

# Innovative mobility formats and what about the 50% mobility ambition?

Isabel Crespo Erasmus University - UNIC

Nati Mansilla Ovejero Groningen University – ENLIGHT

Delfien Cloet, Ghent University – ENLIGHT

*TCA European University Alliances, 3 April*



Erasmus+

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**6792 4216**  
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SCAN THE QR CODE





# UNIC mobility

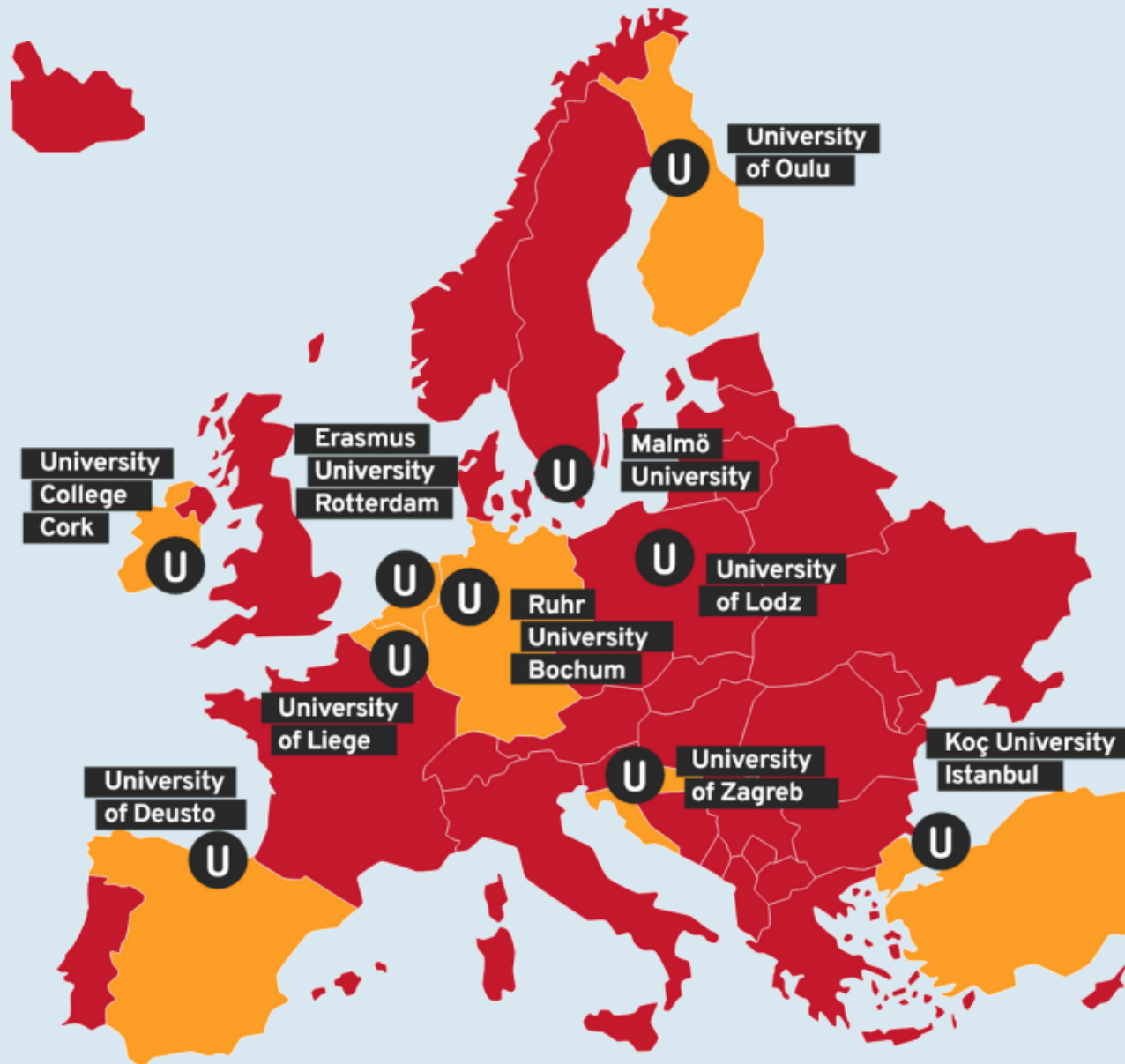
Committed with virtual mobilities

# formats



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# UNIC universities



## **Koç Üniversitesi**

(Koç University, Istanbul, Turkey) •

## **Université de Liège**

(University of Liège, Belgium) •

## **Uniwersytet Łódzki**

(University of Łódź, Poland) •

## **Malmö universitet**

(Malmö University, Sweden) •

## **Oulun yliopisto**

(University of Oulu, Finland) •

## **Erasmus Universiteit Rotterdam**

(Erasmus University Rotterdam, The Netherlands) •

## **Sveučilište u Zagrebu**

(University of Zagreb, Croatia) •

## **Universidad de Deusto**

(University of Deusto, Bilbao, Spain) •

## **Ruhr-Universität Bochum**

(Ruhr University Bochum, Germany) •

## **Coláiste na hOllscoile Corcaigh**

(University College Cork, Ireland) •

# TIMELINE



UNIC kicks off in October 2020

2020



UNIC launches **free online language modules**, a celebration of linguistic diversity. Hundreds of students and staff members have started learning. UNIC's **Handbook on Physical and Virtual Mobility** unveiled.

2021



UNIC4ER, our research program and focus on **Engaged Research**, launches. It has since developed a UNIC Seed Fund, Open Science Campus, and an Engaged Research Declaration for collaborative research for, and with, society.

2022



UNIC's Erasmus Mundus joint masters programme **RePIC - Redesigning the Post-Industrial City** - launches across eight universities.

2023

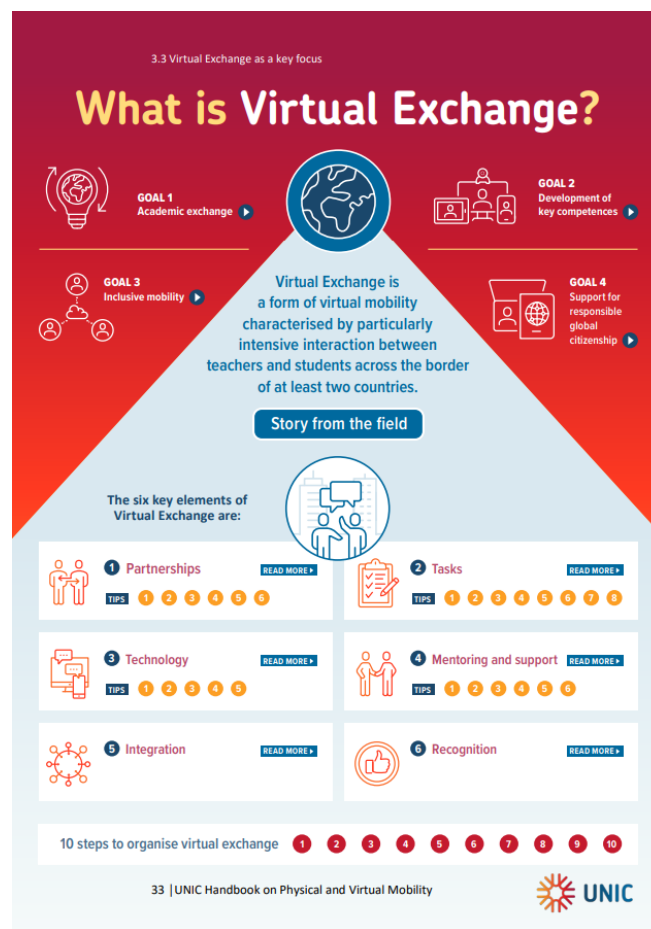
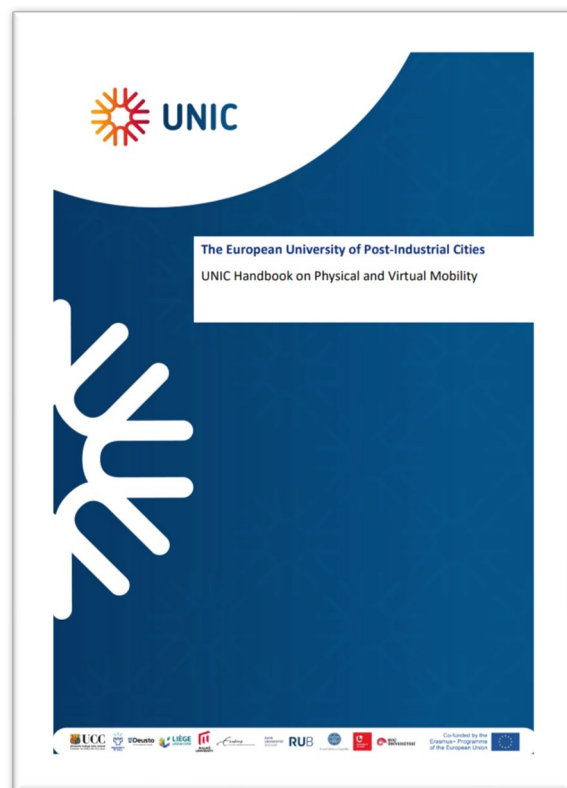


UNIC's new phase kicks off October 2023

# Highlights UNIC 1.0

|     |   |  |  |  |  |   |
|-----|---|--|--|--|--|---|
| WP1 | 8<br>Universities and City Councils             | 7<br>EU Member States and Turkey         | 277,000<br>Students                        | 20 million<br>Citizens (City Populations)        | 29,000<br>Staff                        | +2<br>New Partners - Malmö and Łódź           |
| WP2 | 1<br>Joint Governance Structure                 | 16<br>Student Board Representatives      | 8<br>Cultures of Governance and ICT mapped | 2<br>Universities in European Student Card pilot | 1<br>Virtual Campus for 8 Institutions | 8<br>Mobility Hubs                            |
| WP3 | 1<br>Handbook on Physical and Virtual Mobility  | 2<br>UNIC Joint Master Degree Programmes | 5+<br>Joint Degree Programmes              | 400+<br>UNIC Online Opened Courses               | 8<br>Online Language Modules           | 24<br>Teacher Trainings                       |
| WP4 | 1<br>Superdiversity Academy                     | 2<br>Academic Seminars on Superdiversity | 1<br>Superdiversity Classroom Guide        | 6<br>Superdiversity Schools                      | 400<br>Buddy Couples                   | 120<br>Open Cases on Superdiversity           |
| WP5 | 1<br>Systematic Lit Review + Benchmark Analysis | 50<br>Pop-up CityLabs                    | 48<br>Virtual Meeting Platforms            | 3<br>International CityLabs Festivals            | 7<br>Academic Publications on CityLabs | 195<br>CityLabs cases in Open Case Repository |
| WP6 | 1<br>Communication and Dissemination Plan       | 4<br>UNIC Conferences                    | 80+<br>Targeted Mailings                   | 75,000<br>Website visits / year                  | 1184<br>LinkedIn Engaged Followers     | 100+<br>UNIC events across the consortium     |

# Handbook UNIC 1.0



## 8.1 What teachers can do – reflection checklists

The following checklists could help teachers in reflecting on their teaching and designing it in a more intercultural way. The blank fields are for teachers' individual reflection and thoughts. The topics of the checklists are based on the explanations in [chapter 2](#).

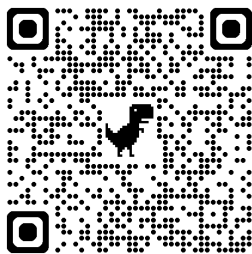
### Expectations, roles and rules – reflection checklist

|  | What could I do/change in my course? How can I encourage my students to use the new measure? | How can I explain it to my students and encourage them to ask questions about the measure? | How did it work? |
|--|--|--|------------------|
| a) Put yourself into the place of an international student: where would you see yourself stumble, where need extra explanations?   |  |  |                  |
| b) Formulate clear learning objectives and communicate them both verbally and in the material accompanying your course.  |  |  |                  |
| c) Follow the principles of UDL: ensure multiple means of engagement, representation and expression.   |  |  |                  |
| d) Respect and integrate time for getting to know one another and explaining different university systems. Have a written description of all tasks.                                |  |  |                  |
| e) Not all students have connections to other learners in the group outside of class. If you want your students to participate in group work, make sure to organise this in class. |  |  |                  |
| f) Integrate an intercultural aspect into the learning objectives, students' tasks and the assessment.   |  |  |                  |
| g) Explain the teaching and learning culture considering how this might differ elsewhere.  |  |  |                  |
| h) Since the understanding of deadlines can differ according to cultural character, the more or less binding nature of them in your course must also be explained.                 |  |  |                  |



# Commitment to Virtual Mobility UNIC

## 2.0



UNIC Alliance commits to virtual mobility for the following reasons:

- **Enhanced Internationalization:** Virtual mobility diversifies and amplifies internationalization opportunities
- **Inclusive Global Engagement:** Virtual mobility fosters equitable opportunities regardless of economic means or personal circumstances.
- **Sustainability in Learning:** Embracing an environmentally conscious approach. It significantly reduces carbon footprints compared to physical journeys.
- **Catalyst for Exploration:** Virtual mobility incentivizes and overcomes barriers for students hesitant to travel abroad.



# Mobility formats UNIC 2.0

## Virtual mobility:

- UNIC **Lightning Bites** sessions: 6 different online sessions of 30 minutes each, spread out over one week. Each [Lightning Bites](#) event has a different topic and is organized by a different UNIC partner
- **Open Online Courses (OOC)**: regular courses, fully delivered online, that offer places to students from UNIC partner universities for free

## Physical mobility:

- UNIC **City Labs**: 25-30 students from EUR attend a UNIC City Lab at another UNIC partner.
- [Summer courses](#) at a UNIC partner: thanks to external funds [A.A. van Beek Fund](#)
- **International Student for a day**: one-day trip to a UNIC partner close by (reachable by bus)
- Staff exchange + Staff week: Communications staff week at EUR (2024)
- **Mobility of our student board representatives**: UNIC conference, UCC Sustainability Week, ...
- Joint Degrees: UNIC masters ([RePIC](#) and [SEOS](#)) + promoting joint and double degrees between partners.

## Blended Intensive Programs (BIP):

- **BIP funding** sometimes pre-allocated by the National Agencies and sometimes based on applications
- **Guidelines and workshops for teachers** (e.g. BIP for UNIC educators guide)
- UNIC also actively supports teachers through **funds (the [VIP fund](#))** and **trainings ([InterTeach](#) programme)**



Provoking thinking, inspiring action

REGISTER

UNIC CITYLABS LIGHTNING BITES

WWW.UNIC.EU

### Accessibility and Inclusion

From Multiple Perspectives

March 17-19 (13:00-14:00 CET Mon-Wed)

[bit.ly/lightning-bites-accessibility](https://bit.ly/lightning-bites-accessibility)

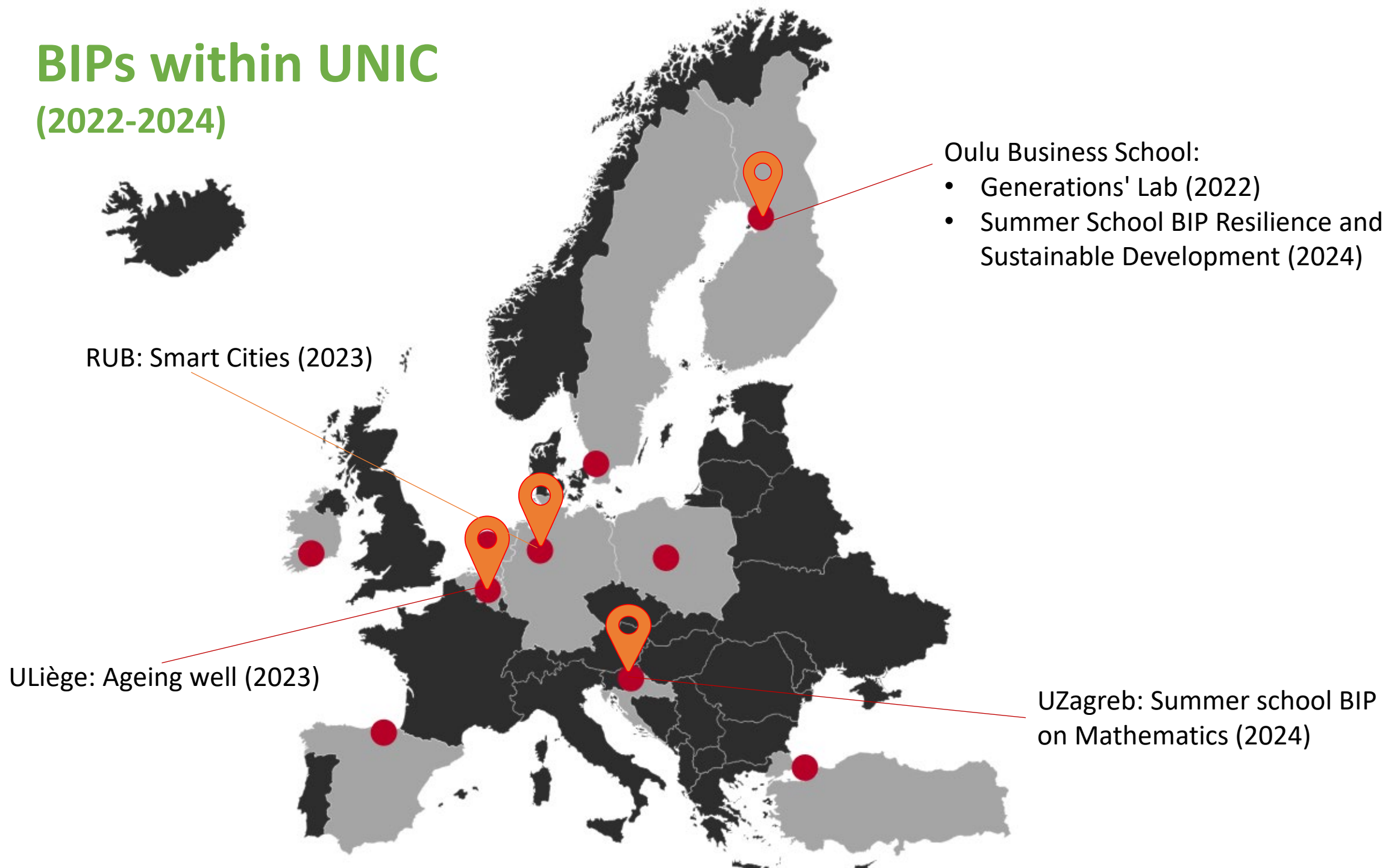
*This CityLabs Lightning Bites series features short, impactful talks from diverse perspectives, addressing the critical challenges and opportunities in promoting accessibility and inclusion practices. See our [website](#) for more information on the UNIC CityLabs Lightning Bites format.*

*Join us for three days of bite-size talks where we will explore how higher education institutions can become more accessible and inclusive from the policy, staff, and student point of view.*

|            | 13:00 - 13:30 CET  | 13:30 - 14:00 CET  |
|------------|--|--|
| Mon Mar 17 | Loïc SAUVAGE<br>University of Liège<br>"Accessibility, Integration and Inclusion"              | Birce ALTIOK<br>Koc University<br>"How Institutions Practice Diversity"                      |
| Tue Mar 18 | Aneta Pawłowska, Adam Drozdowski<br>University of Lodz<br>"The Inclusivity of Culture and Art" | Maroun Tabbal<br>University College Cork<br>"Universal Design in the Curriculum"             |
| Wed Mar 19 | Robin Bleser<br>Ruhr University Bochum<br>"Autism, Accessibility and Obstacles"                | Björn Fraundienst<br>Ruhr University Bochum<br>"Strategy for Better Study Conditions at RUB" |

UCC UNIC RUS Deusto UNIK FRIEDRICH-SCHILLER UNIVERSITÄT ERLANGEN-NÜRNBERG LIÈGE UNIC Co-funded by the European Union

# BIPs within UNIC (2022-2024)



# BIP for UNIC educators guide



Webinar 1 April 2025 offered by UNIC partners

1. “Start **planning early**”
2. “Provide a clear and transparent structure and organisation”
3. “Recruit **more students than the minimum requirement**”
4. “**Involve the international office** in planning”
5. “Facilitate collaborative & **interactive methods** (esp. online)”
6. “Include social and **cultural activities** (esp. in physical mobility)”
7. “Maintain **close communication with partners** & students and develop a good working relationship with your partner teachers and international offices”

(O’Dowd & Werner 2023)

# Stay in Touch



UNIC (European University of Cities  
in Post-Industrial Transition)



@unic\_eu



European University of Post-Industrial Cities



@unic\_eu

+ contact us via email:

[info@unic.eu](mailto:info@unic.eu)

newsletter sign-up



# ENLIGHT

# ENLIGHT

## → Six focus areas



Health and Well-being



Digitalization



Climate Change



Energy and Circular Economy



Equity



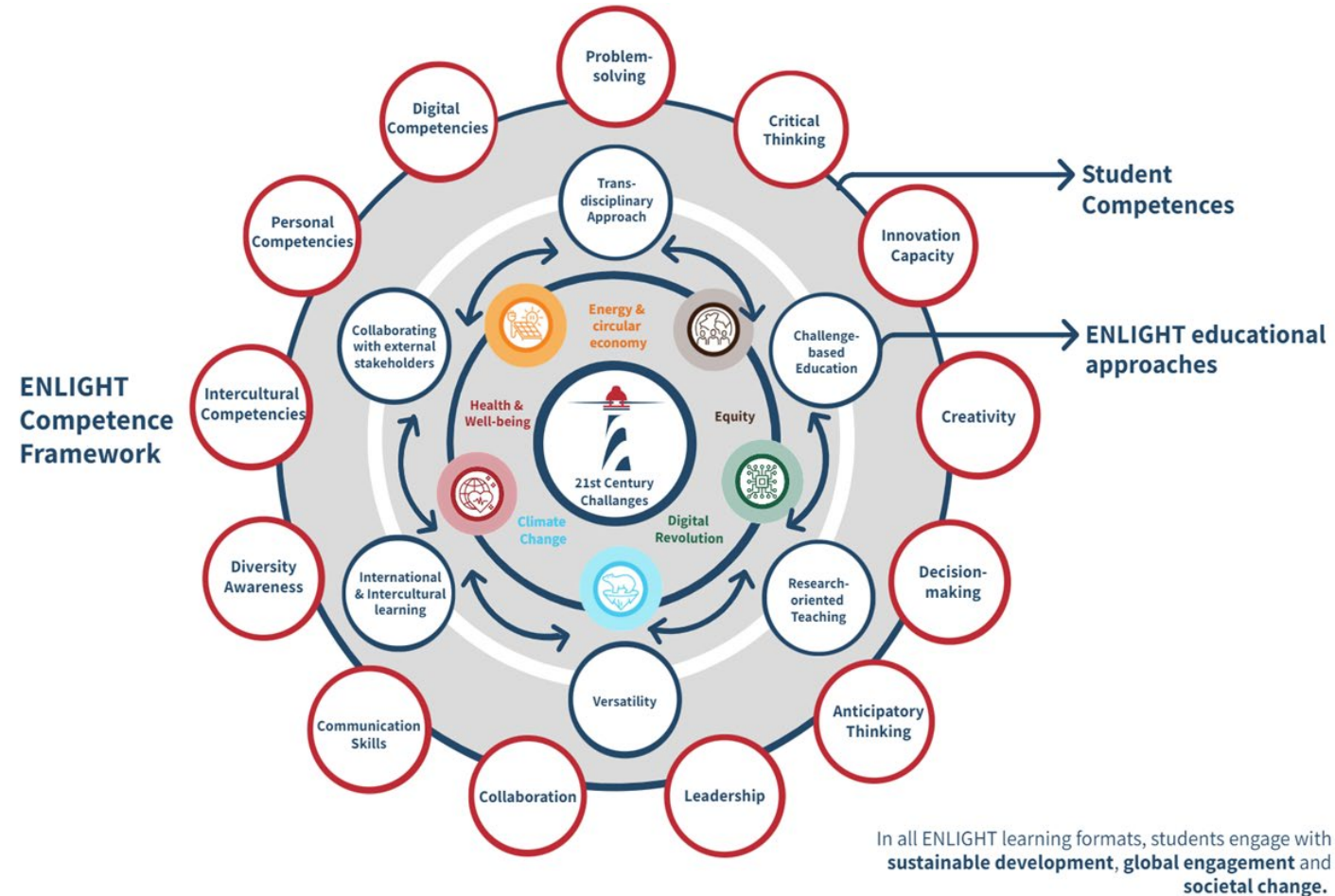
Culture and Creativity





# ENLIGHT MISSION

- Establish an **open space** where students, teachers and researchers have easy access to education and research across the network
- Promote international learning by increasing access to **flexible, future-proof learning opportunities**
- Stimulate **knowledge-creation** with maximum impact by supporting interdisciplinary, international academic teams



# STEPPING STONES

- Framework for integrating flexible “windows” for international learning experiences in curricula
- ENLIGHT calls: funding to develop joint educational initiatives, **strand for joint programmes.**

## Challenges:

- Usually bottom-up process
- Many hurdles (admin/leg/fin)\*
- Rationalisation

\* Example Flemish Ministry: light-weight procedure  
accreditation Erasmus Mundus + European Universities



# NEW VIRTUAL/BLENDED MOBILITY FORMATS

Importance of  
recognition:  
“no mobility  
without recognition”

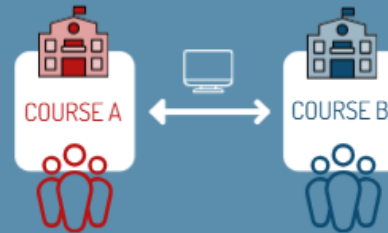
## VIRTUAL MOBILITY



Students take an online course of another institution outside their own country, without physically leaving their home. Credits or certification are recognised at the respective home institution.

*Also known as:* online (distant) course

## VIRTUAL EXCHANGE



Student groups from courses at different universities, come together online to undertake collaborative activities. Students are enrolled in and obtain credits at their home university.

*Also known as:* COIL, virtual teams, online intercultural exchange, joint classroom

## BLENDED MOBILITY



Students take a blended course at another institution outside their own country, which includes an online component and a physical component. Credits or certification are recognised at the respective home institution.

*Also known as:* blended intensive programme (BIP)

# NEW VIRTUAL/BLENDED MOBILITY FORMATS

- Blended mobility: ENLIGHT piloted 39 BIPs (2020-2025)

- Positive feedback from students
- Opportunity to work interdisciplinary
- BIP Erasmus+ scholarships available
- inclusive due to short duration

- High workload, small group of students
- Difficult recruitment process (top-down..)
- Difficult registration process
- Different student information systems
- Different interpretation of rules by National Agencies

- Virtual mobility/virtual exchange: 12 ENLIGHT pilots

- Low threshold to participate
- Cooperation between academics

- How to monitor student participation?
- Cf. above..

# INNOVATION IN PHYSICAL MOBILITY ?

- ENLIGHT multilateral Erasmus+ agreement: staff, BIPs and (limited) student mobility
- Drafting ENLIGHT joint PhD Framework Agreement
- Is there margin to increase/shift physical mobility?
  - Limitations: housing, resources (funding, HR, logistics)
  - Opportunities: bold choices, underestimated formats, geopolitics?
    - Shift in agreements? Ex Uppsala: central agreements ENLIGHT only - Ex UGent
    - MA thesis, double degree schemes, fixed mobility windows, vertical degree mobility..
    - Geopolitics: focus more on Europe?
  - Condition: strategic decisions, make it structural, communicate with your partners

# 50% MOBILITY TARGET

→ “I can prove anything by statistics except the truth” (George Canning)

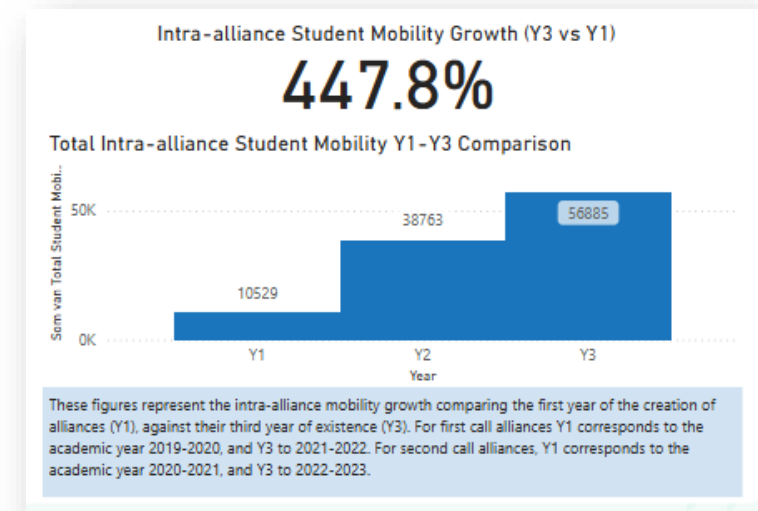
→ Unclear definition – different interpretations by alliances

- 50% of which cohort?
- What is “mobility”
- 2023 Council Recommendation: 25% (Europe on the Move)...

→ Reporting required:

- Intra-alliance mobilities
- Per academic year
- Per funding source: alliance + other
- Per mobility type: virtual, blended, physical
- Students (BA-MA-PhD) + staff

→ Need a systematic approach in data collection for all mobility types + the tools to track!



Graph: [power BI tool EU](#)



# 50% MOBILITY TARGET: ENLIGHT APPROACH

- Mobility: learning/training/teaching experiences – “credit-bearing international learning experiences”
- Mobility numbers:
  - All mobility funded by to KA131,107 (“regular Erasmus”, physical + blended)
  - All mobility funded via alliance + other sources: our Excel activity tracker (manual tracking!)
- Cohort: ideally # graduates with an international experience DURING their curriculum (not # students registered)
- We report 4 options (ex 2022-2023):
  - % of total student body with internat. experience “intra-alliance”: 0,58%
  - % of total student body with internat. Experience to any partner: 2,74%
  - % of graduates with internat. Experience “intra-alliance”: 2,74%
  - % of graduates with internat. Experience to any partner: 17% (if DURING studies: 19%)

Mrs. Delfien Cloet  
Project manager ENLIGHT  
Ghent University (Coordinator)  
[Delfien.Cloet@ugent.be](mailto:Delfien.Cloet@ugent.be)  
enlight@ugent.be

Mrs. Nati Mansilla Ovejero  
ENLIGHT Institutional Liaison  
University of Groningen (Partner)  
[n.mansilla.ovejero@rug.nl](mailto:n.mansilla.ovejero@rug.nl)  
Enlight@rug.nl

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# PROVOCATIVE QUESTIONS?

- What innovative mobility formats has your university implemented through the alliance?
- What challenges have you faced in reaching the 50% mobility target?
- What strategies do you think could help achieve the 50% mobility target?
- How do you envision the future of European University alliances in terms of mobility and collaboration?