

Workshop 3 "Be creative - design your STEM micro-campaign"

Group 1

The STEM micro-campaign focused on promoting Erasmus+ mobility opportunities in science, technology, engineering, and mathematics. Teams targeted first-year and master's students, as well as early-career researchers, aiming to inform and inspire participation. The key message highlighted the added value of international experience for academic and professional growth. To reach young audiences effectively, the campaign used infographics, short videos, student testimonials, and inclusive messaging. Dissemination channels included university websites, Erasmus+ portals, LinkedIn, Instagram, and TikTok. Teams also suggested outreach during student events and science fairs. The campaign encouraged diversity, equal access, and the inclusion of underrepresented groups. Basic monitoring tools such as post-campaign surveys and engagement analytics were proposed to assess impact. Key elements of the campaign included:

1. **Target Audience Definition:** The working groups identified first-year university students, master's students, and early-career researchers in STEM fields as the primary focus groups. These individuals often seek international academic and professional opportunities but may lack access to clear guidance or encouragement to apply for Erasmus+ mobilities. The campaign therefore aimed to reach them early in their academic journey to raise awareness and foster participation.
2. **Core Messages:** The campaign emphasised the added value of Erasmus+ STEM mobilities: building practical skills, experiencing innovation environments abroad, and opening new pathways for international collaboration and employment.
3. **Visual and Communication Tools:** Participants proposed the use of infographics, peer testimonials, short-format videos, and interactive content to increase visibility. Each tool was designed to be accessible, inclusive, and aligned with the communication preferences of young people in STEM.
4. **Dissemination Channels:** Suggested platforms for dissemination included official university websites, national Erasmus+ agency portals, LinkedIn, Instagram, and TikTok. Teams also proposed direct outreach during science fairs, open days, and student welcome events as effective offline strategies.
5. **Inclusiveness and Diversity:** The campaign placed strong emphasis on inclusive communication—highlighting equal access, encouraging participation from underrepresented groups, and showcasing diverse role models in STEM mobility.
6. **Evaluation Methods:** To ensure effectiveness, the campaign included plans for ongoing monitoring using engagement metrics (e.g., reach, shares, responses) and short post campaign surveys for continuous improvement.

Group 2

The goal of the micro campaign was to inspire STEM students to participate in BIPs. Having incoming students promote their country to the students of the institution was identified as a very good practice. For the resources it was decided, that the best way is to implement role models and have clear messages for the other students. Every message has to be clear and concise. Furthermore teaching and international office staff have to work closer together. The best way to address STEM students seems to be a direct communication in the classroom followed by individual meetings in the IO office. It is crucial, that the first contact is at the very beginning of their studies. The call to action needs to come from the students supporters (family, IO, ...) and it has to have a personal touch and highlight the career

advantages at the same time. After motivating the students to go on a BIP, the success can be monitored by an increase of numbers, academic success and the participant reports.

Group 3

Participants discussed designing a STEM campaign focusing on effective engagement and communication strategies. They emphasized the importance of involving multipliers, such as professors and faculty members, to gain their support. To capture attention, they proposed an "info bombing" approach, delivering all relevant information simultaneously rather than relying on emails that often go unread. Monitoring success was highlighted as crucial, with suggestions for maintaining close contact with participants to learn about their experiences. Participants noted the significance of returnees sharing their stories during regular lectures instead of separate events, enhancing visibility and impact. Engaging student ambassadors during their mobility to share experiences online was also recommended. Additionally, the idea of offering extra certificates or ECTS credits for students promoting their mobility was discussed, although integrating this into existing systems may be challenging.

Group 4

Goal A: Inspiring MINT-students to study abroad; visibility is important: IOs need to be available, easy to find, go to where the students are (e.g. class hijacking); get to know the students (different students need different campaigns); some ideas do not cost a lot of money (e.g. booth in canteen during lunch break); communication channels: students do not read mails --> Instagram, WhatsApp, TikTok; use professors and students as gate-openers
Goal B: Collaborate with faculty; increase staff mobility (help hesitant professors and staff see the benefits of mobility); constantly "annoy" people with Erasmus+ (newsletter, social media, staff meetings --> include Erasmus+ in their vision); focus on long-term goals and be patient (change does not happen overnight), include mobility in personnel evaluation or as a factor in hiring or promoting professors/staff

Group 5

Campaign A was designed to increase awareness and identify mobility opportunities in Curricula. The goal was to get deans and vice-deans or degree coordinators to consider creating either 30 ECTS of elective courses or at least 3-6 ECTS of free electives for BIPs. Resources were time and personnel. Moto was "Flexibility creates mobility". Monitoring measures proposed were number of changed curricula and/or number of recognised credits. Campaign B was set to inspire students to study abroad. Best practices include peer meetings, yearbook and online testimonials, and short presentations during classes. The campaign should target all STEM students. It was planned to use students (ex-participants), food and drinks, and electronic flyers. Communication channels are university learning platforms, emails, tv screens on campus, and student council. The moto of the campaign is: "Go Erasmus yourselves!". The campaign should encourage students to go to an event or visit a website for more information, and sign up for Erasmus. The number of signups or page visits can be a measure of success.

Group 6

The campaign's goal is to inspire students to go abroad & increase the number of Outgoing students. The target audience are full-time STEM-students at Bachelor level, aged 18-24. Characteristics: they want a good job with a good salary, they are curious and keen on entertainment, short attention span, prefer images rather than text. Available resources:

ESN, students association, communication department, alumni office. Message: Enrich your professional career, increase your employability, increase your chances & opportunities, increase your research possibilities (labs). Highlighting the benefits of international experience, because of the combined demands of industry: expertise in STEM & intercultural knowledge. Channels: virtual activities: Social media (Instagram, TikTok), video casts, Website, posters with QR-Code, platform where target group is active (Linked In). Multipliers and supporters: teachers – key professors, company (sponsoring), partner-HEIs (goodies, materials), administration leaders. Call to Action: Subscribe to, Come and visit the fair/the International Office, Check if you are eligible, Become global... Monitoring: number of students going abroad, number of visitors/applications/questions/participants.

Group 7

The campaign highlights how Erasmus+ enables students to take elective courses not available at their home university, for example, studying Marine Biology in Portugal, a subject not typically offered in Germany. It promotes the opportunity to attend lectures and practical sessions beyond the curriculum of the home university. Additionally, it is also important to raise students' awareness of the available funding options for a semester abroad. Therefore, the use of social media plays an essential role. Promoting Erasmus+ mobilities on Europe Day or national days is another effective strategy. The campaign involves the Dean, Communication Team, International Office, and former participants to ensure strong outreach. To increase staff mobilities, one proposed approach is to make short teaching or training stays abroad part of staff contracts.

Group 8

During a third workshop, 12 participants were divided into two groups to design a micro-campaign on "Inspiring STEM students to study abroad" based on 7 headings (good practice, target audience, resources, channels & message, supporters/stakeholders, call to action, monitoring). Both groups focused on Bachelor students (18–25) and highlighted the power of social media (Instagram, TikTok, YouTube). Group 1 proposed short, accessible messages via direct links or QR codes, promoted at university-wide events, using Gen Z interns and the PR team. Group 2 suggested interactive "leisure measures" (e.g. cooking classes, sports) to create low-threshold entry points and spark interest. They also introduced vlogs, decision trees, and chatbots. Evaluation methods included application numbers, social media metrics, and direct engagement. Group 1 emphasized simplicity and inclusion ("Apply now!"); Group 2 focused on personalized, creative outreach ("Challenge yourself! Don't be a nerd. Go abroad!").