

Context

Project details

Applicant organisation	UNIVERSITEIT TWENTE
Applicant organisation OID	E10209138
Project code	2023-1-NL01-KA131-HED-000116072
Action type	Mobility of higher education students and staff supported by internal policy funds (KA131-HED)
Beneficiary Organisation Full Legal Name (Latin characters)	UNIVERSITEIT TWENTE
Beneficiary organisation Erasmus code (where applicable)	NL ENSCHED01
Mobility consortium accreditation number:	-
Field	Higher Education
Project start date	01/06/2023
Project end date	31/07/2025
Project duration	26 months
Project grant reported	814 486,00 €
Project grant contracted	850 770,00 €
Date of submission	17/09/2025 15:17:19 (Brussels time)

Assessment criteria

Scoring of the final report of the project

The maximum score of the final report is 100 points.

If the final report scores below 60 points in total, the NA may reduce the final grant amount for organisational support. See the relevant provisions in Annex III of the beneficiary grant agreement (parts IV and V).

For each assessment criterion, the maximum total points are indicated.

Assessment criteria for KA131 projects

<p>Implementation performance (maximum 50 points)</p>	<p>Mobility activities</p> <p>The extent to which the planned mobility activities (as set out in the grant agreement) were achieved or exceeded and how the budget/grant was efficiently used, and relevance of the beneficiary's explanations.</p> <p>Blended intensive programmes</p> <p>Question relating exclusively to projects with blended intensive programmes: The extent to which each blended intensive programme has reached its objectives, and the relevance of the beneficiary's explanations.</p>
<p>Accreditation compliance and quality (maximum 35 points)</p>	<p>ECHE accreditation</p> <p>Compliance and quality of activities/outcomes</p> <p>Did the implementation of the mobility project respect the requirements set out in the ECHE and were the beneficiary's explanations relevant?</p> <p>In particular, did the beneficiary efficiently implement the ECHE provisions and how did the beneficiary resolve any related difficulties, such as:</p> <ul style="list-style-type: none"> • Support to participants (for example information, selection, preparation, inclusion measures, monitoring, and language support) • Recognition of learning outcomes <p>Were the participants satisfied with their mobility experience in general?</p> <p>Horizontal priorities</p> <p>The extent to which the beneficiary implemented activities related to the Erasmus+ and other policy priorities, the informal learning outcomes, and the relevance of the beneficiary's explanations:</p> <ul style="list-style-type: none"> • Inclusion and diversity (additional funding, etc.) • Green transition (use of sustainable means of travel, etc.) • Digital transition (development of digital competences, use of virtual collaboration as part of mobility, digitalisation of mobility management, etc.) • Participation in democratic life, common values and civic engagement (activities undertaken for incoming and outgoing participants, etc.) • Strengthened international dimension (take-up of international mobility, extent to which the destination countries for outgoing international mobility were diversified in numbers and geographical scope, etc.) • Bridge between higher education and research and innovation (doctoral short-term physical mobility, etc.) <p>Mobility consortium accreditation</p> <p>Question relating exclusively to mobility consortium projects: Did the national project partners of the consortium effectively and efficiently cooperate and contribute to the project in line with the approved mobility consortium accreditation application?</p>
<p>Follow-up (maximum 15 points)</p>	<p>Impact</p> <p>The relevance of the impact of the projects and its activities.</p> <p>Sharing of the project results</p> <p>The relevance of the sharing of the project results.</p>

Project summary

Introduction

Please provide short answers to the following questions, summarising the information you have provided in the rest of the report.

Please use full sentences and clear language, and do not use acronyms. The summary you provided will be made public by the European Commission and the National Agencies.

Background and Objectives

What did you want to achieve by implementing the project?

The landscape UT and Dutch Higher Education is rapidly changing, presenting significant challenges. These challenges present themselves through an increased attention from government on international influx as well as the use of the English language beyond secondary education. The University of Twente (UT), in particular, must navigate substantially reduced national funding as we are a relatively young and small-sized, regional (as in close to the border of Germany) university.

UT does this by critically assessing and future proofing its activities and services through a 'Re-inventing the UT' principle. UT is determined to remain financially healthy and thus will meet the challenges head on through immediate and longer term decisions, such as 1. recalibrating organisation structures (i.e. at the faculty for Behavioural, Management and Social Sciences) 2. re-organisation in the faculties of Science and Technology and the faculty of Geo-information Science and Earth Observation and 3. unfortunate discontinuing programmes and research groups such as Biomolecular Nanotechnology and Nanobiophysics. Amidst these changes, one sustainable pillar of our internationalization strategy remains steadfast: the mobility of our learners.

The emphasis on mobility within our community has reinforced our belief that fostering global connections and developing internationally minded professionals enables UT to respond to societal needs with innovative scientific solutions. As universities continue to play a crucial role in advancing societies, UT sees itself as key facilitators of global partnerships even in challenging times. We intentionally select partner institutions that we share our academic and social values with, and that complement our research strengths in our key impact domains (e.g., Safety, Health, Climate, and Chip Technology), and contribute to reciprocal regional development as a natural progression of partnerships and linkage to the world around us.

UT is committed to continue promoting mobility in spite of the challenges, not only in traditional and non-traditional education, but also in research, professional development, and global community-building, extending into flexible learning paths addressing current and future needs of key impact domain industry (regional and global) as well as keeping accessibility of various learning pathways a priority. Our ambitious goal remains to date for 75% of our students to have a study abroad experience during their degree studies and for staff to participate in international mobility at least once every three years. With over 900 Erasmus+ Inter-Institutional Agreements active in over 250 partnerships globally, we were able to realize 429 Erasmus+ mobilities in this project phase. Erasmus+ remained and will remain an integral part to achieving UT's mobility objectives.

These are:

- Expanding International Experiences: Supporting international mobility for students, staff, and doctoral candidates, this project provided access to diverse environments and networks. This enhances knowledge, competence, and skills, fostering globally competent professionals. Participants engage in research and development activities at partner institutions, including the ECIU University (a European University Initiative), GE3, and over 250 global partnerships.

- Curriculum and Research Development: Enabling new courses, improved programmes, and double-degree opportunities. These collaborations integrated international perspectives into UT's education and research, enhancing quality and relevance. Our goal was to equip the UT community with skills and networks to thrive and contribute globally and locally, whilst simultaneously enriching quality of education and research.

- Institutional and Societal impact: Strengthening research collaborations, expands academic networks, and fosters industry ties. Regionally and globally, it contributes to addressing societal challenges—such as healthcare transformation, sustainable energy, and humanitarian engineering—by leveraging the expertise and resources of diverse partners. These efforts also support the development of globally competent graduates who can contribute to economic growth and innovation in their home and host countries.

Beyond these objectives, this project aligned with the broader objectives of the Erasmus+ programme, which emphasizes social inclusion, diversity, green and digital transitions, and active participation in democratic life. More on this topic can be found in the extensive report below. By increasing mobility and student exchanges and by creating a diverse, complimenting offer, UT addressed relatively low mobility rates in certain regions and ensured that its community benefits from a truly international educational experience. For the latter, a framework, toolbox and roadmaps are being designed to further UT's internationalization activities in its community and beyond into continuous and experimental learning.

What activities did you implement (please also refer to the overview activities tables below)?

In the Call 2023 KA131, we requested 350 student for studies – mobilities and 80 student for traineeships – mobilities. UT was awarded respectively 279 and 80 student mobilities. In this project phase we enabled 370 students to studying abroad and support their intercultural, professional and personal competence development, enhancing their practical and academic knowledge, independence and adaptability, advancing their open-mindedness and global awareness in view of their European (and/or Dutch) identity. The surplus is true for both categories, studies and traineeships.

In the Call 2023 KA131, we requested 24 staff mobilities, 12 for teaching - and 12 for training activities. We anticipated an increased influx of staff mobilities as a result of Erasmus+ notoriety in the UT community through the results of the previous KA131 project phase 2022-2025. In 2024, UT decided after publication of its Spring Memorandum of that same year, to halt travel support financed from Dutch governmental funding in view of cutback on governmental funding in Higher Education. This coincided with UT's Erasmus+ Inspire days event in 2024. As expected, this created a ripple effect that encourages broader participation with additional increased demand for Erasmus+ support for staff mobility. We increased the numbers of realized mobilities through use of the following rule, remaining below the 10%: Annex V (to the Institutional Grant Agreement) . Specific rules: 2. BUDGET FLEXIBILITY (— ARTICLE 5.5) With regard to Article 5.5, an amendment is required if budget transfers from any budget category of Student mobility to any other budget category of Staff mobility, including real-cost budget categories, exceed 10% of the total funds in that budget category. This propelled UT to realize 59 staff mobilities, with a surplus in each of the categories teaching and training. Participants observed and adopted new and innovative teaching methods (and shared them with peers through UT's Week of Education in 2025), and participated in collaborative research.

We were able to utilize 1 Blended Intensive Programme slot as UT in a coordinating role.

We were also able to support both students and staff to pursue mobilities beyond the borders of the EU, keeping in mind a geographical spread and UT's principle to bolster KA171 active projects and its global profile as guided by UT's International Dimensions, which we will elaborate on in the subsequent chapters of the final report.

What were the outcomes and impact of your project?

In this project, UT performed 50 more mobilities than awarded (a 13% surplus), using 96% of the overall budget. This reflects the project's strong outcomes and impact.

Institutional Impact

Erasmus+ mobility has notably increased UT's visibility and its network globally. Key benefits include:

- Increased Visibility: UT has showcased its strengths to more partner institutions, particularly through staff mobilities. One of those strengths is its strong Health profile with the TechMed Centre as a flag ship. The centre co-develops technology for the regional health sector.
- Global Partnerships: The programme has enabled collaborations with leading institutions like Princeton and ETH Zurich.
- Quality Enhancement: Erasmus+ mobility supports ongoing improvements in UT's education, research, and support services.

Notable Outcomes

- **Curricular and Network Development:** Mobility programmes foster new (joint) curricula and interdisciplinary collaborations. For example, the Master's in Humanitarian Engineering was developed through staff and student mobility, addressing humanitarian challenges in resource-limited or disaster-affected regions, and new Minor's such as Rollercoaster Engineering. Additionally, Erasmus+ mobility embedded intercultural understanding into UT's educational and research activities.
- **Blended Intensive Programme (BIP):** UT built competence and support capacity. UT continues to identify BIP opportunities. Further steps are needed to boost interest and utilization. In 2023, a staff survey revealed role overload and high workloads, making new initiatives like BIP challenging to prioritize. As a result, BIP slots were underutilized. To address this, UT has sent students and staff to partner institutions for BIP experience and increased academic staff engagement through best practice events (e.g., Erasmus+ Inspire Event 2024, Week of Education 2025).

Trends in the Project

- **Semester Preference:** UT students prefer semester-long exchanges (average 5.5 months), allowing for additional mobilities within the award (based on average of 6 months).
- **Demographic - and Geopolitical changes:** Bachelor intake post-2022 was lower and led to slightly fewer mobility in studies overall. Students opted for destinations closer to home.
- **Increased Staff Mobility Demand:** We noted a structural, growing interest, particularly in trainings.

Project Adjustments and Mitigation

To address these trends, UT had set the following directions:

- **ECUI University:** This initiative, focused on challenge-based course modules, well-suited for BIP and had strong academic support. The European University Initiative provided an ideal ecosystem for BIP development as well as flexible pathways.
- **Project International Experience:** UT aimed at bolstering UT's internationalisation strategy with a new framework for International Experience in Education and Research, including tools and a roadmap.
- **Alumni Mentor System:** UT leveraged its global alumni network to mentor incoming exchange students, lowering barriers and supporting those hesitant to study abroad.
- **Flexibility in Erasmus+:** UT reallocated up to 10% of the student budget to staff mobilities to meet demand, assessed each semester. Training mobilities are now offered in two annual calls, streamlining access.

Impact on Staff and Students

Staff report enhanced professional development and international collaboration opportunities. Best illustrated by quotes from our staff:

"It is a fantastic opportunity to broaden horizon and exchange innovative teaching ideas with the colleagues in Europe. I find it also very interesting to see how students from across Europe study"

"Access to a complete new world of opportunities and mobilities opened doors to activities and places I would not have gone without. Helped me grow and develop in my work."

"It was a great way to expand my PhD work to areas which were not possible at the university of Twente and provided a opportunity for me to learn new techniques."

"The Erasmus+ collaboration has opened a door towards joint research opportunities with local academic partners in Nepal. Their expertise and network make our efforts more meaningful."

The impact on students is multi fold. Students report a deepened relationship to their own academic field and expertise through having had in a different urban or regional (historical and social) context applied, enriching the former through a different perspective that a Dutch and/or in some case Euro-centric perspective. We also note a growth in independence and adaptability due being in varied educational environment emboldening decisiveness and sense of self. It is often shown in student's decision making itself, daring to saying yes to new projects and new both social, professional and academic opportunities and environments after having experienced a phase abroad. On top of this, students indicate to apply the experience in future career(s) in either explicitly stated the Netherlands or Europe.

Participating beneficiary organisation(s)

Role of the Organisation	Organisation ID	Individual accreditation of the organisation (Erasmus code) (where applicable)	Name of the Organisation	Type of Organisation
Beneficiary	E10209138	NL ENSCHED01	UNIVERSITEIT TWENTE	Higher education institution (tertiary level)