

# Good afternoon



- Welcome to our Webinar



- We will start at 14:00

## For your information:

- During the Webinar, participants are on **mute** for technical reasons
- After the introduction, we will propose a very short informal set up in which we will ask you to switch on your **camera** for a minute

(then you could leave it on or off for the rest of the Webinar, as you wish)



# Blended mobility

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# Rationale

- ✓ Flexible and complementary learning formats
- ✓ More inclusion in the new Erasmus+ Programme
- ✓ Innovative educational practices
- ✓ Fostering quality mobility in a post-Covid 19 context



**Your life-changing experience starts here**

 **Erasmus+**  
Enriching lives, opening minds.

**Higher education**





# Policy vision

- Supports the European Education Area and the Digital Education Action Plan
- Supports the development of forward-looking skills for:
  - Digital and green transition
  - Transdisciplinarity
  - Tackling societal challenges
  - STEAM
  - Others

# Types of blended mobility

- ✓ Short-term blended mobility
- ✓ Long-term blended mobility

# Short-term blended mobility



- Physical mobility combined with **compulsory** online learning (“virtual component”) before, during or/and after physical mobility
- Applicable to **all types of students** in all study fields and cycles (short cycle, bachelor, master and doctoral levels), as well as staff.
- Duration of **5-30 days** for physical mobility for students. No minimum duration for the virtual component;
- **Minimum 3 ECTS credits** for both components for students
- Applicable funding: daily rates for students, respectively for staff

# Long-term blended mobility

- Physical mobility combined with online learning (“virtual component”) before, during or/and after physical mobility
- Applicable to **all types of students** in all study fields and cycles (short cycle, bachelor, master and doctoral levels)
- Duration of **2-12 months** for physical mobility
- There is no minimum ECTS credits requirement and minimum duration for the virtual component
- Funding rules apply the same as long-term physical mobility for students

# Quality as a core element

- The virtual component must be carefully designed in terms of learning outcomes and bring an added value to the learning experience
- Inspired by **Collaborative Online International Learning** - connecting students and professors in different countries for collaborative projects and discussions
- The virtual component must be complementary to the physical component;
- Learning outcomes and related credits shall be fully and automatically recognised.





*How may blended mobility  
look in practice? **Some  
scenarios***

# Example 1 – Short-term blended studies

- A student with a part-time job go abroad for 3 weeks at the beginning of the study semester to meet fellow students and the teaching staff and take practical introductory courses;
- They will continue following and complete the enrolled courses of the semester online, through virtual cooperation from their home country.



## Example 2 – Short-term blended studies

- A student goes abroad for 2 weeks to take part in a blended intensive programme or a summer school in a blended mode to upskill.
- They will engage in virtual collaboration before, during and/or after the physical stay abroad from their home country.



## Example 3 – Blended traineeships

- During a 3-month traineeship period, a student visits the host organisation for 2 weeks (short-term mobility).

*or*

- A student does a 5-month physical traineeship and works virtually on finishing assignments during the next 1 month in the home country due to commitments such as starting a new job or pregnancy (long-term mobility).



# Good practices for blended traineeships during the virtual component

- Trainee to keep regular contact with the advisor from the beginning;
- The host organisation to organise social virtual gatherings for informal contacts with work colleagues other than the advisor;
- Trainee to take part in virtual team meetings; their attendance could be part of the evaluation criteria.

## Example 4 – Long-term blended studies

- A student with a disability is not confident whether they will have the necessary support to partake in study mobility;
- They commit to go on a 2-month mobility and follow courses at the host country institution;
- They will carry out the rest of the 4-month semester virtually, from the home country, while continuing to partake in learning activities in the host country to complete the courses.



## Example 5 – Special cases

- International students restrictive rules for long-term mobility linked to residency/visa permits;
- Blended mobility allows them to complete minimum 2 month duration for physical mobility, and then complete the mobility period online in the home country.

## Example 6 – Blended staff mobility for teaching

- Teaching staff virtually engage before going into the host country, to adjust their teaching material.
- Teaching staff delivers physical component at host institution;
- Teaching staff returns to their home country and organises online meeting with students to evaluate learning;



## Example 7 – Blended staff mobility for teaching and training

- In case of a mobility combining teaching and training, the teaching hours can for instance be delivered physically at the host institution, while the additional training with colleagues from the host institution can take place virtually.



# Blended intensive programmes

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DG EAC

*Webinar for NAs, 26 April 2021*



# Objectives behind BIPs

- ✓ Addressing, promoting, testing **priorities**:
  - Disseminate cutting edge knowledge
  - Test labs for microcredentials
- ✓ **Innovating** in learning, teaching and training
- ✓ Transdisciplinary, research & challenge based learning
- ✓ Stimulating **digital** education with a physical on-site part
- ✓ Creating and kicking off **blended mobility & learning opportunities** (seed funding)

# BIPs are like fast trains







# BIPs: For whom?

## Learners: any type

- Students
- Staff learners – teaching and administrative staff

## • Staff delivering the BIPs:

- Teachers
- Trainers – administrative staff, company staff

## • Any type of HEIs

# BIPs: Advantages for learners



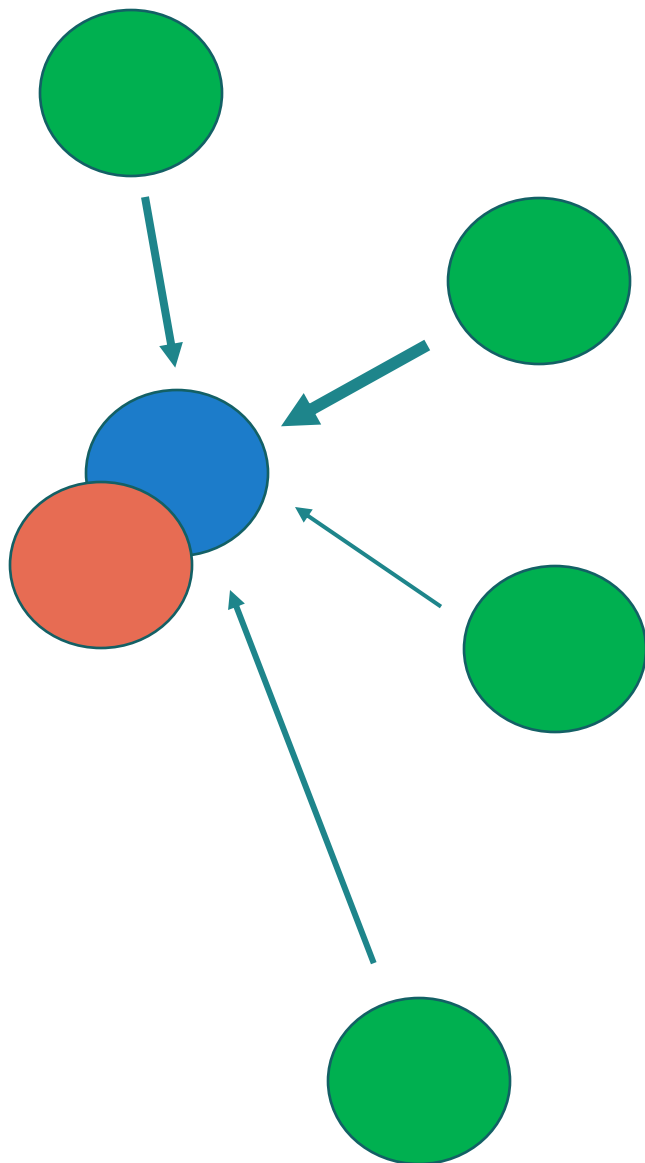
- Content to **add value** to curricula
- Innovative educational format: higher level of engagement / **motivation** for mobility
- **Diversity:** Multinational group and where appropriate mix of study fields (e.g. STEAM) or job functions for cross-fertilisation
- Mix possible with **practical** elements and visits
- **Flexibility:** Short time abroad, can be done outside semesters
- **Recognition** of outcomes
- Potential for **stackability**



# BIPs: Advantages for HEIs

- Easy way of strengthening **multilateral** partnerships & boost exchanges
- Easy to **develop** and set up
- Based on proven schemes
- Practice designing & running new **curricula**
- Easy to apply for **funding**
- **Integrated** in a mobility project, no selection, easier reporting
- Flexibility in managing such programmes





# BIPs: Roles of HEIs

- **Coordinating HEI:**

- ✓ Main organiser of the BIP
- ✓ Receives Erasmus+ funding (BIP-organisational support)

- **Receiving HEI:**

- ✓ Typically the same as the coordinator
- ✓ Receives participants (funded by senders)
- ✓ Can have co-hosting organisation / secondary receiving HEI

- **Sending HEIs:**

- ✓ Send participants
- ✓ Fund participants in their KA131 projects

# BIPs: How do they look in practice?

## • Scenario 1 **students**

- 1+4 HEIs, 25 mobile students, 5 local students, 4 teachers/trainers
- 12+2d travel + 3w online
- Challenge: climate change/soil sealing
- Fields: Agriculture, urban planning, political science
- Company/field visit
- Virtual: get to know, joint assignments, final report

## • Scenario 2 **staff learners**

- 1+7 HEIs, 18 mobile staff learners, 3 local ones, 5 teachers/trainers
- 5+2d travel
- Topic: linking staff mobility to HR policies
- IRO and HRD staff
- Virtual: get to know, common understanding, reading before, joint elaboration of implementation plans

A vertical photograph on the left side of the slide shows a person's legs and feet. They are wearing blue denim jeans with the cuffs rolled up. They are sitting on a tall stack of numerous books. Their feet are resting on the top of the stack. They are holding a magazine or book open in their hands, and it is resting on their lap. The background is a plain, light-colored wall.

# BIPs: Points of attention

- **Distributed funding** of mobilities and programme overhead
- **Single edition** funded per programme under call 2021
- What is a unique BIP?
  - Same BIP title
  - Same BIP learning outcomes
  - Same partnership
- Coordinators can reapply under the call 2022 for the same BIP





**Thank you for  
your attention!**