AIM-PRO
AI Literacy for Multidisciplinary
Professional Readiness and Outreach

Jjodel.
https://jjodel.io/

AIM-PRO: AI Literacy for Multidisciplinary Professional Readiness and Outreach

Scope, work status and open questions

ECSS 2026 · Education Research Workshop · AI in Informatics Higher Education · Porto, 28 October 2026

Antonio Bucchiarone — University of L'Aquila | Scientific Coordinator of AIM-PRO

antonio.bucchiarone@univaq.it
https://aim-pro.eu

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are those of the author(s) only and do not necessarily reflect those of the EU or EACEA.

movetia Austausch und Mobilität Echanges et mobilité Scambi e mobilità Exchange and mobility

Financially supported by Movetia — the Swiss agency for exchanges and mobility. www.movetia.ch

Agenda

AIM-PRO
AI Literacy for Multidisciplinary Professional Readiness and Outreach

01 **The fear and the definition**

What AI literacy is — mechanisms, limits, impacts — and the worry we start from

02 **The AIM-PRO Alliance**

Scope, consortium, work plan and architecture of an Erasmus+ Alliance for Innovation

03 **The foundational framework**

A competency catalogue, an evidence-based pedagogy and learning-scenario models, engineered in Jjodel

04 **The Educational Digital Twin**

Four teachers, a living model of the learning path — Socratic, not oracular

05 **Work status**

What is delivered at month 9, the roadmap to 2029, and the AIMentor prototype

06 **An open exchange**

Where the Informatics Europe community can shape the project, and questions for discussion

Let us start from a fear

AIM-PRO
AI Literacy for Multidisciplinary Professional Readiness and Outreach

The most common worry in faculty rooms and departments: a tool that hands over the finished answer and replaces the student's thinking. The default behaviour of chatbots feeds exactly this fear.

Copied assignments

Complete answers in seconds, with no trace of the reasoning behind them.

Hollowed-out assessment

Hard to tell what each student has actually learnt, and what the tool did.

Blind trust

AI errors and fabrications taken as true and reported as facts, in essays and in code.

AIM-PRO's founding choice answers this fear directly: AI as a coach of thinking, not a substitute for it. The rest of this talk is how we make that choice operational, in competencies, in pedagogy, in tools.

What we mean by AI literacy

AIM-PRO
AI Literacy for Multidisciplinary Professional Readiness and Outreach

AI literacy is not prompt-writing: it is understanding what lies behind the answer, where it stops, and what it costs.

1 · MECHANISMS

How it works

Statistical prediction of words, training data, and why AI 'knows' some things and makes up others.

2 · LIMITS

Where it stops

Hallucinations, bias, lack of context, confident answers even when they are wrong.

3 · IMPACTS

What it costs

The cognitive, ethical and environmental impacts of every interaction, the dimension almost no chatbot shows.

Three dimensions, one competency. It is measured against the European frameworks DigComp, GreenComp and EntreComp and, in AIM-PRO, it leads to certifiable pathways across higher education, vocational training and SMEs.

AIM-PRO

AI literacy

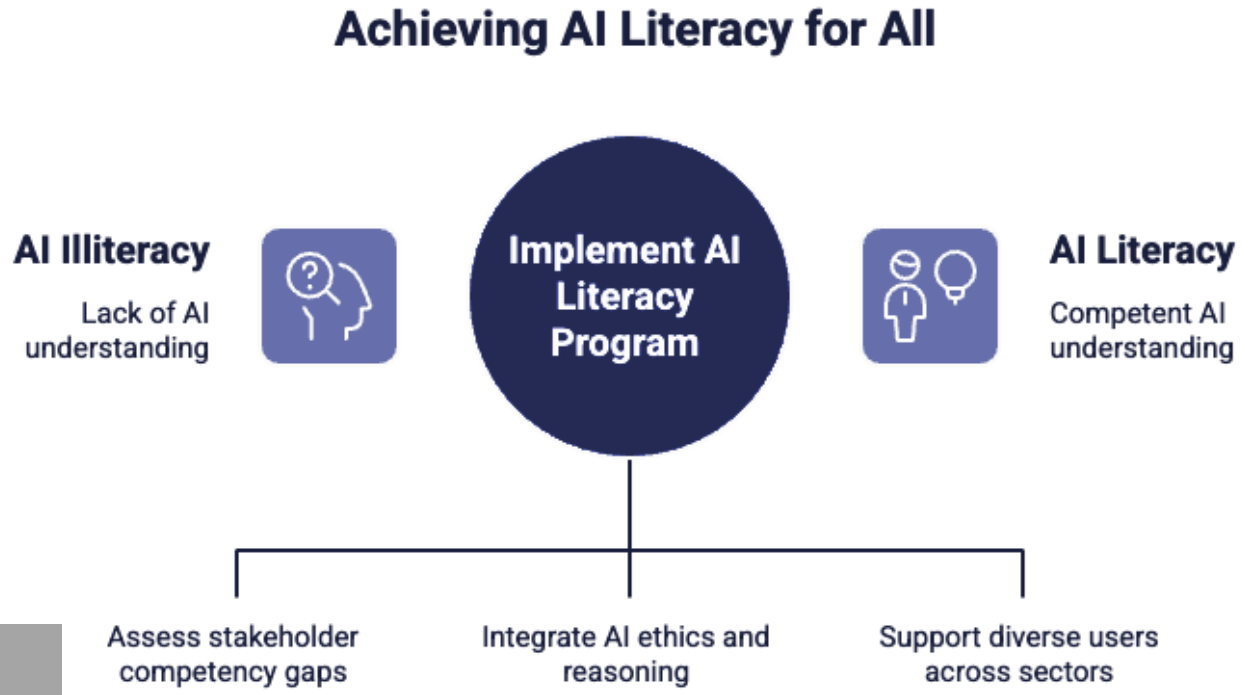
AI is rapidly transforming society, but AI literacy is uneven and fragmented across HE, VET, and SMEs.

Educators

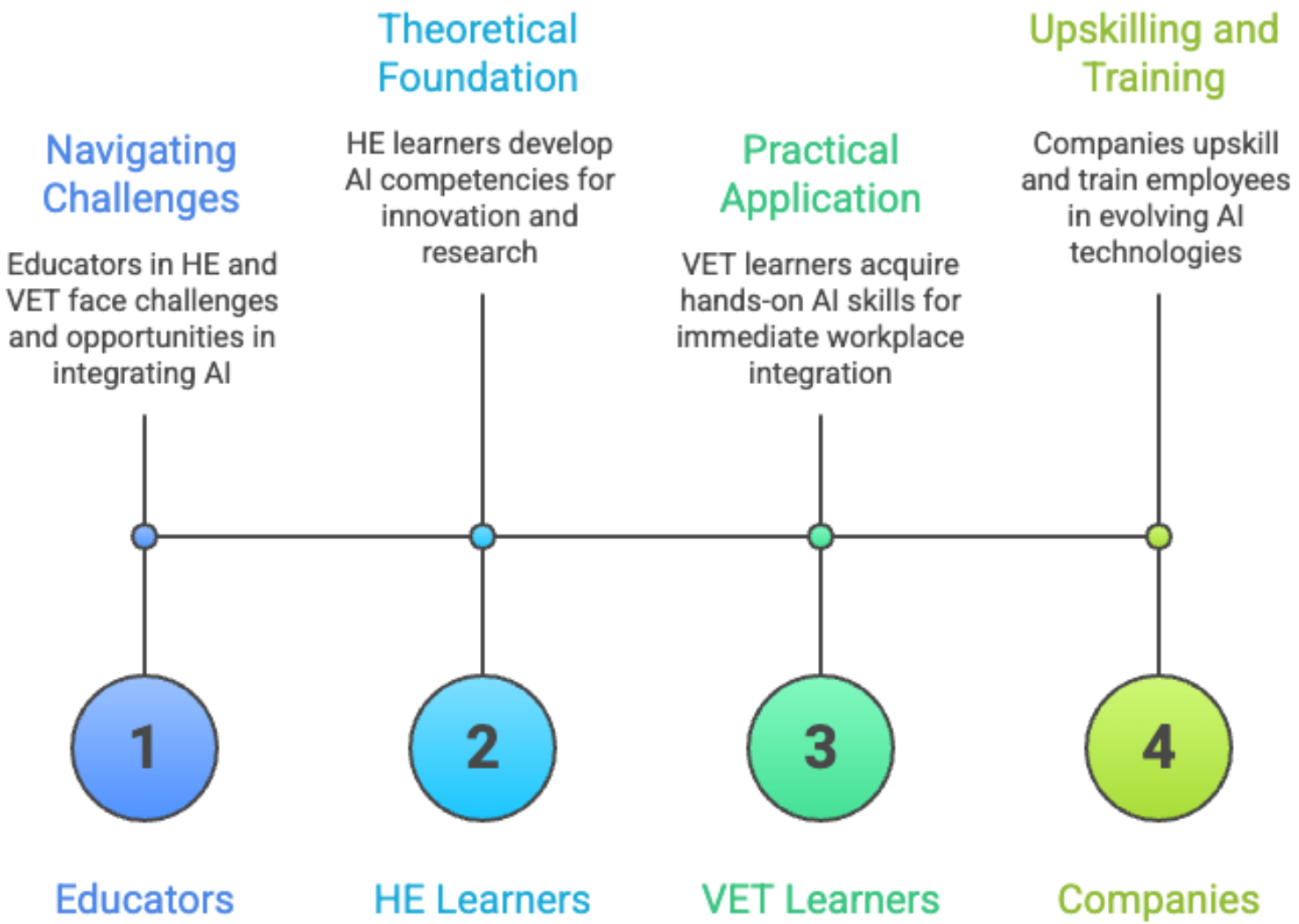
Educators lack structured frameworks, reliable resources, and tools to teach AI responsibly.

Learners

Learners and professionals face information overload, unclear skill paths, and limited guidance on ethical, green, and sustainable AI use.

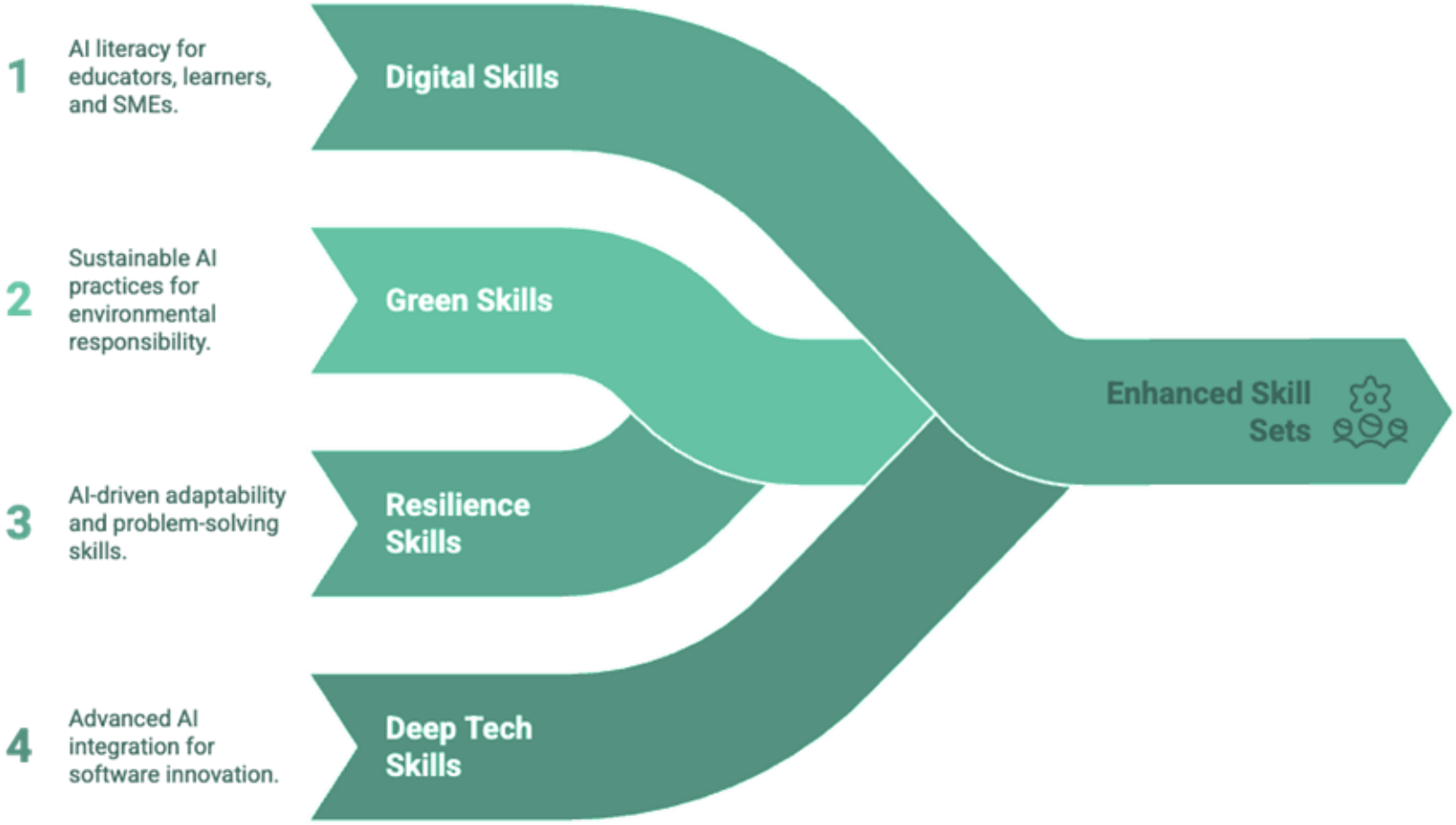


Key Stakeholders and AI Literacy Integration

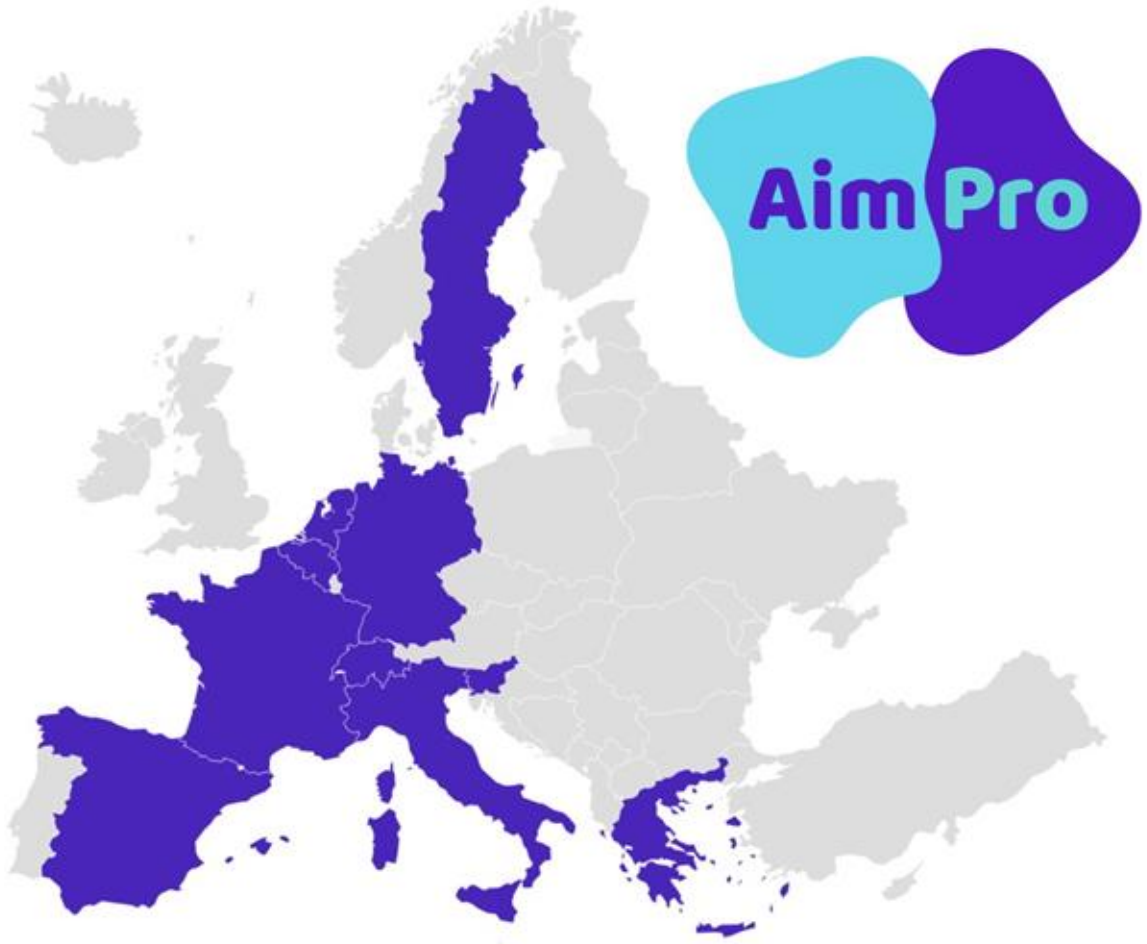


AIM-PRO

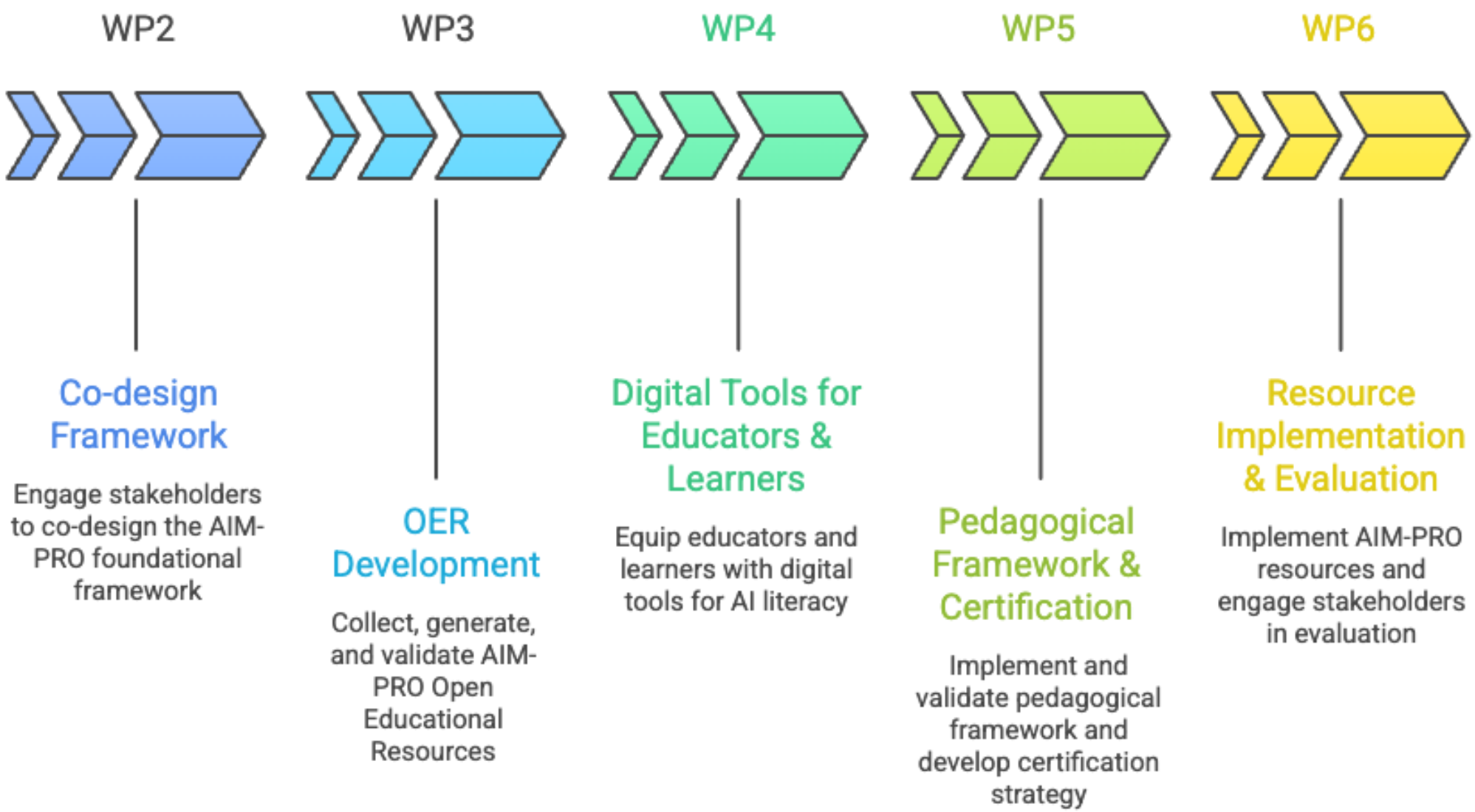
Building Future-Ready Skills



Consortium



AIM-PRO Project Timeline and Key Activities

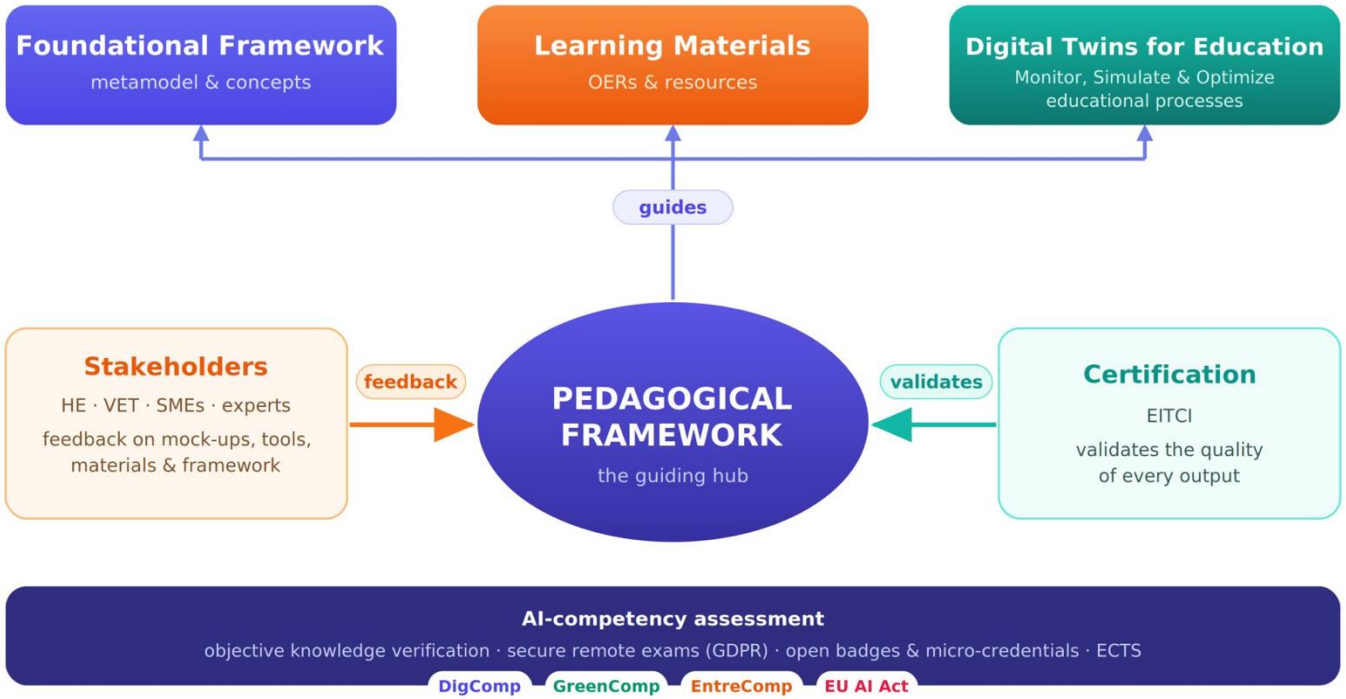


AIM-PRO in a nutshell

AIM-PRO
AI Literacy for Multidisciplinary Professional Readiness and Outreach

AI Literacy for Multidisciplinary Professional Readiness and Outreach - Erasmus+ Alliance for Innovation.

Three years, fifteen European partners (MDE, AI & NLP, Digital Twins, gamification, open education, pedagogy), three skill families: **deep tech**, **green AI**, **resilience & entrepreneurial**. Deployed and evaluated in **HE**, **VET** and **SME** settings.



Pedagogical framework

The guiding hub at process level orchestrates foundational framework, learning materials and digital twins for education.

Foundational framework

A set of interrelated metamodels: learning scenarios (multi-view), AI-literacy competencies, green computing, assessment and personalisation. All engineered and operational in **Jjodel**.

Closing the loop

Stakeholders feedback; **EITCI certifies** outputs via **Open Badges**; assessment aligns with DigComp, GreenComp, EntreComp and the EU AI Act.

Four technologies serving the learner

AIM-PRO
AI Literacy for Multidisciplinary Professional Readiness and Outreach

Nothing is built from scratch: we start from what exists and add structure, adaptation and a living model.

OER

Open Educational Resources

Start from existing, free and reusable materials, analysed and updated to cover the key AI concepts.

GenAI

Generative AI

Fills the gaps in materials and makes them more accessible and inclusive — always with human review.

MDE

Models of learning scenarios

Competencies, activities, assessment and resources described in a structured, re-adaptable way — model-driven engineering.

DT

Educational digital twin

A living representation of the learning path, fed by real data, to simulate, predict and personalise.

Why Model-Driven Engineering in AIM-PRO

AIM-PRO
AI Literacy for Multidisciplinary Professional Readiness and Outreach

AI literacy is broad, learners differ, and the field moves fast. Explicit models answer each of these problems, which is why metamodels are the technical core of AIM-PRO, not an add-on.

Difficulty	What MDE gives us
Learners differ	A **competency metamodel** with prerequisites gives a graph, so each learner follows a non-linear path, not one fixed sequence.
Many stakeholders	One model, **many viewpoints**: pedagogues, certifiers, teachers and SMEs each edit the part they know, and consistency holds.
Fifteen partners, many formats	Every **OER**, **scenario**, **assessment** and **badge** is annotated against the same model, so resources interoperate and can be validated.
Adaptation must be trustworthy	**Variability** lives in the model, not in a prompt: targeted competency and path taken are inspectable by design.
Competencies and learners evolve	Versioned, machine-readable models enable **run-time monitoring**, the basis for **Digital Twins for Education.**

A domain-engineering approach: six frameworks, one catalogue

AIM-PRO
AI Literacy for Multidisciplinary Professional Readiness and Outreach

AI literacy treated as a domain whose competencies can be collected, compared and structured, harmonised from established frameworks, not created from scratch.



Competency sources (raw items extracted)

DigComp 2.2	~40
Digital Promise	25
OECD/EC AILit 2025	22
Long & Magerko 2020	17
Chiu et al. 2024	14
UNESCO AI CFS 2024	12

Alignment references: GreenComp, EntreComp, EU AI Act (AI-literacy provisions)

Selection criteria

Institutional authority published or revised 2020–2025, scope alignment with the four AIM-PRO themes · decomposable into KSA.

Gaps filled with new competencies

Green computing for AI, entrepreneurial competence with AI literacy, adaptation to AI-driven workplace change.

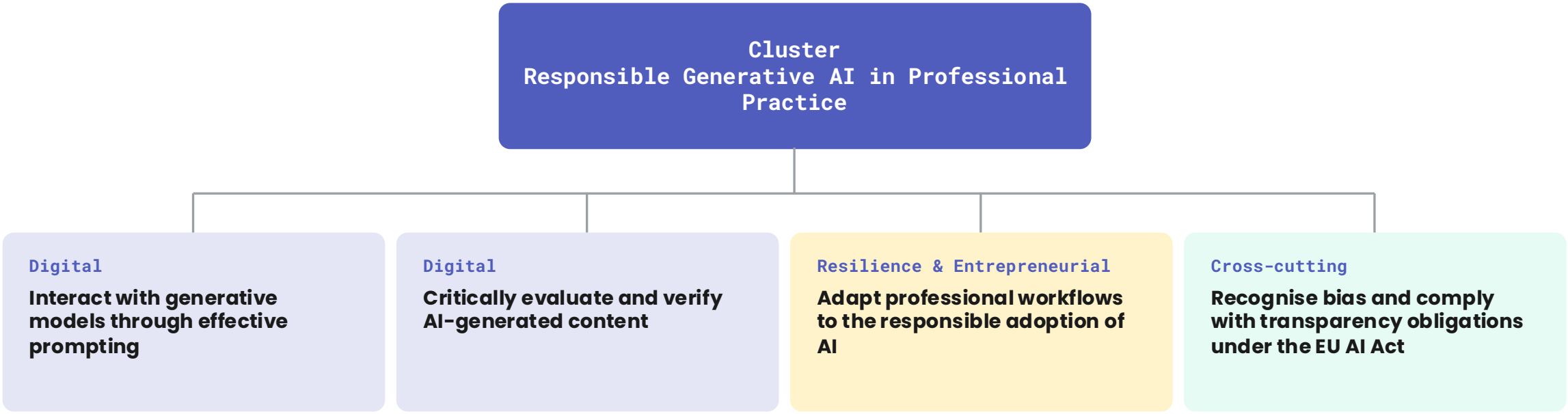
Every entry records its provenance

Gap-fillers are marked as novel; relevance assigned for HE / VET / SME.

Example: Responsible Generative AI in Professional Practice

AIM-PRO
AI Literacy for Multidisciplinary Professional Readiness and Outreach

One versioned unit a curriculum designer can target as a single teaching goal, assess together and certify with a dedicated Open Badge, bundling competencies from different themes.



Clusters are the unit of assessment, certification and prerequisite management, the bridge from the what to the how.

iSQD: Intelligent Synthesis of Qualitative Data

AIM-PRO
AI Literacy for Multidisciplinary Professional Readiness and Outreach

Developing AI competencies needs hands-on experience, critical reflection, ethical awareness and adaptability, and no single training approach fits all learners. iSQD extends SQD (Tondeur et al. 2012) and SQD2 (2025) to AI.

29 qualitative studies 2015–2025 → **32** strategies → **12** categories → **6** synthesis statements

PRISMA systematic review and meta-aggregation, using the six SQD2 dimensions as analytical framework

S1 **Familiarization**
AI onboarding, AI-supported scenarios, progressive exploration

S2 **Reflective practice**
Potential and limits of AI, role negotiation, evaluation of AI outputs

S3 **Collaborative design**
Co-creation with AI, AI-informed adaptation, iterative prompting

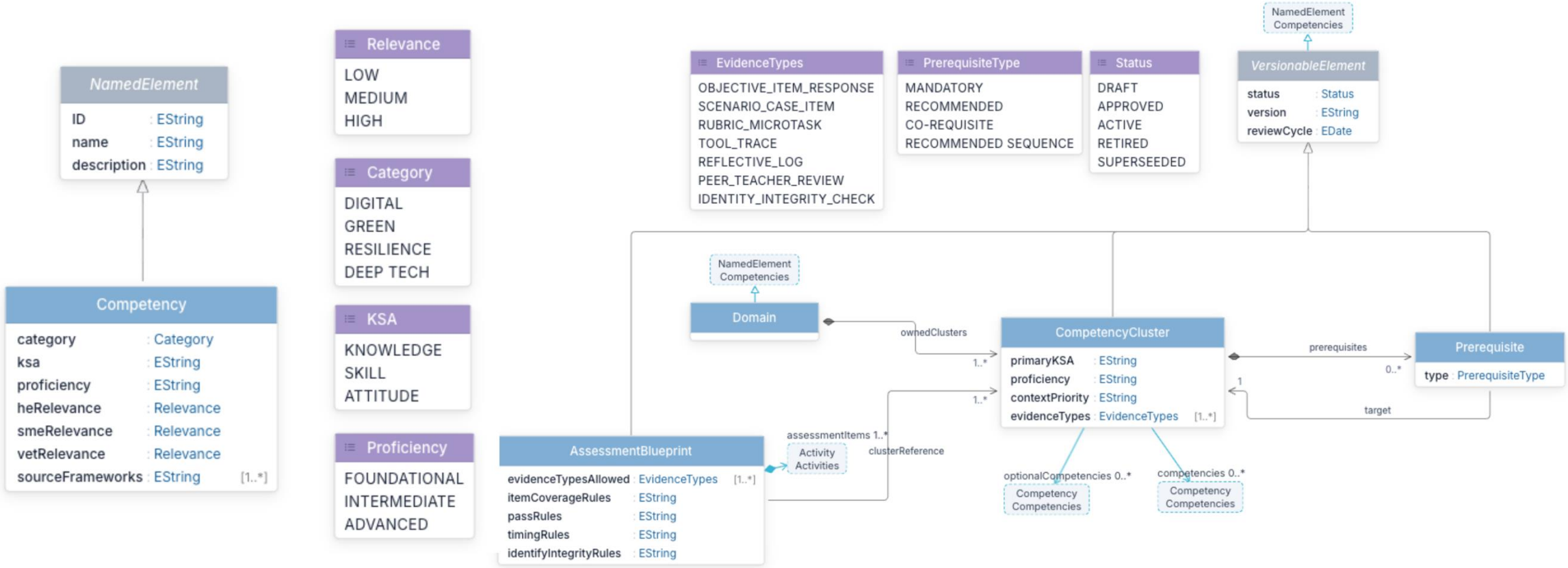
S4 **Authentic experience & feedback**
Responsible use of AI, emotional enrichment of AI-generated content

S5 **Affective dimension**
Emotions, attitudes and self-efficacy

S6 **Institutional vision**
Reinforced by institutional AI guidelines

The Competency Framework metamodel (Jjodel)

AIM-PRO
AI Literacy for Multidisciplinary Professional Readiness and Outreach

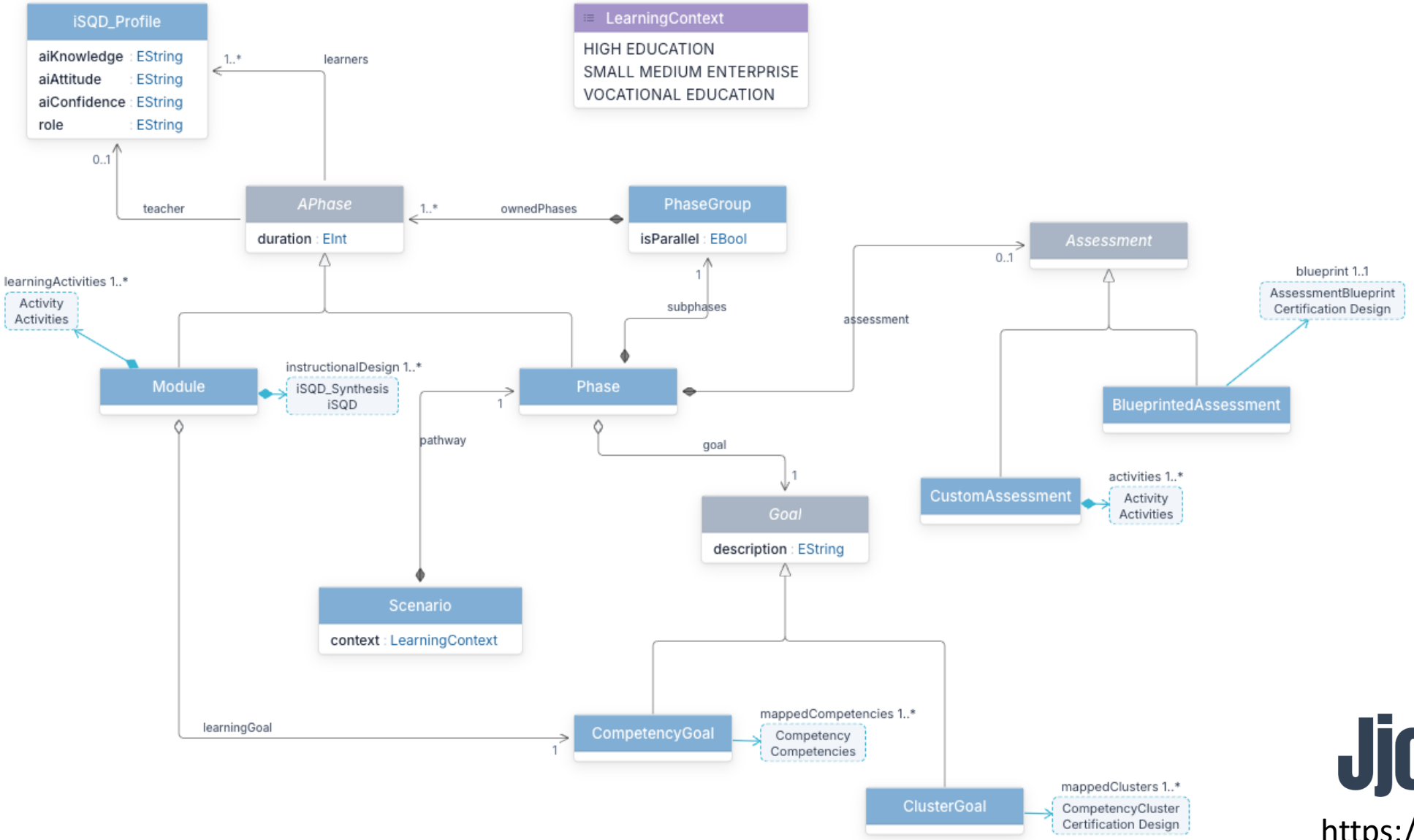


Jjodel.

https://jjodel.io/

A pedagogy-grounded metamodel for learning scenarios

AIM-PRO
AI Literacy for Multidisciplinary Professional Readiness and Outreach



Jjodel.
https://jjodel.io/

Scenario metamodel: four design choices

AIM-PRO
AI Literacy for Multidisciplinary Professional Readiness and Outreach

Variability of paths

Parallel phase groups model personalised paths inside classes or groups; **sequential phase groups** model structured courses. The model represents a space of admissible paths.

Goal-centric alignment

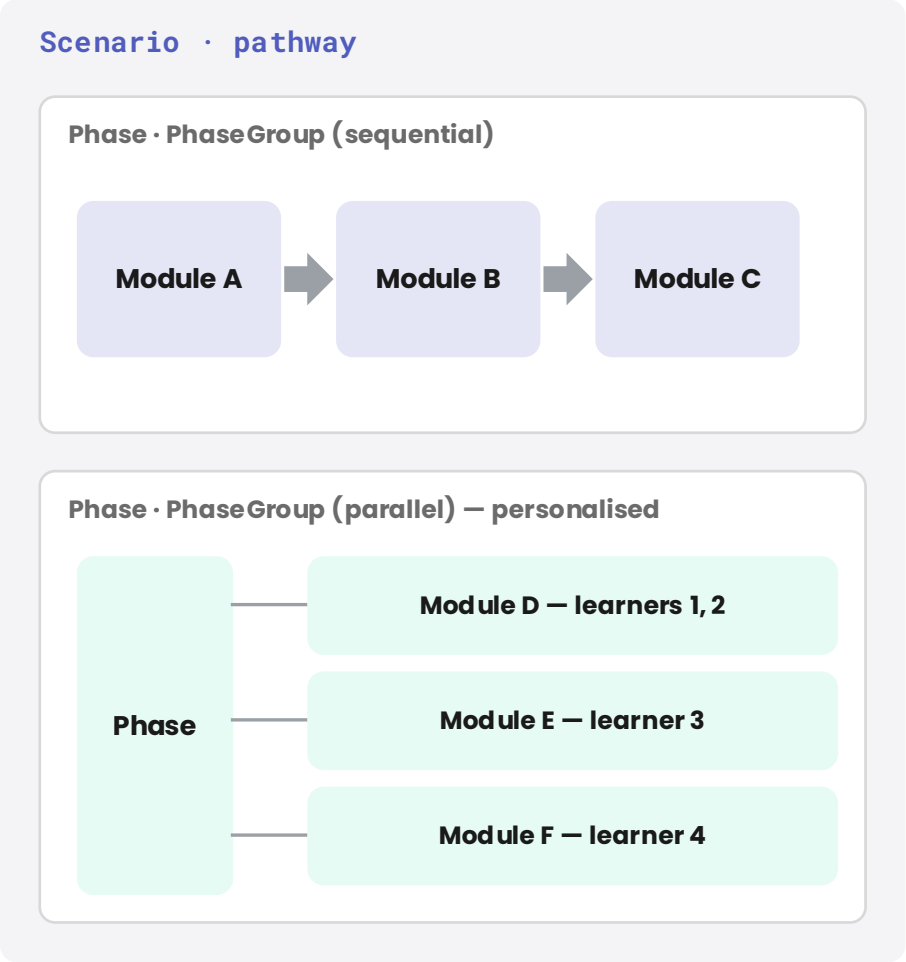
CompetencyGoal maps to catalogue competencies; **ClusterGoal** maps to clusters, i.e. to certification. **Modules** only take CompetencyGoals.

Learner profiles as first-class

iSQD_Profile carries the traits iSQD needs to tailor interventions. Teachers and learners can swap roles across phases.

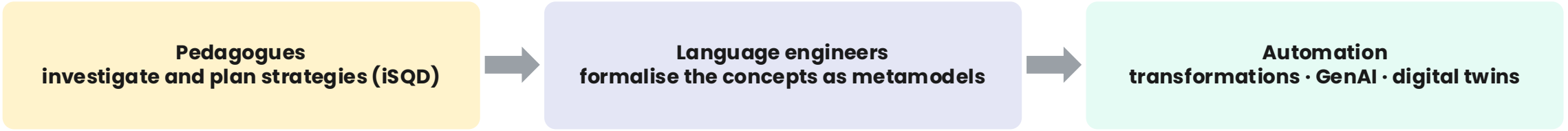
Pedagogy as data

Module.instructionalDesign references iSQD_Synthesis instances; learning activities can be derived from the strategies.



Lessons learnt

AIM-PRO
AI Literacy for Multidisciplinary Professional Readiness and Outreach



1 Bottom-up domain conceptualization

The opposite of extracting data models as the common denominator of existing resources, and what makes automation pluggable.

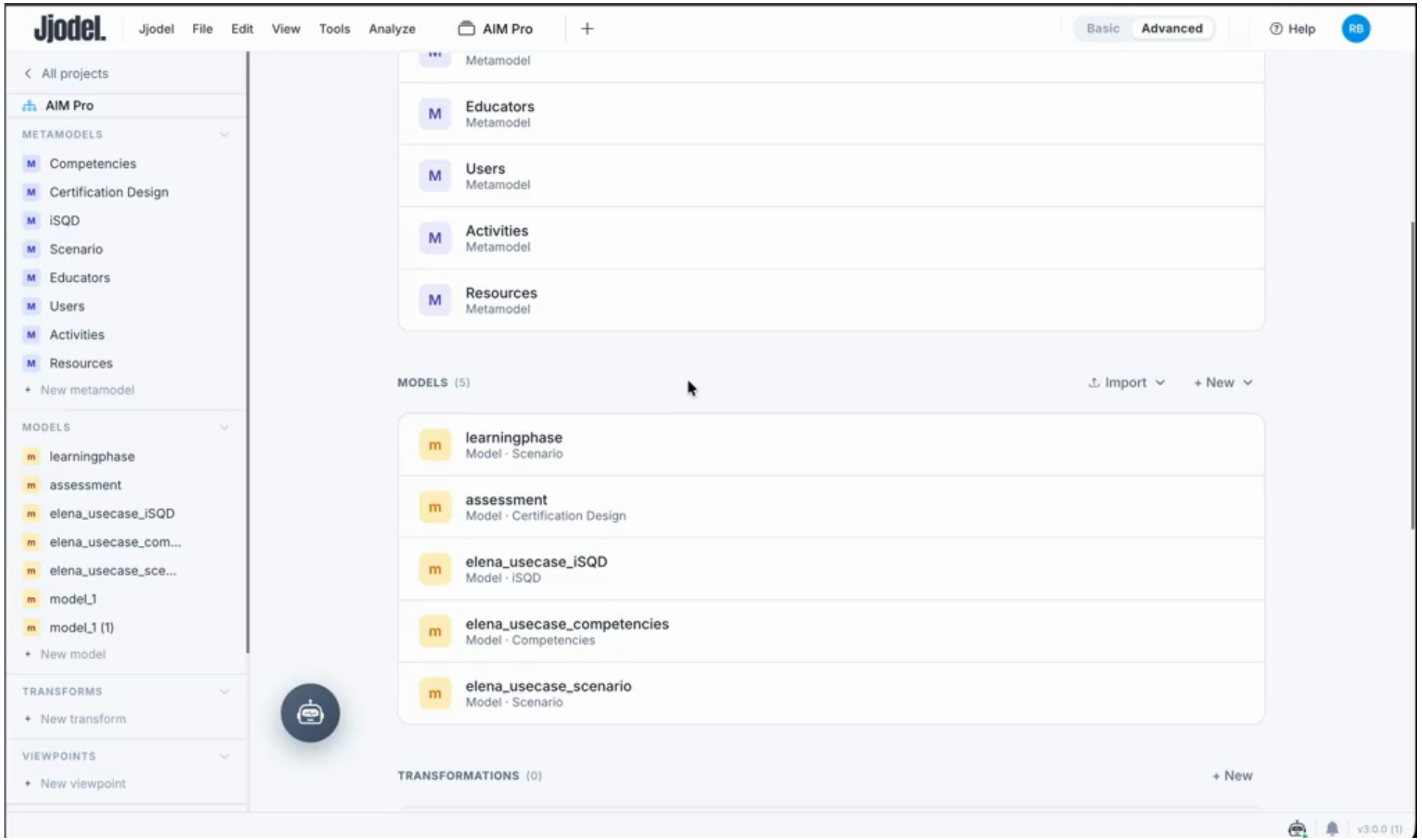
2 Strategies to activities is still open

No mapping yet from iSQD strategies to concrete activities (quizzes, lectures, discussions). Three routes: an activity metamodel; model transformations; or giving the model to an LLM as a prompt.

3 Stakeholders see a projection

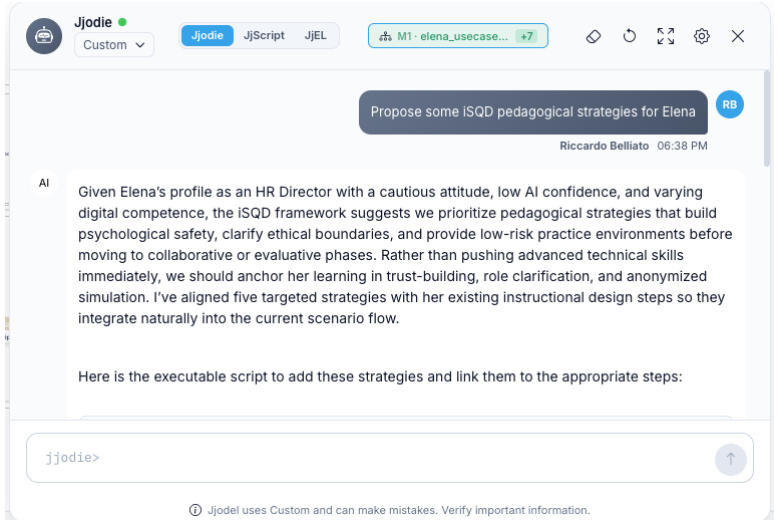
A certifier defines and validates clusters; a teacher works on class profiles and goals. UIs will exploit selected parts of the metamodel, hiding complexity over one shareable model.

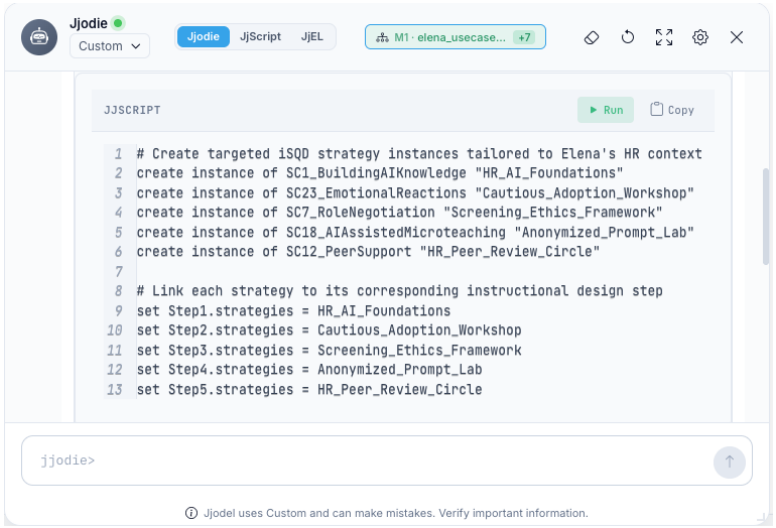
Jjodie in action



Jjodel and Jjodie: making the framework usable by educators

AIM-PRO
AI Literacy for Multidisciplinary Professional Readiness and Outreach





Jjodel – cloud-native, low-code MDE workbench

Runs in the browser, no installation. Hosts the competency metamodel and the scenario language; models are validated, versioned and exposed to the tools that generate learning support.

Multi-view modelling

Each stakeholder works on the viewpoint matching its expertise over a single underlying model, accessible to pedagogical designers, not just modelling experts.

Jjodie – the generative AI agent

Creates and manipulates model instances by chatting. Here it recommends iSQD strategies for Elena's profile and emits the script that adds them to the model.

Export and generation

Scenario models export to YAML/JSON and act as blueprints for lesson plans, interactive environments and resource search.

Four teachers, one learner

AIM-PRO
AI Literacy for Multidisciplinary Professional Readiness and Outreach

Three 'teachers' already shape how we learn. Generative AI blurs physical and digital spaces — is a fourth one emerging?

1ST TEACHER

Parents

Early learning happens at home, in daily activities and play: emotional support and early cognitive development.

2ND TEACHER

Educators

Teachers, trainers and mentors who structure, guide and assess learning at school and at university.

3RD TEACHER

The environment

The physical and digital spaces in which we learn. School-space design explains 16% of the variation in learning rates (Barrett et al., 2015).

4TH TEACHER

Generative AI

Observes, suggests and learns, with a role beyond educators and environment. It can embody Socratic tutoring. The teacher keeps the last word.

Tondeur, Howard, Bucchiarone et al. (2026), The Fourth Teacher: An AI-Enhanced Learning Environment · Katsenou et al. (2025)

A living model of the learning path

AIM-PRO
AI Literacy for Multidisciplinary Professional Readiness and Outreach

A digital twin is a model of something real that stays synchronised with the original through data. Not a snapshot: it changes as reality changes, and lets us try scenarios, predict and correct course where doing so on the original would be too costly or risky.

WHAT IT OBSERVES

The competencies at stake, the activities carried out, recurring errors, time and effort, the materials used.

WHAT IT UPDATES

The picture of where each learner stands against the AI-literacy competencies, and where the class stands in the scenario.

WHAT IT RETURNS

Targeted indications: strategies and activities to the teacher; questions and challenges calibrated to the learner's point.

Not an assistant that gives answers: a model of the learning path that grows with the class, with two different interfaces — teacher and learner — over the same model.

Three twins, one per level

AIM-PRO
AI Literacy for Multidisciplinary Professional Readiness and Outreach

A twin is a living model of a learner, a teacher or an institution, fed by data and used to simulate, monitor and advise.

MICRO · THE LEARNER

Learner twin

Mirrors progress and readiness. Example: it notices a student accepting AI-generated code 'because it runs' and proposes a test, not the answer.

⇄

MESO · THE TEACHER

Teacher twin

Supports design and judgement. Example: it shows that many students made the same mistake, so the teacher can turn it into a class exercise.

⇄

MACRO · THE INSTITUTION

Institution twin

Learns across classes and years. Example: a pattern that emerged in one course resurfaces as advice for other teachers the following year.

Federation: the three twins exchange anonymised summaries, never raw data — what happens in a class stays in that class's node. Together they form the fourth teacher: not an AI, but an ensemble of human and digital actors.

One lesson, four loops

AIM-PRO
AI Literacy for Multidisciplinary Professional Readiness and Outreach

An informatics course where students may use an AI assistant. The error is not using it: it is trusting code only because it runs.

01 INSTITUTION

Before the unit, the institution twin recalls that previous cohorts accepted generated code without reading it, and flags the risk to the teacher.

02 LEARNER

During the assignment, the learner twin sees a student paste code that runs but is wrong, and asks: 'what does this line do?'

03 TEACHER

The teacher twin shows a trend: many made the same mistake. The teacher decides on a short class exercise: find the flaw yourselves.

04 INSTITUTION

Afterwards, the teacher records the pattern. It feeds the institution model and resurfaces as advice for other teachers.

The four loops run together, not in sequence. The twin suggested the trend; the teacher judged it, designed the response and taught it. The error became the lesson.

Socratic, not oracular

AIM-PRO
AI Literacy for Multidisciplinary Professional Readiness and Outreach

The twin presses with questions. The same situation, two very different behaviours.

Situation	Usual chatbot	Socratic twin
'Summarise this for me'	Writes it in three seconds	Asks what the main idea is, and why
A wrong answer from the student	Corrects and moves on	Proposes a counter-example to check
'Is it true that…?'	Asserts confidently, sometimes inventing	Shows its uncertainty and asks how to verify
Code that runs	Approves, maybe adds a comment	Asks for the test that would break it
What it optimises	Immediate satisfaction	Critical thinking and creativity

Mechanisms, limits and impacts made visible

AIM-PRO
AI Literacy for Multidisciplinary Professional Readiness and Outreach

While students work, the twin exposes how the AI in front of them works, where it fails, and how much it consumes.

Where the answer comes from

Which part depends on training data, which on the text the student wrote, how uncertain it is.

When it makes things up

Hallucinations become an object of study: students learn to provoke them and to recognise them.

Who is missing from the data

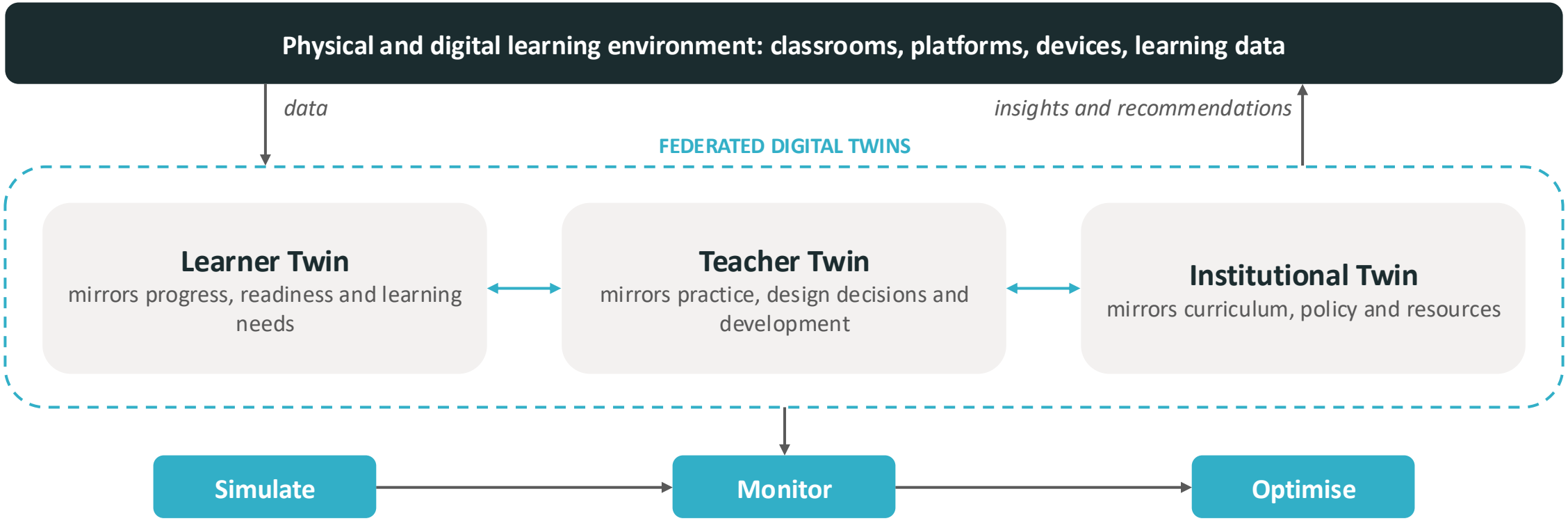
Bias and stereotypes surface from concrete exercises: the same question, different answers depending on names, places, languages.

What it costs to ask

Every interaction has an energy and water cost: the twin accounts for it and shows it next to the answer — a 'green' competency the EU frameworks ask for.

Cognitive, ethical and environmental impacts become readable — and therefore teachable and assessable.

The vision: educational digital twins



The system proposes, humans decide: the twin supports teacher judgement, it does not replace it

Sources: Bucchiarone, Belliato, Michael & Mittermaier (2026). A Conceptual Architecture for Educational Digital Twins Supporting AI Literacy Across Educational and Professional Settings. arXiv:2607.10013; Tondeur et al. (2026). The Fourth Teacher: An AI-Enhanced Learning Environment

RESEARCH QUESTION

How can educational digital twins give trainee teachers personalised support and build their adaptability, while keeping teacher judgement at the centre?

THREE SUB-QUESTIONS, ONE PER RESEARCH FIELD

Digital education
Sarah Howard

How do teachers actually use genAI and learning data in their practice, and what do they trust?

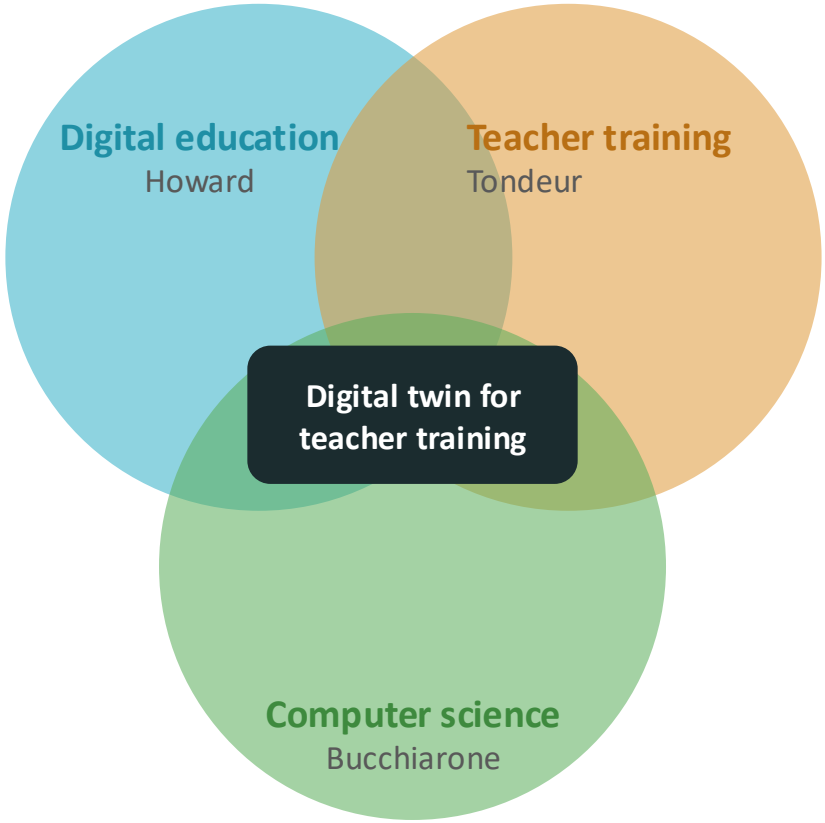
Teacher training
Jo Tondeur

What must a learning environment offer for the twin to act as a fourth teacher for trainees?

Computer science
Antonio Bucchiarone

How do we model, build and validate twins of learner, teacher and institution that co-evolve?

The solution: three fields, one digital twin



- **Digital education brings the evidence**
  how teachers really use genAI and learning data, and where trust breaks down (pilot with 6 teachers)

- **Teacher training brings the pedagogy**
  the fourth-teacher view of the learning environment and the needs of trainees entering the profession

- **Computer science brings the engineering**
  model-driven digital twins of learner, teacher and institution that simulate, monitor and optimise

Synergy: evidence tells the engineers what to model, pedagogy tells them what the twin is for, and the twin gives educators a tool to test their practice. None of the three works alone.

The Fourth Teacher: a socio-technical system

People

Teacher judgement decides. Teachers kept the final call over genAI output and dashboard data: “we can’t get rid of teachers”.

Technology

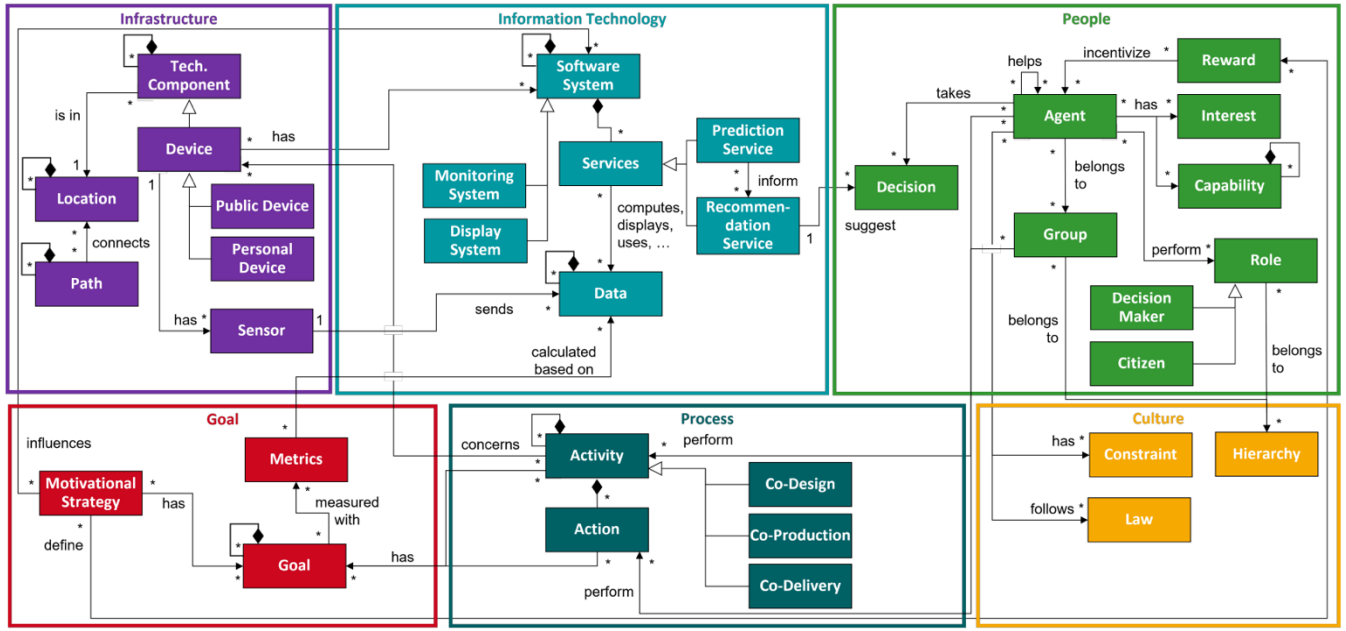
The genAI agent and the maths platform are the services and data; recommendations suggest, they do not decide.

Processes

Teachers used the agent to assemble resources, not whole lessons: a bricolage, the Co-Production loop in practice.

Goals & culture

Workload reduction was the goal; “planning a lesson is teaching, that is our job” is the constraint the system must respect.



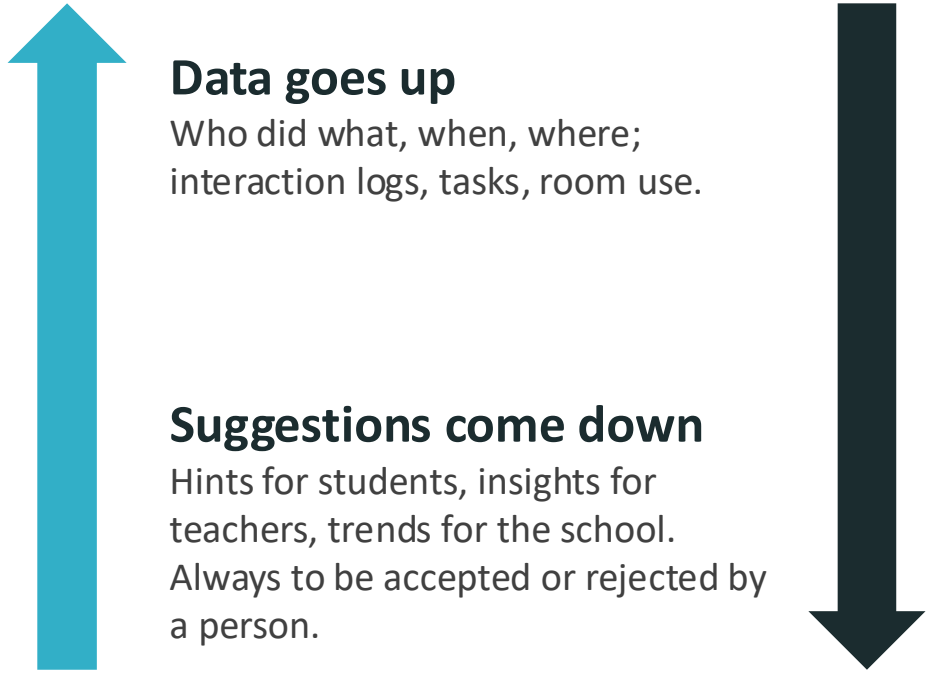
Model: Bonetti, Bucchiarone, Michael, Cicchetti, Marconi & Rumpe (2024), Digital Twins of Socio-Technical Ecosystems to Drive Societal Change, MODELS Companion '24. Examples: Howard, Tondeur, Swinnerton, Bell & Bucchiarone (2026), LAK 2026 Workshops, CEUR Vol. 4268.

Inside a digital twin: four layers, in plain words

The twin is a living copy of the classroom. Data goes up, suggestions come down.

SERVICES	**What people see and use** Suggestions, dashboards, a chat helper, a simulation of 'what if I change the lesson?'
ENGINE	**Keeps the copy up to date** Updates the model as data arrives; sends tasks to the right service.
SHADOW	**The data copy of the real classroom** Stored locally, in line with GDPR; raw data separated from AI interpretations.
GATEWAY	**The door to the real world** Collects data from devices and platforms; sends suggestions back to teachers and learners.

REAL CLASSROOM · teachers, students, devices, platforms



Data goes up
Who did what, when, where; interaction logs, tasks, room use.

Suggestions come down
Hints for students, insights for teachers, trends for the school. Always to be accepted or rejected by a person.

Source: Bucchiarone, Belliato, Michael & Mittermaier (2026), A Conceptual Architecture for Educational Digital Twins, arXiv:2607.10013.

The system proposes, people decide

AIM-PRO
AI Literacy for Multidisciplinary Professional Readiness and Outreach

Every AI suggestion passes through a person before it reaches the classroom.

1 The AI proposes
Detects a pattern, suggests an exercise or a change.

2 The teacher decides
Accepts, adapts or rejects. Can always say no.

3 The class learns
What happens is recorded and the AI improves.

People stay in charge

Teachers, students and leaders keep their roles. The AI never overrides them.

Not only numbers

A high score can hide a lack of understanding. The teacher judges what the data does not show.

Designed together

Teachers, students and institutions shape the system before, during and after lessons.

Fair and transparent

Clear rules on who owns the data, who can see it, and how to contest the AI.

Where we are: work status and roadmap

AIM-PRO
AI Literacy for Multidisciplinary Professional Readiness and Outreach

Month 9 of 36. The formal foundations are in place; tools and pilots come next.

2026 · NOW

Formal models

AI-literacy competency catalogue, iSQD pedagogical synthesis, learning-scenario metamodel; first open resources; design of the digital twin for teachers and learners.

2027

Tools

First release of the digital twin and of the tools to design scenarios, generate programmes and assess competencies.

2027–2028

Pilots

Pilots with universities, VET providers and companies in nine countries; evaluation and revision.

2029

Open release

Public resources, tools and pedagogical guidelines, with a competency-certification framework (EITCI Open Badges).

DELIVERED SO FAR

October 2026

- 104 AI-literacy competencies harmonised from 6 frameworks + 3 EU references, formalised in Jjodel
- iSQD: 29 studies, 32 strategies, 6 synthesis statements — the pedagogical backbone
- Scenario metamodel operational in Jjodel, with Jjodie as generative assistant for educators
- AIMentor prototype of the Socratic twin, demonstrated to teachers at DIDACTA Italia (October 2026)
- Educational Digital Twin architecture designed (gateway · shadow · engine · services)

An open exchange with Informatics Europe

AIM-PRO
AI Literacy for Multidisciplinary Professional Readiness and Outreach

Informatics Europe is a member of AIM-PRO. Here is where your departments, and this working group, could shape what we build next.

1

Pilot the framework

Host one of the 2027–28 higher-education pilots: an AI-literacy scenario in an informatics or non-informatics degree, with our OER and the twin.

2

Validate the catalogue

Map the 104 competencies against your curricula and the Task Force landscape report presented this morning: what is missing, what is HE-specific?

3

Share and reuse

Contribute or reuse Open Educational Resources; every output of AIM-PRO is open and certifiable through EITCI Open Badges.

4

Co-design the twin

Join the design of the teacher and institution twins: data governance, interfaces, what a dean actually wants to see.

Contact: antonio.bucchiarone@univaq.it · https://aim-pro.eu · newsletter at https://aim-pro.eu/newsletters/

Take-aways

AIM-PRO
AI Literacy for Multidisciplinary Professional Readiness and Outreach

- **AI literacy is a competency**, not a tool: mechanisms, limits and impacts, measured against DigComp, GreenComp and EntreComp and certified through Open Badges.
- AIM-PRO engineers it explicitly: a catalogue of 104 competencies, an evidence-based pedagogy (iSQD) and learning-scenario models, all machine-readable in Jjodel.
- The **Educational Digital Twin** turns those models into a living path that observes, updates and returns, **Socratic, not oracular**, with the teacher keeping the last word.
- Month 9 of 36: foundations delivered, tools in 2027, pilots in nine countries in 2027–2028, open release in 2029.

What we ask of this community

Pilot the framework in your degrees · **validate** the catalogue against your curricula and the Task Force report · **reuse and contribute** open resources · **co-design** the teacher and institution twins.

References

- Tondeur, J., Howard, S. K., Bucchiarone, A., Scherer, R., & van Braak, J. (2026). *How we study what we study: A methodological review of 50 years of educational technology research*. *Computers & Education*, 105760. https://doi.org/10.1016/j.compedu.2026.105760
- Bucchiarone, A., Di Rocco, J., Di Vincenzo, D., & Pierantonio, A. (2026). *Modeling in Jjodel: Towards bridging complexity and usability in model-driven engineering*. *Software and Systems Modeling*, 25(5), 1821–1845.
- Belliato, R., Bucchiarone, A., Di Rocco, J., Pierantonio, A., Cicchetti, A., Michael, J., Mittermaier, M., Vázquez-Ingelmo, A., Tondeur, J., Cromphaut, T., & Howard, S. K. (2026). *A pedagogy-aware model-driven engineering approach for AI literacy*. In *MODELS Companion '26: Proceedings of the ACM/IEEE 29th International Conference on Model Driven Engineering Languages and Systems* (pp. 116–125). https://doi.org/10.1145/3837062.3838920
- Bucchiarone, A., Belliato, R., Michael, J., & Mittermaier, M. (2026). *A conceptual architecture for educational digital twins supporting AI literacy across educational and professional settings*. arXiv:2607.10013 [cs.CY]. https://arxiv.org/abs/2607.10013
- Vázquez-Ingelmo, A., Bucchiarone, A., & Chiarello, F. (2026). *Building an intelligent ecosystem for open educational resources: From discovery to personalized learning*. In Á. Fidalgo-Blanco, F. J. García-Peñalvo, & M. L. Sein-Echaluce Lacleta (Eds.), *Open educational practices in the artificial intelligence era* (pp. 67–80). Springer.
- Howard, S. K., Tondeur, J., Swinnerton, B., Bell, C., & Bucchiarone, A. (2026). *"I know when students need more practice": Teachers' use of genAI and learning analytics*. In *Proceedings of the LAK 2026 Workshops (LAK-WS 2026): Generative AI and Learning Analytics, Hybrid Intelligence in Learning Analytics, and Advancing AI Literacy with Learning Analytics*. Bergen, Norway.

Jjodel.

https://jjodel.io/

AIM-PRO
AI Literacy for Multidisciplinary Professional Readiness and Outreach

Thank you

For Your Time!

Antonio Bucchiarone — antonio.bucchiarone@univaq.it
University of L'Aquila | Fondazione Bruno Kessler · Scientific Coordinator, AIM-PRO

SCAN ME

AIM-PRO Newsletter

https://aim-pro.eu

https://aim-pro.eu/newsletters/

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are those of the author(s) only and do not necessarily reflect those of the EU or EACEA.

movetia Austausch und Mobilität Echanges et mobilité Scambi e mobilità Exchange and mobility

Financially supported by Movetia — the Swiss agency for exchanges and mobility. www.movetia.ch