

Erasmus Declaration on Higher Education Policy (General Strategy) 2021-2027

Erasmus+ Code: D BERLIN32

1. What goals does the IPU Berlin aim to achieve through its participation in the Erasmus+ programme, and how does this participation align with the university's broader strategy for modernisation and internationalisation?

Mobility and international cooperation are key pillars of the International Psychoanalytic University (IPU) Berlin's higher education policy. Since its founding in 2009, the university has continuously shaped and refined its subject-specific internationalisation strategy (IntS). This strategy is rooted in a psychoanalytical, subject-centred and interaction-focused approach, combined with a reflective, practice-oriented research methodology that informs both teaching and research.

The IntS, which was revised and expanded to align with the new priorities of the Erasmus programme 2021–2027, took effect on 1 June 2020. It is the outcome of a broad discussion process involving representatives from the teaching faculty, academic staff, administrative staff, and the student body. (<https://www.ipu-berlin.de/fileadmin/downloads/international-office/internationalisierung-ipu-stand-2020.pdf>) The revised strategy was adopted by the university leadership and the Academic Senate on 24 April 2020 and replaces the previous framework. Over the course of the current programme period, the strategy is subject to critical review every two years, led by the International Commission (KI) of the International Office (IO) in collaboration with university leadership. Necessary adjustments will be made based on the findings, and any identified areas for improvement will be addressed in consultation with the relevant programme directors to develop shared solutions.

Participation in the Erasmus programme and the international partnerships it enables form the essential foundation for the IPU's internationalisation and modernisation efforts. This ensures the development and long-term sustainability of high-quality international academic exchange across all areas of academic life and for all university groups, while facilitating the international dissemination of research outcomes.

The core aim of the IPU Berlin's internationalisation strategy is therefore to strengthen subject-specific, interactive, and internationally networked teaching and research by enhancing university-wide academic mobility. This is supported by active participation in Key Actions 1 and 2 of the Erasmus programme—focusing on high-quality mobility for staff and students—and by expanding strategic partnerships with higher education institutions, regional authorities, NGOs, and other stakeholders in the higher education sector. In line with the European Higher Education Area's Renewal Agenda, the IPU Berlin contributes to making study periods, teaching activities, and internships abroad a standard element of academic careers, while supporting the development of more effective higher education systems across Europe through collaborative networks.

The selection of partner institutions is primarily guided by a shared commitment to the fundamental values of the Erasmus programme. This includes the continued expansion of the partner university network beyond the EU. Key factors defining high-quality mobility partnerships include the academic and research profiles of the partner universities, their internationally recognised excellence in teaching and research,

and a mutual interest in enriching study programmes with new international components aligned with the research priorities of both institutions. Other important aspects are the willingness to engage in transdisciplinary dialogue, a reflective approach to addressing bias in intercultural and international exchange, academic strength—particularly in psychoanalysis/psychodynamics or at the intersection of social theory and psychology—and a joint interest in developing collaborative degree programmes and capacity-building initiatives.

In geographical terms, the IPU aims to expand existing and establish new partnerships with:

- a) Centres of excellence in psychoanalytic teaching and research, or institutions seeking to develop this focus. In Europe: Belgium, Bulgaria, France, the UK, Greece, Ireland, Israel, Italy, the Netherlands, Austria, Switzerland, Scandinavia, Spain and Turkey; outside Europe: Japan, Canada, the USA and South America—especially Argentina, Brazil, Chile and Colombia;
- b) Universities in regions shaped by social trauma, including post-conflict areas such as the Balkans (including Bulgaria, Turkey, Greece as part of the migration route) as well as Israel, Palestine and Sudan;
- c) Higher education institutions in countries that seek specialist support in capacity building, e.g. Bosnia-Herzegovina, Sudan, China and Albania;
- d) Universities in countries whose teaching and research priorities correspond with the academic focus areas of IPU lecturers and where partnerships offer promising potential for collaboration, such as the D-A-CH region (Germany, Austria, Switzerland), Taiwan, South Korea, Russia/Moscow and Ukraine.

The overarching aim of the IPU's teaching and research activities is to make a substantial and innovative contribution to the academic establishment of psychoanalysis. This is pursued both nationally and internationally, with a strong focus on Europe, across fields such as the humanities and cultural sciences, mental health, psychiatry, psychotherapy, counselling and prevention, and with particular emphasis on transnational and transcultural issues.

The Erich Fromm Study Center, based at the IPU, plays an important role in these efforts through its annual seminars for doctoral and postdoctoral researchers, funded by the Karl Schlecht Foundation. These seminars are publicly advertised by the IPU and bring together participants from diverse continents and disciplines to explore contemporary research questions through Fromm's social psychoanalytic approach, further developing this perspective as a psychoanalytically informed contribution to the humanities and cultural sciences.

A central focus of these internationalisation efforts is the excellence-oriented training of early-career researchers and psychotherapeutic practitioners who are equipped to work across Europe, having gained both theoretical knowledge and practical international experience during their studies—particularly through the Erasmus programme.

As a unique contribution to the European Higher Education Area, since 2013 the IPU has been running its English-language Balkan network on "Social Trauma," bringing together students, researchers and teachers from psychology, psychoanalysis, political science and sociology across Bulgaria, Bosnia-Herzegovina, Serbia, parts of Greece and Turkey. This network, firmly rooted in the principles of capacity building, prepares young European scientists and practitioners for professional practice based on European quality standards. Its work centres on critically examining past conflicts, including war-related ones, in order to cultivate a reflective and unbiased approach to shaping Europe's shared future. The Erasmus programme has played a vital role in supporting this network and will continue to underpin its planned future expansion.

For example, a joint textbook on “Social Trauma” for the university sector is planned for publication this year—marking the third international publication produced within the network.

Beyond this, the IPU aims to expand and, in the long term, internationalise its psychotherapy training capacities and to develop an international teacher training programme in psychology, for example targeting teachers at German schools abroad. In line with the European Renewal Agenda for Higher Education, the university seeks to meet the growing demand for expertise in the European health sector and to develop innovative scientific approaches in these areas.

As a contribution to creating a European education area where individuals have a strong sense of European identity, cultural heritage, and diversity, the IPU uses the Erasmus programme to strengthen the international focus of the cultural and social sciences. Particular emphasis is placed on the comparative study of conflict dynamics shaped by ethnic, cultural and religious factors, as well as on addressing global challenges such as climate change and environmental protection. These aims are reflected in the Internationalisation Strategy (IntS) and are pursued by increasing both incoming and outgoing mobility, integrating international guest lecturers, expanding the network of partner universities, and establishing joint programmes such as double degrees.

The planned expansion of Political Psychology, which plays a key role in the university’s modernisation strategy, follows the same goals. It addresses themes such as the construction of belonging across different countries, the international rise of authoritarianism, prejudice research, and environmental and climate issues from a global perspective.

A particular step towards further developing the scientific discourse on shared values, the environment and social change in the world of work is the launch of the new Master’s programme in Psychology focusing on Work, Environment & Society, which began in the winter semester 2020/2021. This interdisciplinary programme tackles global questions from an environmental perspective and explores the social impacts of digital transformation in the workplace. International and local students collaborate with international lecturers to critically reflect on their own values, European values and perceived foreign perspectives in a time of global change.

Since its foundation in 2009, the IPU Berlin has seen itself as a new type of Bologna-compliant university, actively implementing measures aligned with the political goals of the European Higher Education Area and the Erasmus+ programme. The new Erasmus priorities—such as inclusion, digitisation, climate action and civic engagement—are already reflected in the IPU’s activities, and where this is not yet the case, further initiatives are planned by 2025 in line with the university’s capacities.

For all planned measures, the IPU has already structurally implemented the modular credit and recognition system, compliance with the fundamental ECTS principles, the transparent allocation of credit points, the issuing of Learning Agreements before mobility and Transcripts of Records afterwards, as well as the recording of all recognised achievements abroad in the Diploma Supplement.

Mobility for study purposes takes place exclusively within the framework of pre-established agreements between the universities involved. These agreements outline the responsibilities, rights and obligations of each party, as well as language requirements, ensuring that common quality standards are applied during the preparation, admission and integration of mobile students.

Students at all three study levels (Bachelor's, Master's, and PhD) are supported by contact persons in the International Office, the Office for Studies and Teaching, as well as by academic mentors and peer supporters at both the IPU and partner universities—before, during and after their mobility.

All international cooperation projects at the IPU Berlin are planned and implemented in accordance with the principles of transparency, equality, efficiency, outcome orientation, measurability, inclusion and sustainability for all participants in the educational process.

In line with Article 21 of the Charter of Fundamental Rights of the European Union, the IPU Berlin and its staff actively oppose any form of discrimination based on ethnic origin, social status, religion, gender, sexual orientation or age. The university provides specific support for individuals with special needs. One example is the adaptation of the UNESCO Declaration on Cultural Diversity to the specific needs and responsibilities of the IPU, with a focus on interculturally inclusive education. These principles are binding when establishing new partnerships outside the Erasmus area and are carefully reviewed in the admission processes for Erasmus programme activities. In this way, the IPU contributes to building inclusive international higher education systems.

To enable prospective students who cannot pursue full-time studies due to professional, social or economic reasons to access higher education and lifelong learning, the IPU has developed several part-time Master's degree programmes in psychology and cultural studies.

In addition, it cooperates with Chancen eG to offer an alternative to traditional BaFöG funding. Through the "Reverse Generation Contract," students can pre-finance their studies and repay the costs later under previously agreed conditions, once they have successfully embarked on their professional careers. (<https://www.ipu-berlin.de/finanzierung/>)

During the COVID-19 pandemic, the IPU transitioned all teaching activities to an online format, with Erasmus students actively participating. The IT department provided the necessary equipment to teaching staff, students and administrators, while a digital teaching task force was set up to enhance the digital skills of instructors. Regular IT support sessions for students were offered online or on demand. Building on this, the digital competencies of administrative staff will be further developed to support the future implementation of the European Student Card and the Erasmus app. A corresponding training and implementation plan is currently in development.

In addition, digital online courses and an expansion of blended learning options are being prepared for the winter semester 2020/2021 and the summer semester 2021. These will be trialled in the international context, for example in the form of an international summer school as part of the "Social Trauma in Changing Societies" project.

The promotion of social participation is an essential part of the IPU's approach. Particular focus is placed on fostering social skills and encouraging critical reflection on conscious and unconscious biases. Over the past decade, the university has developed and continuously refined its reflective approach to uncovering unconscious barriers to communication in international teaching and research. By participating in the Erasmus programme, the IPU contributes to an efficient and sustainable governance culture within the European Higher Education Area—one that involves the entire academic community—through its commitment to transparency and the cultivation of an institutional culture of international mobility.

With its international outlook and engagement, the IPU Berlin sees itself as an advocate for a sustainable economy, a democratic future, and an open society in the context of international higher education.

2. In which Erasmus actions does the IPU Berlin intend to participate, and how does it plan to implement these activities in practice? How will participation in these actions support the university in advancing the objectives of its institutional strategy?

Since the establishment of the International Office (IO) in 2012, the internationalisation of the IPU Berlin has been primarily driven by the implementation of individual mobility projects under Key Action 1 of the Erasmus programme. These activities will continue to form the foundation of the university's international efforts and are set to be further expanded in the next programme generation. By participating in Erasmus+, the IPU Berlin aims not only to deepen internationalisation across all levels of the university and for all status groups, but also to use the programme's wide range of opportunities to advance the modernisation of the university in line with Erasmus principles.

Since its first involvement in the KA103 programme in the 2013–15 project cycle, the IPU has built an extensive Erasmus partner network that, given the university's size, is a key pillar of its internationalisation strategy (IntS). Ongoing and future participation in Key Action 1 remains essential for maintaining and further developing this network.

As outlined earlier, one of the main goals of the IPU's internationalisation strategy is to ensure that gaining international experience—both abroad and on campus—becomes a standard part of academic life for all members of the university community. KA103 plays a central role in achieving this, especially through enabling student and staff mobility. For the IPU Berlin, international experience and the development of linguistic, intercultural, and personal competences are essential components of modern academic and psychotherapeutic education. They are considered critical for preparing students for the European labour market and for strengthening a European identity. Due to the relatively high proportion of part-time students—many of whom face work and family commitments that limit their flexibility—the IPU encourages not only traditional one-semester study abroad periods but also shorter, practice-oriented mobilities such as internships and international study programmes, supported through the targeted use of STA mobility opportunities.

For staff, Key Action 1 is particularly important for developing language and intercultural skills. The introduction of English-language Master's programmes has led to a growing need for teaching and administrative staff with strong intercultural competencies and foreign language skills. As a result, the IPU plans to significantly expand staff training (STT) activities under KA103 in the coming years. In addition, teaching mobilities (STA) play a key role in maintaining and extending the university's international research networks.

Since 2015, the IPU Berlin has also participated in Key Action 107, initially working with partners in Bosnia and Herzegovina and Serbia (now covered under KA103 since 2019). Going forward, the university aims to continue and gradually expand its partnerships to new regions such as Africa (Sudan) and potentially South America (Colombia). Unlike KA103, which focuses on EU mobility, KA107 supports thematic networks with universities in post-conflict regions marked by social trauma. In practice, participation in this programme has enabled the development of a joint international elective on "Social Trauma" at Master's level, taught on a rotating basis as a summer school at participating universities and largely funded through Erasmus STA mobilities.

On the administrative side, KA107 activities focus on strengthening the capacities of partner universities' administrative structures, particularly in the area of incoming mobility.

To date, the IPU Berlin has not yet participated in the various funding strands of Key Action 2 but plans to do so during the upcoming programme period. Since the future structure of the Erasmus+ programme is still being finalised, planning for these activities remains at an early stage. One concrete idea is to further develop and internationalise the existing Operationalised Psychodynamic Diagnostics (OPD) network, strengthening European collaboration in this important subfield of psychotherapeutic diagnostics. Another strategic goal is the continued expansion of the "Social Trauma" network, for which future Erasmus Key Action 2 programme lines will be explored. Moreover, the IPU has been considering involvement in capacity building projects for several years; this option will be reviewed again once the new programme framework is published. Participating in Key Actions 1 and 2 is also an important foundation for the university's planned involvement in European Horizon research projects.

All mobility activities across Erasmus programme lines follow a uniform quality assurance process:

The various phases of a mobility project are carefully structured: programme promotion, calls for applications and information events at the IPU Berlin and partner universities, application and selection processes, preparation of participants for their studies and internships or of the teaching and administrative staff, implementation of the mobilities, and finally, evaluation and reflection. All partner universities apply jointly agreed quality standards, covering transparency, selection criteria, reporting, and dissemination of results.

a) Specifically, for study (SMS) and internship (SMT) mobilities, the International Offices (IOs) at all participating institutions announce opportunities at least twice a year through events, postings, and email notifications, usually at least three months before the semester starts. Once nomination documents are exchanged, host universities promptly contact selected students with detailed guidance on the next steps.

At the IPU Berlin, SMS candidates are selected by the International Affairs Committee, which meets twice a year. Selection is based on a written application, a motivation letter related to the project, and an admissions interview. Important criteria include subject-specific prior knowledge, language proficiency, and compatibility with the student's individual study plan. The committee also strives to maintain gender balance and gives preference to applicants with special needs. All students can access language courses at other Berlin universities. In consultation with programme directors, academic mentors help students draft their Learning Agreements, defining the study plan, mobility period, and ECTS credits to be earned abroad.

Partner universities follow a similar selection process. Selection committees, typically composed of professors, assess applicants based on GPA, motivation letter, the proposed Learning Agreement, and relevant language skills. All partners work to maintain a balance between incoming and outgoing mobilities and to ensure reciprocity.

Lecturers and staff (STA and STT) can apply year-round. Selections are based on the relevance of the proposed teaching or training project for both institutions, the subject area, and overall compatibility. Final decisions are made by the respective university or administrative leadership. At the IPU Berlin, priority is given to administrative staff seeking to improve their language skills for work in the international higher education sector, aligning with the IntS goal of ongoing campus internationalisation. Partner universities prioritise staff who are committed to developing their international cooperation competences.

Training programmes and job shadowing activities are arranged in writing before STT mobilities. Teaching content is jointly agreed upon with partner universities prior to the start of STA mobilities. The IOs at all institutions support participants with practical matters such as visas, accommodation, and insurance, and provide information about insurance options before departure.

b) During the mobility period, IOs, study offices, and selected professors remain available to help with enrolment, recognition of academic achievements, housing issues, and intercultural matters. Lecturers work closely with their counterparts at the host university. All incoming and outgoing participants are supported with practical issues such as health insurance, accommodation arrangements, and registering with local authorities or banks. Incoming Erasmus participants also receive full access to the IPU Berlin's library and e-learning platform, free of charge. IPU students likewise benefit from the partner universities' infrastructure.

c) After their mobility, students submit an experience report jointly developed by the IPU and its partners. Their completed coursework and exam results are documented in a Transcript of Records and provided to them within six weeks. All earned ECTS credits are recognised in accordance with the pre-agreed Learning Agreement.

3. What impact does the IPU Berlin aim to achieve through its participation in the Erasmus programme?

The IPU Berlin's participation in the Erasmus programme—and its goal of steadily increasing mobility numbers, particularly in the areas of staff training (ST) and student study abroad (SMS)—is expected to significantly enhance the foreign language proficiency and intercultural competences of teaching staff, students, and administrative employees. This, in turn, is anticipated to foster a deeper awareness of a shared European identity within the higher education sector.

In the past three project years, the university has implemented a total of 31 student mobility (SM) exchanges under KA103, 19 of which were outgoing. Under KA107, 21 SM mobilities took place, although only one was outgoing. For staff teaching (ST), 32 mobilities were carried out through KA103 (20 outgoing), and 95 mobilities under KA107, with 13 outgoing.

To make studying abroad more attractive, the IPU decided in February 2020 that a semester abroad—provided at least 15, ideally 30, ECTS credits are earned—will be counted as a 'mobility window,' allowing students to extend their studies at the IPU without paying additional tuition fees. In the long term, the IPU aims for 70% of all enrolled full-time students to complete at least one period abroad during their studies—whether through study stays, internships, or participation in summer schools. As an initial step, all mobility activities will be systematically recorded per academic year. The mobility of teaching and administrative staff will likewise be monitored on an annual basis. In the longer term, the university aims for 50% of its teaching and administrative staff to have undertaken an Erasmus mobility within the previous three years.

While the high number of incoming Erasmus participants, particularly within the SM and ST areas of KA107, is to be maintained, the outgoing mobility figures are to be significantly increased, ideally doubling in the long run.

The effectiveness and quality of these mobilities are assessed through qualitative evaluations before and after the exchange. For example, all participants complete an experience report at the end of their mobility, reflecting on the preparation, implementation, outputs, outcomes, and the academic and organisational support they received. These reports are reviewed jointly with partners at the annual Erasmus meetings, where improvements are discussed.

By expanding its partner network, initiating new cooperation projects, and increasing the number of partner universities through Erasmus+, the IPU expects to boost the attractiveness of international mobility for its students—offering them a broader choice of destinations and the possibility of earning double degrees. This should have a lasting impact by strengthening the international dimension of psychology, psychoanalysis, cultural studies, and the humanities, first at the IPU and later throughout Europe. For the participating academics, the benefits will be tangible: more joint teaching, collaborative research and grant applications, and increased academic output through shared publications and participation in international conferences.

For students, the enhanced network will open further pathways to professional qualifications—such as psychotherapist certification in other countries—and improve their employability abroad.

By further developing its network of partnerships, the IPU also aims to contribute to the creation of interconnected, cost-efficient, and inclusive higher education systems.

As of May 2015, the IPU Berlin had signed inter-institutional agreements (IIAs) with 11 partner universities within the EU. By May 2020, this number had grown to 25, including 19 EU partners, 4 in other European programme countries, and 2 outside Europe. By 2027, the university aims to increase the number of partnerships—selected based on clear academic and strategic criteria—to a maximum of 35, both within and beyond the EU. In the short term, the IPU will review partnerships that have remained inactive over the past four years. These may be phased out and replaced with more relevant collaborations.

A particular focus will be placed on developing Europe-wide networks rooted in psychoanalysis, using the European and international psychoanalytic associations—of which many IPU faculty are members—as key platforms. The plan is to limit the creation of new networks to no more than two additional initiatives, in proportion to the IPU's size. These will be strategic partnerships, participation in existing projects, or collaborative networks leading to joint degree programmes.

Existing trauma-focused partnerships—such as the Balkan network—will continue until at least 2025 as part of capacity-building initiatives. The IPU also aims to expand this model to up to three additional countries or regions that seek support, provided this is feasible within the framework of Erasmus programme applications and the IPU's available resources.

In training young researchers and psychotherapists, and expanding its continuing education programmes internationally, the IPU expects to make a sustainable contribution to addressing the growing demand for skilled academic and therapeutic professionals. A key performance indicator here is the success rate of graduates in the Psychology Master's programme. In 2017/18, the full-time Psychology Master's had a success rate of 94.1%, while the part-time programme saw 72.2%. The following year (2018/19), these rates improved to 98% and 100%, respectively. The IPU will take these strong outcomes as a benchmark for its newly launched English-taught Psychology Master's.

Since December 2019, the IPU Berlin has been a state-recognised training institute for psychological psychotherapists. This gives international students the opportunity to complete accredited training in psychoanalytic and depth psychology-based psychotherapy for children, adolescents, and adults, in both individual and group settings. For many graduates, this represents a valuable pathway to postgraduate professional qualification.

The IPU also plans to expand its international doctoral programme (PSAID) through further partnerships with international universities. In the medium term, it aims to establish structured joint doctoral programmes. The university's goal is to increase the number of successful doctoral completions by 25% annually. This effort builds on the expertise of the Erich Fromm Study Centre at the IPU, which runs an annual seminar for international doctoral and postdoctoral researchers. This seminar offers a forum for discussing qualification projects rooted in Fromm's social psychoanalytic approach and encourages interdisciplinary and transnational collaboration among scholars.

In addition, the IPU promotes dual scientific and therapeutic qualification pathways for postgraduates training as psychological psychotherapists. The aim is for 30% of young academics in therapeutic training to engage in these international doctoral programmes.

In the longer term, the IPU is also considering conducting a representative alumni survey on the transition from study to professional life.

To further enhance the international visibility of its research, the IPU plans to more systematically reference Erasmus-supported mobility in its peer-reviewed, English-language publications. The university leadership encourages faculty to include funding for translations in third-party grant applications. Going forward, the IPU also intends to apply more consistently for special funding to support open-access publication.

By structurally embedding internationalisation in campus life, the IPU expects to increase the inclusion of international students, raise the proportion of international enrolments, and strengthen a sense of global awareness among staff and students alike.

In the short term (by 2023), the IPU Berlin aims to implement the following measures, with their completion tracked using a simple “implemented/not implemented” status:

- Further develop the buddy programme for international students to ease their transition into life and studies at the IPU.
- Stabilise the mentoring programme for international students to support their academic success.
- Award ECTS credits or recognise voluntary mentoring as part of an internship, provided it is supervised by a qualified psychologist.
- Reimburse official travel costs for train journeys of less than six hours, in line with the university's sustainability goals.
- Finalise and publish a university-wide diversity concept.
- Adapt the UNESCO Declaration on Cultural Diversity to the specific needs of the IPU, focusing on interculturally inclusive education.
- Ensure the International Office (IO) monitors student and staff exchanges for integration, inclusion, and minority protection issues. Partnerships with recurring problems in these areas will be re-evaluated and, if necessary, discontinued.
- Make non-discrimination, transparency, and inclusion binding criteria for all new Erasmus+ partnership agreements.
- Promote ErasmusSocial opportunities across all levels of the university and encourage open dialogue about its possibilities.
- Join a certified ClimatePartner programme to offset CO₂ emissions, aiming for climate neutrality.
- Expand the "Green IPU" initiative—a joint effort by students and staff—responding to global climate movements by reducing paper and electricity consumption.

- Convert all inter-institutional agreements (IIAs) into digital format using the Erasmus+ Dashboard.
- Introduce Online Learning Agreements (OLAs) for all student mobility activities.
- Raise the English proficiency of administrative staff in student-facing roles to at least A2 level.
- Cover the costs of language courses and count participation as part of working hours.
- Promote specialised training to support the internationalisation of campus services, coordinated by the university leadership.
- Create or expand secure digital infrastructure for transferring large volumes of research and teaching data between the IPU and partner universities, ensuring compliance with data protection requirements)

Medium-term (by 2025)

- Implement the European Student Card (ESC).
- Introduce the Erasmus+ App for all student mobility activities.
- Develop a system for awarding ECTS credits for civic engagement activities that contribute to students' degree progress.
- Raise the English proficiency of student-facing administrative staff to at least B1 level.
- Include a basic level of English proficiency as a recruitment requirement for administrative roles.

Long-term (until 2027)

- Raise the English language competence of teaching staff to at least B2/C1 level, for example through subsidised language courses.
- Fully digitalise all Erasmus+ mobility processes, including automatic recognition of academic achievements via the Erasmus+ Dashboard and the use of the Online Learning Agreement.
- Establish a network of IPU representatives abroad—such as alumni or appointed “IPU ambassadors”—who support internationalisation efforts and enjoy special rights or responsibilities.