



**EPICUR**  
**European Partnership for an Innovative  
Campus Unifying Regions**

**Developing a new mobility strategy  
that mutually corroborates  
acquisition, education, and research  
in the field of small European  
languages**

Task lead: I B-GF5

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## WP2: Fostering Multilingualism & Inclusive Governance



## 1. Introduction

### 1.1 Context

#### 1.1.1 European Universities Alliances initiative

At the European Council of 14 December 2017, Heads of State and Government called on Member States, the Council and the European Commission to take forward work on "European Universities", which are bottom-up networks of universities across the EU that will enable students to obtain a degree by combining studies in several EU countries and will contribute to the international competitiveness of European universities.

The Education Council Conclusions of 22 May 2018 further stressed the potential of 'European Universities' to "significantly enhance mobility and foster high quality and excellence in education and research, by strengthening the link between teaching, research and innovation and knowledge transfer, by demonstrating the benefits of multilingual learning, the recognition of qualifications and by developing joint education and research programmes and projects." They also highlighted that the European Universities "could play a flagship role in the creation of a European Education Area as a whole".

To achieve this objective, the European Commission proposes an unparalleled initiative which requires a quantum leap in cooperation between all types of higher education institutions from all regions in Europe and at all levels of the organisation, across all areas of activity, from teaching and learning to research and innovation.

Following two calls for Erasmus+ projects for European universities in 2019 and 2020, 41 alliances representing 280 higher education institutions have received funding of €5 million each from the European Commission for the three-year pilot phase.

European Universities' have an ambitious mandate to trigger unprecedented levels of institutionalised cooperation making it systemic, structural and sustainable. As such, European Universities aim at achieving the following two objectives:

- Promoting **common European values** as enshrined in article 2 of the Treaty on European Union and a **strengthened European identity** by bringing together a new generation of Europeans, who are able to cooperate and work within different European and global cultures, in different languages, and across borders, sectors and academic disciplines.
- Reach a substantial leap in **quality, performance, attractiveness and international competitiveness of European higher education institutions** and contributing to the European knowledge economy, employment, culture, civic engagement and welfare. 'European Universities' will be key drivers to boost the quality of higher education and where possible to strengthen its link to the research and innovation landscape in Europe and its outreach towards the society and economy.

The term "Universities" should be understood in its broadest sense, including all types of Higher Education Institutions. The European Universities initiative responds to a **long-term vision** that has the potential to transform the institutional cooperation between higher education institutions and bring it to the next level.

#### 1.1.2 EPICUR: European Partnership for an Innovative Campus Unifying Regions

EPICUR, the European Partnership for an Innovative Campus Unifying Regions, is a first-generation European University Alliance, dedicated to shaping European Society in Transition through the development of collaborative inter- and transdisciplinary teaching and learning.

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EPICUR's key objective is to become a role model for a European University in boosting the mobility (be it physical, virtual, or blended) of our students, teachers, researchers and staff across the alliance's Inter-University Campus. Thereby offering a broad student body access to innovative, research-inspired academic training programmes with a distinct European signature. During the pilot phase, EPICUR will adopt a step-by-step approach through testing enhanced levels of cooperation and integration on four key areas of activity: strategic policy development, innovative pedagogies, developing a platform for a virtual EPICUR campus, and connecting regional networks.

### 1.1.3 Partners of the alliance

Institution name and acronym	Country
Université de Strasbourg (UNISTRA)	France
Uniwersytet im. Adama Mickiewicza w Poznaniu (AMU)	Poland
Aristotelio Panepistimio Thessalonikis (AUTH)	Greece
Universität für Bodenkultur Wien (BOKU)	Austria
Karlsruher Institut für Technologie (KIT)	Germany
Université de Haute-Alsace (UHA)	France
Albert-Ludwigs-Universität Freiburg (ALU-FR)	Germany
Universiteit van Amsterdam (UvA)	The Netherlands
University of Southern Denmark (SDU)	Denmark

## 1.2 Objective of this deliverable

The Mobility Strategy for European languages addresses two key challenges:

- The viability and sustainability of “smaller” European languages programmes is under threat, due to decreasing numbers of degree student enrolments (in some institutional programmes first year enrolments include less than 10 degree students per cohort), and;
- Traditional mobility and study abroad opportunities are still difficult to get access to for the majority of European students, as over 75% of students do not participate in mobilities

The main objective of the mobility strategy for European languages is twofold:

- Institutional perspective: Identify measures and formats that help raise the attractiveness and visibility of existing European language programmes;

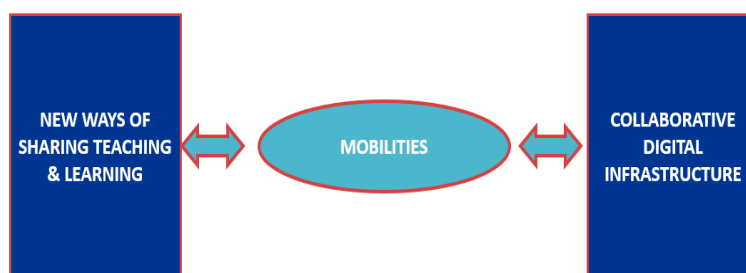
Student perspective: Enrich student learning by devising innovative, flexible mobility experiences, accessible to a diverse group of students at EPICUR member universities

## 2 Developing a new mobility strategy that mutually corroborates acquisition, education, and research in the field of small European languages

### 2.1 Introduction: the iterative development of mobilities during the pandemic

The Mobility Strategy for European languages (Deliverable 2.2.2) is one of the key deliverables of the EPICUR Erasmus+ project. In the Erasmus+ application a mobility strategy for European languages and cultures on paper alongside a single ‘virtual module’ was initially foreseen for language study programmes. The combination of this set of deliverables was intended to serve as a blueprint for boosting future student participation in European language courses across the EPICUR alliance. However, against the backdrop of the increasing demand for virtual mobility formats and interest in co-teaching caused by the impact of the global COVID-19 pandemic, EPICUR seized the opportunity to bring the implementation of new mobilities in European languages forward to occur within the lifetime of the project. In doing so, a number of key elements of EPICUR’s overall work plan came together. In parallel to the phase of analysis and scoping, the initial design and testing of the prototype of the EPICUR Inter-University Campus in Work Package 4 was also accelerated due to the pandemic. This situation enabled EPICUR to organise the activities as an iterative process: The experimentation with new mobilities for European languages occurred alongside the conceptual development of an overall mobility strategy for languages. As such, EPICUR was successful in bringing to life its key strategic strength: shaping new ways of teaching & learning and its unique collaborative digital infrastructure.

Starting in the Spring semester 2021, EPICUR ran three iterations of four pilot programmes: 1) Modern Greek, 2) Nordic languages, 3) Slavonic languages, and 4) Language Training for Mobility. Furthermore, insights gained during the



first test run in spring 2021, led to a redesign of the educational formats, resulting in the development of EPICUR’s unique Learning Pathways. At present, the EPICUR European Language programmes bring together eight Learning Pathways offering a total of 100 courses hosted by six EPICUR partner universities. More importantly, hundreds of students are currently participating in these learning pathways on the EPICUR Inter-University Campus.

The approach of doing iterative test runs in combination with student feedback generated a wealth of insights on the development of new, flexible mobility formats. Moreover the findings were in line with the results of the adjacent task on student incentives for language learning<sup>1</sup>. These insights not only provide a robust foundation for the scale-up of EPICUR’s future educational offerings, but are also very relevant for other alliances and Higher Education Institutions across Europe and beyond.

The mobility strategy for European languages therefore builds upon the experiences gained during the deployment of EPICUR’s European Languages Pathways and offers 1) a description of all steps undertaken in this iterative process, 2) the construction of the mobility strategy and 3) strategic recommendations for the full roll-out phase.

<sup>1</sup> Deliverable 2.2.4 “Student Incentives for Language Learning”

## 2.2 Main objective and key questions

The Mobility Strategy for European languages addresses two key challenges that many comprehensive European universities will be familiar with:

- The viability and sustainability of “smaller” European languages programmes is under threat, due to decreasing numbers of degree student enrolments (in some institutional programmes first year enrolments include less than 10 degree students per cohort), and;
- Traditional mobility and study abroad opportunities are still difficult to get access to for the majority of European students, as over 75% of students do not participate in mobilities

In general, individual universities often lack critical mass and scale to solve these issues on their own. Therefore, the partnership between the EPICUR universities offered a welcome opportunity to examine possibilities for collaboration between European language programmes as well as scale and expertise required to experiment with new forms of mobilities. For these reasons, EPICUR partners decided to jointly tackle the overarching question:

**How can EPICUR universities increase the attractiveness of European language programmes and devise a strategy for boosting student mobility across Europe?**

The main objective of the mobility strategy for European languages is twofold:

- Institutional perspective: Identify measures and formats that help raise the attractiveness and visibility of existing European language programmes;
- Student perspective: Enrich student learning by devising innovative, flexible mobility experiences, accessible to a diverse group of students at EPICUR member universities

Bringing the two perspectives together, one of the assumptions was that by adding more flexible mobility opportunities to the European language programmes and by bringing the mobility to the students, the flipped mobility concept, students would be more interested and the accessibility of the mobility formats would increase.

The following sections describe the iterative process EPICUR has undertaken to identify answers to the overarching question and develop mobilities pertaining to the two aspects of the main objective. Moreover, given that EPICUR had the opportunity to accelerate the delivery of these new mobilities, the report also takes stock of the learnings of the actual deployment of the strategy.

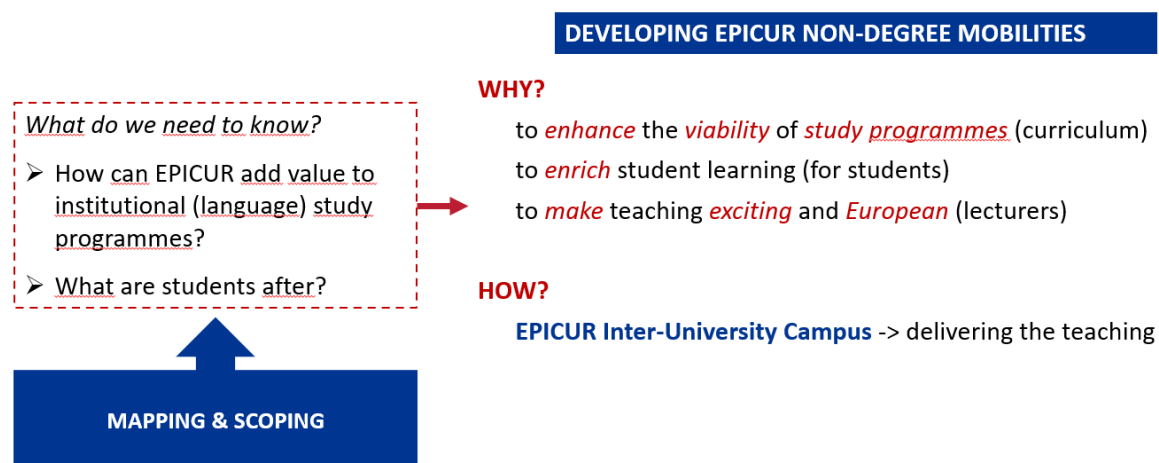


Figure 1 The main objective of the EPICUR mobility strategy for European Languages bringing together student incentives and what universities can offer

## 2.3 Devising a Mobility Strategy: analysis, scoping and experimentation

In the initial phase, which ran during the first year of the EPICUR pilot project, Work Package 2 worked on the analytical steps of preparing the choices for future mobilities in terms of contents and formats. These steps comprised a mapping exercise, followed by a needs analysis and recommendations on the focus and format of the first EPICUR mobility experiments for languages.

### **Step 1: Mapping Exercise**

The main aim of the mapping exercise was to examine the variety of language programmes offered at the eight partner universities and to see how these can complement each other via (virtual) mobility. Data were collected via an online survey between February – May 2020. All partners participated in the mapping exercise, a comprehensive analysis is available in Deliverable 2.2.1. The key results indicated that:

- EPICUR partner universities offer a wealth of opportunities in teaching European languages;
- In total 50 different languages are taught at the EPICUR member universities;
- While there is quite some overlap between the existing institutional programmes, there are plenty of areas where synergies can be developed

### **Step 2: Scoping criteria**

Bearing in mind EPICUR's commitment to fostering European linguistic diversity, the alliance decided to prioritise the boosting of the participation in “small” European languages. Furthermore, all EPICUR partners agreed to continue promoting the use of their own national languages in the academic context, for this reason special attention was given to languages in EPICUR countries. The following set of scoping criteria was used to formulate recommendations on the next steps:

1. Defining strengths in institutional language offerings at EPICUR members → EPICUR niche
2. Joining forces to increase student numbers in small programmes → EPICUR added value
3. Promoting programmes in EPICUR languages and regional approaches → linguistic diversity
4. Creating institutional buy-in by using a bottom-up approach in engaging lecturers → buy-in

### **Step 3: Main findings and recommendations: agreed set of pilots for experimentation**

It is relevant to mention that the mapping and scoping exercises took place against the backdrop of the initial stages of the global covid-19 pandemic, which led to an unprecedented acceleration of the provision of online teaching and learning. The combination of this emergency situation and the encouraging results of the mapping and scoping exercises on European languages led to the following recommendations:

1. EPICUR should develop a set of pilots to test new mobilities in European languages;
2. Based on the mapping exercise and scoping criteria, 3 pilots were proposed:
  - a. Modern Greek
  - b. Slavonic languages
  - c. Nordic languages
3. EPICUR mobilities should be flexible in time and space, helping students to overcome (perceived) hurdles related to planning and the ability to travel
4. Bearing in mind the rising demand for virtual mobilities the initial test runs should be accelerated and implemented in the spring semester 2021
5. The development of the test runs should be done in close collaboration with the team working on the design of the EPICUR Inter-University Campus in WP4.
6. An EPICUR Mobility agreement had to be prepared to provide the legal ground



## 2.4 EPICUR Mobility Strategy for European languages

Throughout the course of the Erasmus+ pilot, EPICUR ran a total of three iterations of four pilot schemes for European languages (the initial set of 3 pilots was extended in the academic year 2021-2022, see also below). This section will describe the process in chronological order and elaborate on the initial findings, redesign and expansion of the pilot schemes.

### **Spring 2021: First Test Run | 3 Pilots**

The spring semester 2021 featured the launch of the EPICUR European Language & Culture pilots in Modern Greek, Slavonic languages and Nordic languages and included the following specific objectives:

- Experimenting with flexible mobility formats offered via the EPICUR Inter-University Campus
- Creating proof-of-principle for the European Language pilots
- Testing procedures for credit recognition across the EPICUR partners

In terms of process, all EPICUR members were invited through a “Call for Proposals” to submit proposals for courses to be included in one of the three pilots. Despite the tight deadline, EPICUR received a good response from the majority of partners and was in the lucky position to be able to select courses to be featured in the first pilot run across all three mobility schemes. The alliance had adopted the following generic “course criteria” as a basis for submitting and selecting courses.

#### Key criteria (must-haves)

- Transnational (European) added value
- Courses to be delivered in online/blended/hybrid format
- Courses should fit with flexible mobility formats
- Inclusiveness: course materials and teaching methods and didactics are characterised by an inclusive approach and as such incorporate a diversity of perspectives
- International/European outlook: reflected in the focus of the course, pedagogical approach and the course materials

#### Desirable criteria (nice-to-haves)

- Interdisciplinary approach
- Skills training

The key figures concerning the number of courses and student uptake were as follows:

- Keen interest amongst EPICUR partner universities to host courses
- 27 courses were offered by 5 different host universities across 3 pilot programmes
- Applications were received for all 3 pilot programmes
- 1200 prospective students responded to the teaser announcement sent in December 2020
- 263 students started an application to at least one course
- 139 students completed an application to at least one course
- 95 students were accepted to participate in one or more courses

-

<b>ACCEPTED STUDENTS FIRST RUN EUROPEAN LANGUAGE PILOTS SPRING 2021</b>	
<b>UNIVERSITY</b>	<b># STUDENTS</b>
UNISTRA	6
AMU	14
AUTh	60
BOKU	2
KIT	0
UHA	0
ALU-FR	4
UvA	9

On the basis of these figures, EPICUR's initial conclusion was that there is appetite amongst European students to engage in flexible mobilities in European languages and cultures.

Key observations on the basis of student responses included:

- Many students applied for more than one course;
- Students demonstrated a keen interest in thematic courses;
- Students demonstrated a keen interest in ground-level language courses;
- Many students from different academic backgrounds applied;
- Higher numbers of applications for English-taught courses were received
- There was a disbalance in number of applications from different EPICUR partners

The initial analysis of patterns in student behaviour led to a redesign of the 3 pilots in the next iteration in the academic year 2021-2022, as well as the idea to launch another experiment in parallel. Students' appetite to select more than one course, often combining language acquisition courses with one or more thematic courses, triggered the design and development of the EPICUR Language Learning Pathways. The learning pathways consist of groups of courses based on either 1) language proficiency level – Modern Greek; 2) (sub-)region – Slavonic languages; or 3) thematic immersion – Nordic languages. Within a learning pathway students are asked to pick a core language acquisition course and one to three thematic or in-depth courses. This means that a learning pathway consists of at least two and maximum four courses. The figures below give an overview of the learning pathways in the three language areas. There are three different courses that students can choose from: 1) hardcore language acquisition courses; 2) in-depth language acquisition courses and 3) thematic courses. In contrast to the hardcore language acquisition and thematic courses, the in-depth language acquisition courses offer students the opportunity to further improve their language proficiency by putting it into context.

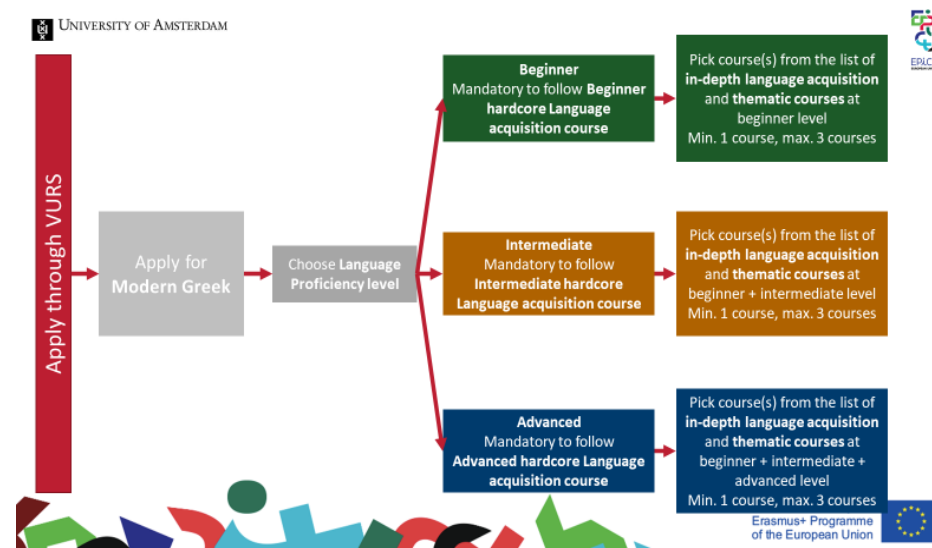


Figure 2 The Modern Greek Beginner, Intermediate, or Advanced learning pathways

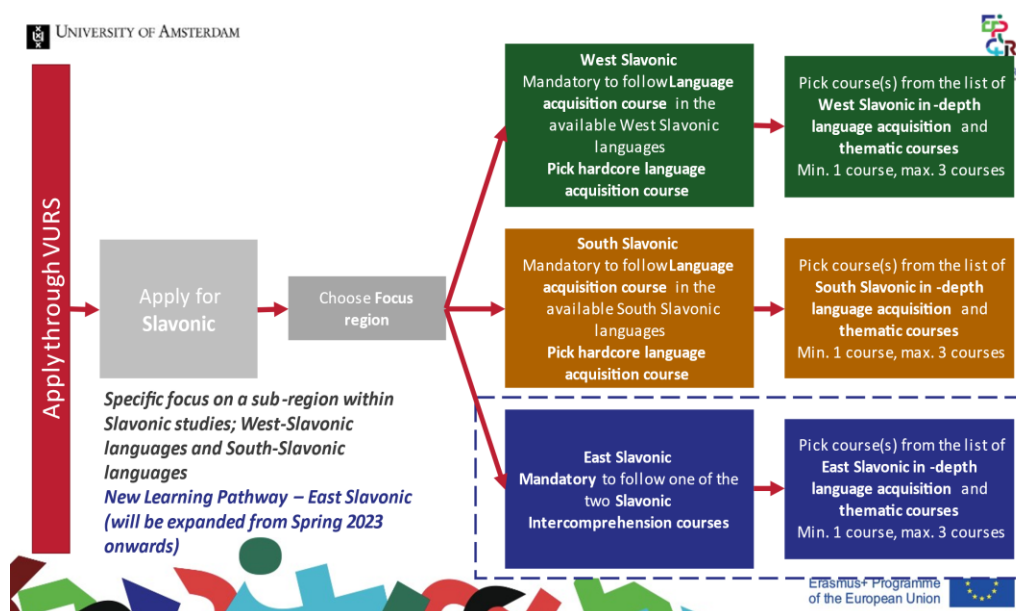


Figure 3 The West Slavonic, South Slavonic & East Slavonic learning pathways. The East Slavonic learning pathway was newly developed in the Spring semester 2021/2022 and will have its first run in the Academic Year 2022/2023

The learning pathways were developed in collaboration with three expert subgroups in the three fields of study comprising lecturers and programme directors from the different EPICUR partner universities. Based on the discussions and input, the different set ups of the learning pathways were developed. The input of these subgroups was extremely valuable. For example, from the discussion in the Nordic subgroup it became clear relatively early that offering hard core language acquisition courses would not add enough value. The different partner universities were able to cover this sufficiently. It was therefore decided to focus solely on in-depth and thematic courses. However, there was a keen interest in offering a specific learning pathway focusing on Finnish language and culture as only one EPICUR partner offers these courses. Within the Modern Greek and Slavonic subgroups the specific focus of the learning pathways was discussed extensively. For Modern Greek it was decided to focus on proficiency level and have the Aristotle University of Thessaloniki, as a native Greek university, offer the hardcore language acquisition courses. The Slavonic

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subgroup indicated that a focus on region would nicely combine the language acquisition courses with the thematic courses.

Furthermore, the huge interest in ground-level language courses inspired the set-up of a new strand, namely: Language Training for Mobility. A scheme catering for language training for purposes of achieving a sufficient proficiency level in an EPICUR language, so as to participate in future course offerings in local EPICUR languages. In this way, EPICUR seeks not only to stimulate future intra-alliance mobility but also to foster the use of national languages in academic offerings.

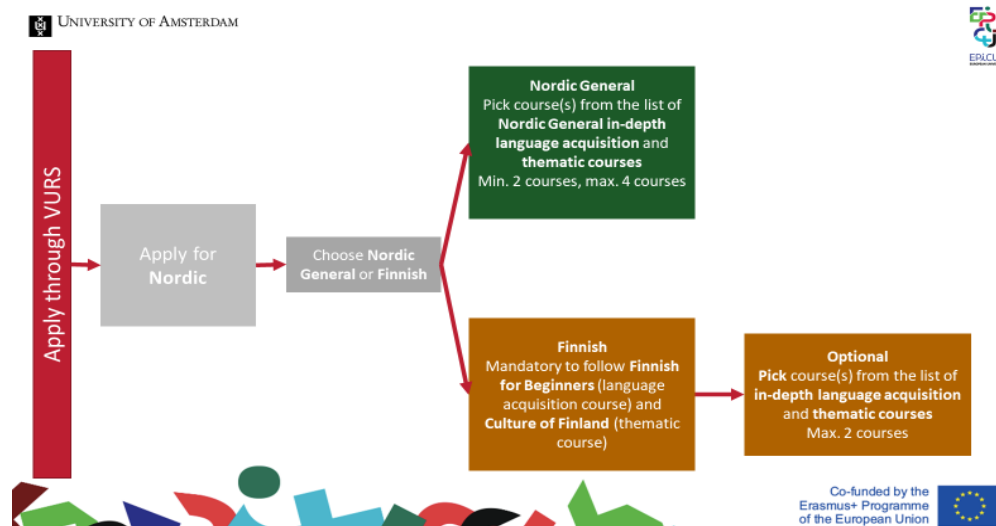


Figure 4 The Nordic General and Finnish learning pathways.

### Academic Year 2021-2022: Second Run | Redesign into Learning Pathways & new strand

Building on the learnings and insights provided by patterns in student behaviour and feedback, EPICUR decided to continue the 3 European languages pilots in Modern Greek, Slavonic languages and Nordic languages in the academic year 2021-2022 and to redesign the mobility formats into Learning Pathways.

The EPICUR Learning Pathways constitute **cohesive modular sets of courses**, enabling students to develop and deepening their foundation in one of the three European language programmes through academic language training combined with thematic courses in history, literature, linguistics, history and media studies. Not only do these thematic courses contribute to a more thorough understanding of the origins, spread and evolution of these languages, as many of the thematic courses deploy study materials in the language of study, students also immerse into the linguistic environment of the European country or region they are studying. All thematic courses offered within the learning pathways are part of the curricula of the academic languages programmes at the EPICUR member universities.

The second run of the pilots sought to achieve the following specific objectives:

- Developing innovative flexible teaching & learning formats
  - o Constructing modular learning pathways from three different angles
    - Modern Greek: accumulative approach
    - Slavonic languages: (sub)-regional approach
    - Nordic languages: thematic immersion + Finnish specialisation
  - o Testing language training for boosting future mobility → language as enabler
- Furthering the concept of flexible mobility to cater for student needs
  - o Learning pathways comprising courses of different host universities across Europe
  - o Student-friendly: flexible formats & timeframe spans entire academic year
- Stepping up the benefits of the unique collaborative infrastructure
  - o Taking a next step in customization of the EPICUR Inter-University Campus
  - o Collaborative teaching at alliance level in European languages & cultures

Similar to the first pilot run, student uptake of the European language pilots was higher than expected, students seemed eager to engage in Learning Pathways alongside their home degree.

The key figures concerning the student uptake of learning pathways were as follows:

- 100 courses in 8 Pathways were offered by 6 different host universities across 3 pilots
- Applications were received for all 8 learning pathways
- 97 students completed an application to at least one learning pathway or LTM
- 73 students were accepted to participate in a learning pathway or LTM of their choice

## WP2 LANGUAGE & CULTURE LEARNING PATHWAYS / COURSES

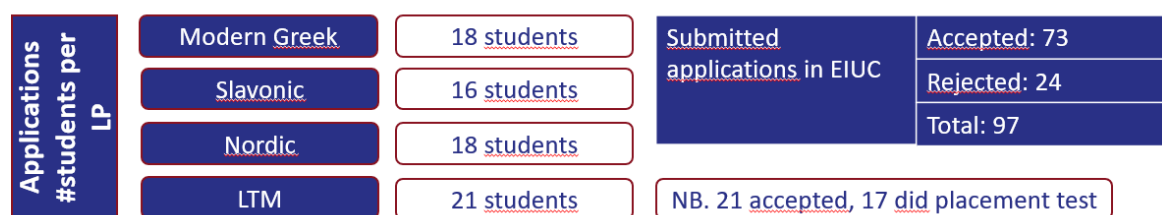


Figure 5 Overview of applications & accepted students Learning Pathways 2021-2022

The key figures concerning the student uptake of Language Training for Mobility were as follows:

- 5 EPICUR languages were offered by 5 different host universities
- Applications were received for all 5 languages
- 55 students were accepted to participate in one or more course

LANGUAGE TRAINING FOR MOBILITY COURSES STUDENT NUMBERS ACCEPTED CANDIDATES*		
French B1 + French B2	14	
<u>Polish A1 + Polish A2</u>	13	
<u>Dutch (all levels)</u>	24	
<u>Modern Greek</u>	3	
<u>German</u>	1	
LANGUAGE TRAINING FOR MOBILITY COURSES INSTITUTIONAL PARTICIPATION		
UNISTRA	18	3 <u>Not accepted</u>
UHA	0	
AMU	1	2 <u>Not accepted</u>
<u>AUTh</u>	23	1 <u>Not accepted</u>
ALU-FR	0	2 <u>Not accepted</u>
BOKU	0	
KIT	0	
UvA	14	1 <u>Not accepted</u>

Figure 6 Overview Applications Language Training for Mobility 2021-2022

Key take-aways on the basis of the motivational statements and EPICUR objectives were:

- Main motivation of the applicants was related to future study and career perspectives
- Added value for EPICUR is that this is a tool to stimulate uptake of future mobilities
- This 'mobility enabler' instrument can also be deployed wider, e.g. for skills courses

Interestingly, the key items in students' motivational statements resonated with the findings in the EPICUR report on "student incentives for language learning" (Deliverable 2.2.4). In surveys undertaken for this report, students indicated that the prospect of future study or work opportunities in other countries were a key driver to invest time and energy in learning an additional (European) language. Furthermore, the interest in learning about other cultures was also mentioned as a key motivation. The Language for Mobility scheme is well placed to cater for these needs and will for this reason be continued and expanded in the future.

### **Observations & Lessons Learned | Second Run**

Similar to the first run, the European Language pilots proved to be successful in attracting EPICUR students. The same holds for the Language Training for Mobility strand. That said, an issue that requires closer attention is the success rate of students completing the learning pathways. The current data show that there is a substantive number of no-shows and early drop-outs, a phenomenon that was also apparent in EPICUR mobilities in other disciplines. Going forward, the alliance is planning to examine the causes for no-shows and early drop-outs and identify measures for mitigation, such as enhancing student support services at alliance level. On the other hand, the second run also exceeded the alliance' expectations, as EPICUR had the pleasure of welcoming returning students, who had completed a course in the first run, to the second iteration. We can therefore also conclude that EPICUR created an encouraging conversion rate. This too is an element the alliance will further examine and draw lessons from in future academic years.

In sum, EPICUR can conclude that solid proof-of-concept was created during the testing of the new educational format of Learning Pathways and that the Learning Pathways should be continued in the subsequent academic year 2022-2023. Over and above that, the Learning Pathway format yielded interest from lecturers at EPICUR universities coming from other academic disciplines. As a result the Learning Pathways will also be tested in a new interdisciplinary mobility scheme "Sustainable Food Systems" in the academic year 2022-2023.

### **Bridging year 2022-2023: consolidating the pilot schemes & expanding the new strand**

The academic year 2022-2023 will be EPICUR's bridging year in terms of educational offers. EPICUR hopes to advance from the 3-year Erasmus+ pilot phase into the "full roll-out phase" based on the EPICUR-SHAPE-IT application submitted in March 2022. The main aim of the continuation of the EPICUR Language & Culture learning pathways and Language Training for Mobility courses is to consolidate, but also to enhance and broaden the four mobility programmes in Modern Greek, Slavonic Languages, Nordic Languages and Language Training for Mobility.

At present, EPICUR finds itself in the midst of the preparatory phase of the bridging year. In terms of offerings, the three academic programmes offering Learning Pathways on Modern Greek, Slavonic Languages and Nordic Languages will be continued and broadened and the same is true for Language Training for Mobility.

The following additional offerings have been added in the bridging year:

- Slavonic Languages: a Learning Pathway on East-Slavonic Studies
- Language Training for Mobility: additional courses on German language acquisition

Furthermore, now that the EPICUR alliance welcomed its ninth partner, the University of Southern Denmark, consultations on adding Danish as a sixth language to the Language Training for Mobility programme are ongoing.

Given that the academic year 2022-2023 is currently ongoing and bearing in mind that the alliance decided to run a second application period in August/September 2022, no complete data sets on student applications and accepted students were available at the time of writing this report. The academic-year 2022-2023 is a transition year in several ways; not only is this it the "bridging year" between EPICUR's pilot phase and full roll-out, it is also most likely the first post-pandemic year that will allow for physical mobilities to be resumed. The latter will certainly affect the appetite of European students for different types of mobilities, including more traditional physical exchanges as well as virtual and blended formats. The EPICUR alliance will continue to monitor and analyse the uptake of the mobilities offered in the area of European languages in the forthcoming months.



## 2.5 Conclusion & Strategic Recommendations

The EPICUR alliance considers the development of a Mobility Strategy for European languages and the iterative process of developing flexible mobilities a successful outcome of its pilot phase. The key challenges of boosting institutional “small” European language programmes and attracting a good number of EPICUR students to participate in new flexible mobilities have been met. Especially the appetite amongst students to engage, exceeded the alliance’s own expectations. Bearing in mind that some institutional language study programmes managed to attract less than 10 degree students per cohort, participation of approximately 100 students in the first two iterations is a significant achievement. The alliance therefore decided to continue and consolidate the European languages programmes in subsequent years. For this purpose, a dedicated task has been designed for the full roll-out phase.

EPICUR’s key conclusions and recommendations in the development of a mobility strategy are:

1. **Collaboration at the level of the EPICUR alliance offers significant added value** for boosting the viability of the institutional European language programmes. The approach of offering flexible (non-degree) mobilities hosted by groups of EPICUR partners raised the attractiveness as well as the visibility of these programmes;
2. **EPICUR students showed great appetite for engaging in EPICUR Learning Pathways.** Interestingly, many students coming from **different academic disciplines** (beyond humanities) applied for participation in the European Language Learning Pathways. Also, EPICUR witnessed an encouraging **conversion rate**: students who completed previous EPICUR mobilities applied for subsequent iterations from the second pilot run onwards;
3. The **Learning Pathway is a very promising learning format for flexible non-degree mobilities** and could potentially become a **benchmark for innovative mobilities**. Learning Pathways combine the benefits of flexibility in time and space (mode of delivery), while linking the attainment of academic knowledge as well as skills and competences.
4. **More attention and efforts should be paid to student support** after the start of the mobilities. The EPICUR gamification framework, developed in Work Package 4 including micro-credentials, badges, and student rewards alongside improved support structures can be deployed here.
5. **Following an iterative process proved to be a key to the success of EPICUR’s Mobility Strategy for European Languages.** Taking the time to undertake a robust analysis of institutional strengths and needs in the field of European languages and cultures via mapping and scoping exercises provided a solid foundation for the launch of high-quality mobility programmes.
6. **The parallel development of the EPICUR Inter-University Campus** offered a unique opportunity. The cross-fertilisation of these processes proved to be essential to combine EPICUR’s key strategic strengths of a collaborative digital infrastructure with devising innovative mobility formats.