



ESCI Day Italia II° edizione

Cagliari, 13 - 14 maggio 2026

Post-event report



European
Commission

AGENZIA NAZIONALE
ERASMUS+ | **INDIRE**



UNIONE EUROPEA

Erasmus+

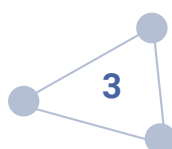
Arricchisce la vita, apre la mente.



Post-event report

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Executive Summary

The second edition of ESCI Day Italy 2026 was held on 13–14 May at the University of Cagliari, organized by the Italian National Erasmus+ Agency INDIRE in cooperation with the European Commission (DG EAC) and the University of Cagliari. The event brought together representatives from higher education institutions, technical stakeholders, service providers, and student communities (ESN) to advance the digital transformation of Erasmus+ mobility in line with the European Student Card Initiative (ESCI) and the European Charter for Higher Education (ECHE).

The initiative pursued three main objectives:

- 1. to strengthen the adoption and integration of key ESCI digital tools** - such as Digital Nominations, the Digital Learning Agreement (DLA) and Inter-Institutional Agreements (IIA) - by fostering synergies, sharing best practices, and addressing implementation challenges.
- 2. to promote dialogue among Higher Education Institutions, software developers, European and National institutions, and student representatives** in order to enhance interoperability, simplify procedures, and ensure user-centred digital solutions.
- 3. to collect feedback, key insights, and emerging issues from participants**, with a view to informing future developments and contributing **to the design of ESCI+ in the next Erasmus+ programme (2028–2034)**.

Through plenary sessions, technical workshops, and participatory discussions, the event fostered a collaborative ecosystem focused on innovation, standardization, and continuous improvement. Particular emphasis was placed on the active involvement of International Relations Offices, reinforcing their role in shaping effective and accessible digital processes.

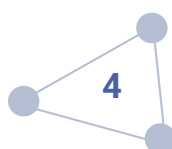
ESCI Day Italy 2026 thus served as both a strategic forum, contributing to a shared vision of digitalization through the European Student Card Initiative as a key driver for more efficient, inclusive, and sustainable international mobility within Erasmus+ and the broader European Higher Education Area.

Key Takeaways

Relevance of the commitment of Italian Higher Education Institutions to digital transformation:

The Italian system can play a significant role in advancing digitalization, a key strategic priority of the Erasmus+ Programme. Italy—ranking fourth in outgoing students and second as a host country—is called upon to actively contribute, through each Higher Education Institution, to achieving the ESCI objectives.

Role of individual Higher Education Institutions: HEIs - through their Digital Officers - are expected to strengthen internal engagement, ensuring that digital processes become a shared institutional responsibility across the entire Institution, rather than remaining limited within the International Relations Offices.

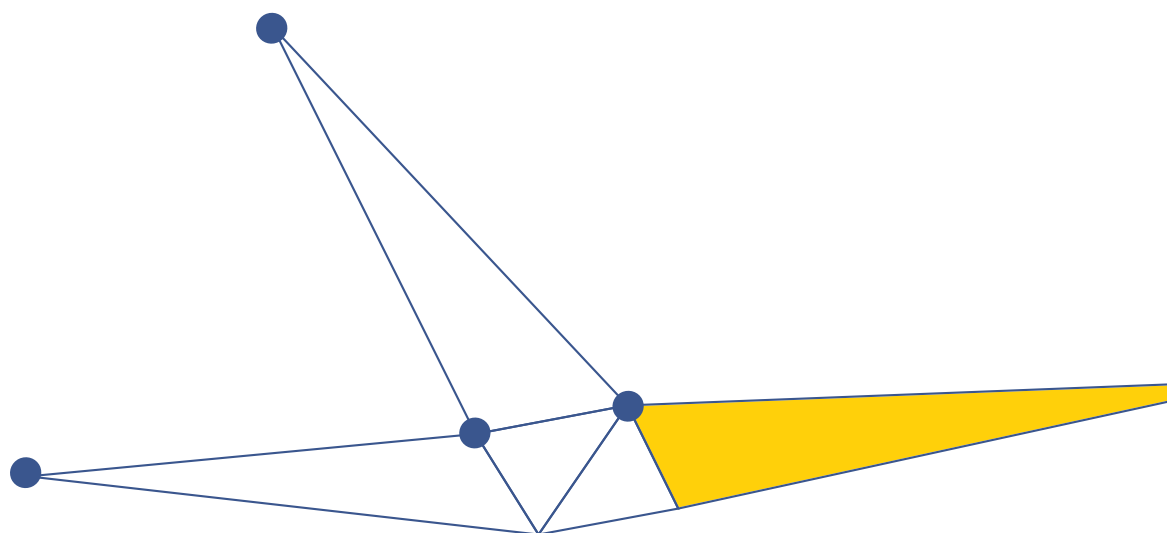


Furthermore, they are expected to engage in collaboration with the partner institutions operating at varying levels of digital maturity, with a view to accelerating digital progress, particularly in preparation for the upcoming Erasmus+ programme period.

Main suggestions put forward during the event: Adoption of integrated digital tools enabling single data entry; clearer guidelines and targeted training; improved data portability and system stability, with a view to the 2028–2034 programme.

Role of stakeholders involved: All actors are required to contribute. At national level, the Erasmus+ Agency engages with HEIs with the support of the coordinators of the national working groups to facilitate information flows, updates, and alignment through peer learning and exchange of best practices. The NA reports to the National Authority the resulting main pressing needs of the Italian HEIs to identify possible solutions.

Need for stronger interoperability and coordination: A consistent and coordinated approach among Institutions, IT providers, and EU systems remains essential to ensure seamless integration, reduce administrative burden, and support a fully digital Erasmus+ mobility framework.



1. Introduction

The **ESCI Day II Italy** held in Cagliari was organised by the Italian National Erasmus+ Agency **INDIRE**, in cooperation with **DG EAC**, **NTT DATA**, and the **University of Cagliari**, with the support of the **National ESCI Coordinators' Group** and the support of the Italian **ESCI Champion institution**, the University of Pavia.

1.1. The numbers

The event brought together approximately 200 Italian Higher Education Institutions representing a wide range of sectors, including Universities, Conservatories, Arts academies, Schools for linguistic mediators and ITS Academies (short-cycle programmes).

Within the Erasmus+ framework, Italy confirms its leading role, with 349 ECHE holders for the 2021–2027 period and a student population exceeding 2 million enrolled in higher education. In 2025, a total of 40,405 mobilities were funded, while the national level of digitalization has reached 49%, alongside a 7% adoption rate of the European Student Card.

The trend of digitalization shows steady progress in the uptake of digital learning agreements (DLAs), increasing from 19% in 2023 (6,261 DLAs out of 33,674 mobilities) to 28% in 2024 (9,556 out of 33,649), and reaching 49% in 2025 (17,599 out of 36,137 mobilities), confirming a gradual but medium level of transition towards the full implementation of the Erasmus Without Paper components.

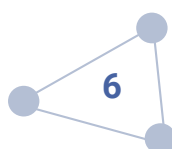
2. The objectives of the ESCI DAY II ITALY

2.1. Overall context

The ESCI Day II Italy in Cagliari was conceived as a strategic forum to support Italian Higher Education Institutions in advancing their digital transition within the Erasmus+ framework and in alignment with ESCI priorities. The event aimed to provide HEIs with the opportunity to engage directly with highly qualified stakeholders—including representatives of the European Commission, technical providers, and peer institutions—in order to strengthen competences, exchange best practices, and address common implementation challenges. By fostering open dialogue and peer learning, the initiative encouraged the sharing of practical solutions and methodologies to overcome existing barriers, while promoting a coordinated and forward-looking approach to digitalisation. In this context, the event also served as a space for collective reflection and joint action, contributing to a more integrated, efficient, and user-centred digital ecosystem in view of future developments of the Erasmus+ programme.

2.2. More active participation of Italian HEIs for Erasmus digitalisation

The ESCI Day II Italy strongly encouraged the active participation of Italian Higher Education Institutions, not only through dedicated Q&A moments but also through their direct involvement



in targeted technical sessions focusing on key ESCI components—namely digital **Nominations, the Digital Learning Agreement (DLA), Inter-Institutional Agreements (IIA), and the European Student Card (ESC)**. These sessions provided a practical and interactive environment in which participants could deepen their understanding, exchange operational experiences, and collectively address implementation challenges.

A particularly relevant contribution to this participatory approach was the roundtable involving major service providers and IT developers of in-house systems, who play a crucial role in supporting HEIs in the adoption and integration of Erasmus Without Paper (EWP) solutions. **This multi-stakeholder dialogue enabled a constructive exchange between end-users and technical actors**, fostering greater alignment between institutional needs and system development. Overall, the event reinforced a collaborative and solution-oriented approach, empowering HEIs to take a more proactive role in driving digitalization at national level.

3. The outcome

3.1. Sessions

The ESCI DAY II ITALY was a mixture of content and networking sessions.

3.1.1. Institutional opening

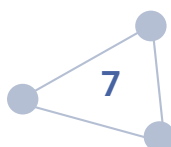
The event opened with an institutional session featuring **Francesco Mola, Rector of the University of Cagliari, and Alessandra Carucci, Vice-Rector for Internationalisation of the University of Cagliari**, alongside a contribution from the **European Commission** (DG EAC, via livestream) and from the **Italian Erasmus+ National Authority at the Ministry of University and Research, Ms Lavinia Monti** (via livestream).

The session continued with contributions from the European Commission, DG EAC (Alexandra Licht), the Italian National Erasmus+ Agency INDIRE (Claudia Peritore. Maria Salzano), and NTT Data (Giacomo Bulian), who presented the state of play, future perspectives, and ongoing consultation processes related to the European Student Card Initiative, as well as its implementation in Italy.

3.1.2. European Commission input

The European Commission (DG EAC) provided an overview of the current state of play, highlighting the steady progress achieved in the digitalisation of Erasmus+ processes, while acknowledging the persistence of fragmentation across systems, governance, and implementation levels. The Commission emphasized the importance of ensuring **scalability, interoperability, and alignment across national approaches, identifying these as key priorities for the current programming period**.

A strong focus was placed on **continuity and stability**: the Commission confirmed that existing services and infrastructures will be maintained and further consolidated until the end



of the current programme, ensuring a smooth and uninterrupted transition towards the next Erasmus+ programme (2028–2034). In this perspective, the evolution towards the future framework will build on existing achievements, aiming at strengthening integration, minimizing disruptions, and preserving prior investments.

The ongoing consultation process with stakeholders—supported by surveys, workshops, and forums—was presented as a key mechanism to inform future developments, with early evidence pointing to the need for enhanced coordination, clearer governance, and a more coherent and user-oriented ecosystem. The Commission also underlined that **no immediate changes are required from institutions**, as the system will continue to operate under stable conditions while gradual and minimum improvements will be introduced in preparation for the next programming cycle.

3.1.3. NTTDATA input

NttDATA represented by Giacomo Bulian, provided an overview of the European Student Card, which continues to show **steady progress across Europe and in Italy**, confirming a gradual but consistent uptake by Higher Education Institutions. At national level, 101 organisations are currently registered in the ESC Router, of which 26 are actively issuing cards, corresponding to an adoption rate of 7% among ECHE holders. The total number of cards issued in Italy has reached over 312,000, with a significant increase compared to early 2025, while a limited number of institutions currently account for the majority of issued cards.

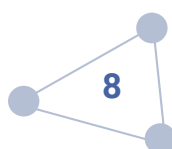
From a systemic perspective, the European Commission highlighted the ongoing expansion of the ecosystem, supported by tools enabling the issuance, management, and validation of student status across institutions and service providers. **While progress is evident, the current level of implementation remains uneven**, with many institutions still at an early stage of adoption and significant room for further development.

The sessions dedicated to this topic proved particularly valuable in addressing operational and technical uncertainties, providing clarity on processes and functionalities, and supporting a wider understanding among participating institutions. These exchanges were especially relevant for smaller institutions, which, due to a limited volume of mobility, have not yet started issuing cards and require targeted support to engage with the system.

Looking ahead, priorities focus on increasing adoption, strengthening operational use, and ensuring broader institutional engagement, while continuing to build on existing tools and infrastructures. Although significant progress has been achieved, further efforts are required to reach a more homogeneous level of implementation. At the same time, discussions during the event clearly highlighted that the European Student Card is not only a tool to facilitate and enhance the quality of mobility, but also a mean to foster a **stronger sense of belonging and shared European identity**—an added value widely recognised and repeatedly emphasised by participating institutions throughout the event as a key common objective.

3.1.4. Nominations – the way forward

The primary objective of the workshop on digital nominations was to foster a practical exchange among universities at a stage when the adoption of digital nominations is still in its **early phases**. The meeting served as a valuable forum for sharing insights, highlighting challenges, and iden-



tifying varying levels of preparedness, while simultaneously offering an initial opportunity to align with the European model, highlighting the potential to streamline procedures, improve data quality, and ensure a more transparent and interoperable exchange between institutions.

A key point that emerged quite clearly concerns the level of adoption: Institutions are at widely varying stages, some have already received nominations via EWP, some are in the preparation phase while the majority are not yet involved in the process.

While Digital nominations are viewed as a useful tool for standardizing procedures, improving data quality and simplifying processes, their understanding remains however more theoretical than practical.

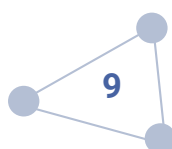
The discussion highlighted several critical issues, already recognized at the European level but of relevance to universities, ranging from technical aspects to matters concerning processes and internal organization. Notably:

- the issue of **misalignment among universities**, meaning not all are ready at the same time or interpret specifications in the same way; consequently, more time is needed for technical adaptation and, above all, for cultural change
- the need for **structured support measures to accompany organisational and cultural change**, including peer-learning initiatives, practical training and targeted support for institutions at different levels of digital maturity
- the **lack of interdependence between IIA and nominations**
- the **need to define a common timeframe** (a shared date or range) to avoid fragmentation and excessive administrative burden
- **ISCED management** (which code to use, especially in multidisciplinary contexts)
- the use and mandatory nature of language proficiency levels
- issues regarding **varying organizational structures for managing mobility**, which can disrupt technical workflows due to mismatches regarding nomination recipients
- the **ESI as a mandatory field**; the nature of the ESI value (whether linked to the mobility period or the student) and the need to keep it stable, at least within the individual university.

Specific issues regarding **Conservatoires** also came to light; these institutions operate under different organizational models where the nomination is not always a structured part of the process but may be replaced by alternative selection mechanisms managed by the receiving institution based on student-submitted projects.

At the same time, discussions highlighted that **even universities not yet active are already involved in the process in terms of expectations, preparation, and the perception of obstacles and would thus require technical and operational guidance, as well as peer-to-peer dialogue, to clarify doubts (regarding both technical and procedural aspects), support internal change, and provide greater certainty regarding future developments, including a clear roadmap towards ESCI+, enabling institutions to plan investments, allocate resources and adapt internal processes accordingly.**

More generally, concerning the evolution towards ESCI+ and the new Erasmus 2028–2034 programme, concerns arose on a possible risk of investing resources and funds in a process that might subsequently undergo further changes, as has happened in the past and about the



future of the EWP Dashboard: universities currently using it asked for guarantees concerning full data portability to ensure a smooth transition.

3.1.5. Digital Learning Agreement (DLA) Interinstitutional Agreement (IIA): the way forward

The session provided a comprehensive overview of the ongoing digital transition of Erasmus+ core processes, highlighting the significant progress achieved in the dematerialisation of Learning Agreements and Interinstitutional Agreements, in line with the principles of efficiency, sustainability, and the “once-only” approach.

Participants acknowledged the clear added value of digital tools in reducing administrative burden, improving data quality, and enhancing transparency and traceability across institutions.

At the same time, discussions pointed to several aspects that still require further consolidation, including interoperability between systems, the need for clearer and more harmonised technical specifications, and a more consistent understanding of processes among institutions and providers: the transition remains incomplete at the European level, with an adoption rate of 61% compared to the previously set 95% target. While the Italian system shows improvement, structural challenges persist, particularly regarding interoperability among providers and technical data management.

Particular attention was given to the management of **changes to Learning Agreements during mobility**: frequent technical malfunctions hinder approvals through EWP nodes, often forcing institutions and students to resort to emergency solutions, such as exchanging PDF documents that undermine centralized tracking. Additionally, persistent misinformation among international partners leads some institutions to require exclusive use of specific platforms, such as the Dashboard, disregarding the coexistence of multiple providers and negatively affecting communication efficiency.

The **complexity of IIA approval workflows** was especially analysed: the approval process can still benefit from simplification and better alignment, since it is further complicated by the lack of strict standardisation in technical specifications. Providers reported that APIs are often subject to divergent interpretations, turning what should be uniform rules into flexible options. In this context, it is recommended to limit or eliminate “conditional mandatory” fields to reduce discretionary interpretations by institutions or developers.

A fundamental issue for the future concerns the alignment of internal institutional processes with EWP requirements. Institutions are encouraged to recognise **EWP procedures as the primary reference framework** and to adopt greater flexibility, even when this requires adjusting internal rules. **The development of a clear and binding User Guide is considered essential to minimise both technical and administrative ambiguities.** In addition, participants highlighted the need for more effective support and problem-solving mechanisms, particularly in cases involving interoperability issues across multiple institutions and providers

A core principle of digitalisation is that **each stakeholder is responsible for entering and maintaining their own data.** This approach reduces errors, duplication, and inconsistencies, ensuring greater reliability and interoperability and contributes to the effective implementation of the “**once-only principle**”, through the reuse and automated exchange of data already available

within institutional systems. For instance, in the Digital Learning Agreement, each institution should manage its own data; therefore, neither the sending institution nor the student should be required to enter information pertaining to the receiving institution.

Discussion on the **post 2027 programming period** focused on the renewal of IIAs, considering the introduction of a **transitional period** for temporary use of existing agreements as an effective solution. It was also emphasised that a common deadline should be established for all partners to implement changes to IIAs, ideally one year prior to the mobility period, and that the concept of validation (signature/approval) should be clearly defined, particularly in view of audit requirements.

From a bottom-up perspective, enabling higher education institutions and providers to review new IIA and DLA templates in advance would facilitate timely technical adaptation and targeted feedback. A potential simplification of the DLA template could involve removing the requirement to indicate exact mobility dates, which often lead to rejections due to minor discrepancies. Indicating only the mobility semester may prove more effective. A final recommendation calls for further discussion on IIAs and DLAs in relation to Blended Intensive Programmes (BIPs), with a view to simplifying procedures for this type of mobility.

Overall, the exchange confirmed a shared commitment towards a more integrated and fully digital ecosystem, supported by closer cooperation between Higher Education Institutions, IT providers, European Commission and E+ National Agencies, and oriented towards a smoother and more consistent implementation in view of the next Erasmus+ programming period.

3.1.6. Providers and system in house inputs

This session, coordinated by the European Commission, brought together Higher Education Institutions inhouse system developers and IT service providers in a highly interactive discussion, offering a valuable opportunity to exchange perspectives on the implementation of Erasmus Without Paper (EWP) solutions. The dialogue enabled participants to share concrete experiences, technical approaches, and operational practices, fostering a deeper understanding of the evolving digital ecosystem and the need for coordinated development across different systems and actors.

Particular attention was given to the importance of interoperability and system alignment, with several contributors emphasising the need to ensure consistency, transparency, and reliability in data exchanges. In this context, a key priority widely recognised by both institutions and providers was the need to **guarantee effective data portability, ensuring that information can be transferred seamlessly across systems and providers while preserving data integrity and continuity**. This was identified as a crucial enabler for a more flexible, sustainable, and fully integrated digital environment in view of the future developments of the Erasmus+ programme.

3.1.7. Students' perspective (ESN): shaping user-centred digital transformation

This session highlighted the central role of students in the ongoing digital transformation of Erasmus+ processes, reaffirming that they are the primary users of digital tools, procedures, and documentation developed within the ESCI ecosystem. Coordinated contributions from ESN clearly positioned students not only as beneficiaries, but as key stakeholders whose expe-

rience and feedback are essential to ensuring the effectiveness, accessibility, and usability of digital solutions.

Emphasis was placed on the **need to streamline the entire mobility** cycle—from application to post-mobility recognition—by improving processes such as course catalogue availability, communication between institutions, automatic recognition of credits, and timely delivery of documents. These elements were identified as critical for delivering a seamless digital experience aligned with students' expectations. Survey evidence and consultation activities further confirmed that, **while digitalisation has progressed, its adoption remains uneven**, and significant improvements are still required to ensure fully digital and integrated mobility pathways.

While progress in digitalisation has been acknowledged, the discussion also pointed to the need for further alignment and wider adoption of digital procedures, ensuring that tools such as digital learning agreements and nominations fully meet user expectations. Overall, the session confirmed that the active involvement of students is a crucial factor in shaping effective, usercentred, and futureoriented digital processes in order to make more efficient, inclusive, and user-centred Erasmus+ mobility experience.

3.1.8. Interoperability experiences within European Alliances: added value for ESCI

This session explored the practical experiences of European University Alliances in implementing interoperable digital solutions, highlighting their role as testing environments for more advanced and integrated mobility models. The contribution of the Alliance **EC2U** illustrated how alliances move beyond traditional bilateral approaches, enabling multilateral mobility formats, shared services, and more complex digital ecosystems. Particular emphasis was placed on the role of ESCI as a driving force for digital transformation, supporting the **adoption of interoperable and serviceoriented processes**, while fostering closer cooperation among partner institutions. In this context, European University Alliances clearly emerged as natural role models for the wider community, given their inherently international composition and their ability to integrate diverse institutional perspectives, practices, and regulatory frameworks into shared digital solutions. Their experience demonstrated how interoperability can be effectively implemented across multiple systems and actors, offering concrete insights and scalable approaches that can be replicated beyond the alliance context. Examples presented by the Alliances highlighted the value of shared data repositories, API-based integrations and common mobility platforms as scalable models for the future evolution of the ESCI ecosystem. By bringing together different organisational models and technical environments, **alliances contribute to identifying common standards, testing innovative solutions, and accelerating alignment processes at European level**. At the same time, the discussion highlighted **the importance of seamless data exchange and system integration as key enablers** for scaling mobility and supporting joint programmes. In this perspective, the lessons learned within alliances—particularly in the areas of data governance, multilateral workflows, and integrated service delivery—represent a valuable contribution to the future development of ESCI as a backbone infrastructure for a more coherent, scalable, and studentcentred European digital campus.

Key challenges identified

- **Uneven level of adoption across HEIs**, with institutions at very different stages of readiness and implementation of the ESCI.
- **Interoperability issues between different systems and providers**, including inconsistent implementation of technical specifications and misalignment across platforms in use within Higher Education Institutions
- **Ambiguity and variability in technical specifications**, particularly in the interpretation of APIs and mandatory fields, leading to non-uniform data exchange.
- **Operational difficulties in managing changes during mobility**, especially for Learning Agreements, often requiring fallback to non-digital solutions (e.g. PDFs).
- **Fragmentation of processes and lack of standardisation**, both across institutions and within internal workflows.
- **Limited technical understanding and operational clarity**, generating uncertainty on key elements such as data fields, timelines, and system behaviour.
- **Misalignment between institutional processes and EWP requirements**, requiring significant organisational and cultural adaptation within HEIs.
- **Data-related challenges**, including issues with ISCED codes, ESI management, sub-institution structures, and data consistency.
- **Complexity of IIA approval workflows**, due to lack of clear standardisation in signatures, validation processes, and lifecycle management.
- **Uncertainty linked to future developments and programme transition**, creating concerns about investing resources in systems that may evolve further in the next Erasmus+ cycle.
- **Need for clearer guidance and stronger support mechanisms**, including more structured user guidelines and peer support for implementation.
- **Data portability**
- **Ensure that in digital processes each actor is responsible for entering and maintaining their own data.**

Communication activities

You can find the official news of the ESCI Day Second Edition published by the Italian E+ NA INDIRE [here](#).

Sources

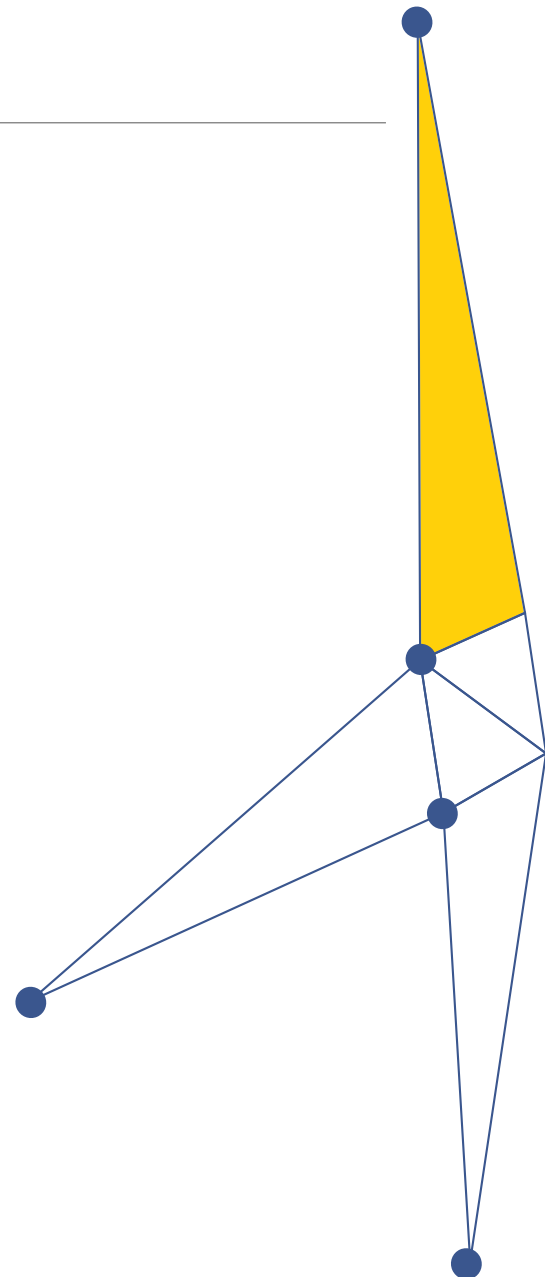
Italian E+ NA background documents

Presentations of: *Alexandra Licht, Giacomo Bulian, Claudia Peritore, Maria Salzano, Tiziana De Matteis, Lina Tanzillo, Giulia Marini, Cristina Varvello, Chiara Zinoni, Giuseppe Murtas, Simona Ferrari, Claudia Tonon, Francesca Biroli, Samuela Aloisi, Shadi Kishk, Roberto Bertolasco, Marta Fieschi, Michela Cobelli, Luigi Sant'Angelo*

Participants' contributions from session "Prepariamoci per il Futuro!": *Nominations: the way forward; Digital Learning Agreement (DLA) Interinstitutional Agreement (IIA): the way forward; ESC: training session*

Annexes:

1. Event Programme
2. Report on DLA e IIA (Italian version)
3. Report on Nominations (Italian version)



1. Event Programme





13 - 14 maggio 2026, Università degli studi di Cagliari

Aula Magna – Facoltà di Ingegneria e Architettura, Via Marengo n. 2 – 09124 Cagliari

13 maggio 2026

09:00 – 10:00 Registrazione dei partecipanti

09:55 – 10:05 Conservatorio "Giovanni Pierluigi da Palestrina" di Cagliari

Quartetto di Sax

- Direttore Maestro Roberto Migoni
- Sax soprano Letizia Castronovo
- Sax contralto Francesco Maria Musiu
- Sax tenore Elisabetta Lampis
- Sax baritono Valentina Spada

Brani: J.-B. Singelée (1812–1875), *Premier Quatuor*, Op. 53 (1857): III. *Allegro vivace*; IV. *Allegretto*.

J. Girotto (1965), *Passione in fuga* (1997)

10:00 – 10:40

Saluti di benvenuto

- Università degli Studi di Cagliari – **Rettore Francesco Mola**
- Università degli Studi di Cagliari – **Prorettrice Internazionalizzazione Alessandra Carucci**
- Commissione Europea, DG EAC - *live stream*

10:40 – 11:00

Contributo Autorità Nazionale Erasmus+ MUR

- Autorità Nazionale Erasmus+ Ministero dell'Università e della Ricerca – **Lavinia Monti**

11:00 – 11:30

Coffee Break

11:30 – 13.30

Presentazione del programma dei lavori e obiettivi dell'evento

- Agenzia Nazionale Erasmus+ INDIRE – **Claudia Peritore**

ESCI: stato dell'arte e prospettive future dell'iniziativa

- EC DG EAC - **Alexandra Licht**

La consultazione ESCI 2026

- NTT Data – **Giacomo Bulian**

L'attuazione ESCI in Italia

- Agenzia Nazionale Erasmus+ INDIRE – **Claudia Peritore, Maria Salzano**

Q and A con i partecipanti

13 - 14 maggio 2026, Università degli studi di Cagliari

Aula Magna – Facoltà di Ingegneria e Architettura, Via Marengo n. 2 – 09124 Cagliari

13:30 – 13:45

Foto di gruppo

13:45 – 15:00

Pausa pranzo e trasferimento nelle aule per i gruppi di lavoro

SESSIONI PARALLELE
"Prepariamoci per il Futuro!"

15:00 – 17:00

Workshop A

Nominations: the way forward

Facilitatore: Università Sapienza di Roma – **Tiziana de Matteis**

Rapporteur: Università di Bologna - **Lina Tanzillo**

Workshop B

Digital Learning Agreement (DLA) Interinstitutional Agreement (IIA): the way forward

Facilitatore: Università degli Studi di Padova – **Giulia Marini**

Facilitatore: Università degli studi di Torino – **Cristina Varvello**

Rapporteur: Accademia di Belle Arti "Santa Giulia" - **Chiara Zinoni**

Workshop C

ESC: training session

Facilitatore: NTT Data – **Giacomo Bulian**

17:00

Fine dei lavori del primo giorno e tempo libero

20:00 – 22:00

Cena di networking per tutti i partecipanti

14 maggio 2026

09:00 – 10:00

Registrazione dei partecipanti e Welcome Coffee

10:00 – 11:30

Il supporto agli Istituti di istruzione superiore in Italia nell'attuazione di ESCI: uno sguardo al futuro

Introduce: DG EAC - **Alexandra Licht**

Facilitatore: Università degli Studi di Cagliari – **Giuseppe Murtas**

- CINECA – **Simona Ferrari, Claudia Tonon**
- Mobility Online - **Francesca Birolì, Samuela Aloisi**
- in-house developers **Shadi Kishk** (Università di Bologna), **Roberto Bertolasco** (Politecnico di Torino)



13 - 14 maggio 2026, Università degli studi di Cagliari

Aula Magna – Facoltà di Ingegneria e Architettura, Via Marengo n. 2 – 09124 Cagliari

Q and A with the audience

11:30 – 12:00 Coffee Break

12:00 – 13:00 **Panel discussion: aspettative ed esperienze sulla ESCI**

La digitalizzazione di Erasmus dalla prospettiva degli studenti

- ESN Italia – **Marta Fieschi**

Esperienze di interoperabilità sperimentate dalle Alleanze: quale beneficio per la ESCI

- EC2U - Facilitatore Università degli Studi di Pavia – **Michela Cobelli, Luigi Sant'Angelo**

Q and A con i partecipanti

13:00 – 13:30 **Conclusioni finali**

- European Commission, DGEAC, **Alexandra Light**
- Agenzia Nazionale Erasmus+ INDIRE, **Claudia Peritore**

Q and A con i partecipanti

13:30 – 15:00 Networking lunch

2. Report on DLA e IIA *(Italian version)*



13 E14 MAGGIO 2026 UNIVERSITA' DEGLI STUDI DI CAGLIARI

GRUPPO DI LAVORO 13 MAGGIO 2026:

Digital Learning Agreement (DLA) Interinstitutional Agreement (IIA): the way forward

- Facilitatore: Università degli Studi di Padova – Giulia Marini
- Facilitatore: Università degli studi di Torino – Cristina Varvello
- Rapporteur: Accademia di Belle Arti "Santa Giulia" - Chiara Zinoni

In data 13 maggio 2026, si è tenuto il gruppo di lavoro dedicato agli **accordi bilaterali (IIA) e ai Learning Agreement (LA)**, con l'obiettivo di analizzare lo stato dell'arte della transizione digitale nell'ambito del programma Erasmus+. Il contesto attuale vede un'evoluzione significativa nei processi di **dematerializzazione delle procedure amministrative**, orientata a principi di sostenibilità, inclusione e al criterio "once only", sebbene la transizione a livello europeo sia ancora parziale, attestandosi su una diffusione del 61% a fronte di un obiettivo ambizioso del 95% fissato per gli anni precedenti. Nonostante il sistema italiano mostri segnali di miglioramento, permangono **criticità sistemiche legate all'interoperabilità** tra i diversi provider e alla gestione tecnica dei dati.

Uno dei principali nodi critici emersi riguarda la gestione delle **modifiche ai Learning Agreement durante la mobilità**, fase in cui si riscontrano frequenti malfunzionamenti tecnici che ostacolano l'approvazione tramite i nodi EWP. Tale situazione induce spesso gli uffici e gli studenti a ricorrere a soluzioni emergenziali, come l'invio di documenti in formato PDF al di fuori del circuito digitale, al fine di garantire la continuità del percorso di studio, vanificando tuttavia gli sforzi di tracciamento centralizzato. Si rileva inoltre una persistente **disinformazione tra i partner internazionali**, con molti atenei che continuano a richiedere l'utilizzo esclusivo di specifiche piattaforme, come la Dashboard, ignorando la pluralità di provider esistenti e compromettendo così la fluidità della comunicazione.

Per quanto concerne gli **accordi interistituzionali (IIA)**, la complessità dell'iter di approvazione è aggravata dalla mancanza di una standardizzazione rigorosa delle specifiche tecniche. I rappresentanti dei provider hanno evidenziato come le API (Application Programming Interface) siano spesso soggette a **interpretazioni divergenti**, trasformando regole che dovrebbero essere univoche in opzioni flessibili a discrezione dei singoli sviluppatori. Si auspica che i campi "Obbligatori se – Conditional" siano limitati o meglio eliminati al fine di ridurre l'interpretabilità di singoli atenei o provider.

Questa carenza di uniformità si manifesta nell'aspetto firme e approvazioni, dove alcuni sistemi omettono dati fondamentali o generano record duplicati per lo stesso studente, creando confusione e difficoltà amministrativa e incertezza legale.

Una questione centrale per il futuro del programma riguarda la **standardizzazione dei processi interni agli atenei**, i quali tendono spesso a mantenere regole rigide che confliggono con i requisiti di EWP. Viene sottolineata la necessità che la procedura EWP sia riconosciuta come il processo "master", richiedendo agli istituti un approccio più flessibile e la disponibilità a sacrificare alcune regole interne all'ateneo in favore della digitalizzazione. In questo senso, lo sviluppo di una **User Guide vincolante e chiara**, che riduca i margini di interpretazione sia

tecnica che amministrativa, è considerato un requisito fondamentale per superare le attuali barriere operative.

Inoltre, un principio chiave della digitalizzazione è che ogni attore del processo sia responsabile dell'inserimento e della manutenzione dei dati di propria competenza. Questo approccio riduce errori, duplicazioni e incoerenze, garantendo maggiore affidabilità e interoperabilità dei sistemi.

Per esempio, nell'ambito del Digital Learning Agreement, la responsabilità dell'inserimento e dell'aggiornamento dei dati dovrebbe ricadere sull'istituzione che detiene l'informazione e che ne garantisce correttezza e validità. Pertanto, nel Digital Learning Agreement, né la Sending HEI né lo studente dovrebbero essere tenuti a inserire dati relativi alla Receiving HEI, come il nominativo del responsabile dell'approvazione, poiché tali informazioni appartengono alla sfera di responsabilità della Receiving HEI stessa.

Per quanto riguarda il rinnovo della programmazione per il periodo successivo al 2027, la discussione si è focalizzata sulle modalità di **rinnovo massivo degli accordi bilaterali**. Sebbene l'ipotesi di un rinnovo automatico senza intervento umano (cosiddetto "zero-click") sia auspicata per ridurre il carico amministrativo, essa si scontra con vincoli di natura legale che impongono una validazione consapevole da parte degli istituti. Tuttavia, è stata avanzata la proposta di introdurre un **periodo di transizione o "cuscinetto"** che consenta l'utilizzo degli accordi preesistenti per un tempo limitato, facilitando così il passaggio al nuovo programma senza interrompere i flussi di mobilità.

Si evidenzia, inoltre, che è necessario prevedere una scadenza univoca per tutti i partner entro la quale concordare eventuali modifiche degli IIA, un anno in anticipo rispetto allo svolgimento delle mobilità e richieste di modifica delle condizioni degli IIA nel corso dell'anno di riferimento della mobilità.

Infine, occorre chiarire e definire in maniera univoca il concetto di validazione degli IIA (signature/approval) anche nell'**ottica di controlli audit**.

In un'ottica di bottom up, l'ideale sarebbe consentire agli HEI e ai provider di visionare il nuovo template IIA e DLA in modo da attivarsi tempestivamente per l'adeguamento tecnico-informatico e fornire feed back puntuali.

Una possibile revisione del template del DLA che potrebbe semplificare il progetto di scambio riguarda **la rimozione delle date previste di mobilità dello studente outgoing**. Attualmente il DLA vengono respinti a causa di discrepanze tra le date indicate nel DLA e il semestre accademico della receiving institution nonostante tali informazioni non costituiscono l'elemento centrale del DLA. Potrebbe essere più efficace indicare solo il semestre in cui si svolgerà la mobilità.

Infine, sono stati registrati segnali positivi riguardanti il **dialogo tra provider e Commissione Europea**, con un incremento delle occasioni di feedback e una maggiore strutturazione dei servizi di assistenza tecnica. Miglioramenti funzionali, come la possibilità offerta da Cineca di visualizzare le strutture di riferimento collegate agli accordi, dimostrano che, nonostante le difficoltà, il sistema sta progredendo verso una maggiore trasparenza e utilità per gli uffici mobilità. L'obiettivo per il futuro rimane l'eliminazione delle zone grigie nelle specifiche tecniche, garantendo che ogni dato obbligatorio sia processato uniformemente da tutti gli attori coinvolti nella rete EWP.

Ultimo punto: si richiede un confronto in merito a IIA e DLA per la gestione dei BIP verso una maggiore semplificazione delle procedure per questa tipologia di mobilità.

3. Report on Nominations *(Italian version)*



13 e 14 MAGGIO 2026 UNIVERSITA' DEGLI STUDI DI CAGLIARI

GRUPPO DI LAVORO 13 MAGGIO 2026:

Nominations: the way forward

- Facilitatore: Università Sapienza di Roma – Tiziana de Matteis
- Rapporteur: Università di Bologna - Lina Tanzillo

Il workshop sulle **digital Nomination** ha avuto come obiettivo principale non solo quello di fornire un inquadramento teorico del processo, ma soprattutto di aprire un confronto operativo tra gli atenei, in una fase ancora iniziale di adozione delle digital Nominations.

L'incontro ha rappresentato uno spazio di condivisione utile per far emergere percezioni, criticità e livelli di preparazione differenti, offrendo al tempo stesso un primo momento di allineamento sul modello europeo.

1. LIVELLO DI ADOZIONE

Un primo elemento che è emerso in modo piuttosto chiaro riguarda il livello di adozione; infatti, la platea era composta da atenei che si trovano in fasi molto diverse:

- solo due atenei risultano aver ricevuto Nomination via EWP
- una piccola parte è in fase di preparazione
- la maggioranza risulta ancora non coinvolta nel processo

Sono inoltre emerse alcune **specificità relative ai conservatori**, che presentano modelli organizzativi differenti, nei quali la Nomination non sempre rappresenta una fase strutturata del processo, ma può essere sostituita da meccanismi alternativi di selezione gestiti dalla receiving institution, sui progetti presentati dagli studenti. **Infine, è stato precisato che talvolta attivano anche accordi solo se lo studente viene accettato.**

2. PERCEZIONE DEL PROCESSO

Dal confronto è emersa una consapevolezza diffusa del valore delle digital Nomination.

In particolare, le Nomination sono percepite come una fase fondamentale del processo Erasmus+, in grado di contribuire nel medio periodo a:

- ridurre la frammentazione
- standardizzare le procedure
- migliorare la qualità e la coerenza dei dati
- semplificare i flussi operativi

Tuttavia, è emerso anche che questo valore è attualmente percepito soprattutto a livello teorico, mentre la piena comprensione operativa è ancora in fase di costruzione.

La mancanza di consapevolezza tecnica genera infatti confusione e, in alcuni casi, anche preoccupazione rispetto alla futura implementazione, in particolare su aspetti quali:

- campi obbligatori
- comportamento dei provider
- gestione degli ISCED
- modalità di scambio dati

3. CRITICITÀ OPERATIVE

Il confronto ha portato alla luce una serie di criticità, già note a livello europeo, ma particolarmente rilevanti per gli atenei.

In particolare, sono stati chiesti chiarimenti o fatte riflessioni su tutta una serie di aspetti, in particolare:

- problema del disallineamento tra atenei per cui non tutti possono essere pronti nello stesso momento, e non tutti interpretano le specifiche allo stesso modo; pertanto, c'è una necessità di **tempi più lunghi per adeguamento tecnico** ma soprattutto per cambiamento culturale
- mancanza di interdipendenza tra accordi e Nomination
- necessità di definire un **riferimento temporale comune** (data comune o un range) per poter evitare la frammentazione e il carico amministrativo

Sono inoltre emerse criticità specifiche legate ai dati:

- gestione degli ISCED (quale codice utilizzare, soprattutto in contesti multidisciplinari)
- uso e obbligatorietà del livello linguistico
- problema della sub institution e della diversa organizzazione nella gestione del processo di mobilità che può minare il flusso tecnico, per un mismatch dei destinatari delle nomine
- ESI come campo obbligatorio; quale il valore dell'ESI, se legato a mobilità o a studente. Necessità di mantenerlo stabile almeno a livello di singolo ateneo.

Le problematiche emerse spaziano da aspetti tecnici a questioni legate ai processi e all'organizzazione interna.

Spesso si osserva una sovrapposizione tra questi livelli, che genera confusione e rende difficile individuare chiaramente sia gli interlocutori da coinvolgere sia le azioni da intraprendere.

Sono inoltre emerse ulteriori criticità relative ad altri ambiti dell'ecosistema EWP e, più in generale, rispetto al processo evolutivo verso ESCI+ e al nuovo programma Erasmus 2028/2034 che potrebbero modificare ulteriormente le procedure esistenti, con il rischio di investire risorse e fondi in un processo che potrebbe poi essere nuovamente cambiato, come già avvenuto in passato.

Altri punti hanno riguardato:

- lo **Stats Portal**: le specifiche non sono precise e ognuno, pertanto, le interpreta in maniera diversa
- gli interrogativi in merito al **futuro di Dashboard** da parte atenei che lo stanno attualmente utilizzando e le garanzie circa la **piena portabilità dei dati** al fine di garantire una transizione lineare

Sintesi finale

Il workshop ha evidenziato un aspetto particolarmente rilevante, vale a dire che anche gli atenei non ancora attivi sono già coinvolti nel processo, in termini di aspettative, preparazione e percezione degli ostacoli.

In sintesi, il confronto ha mostrato che:

- il modello è compreso e condiviso nei suoi obiettivi
- la fase di implementazione è ancora iniziale e non priva di incertezze
- gli atenei hanno bisogno di accompagnamento tecnico ed operativo e di un confronto tra pari che possa chiarire dubbi (sia tecnici che di processo), possa supportare il cambiamento interno e possa dare certezze sui futuri cambiamenti.

