the platform (Research infrastructure usage, collaboration request answers, etc.) - Helpdesk function	- central access platform to CIVIS activities	- central access platform to CIVIS activities	- Research infrastructures: 172 - PhD job space opportunities: 3 - Job shadowing offers: 2 - Collaboration proposals: 2 - BIPs: 302 - Staff weeks: 17 (unfortunately, no visitor data due to software malfunction)
CIVIS Internal Communication: Slack	- Internal communication with 11 partner universities, for project and management communication	- none	- internal chat communication	- Active users: 73
CIVIS Project Management: Asana	- Used for managing CIVIS2 project and managing some of the activities.	- none	- project management and reporting	- Registered users: 44 - Active projects: 30 (to be phased out for impracticality and accessibility issues)
CIVIS CMS: EMREX (in future)	- Exchange of student educational data (credits and grades achieved, enrollment data) within CIVIS via connected Campus Management Systems, using a de facto EU standard. - Pilot project, still under construction.	- transfer of credits and grades	- management of joint degree programmes	- n/a